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4. National Park Service Certification

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I hereby certify that this property is:

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

[Handwritten Signature]
Signature of Keeper

11/21/03
Date of Action

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5. Classification

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Ownership of Property (Check as many boxes as apply)

- private (Hualapai Indian Nation)
- ___ public-local
- ___ public-State
- ___ public-Federal

Category of Property (Check only one box)

- building
- ___ district
- ___ site
- ___ structure
- ___ object

Number of Resources within Property

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

Number of contributing resources previously listed in the National Register 0

Name of related multiple property listing: N/A

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6. Function or Use

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Historic Functions (Enter categories from instructions)

Category: EDUCATION Subcategory: Schoolhouse

Current Functions (Enter categories from instructions)

Category: VACANT/NOT IN USE Subcategory: N/A

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7. Description

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Architectural Classification (Enter categories from instructions)

Category: LATE 19th & 20th CENTURY REVIVALS Subcategory: Colonial Revival

Materials (Enter categories from instructions)

Foundation: STONE: Granite
Walls: BRICK & STRUCTURAL CLAY TILE
Roof: METAL: Stamped metal plates; OTHER: Composition shingles
Other: N/A

Narrative Description (*SEE CONTINUATION SHEETS 6-9*)

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8. Statement of Significance

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

A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location
- C** a birthplace or a grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

EDUCATION
ARCHITECTURE

Period of Significance

1903-1937

Significant Dates

1903 (construction of schoolhouse); 1924 (addition of second story; 1927-1928 (addition of new auditorium)

Significant Person

N/A

Cultural Affiliation

Predominantly Hualapai (Walapai); also Apache, Havasupai, Hopi, Navajo, Pima, Tohono O'odham (Papago), and Yavapai

Architect/Builder

Office of Indian Affairs (precursor of Bureau of Indian Affairs)

Narrative Statement of Significance (*SEE CONTINUATION SHEETS 10-14*)

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9. Major Bibliographical References

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Bibliography (*SEE CONTINUATION SHEETS 15-16*)

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: Mohave County Historical Society, 400 W. Beale, Kingman, AZ 86401

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10. Geographical Data

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Acreeage of Property __less than one acre__

UTM References (See accompanying USGS map/Figure 1 for point reference)
Zone 12 258370E 3918980N

Verbal Boundary Description

A north-south dirt road running along the rear of the schoolhouse forms the western boundary. A north-south rock wall running along the front of the building provides the eastern boundary. The north and south boundaries extend 50 ft out from the north and south walls of the building. The area measures about 150 by 150 ft, approximately one-half acre.

Boundary Justification

The boundary is drawn to include the schoolhouse and land immediately surrounding it but to exclude modern, noncontributing features.

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11. Form Prepared By

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name/title:	Pat Haigh Stein	
organization:	Arizona Preservation Consultants	date: January 1999; revised August 2003
street/number:	6786 Mariah Drive	telephone: (928) 714-0585
city or town:	Flagstaff	state: AZ
		zip code: 86004

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Additional Documentation

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Continuation Sheets (pages 6-17)

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location (Figure 1).

Photographs

Historical photographs of the school and grounds (Photos 1 through 3)

Representative black and white photographs of the property (Photos 4 and 5).

Additional items

Table 1: Capacity, enrollment, and average daily attendance at Truxton Canyon Training School, 1901-1937.

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Property Owner

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name:	Hualapai Indian Nation		
street & number:	P.O. Box 179	telephone:	(928) 769-2216
city or town:	Peach Springs	state:	Arizona
		zip code:	86434

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CONTINUATION SHEET**

Section 7 Page 6 Schoolhouse at Truxton Canyon Training School
Mohave County, Arizona

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DESCRIPTION

SUMMARY

The nominated property is the schoolhouse at the former Truxton Canyon Training School, a reservation boarding school that instructed mainly Hualapai Indians. The training school opened in 1901; however, the schoolhouse was not built until 1903. The building originally was of 1 1/2 stories with a rear auditorium. In 1924, the front portion received a second story. In 1927-1928, the old auditorium was converted to a classroom and a new auditorium was built to the rear of it. Two small washrooms were installed in 1929. These modifications were compatible with the Colonial Revival design of the original structure. Since closing in 1937 the schoolhouse has been used only occasionally for community gatherings and storage purposes. Its setting has changed because of the demolition of related buildings, but the schoolhouse still retains strong integrity of location, design, workmanship, materials, association, and feeling. The owner, the Hualapai Indian Nation, is currently seeking funds to rehabilitate and reuse the edifice.

