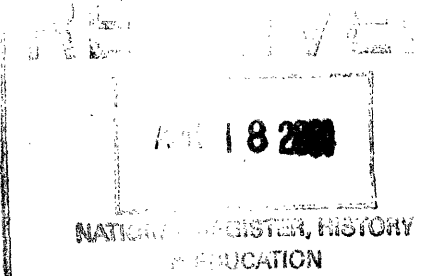


United States Department of the Interior
National Park Service

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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 How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

=====

1. Name of Property

historic name Phoenix Indian School Historic District

other names/site number _____

=====

2. Location

street & number 300 East Indian School Road not for publication _____
city or town Phoenix vicinity _____
state Arizona code AZ county Maricopa code 01 zip code 85012

=====

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 X nationally _____ statewide _____ locally. (_____ See continuation sheet for additional comments.)

William S. Collins, Deputy SAHO April 2, 2001
Signature of certifying official Date

Arizona State Parks
State or Federal agency and bureau

In my opinion, the property _____ meets _____ does not meet the National Register criteria. (_____ See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

=====
4. National Park Service Certification
=====

I, hereby certify that this property is:

- entered in the National Register _____
 ___ See continuation sheet.
- determined eligible for the _____
 National Register
 ___ See continuation sheet.
- determined not eligible for the _____
 National Register
- removed from the National Register _____

___ other (explain): _____

Sarah D. Pope
(pr) Signature of Keeper

5/31/01
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

Number of Resources within Property

Contributing	Noncontributing
<u> 3 </u>	_____ buildings
_____	_____ sites
_____	_____ structures
<u> 1 </u>	_____ objects
<u> 4 </u>	_____ Total

Number of contributing resources previously listed in the National Register 0

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

=====
6. Function or Use
=====

Historic Functions (Enter categories from instructions)

Cat: <u> EDUCATION </u>	Sub: <u> School </u>
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: GOVERNMENT Sub: Vacant

=====
7. Description
=====

Architectural Classification (Enter categories from instructions)

Misson Revival

Materials (Enter categories from instructions)

foundation Stone/Concrete
roof Composition Shingles
walls Brick/Hollow Clay Tile
other _____

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

=====
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 a grave.
- D. a cemetery.
- E. a reconstructed building, object, or structure.
- F. a commemorative property.
- G. less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Architecture _____
Education _____
Ethnic Heritage/Native American _____

Period of Significance 1891-1931

Significant Dates 1902
1922
1931

Significant Person (Complete only if Criterion B is marked above)
N/A

Cultural Affiliation N/A

Architect/Builder U. S. Treasury
U. S. Indian Service

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

=====

9. Major Bibliographical References

=====

Bibliography (Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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 # AZ-145
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: Phoenix Historic Preservation Office

=====
10. Geographical Data
=====

Acreage of Property 3

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing	
1	<u>12</u>	<u>400580</u>	<u>3706730</u>	3	<u>12</u>	<u>400730</u>	<u>3706810</u>
2	<u>12</u>	<u>400580</u>	<u>3706820</u>	4	<u>12</u>	<u>400730</u>	<u>3706740</u>

____ See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

=====
11. Form Prepared By
=====

name/title James Garrison, Historical Architect; Patsy Osmon, Historian

organization Janus Associates, Inc. date March 1992

street & number 602 North 7th Street telephone N/A

city or town Phoenix state AZ zip code 85006

=====
Additional Documentation
=====

Submit the following items with the completed form:

Continuation Sheets

Maps

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

A **sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items (Check with the SHPO or FPO for any additional items)

=====
Property Owner
=====

(Complete this item at the request of the SHPO or FPO.)

name City of Phoenix

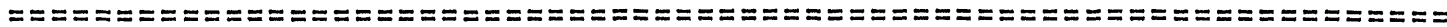
street & number 200 W. Washington telephone (602) 261-8699

city or town Phoenix state AZ zip code 85003

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SECTION 7: DESCRIPTION

SUMMARY

The Phoenix Indian School Historic District is a three-acre tract of land located in the central core area of the larger 160-acre original historic school campus. Within the District are the three most significant buildings remaining from the historical period that retain a high degree of historic integrity. They are: 1) The Dining Hall built as an auditorium in 1902 and soon changed into a dining hall; 2) The Memorial Hall constructed as an auditorium in 1922; and 3) the 1931 Elementary School that was converted to the Band-Chorus Building in 1964. Also included in the district is the site of the campus swimming pool, the mature streetscape along Midway Street from the Memorial Hall to the Dining Hall which features Washitonia filifera palm trees, and the 1922 concrete War Memorial which is located in front of the Memorial Hall.

This area has been selected as representative of the campus because of its integrity, the significance of the three buildings included, and the historical time-frame represented.

Narrative Description

The Phoenix Indian School Historic District is located three and one half miles due north of the original Phoenix Townsite at an elevation of 1,115 feet. The original school property was bounded by Central Avenue on the west, 7th Street on the east, Indian School on the south, and the Grand Irrigation Canal on the north. The Historic District is found in the central area of the campus as it developed toward the southwest corner of the site. The Historic District site is basically flat surrounded by paved streets with curbs and gutters. An irrigated grass yard connects the Memorial Hall and the Dining Hall. Concrete sidewalks connect the buildings with the street. Discrete mature shrubs and trees are found primarily along building fronts. A row of mature palm trees unifies the south facing primary streetscape along Midway Street, the major east-west campus drive.

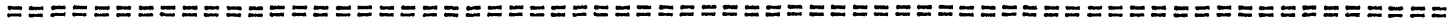
The Memorial Hall occupies a site at the head of the original 1893 oval drive (Rhodes Circle) which connected the campus to Indian School Road at 3rd Street. This site was set aside for a seminary building in the original campus plan, but no major building was constructed in this location until the Memorial Hall in 1922, long after the original campus plan had been abandoned.

The Memorial Hall itself is two-story Mission Revival design executed in natural red brick. Rectangular in plan (104'-6"X72'-4") the building features twin towers at the southeast and southwest corners of the building. The towers rise three stories to open attics shaded by deep low pitched pent roofs supported on paired brackets and surmounted by low curvilinear parapets.

