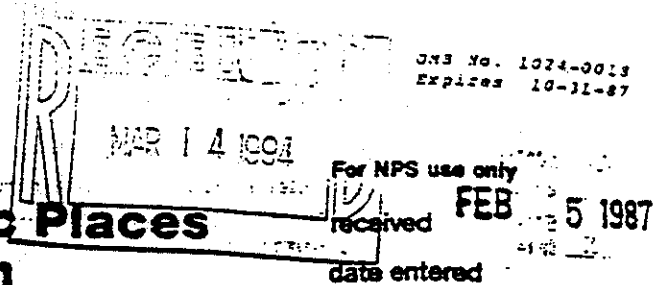


United States Department of the Interior
National Park Service



National Register of Historic Places Inventory—Nomination Form

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Haskell Institute 045-3010-0072

and/or common Haskell Indian Junior College

2. Location

street & number 23rd Street and Barker Avenue not for publication

city, town Lawrence vicinity of

state Kansas code 20 county Douglas code 045

3. Classification

Category	Ownership	Status	Present Use
<input checked="" type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture
<input type="checkbox"/> building(s)	<input type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment
<input type="checkbox"/> object	<input type="checkbox"/> in process	<input type="checkbox"/> yes: restricted	<input type="checkbox"/> government
	<input type="checkbox"/> being considered	<input checked="" type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial
		<input type="checkbox"/> no	<input type="checkbox"/> military
			<input type="checkbox"/> museum
			<input type="checkbox"/> park
			<input type="checkbox"/> private residence
			<input type="checkbox"/> religious
			<input type="checkbox"/> scientific
			<input type="checkbox"/> transportation
			<input type="checkbox"/> other:

4. Owner of Property

(U.S. Bureau of Indian Affairs)
name Mr. Wallace E. Galluzzi, President

street & number Haskell Indian Junior College

city, town Lawrence vicinity of state Kansas 66044

5. Location of Legal Description

courthouse, registry of deeds, etc. Douglas County Courthouse

street & number

city, town Lawrence state Kansas

6. Representation in Existing Surveys

title Historic Sites Survey has this property been determined eligible? yes

date federal state county local

depository for survey records Historic Sites Survey, U.S. Department of the Interior, 1100 L St.

city, town Washington state D.C.

7. Description

Condition		Check one	Check one	
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input checked="" type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site	
<input type="checkbox"/> good	<input type="checkbox"/> ruins	<input type="checkbox"/> altered	<input type="checkbox"/> moved	date _____
<input checked="" type="checkbox"/> fair	<input type="checkbox"/> unexposed			

Describe the present and original (if known) physical appearance

Haskell Institute (now Haskell Indian Junior College) is located immediately south of Kansas State Highway 10, in the southeast corner of Lawrence, Douglas County, Kansas. The campus is adjacent to residential sections of Lawrence on the west and north. The east boundary of the campus borders a light industrial development on the eastern edge of the city. The southern portion of the campus is undeveloped and terminates in a general agricultural and undeveloped area.

Due to the limited number of historical structures which have survived and the number of adjacent modern structures, it proved impossible to designate a historic district. Instead, 12 individual historic buildings and structures were identified during an intensive on-site field inspection of the Haskell campus. These 12 discontinuous structures collectively constitute the National Historic Landmark.

New construction on the campus has taken its toll on the historic structures of Haskell Institute. With the exception of the Haskell Institute Cemetery, no structures remain from the earliest period of building and development extending from 1884 to 1894. There are five buildings which date from the secondary period of expansion, between 1895 and 1915, which have been determined to be significantly related to the Indian school. The third period of development at the Institute extended from the 1920s until the mid 1930s. There are six structures which date from this period and are thematically related to the school's historical development.

Historical structures dating from the period of national significance include:

- 45-3010-
- 0091 1. Hiawatha Hall, 1898: constructed of native limestone, the building has two towers, arched windows, radiating voussoirs, and tall, thin windows. The building originally housed the girl's gymnasium and auditorium. It is the oldest structure still standing on the campus.
- 0090 2. Kiva Hall, 1900: constructed of native limestone, the structure possesses contrasting segmental arches, radiating voussoirs over the windows, double hung, 6-over-6 sash windows, and broad sloping hipped roof. The building originally housed the laundry and later was used for classrooms. Renovated several times, the exterior retains its historical character.
- 0402 3. Old Dairy, 1907: originally used as a warehouse and later as a dairy, it is now used for Plant Management.
- 0403 4. Bandstand, 1908: constructed on a stone foundation, the structure has an octagonal roof supported by wood posts and fluted columns.
- 0089 5. Tecumseh Hall, 1915: one of the last buildings to be constructed of native limestone, this building features a double arched entrance, central pavilion with stone lintels, hipped roof, and hinged windows. It was used originally as a gymnasium.

