

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

NATIONAL
REGISTER

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 Chemawa Indian School Site

other names/site number United States Indian Training and Normal School, Harrison Institute

2. Location

street & number 3700 Chemawa Road NE N/A not for publication

city or town Salem N/A vicinity

state Oregon code OR county Marion code 047 zip code 97305

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.)

Jana Hamrick 8/31/92
Signature of certifying official/Title Deputy SHPO Date

Oregon State Historic Preservation Office
State of Federal agency and bureau

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

[Signature] 11/3/92
Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

| | | | | |
|--|-------------------------|-------------------------|-----------------|----------------|
| <input checked="" type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet. | <u>Patricia Andrews</u> | Signature of the Keeper | <u>12/16/92</u> | Date of Action |
| <input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet. | _____ | | | |
| <input type="checkbox"/> determined not eligible for the National Register. | _____ | | | |
| <input type="checkbox"/> removed from the National Register. | _____ | | | |
| <input type="checkbox"/> other, (explain): _____ | _____ | | | |

Chemawa Indian School Site
Name of Property

Marion, Oregon
County and State

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 (hospital) | 2 (warehouse, shed) | buildings |
| 3 (campus, cem., field) | 0 | sites |
| 1 (circ. system) | 0 | structures |
| 0 | 0 | objects |
| 5 | 2 | 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

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

Education:

School - government vocational training facility

Education-related housing, health care facility

Funerary:

Cemetery

Agriculture/Subsistence:

Agricultural field

Transportation:

Railroad

Current Functions

(Enter categories from instructions)

Landscape:

Park - unoccupied campus

Vacant building, not in use

Funerary:

Cemetery

Agriculture/Subsistence:

Agricultural field; tree plantation

Transportation:

Railroad

7. Description

Architectural Classification

(Enter categories from instructions)

Late 19th and Early 20th Century Revivals:

Georgian/Craftsman

Materials

(Enter categories from instructions)

foundation concrete

walls brick

roof asphalt: composition shingles

other stucco

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)

Ethnic Heritage
Native American

Education

Period of Significance

1885-1933

Significant Dates

1885

1907

1927

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

N/A

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 # _____
- 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:

Bureau of Indian Affairs

Chemawa Indian School Site
Name of Property

Marion, Oregon
County and State

10. Geographical Data

Acreege of Property c. 86 acres

Gervais, Oregon 1:24000
Salem East, Oregon 1:24000

UTM References

(Place additional UTM references on a continuation sheet.)

| | | | |
|------|---------|----------|---------|
| 1 | 110 | 5009110 | 4983240 |
| Zone | Easting | Northing | |
| 2 | 110 | 500530 | 4982440 |

| | | | |
|------|---------|----------|---------|
| 3 | 10 | 500080 | 4982440 |
| Zone | Easting | Northing | |
| 4 | 10 | 500380 | 4983320 |

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 Bill Wilson, Chemawa Historian, with Lois R. Merritt, SHPO intern
Confederated Tribes of the
organization Willamette Valley date March - August, 1992
street & number 1365 "D" Street NE telephone (503) 399-0503
city or town Salem state Oregon zip code 97301

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 Bureau of Indian Affairs
U.S. Department of the Interior
Portland Area Office Branch of Facilities Management
street & number PO Box 3785 telephone (503) 230-5682
city or town Portland state Oregon zip code 97208

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 Reductions Projects (1024-0018), Washington, DC 20503.

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The historic Chemawa Indian School Site located at 3700 Chemawa Road NE on the outskirts of the capital city in Marion County, Oregon, is proposed for inclusion in the National Register of Historic Places as a cultural landscape associated with events that have made a significant contribution to the broad patterns of American history: specifically, education and assimilation of Native American youth in the Pacific Northwest in the period 1885 to 1933. The site is approximately three miles north of downtown Salem near the 45th parallel. In recent years, approximately 50 acres of the school site were absorbed by alignment of an interstate freeway and overpass. Of the current 400 acres held in trust by the Bureau of Indian Affairs, 86 acres are proposed for nomination to encompass the old campus area with its single remaining building, the adjoining historic institutional farm area, and the cemetery. The nominated area is bounded on the east and west by the present school campus and Interstate Highway 5, respectively; on the north and south by Chemawa Road and privately owned property, respectively. The old campus is bisected by the Southern Pacific Railroad's main north-south line and a two-lane county road called Indian School Road that runs parallel with the railroad. In recent years, the federal holding was further divided by construction of the interstate highway which eliminated the school's orchards along the west boundary of the property.

GENERAL DESCRIPTION OF THE SITE

The nominated area is composed of the following subareas designated in the Bureau of Indian Affairs Land Use Site Plan of 1991.

1. Area #5 - 12 acres containing the last remaining building, the hospital or Health Center/Clinic of 1907, commonly known as Building #22, and a portion of the former circulation system.
2. Area #7 - 51 acres, embracing the majority of the old campus developed from 1885 onward. The area contains a circulation system of concrete walks and roads built by the W.P.A., lamp posts, the base for a totem pole, street lights, and a flag pole base near Sanders Field, site of athletic events.
3. Area #8 - 23 acres of farmland surrounding a cemetery containing 198 interments, the majority Native Americans.

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Within the nominated area, the following are counted as separately contributing features: one building, the health center building; one structure, the overall historic circulation system; and three sites, including the formerly developed old campus, the traditional agricultural field, and the cemetery.

The old campus has a sense of place that is distinct from the new campus to the east. The mostly flat landscape of the park-like old campus is enhanced by mature firs, maples and other deciduous trees. The large conifers, especially, give the old campus a stately air that evokes the initial period when the school was opened at this location in 1884-1885. This section of Willamette Valley bottom land, a rich alluvial plain, was selected for its ability to support farming endeavors. For over a century, the school has engaged in farming operations including a dairy, greenhouses, gardens, and orchards. Currently, a Christmas tree farm meets the customary goal and requirements of being a partially self-supporting institution.

The nominated area is the second site of the Chemawa Indian School and was in continual use from 1885 until 1945, with intermittent use thereafter until 1976. The original school was built on leased land in Forest Grove, Oregon in 1880. From the school's beginnings to the present day, there have been four phases of construction. The first phase involved wooden buildings erected at the founding site of the school in Forest Grove. After some of these were destroyed by fire, the school was re-opened in 1885 at Salem where another group of wooden buildings was raised. The initial development at Salem was followed by a wave of construction of replacement buildings of brick masonry in traditional styles. Almost all of the buildings on the old campus were razed in the late 1970s after construction of modern facilities representing the fourth and final phase, including a new health center. Of all the historic buildings constructed since 1885, the old hospital, or Health Center/Clinic built in 1907 is the only one standing today.

EARLY CAMPUS ARCHITECTURE

On the Salem campus, the first buildings were constructed by students and supervisors using lumber supplied from the site. In the words of consultants, Allen, McMath, and Hawkins, Architects, "prior to 1899 most, if not all of the campus development occurred west of the railroad tracks. Buildings were one and two-story wood

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framed, painted white and generally reflected the prevailing styles of their periods; Victorian Italianate of the 1880s, Queen Anne of the 1880s and 1890s and Georgian Revival of the late 1890s. As viewed in a 1918 photo, the campus appeared similar to, though less formal than, a turn-of-the-century Army post, which is understandable given the close association that existed between the Bureau of Indian Affairs and the Army and the fact that all of the buildings with the probable exception of the first years construction, were designed out of the BIA office in Washington, D.C.". (1)

In 1899, the first of many brick buildings was erected. "The structures built between 1899 and World War I can loosely be described as Georgian Revival, featuring red brick walls, wood trim, painted white, double-hung windows in segmental arch openings, and hip and gable roofs originally covered with wood shingles." (2)

By the 1920s, the school had grown to more than 450 acres, including a landscaped campus and some 70 buildings all lighted with electricity and steam heat from a central heating plant. "Except for the Gymnasium built in 1931, all the major campus buildings were completed by 1929. Some Arts and Crafts influence is seen in some building details, mostly evidenced by porches, in the rafters with shaped soffits, and the bracketed gable overhangs. Most of the dwelling units built during the 1920s also showed Arts and Crafts or Bungaloid influence." (3)

The central heating plant was completed in 1923 at the south end of the campus. The 105-foot "Boedecker Stack", considered to be the finest of its type in the region, had been a prominent landmark for travelers of the market road system locally.