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The primary facade faces south between the towers. It features a broad concrete stair leading to two (originally three) arched entries each with batten two-leaf doors. The doors are flanked by brick pilasters. Above the doors are three pairs of round-topped windows which light the entry vestibule. Above these are seven larger round-topped wood frame doublehung windows with a common sill course. The brick facade rises to a curvilinear parapet with a concrete coping. The gable frames a cast concrete tablet inscribed with the date 1922 and the building's name.

The side (east and west) facades feature five large divided round topped windows which light the main auditorium. These wood frame windows have 10-light two leaf casements below and 6-light two leaf casements with 6 light semicircular transoms above. Each window is framed by brick pilasters and each has a brick spandrel. One modification to each side has been the replacement of second story fire exit slides with metal stairs. The side walls rise to a brick parapet with concrete coping. The squared off two-story stage area has a curvilinear parapet and the north facade has been modified with a rectangular addition.

Internally the building features a raised stage with flat proscenium arch, a level seating area with a U-shaped balcony with wooden risers and an entry vestibule with wooden balcony stairs under the towers. The balcony is unusual in that it is suspended from the wooden roof trusses above by metal tension rods. Interior modifications include the introduction of restrooms under the balcony at the rear of the auditorium and the installation of an acoustical ceiling slightly below the original pressed metal ceiling.

The most unusual feature of the building is the large number of names and dates carved into the soft exterior brick walls recording the presence at the school of hundreds of Native American students.

On the entry sidewalk in front of the building is the War Memorial. The concrete memorial consists of two rectangular blocks. The lower block measures 48" wide 42 1/2" deep and 48 1/2" high. Over this is a block 44" X 38" X 57" high. These blocks are surmounted by a cap 48" X 42" X 8 1/2" high with a sloped beveled top where a light fixture with metal collar once stood. On the north and south faces of the lower blocks are inset panels with 38" X 22" bronze plaques. The south facing plaque is "in memory of the students of this school who enlisted in the army and navy during the world war." The north facing plaque notes the construction of "this fountain and building" along with the school's purpose statement. On the east and west sides of the memorial are semicircular niches (14" X 6" X 22" high) with projecting shell-shaped oval basins originally constructed as drinking fountains. The niches are decorated with hanging swags suspended from rosettes.

The Dining Hall occupies another important campus focal point. When the Dining Hall was constructed it was sited at the end of a second major street and landscaping axis, Scattergood. This north-south straight divided boulevard ran from Indian School Road to a pond in front of the Dining Hall. This new campus site concept was placed to the west of the original oval access. Currently only minor portions of the Scattergood development exist.

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The Dining Hall was originally constructed as an auditorium in 1902, but was modified by 1904 into a dining hall with a kitchen to the north. It is a common red brick two-equal-one story building with a north-south axis flanking east and west one story wings. An early example of Mission Revival design, the Dining Hall features curvilinear parapets with concrete copings, moderately sloping gable roofs, and unbalanced towers flanking the main facade. The original auditorium was rectangular measuring 70'-8" in width by 78'-2" in length and was constructed with a stone foundation.

The primary facade faces south with arched entryways below each tower. The southwest tower has first story beveled walls and a second story inset panel with denticulated lintel and three small stepped vents. The top story of the tower has paired round topped vents with horizontal slats and is topped by a pent roof supported on paired brackets. The brick walls rise to a low curvilinear parapet. The shorter southeast tower features similar first story beveled walls and a smaller inset panel with only two stepped vents. This tower rises to a pyramidal roof supported on beveled framed corner piers covered with wood shingles. This tower is topped by a small pressed metal spire. The main facade has a first story horizontal stuccoed tablet with brick frame, a second story group of five round-topped wood frame double-hung windows with connected brick sill, and a quatrafoil gable vent.

Along the brick one-story wings and framed semicircular windows in the clerestory between the side wings and the main two-story hall. Although the clerestory windows have been covered and additions have impacted the one-story wings, examples of these windows exist along the west facade. The original north facade enclosed the raised stage area and rose to a hipped roof.

By 1904 the stage house was removed and the north wall moved 27' further north. The new north wall rises to a gable end with uniform brick parapet. Beyond the two story north wall a one story kitchen and bakery wing measuring 98' X 42'-6" was constructed. This wing also had a gable roof but was topped by a continuous lantern which originally had eight clerestory windows on each side.

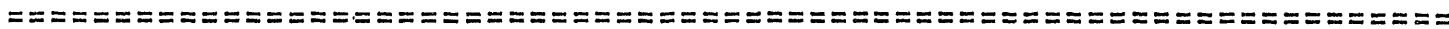
Other major additions to the building include the c1930 west wing dish washing room with west facing curvilinear parapet, the c1940 east side dining room addition which removed the original east wall, kitchen additions to the northeast and the 1968 small boiler room added to the west facade in concrete block. Minor changes include replacement of the original batten entry doors with flush metal fire doors and the replacement of the original wood shingles on the roofs with asbestos shingles. The only significant interior feature is the original pressed metal ceiling.

With a major shift in school policy in 1931, a new six-room elementary school building was constructed west of the Memorial Hall. When the new classroom complex was constructed in the center of the campus in 1964 the former elementary school was remodeled into a Band/Chorus building. By this time only high school age students attended the school.

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Like the Dining and Memorial Halls, the Elementary School Building faces south onto Midway Street. The building is symmetrical with the north facade matching the south and the east matching the west. It is a one-story building measuring 55'-10" X 107'-4" with a flat roof and parapets with concrete copings. Stylistically the building has been influenced by modern trends in its massing and use of materials. The building is constructed with concrete foundations, brick lower walls and hollow clay tile on the upper walls. The primary wall areas have been stuccoed while the buff brick is used for a watertable, accent surrounds and quoins. Each facade is divided into three bays with the central bay projecting slightly.

The north and south facades feature a central entry with brick surround and at the attic level six 6" terracotta pipes form a triangular vent. The central bay parapet is stepped. The side bays are plain stucco except for three tall narrow recesses (windows to the left and niches to the right) and brick dentils at the parapet. Small storage rooms have been added to the north facade flanking the entry.

