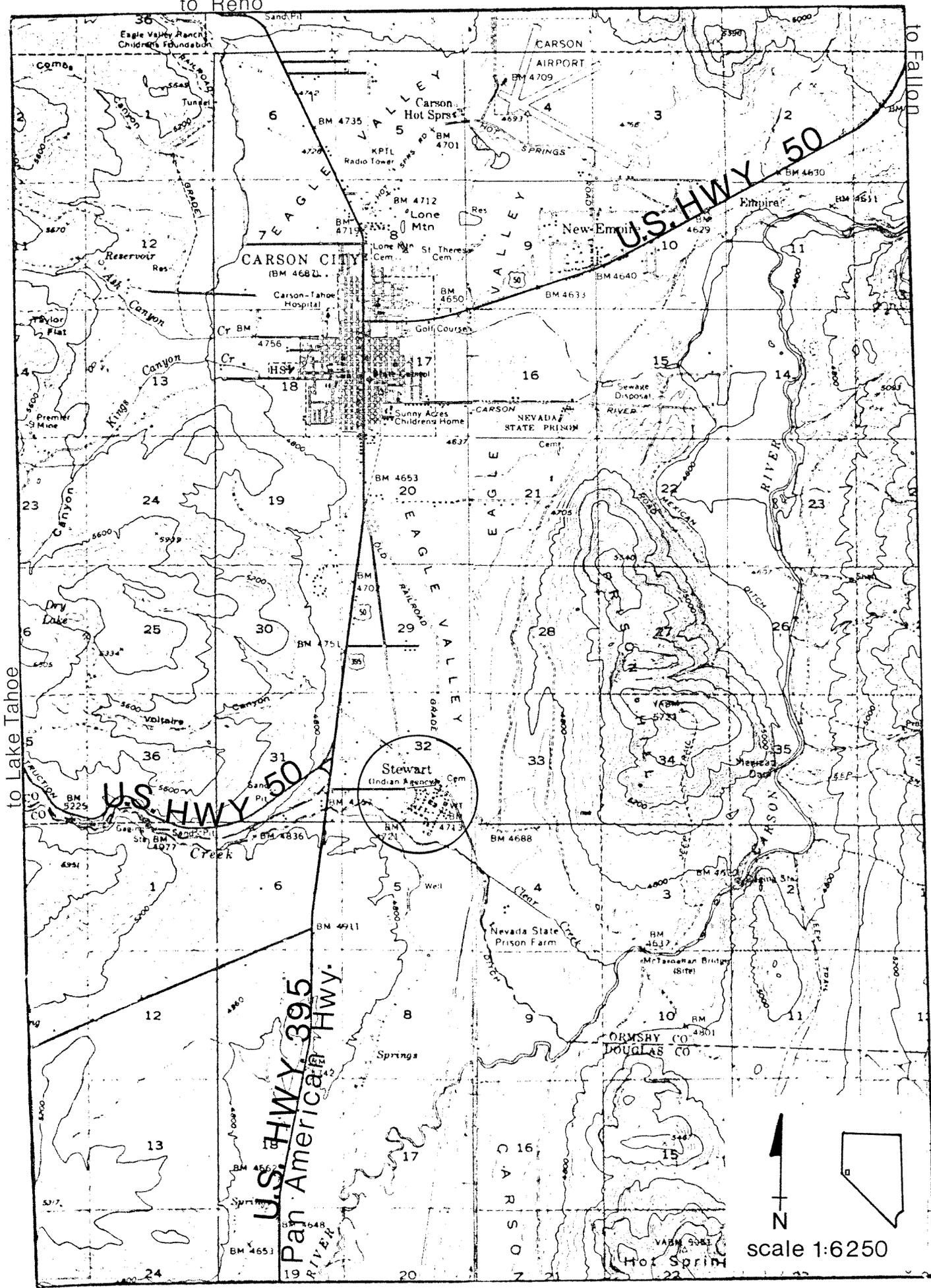