Construction east of the railroad tracks during the 1920s took on different forms. Except for three houses clad with wood siding and shingles, all structures were wood frame with stucco walls. The administration building was built in the Mission style and the library building in the Neo-classical tradition.

Except for the gymnasium and several accessory buildings, no new buildings were erected during the 1930s. The buildings already in place continued to serve the school to the 1970s, at which time the

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existing campus was deemed inadequate for continued use and planning for a new campus began. During 1976, most of the academic and dormitory buildings on the old campus were abandoned and boarded up after temporary facilities were built to house the students while the new school was being completed.

In 1976, one of the vacant brick buildings burned under suspicious circumstances. In 1977, 13 of the remaining brick buildings were demolished by the Bureau of Indian Affairs after they were recorded and photographed. The only building not destroyed was the Health Center/Clinic. Originally, it had been slated for demolition, but public concern and intervention by several governmental representatives helped to preserve Building #22 for prospective use as a Native American cultural center.

BUILDING # 22 (HEALTH CENTER/CLINIC)

Building #22, as it was designated in the Bureau of Indian Affairs campus inventory, served the student population residing on the campus as well as Native Americans living in the local area. It was abandoned when the new clinic was built on the east campus.

General Description

Built in 1907, the building is a simplified version of Georgian Revival institutional architecture. Some have seen in the hip-roof with overhanging eaves a suggestion of Prairie School influence. In any case, in the words of one observer, "it represents an interesting combination of influences brought together in a pleasing manner." (4)

Building #22 is T-shaped in plan with the east wing forming the stem. The building consists of two floors of 4,000 square feet plus and attic and partial basement for a total of approximately 9,600 square feet. (5) Two one-story 24 x 24 foot rooms were added at the north and south ends. The north and south wings have central double-loaded corridors. The two-story ell is laid out on the same central corridor plan. This allows nearly all rooms above the basement to have windows for natural light and ventilation. The hipped roof is covered with composition shingles. The gabled dormer at the central west entry bay is characteristic of the

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Georgian style. It has a one-story portico with square wood columns and simple capitals. Double-hung windows have both segmental and flat arch heads of brick. The sills are of stone. The brick and joints have been painted.

The second floor interior is more intact than the first floor, which was remodeled and has little remaining original finish work. The load bearing masonry walls are faced with red brick in a common bond pattern. Exterior walls show evidence of weathering and some vandalism.

Structural Information

In January, 1987, Cooper Consultants made an assessment of the building's condition for the Bureau of Indian Affairs. "The basic structural system of Building #22 consists of load-bearing exterior and interior walls supporting timber roof and floor framing. The exterior walls are constructed of solid bricks with a total wall thickness of approximately 12 inches. The roof structure consists of trussed rafters and ceiling joists spaced at 24 inches. The rafters bear on a 2x12 wood plate bolted to the brick wall. The ceiling joists, 2x8 spaced at 24 inches, are framed into 'pockets' in the exterior walls in a similar manner. The second floor framing is also supported by interior bearing walls, consisting of 2x4 framing."

Foundation

The foundation consists of a wood post and beam system supporting the main floor framing and interior bearing walls. The east wing, however, has an 8-foot deep basement with access from a rear interior stairwell and two outside stairwells. The basement is bisected in the east-west direction with brick bearing walls. The exterior basement walls, as well as the floor, are cast-in-place concrete. The crawl space areas are under the west entrance and the north and south wings. They are accessible through an opening in the basement. With the exception of the piping systems, there is approximately 4 feet of vertical clearance for access. The crawl spaces under the north and south wings are accessible through openings in the foundation wall from the lobby crawl space."

"The general condition of the building structure appeared to be good. The overall integrity of the structure was visually

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evaluated by a 'walk-around' inspection of the exterior walls. No differential settlement, that would be evidenced by cracked walls, were found. Included in the inspection was the foundation crawl space, where beam and joist sizes and spacing were measured. At the time of the inspection, very little deterioration in the wood supporting members were observed. Timber elements were visually examined, as well as using a sharp probe to determine if rotting was present. No 'dry rot' was detected. During the inspection, no moisture was present in the crawl space. The dirt surface was dry. However, the basement contained approximately one inch of water covering about 50 percent of the floor. The concrete walls generally appeared in sound condition, except a paint coating had deteriorated and peeled due to moisture being present. It is possible that water in the basement may be the result of broken downspouts, or improperly draining or plugged storm drains. Repair of the storm drain system and replacement of the gutters and downspouts should alleviate the problem."

Attic

"The attic is accessible by a built-in ladder through a ceiling opening in the east wing hallway. Clearance is sufficient for standing, and the majority of the attic is floored. There was some debris and accumulation of dust. Examined closely were the structural connections, particularly where timber elements were in contact with the brick structure. Often, condensation occurs on the bricks. While not every connection was examined, a representative number were checked and no decay was found. However, rafter framing around the chimney, at the east end of the east wing, showed some decay as evidenced by the presence of 'white fruiting bodies' or fungus. These members will need to be replaced and the roofing sealed around the chimney. The attic did not otherwise exhibit any significant leakage that could be observed. The open window above the west or main entrance has allowed pigeons to enter and roost. The roofing material consists of asphalt shingles underlain with wood shakes." (6)

CEMETERY AND AGRICULTURAL LAND

The cemetery was established at the same time as the campus in 1885 with the first recorded burial in February 5, 1886. Of the 198 interments, not all are Native Americans; some were staff. The

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cemetery lies close to the northeast corner of Area #8, next to Indian School Road. It is enclosed by an iron fence. Mature fir trees mark and shade the site. Known gravesites are marked by headstones that are set flush with the ground. What once was used as farm land is now a Christmas tree farm surrounding the cemetery. The cemetery has been used for burials as recently as the late 1980s.

CURRENT LAND USE

The old campus area today represents an extension of its original purpose. It is used as a park and is host to various youth groups. Several groups, including the Chemawa School Board, members of the Chemawa Alumni Association, and the Affiliated Tribes of the Northwest Indians, have requested that Building #22 be restored as a cultural center or museum so that a permanent collection of records, photos, and memorabilia of the Chemawa Indian School can be maintained for public viewing.

In 1986, Western Heritage, Inc., of Olympia, Washington prepared a report for the Bureau of Indian Affairs entitled A Concept for the Proposed Chemawa Heritage Center. A year later, in 1987, the study by Cooper Consultants supported the notion that Building #22 could be restored under the "adaptive re-use" historic preservation guidelines if restoration measures were undertaken soon. Although the building remains unused, it is believed to be sound.

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FOOTNOTES

1. Allen, McMath, Hawkins, Architects, "Historic Assessment for Chemawa Indian High School, A Report to Payne, Settecase, Smith and Partners," June 14, 1977.
2. Ibid, p.6.
3. Ibid, p.8.
4. Cooper Consultants, Inc. "Renovation Feasibility Study of Building 22 as a Cultural Center," Portland, Oregon, January 1987, p.3.
5. Ibid, p.5.
6. Ibid, p.9-11.

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SHPO SUMMARY

Chemawa Indian School, which traces its origins to the Indian Training and Normal School founded by Lieutenant M. C. Wilkinson in Forest Grove, Oregon in 1880, is the oldest and largest federally-sponsored boarding institution in the Pacific Northwest providing general education and vocational training to Native American students. It also is one of the rare off-reservation boarding schools in the nation.