The east and west facades have three bays with grouped windows with brick surrounds. The windows are double hung in wood with nine over nine lights. The window grouping on one side of each classroom is traditional to school design throughout the United States. The side bays have quoins while the central projecting bay has a stepped parapet. The right bay on each side has an extra window with brick surround which coincides with restroom locations.

Internally the building originally had a central hall running from the south to north entries. To the left, from the south entry, was the girls' restroom and then three classrooms; to the right, three classrooms and the boys' restroom near the north entry. In 1964 the building was modified to accommodate music instruction classes for band and chorus. Portions of the central hall and classroom walls were removed to make two large practice rooms (one for band and one for chorus), but several original walls with original two panel doors remain intact and the restrooms, although upgraded, remain in the same locations.

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SECTION 8. STATEMENT OF SIGNIFICANCE

SUMMARY

The Phoenix Indian School (PIS), founded in 1891, is significant under Criterion A for its association with the educational policy of assimilation, which characterized the federal government's approach to "Indian" education from the late 1880s to the 1930s. As the only non-reservation BIA school in Arizona and as the second largest Indian School in the country by 1900, the PIS played an important role in the "Americanization" process. Additionally, the PIS is significant under Criterion A for its association with the economic and social history of Phoenix. The construction and the operation of the school facility at Phoenix not only injected federal dollars into the area, but also provided a steady supply of day laborers for the local community. The interaction between Euro-Americans and Native Americans which resulted from the "outing system" and other school activities serves as an important illustration of race relations in the West during the early 20th century. Lastly, the Dining Hall (1901) and the Memorial Hall (1922) at the PIS campus are significant under Criterion C as key Arizona examples of the Mission Revival architectural style. Both buildings possess a high degree of integrity and exemplify the characteristics of the Mission Revival Style.

The Dining Hall, constructed in 1901, has both historical and architectural merit for its associations with the essential development of the school and for its importance to Phoenix as a key architectural statement of period, style and method of construction. Although modified very early and extended to the North, the building has remarkably few non-historic alterations and is a rare intact example of a commitment to permanence and architectural taste in Arizona's territorial public architecture.

The Memorial Hall was constructed in 1933 at a cost of \$50,000 from plans and specifications prepared in the "Indian office." It is an outstanding, although late, example of Mission Revival style architecture. Both the exterior and interior have a high level of integrity. The Memorial Hall visually dominated the campus and has significant associations with the history of the faacility. In addition, the building's dedication to those students who fought in World War I has tremendous commemorative value to the Native American peoples of Arizona. The War Memorial which stands in front of the building attests to this strong association.

The Elementary School was constructed in 1931 and, although altered internally, retains its understated Moderne exterior. The construction of the Elementary School is historically significant because it represents a period of major change in the approach to "Indian" education. Nationally there was a concerted effort to move away from the earlier assimilation approach to "Indian" education. This reform effort can be seen at PIS by the replacement of Superintendent John B. Brown by Carl H. Skinner in 1931. Ironically the new policy eliminated the lower grades at the school which led to the use of this building by the school band.

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Background: History of "Indian" Education in the United States

Since European settlers arrived in the New World, they endeavored to educate Native American peoples in the customs of European civilization. Up until the American Revolution, these attempts were mainly organized by private religious and charitable organizations. Limited funds and organizational ability resulted in very few Native Americans obtaining a European style education by the end of the 18th century.

The federal government first became involved in "Indian" education in 1819 when Congress created the "Civilization Fund." While this fund, which created a subsidy to religious schools along with treaty provisions requiring the use of tribal annuities for schools, signaled an interest in "Indian" education nationally, no significant progress would be made by the federal government in that field for another fifty years.

The situation changed after the Civil War when millions of immigrants from eastern and southern Europe began to pour into the United States and were perceived by some to threaten traditional American values. In response, reformers began to propose Americanizing rather than separating different ethnic groups. At the same time humanitarian reformers concerned with the "Indian" problem began to propose that Native Americans should no longer be treated as tribal entities. Instead, like other ethnic groups, Native Americans should be assimilated into the American culture.

With that new approach in mind, the federal government made a direct effort to involve itself in "Indian" education. For example, the 1867-68 Indian Peace Commission suggested establishing schools to help solve the "Indian problem." In response to their recommendation, Congress increased its financial support to religious schools. However, it was not until the late 1870s that the idea of a Federal Indian School system began to gain acceptance.

As the idea of a comprehensive program of Federal "Indian" education took hold, most of the emphasis was placed on the boarding school system, which would best promote the assimilation banner by separating children from their cultural environment. Many federal day schools and boarding schools had been opened on reservations by the late 1870s.

It was not until 1878 that educators pursued the idea of non-reservation boarding schools. The champion of that form of education was Captain Richard Pratt, an army officer whose interest in "Indian" education developed after he was assigned to supervise a group of Native American prisoners at Fort Marion, Florida. At Fort Marion, Pratt developed his theory that Native Americans could be "civilized" and made into model citizens by removing them from their traditional environment.

After Pratt was successful in getting seventeen Native American students assigned to the previously all-black Hampton Institute in Virginia in 1878, he then convinced Secretary of the

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Interior, Carl Schurz, to allow him to open an Indian School In the East. Located in Carlisle, Pennsylvania, the Carlisle Indian School soon became the leading center of "Indian" education in the United States. It was there that Pratt set into motion his ideas concerning "Indian" assimilation.

Over five hundred students attended Carlisle by the mid-1880s and it was generally considered a success. Its reputation led the Office of Indian Affairs to open additional non-reservation boarding schools in the late 1880s in Genoa, Nebraska; Chilocco, Indian Territory; Lawrence, Kansas; and Albuquerque, New Mexico.

The Phoenix Indian School, 1891-1931

The Phoenix Indian School opened in September 1891, after a year-long search for what would become the permanent school site. The school was located on 160 acres of improved land east of Center Street, South of the Grand Canal. The owner of this land, Frank C. Hatch, received \$9000 for the property, \$6000 of which the government provided.

