

232

United States Department of the Interior
National Park Service

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NATIONAL
REGISTER

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 an 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 Pipestone Indian School Superintendent's Residence

other names/site number N/A

2. Location

street & number Off North Hiawatha Avenue not for publication N/A

city or town Pipestone vicinity N/A

state Minnesota code MN county Pipestone code 117 zip code 56164

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this 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 meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally (See continuation sheet for additional comments.)

Ian R. Stewart 2/16/93
Signature of certifying official/Title Date
Ian R. Stewart, Deputy State Historic Preservation Officer

State of Federal agency and bureau Minnesota Historical Society

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the 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:)

Signature of the Keeper

Date of Action

Beth Boland

4/5/93

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

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/education-related housing

Current Functions

(Enter categories from instructions)

EDUCATION/education-related housing

7. Description

Architectural Classification

(Enter categories from instructions)

No Style

Materials

(Enter categories from instructions)

foundation Stone

walls Stone

roof Asphalt

other Wooden Porch

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.)

Property is:

- 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 of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

EDUCATION

ETHNIC HERITAGE/NATIVE AMERICAN

Period of Significance

1907-1942

Significant Dates

1907

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Hafsos, R.K.

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): N/A

- 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 # _____

Primary location of additional data:

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

Name of repository:

Pipestone Indian School Superintendent's Residence
Name of Property

Pipestone County, Minnesota
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References

(Place additional UTM references on a continuation sheet.)

1 | 1 | 4 | | 7 | 1 | 4 | 8 | 4 | 0 | | 4 | 8 | 7 | 7 | 4 | 5 | 0 |
Zone Easting Northing
2 | | | | | | | | | | | | | | | |

3 | | | | | | | | | | | | | | | |
Zone Easting Northing
4 | | | | | | | | | | | | | | | |

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 Jeanne M. Zimmewicz / Michael Koop (MN-SHPO)

organization N/A date May 1992

street & number 1949 Lincoln Avenue telephone (612) 690-3238

city or town Saint Paul state MN zip code 55105

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 SHPO or FPO.)

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reduction Projects (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 7 Page 1

NARRATIVE DESCRIPTION

The Pipestone Indian School Superintendent's Residence is located one mile north of the city of Pipestone on the relatively flat plains in southwestern Minnesota. Built in 1907 for \$4,850, the Superintendent's residence, like many other buildings from the Pipestone Indian School and the Pipestone area, was built of Pipestone Sioux quartzite obtained from a local quarry, famous for centuries for use in the ceremonial pipes of the area's tribes.¹ Constructed by R.K. Hafsos of Canton, South Dakota, the building is among only a handful of buildings that remain from the campus of the Pipestone Indian School, which at one time contained sixty buildings. Major buildings remaining from the original campus include: the Warehouse, 1904; the Superintendent's Garage, ca. 1925; and the Gymnasium, 1930. These buildings are now part of the campus of the Southwestern Vocational Technical Institute.

The two story residence is constructed of coursed, rock-faced quartzite built on a foundation of the same material. A wide beltcourse of pink quartzite stone encircles the building above the stone foundation. The square building is capped with a pyramidal hipped asphalt roof, with a brick chimney located near the center of the roof on the east side and another chimney located near the base of roof on the west side.

The entire east-facing facade is covered by a clapboard-sided, two-story enclosed porch with a central entrance. Both the first and the second stories of the porch have three windows on the sides. The second story has nine windows across the facade and the first story has six windows, three on either side of the entrance. All porch windows are multipaned. The porch is covered by an asphalt shed roof. Outside the entrance is a small, raised entrance platform with five stairs descending off its north side. This two-story porch replaced the original one-story open porch in 1916. It appears that the two-story porch has been attached to the facade without major alteration to the original structure. Historic photographs show the original facade with the entrance located to the right (north) of center; it also shows four windows (in two pairs) on the second story and

¹ Gaylord V. Reynolds. "The History of Pipestone Indian School." (Unpublished Master's Thesis, University of South Dakota, 1952), p. 14.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 7 Page 2

three (one pair and one window just right of the doorway) on the first story. As with the other windows on the residence, these were shown to be two-over-two and double hung with pink quartzite lintels and sills.