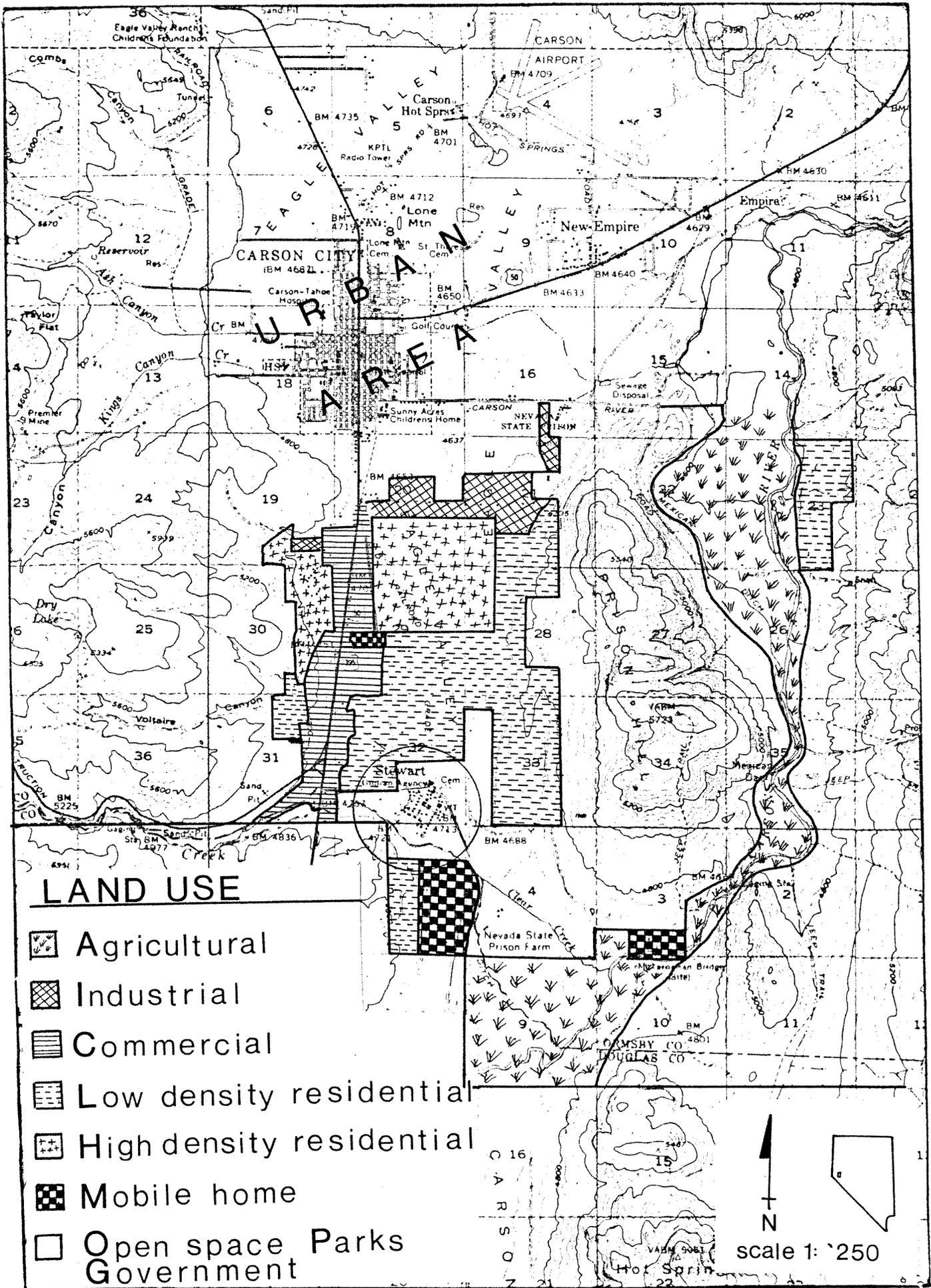