From its opening in 1891, the Phoenix Indian School educated students for ninety-nine years until the federal government ordered its closure in 1990. During that time, the federal government's policy toward "Indian" education changed dramatically. Between 1891 and 1928, the policy of assimilation characterized the federal government's goal for "Indian" education. However, starting in 1922, educational reformers, led by John Collier, began to rethink and attack the educational policy of assimilation. That movement led to a study published in 1928 known as the Meriam Report which recommended that the assimilation program with its regimentation and cultural immersion be eliminated. Instead nonreservation schools were to become vocational high schools. The result of that reform movement and the Meriam Report was the ascension of educational reformers to the top posts in the reorganized Indian Bureau in the early 1930s, including the appointment of John Collier as its head. Collier demanded a "clean sweep" at the nation's Indian Schools including advancement in academics, increased religious freedom, and more social time and activities. By 1935, most of those reforms had been implemented at the Phoenix Indian School, replacing the assimilation policy which had been the school's educational focus for the previous four decades.

While the federal government set the goals for "Indian" education in the United States, the local school administrators were the ones to apply the policy. Such was the case at the Phoenix Indian School. Consequently, even though assimilation was the overall goal of educators at the PIS between 1891 and 1931, the various school superintendents interpreted and applied the policy differently. With that framework in mind, the assimilation era at the PIS can be divided into four distinct time periods 1891-1897, 1897-1902, 1902-1915, and 1915-1931.

Under school superintendent's Wellington Rich (1891-1893) and Harwood Hall (1892-1897), the PIS experienced much physical growth. "Both men were dedicated to making the new facility a major component of the federal system and they pressed for visible evidence of success" (Trennert, 33). That emphasis resulted in a concerted effort to raise money, build

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community support, recruit students and construct an impressive campus. By 1896, the school had grown from just over 100 students at its inception to 380 students. It supported 12 buildings including a "girls building" designed by prominent local architect J. M. Creighton and constructed in 1892, and a Victorian Style hospital built in the mid-1890s.

However, the focus of Rich and Hall on increasing the number of students didn't mean that the presumed assimilation was occurring or was meeting federal expectations. While classes in English and arithmetic were established and some students did learn to speak English, there were only four academic teachers in 1897. Therefore, during the tenure of Rich and Hall academic training was apparently not a priority.

Instead vocational training was the main educational focus. Boys were to learn job skills valuable to the Phoenix business community while girls were taught domestic skills such as housekeeping and serving. To that end, school officials established the "outing system." In the outing system, students worked at jobs off campus in order to gain experience and earn money. The outing system was one of the main techniques Richard Pratt had implemented at the Carlisle School to promote assimilation. Pratt argued the "the outing system breaks down their old prejudices against whites, superstitions, and savagery. . ." However, at the PIS the idea of using the outing system as a tool to foster assimilation quickly dissipated as it soon evolved into a mechanism for white Phoenix employers to secure cheap Native American labor. In fact, economic ties such as the outing system clearly illustrate important links between the local Phoenix community and the PIS. In addition to garnering cheap labor from the school, Phoenix also benefited from the school's presence through federal expenditures. For example, school supplies were purchased locally and local builders were contracted for construction projects.

By the time Samuel M. McCowan assumed the office of Superintendent in 1897, the PIS had experienced significant physical growth but had not achieved the goal of assimilation. While McCowan, like his predecessors, thought the key to success was increased enrollment and growth, he also realized that the student's academic performance needed to improve.

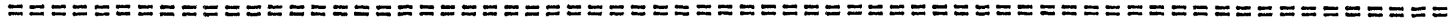
McCowan felt the best way to achieve his educational goals centered on diversifying the student body. Not only would the recruitment and enrollment of Native American children from a variety of tribes from all over the southwest, including Mojaves and Hopis, increase enrollment, but McCowan argued that it would improve the student's performance as well. He believed that it was the homogenous nature of the student body which was impeding the assimilation process. By importing students from various tribes with different languages and backgrounds, progress toward assimilation would be made. Therefore, McCowan mounted an aggressive recruiting campaign in the late 1890s. By 1899, the PIS was the second largest school in the federal system with the enrollment of over 700 students.

The rapid increase in enrollment created a corresponding need for expanded facilities. Overcrowding became a serious problem. As a result McCowan requested and received authority to construct new buildings during his tenure. In addition to the construction of dormitories and

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employee residences, a Mission Revival Style auditorium was designed in 1901 and constructed in 1902. However, the ever increasing enrollment at the school made it clear to administrators that the need for a large dining hall outweighed the need for an auditorium. Consequently, the design modifications needed to transform the structure into a functional dining hall were made in 1903, with the construction of the kitchen and baking facilities completed in the middle of 1904. The Dining Hall is significant as the oldest extant building on the PIS campus, and for its association with the physical growth and expansion that characterized the first fifteen years of the school's existence.

When Charles Goodman became Superintendent of the PIS in 1902, he inherited a large and stable institution. The school employed a total staff of fifty-six, twelve of whom were teachers. The campus included a total of twenty-four buildings surrounded by 240 acres of land under cultivation.

From the founding of the PIS in 1891 through the early 1930s, including Goodman's tenure as Superintendent from 1902 through 1915, various policies and activities were consistently applied at the PIS in an effort to promote the assimilation of the Native American students. Strict discipline was the reality of everyday life. New students were separated from fellow tribesmen, organized into military companies, and issued a uniform, school clothes, and work outfits to replace their traditional clothing. Additionally, after starting the day at 5:00 a.m., students marched to and from class and other activities according to a rigid schedule.

While a series of major events took place during Goodman's thirteen years in office, highlighted by a serious outbreak of tuberculosis, his tenure is best characterized as a period when real progress was made in graduating students. Although no students qualified to graduate before 1901, by 1915, a total of 175 students had received diplomas from the PIS. This figure represents under five percent of the students who had attended the school, but the fact that students were progressing in an educational environment which promoted the Americanization of the student proved, from at least an administrative perspective, that assimilation was progressing.

When John B. Brown became Superintendent at the PIS in 1915, the federal "Indian" educational policy of assimilation had been employed at the school for twenty-four years. Evidence documenting the progress of the assimilation doctrine at the PIS can be found in the participation of Native American students in the military. From the beginning of the PIS, regimentation had been a part of everyday life. Both boys and girls were organized into military companies as a part of the indoctrination program. Male students were therefore receptive to participation in military service. For example, in 1912 Arizona organized the first all-Indian unit (Company F) of the State National Guard. Made up of older PIS students and former students, it was the first all-Indian unit in the nation.