The south wall has three evenly-spaced basement windows; three double hung windows on the first floor arranged in a pair and a single; and two, separate, double hung windows on the second level.

The west wall (rear) elevation has a small, enclosed shed roofed porch at the north corner, probably added on at the same time as the front porch. The entrance is asymmetrical with one window to the left and two windows to the right of the door. The sides of the porch each contain three windows. All porch windows are multipaned. There is one double hung window at the ground level and two double hung windows on the second floor.

Three evenly-spaced basement windows pierce the north wall, and one double hung window is on each of the first and second floors. There is also a double hung window stepped between the first and second floors.

The building served as the home for the Pipestone Indian School Superintendent and his family from the time it was built until the school closed. It was occupied until 1983 and is currently used for storage. The residence is in its original location, which is now part of the campus of the Southwestern Vocational Technical Institute. The Southwestern Vocational Technical Institute hopes to rehabilitate the building in the future.

As the building has not been moved, it has retained its integrity of location. The integrity of design has been somewhat obscured by the addition of the two-story porch on the front facade. The setting of the building has been effected by the changes in the new campus. Although the materials and workmanship have been somewhat obscured by the porch addition, the original exterior of the quartzite building is in good condition. The front and rear porch additions are in need of repair. The feeling of the property has been effected by both the porch addition and the changes to the campus, however the property retains its integrity of association. In spite of some compromises to the property, it conveys the relationship with the activities of the Pipestone Indian School.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 8 Page 3

STATEMENT OF SIGNIFICANCE

General Summary

The Pipestone Indian School Superintendent's Residence is significant in Minnesota history under the statewide context of "Reservations and the Indian Community, 1830s-1930s" for its association with federal policies towards Indians, particularly the role the United States' government played in attempting to assimilate Indians through policies in education. This building is a rare remnant from what was once a sprawling farm campus that had over sixty buildings and a capacity for about four hundred students.¹

The history of the Pipestone Indian School is closely linked to the development of major quarries presently located in the Pipestone National Monument, a National Historic Landmark situated just southwest of the school. Containing a relatively soft clay stone, these pipestone quarries were first used by Indians more than one thousand years ago. Traditionally this was a sacred place where all Indians quarried together in peace, but a treaty with the United States' government in 1858 gave the Yankton Sioux control over the area.² In 1872, the 645 acre Pipestone Reservation was established just north of the city of Pipestone.³ As white settlement progressed westward from the Mississippi River, Indians faced increased pressure to relinquish their holdings, and by the end of the nineteenth century, all of the land in southwestern Minnesota, except the pipestone quarries, had come under white ownership. During this time, the Indians faced numerous attempts by whites to seize control of the quarries, but the Sioux maintained authority. The United States government opened the Indian School at Pipestone and assumed

¹ Gaylord V. Reynolds. "The History of Pipestone Indian School." (Unpublished Master's Thesis, University of South Dakota, 1952), p. 39.

² Arthur P. Rose. An Illustrated History of the Counties of Rock and Pipestone. (Luverne, MN: Northern History Publishing Co., 1911), p. 246.