Location and Setting

The schoolhouse is located at Valentine in Mohave County, Arizona, approximately 35 miles northeast of the county seat of Kingman and 15 miles southwest of Hualapai Tribal offices in Peach Springs. Situated on what was once the "Hualapai Indian School Reserve," the schoolhouse was one of the main buildings of the Truxton Canyon Training School (Valentine Indian School). Executive orders signed by President William McKinley created the 634.95-acre reserve in 1898 and enlarged it by 160 acres in 1900 (Franklin 1973). The federal government selected the locality to be the site of a training school for several reasons. It lay within the traditional territory of the people it would principally serve, the Hualapai. It was situated along the mainline of the Santa Fe Pacific Railroad; built through the locality in 1883 as the Atlantic & Pacific Railroad, the transcontinental carrier could transport teachers and students as well as supplies. Beale Wagon Road, a major east-west route connecting the Gulf of Mexico with the Pacific Ocean, crossed the school site; in the twentieth century, this segment of road would evolve into U.S. "Route" 66. The site was also suitable for a training school because it lay in the widening of an otherwise narrow canyon; students receiving agricultural instruction could plant crops and build canals on its broad terraces. The site was in a cove between mountain spurs, a location that afforded protection from severe blasts of winter (Indian Rights Association/IRA 1899). Finally, its location nearly coincided with that of the school it would replace, the Hackberry Day School. The day-school's owner, the Massachusetts Indian Association, in fact deeded its acreage to the government for the purpose of creating the Hualapai Indian Reserve and Truxton Canyon Training School (USDI 1900).

The federal government constructed numerous improvements on the reserve during the school's 36 years of operation (1901 to 1937) (Photos 1 and 2). Architects employed by Office of Indian Affairs drew plans for the site and its dozen or so buildings. Agricultural instructors and their pupils soon added fields, canals, fruit trees, and landscaping that helped the school fulfill its training mandate while enhancing its sense of place. At full build-out (1928-1937), the school assumed the following configuration. Passing through a stone arch that read "Truxton Canyon," the entry road continued past 20 acres of agricultural fields lined with irrigation canals. Grapes, fruit trees, and other deciduous trees thrived along the canals. Straight ahead at the end of the entrance road was the teacherage -- a two-story brick residence with full

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porch and front-gabled roof. To its right (northeast) was the most imposing building of the reserve, a two-story brick dormitory with wooden sleeping porches at its northeast and southwest ends. To the left (southwest) of the teacherage was the schoolhouse, a brick building of Colonial Revival design. To the side and behind these three main buildings were ancillary ones including the superintendent's office, a heating plant, a 16-bed infirmary/hospital, and woodframe cottages that housed government employees.

The setting changed after the school closed in 1937. Two of its three main buildings, the teacherage and the dormitory, were razed in the late 1950s and their bricks were used to build Kingman's Mohave County Historical Museum (*Mohave Museum Newsletter* 1984). The Bureau of Indian Affairs/BIA built an agency office on the site of the former dormitory. The BIA and the Hualapai Tribe renovated the woodframe buildings or replaced them with newer ones. The arched entry gate was removed. Fields once tended by the school's students went fallow, irrigation canals fell into disuse, and trees lining the canals died. The tract today contains little to remind the viewer that it was once a training school. The schoolhouse is a rare survivor from that era.

The Schoolhouse as Constructed in 1903

Historical photographs indicate that the schoolhouse originally was a 1 1/2-story building with a T-shaped plan. The front portion contained classrooms. An assembly hall comprised the rear wing. The foundation was of granite quarried from nearby hills and laid as coursed ashlar. Walls were of red brick laid in a common (American) bond pattern, with a course of headers every six or seven courses. Under the instruction of an industrial teacher, Hualapai students made bricks to build the school's 1901 teacherage and dormitory (Iloff 1954:43). However, it is not known if students also made the bricks for the 1903 schoolhouse. Mortar used in the schoolhouse had a high lime content. Both the front portion and rear wing had hip roofs of medium pitch. The original roofing material is uncertain but may have consisted of wooden shakes or of material similar or identical to the stamped metal plates seen on a portion of the roof today. The construction budget for the schoolhouse was \$12,000 (USDA 1901).

The building was a good example of Colonial Revival architecture, a style common in the United States from approximately 1880 to 1955 (McAlester and McAlester 1991:320-341). Character-defining traits of the schoolhouse included rigidly symmetrical massing; a front entry featuring double-doors (each with six panels), a fanlight, and sidelights (Photo 3); a hipped, half-story dormer centered above the front entry; pairs of glass-orb lighting fixtures flanking the front entry; segmental arches above the door and windows; and double-hung, wooden-sash, two-over-two windows. All windows were singly placed, not paired or tripled; however, five single windows along the side elevations of the front portion were spaced so closely that they admitted near-continuous streams of light to the classrooms. A flight of eight steps led to the front entry, the sill of which was approximately five feet above grade. This open-stringed staircase had a double-railed balustrade anchored with turned newels.