This willingness to participate in military service was highlighted when, despite being exempt from military service because of their noncitizen status, many PIS students and alumni

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volunteered to fight in World War I. In fact, within four months of President Wilson's call for a declaration of war on Germany in April 1917, sixty-four Phoenix Indian School students and former students enlisted in the Army and Navy. Additionally, upon returning from border duty near Naco, Arizona, Company F was assigned to the 158th Infantry, Fortieth Division. By War's end, the Native American students had "distinguished themselves in combat, helping to create a positive atmosphere that eventually resulted in the act of June 2, 1924, granting citizenship to all Indians" (Trennert, 161).

In direct response to the participation of PIS students and alumni in World War I, the Federal government authorized the construction of the Memorial Hall and War Memorial on the PIS campus in 1922. The Mission Revival Style Memorial Hall was built at a cost of \$50,000 with students providing much of the labor to construct the building. The Memorial Hall was constructed as a replacement for the original Auditorium, which was converted in 1904 to the Dining Hall. School officials and students utilized the building for general assemblies, graduation ceremonies, and theatrical activities. The War Memorial, built just south of the Memorial Hall, commemorated both the founding of the Phoenix Indian School and the service of its students in World War I. The Memorial Hall and the War Memorial are significant as visual reminders of the impact and effectiveness of the assimilation policy employed at the PIS during the historic period.

Despite the involvement of PIS students in World War I during the tenure of Superintendent Brown (1915-1931), and his personal commitment to the assimilation policy, it was during Brown's years in office that the assimilation approach to "Indian" education at the national level was first challenged, then reevaluated, and eventually overturned.

Indian schools faced many challenges after 1915 including financial cutbacks and overcrowding. These factors led to an increase in discipline problems and a decrease in the quality of student health care on campuses throughout the country. In response to those problems and the general belief that the assimilation doctrine was misguided, an "Indian" educational reform movement began in the early 1920s. Led by John Collier, this movement eventually led to the publication of the Meriam Report in 1928.

The report prepared by Lewis Meriam entitled The Problem of Indian Administration analyzed and reviewed every aspect of contemporary Native American policy. W. Carson Ryan, an advocate of progressive school reforms, wrote the education section of the report. While Ryan criticized all forms of "Indian" education in the United States, the nonreservation Indian schools received the brunt of this attack. In summary, he called for the end of the assimilation approach to "Indian" education and the cultural immersion and regimentation its advocates used to achieve their ends.

Although educational reformers were challenging federal policy throughout the 1920s, Superintendent Brown's assimilation policy remained firmly in place at the PIS. As a career Indian Service educator, Brown was a member of the "old guard" who "saw little value in traditional Indian cultures" (Trennert, 151). Therefore, when the assimilation program in

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general and nonreservation schools specifically, came under attack by reformers, they fought back. One way Brown sought to improve the school's image was to link the school with Native American employment in Phoenix. Although the outing system had been in place since the 1890s, by 1920 it had evolved into something very different than Captain Pratt's original system. In fact, current PIS students worked mainly on weekends and during the summer, while non-students made up the majority of the workers sent out by the school. "In essence, the school was turning into an employment agency, a trend Brown wished to enhance" (Trennert, 168). Consequently, in 1922 Brown made the decision that the school would be formally responsible for Native American employment in Phoenix, whether for students or non-students.

Although Brown's motive in officially reorganizing the outing system was to improve the image of the school by illustrating how the school was integral in providing Native American employees for the Phoenix community, his efforts had little lasting effect in deterring anti-assimilation forces. After publication of the reform minded Meriam Report in 1928, it was just a matter of time until the assimilation program would be removed from Indian schools nationwide. In 1929, Indian Commissioner Charles H. Burke, a strong assimilationist, resigned under pressure from reformers. He was replaced by Charles J. Rhoads, a man committed to the changes suggested in the Meriam Report. Although Rhoads made much progress in modernizing the system, reformers led by John Collier felt he moved too methodically in implementing the changes. Rhoads' and Collier's differences came to a head in 1930 when Rhoads issued circular number 2666 which stated that in order to maintain order, certain forms of punishment would be permitted at Indian schools. Collier disagreed with the circular arguing that its intent marked a step backwards for the reform movement. Collier decided to challenge Rhoads on that issue by bringing to the forefront, information concerning brutality on the PIS campus.

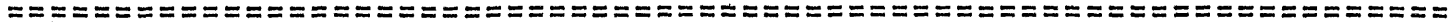
Those allegations led to a hearing on the matter by the Senate Subcommittee on Indian Affairs in May 1930. As the main witness, Collier argued that the PIS's administration was not only guilty of brutal treatment, but also mismanagement. While many of the charges were never proven and the Subcommittee never reached a definitive conclusion, the episode helped bring about many changes at the Indian Bureau. One illustration was the appointment of W. Carson Ryan as Director of Indian Education in September 1930. As author of the education section in the Meriam Report, it took Ryan only a brief amount of time to talk Rhodes into totally overhauling the Indian Service. In brief, the Bureau was divided into five sections (one being education), each to be controlled by a "professional" director. That reorganization effectively opened the Bureau's top posts to a new breed of professional socially minded educators who openly supported the changes suggested in the Meriam Report.

Superintendent Brown remained in charge at the PIS, even though the hearing into his administration's conduct had damaged his reputation. However, in April 1931 the Senate Subcommittee on Indian Affairs held additional hearings in Arizona concerning the conditions of the PIS. After presenting a weak defense of his administration, Brown lost whatever support he had within the Rhoads' administration and consequently retired in July 1931. "His departure marked the dividing point between the old and new philosophies at Phoenix" (Trennert, 198).

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It was at this juncture in 1931 that the new Grammar School/Band Building was constructed on the PIS campus.

The Phoenix Indian School, 1931-1990

Replacing Brown as Superintendent in 1931 was Carl H. Skinner. Possessing a doctorate in education and no experience in the Indian Service, Skinner was hired to "modernize the facility, eliminate waste, ease out the old guard, and assure that the institution provided useful training" (Trennert, 199). With the help of national leadership in the form of John Collier, who Franklin D. Roosevelt had appointed head of the Indian Bureau early in his first term, Skinner successfully implemented the majority of those goals at the PIS during his first four years in office. By 1935, the four-year transition between old and new was complete.