³ Reynolds, p. 7.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 8 Page 4

control of the land.⁴

In 1938, some of the land originally set aside for the school was acquired by the federal government for inclusion in the Pipestone National Monument. Additional acreage was obtained in 1957 by the Fish and Wildlife Service for conservation work.⁵

American Policies in Indian Education

In 1886-1887, the Bureau of Indian Affairs changed its position toward Indian education when a dramatic shift occurred in federal Indian policy. In an attempt to "destroy tribal relations," the General Allotment Act (Dawes Severalty Act) of 1887 emphasized assimilation of Indians into mainstream culture rather than isolation on reservation lands, and the educational system was essential to this new policy.⁶

Initially, day schools and schools on reservations were viewed as superior alternatives to traditional boarding schools because they cost less and were more acceptable to parents who wanted their children close to home. However, the effectiveness of this school system was limited by the strong cultural influence of the parents and the tribes. The assimilation of the Indians was believed to be brought about more efficiently through the all-encompassing environment of a boarding school, rather than through a traditional day school program, as was previously the practice. As Wilbert H. Ahern states in "To Kill the Indian and Save the Man": The Boarding School and American Indian Education,"

Reservation day schools would be surpassed in importance by reservation and non-reservation boarding schools in a stratified system that

⁴ Rose, pp. 333-335.

⁵ "The Pipestone Indian School." n.p., n.d. (article located in the files at the Minnesota State Historic Preservation Office), p. 49.

⁶ Wilbert H. Ahern. "Indian Education and Bureaucracy: The School at Morris 1887-1909." in Minnesota History. (Vol. 49, Fall 1984), pp. 83-84.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetPipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MNSection number 8 Page 5

would do for all Indian youth what the public schools were "so successfully doing for all other races in this country,-- assimilate them."⁷

In addition, the federal government found this boarding school system to be advantageous because it could maintain greater control over the Indians in the hope that they would become self-sufficient farmers; also, boarding schools could more successfully work to overcome the Indians' cultural ties. Many parents of the Indian youth, however, objected to a boarding school that would take their children from them and their culture.

Not surprisingly, Indians were not pleased by this new compulsory educational policy. They resented this attempt to make them "American Citizens" and develop a school system without their consent or advise. The Pipestone school is an example of the disregard shown to Indians by the federal government concerning education. It was not until the Indian Appropriation Act of 1897, five years after the opening of the school at Pipestone, that the federal government began to negotiate with the Yankton Sioux for the purchase of the land on which the school was built.⁸

One measurement of the success of the federal government's program was that it was able to establish 113 boarding schools by the turn of the century and, along with 47 mission boarding schools, had an enrollment of 80% of all Indian students.⁹ Another measurement was that the assimilation of the Indians, in terms of education, had indeed occurred in some instances. By the 1950s, it was reported that "at least eighty per cent of the students are continuing their secondary education."¹⁰ Mixed in

⁷ Wilbert H. Ahern. "'To Kill the Indian and Save the Man': The Boarding School and American Indian Education." in Fort Totten, Military Post and Indian School 1867-1959. Larry Remele, ed. (Bismark, ND: State Historical Society of North Dakota, 1986), p. 33.

⁸ Reynolds, p. 8.

⁹ Ahern, "'To Kill the Indian.'" p. 33.

¹⁰ Reynolds, p. 31.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 6Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

with this majority, however, are also students who did not finish their elementary education, who ran away from school, or who finished but did not continue or finish their secondary education.

The Pipestone Indian School

Efforts to organize a government Indian school in Pipestone began as early as 1875. Local resident D.C. Whitehead, attempting to ease potential white settlers' fears of Indians in this sacred area, suggested that \$50,000 be allocated by Congress to construct a campus modeled after the Carlisle, Pennsylvania Indian School.¹¹ Problems with land-hungry homesteaders delayed attempts to build the school, but in early 1890 C.H. Bennett and L.H. Moore petitioned Congress to establish an Indian school and national park on reservation land. Nearly every citizen of Pipestone County signed the petition.¹² A modified bill (without the provision for the national park) was approved on 5 February 1891 which provided \$30,000 for the erection of a school building and maintenance with \$25,000 made immediately available. In October of 1892, the first school building was finished; the three-story Pipestone quartzite building functioned as the first office of the superintendent as well as school and dormitory.¹³

Soon children were arriving from Minnesota, Wisconsin, North Dakota, South Dakota, and Nebraska to attend. Young Indians came to the school from a wide range of tribes including the Dakota, Ojibwe, Sac and Fox, Oneida, Omaha, Pottawatomie, Winnebago, Gros Ventre, Arickaree, and Mandan.¹⁴

The original purpose of the Pipestone Indian School, like other government schools, was "the preparation of Indian youth for the duties, privileges, and responsibilities of American

¹¹ Rose, p. 333.