to Reno

to Fallon



to Lake Tahoe

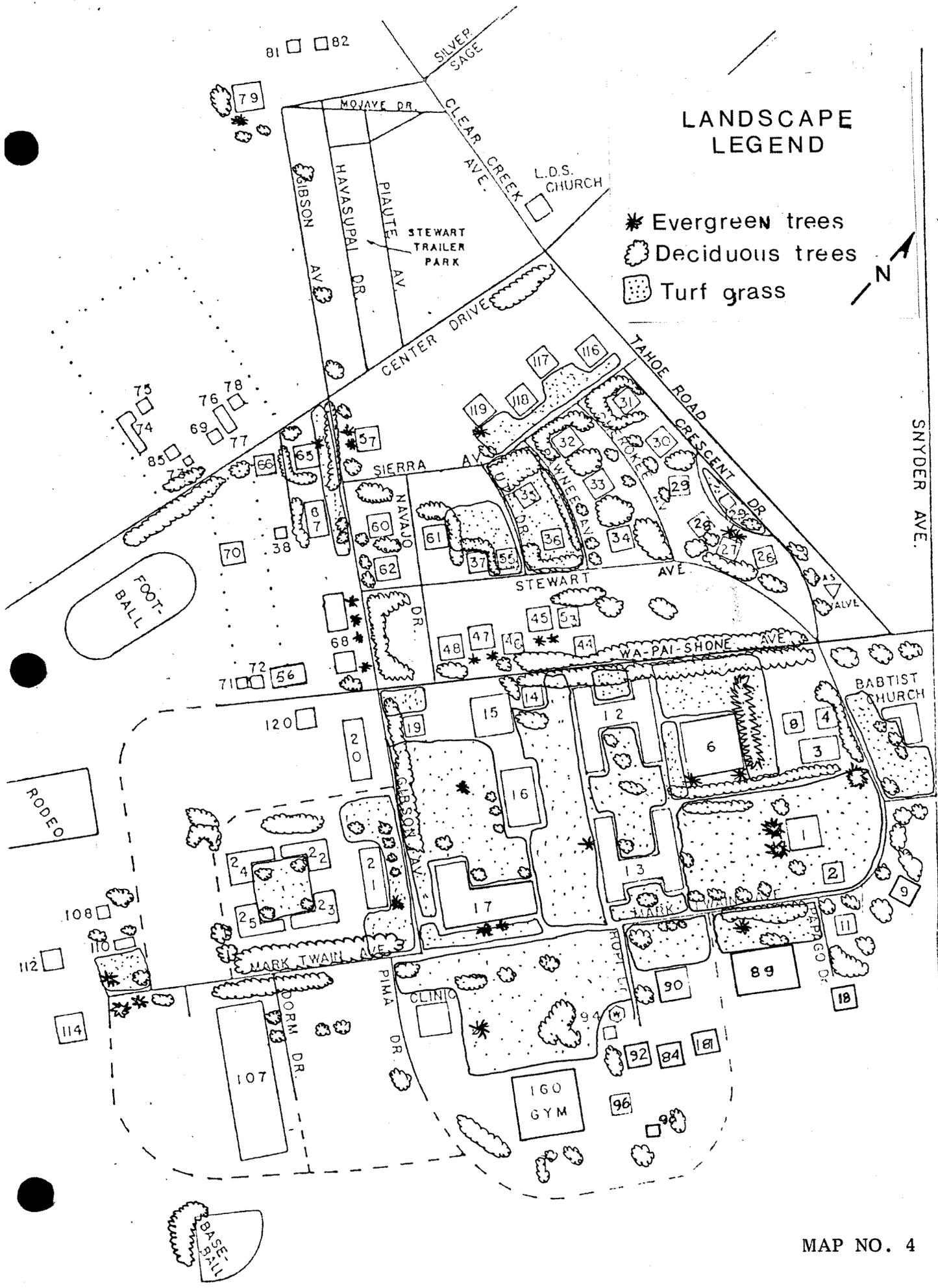


LAND USE

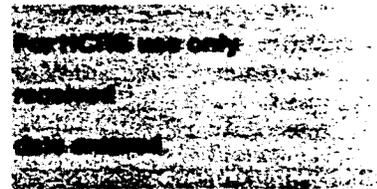
-  Agricultural
-  Industrial
-  Commercial
-  Low density residential
-  High density residential
-  Mobile home
-  Open space Parks Government

LANDSCAPE LEGEND

- * Evergreen trees
- ☁ Deciduous trees
- ▨ Turf grass



MAP NO. 4



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 Stewart Institute, Carson Industrial School, Carson Indian School

and/or common Stewart Indian School

2. Location

street & number N/A N/A not for publication

city, town Carson City vicinity of congressional district Nevada at Large

state Nevada code 32 county Carson City code 025

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

4. Owner of Property

name See Continuation sheet attached.

street & number

city, town _____ vicinity of _____ state _____

5. Location of Legal Description

courthouse, registry of deeds, etc. Carson City Courthouse

street & number 198 North Carson Street

city, town Carson City state Nevada (89701)

6. Representation in Existing Surveys

title N/A has this property been determined eligible? yes no

date N/A federal state county local

depository for survey records N/A

city, town N/A state N/A

7. Description

Condition
 excellent
 good
 fair

deteriorated
 ruins
 unexposed

Check one
 unaltered
 altered

Check one
 original site
 moved date _____

Describe the present and original (if known) physical appearance

The Stewart Indian School is located about 3½ miles south of Carson City, Nevada, and about 1 mile east of the junction of U.S. Highways 50 and 395. The campus proper is situated in a park-like landscape setting surrounded by sagebrush and flanked on the north, west and east by developing residential subdivision. The only off-reservation Indian school in Nevada's history, the Stewart Institute, as it was originally called, began in 1890 as a single, two-story wood-frame "Colonial" style building constructed astride the old Ormsby County Road. It grew over time into a full scale educational complex serving over 500 students in a unique collection of more than 60-multi-colored native stone buildings that are as interesting in their conception as they are aesthetically appealing in their appearance, and represent a conscious effort on the part of their originator to create a bridge connecting Indian country with the white man's culture. Constructed between 1922 and 1956 from designs by former Superintendent Frederick Snyder and the Department of the Interior's Construction Division, this exceptional collection of stone buildings still retain their integrity of location and setting in a reasonable physical condition, with a few intrusions from less sympathetic periods of construction. The Stewart Indian School had been devoted to the education and training of Indians throughout the western United States for 90 years until its closing in 1980. It is the desire of the Inter-Tribal Council of Nevada to continue its employment as a facility for the development of Indian self-sufficiency through adaptive re-use, while retaining and preserving this historic district so closely associated with this nation's minority. Native Americans, ethnic populations, and distinct social groups which have historically maintained a clearly identifiable cultural heritage contributing to the nation's patrimony. Of a total of 70 structures 49 are significant, 11 are contributing and 10 are non-contributing.