The precepts of providing practical and moral instruction as well as academic guidance that were laid down in the spirit of reform by the founding superintendent were carried to the capital city in 1885 after the school in Forest Grove was abandoned.

The new site selected for the school was a tract in the Lake Labish district at the southernmost reach of French Prairie on the northern outskirts of Salem. The first generation of buildings erected there was replaced by a sizeable complement of buildings of permanent, brick construction between 1899 and the 1920s. The curriculum evolved to cover grades one through ten. At the high point of enrollment, in the 1920s, the school was accredited for a full four-year high school, and the first high school class was graduated in 1927.

The campus, too, evolved to become a federal holding of 450 acres. As was typical of training institutions of its kind, the school was in part self-sufficient, supported by a farm, bakery, laundry, and the various industrial shops needed to maintain the community. Until about 1950, standardized structural design work was performed by the Bureau of Indian Affairs in Washington, D.C. (Afterward, architectural services were provided by the BIA Division of Facilities Engineering in Albuquerque, New Mexico.) In the 1970s, the buildings erected between 1899 and 1930 were declared outmoded, and temporary facilities on a new campus easterly of the historic nucleus were occupied. The old brick buildings were abandoned after the permanent physical plant was completed in 1981. By the end of the 1970s, all architectural features of the historic campus traversed by the Southern Pacific Railroad's main line were razed, with the exception of the hospital (Health Center/Clinic) of 1907.

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Because of the loss of architectural resources, the area of approximately 86 acres proposed for nomination is essentially a cultural landscape. Its bounds are drawn to include the old campus, the former truck farming area, now a tree farm, and the school's historic cemetery containing over 190 burials. Within the contiguous nominated area the following sub-areas are counted as contributing sites: the old campus, the traditional farm area and the cemetery. Contributing buildings and structures are the hospital and the old campus circulation system surviving in the network of paved roads, sidewalks and pathways. The period of significance is drawn from 1885, the earliest date of development at the Lake Labish site, to 1933. As a result of New Deal reforms authorized by the Indian Reorganization Act of 1934, reservations became the focus of education for a time. The off-reservation Chemawa Indian School did not recover its former vigor until after the Second World War. The 1950s were marked by a trend toward assimilation into regular public school curricula, but out-of-state constituent groups were served, notably the Navajo of New Mexico, with enrollments of up to 600 per year. It was not until the 1960s that enrollment of Alaskan and Pacific Northwest Indian students was resumed.

The high point of the historic period 1885-1933 may be pinpointed at about 1927-1930, just after Chemawa became a fully accredited four-year high school, when enrollment reached a record high of 1,100, and the number and variety of teaching departments and extracurricular programs were reflected in an array of specialized buildings--some 70 in all--ranging from dormitories to a domestic science building, gymnasium, bakery, industrial arts shops, dairy barn and hospital.

The former Chemawa School hospital (Health Center/Clinic), the sole remaining building on the old campus, is an appropriate symbol of the school's historic heyday. The level or quality of medical care at Chemawa was a point of pride even before the 1907 hospital building was constructed. In 1900, the annual report of the Commissioner of Indian Affairs of the Department of the Interior characterized the school at Salem, Oregon as "one of the largest and best equipped Indian schools in the West," one which, taken together with its many fine buildings and rural surroundings was "one of the most beautifully located" and possessed of "one of the finest hospitals in the service."

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Always the largest of like-kind institutions in Oregon, Chemawa outsized the boarding schools then operating at Grand Ronde, Klamath, Siletz, Umatilla and Warm Springs agencies in enrollment, staff and physical plant. Of these, only one other, the Siletz Agency school, was operating 12 months of the year instead of 10 months at the turn of the century.

In short, the nominated property meets National Register Criterion A as the site of the outstanding training institution of its kind in the state and region in the period 1885-1933, one whose suburban character remains intact and whose historic function still is distinguishable in the landscape.

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HISTORICAL BACKGROUND AND SIGNIFICANCE

In 1980, Chemawa Indian School celebrated its 100th birthday since its founding in Forest Grove, Oregon in 1880. It is now the oldest, continuously operating, non-reservation boarding school in the nation. Known originally as the United States Indian Training and Normal School, and also briefly as Harrison Institute, its origins are rooted in the establishment of peaceful conditions between Indians and settlers after the Civil War period. The school's later historic name, which is understood to mean "home place" or "happy place", is variously pronounced. Colloquially, it is pronounced Che-ma-wa. Traditionally, the name is pronounced Chee-may-way.

Historically, Indian education in the United States is divided into two phases: church-dominated education through missionary efforts in the era of Euro-American colonization and westward expansion; and the period when education was influenced by policies of the federal government in the late 19th Century to the mid-20th Century. More recently, an era of self-determination has emerged as more Indian nations become involved in their own education.

Missionary Period

The earliest schools for Indians were missionary schools whose goals were to teach Christianity to the indigenous people. Western education and formal schooling were introduced by Roman Catholic priests, who were the earliest missionaries to America. The Protestants also established mission schools in the colonies. Many mission schools became well known colleges such as Princeton, Dartmouth, and William and Mary. Funds for these early schools were appropriated in the interest of peace by the Continental Congress. The schools of the colonial period existed primarily to spread Christianity and to transmit Western culture and civilization into the new world. They touched relatively few Native Americans and met with a lack of success generally.

Mission Schools

During the early 1800s, the fervor of Christianization increased. Competing Christian sects vied for control of Indian education with governmental blessings. The federal government often used a

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"mission contract" system whereby any mission could operate school facilities as long as they complied with federal requirements. The policy remained in effect until 1873, when public protest over violation of the principle of separation of church and state forced its termination.

The religious conflict between Catholics and Protestants over the administration of Indian education created bitterness between individuals and groups who professed charity for one another. The result of this struggle was to decrease the number and influence of mission schools for Indians and point up the need for a public, or federally-run school system.

Evolution of Federal Policy

Although the federal government established Indian "academies" as early as 1794, their founding was more or less for appeasement and to fulfill treaty obligations, which were the main legal basis for federal policies with respect to Indian education. The first system of boarding and day schools was proposed in 1820 among the Choctaws. (1) After this date, "manual labor" training schools were introduced along with mission schools. The manual labor school was a boarding school located among the tribes and partially subsidized by the government on the condition that manual labor be included in the formal schedule. These manual labor schools would evolve eventually into industrial training schools.

Between 1887 and 1933, the Indian land holdings were decreased from 150 million acres to 48 million acres as a result of the passage of the General Allotment Act, better known as the Dawes Severalty Act. Most of the land retained by the Indians was the least productive for agriculture and recovery of natural resources. Thus, the valuable tribal land of many of the western tribes which could have helped preserve the tribal unity and support schools for their people, was lost. The members of the allotted tribes were doomed to lose much of their heritage and live in poverty. One Indian writer has referred to the Dawes Severalty Act as "history's largest land swindle." (2)

Overall, the assimilation policy that grew out of a spirit of reform was advanced by the federal government. The goal was the total absorption of Indian youth into the mainstream of American life. Its fruits were a further loss of unique Indian qualities and cultural identity. The off-reservation industrial boarding

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school became an entrenched form of federal Indian schooling during the assimilation period. Shortly before the turn of the century, other forms of education were introduced, including the reservation boarding or day school. In addition, attendance of Indians in public schools was encouraged. By 1901, California, Idaho, Michigan, Montana, Nebraska, Nevada, Oklahoma, Oregon, South Dakota, and Wisconsin had federal contracts to educate Indians in public schools. A total of 257 Indians were enrolled in public schools while an average of 131 actually attended, attesting to the minimal impact of state controlled public schools among Indians at that time. (3)

The Off-Reservation Boarding Schools

The first extensive federal funding of Indian education was stimulated by the efforts of Richard Henry Pratt, the U. S. Army Captain who founded Carlisle Indian School, Carlisle, Pennsylvania in 1879. (4) Carlisle Indian School set the pattern for the off-reservation boarding school that became the predominant institution in federal Indian education for over 50 years. Because of its early success, more funds became available for more schools. Carlisle produced some of the finest athletes and athletic teams in the nation. Glenn "Pop" Warner was hired to coach, and soon the teams competed on a level with the best college teams of the late 19th Century. Jim Thorpe, considered by many to have been the best and most versatile natural athlete ever; Charles Bender, a Hall of Fame baseball pitcher; and Louis Tewanima, a Hopi who was an Olympic champion distance runner, were among the roster of the most famous athletes from Carlisle School.