¹² Rose, p. 334.

¹³ Reynolds, p. 12.

¹⁴ "The Pipestone Indian School." p. 44.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetPipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MNSection number 8 Page 7

citizenship."¹⁵

As was typical of federal Indian vocational schools, students usually spent half of their day in the classroom and the other half learning "industries." Boys were taught such trades as blacksmithing, harness and shoe making, masonry, carpentry, and plumbing, while the girls learned a variety of domestic skills including cooking, baking, sewing, dress making, nursing, and laundering. The Pipestone school included an active farm, so students worked with traditional farm animals and learned basic agricultural practices.

The training of the students in industrial skills was resented by many Indians who saw this training essentially as menial chores. As one graduate of the Indian school system, Henry Roe Cloud, said:

The government should not use the labor of students to reduce the running expenses of the different schools, but only where the aim is educational, to develop the Indian's efficiency and mastery of the trade....I worked two years in turning a washing machine in a government school to reduce the running expenses of the institution. It did not take me long to learn how to run the machine and the rest of the two years I nursed a growing hatred for it. Such work is not educative.¹⁶

In 1900, Indian educational policies placed emphasis on the "outing system" of instruction in which pupils spent vacations with an employer, such as a farmer, in order to gain experience away from the school and reservation. By 1914, the Pipestone Indian School curriculum resembled the state public school system by providing classes in reading, writing, and arithmetic through the eighth grade. After completing the eighth grade a student was allowed to enter a public high school to earn a diploma. In 1929, the curriculum was further modified to accommodate the cultural needs of the local pupils, and several of the courses

¹⁵ U.S. Department of the Interior. "Rules for the Indian School Services." (Washington, D.C., pamphlet distributed to agents and bonded superintendents, 1900), Rule #1, p. 3.

¹⁶ Ahern, "Indian Education." p. 95.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 8Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

previously taught were dropped from the program.¹⁷

Federal involvement in Indian education resulted in greater resources and the rapid development of a physical plant. The school at Pipestone benefitted from this support. Annual appropriations increased from \$25,000 in 1892 to nearly \$100,000 by 1930.¹⁸ Eventually, the site grew and, by 1952, contained nearly sixty buildings and structures, eleven of which were built from locally quarried Sioux quartzite.¹⁹ The campus had several classrooms, dormitories for boys and girls, an employees' club, kitchen and dining room, industrial building, domestic science building, four apartments, six cottages, and the Superintendent's Residence. The farm contained a dairy, granary, horse barn, round dairy barn, calf shed, hog house, corn cribs, silos, and numerous other outbuildings.²⁰

Until the late 1940s, the Pipestone Indian School was educating as many as four hundred young Indians.²¹ During the second quarter of the twentieth century, government programs in Indian education changed to try and integrate the Indians into white schools.²² Gradually the government would withdraw federal aid from Indian educational programs "until the Indian stands upon his own."²³ The size of the Pipestone Indian School was reduced and its role diminished. By 1951, the Pipestone campus had only 123 pupils.²⁴

¹⁷ Reynolds, pp. 23-25.

¹⁸ Reynolds, p. 18.

¹⁹ Reynolds, p. 39.

²⁰ Reynolds, p. 15.

²¹ Reynolds, p. 39.

²² "The Pipestone Indian School." p. 48.

²³ Reynolds, p. 40.

²⁴ Jay Edgerton. "Every Little Indian Went to School." n.p., n.d. (article located in the files at the Minnesota Historical Society).