Early Appearance

The original building, a 143' x 115' two-story wood frame all-purpose educational facility, was established through federal legislation introduced by U.S. Senator William Morris Stewart, in 1887 with the intention of educating the Indians to allow them to become self-sustaining members of society. The initial appearance of the Stewart Institute, (as it was named in honor of the Senator) was described by its first Superintendent, W.D.C. Gibson in his initial report to the Commissioner of Indian Affairs on September 7, 1891. It includes the new school building, of balloon frame construction, "in an early Colonial style of architecture," two dwelling houses, barn, root house, shed and chicken house, on 240 acres of land purchased from a rancher named Ross. Gibson complained that much effort was expended in preparing the building for occupancy because it was constructed during one of the worst winters in Nevada's history and that, "the shrinkage was so great by the time the hot season set in that all of the doors and windows had to be reset." Gibson then went about constructing a carpenter shop, (his one authorized employee being a carpenter hired at a salary of \$800.00 per year) residing and re-roofing the existing barn

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CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 2

and employing the original barn siding to construct a harness and tool house. Next came a laundry, wood and coal shed and storehouse, built in wood with horizontal rustic siding and insulated with sawdust. Finally both boys' and girls' water closets, "furnished with modern apparatus, including automatic flushing." In the single two-story structure the school house contained recreation rooms, dormitories, dining room, kitchen, infirmary and rooms for employee's use. A 200' well was sunk and a wooden three-story water tower constructed with a capacity of 10,000 gallons. A wagon yard, horse corral and calf pens were built for the agricultural operation of the institution.

The student body in January 1890 numbered 105 with a dormitory capacity of 100. By 1901 the enrollment had expanded to 243 and a new girl's dormitory had been constructed of wood. A building was erected for an acetylene gas system to light the institution and two warehouses were completed, with the foundation for a new shop building in place which, when completed would contain space for the carpenter, tailor, blacksmith and wagon work and for shoe and harness making, which fit with the new designation of the facility as the Carson Industrial School. During the year the school received a federal appropriation for a complete water system and a steam heating plant.

In April of 1903 the school newspaper, the Indian Advance noted a further appropriation by Congress for an employee's building, a hospital (constructed in 1904) and general repairs and improvements to the plant. With the construction of the employee's building, Robert A. Lovegrove, the school farmer, planted a large number of Lombardy Poplars around the new buildings as shade trees complimenting earlier plantings by Stewart's first Superintendent, W.D.C. Gibson. In 1906 the Virginia City and Truckee railroad established a spur at the Indian School when it drove its line south to Gardnerville. In 1915 an inspection was conducted of the re-named Carson Indian School by a Bureau of Indian Affairs Supervisor of Construction. He approved a new 20 bed sanatorium erected by a Walter B. Lovell at the western extreme of the school facility, noting that it had been "constructed in a good workman like manner and of good material .. in strict accordance with the approved plans and specifications." Electric lighting had replaced the acetylene gas system throughout the complex which now contained about 21 buildings, including a large boys' dormitory, a large girls' dormitory, school house and assembly hall, domestic science building, hospital, employee's building and mess, office building, shop and warehouse buildings and at least 8 residential cottages, (2 of which had been built from the remains of old warehouses), all in frame construction. The water and sewage systems

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 3

in place were described as "modern" gravity flow type, but it was noted that the new Superintendent, James B. Royce, intended to establish a hydro-electric plant in Clear Creek Canyon to the west that would develop 50 horse power, sufficient to run all types of machinery at the school as well as powering two pumping plants in order to extend the irrigation system for the institution's agricultural development. It was also Royce's intention to continue efforts to beautify the school grounds.

During 1915 the school had a visit from Col. L.A. Dorrington, Special Indian Agent for the Bureau of Indian Affairs, who reported that the major wood frame buildings were at or beyond their capacity for the enrollment and that most were in need of extensive repair. He noted that many additions had been made to the structures over time to allow for the increase of the student population. He evidenced poor ventilation, dark halls and rooms, unsanitary baths and toilets and a dangerous fire condition both because of the nature of the construction and the inadequate fire protection system, (a volunteer fire brigade made up of instructors and students with anti-qualified and insufficient equipment, poorly drilled). He called for a single central heating system to replace the four separate plants about the campus, fire escapes, a better organization of the fire brigade, and the development of a power and pumping plant. The old main building was described as wholly unfit for any purpose and abandonment was recommended at the earliest possible date.

Superintendent Royce's Improvements

One of Royce's improvements was the physical movement of many of the small frame residences from their original sites to a location along the west side of Wa-Pai-Shone Avenue north of present building #44 and the razing of old and useless structures from proximity of the major institutional buildings, reducing the fire hazard to the school plant. Dorrington noted in a second visit in 1917 that the Construction Division of the Bureau of Indian Affairs had submitted plans and estimates for the up-grading of the school that would cost at least \$50,000, but stated that the institution had earned and deserved the expenditure and should be increased to a capacity of 500 students. It was Dorrington's opinion that the great number of Indians living in Nevada in the public domain warranted use of the school for many years to come, probably longer than in any other Indian country because of the limited number of public educational facilities and the sparse population. He stated that "Nevada is decidedly not a home state, and public schools are few and far

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 4

between." Improvements continued under Royce's administration until 1919 when the Superintendent and his women's matron succumbed to influenza while trying to aid students stricken with the virus disease.