The success of Carlisle, which was acknowledged by a large Congressional appropriation in 1882, led to sudden expansion of off-reservation industrial boarding schools. Those that were to have the longest life spans included Oregon's Chemawa, founded in 1880 at Forest Grove as the Indian Training and Normal School and re-established at Salem in 1885; Albuquerque, New Mexico (1884); Chilocco, Oklahoma (1884); Santa Fe, New Mexico (1890 - renamed the Institute of American Indian Junior Arts in 1962); Carson, Nevada (1890 - later known as Stewart); Phoenix, Arizona (1890); Pierre, South Dakota (1891); Flandreau, South Dakota (1893); and Haskell, Kansas (1884 - renamed Haskell Junior College in 1965). By the

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turn of the century, 25 off-reservation industrial boarding schools had been opened. (5)

Not all reformers were unanimous in their enthusiasm for off-reservation boarding schools. Many argued they were too expensive and trained too few Indian youth. There were too many reports of enforced seizure of children to fill quotas to consider them mere exaggerations. Many of the schools "absorbed" Indians through harsh discipline, militaristic rules, and compulsory attendance along with a curriculum emphasizing industrial and vocational training for the boys and homemaking for the girls. The dress, attitudes, and behaviors learned at boarding schools caused some returning students to be rejected by their own people. The Indian student, often caught between the white and tribal cultures, not totally accepted by either one, is a recurring theme in much of the history of Indian-white relations.

By 1887, there were 2,137 students enrolled in the eight existing off-reservation boarding schools operating at the time. These schools increased in number and reached their peak enrollment in the 1890s. Twenty-five off-reservation boarding schools for Indians had been founded by 1900. Thereafter, such schools declined in number and enrollment as more Indians attended public schools or day schools on the reservations. World War I interrupted the federal government's efforts in Indian education. Indian school personnel entered the armed forces, off-reservation boarding schools deteriorated, and less money was appropriated for Indian education. Carlisle was closed in 1918, as were several other schools. Nevertheless, off-reservation boarding schools were pre-eminent in federal Indian education until the 1930s. (6)

FOUNDING OF CHEMAWA

Laying the Foundation

With the goal of bringing the Indian people into the industrial and cultural mainstream of the white man's way of life, plans to open a school began in earnest between the Bureau of Indian Affairs and the Army, which was the customary way to establish non-mission schools. Lt. Melville C. Wilkinson, an officer in the Third Infantry, was detached to begin plans for an off-reservation boarding school for Indians of the Pacific Northwest. In 1879, a

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site in Forest Grove was leased from Pacific University. The first known correspondence of this transaction is a telegram to Lt. Wilkinson from E. A. Hayt then Commissioner of Indian Affairs, Washington, D.C., dated November 11, 1879: "Office grants you \$5,000 for first year but 25 children must be educated instead of twelve." (7)

Wilkinson and Howard

Lt. Melville C. Wilkinson came to Oregon as secretary, or aide-de-camp to General Oliver Otis Howard, Commander of the Army's Department of the Columbia Basin. Wilkinson is reported to have been president of the Young Men's Christian Association in Portland and to have had a keen interest in Indian education. (8)

It is unclear what part General Howard may have played in agitating for the Indian School at Forest Grove, but clearly, the school was authorized by Ezra A. Hayt, the Commissioner of Indian Affairs. It is apparent that General O. O. Howard considered himself something of an expert in race relations and likened himself to a "Moses of the Negroes." (9) When appointed as President Ulysses S. Grant's "Peace Commissioner" to the hostile western Indian tribes, he was known as a humanitarian and as a devout Christian who was active with the YMCA. General Howard had been influential in founding Howard University, Washington, D.C., in 1867. He served as its president from 1869 until his resignation in 1874. He believed the way to improve the life of the Indian was through education and was approving of the program founded by Captain Pratt at Carlisle in 1879. (10) General Howard is best known in Oregon history for his command of detachments of U. S. Army troops in pursuit of the Nez Perce under Chief Joseph the Younger who withdrew from the Wallowa country in an attempt to evade relocation to reservations in 1877.

The minutes of the Board of Trustees of Pacific University on June 4, 1879, contain a letter copy of a request forwarded to the Secretary of War: "Sir, I have the honor to inform you that at a meeting of the Board of Trustees of Tualatin Academy and Pacific University held on this 4th day of June, 1879, it is voted in accordance with Section 11125.1260, revised statutes, to request the detail of First Lt. M.C. Wilkinson, Third Infantry, as military professor at this University. No other Army officer is so detailed

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in this state. This University has the capacity to educate the required number of students. Lt. Wilkinson has placed before the Board of Trustees the purpose and plan of the Interior Department to educate at some institution on the coast a certain number of Indian youth, of both sexes, and the Board of Trustees make this application for the detail of Lt. Wilkinson with the understanding that this Board of Trustees incur no pecuniary expenses attending the same. That the president and secretary of this institution be and are hereby authorized to negotiate with the proper officers of the government, for carrying into effect the proposition to supervise the education of Indian youth as per this date, June 4." (11)

The Founding Years - 1879 to 1885

The original school would be called the Indian Training and Normal School, described as a "two-story building with a woodshed." It opened February 25, 1880 with 14 boys and 4 girls, all but one from the Puyallup Reservation. The school curriculum was fashioned after that of Carlisle Indian School with manual labor for the boys and homemaking for the girls. The school grew over the next five years until a fire destroyed several buildings. A new location was sought that would allow farming to defray some of the costs of running the school and, most importantly, teach agriculture at the same time. The site north of Salem was chosen. In 1885, the Oregon Legislature approved a 375 acre purchase. During the spring and summer of 1885, students and others cleared land, erected buildings, and started gardens. Old timers report that a sawmill was set up on the site and that framing lumber was produced from the existing fir trees. By fall, the buildings would be described as "comfortable two-story structures." Water had to be carried; illumination was provided by kerosene lamps, and heat was supplied from wood stoves. There were reports of blacksmith, shoemaking, and carpentry shops in operation for boys and facilities for girls in which to learn sewing, cooking and laundry.

The Formative Years - 1885 to 1900

In the spring of 1885, the first class had been graduated in exercises held at Forest Grove. At that time, Reverend H. J. Minthorn had replaced Captain Wilkinson as superintendent. Reverend Minthorn later was to become known as the uncle with whom,

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in Salem, Herbert Hoover spent some of his formative years. (12) By 1886, following the move to Salem, enrollment at the school had grown to almost 200. The program of education offered was popular with Indian youths and adults, from age 6 to 40, and the school was gaining considerable interest and support in the Northwest.

The following is taken from an article in The Pacific Rural Press, December 15, 1888: "The school has now been in successful operation at its present location for three years with Prof. John Lee as superintendent. There are now 180 Indians in attendance from various tribes, representing in all 29 different tribes from all along our coast, from Alaska to California, and from Montana to Oregon. There are 72 girls and 108 boys. The school is limited to 200. The pupils are taught in four grades, boys and girls together, as in the public schools. The studies of the fourth grade, or highest grade are arithmetic, grammar, physical geography, Child's Book of Nature, and History of the United States. The boys are instructed in trades and labor, many of them showing no little skill in the use of tools. They are taught shoemaking, cabinet making, blacksmithing and wagon making. The girls are taught housework and needlework, and by the supervision of superintendents do the sewing, cooking, washing, ironing and mending for all the little children of the school." (13)

From 1885 to 1900, growth was steady in all phases of the school's operation. The school was well established as a training institute and had become almost nearly self-sufficient with an extensive farm, bakery, orchard, laundry, shop, and other facilities needed to sustain the population. Most of the buildings were of wood construction in the High Victorian Italianate style of the 1880s, Queen Anne style of the 1880s and 1890s or Georgian Revival of the late 1890s. In 1899, the first of many brick buildings was erected, followed by many more.