Character-defining traits of the interior consisted of tongue-and-groove flooring; pressed metal ceilings; plaster-and-lath walls; tongue-and-groove wainscoting extending to window sills (3.3 ft high) or chalkboard ledges (2.7 ft high); and five-panel doors with glass transoms. The front entry opened to the main hallway which, in turn, provided access to the assembly hall, the two classrooms, and a staircase (with turned balustrade) leading to the basement. The basement,

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containing a storage room and cloakroom, could also be entered through a door tucked beneath the steps of the front entry. Originally the classrooms contained combination seat-desks screwed to the floor (Iliff 1954:245). The 1903 building contained no washrooms and was heated by wood- or coal-burning stoves.

Historic-Period Modifications

The schoolhouse witnessed additions and modifications during its period of use (1903 to 1937). In 1924 a second story was added to the front portion. In 1927-1928, the original auditorium was converted to a classroom while a new auditorium was constructed behind it. Two small washrooms were installed in 1929. Each alteration was compatible with the design of the original building. The Office of Indian Affairs expanded the schoolhouse as part of a plan to increase the training school's capacity from 140 to 200 students (Hunter 1924 and 1927).

The 1924 second story sensitively extended the Colonial Revival style of the building. The addition retained the same type and pitch of roof as the original building, complete with hipped dormer above the main entry. Roofing material for the addition consisted of stamped metal tiles bearing the trade/product-name "TITELOCK." Walls were of red brick, but the bricks had a deeper hue than those of the first story and were laid in a running (stretcher) bond pattern. Although wooden-sash, two-over-two windows in segmental arches were again used, the fenestration was changed by using paired windows above the main entry and along the side elevations. Some of the windows on the side elevations of the first story were changed to pairs, matching the fenestration of the new story. Window sills of the second story were of concrete, not stone. Downspouts inserted below the boxed eaves enhanced the symmetry of the main facade. The second story was accessed by two symmetrical stairways leading from the main hallway. The stairways converged at a landing, then continued as one flight to the second story. The stairwell was sheathed with tongue-and-bead wainscotting and nubby-textured sheet metal. The two classrooms of the second story mirrored those of the first story in virtually all details, with five-panel doors, transoms, tongue-and-groove wainscotting and flooring, plaster-and-lath walls, pressed metal ceilings, and built-in chalkboards. Between the two classrooms of the second story was a small teachers' conference and storage room.

The addition of the 1927-1928 auditorium changed the building from a T- to an I-shaped plan. The gabled roof of the new hall was of medium pitch, sheathed with stamped metal plates matching those of the second story but more highly galvanized. The foundation and sills were not of granite like those of the original building but rather of poured concrete. Its walls were built of structural clay tile (hollow tile) with exterior sheathing of red brick laid in a running (stretcher) bond pattern. Singly-placed, wooden-sash, two-over-two windows in rectangular (not arched) openings were used for its main story. Below each of them was a basement half-window with two fixed lights. Facing northeast toward the teacherage and dormitory, the main entry featured three concrete steps leading to double-doors of five-panel construction. The door surround, with its brick pilasters supporting a wooden pediment, suggested a mild Neoclassical or Greek Revival influence. A rear entrance, near the auditorium's southeast corner, had a single door with one light and five panels. The interior contained tongue-and-groove flooring, a pressed metal ceiling, bead-board wainscotting, and plaster-and-lath walls. The southwest end of the auditorium featured a 1.8-ft high stage with proscenium arch.

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In 1929 two small washrooms were installed at the east end of the "old" auditorium. A delegation visiting the school at the time of the washrooms' construction noted that one was for girls, the other for boys (Ware and others 1929). Washroom walls were of woodframe two-by-four construction sheathed with plaster. Each room featured five-panel doors, one sink, and a sanitary toilet.

Integrity

Truxton Canyon Training School closed in 1937. After that date the schoolhouse was used only occasionally by the BIA to store supplies and by the Hualapai Tribe and Valentine community to hold meetings. Although currently in need of stabilization and repair, the building still retains its historic appearance on the interior as well as exterior. The historic fabric appears intact, with the following exceptions. One of the front six-panel doors and several first-story windows have been boarded with plywood. The fanlight and the glass-orb lighting fixtures of the front entry are missing. Original combination seat-desks have been removed from the classrooms. In 2000, the two-story portion received a new roof of composition shingles. The removal of buildings and agricultural features that formerly surrounded the school has altered its setting (see above, "Location and Setting"). However, the building still retains sufficient integrity of location, design, workmanship, materials, association, and feeling to qualify for the National Register (Photos 4 and 5).

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SIGNIFICANCE

SUMMARY

The schoolhouse at Truxton Canyon Training School is significant under Criteria A and C. It played an important role in educating predominantly Hualapai but also Apache, Havasupai, Hopi, Navajo, Tohono O'odham (Papago), Pima, and Yavapai children during the early twentieth century. It provided industrial and elementary-level academic training to hundreds of Native American youth. The schoolhouse is also important as an expression of Office of Indian Affairs architecture during the "Assimilation Policy" era, when boarding school buildings in Euroamerican styles were designed to educate Indian children in environments entirely foreign from their own. The architecture expressed the intent on the part of the federal government to separate a student from his or her family and culture and to provide basic skills for earning a living away from the reservation. The period of significance for the schoolhouse is 1903 to 1937, extending from its dates of construction to closure.