Administration of Frederick Snyder

Frederick Snyder was appointed the new Superintendent of Carson Indian School and would be responsible for the physical transformation of the educational complex into an architectural and horticultural showplace in Nevada during his fifteen year tenure from 1919 to 1934. There were 53 frame buildings on the complex when Snyder took office. Both the water and sewage systems were still gravity flow and the new Superintendent inherited the outdated wood frame plant that always seemed to be a little too small to accommodate the continuing rise in student population. Of primary importance to Snyder was the construction of a new dining hall; the existing facility was designed to handle 200 students and was at the time feeding almost 400.

A number of factors came into play in the early 1920's that determined the architectural future of the campus complex with Frederick Snyder functioning as a catalyst in their shaping the image of the school. (Other figures of importance that can be identified from this period of transition were a master stonemason by the name of James Christopher, his brother John and a near relative that formed both a small contracting firm and operated a quarry somewhere just south of the Virginia City turnoff on Highway 50, along the banks of the Carson River).

Economy, always a major consideration to the Indian Service may have been the initiating principal in the employment of stone construction on campus. In February of 1932 the famed Benton Stables on the northeast corner of Third and Carson Streets in Carson City were demolished because of deterioration. One of the first of Stewart's stone structures, the much needed new dining hall, was constructed from the cut sandstone blocks originally used in the stables. (In 1926 the last of this stone was employed in building a new bakery next to the dining hall.) We know from an interview with Snyder in the Reno Evening Gazette dated January, 1962, that the former Superintendent had gotten the idea of stone construction from an earlier experience in the southwest. He noted, "I saw a chapel in Arizona that was built of colored stone, and I was much impressed by it." Later at Stewart he, "...roamed around the countryside one day and saw all these differently colored rocks, that's when I got the idea to use them in the building of any future structures at the school.

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 5

They look so much better and last so much longer than frame buildings, and there is no great problem of upkeep." A fire in May 1922 which destroyed both the school house and dairy barns was a major factor, no doubt, in Snyder's decision to build in stone.

While the traditional Beaux Arts design of the dining hall built in 1923 probably came from the Construction Division of the Department of Interior, the new office building that preceded it was of Snyder's own design in a mode he described as "rustic", that looked back to the late 19th century for its inspiration. However, the style fit not only the needs of the school, both physical and perhaps psychological, but employed native materials and exploited the positive attributes of the setting as well.

Snyder was responsible for the design of about four or five of these earlier stone buildings, before the Construction Division people determined to follow his lead and use the colored native rock in all future design for Stewart, a practice which was sustained until after the outbreak of World War II. The raw material for these exceptionally handsome structures was gathered by students and staff from all over the state. On truck deliveries to outlying reservations the driver was required to return with a load of any interesting colored stone that might be found in that locally. Friends, like the Episcopal minister, Mr. Hersey assisted in the collection of these rocks that ultimately represented and exhibited the geologic history of Nevada as the surface of the school's physical plant. Stones came from as far south as Bridgeport in California and east as Elko. Many of the rocks were gathered in Brunswick Canyon east of Virginia City, where a particularly nice red stone was available. Snyder commented in his annual report to the Commissioner of Indian Affairs for 1923 that, "A new dining room and kitchen is now in course of construction. This is being built of gray sandstone enlivened with red stone in the corners of the building and in the arches above the doors and windows. Most of the stone in the building comes from the historic Benton Stables in Carson City where "Hank" Monk kept his horses in the days of Horace Greeley. Even the more staid dining hall shows the initial seeds of Snyder's vision of a local building expression that should be identified as the Stewart vernacular mode.

Method of Construction

The unreinforced load bearing walls of this generally one-story style averaged about 22" in width in the early buildings. The walls

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 6

were toed and tied together with the stones used in their construction. Foundations were about 24" in depth and the interior and roofs were wood frame. In the interest of economy and to better meet the climatic needs of the institution, fenestration was usually in a small paned metal framed industrial casement window. Jim Christopher can be credited with the buildings that employ cut stone arches above the window and door openings. He worked first with student assistance and later, during the Federal rehabilitation program after about 1934, with mostly Indian contract labor. Christopher, whose presence is everywhere at Stewart, was killed in a pedestrian automobile accident in either 1938 or '39. After this point most window heads seen are in pre-cast concrete, some poured over forms that simulated the earlier voussiers.