The Peak Years 1900-1933

The school continued to garner praise from many sources. The Annual Report Department of the Department of Interior's Fiscal Year for the period ending June 30, 1900 showed that Chemawa, with 453 students, was by far the largest school of its kind in Oregon. The school also had the biggest budget (\$57,182.62) for like-kind institutions. Thomas W. Potter was superintendent at this time.

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(14) The same report stated: "This school is one of the largest and best equipped schools in the west. The natural surroundings, together with the many fine buildings, make this one of the most beautifully located schools in the service. The course of study outlines advanced work in all that pertains to general knowledge sufficient to prepare pupils for the everyday walks of life. Wagon making, blacksmithing, painting, harness and shoemaking, carpentering, engineering, gardening, stock raising and farming are taught in a practical manner. This school has one of the finest hospitals in the service." (15)

In 1907, Oregon's Attorney General ruled that Chemawa Indian School was now under jurisdiction of the federal government. The campus continued to expand in both facilities and enrollment. By 1927, Chemawa was a fully accredited four-year high school with an enrollment of 1,100 students from 14 Pacific Northwest tribes and Alaska. The campus had grown to 450 acres. Some of the land was purchased and donated to the school by grateful students who earned money picking hops in the summer.

The late 1920s ushered in another time of reform nationally. Whenever national policy changed, Indian education also changed. While assimilation continued as the primary emphasis of Indian education, there was a parallel movement which encouraged a return to Indian culture. In the 1940s, the policy of termination was the culmination of the old policy of assimilation. Much of the change that characterized this period can be traced to the publication in 1928 of a Brookings Institution report, The Problem of Indian Administration, which focused negative attention on Indian education. The report was commonly referred to by the name of its principal author, Lewis Meriam of the University of Chicago. It was especially critical of the off-reservation boarding schools and the management of federal Indian schools, generally. The report, coupled with the onset of the Depression, caused Congress to slash funds for Indian education. Between 1928 and 1933, the number of boarding schools decreased from 77 to 65. Some of the schools were converted to day schools, others closed. The funding cuts for Chemawa were so severe that the school was forced to close in 1933. Adverse reaction from the local community and leaders in Congress rescinded the order to close Chemawa, but the enrollment was limited to 300 students and funds were drastically cut. Chemawa

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was reduced to the status of a two-year vocational school again, and it would never regain the enrollment of its peak years.

Educational Policy Changes

The end of the historic period of significance of Chemawa School was marked by federal legislation which profoundly affected Indian education efforts. The Indian Reorganization Act (Wheeler-Howard Act) of 1934 was a direct result of the Brookings Institute (Meriam) report. This act, often referred to as the Indian Bill of Rights, enabled tribes to organize for self-government. Most important, it finally stopped the loss of Indian tribal lands by superseding the Dawes Severalty Act of 1887. The Indian Reorganization Act of 1934 created contracts between the federal government and states to educate Indians in public schools. As more emphasis was placed on Indian day schools, fewer boarding schools would be needed. Enrollment at Chemawa continued to decline until the 1950s, when Chemawa became a school for Navajo youth from the American Southwest. At this time there were some 16,000 children of school age in the Southwest with no school facilities. The special Navajo Program was a success. In 1956, Pacific Northwest Indian youth were placed in public schools or other boarding schools, and Chemawa became an all-Navajo school with enrollment reaching over 700. In 1960, Chemawa was re-opened to Alaskan students, many of whom came from remote areas with no school facilities beyond the sixth grade. Chemawa changed its enrollment policy again in 1968, opening its enrollment to students from Oregon, Washington, Alaska, and Idaho who lived in areas where schooling was not available, or who had special needs. In 1971, Chemawa earned accreditation through the Northwest Association of Secondary and Higher Educational Schools.

On February 25, 1992, Chemawa Indian School celebrated the 112th year since its founding, a record unsurpassed by any other Indian off-reservation boarding school. In terms of scope and continuity, it holds a place of distinction in Indian education in Oregon history, and in the nation. In 112 years, Chemawa has trained and provided a home for over 30,000 Indian youths. Although the physical plant of the Salem campus has changed since 1885, traces of lost elements are distinguishable in the landscape as a reminder of the high point of school operations when Indian-White relations were largely dominated by policies of cultural assimilation.

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FOOTNOTES

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2. Ibid, p.17.
3. Fuch, Estelle. To Live on This Earth: American Indian Education, p. 8, 1972.
4. Szasz, Margaret. Education and the American Indian, p.9, 1974.
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6. Mitchell, Mary J. Marion County History, "Historical Notes on Chemawa Indian School", p.38, 1959.
7. Ibid, pp. 39-40.
8. McKeehan, Patrick. The History of Chemawa Indian School, p.90, 1981.
9. Dippie, Brian. The Vanishing American, p. 146, 1982.
10. Ibid, p.113.
11. Straughan, Cynthia. Thesis, "Indian Education and Acculturation of Forest Grove Industrial Training School, 1880-1885."
12. Mitchell, Mary J. Marion County History, "Historical Notes on Chemawa Indian School", p. 39, 1959.
13. Ibid, p.40.
14. Annual Report to the Commission on Indian Affairs, Annual Reports of the Department of the Interior, 1900. Washington D.C., U. S. Government Printing Office.
15. Ibid, 1900.

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VERBAL BOUNDARY DESCRIPTION

The nominated area is located predominantly in SE 1/4 SE 1/4 Section 36, Township 6S, Range 3W, Willamette Meridian, inside the northerly corporate limits of the City of Salem, Marion County, Oregon. The southernmost portion of the nominated area is located in NW 1/4 NW 1/4 Section 1, Township 7S, Range 3W, Willamette Meridian at said location.

The nominated area is a contiguous parcel made up of the full extent of Areas 5, 7 and 8 as shown on the Chemawa Indian School Land Use Site Plan of 1991. In all, the parcel encompasses approximately 86 acres. It is more particularly described as follows.

Beginning at the point of intersection of the east edge of right of way of Interstate Highway 5 and the south edge of right of way of Chemawa Road, thence easterly along the southern edge of Chemawa Road to Hospital Street on the east side of the old Chemawa Indian School Hospital; thence south-southwest along the east edge of said Hospital Street to the point of intersection with the north edge of South Winona Court, extended; thence west-northwest to the east edge of Southern Pacific Railroad right of way to exclude the present-day School maintenance yard (Area 6); thence south-southwest along said railroad right of way to the point of intersection with the south boundary of Chemawa Indian School property; thence due west along said property boundary line to the point of intersection with the east edge of Interstate Highway 5 right of way; thence north-northeast along said highway right of way to the point of beginning.

BOUNDARY JUSTIFICATION

The bounds of the nominated area of 86 acres are drawn to include the old campus of the historic off-reservation Indian boarding school operated at Salem under auspices of the federal government from 1885 onward, as well as the School's cemetery and traditional truck farming area. Counted as contributing sites are the former developed campus, the agricultural field, and the cemetery. Counted as contributing

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buildings and structures are the old campus circulation system surviving in the network of paved roads, sidewalks and pathways, and the school hospital of 1907, the only remaining historic building in the nominated area. An agricultural warehouse and separate accessory shed constructed in the 1960s are the only non-contributing features in the nominated area.

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Chemawa Indian School Site
3700 Chemawa Road NE
Salem, Marion County, Oregon

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Aerial perspective view, looking east over former developed campus (Areas 7 and 5) showing circulation system and 1907 hospital building (Health Center/Clinic), upper left.