Historical Background: Significance under Criterion A

Truxton Canyon Training School evolved from the Hackberry Day School. The Massachusetts Indian Association/MIA established the Hackberry school in 1894 at the urging of the Hualapai people and Mohave County Deputy Sheriff Henry P. Ewing (Dewey 1894:82-84). A tragic event created an urgent need for the school. Hualapai children had been receiving an education off-reservation at Fort Mojave on the Colorado River. In 1891 the government sent a dozen Hualapai children from Fort Mojave to Albuquerque Indian School without parental knowledge. Two of the children soon died. As reported in Dobyns and Euler (1976:71), "That arbitrary and lethal federal action heightened Walapai opposition to educating children in alien lands: the chiefs requested a school near where children lived."

The MIA appointed Miss Frances S. Calfee to be the first teacher at Hackberry. She arranged for temporary teaching facilities in town but soon moved the school to a more suitable location four miles east on the George Aitken ranch (Dewey 1894:82-84; USDI 1900). The school reported an average daily attendance of 15 pupils during its first year. According to Calfee (cited in *Mohave County Miner*, May 5 and 26, 1894), the goal of the MIA at Hackberry was "to give the rudiments of education to the youngsters and to teach self-sufficiency through agriculture to the older pupils." The more long-range goal of the organization was to have the federal government establish for the Hualapai a "good boarding-school" (Dewey 1896:8).

The facility began the transition from MIA to federal control in 1895. In May of that year, the Office of Indian Affairs/OIA began to pay Calfee's salary, appointing her "Field Matron," a role in which she was required not only to teach but also to monitor the health and welfare of the entire Hualapai tribe. In October the OIA assumed full charge of the facility and soon named Henry Ewing as Industrial Teacher in Charge.

On December 22, 1898, President William McKinley issued an Executive Order creating the "Hualapai Indian School Reserve" on acreage immediately adjacent to the Hackberry school. On March 27, 1899, the MIA deeded (for \$1.00) its

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Aitken tract of 160 acres to the Department of the Interior. Finally, by Executive Order dated May 14, 1900, President McKinley expanded the school reserve to include the Aitken claim (USDI 1900). Through these orders and acquisitions the school reserve grew to 794.95 acres straddling the tracks of the Santa Fe Pacific Railroad.

At the turn of the century, the Superintendent of Indian Schools for the OIA called Hackberry "one of the best day schools I have visited" (USDI 1900). The Industrial Teacher in Charge agreed that the school had made good progress, but added that its enrollment (69) far exceeded its capacity (44), and that there was high absenteeism because of illness contracted in open-air sleeping camps (Ewing 1900).

In 1898 Congress appropriated \$60,000 to replace the day school with a boarding school. Plans for the new facility, called "Truxton Canyon Training School," were drawn by OIA architects. Bricks for some of the buildings were fired in local kilns by Hualapai workers under the direction of the Industrial Teacher (Iliff 1954:43). What could not be manufactured or quarried locally was shipped to the jobsite by rail. Shipping problems delayed the full opening of the school. When teachers moved their classes from the old to new schools on April 1, 1901, they discovered that:

supplies had not arrived. We had no beds, not enough dishes, not enough of anything; so we would remain a day school until after the summer vacation, and the parents would continue to care for the children when they were not in school [Iliff 1954:68].

The school soon became better-equipped. In the fall of 1901 the same teacher described its appearance in glowing terms:

In contrast to our former quarters, the new buildings seemed splendid indeed. The children's immense dining hall was so shining clean with varnished woodwork and white, hard-finished walls that it was almost as beautiful as the blue sky under which their meals had been served. The kitchen, bright and shining too, would delight any cook. The west wing of the two-story building housed the boys, with my classroom on the lower floor. It was as complete as the one I had had in the Edmond [Oklahoma] school: slate blackboards, hardwood floor and heat from a furnace in the basement [Iliff 1954:68].

During its first two years of operation, the Truxton school had no schoolhouse, per se; all classes were held in the dormitory (Ewing 1901). The schoolhouse was built in 1903 from a 1901 Congressional appropriation of \$12,000 (USDI 1901; Perkins 1903). The building held its first classes in the fall of 1903 (Iliff 1954:245).

The government classified Truxton as a reservation boarding school. When Truxton opened in 1901 there were 88 such institutions nationwide, varying in capacity from 30 to 200 pupils (USDI 1901). With a capacity of 150 students, Truxton was considered of medium-to-large size. Reservation boarding schools provided industrial training and an elementary education; eighth grade was the highest level ever taught at Truxton (USDI 1901-1937). If pupils completed the curriculum and were deemed worthy of further advancement, they were transferred to larger and better-equipped off-reservation boarding schools such as the Phoenix Indian Industrial Boarding School. Intentionally located near centers of white population, off-reservation schools continued the process of Indian assimilation into white society (Trennert 1988).