By 1935, Superintendent Skinner had successfully phased out the assimilation policy at the PIS. Two of the most immediate changes he implemented were the end of military discipline and the elimination of the lower grades. First, while school life remained strictly ordered, after 1931 students were not required to wear military uniforms and the school band no longer marched students into the dining hall for meals. Second, with the construction of reservation day-schools, the lower grades at the PIS were discontinued. That effectively allowed young Native American children to attend school at home while also relieving the overcrowded PIS. In reducing the enrollment from 950 in 1928 to 425 in 1936, school officials had addressed one of the main problems cited in the Meriam Report.

The curriculum at the PIS during the 1930s focused on vocational rather than academic training. Classes were offered in a variety of trades including masonry, carpentry, and painting. However, school officials realized that the economic hard times created by the Depression meant that few jobs would be available for Native Americans in the urban marketplace. Therefore, the agriculture program was expanded in an effort to aid those students who chose to return to the reservation.

World War II would prove to have a lasting effect on the PIS. Native Americans, including PIS students, participated in the war effort both at home and abroad. For instance, students who remained in school bought war bonds and donated blood. Additionally, many Native Americans volunteered or were drafted into military service. Native Americans served in all branches of the military in both Europe and the Pacific.

It was the widespread service in the military that brought to light the fact many Native American children could not read or write. That realization motivated a group of Navajo ex-servicemen to go to Washington in 1946 to request that treaty obligations concerning education for Navajo children be met. That request led to the creation of the Special Navajo Program (SNP). In that program, Navajo children attended school for five years, the goal being the equivalent of an eighth grade education.

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The program brought new life to the PIS. In the first year of the SNP in 1947, 200 Navajo children enrolled at the PIS. Between 1947 and 1958 the number of students participating in the program increased every year. By 1958, the PIS was home to 427 Navajo students in addition to 600 regular students. By the time SNP was phased out in 1963, several thousand students had participated in the program.

Overcrowded conditions resulted from this increased enrollment in the 1950s. In addition to a lack of space, many existing buildings dated from the 1890s and were clearly obsolete. In response to the situation, school Superintendent Glenn Lundeen asked for a BIA review of the school property in 1952. The report led to the adoption of a building plan, which over the next thirteen years modernized the outdated PIS campus. Construction during that period included "eight new dormitories, an administration building, a materials center, five science classrooms with appropriate lab facilities, nine vocational and home economics units, and warehouse facilities" (Parker, 47).

The curriculum at the PIS also radically changed after World War II. Between approximately 1947 and 1965 the federal government implemented what was called the termination policy, which centered on ending the government's responsibility for Indian reservations. In order to achieve that goal, it was necessary to integrate Native Americans into mainstream American education was the key to that process. The general belief was that with proper education, Native Americans could successfully compete for jobs in the ever expanding, post war economy and therefore live in urban centers. Consequently, the focus at the PIS changed from teaching skills useful on the reservation to teaching skills which would help students survive in the city. School officials encouraged girls to take classes in typing and cosmetology, while boys were offered classes in math and science. In response to the new focus, the PIS was accredited by the North Central Association of Colleges and Secondary Schools in 1960. The school's name was also changed to the Phoenix Indian High School.

The 1960s witnessed a social revolution in American society, especially among America's youth. People from all walks of life began to question traditional American values. The students at the PIS were not isolated from the upheaval. For example, during the late 1960s and early 1970s students regained their interest in Native American culture and identity as shown by the increased involvement in tribal clubs. Concurrently, PIS students and educators began to question the role of "Indian" education at the PIS, specifically aspects of school life which only seemed important in the white culture. Eventually, Native Americans nationwide came to the conclusion that "No matter how well-meaning the educational establishment, Indians themselves must demand, and accept responsibility for, control of their children's education" (Parker, 81). With the passage of the Indian Self-Determination and Education Act in 1975, Native Americans for the first time had the authority to elect their school boards, hire personnel, and decide curriculum at their schools. The trend toward self-determination coupled with the idea that the home based schools provided the best environment to educate Native American students clearly pointed out that nonreservation boarding schools were expendable.

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In 1982 the Indian Bureau announced their plan to shutdown the PIS as part of an overall movement to close all nonreservation boarding schools nationwide. This initial effort was temporarily postponed because two Arizona tribes, the Hopis and the Papagos, lacked proper high school facilities. However, by 1987 the lack of reservation school facilities had been rectified. That meant that after nearly a century of educating Native American students, "the Phoenix school had for all practical purposes outlived its usefulness" (Trennert, 213). The PIS closed its doors for the last time in the spring of 1990.

Architecture

The Dining Hall and The Memorial Auditorium represent the beginning and the end use, respectively, of the Mission Revival Style on the Phoenix Indian School Campus. More importantly, they represent the primary influence of the Mission Revival Style on all of Arizona. These buildings are regionally unique because of the use of the Mission Revival Style for auditorium functions. This seemingly appropriate use of the style is in fact rare, making the two buildings the best of their types (examples of Mission Revival auditoria) in the Southwest.

Following attempts to preserve and promote California's early Hispanic missions, architects in California pursued a regionally appropriate style for application to new buildings. Some authors claim this style was no more than Westernization of Richardsonian Romanesque concepts, but the forms were definitely unique. Interest in the Mission Revival Style became focused during the 1892 completion for the design of the California Building at the World Colombian Exposition in Chicago. A Page Brown's winning design is often referred to as the first major Mission Revival design, but other competitors, including Samuel Newsom, were equally moving toward refinement of the style.

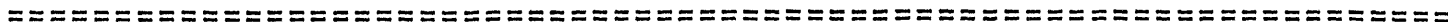
Following its use at Chicago in 1893, and for the California Midwinter International Exposition of 1894 held in San Francisco's Golden Gate Park, the primary use of the style was for residential buildings and, beginning with the depot in San Juan Capistrano, for railroad stations. Slowly throughout the decade the style was used for hotels, schools and churches. The only regional auditorium noted for its Mission Revival style is the San Gabriel Civic Auditorium (Mission Playhouse) designed by Arthur Benton in 1923.