Rex Newell photo, 1992
Negative: Bill Wilson
1365 D Street NE
Salem OR 97301

2 of 16

Aerial perspective view, looking north over former developed campus (Areas 7 and 5), showing circulation system and 1907 hospital building (Health Center/Clinic), upper right. In foreground, the outline of the former athletic field and track is faintly discernable. Agricultural warehouse in the lower left corner is a non-historic, non-contributing feature.

Rex Newell photo, 1992
Negative: Bill Wilson
1365 D Street NE
Salem OR 97301

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Looking west, southwest at agricultural warehouse constructed in 1967, which, with its accessory shed, is a non-historic, non-contributing feature of the nominated area.

Bill Wilson photo, 1992
1365 D Street NE
Salem OR 97301

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Aerial perspective view, looking southeasterly over tree plantation that is the school's traditional agricultural are (Area 8). Cemetery location is marked by stand of mature trees, upper left. Road on far right marks south boundary of the federal holding.

Rex Newell photo, 1992
Negative: Bill Wilson
1365 D Street NE
Salem OR 97301

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Aerial perspective view, looking east over Chemawa Indian School cemetery marked by stand of firs. Indian School Road and Southern Pacific Railroad mark the east boundary of the nominated area in this view.

Rex Newell photo, 1993
Negative: Bill Wilson
1365 D Street NE
Salem OR 97301

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Looking west at entrance to Chemawa Cemetery with its stand of stately fir trees. Cemetery was active 1886-1986.

Bill Wilson photo, 1992
1365 D Street NE
Salem OR 97301

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Chemawa Cemetery headstone, "Andrew J. Bagnell," deceased 1899.

Bill Wilson photo, 1992
1365 D Street NE
Salem OR 97301

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Chemawa Cemetery headstone, "Milton A. Godowa 1890-1909."

Bill Wilson photo, 1992
1365 D Street NE
Salem OR 97301

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Hospital (1907), west and south elevations.
Historic plate from Chemawa yearbook, undated.
Chemawa Indian School archives.

Copy negative: Bill Wilson
1365 D Street NE
Salem OR 97301

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Hospital (1907), north and west elevations.
Historic view, undated. Photographer unknown.
Chemawa Indian School archives.

Copy negative: Bill Wilson
1365 D Street NE
Salem OR 97301

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Hospital (1907), south elevation.
Historic view, undated. Photographer unknown.
Chemawa Indian School archives

Copy negative: Bill Wilson
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Salem OR 97301

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Hospital (1907), west (front) elevation

James B. Norman photo, 1992
324 Capitol Street NE
Salem OR 97301

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Hospital (1907), west elevation

James B. Norman photo, 1992
324 Capitol Street NE
Salem OR 97310

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Hospital (1907), west elevation, close view of entrance section

James B. Norman photo, 1992
324 Capitol Street NE
Salem OR 97301

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Hospital (1907), west elevation, close view of wall dormer,
entrance section

James B. Norman photo, 1992
324 Capitol Street NE
Salem OR 97310

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Hospital (1907), west elevation, detail of secondary entrance

James B. Norman photo, 1992
324 Capitol Street NE
Salem OR 93710

The accompanying supplementary photo copies illustrating campus activities at the high point of the school's enrollment are taken from the Chemawa Indian School yearbook of 1927.

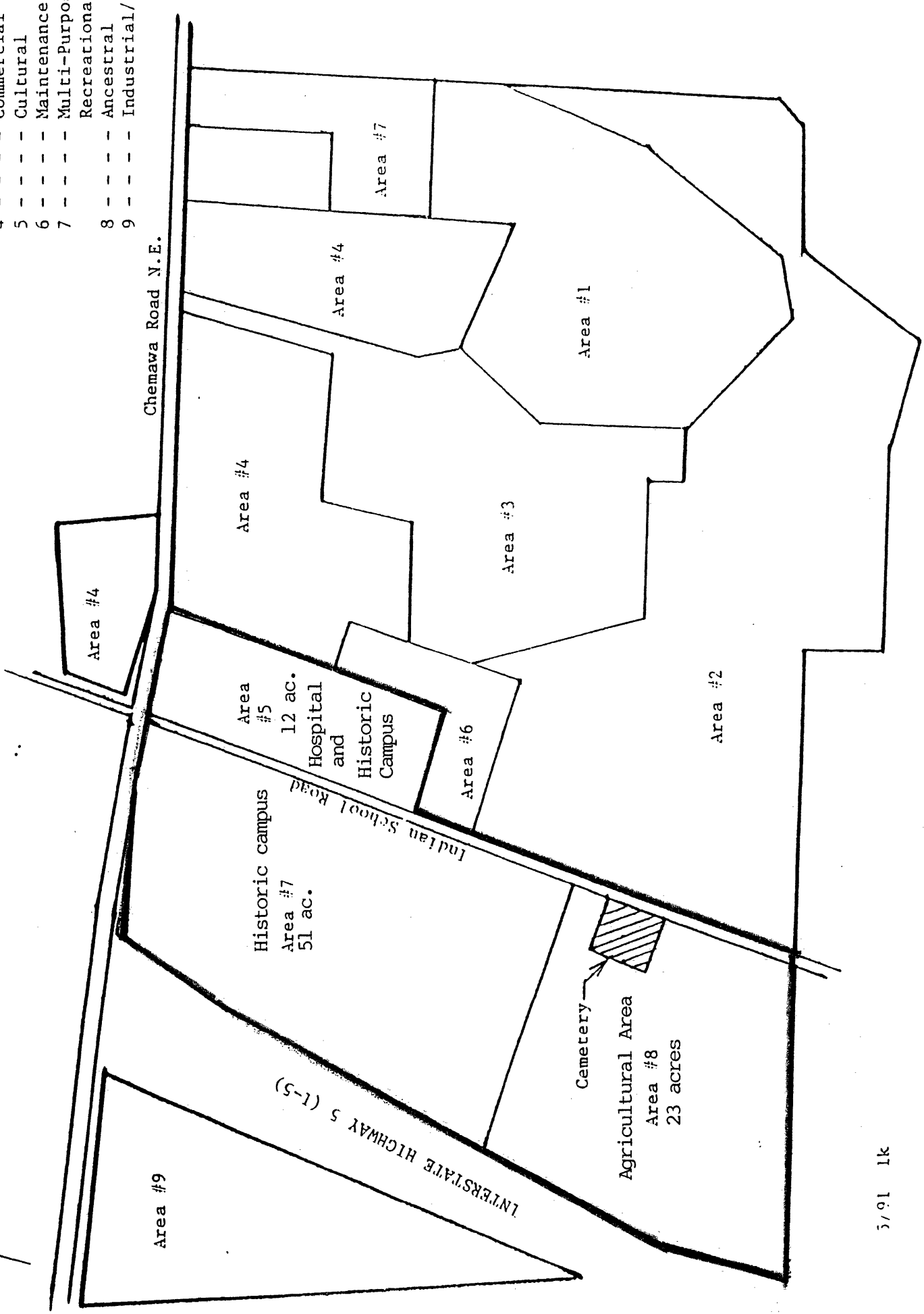
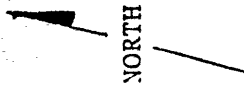
CHEMAWA INDIAN SCHOOL
 LAND USE PRELIMINARY SITE PLAN - U.S.B.I.A.