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The 1903 *Annual Report of the Commissioner of Indian Affairs* described the philosophy and content of schools like Truxton:

All Indian schools are industrial training institutions. The central thought is work as a preparation for home life. The day, therefore, is divided so that one-half of the pupils are for three hours in the academical classes acquiring the knowledge of English letters, history, geography, arithmetic, etc., usually taught in the public schools of the white people; the other half of the day is devoted to industrial pursuits adapted to the age and sex of the pupils....The boys are taught carpentry, shoemaking, farming, wagon making, painting, tailoring, printing, dairying, gardening, masonry, baking, blacksmithing, plastering, harness making, forging, steam fitting, engineering, and firing. The girls are taught sewing, mending, housework, laundering, dairying, baking, cooking, care of poultry, and the multitude of "little things" which contribute to the successful housekeeper and home maker [USDI 1903].

A key difference between white and Indian schools of the period was the latter's emphasis on industrial training. The focus on manual arts was necessary to support the schools but also touched on issues of child labor. An excerpt from "The Course of Study for United States Indian Schools," dated 1922, is revealing:

In our Indian schools a large amount of productive work is necessary. They could not possibly be maintained on the amounts appropriated by Congress for their support were it not for the fact that students are required to do the washing, ironing, baking, cooking, sewing; to care for the dairy, farm, garden, grounds, buildings, etc. -- an amount of labor that has in aggregate a very appreciable monetary value. The Plan requires the Indian student to work half a day and to attend classroom exercises during the other half [cited in Schmeckebier 1927:218].

For many students, life at Truxton Canyon Training School was a traumatic experience (Housley 1995). Separation from the family caused homesickness, while diseases like smallpox, measles, influenza, tuberculosis, and trachoma caused physical discomfort. A regimented lifestyle afforded little free time. Nonetheless, pupils managed to establish social networks that helped them cope with life at the school. Some of the older female students adopted younger ones, helping ease the adjustment to campus life (Iloff 1954:215). The school had baseball teams that competed against those of other institutions, like the Fort Mojave Indian School. Christmas festivities helped break the monotony of school life; a Christmas tree was brought in from the mountains, and gifts of candy, fruit, and nuts were provided for the students. Daily meals tended toward the coarse and heavy, but were good in quality, wholesome, well-cooked, and ample in quantity. Christianity was inextricably woven into the curriculum; the children were taught to march into the dining room in an orderly manner, stand in their respective places, and in unison say blessing before each meal (Ware and others 1929).

The number of students in attendance at Truxton varied each year, as did the tribes represented. Originally designed for a capacity of 150 students, Truxton reported an enrollment of 161 and an average daily classroom attendance of 152 during its first year (1901). These statistics declined steadily until, by 1924, enrollment was 91 and average daily attendance was 88 (USDI 1903-1924; Table 1). Many factors, including population decrease on the Hualapai

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Reservation, contributed to the decline. At the same time, the government experienced difficulty providing schools for some of Arizona's other Native Americans. For example, the problem of providing Navajo children with an education was particularly acute, given the vast land mass of the Navajo Reservation and its sparse population. To use Truxton more fully, the OIA thus decided in 1923-1924 not only to enroll many non-Hualapai children there but also to increase its capacity through new construction and more employees. As a result of these decisions, Truxton in 1925 grew to a capacity of 200, an enrollment of 218, and an average daily attendance of 200 (USDI 1925). Truxton's capacity, enrollment, and attendance figures remained near or above the 200-mark through its remaining years of operation. Not only Navajo but also Apache, Havasupai, Hopi, Pima, Tohono O'odham (Papago), and Yavapai children joined the Hualapai student body during the school's final decade (Ware and others 1929).

A conservative estimate is that at least 750 children received an education at Truxton during its 36 years of operation. In January of 1937 Superintendent Guy Hobgood reported to the *Mohave County Miner* that the boarding school was equipped for 200 and was turning down students for lack of space (Gaudy nd:5). But times were changing for schools like Truxton. More enlightened federal policies regarding Indian education and self-determination were replacing boarding institutions with schools at which children returned to their families, language, and culture each evening. In the 1930s a day school opened for Hualapai children at Peach Springs. With the opening of the day school, Truxton had outlived its usefulness, and closed in 1937. After Truxton closed, its schoolhouse was used infrequently by the BIA for storage and by the community and Tribe as an assembly hall. Today, opinions vary among the Hualapai regarding preservation of the property. For many, it evokes memories of a time they would prefer to forget, when forced assimilation was prevalent. For others, the property is a tangible reminder of a history that, however painful to remember, should not be forgotten.