To heighten the effect of the multi-colored stone work, a tuck pointing mixture of mortar and lampblack was used to outline each individual rock. This can be found in both tooled and beaded mortar joints throughout the complex. In only a few instances are there buildings without this treatment. In the 1930's the wall thickness went up to about 24" and 3/4" anchor pipes or bolts were inserted about every 6' which tied the top plate for the frame roof into the bearing walls. A plaster coat was applied between the interior rock wall and the balloon frame of the finish wall.

Snyder's initial designs had been approved by the Department before construction, and as noted earlier the Construction Division, under the Directorship of Edward A. Poynton, continued the practice of stone construction. The principal design change at Stewart after the department took responsibility came through the work of the unit's Chief Architect, Carl Cederstrand, who retained the bilateral symmetry of Beaux Arts site planning, but incorporated a Cape Cod Cottage style in a simplified form with the established stone building materials. This style had become and would remain the expression of America's dream house into post-war times. It has also been described as the first "assembly line" house of the mass subdivision which might explain its universal employment at Stewart, encompassing as it did both single family and multiple living units.

Campus Expansion

During Superintendent Snyder's tenure the majority of construction concentrated on the site of the earlier wood frame complex, roughly the area bounded by Stewart Avenue on the north, Mark Twain Avenue on the

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**NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 7

east, Wa-Pai-Shone Avenue on the west, and a little south beyond what would become Gibson Avenue. A Baptist mission bordered the school to the north (a chapel, rectory and garage were constructed in 1940 and after on a location that had previously been Snyder's greenhouse complex.)

A fairly lopsided attempt at beaux arts bilateral symmetry in siting was attempted during the stone phase of Stewart's evolution. Building #6 constructed as the small girl's dormitory in 1929 had its plan repeated in a mirror image in 1931 facing the original structure but set back east of Mark Twain Avenue. Three large girl's dormitories (buildings # 12, 13 and 16) constructed between 1941 and '42 attempted the same formal plan with the long legs of building #12 and 13's "H" plan forming a partially enclosed court between the two structures. Building #16, sited to the south functioned in part as a closure for the courtyard. Further south, across Gibson Avenue Building #21 through 25, erected earlier in 1937, did the same thing but with much more specific closure where the "L" shaped plan of the boy's dormitory buildings formed an enclosed square fronted by the "T" plan building #21. This offset placement resulted from the requirement to maintain the earlier wood frame buildings of the complex until appropriations from Congress could be obtained to upgrade the institution.

The last extended building phase at Stewart that included native stone construction took place between 1933-34 and the outset of World War II. It included work throughout the campus proper but also opened the area west of Wa-Pai-Shone Avenue as a staff and employee residential neighborhood. Like the mirroring of single plans in the educational complex proper, the residential district tended to duplicate the five or six residential designs developed by Carl Cederstrand and others in the Construction Division. The most popular of these plans was from Federal Project #493, serialized as Plan #A-223-2, with revisions. The original building constructed from the design was building #65 at the southeast corner of Gibson Avenue and Center Drive. It is a two bedroom residence, in an "L" plan. Built in 1937 the form was repeated at least three times in later residential construction with minor alterations. This design, is Cape Cod through and through from its "Colonial bevel siding" to 6/6 wood sash windows framed with louvered exterior shutters. The later adaptations on this model included the more familiar metal industrial casement windows.

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 8

Landscape Setting

During Snyder's tenure the grounds of the Stewart Indian School reached their height. Fully one mile of flower beds at least ten feet wide lined the streets of the educational complex. These horticultural delights were maintained by staff and students alike and developed great interest in the educational plant as a scenic wonder in northwestern Nevada. Snyder had constructed long pergolas over connecting concrete walkways to tie together most of the buildings in the northern quarter of the school grounds. This condition remained from the early 1920's to the mid-thirties, when his successor, Alida Bowler, one of the first women Indian Agency Superintendents in the Service, removed the planting beds in what may have been an economy move. It is not known if the pergola's disappeared at this time but a swimming pool that Snyder had dug in front of the administration building was filled. This pool acted as a back-up reservoir in case of fire and functioned in the same manner during times of drought for campus irrigation. The pool had cracked twice before Ms. Bowler stopped its use. (Tennis courts built at this time in front of building #6 were still in use in 1943.) In 1939 the wooden health clinic dating from 1904 was re-faced with native stone and a stone wing added to the north by Joe Buckhart and others. In the early 1940's a few new dormitories appeared on the campus.

Expansion Stops

Construction at Stewart Indian School stopped during the war years with trained workmen moving into the war effort and young men enlisting for battle, however reluctantly. Although the school was active during the Second World War and more so in the post-war era the campus no longer expanded. Instead it settled into a period of "inadequate" maintenance due mainly to insufficient funds for the upgrading of systems. The school staff and faculty continued to do most of the normal maintenance work, which was formally organized and supervised by the Carson Agency Headquarters.