Salem, Oregon

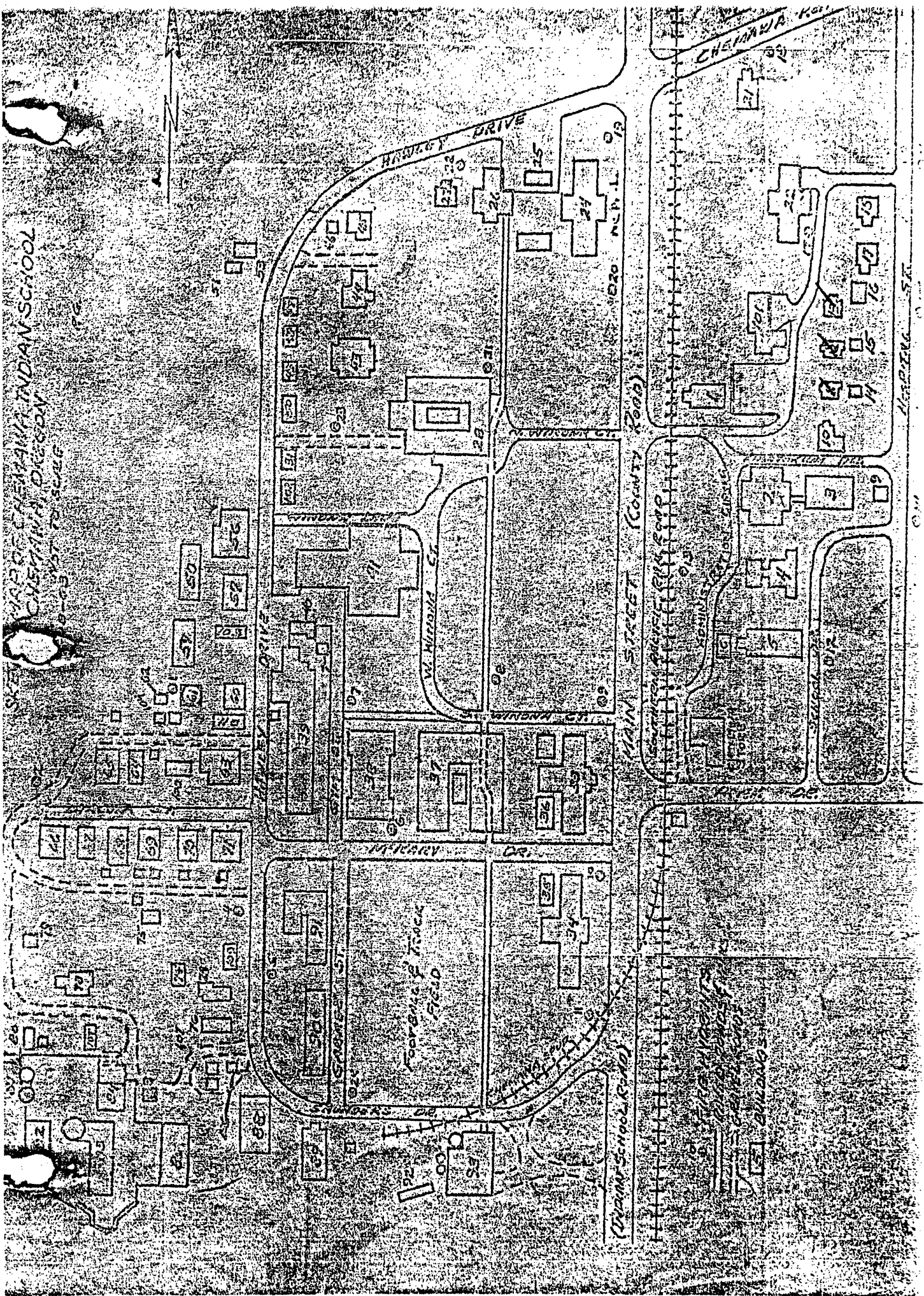
Total acreage of nominated area = 86 acres

LEGEND:

| Area# | Designation |
|-------|--------------------------------|
| 1 | School |
| 2 | Natural Habitat |
| 3 | School Recreation |
| 4 | Commercial |
| 5 | Cultural |
| 6 | Maintenance |
| 7 | Multi-Purpose/ Recreational |
| 8 | Ancestral |
| 9 | Industrial/Commercial |



CHEMUNIA INDIAN SCHOOL
CITY OF CHEMUNIA
18-23 1877 SCALE



CHEMUNIA

W. HIGHWAY DRIVE

MAIN STREET (COUNTY ROAD)

FOREMAN'S FIELD

GOVERNMENT OFFICE

GOVERNMENT BUILDINGS

(INDIAN SCHOOL 1877)