Architectural Background: Significance under Criterion C

Reports from missionaries at the end of the Civil War increasingly brought the destitute state of American Indians to the attention of the nation. Investigative groups such as the 1867-68 Indian Peace Commission specifically recommended that schools be established to deal with the situation. Congress responded by increasing support for Christian-operated schools and moving toward the creation of an Indian school system of its own. Pennsylvania's Carlisle Indian School, established by the government in 1879, emerged as the model that subsequent Indian schools would emulate. Carlisle was a self-contained unit that effectively shut out all traditional Native American influences. At Carlisle, the government honed a policy whereby students would be shorn of their cultural heritage while being acculturated into white society. That philosophy guided the educational program of all Indian boarding schools, whether on-reservation or off (Adams 1946; Trenner 1988).

With larger appropriations after 1881, the OIA increased its construction program for boarding schools. Many were designed by agency architects, some by consulting architects. Most were large, utilitarian, masonry buildings rendered in styles common for Anglo-American institutions of the period. Romanesque, Greek Revival, Colonial Revival, and Collegiate Gothic influences were particularly evident. Virtually all of the buildings, regardless of style or date, expressed the desire of the OIA to have Indian schools emulate white ones. The OIA's stylistic choices reflected the attempt to separate children from their cultures by ignoring the architectural heritage of particular Indian tribes (Threinen 1981:33).

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Insensitivity to the traditions of native cultures began to change in 1933 with the appointment of John Collier to the position of Indian Commissioner. Under Collier, the agency moved from a policy of assimilation to one of Indian self-determination. Activities resulting from the shift in policy included day-school construction, land reclamation, and tribal political and economic development. School-construction projects of the Collier era made a conscious effort to reflect the architectural traditions of the cultures they would serve. On the Navajo Reservation, for example, a number of day schools erected between 1933 and 1938 used the Navajo hogan as the basis of design (Threinen 1981).

The schoolhouse at Truxton Canyon Training School is significant as an expression of OIA architecture of the Assimilation Policy era. It represents the prevailing attitude of the federal government toward Native Americans during the late nineteenth and early twentieth centuries. With its Colonial Revival style, the schoolhouse deliberately reflected Euroamerican rather than Native American values. Through such architecture the government created an environment that was entirely foreign to the student's own. Such architecture increased the student's sense of separation from his or her own culture and helped the government direct the child toward the ways of white society.

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Mohave County, Arizona

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United States Department of the Interior
National Park Service

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Section Photos Page 17 Schoolhouse at Truxton Canyon Training School
Mohave County, Arizona

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Photographic Information

The following information applies to Photos 1 through 3:

1. Schoolhouse at Truxton Canyon Training School
2. Mohave County, AZ
3. Unknown
4. Circa 1903
5. Mohave County Historical Society, Kingman, AZ

6. View southwest, showing Truxton Canyon Training School dormitory (right), teacherage (center), and schoolhouse (left)
7. Photo 1

6. View southeast, showing rear of Truxton Canyon Training School dormitory (left), teacherage (center), and schoolhouse (right), plus ancillary, unidentified buildings.
7. Photo 2

6. View west, showing teachers at main entry to schoolhouse
7. Photo 3

The following information applies to Photos 4 and 5:

1. Schoolhouse at Truxton Canyon Training School
2. Mohave County, AZ
3. P. Stein
4. July 2003
5. Arizona Preservation Consultants, Flagstaff, AZ

6. View northwest, showing main elevation
7. Photo 4

6. View south/southwest, showing two-story classroom (left), original auditorium (center), and "new" auditorium (right)
7. Photo 5