Last Stone Building

Hugh O. Tyler, teacher and Supervisor of Vocational Training, came to Stewart in those capacities in 1948 from a Chippawa Reservation in northern Wisconsin. In 1956 with assistance from the regular school maintenance staff and student apprentices, he constructed the last stone building at Stewart. Building #37, the product of a revision of an

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CONTINUATION SHEET Description ITEM NUMBER 7 PAGE 9

existing floor plan, (Building #26), was a one-story residence. Tyler built his walls 18" thick with extra large fittings and stem walls, using two instead of one piece of steel through the footings. The unit cost \$1,600 to construct, including a refrigerator and stove. Tyler trained on-the-job Navajo youngsters who had been sent to Stewart on a special program in 1947. He was also responsible for curricula development for all off-reservation schools.

In the 1960's student enrollment began to decline, but some construction resumed at the school. Building #17, the high school, was constructed through a contract from Littleton, Colorado, where BIA and BLM had their plant management facilities. This office was responsible for the incompatible design intrusions at Stewart in the 1960's and the removal of at least two, two-story stone structures to meet the requirements of the Uniform Building Code, before the school's historic and architectural significance was established. Even so, one designer in the department in 1973 who must have visited the site, responded with a beautiful and functional gymnasium in concrete slab-wall construction faced with a compatible stone aggregate, hopefully out of respect for the school's exceptional architectural presence. Much of the Stewart Indian School can be found intact in a park-like landscape setting, 3½ miles south of Carson City, Nevada.

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 checked="" type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/ humanitarian
<input checked="" type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> transportation
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> other (specify)
		<input type="checkbox"/> invention		

Specific dates	Builder/Architect
----------------	-------------------

Statement of Significance (In one paragraph)

The principal significance of the Stewart Indian School can be found in the areas of education and architecture. In the late 1880's, it was realized that little had been done to educate Native Americans in Nevada and many other western states. By 1884, only eight percent of school-aged children on Indian reservations were actually receiving any type of formal education or training. Indians were not officially considered "citizens" until 1924, and public schools could and did refuse to educate them. As a result, institutions such as the Stewart Indian School - originally known as the Stewart Institute - were founded to provide valuable and practical education and training. With an initial enrollment of 37, the facility began an expansion that would reach in excess of 500 students by the time the school closed in 1980, a victim of the Uniform Building Code. Curricula changed with the times as did the formal designation of the institution and its physical appearance. In the early 20th century, it became the Carson Industrial School, emphasizing vocational training, but always attempting to parallel as much as possible the basic public education program of the state. Indians from throughout the western United States attended Stewart, the only off-reservation Indian school in Nevada's history. The school represents the meeting point of diverse cultures and their assimilation into the dominant white culture. Many generations of Indian people experienced and entered that dominant society through the Stewart Indian School. Architecturally, the existing campus represents a unique and specific vernacular form sited in a park-like landscape setting and realized in a multi-colored native stone construction that shaped the present appearance of the school between 1922 and 1956, (which remains basically intact in its original location and setting). Clearly the Stewart Indian School represents a significant historic district that is associated with events that have made major contributions to the broad patterns of our history, and is associated with the lives of persons significant in our past. It clearly illustrates the evolution and effect of federal Indian educational policy from the inception of the Dawes Indian Allotment Act of 1887 through the important changes effected by the Indian Reorganization Act of 1934 to more recent trends down to the present. The resource embodies the distinctive characteristics of a type, period and method of construction that possesses high artistic values and has yielded and is likely to yield information important to history.

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Significance ITEM NUMBER 8 PAGE 2

The Thirteenth Legislature of the State of Nevada established in 1887 an Indian School Commission which had the primary goal of developing an Indian School in Ormsby (now Carson City) County. The Commission, using a \$10,000 bond issue, purchased 240 acres of land three miles south of Carson City. On this site, a large, Victorian-style dormitory and school was built in 1889 to board the students, who came from various tribes, including the Washoe, Paiutes and Shoshone. The school, unique in the State of Nevada, officially opened on December 17, 1890. It was to become one of only five Bureau of Indian Affairs-funded schools in the West. Nevada's Federal Senator, William Stewart, who had lobbied in Washington, D.C. for the school, obtained the superintendency of Stewart for W.D.C. Gibson, Indian Agent of Nevada. Gibson was responsible for the planting of poplars and cottonwoods which would later assist in making the Stewart campus a statewide show-case.

The initial enrollment was 37 students, although this figure fluctuated, the school generally taught two hundred students per year. The curriculum included both scholastic and vocational training. Education was primarily oriented toward acculturation of the Native American into the dominant White culture. The curriculum included courses in basic reading, arithmetic, music, history, and nature study. Additionally, more obscure topics such as interest, profit and loss, taxes, bills, mental problems and table manners were studied. Native American studies included lessons on the history, customs, languages and locations of various Indian tribes. "Domestic sciences" were emphasized for girls, while vocational training in many areas was available for boys.