W. WINNOW ST.

W. WINNOW ST.

W. WINNOW ST.

W. WINNOW ST.

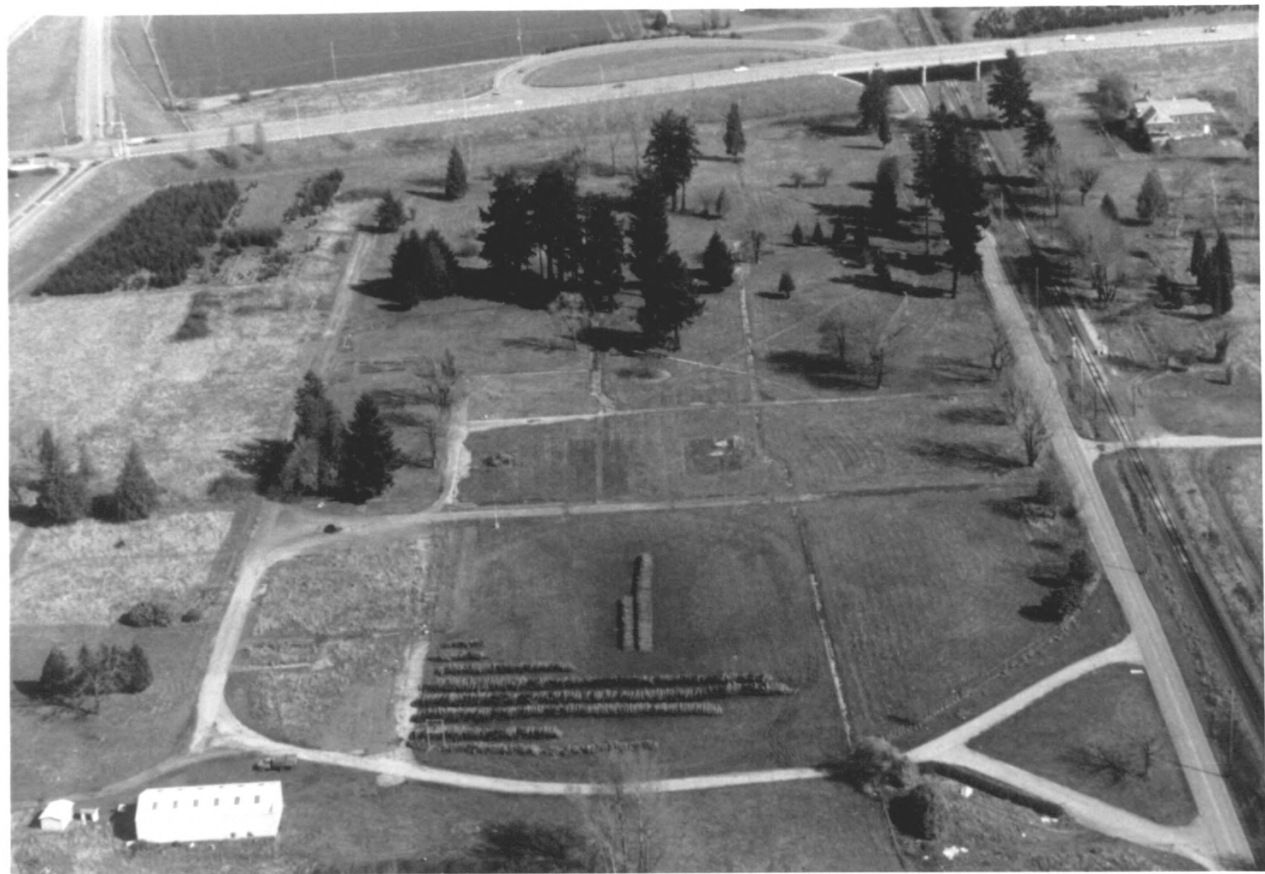
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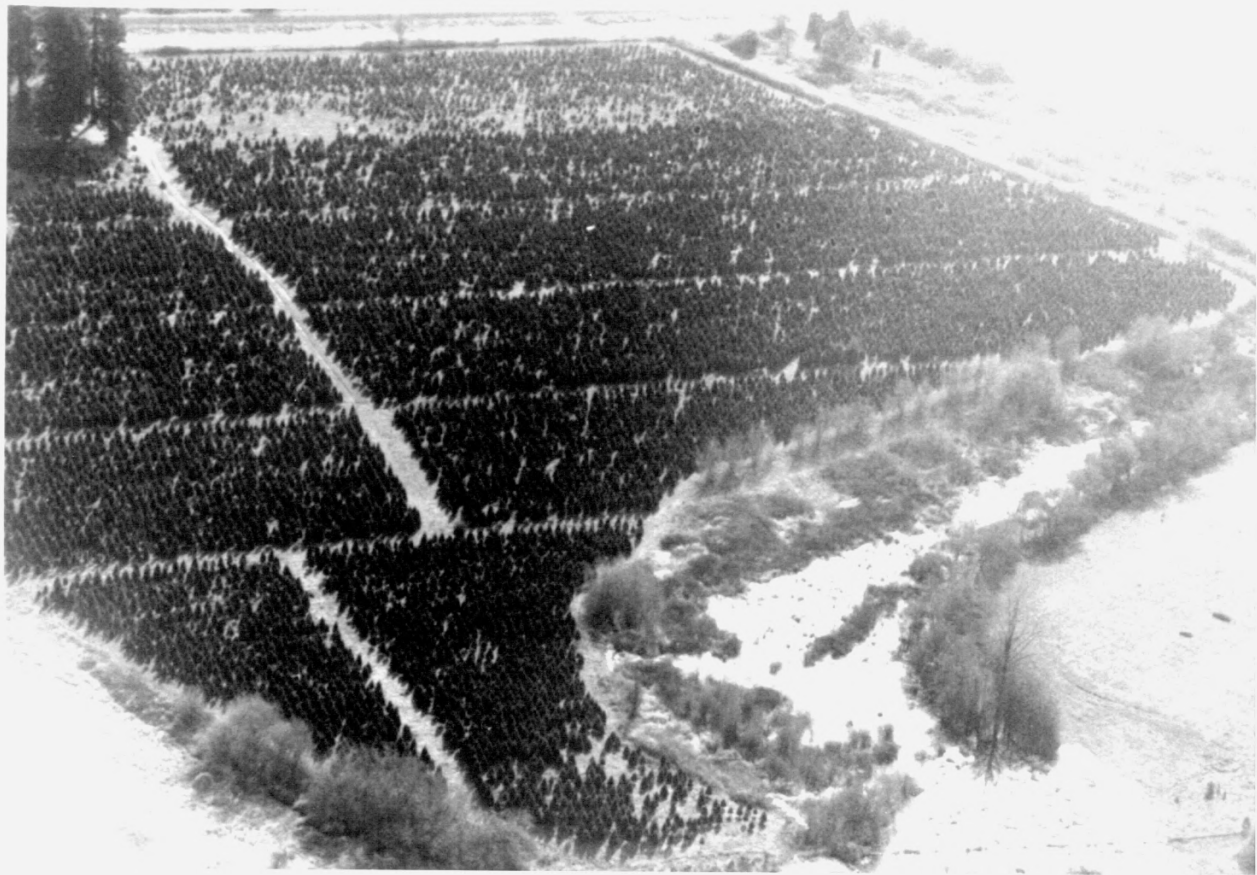
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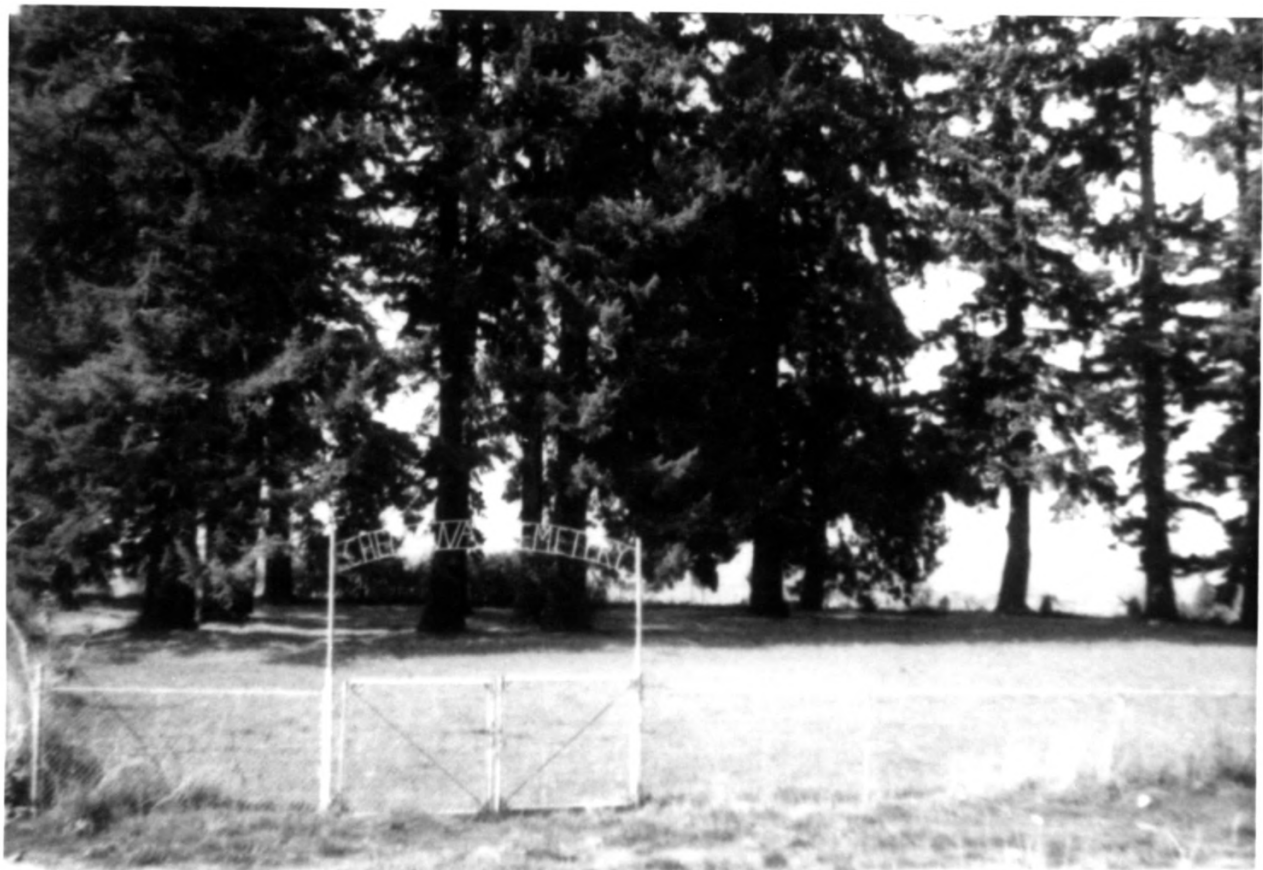














ANDREW J.
MCNELL
1899

A black and white photograph of a gravestone for Milton A. Goddow. The stone is rectangular with rounded corners and an arched top, set in a bed of small, light-colored flowers. The inscription is in a simple, outlined font. The text reads: "MILTON A. GODDOW" on the first two lines, "1890 - 1909" on the third line, and "REST IN PEACE" in a small rectangular box at the bottom. The stone is flanked by decorative floral carvings.

MILTON A.

GODDOW

1890 - 1909

REST IN PEACE



Hospital

THE HOSPITAL—HOUSE OF MERCY,
TO PROTECT OUR GREATEST WEALTH.
FOR WHAT IS GOLD AND SILVER
WITHOUT A MAN'S GOOD HEALTH?