In Arizona no major use of the Mission Revival Style has been documented before the 1902 construction of the Phoenix Indian School Auditorium, which was converted to a dining hall within three years. During this period, the firm of Trost and Trost in Tucson developed its own regional style in residential scale buildings. Their style combined elements from Mission, Spanish Colonial, and Prairie School examples into a distinctive regional variation; but during this same period their public buildings, such as the Santa Cruz County Courthouse or the Tucson Public Library, were based on Neoclassical Revival trends.

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Other major Mission Revival examples throughout Arizona all postdate 1902, including the 1907 Prescott Railroad Depot (NR), the 1912 San Marcos Hotel in Chandler by Arthur Benton (NR), and the 1913 Saint Mary's Catholic Church in Phoenix (NR). By the time the Memorial Auditorium was constructed in 1922, Mission Revival elements had largely been replaced by or blended with Spanish Colonial Revival details. Therefore, these two buildings at the Phoenix Indian School are key examples from the beginning and the end of Mission Revival stylistic influence in Arizona. Also, there are no other examples in Arizona of this style being used for an auditorium. This rare use of the Mission Revival Style for two auditoriums constructed 20 years apart makes this combination of buildings significant within a regional context.

The use of this style by the Federal government is also unusual. From 1897 to 1912 all government buildings were designed, constructed and maintained under the responsibility of the Treasury Department's supervising architect, James Knox Taylor. In 1902 the Department "finally decided to adopt the classic style of architecture for all buildings as far as it was practicable to do so. . ." In their 1901-02 report the Office of the Supervising Architect stated that the number of buildings under its control included "33 in the course of construction, and arrangements are now being perfected looking to commencement of work on 35 new buildings." The Auditorium as well as a hospital building for the Phoenix Indian School were advertised for construction following July 2, 1901 with the bid opening on August 6, 1901 in Washington D.C. In its 1902 annual report the Department of the Interior says that the "auditorium was completed at a cost of about \$7,500." Although the specific architect within the office of the Supervising Architect or a contracted architect has not been identified, the Phoenix Indian School Auditorium is the only known federally funded project, constructed in this time period of Neoclassical Revival emphasis, to be designed in the Mission Revival Style.

Another area of significance involves the use of brick as a primary building material. As the Mission Revival Style developed in California, emphasis was placed on the use of stucco over brick and later reinforced concrete. In fact, brick was used only as a substitute for sun baked adobe which was considered an "inferior" material by the turn-of-the-century. Following the San Francisco earthquake of 1906, concrete became the preferred material for constructing buildings in the Mission Revival Style.

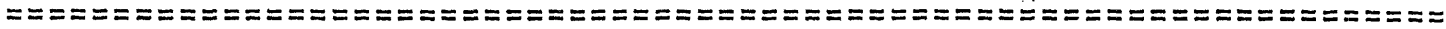
To have both primary buildings within the Phoenix Indian School Historic District constructed of exposed brick is stylistically unique, and also an indication that both the federal Indian Bureau and the Office of the Supervising Architect in the Treasury Department were naive as to the regional approach and expression of this style. It is remarkable that the government selected this stylistic expression for the first auditorium and so some room for error is probably warranted. But to use exposed brick for the second auditorium shows a complete lack of understanding of how this style had evolved in the Southwest and how the building should have been detailed.

Finally, there is architectural significance in using the Mission Revival Style from its cultural perspective. During its first ten years of growth, the Phoenix Indian School employed Victorian

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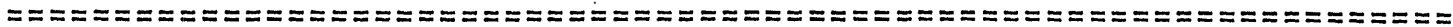
Queen Anne architecture placed geometrically around a central oval drive. With the construction of the 1902 auditorium this original geometry was abandoned and a second formal axis developed along divided Scattergood Road northward from Indian School Road to a fountain and the auditorium. This streetlike axis is thought to have been made to better handle the marching and parade functions of the institution, but exactly why the Mission Revival Style was made the focal point of the new site plan is unclear. Obviously the unknown architect felt that Mission Revival Style was the most appropriate for a Southwestern Institution, but to the citizens of Phoenix, who were still trying to create an image for Phoenix which would prove that it was like every other town in America in order to gain acceptance toward statehood, this regional looking building must have been a shock. And to the Native American students, at a time of promoting tribal diversity, this style could only recall the arrival of the Spaniards and the attempts to convert them to Catholicism.

Obviously these initial impressions have switched in time from being radically progressive images to conservative examples of the best legacy of the campus. The cultural acceptance and association with these buildings as the most significant buildings on the campus worthy of preservation indicates the impact of the Anglo culture on the Native American culture and vice versa. Surprisingly these effects are associated with two buildings which in reality are representative of a third culture, the Spanish.

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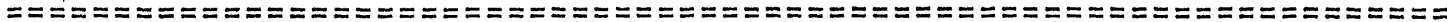
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SECTION 10. GEOGRAPHICAL DATA

Verbal Boundary Description

Beginning at a point (1) which is on an extension of the north curb of Midway westward intersecting with the curb line projected southward from the west face of the Dining Hall, then \pm 280' north (to point 2), then \pm 480' east (to point 3), then \pm 270' south (to point 4), then \pm 470' west to the point of beginning.

Boundary Justification

This district includes those buildings which date to the historic period and retain substantial integrity. Although the historic campus covered a much larger site, only the area being nominated retains integrity of design, setting, feeling, and association.

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All photos were taken by Jodie Brown. The negatives for the photos can be found at the City of Phoenix Historic Preservation Office.

Photo # 1 - 27/7/00 - The southern façade of the Memorial Hall, which is considered the front of the building.
(and War Memorial)

Photo # 2 - 27/7/00 - The eastern façade of the Memorial Hall.

Photo # 3 - 27/7/00 - The northern façade of the Memorial Hall, which is considered the rear of the building.

Photo # 4 - 27/7/00 - Photo number four shows the southern façade of the Grammar School, which is also the front of the building.

Photo # 5 - 27/7/00 - Photo number five shows the western façade of the Grammar School with the Memorial Hall located directly behind it.