United States Department of the Interior
National Park Service

National Register of Historic Places
Inventory—Nomination Form



Continuation sheet Item number 7 Page 2 of 2

- 0404 6. Athletic Field, 1926: built by Indian individuals and tribes, the stadium was an important part of the students' life on campus for sporting events.
- 0405 7. Archway, 1926: constructed at a cost of \$16,000, the arch is of great nostalgic and traditional significance to Haskell alumni.
- 0406 8. Powhattan Hall, 1932: constructed of buff brick at a cost of \$31,000, it was used for employee housing apartments.
- 0407 9. Auditorium, 1933: built of buff brick at a cost of \$55,000, this building features a white granite entrance with pilasters and lamps of the Art Deco design. The facade features elements of the Art Deco style.
- 0408 10. Pushmataha Hall (Administration Building), 1929: this simple one-story, blonde brick structure features a low hipped roof.
- 0409 11. Pocahontas Hall, 1931: this structure is the oldest surviving dormitory. It has been used throughout its history to house women students.
- 0410 12. The Indian cemetery is located in the southeastern corner of the campus. It is surrounded by a fence and has approximately four rows of small headstones. The markers show the name, tribal group, date of birth and date of death of each individual. The earliest burial was in 1885 and the last burial occurred in 1913.

8. Significance

Period	Areas of Significance—Check and justify below							
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion				
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science				
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture				
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/				
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian				
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater				
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation				
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)				

Specific dates 1884-1935 Builder/Architect Unknown

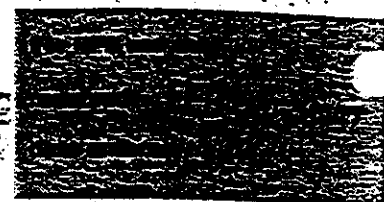
Statement of Significance (in one paragraph)

Founded in 1884, Haskell Institute was one of the first large off-reservation boarding schools for Indian students established by the Federal government. Following the initial apparent success of Richard Henry Pratt's Carlisle Indian School, established in 1879 in Pennsylvania, other industrial boarding schools were created in the late 19th century. Twenty-five such schools had come into existence by 1900. In addition to Carlisle and Haskell, they included such famous institutions as Chemawa (Oregon, 1890), Chilocco (Oklahoma, 1884), Phoenix (Arizona, 1890), and Stewart (earlier Carson, Nevada, 1890).

The off-reservation boarding school played a major role in the overall Federal effort to provide schooling for Indian pupils. However, from the beginning, boarding schools endured severe criticism. They were scored particularly for being expensive as well as being ineffective in altering the life patterns of Indian students. Richard Henry Pratt liked to say that such schools should "kill the Indian and save the man;" a Commissioner of Indian Affairs of the era suggested with unconscious irony that it was about time to make the Indian feel at home in America.

The Indians, nonetheless, tended to retain much of their own culture within American society. Then caught between two ways of life they fit into neither. Skills or trades students had learned at boarding schools were not needed on the reservations they had left behind. On the other hand, Haskell Institute graduates generally were not accepted into white society. The exposure to the dominant white culture was beneficial in one regard, however. Many "educated" Indians exposed to this dominant culture recognized the need to join with the Indians outside their own tribes for cultural solidarity and the conservation of distinctive Indian mores and traditions. It would be graduates of the boarding schools who generally took on important responsibilities in associations which promoted multi-tribal or pan-Indian activities taking participants beyond the confines of the reservation; in the early 20th century, examples of such associations would include the Society of American Indians and the Native American Church.

While Carlisle emerged initially as the most prominent of the off-reservation schools, it would not always enjoy this status. It rose to fame because of the success of its athletes (including the extraordinary Jim Thorpe) and athletic teams. Yet Carlisle also had definite disadvantages. Its location in Pennsylvania increased student transportation costs. In addition, Pratt's style alienated many people, and by 1904 he had been removed as head of the school. With the outbreak of World War I, Carlisle was closed and its facilities turned over to the war effort. It would never reopen its doors to Indian students.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Inventory—Nomination Form

Continuation sheet

Item number 8

Page 2 of 2

With Pratt's departure and with the maturation of other alternative institutions, Carlisle began to become less attractive to Indian students of the West and Midwest. While some students continued to attend Carlisle, increasingly they turned to large off-reservation schools closer to home. Students from the Northwest thus gravitated toward Chemawa, while students from the southern Plains and upper Midwest chose Haskell. Even before Carlisle's demise, Haskell was emerging as the leading off-reservation boarding school west of the Mississippi River. By the 1920s it had clearly established itself as the leading school of its type in the United States.