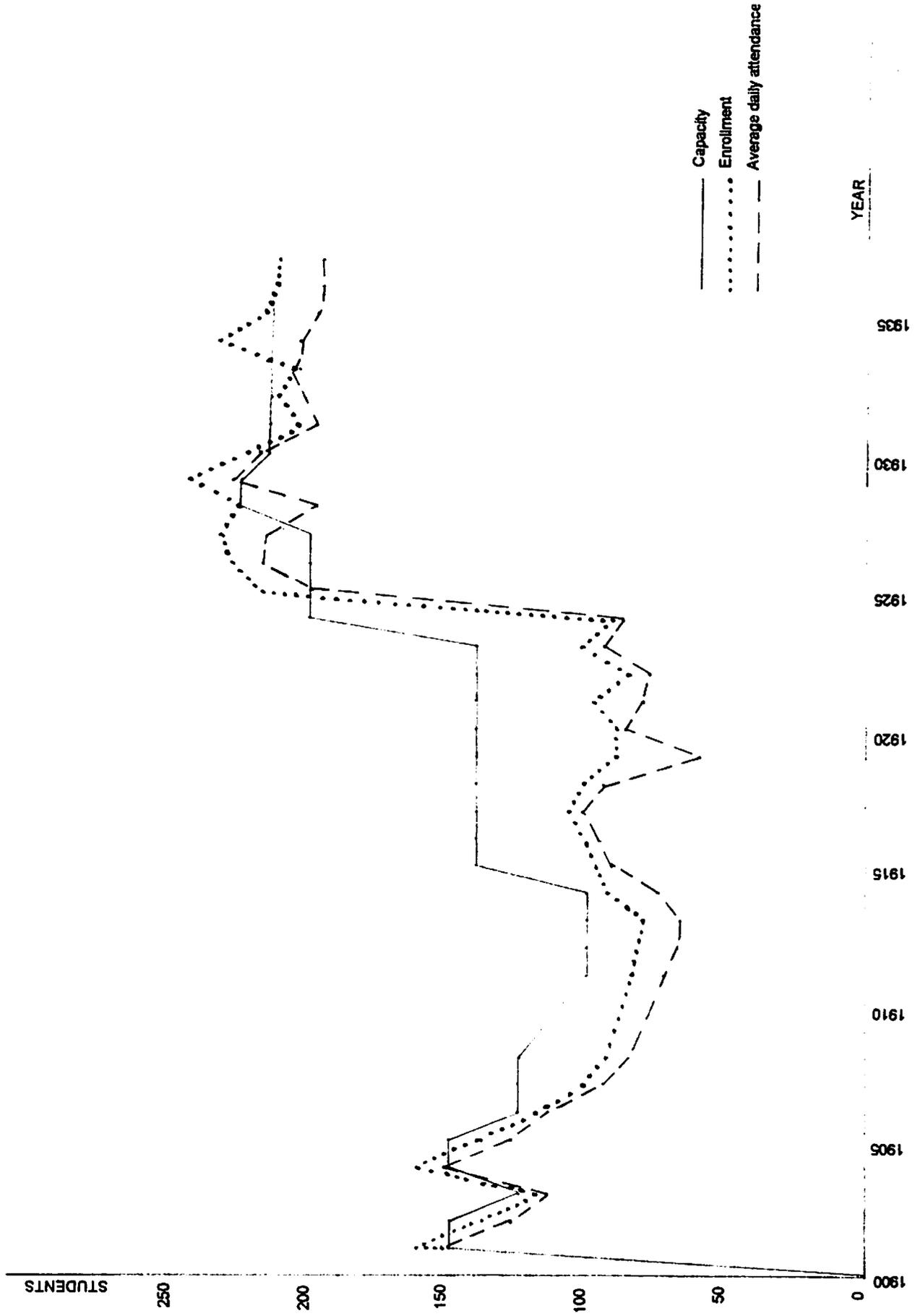
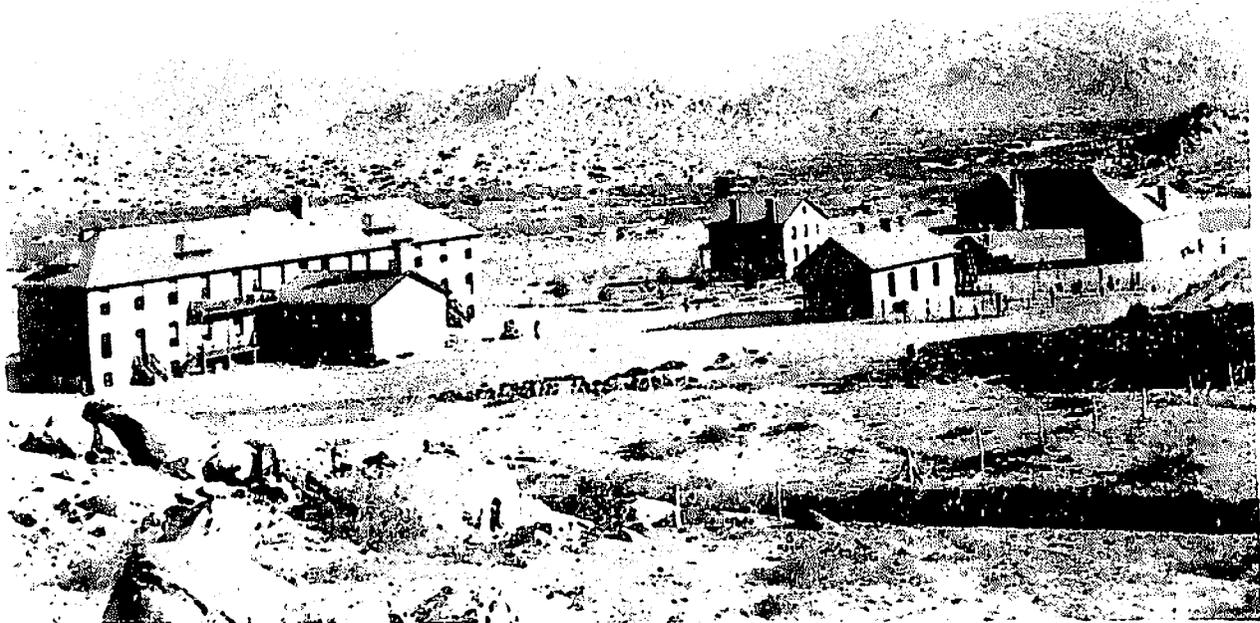
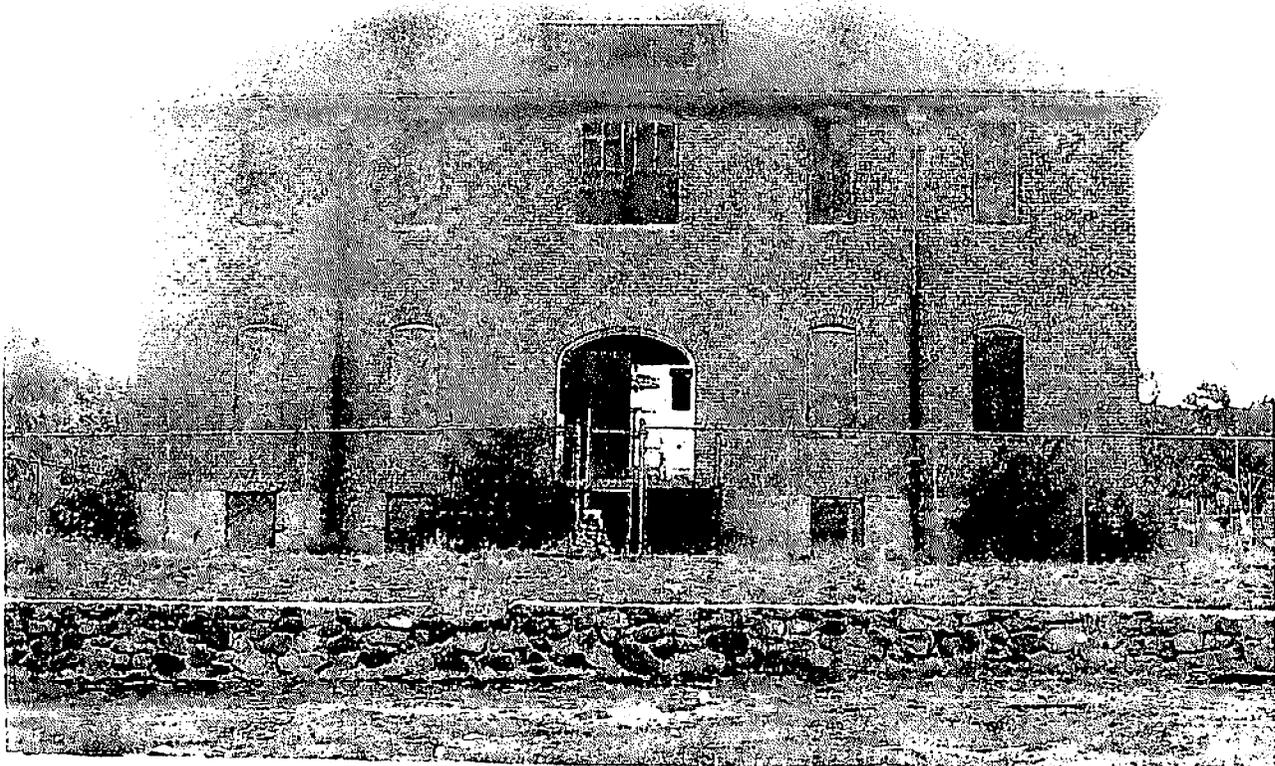