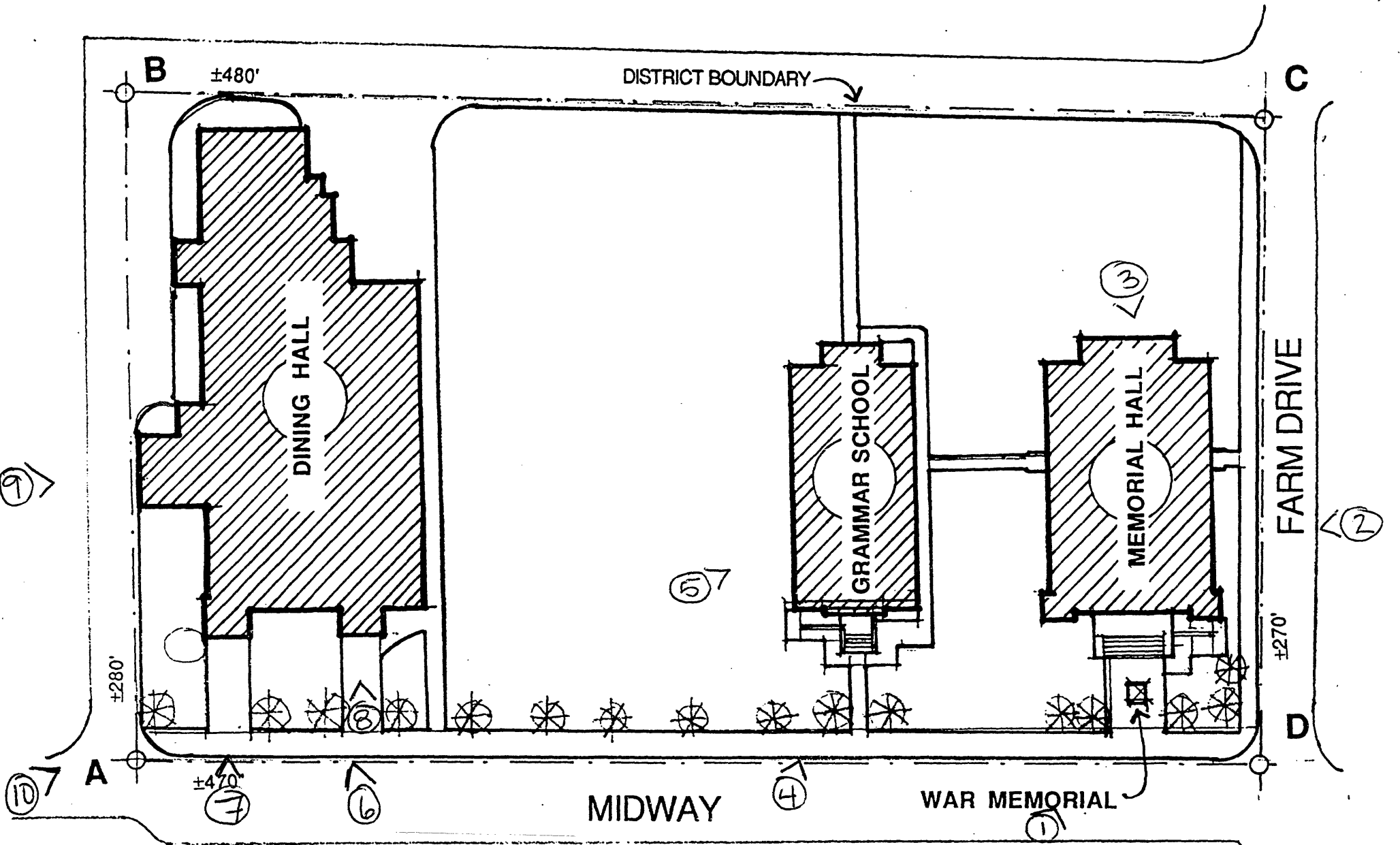
Photo # 6 - 27/7/00 - The southern façade of Dining Hall, which is the front of the building.

Photo # 7 - 27/7/00 - The southwestern toweret of the Dining Hall.

Photo # 8 - 27/7/00 - The southeastern toweret of the Dining Hall.

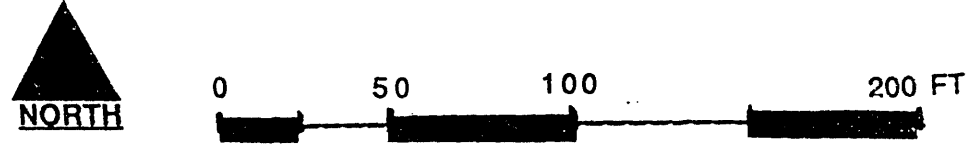
Photo # 9 - 27/7/00 - The western façade of the Dining Hall.

Photo # 10 - 27/7/00 - Photo number ten shows a profile of all three buildings in the Phoenix Indian School Historic District.



PHOENIX INDIAN SCHOOL HISTORIC DISTRICT

NEAR INDIAN SCHOOL ROAD AND CENTRAL AVENUE, PHOENIX, MARICOPA COUNTY, ARIZONA



MAP BY J. GARRISON FEB 92

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SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 01000521

Date Listed: 05/31/01

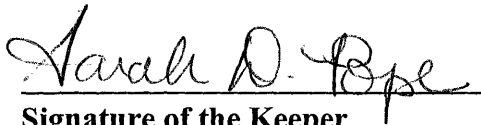
Property Name: Phoenix Indian School Historic District

County: Maricopa

State: AZ

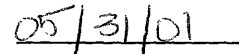
Multiple Name: N/A

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.



(for)

Signature of the Keeper



Date of Action

Amended Items in Nomination:

In the National Register's opinion, the current documentation for the Phoenix Indian School does not support its listing at a national level of significance. The documentation has not established the property's strength of historical associations and integrity in relation to comparable properties in order to evaluate it at a national level of significance. **An amendment is made to list the Phoenix Indian School at a statewide level of significance.**

The nomination states that "the district contains the three most significant buildings remaining from the historical period that retain a high level of significance." The construction date for the earliest of the three buildings is 1901. **Therefore an amendment is made to change the period of significance to 1901-1931.**

This information was confirmed with Christine Wahlstrom of the AZ SHPO.

DISTRIBUTION:

National Register property file

Nominating Authority (without nomination attachment)