The senior class of 1928 was indicative of Haskell's widespread appeal at this time. The class included students from Oklahoma, South Dakota, Wisconsin, Minnesota, Nebraska, North Dakota, Montana, Washington, Kansas, Nevada, Wyoming, Missouri, New York, Utah, North Carolina, New Mexico, and Arizona. Oklahoma contributed more students than any other state, as might be expected with its large Indian population. South Dakota, Wisconsin, Minnesota, Nebraska, and North Dakota also sent larger numbers. Students at the school could select a large number of activities, including choir, glee clubs, band, orchestra, religious societies, business clubs, home economics clubs, agricultural clubs, military troops, and athletic teams. As with Carlisle, the football team competed against colleges and universities; in 1928, opponents included West Virginia, Minnesota, and Tulsa.

Haskell's enrollment peaked in 1931 with 1,240 students. In the following year, Franklin D. Roosevelt was elected President and John Collier was named soon thereafter as Commissioner of Indian Affairs. The Indian New Deal built upon the critical assessment of Indian boarding schools published in the so-called Meriam Report, The Problem of Indian Administration, issued by the Brookings Institute in 1928. The report pinpointed the detrimental aspects of the boarding schools, that isolated Indian youths both from their native cultures and the American mainstream. Collier and his cohorts promoted the construction of new day schools on reservations, while Congress passed the Johnson-O'Malley Act in 1934 to provide Federal assistance to public schools with Indian students. Off-reservation schools were slated for closing and some, such as Mount Pleasant in Michigan, actually were closed. But public outcry saved Haskell and the school remained open, if in altered form. Agricultural courses were eliminated and enrollment had been halved to about 600 and its students limited to 11 designated states. World War II further discouraged enrollment at Haskell and at other off-reservation schools.

The post-war (and post-Collier) era of the late 1940s and 1950s would be marked by a heightened emphasis upon boarding schools, yet particularly under Indian Education director Hildegard Thompson's direction, curricula would be changed to meet more fully the needs of more urban society. Passage of additional Federal legislation in the early 1950s promoted construction and support of public schools on Indian reservations. Competing with newer schools and changing times, Haskell maintained an emphasis on vocational training. Despite

United States Department of the Interior
National Park Service

National Register of Historic Places
Inventory—Nomination Form



Continuation sheet

Item number 8

Page 3 of 3

its tradition and loyal alumni, its enrollment faltered. It graduated its final high school class in 1965 and became Haskell Indian Junior College, with full state accreditation received in 1970.

Haskell Indian Junior College remains in existence today. The growth of the community college movement upon reservations within the past generation, however, has restricted Haskell's potential growth. Beginning with Navajo Community College, established on the Navajo reservation in 1969, Indian communities moved to offer post-secondary education to their own tribal members in the 1970s and 1980s. As a Federal institution, Haskell appeared apart from the pressure for self-determination at the local level. Still, it remained as an option for Indian students and it continued to attract people from different regions of the country. By 1985, by contrast, Chemawa and Chilocco, to name but two examples, had ceased to function as Indian schools.

The campus today reflects the different eras that are a part of Haskell's heritage. Haskell remains of vital interest to Indian people and to all who are concerned with the history of Indian education. Most historians today would probably agree that Haskell's period of greatest historical significance ended in the mid-1930s, with the shift away from such heavy reliance on the off-reservation boarding school. Haskell continued to attract students and to command the loyalty of most of its graduates up to the present day. Yet after the mid-1930s, it would not regain the pinnacle it had achieved. With the departure in 1935 of Henry Roe Cloud, a Winnebago who had become its first Indian superintendent just 2 years before, with the advent of the Indian New Deal and the passage of Johnson-O'Malley, and with the start of World War II, Haskell entered a different period in its long history. By 1935, nonetheless, its place had become firmly established in the memories of Indian people and in the history of Indian education. Together with Carlisle, it would remain regarded as the most prominent and important boarding school ever to serve Indian students.