Table 1. Capacity, enrollment, and average daily attendance at Truxton Canyon Training School, 1901-1937.







UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Schoolhouse at Truxton Canyon Training School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: ARIZONA, Mohave

DATE RECEIVED: 10/16/03 DATE OF PENDING LIST: 11/05/03
DATE OF 16TH DAY: 11/21/03 DATE OF 45TH DAY: 11/30/03
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 03001197

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: Y SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

___ ACCEPT ___ RETURN ___ REJECT _____ DATE

ABSTRACT/SUMMARY COMMENTS:

The Schoolhouse at Truxton Canyon Training School is significant under National Register Criteria A and C in the areas of Education and Architecture. Built and modified over a period of years between 1903 and 1929, the schoolhouse is the sole remaining major building associated with the historic Truxton Canyon Training School, an important early twentieth century educational center for local Hualapai, Apache, Havasupai, Hopi, Navajo, Tohono O'odham (Papago), Pima, and Yavapai children. An important component of the U. S. Government's assimilation policy, the industrial and elementary-level training school played a dynamic role in local Native American cultural history. The building's modest Colonial Revival design strongly reflects the Office of Indian Affairs perspective on "appropriate" institutional design for such boarding schools during the era.

RECOM./CRITERIA Accept Criteria A+C

REVIEWER Paul R. Lusignan DISCIPLINE HISTORIAN

TELEPHONE 202-354-2229 DATE 11/21/03

DOCUMENTATION see attached comments Y/N see attached SLR Y/N