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 8 Page 9

In 1953, the school was closed. When the Southwestern Vocational Technical Institute opened in 1976, nearly all of the original Indian school buildings had been removed or destroyed.

The Superintendent's Residence

The Pipestone Indian School Superintendent's Residence is one of the earliest and best preserved buildings remaining from the original campus. It is a rare surviving example of the built environment from the Indian boarding school system that was the result of federal educational policies toward Indians at the later part of the nineteenth century and first part of the twentieth century. The changes at the Pipestone Indian School parallel changes in these federal policies. The Superintendent's Residence represents a constant amidst these changes.

There are very few extant buildings associated with Indian education in Minnesota. Each of the other Indian schools, with buildings remaining, were established as mission schools, unlike the school at Pipestone which was established by the government. Saint Benedict's Mission School (NRHP), is a large stone building constructed in 1892 on the White Earth Reservation in Becker County. The Benedictines of St. John's Abby in Stearns County established this mission school. The mission building has been vacant for a number of years and is in fair condition.²⁵ The Birch Coulee School (NRHP) was built in 1892 at the Lower Sioux Indian Community in Redwood County. The Birch Coulee School was established by Bishop Henry B. Whipple of the Episcopal Church. The school was recently rehabilitated for use as a library and community center by the Lower Sioux Community.²⁶ The Morris Industrial School for Indians Dormitory (NRHP), built in 1899 in Stevens County, is presently part of the University of Minnesota,

²⁵ Susan Roth and Charles Nelson. "St. Benedict's Mission School." National Register Registration Form, National Park Service, U.S. Department of the Interior. 14 May 1982. Available at the State Historic Preservation Office, Minnesota Historical Society.

²⁶ Michael Koop. "Birch Coulee School." National Register Registration Form, National Park Service, U.S. Department of the Interior. February 1989. Available at the State Historic Preservation Office, Minnesota Historical Society.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 8 Page 10

Morris. The Morris school was a non-reservation boarding school begun as a mission school by the Sisters of Mercy and later controlled by the federal government.²⁷

The Pipestone Indian School survived longer than the non-reservation school at Morris, which existed from 1887-1909 and the Birch Coulee School, which lasted as an Indian school from 1891-1920. Only the St. Benedict's Mission School lasted longer, from 1892 to 1969.

²⁷ Dennis Gimmestad. "Morris Industrial School for Indians Dormitory." National Register Registration Form, National Park Service, U.S. Department of the Interior. March 1984. Available at the State Historic Preservation Office, Minnesota Historical Society. Also: Wilbert H. Ahern. "Indian Education."

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 9 Page 11

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 9 Page 12

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Pipestone Indian School
Superintendent's Residence
Pipestone, Pipestone County, MN

Section number 10 Page 13

VERBAL BOUNDARY DESCRIPTION

The Pipestone Indian School Superintendent's Residence is delineated by a single reference point marked by the following UTM reference point:

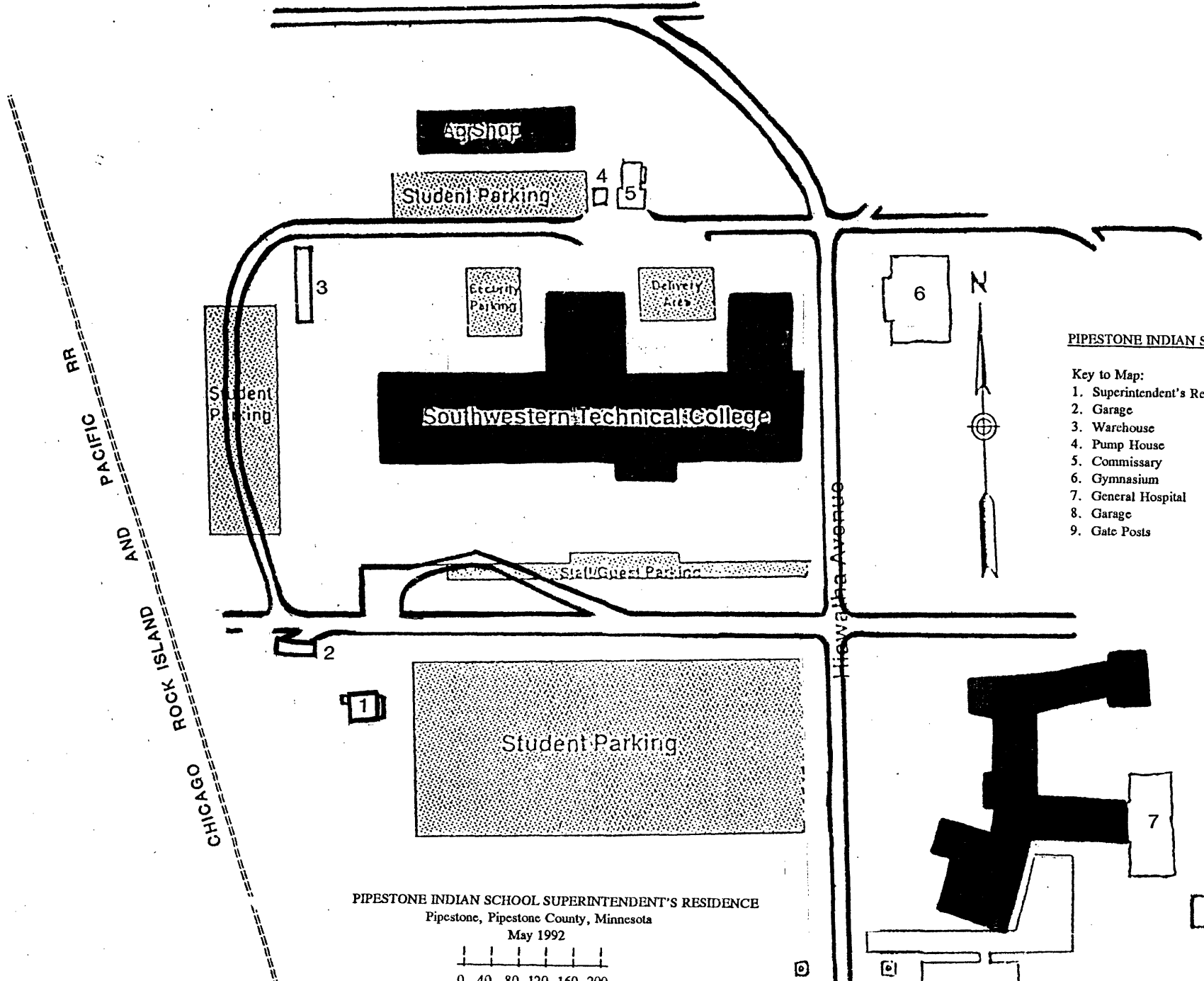
Zone: 14

Easting: 714840

Northing: 4877450

BOUNDARY JUSTIFICATION

The boundary includes just the Superintendent's Residence which is historically associated with the former Pipestone Indian School. The area of the Pipestone Indian School located immediately to the north and northeast of the residence has been excluded due to the whole-scale removal of most of the historic buildings and the construction of newer facilities for the Southwest Vocational Technical Institute.



PIPESTONE INDIAN SCHOOL

- Key to Map:
- 1. Superintendent's Residence
 - 2. Garage
 - 3. Warehouse
 - 4. Pump House
 - 5. Commissary
 - 6. Gymnasium
 - 7. General Hospital
 - 8. Garage
 - 9. Gate Posts

PIPESTONE INDIAN SCHOOL SUPERINTENDENT'S RESIDENCE
 Pipestone, Pipestone County, Minnesota
 May 1992