Between 1891 and the early 1930's, the school was run in a military manner, with organized drills and military-like uniforms. Designed for discipline, it was thought that the pupils would benefit by having a self-government structure based on a merit and rank advancement system. By 1925, the Indian School Commission had been reorganized as the Carson Indian Agency, which had jurisdiction over the school. The educational system was expanded and improved, and by 1944, over 500 students attended the boarding institution. Over half of these came from the Carson area, although other students came from California, Oregon, Idaho, Utah, and the Western Shoshone jurisdiction of Nevada.

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Significance ITEM NUMBER 8 PAGE 3

The school had expanded greatly since the early beginnings of 1889-91. Many of the early frame structures served multiple uses as dormitory space, classrooms, recreational facilities, and administrative offices. During the administration of Frederick Snyder (1919-1934), an attempt was made to decentralize the campus activities, thus allowing classrooms, dormitories, and administrative facilities be located throughout the 240 acre campus.

Frederick Snyder, born of German parents in Albany, New York, dedicated his life to the cause of Native Americans. Immediately upon graduation from college, he began working and teaching in reservations in the West. He eventually became Superintendent of Indian Affairs in Arizona in 1913. Moving to Stewart in 1919, he was to make a profound statement at the school.

Under his direction, many masonry buildings, mostly one-story, were built beginning in the early 1920's. Impressed by the intense coloration of local stone, he directed that the brilliantly-colored materials be used in the construction of many buildings on the campus. The rough-textured stones, primarily red, orange and beige, were laid in random courses, always emphasizing the particular shapes of the stones. For years, stones, including many minerals, were gathered. Snyder employed expert masons who, in turn, taught the craft to the Indian students. Although there is no evidence that Snyder studied architecture, the Beaux-Arts formalism evident in each of the major buildings demonstrates a sensitive and skill that suggests this education. Balance and symmetry are combined with harmony of scale, design, and classical detailing, to produce a unique, distinct style of architecture.

The continuity of Snyder's approach to the Stewart ensemble lasted for almost twenty years and fifty structures. Various subtleties, derived from changes in construction methods and fenestration, are often the only clues to the dates of these buildings. Although declared seismically unsafe, a move which precipitated the closing of the school, many of the structures appear as if they were new. The use of sophisticated footings had obviated many effects produced by settling. Many buildings have no discernible stress or shear damage on the interior, exterior, or foundation walls. Due to the dry climate, deterioration of exposed wood on these buildings is minimal.

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CONTINUATION SHEET Significance ITEM NUMBER 8 PAGE 4

Several "non-historic" buildings occupy the site. These include several storage units of varying dates, two post-1960 dormitories, and a 1973 gymnasium. The most obtrusive is a multi-story, brick, glass, and panel structure, which is out of scale and oblivious to its context. The other dormitory is later in date and horizontal in character. The material is primarily brick and the building is partially shielded by a wall or mature trees and its siting at the south end of the complex. The gymnasium, though massive, was sensitively sited and then sheated in aggregate panels of the same native stone that is found in the earlier buildings.

There are currently 70 structures of various types, sizes, materials and configurations left at the site.

Individuals associated with the growth and development of the educational institution and its product range from U.S. Senator William Morris Stewart, who was responsible for the founding of the school, which still bears his name, through a succession of Superintendents, most notably Frederick Snyder, whose vision created the unique and expressive native stone architecture found on the campus and its landscaped parklike setting. The school became an example of the progressive policies of Interior Secretary John Collier during the New Deal, and under the administration of Alida Bowler, one of the few women Superintendents in the Indian service. Richard Barrington, the first child enrolled at the school and a member of the first graduating class, went on to become active in promoting the welfare of western Indian tribes, and was honored for his work in 1964 by the University of Nevada's prestigious Distinguished Nevadan Award. Another graduate of Stewart to receive the award, and the man principally responsible for the formation of the Inter-Tribal Council of Nevada and the Nevada Indian Affairs Commission was John Henry Dressler. John B. Keliiaa, also a Stewart graduate, was the first person of Indian descent to be nominated for the Department of the Interior's Arthur S. Fleming Award and to receive the Department's Distinguished Service Award. Others, like the master stone mason Jim Christopher, who helped design and execute the architectural scheme of Stewart, should also be recognized for their contribution to this important and irreplaceable cultural resource.

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INVENTORY -- NOMINATION FORM**

CONTINUATION SHEET Significance ITEM NUMBER 8 PAGE 5

STEWART INDIAN SCHOOL HISTORIC DISTRICT BUILDING INVENTORY

The following is a list of buildings within the Stewart Indian School Historic District that have been classified as either significant, contributing, or non-contributing to the quality of the district. Criteria has been based on the Secretary of the Interior's Standards for Evaluating Structures within the Registered Historic Districts and are as follows:

SIGNIFICANT: Properties that bear particular historical, architectural, archaeological, or cultural importance to the district's sense of time, place and historical development by virtue of their location, design, setting, materials, workmanship, feeling, association and integrity.

CONTRIBUTING: Properties at least fifty years old* which add to the district's sense of time, place and historical development by virtue of their location, design, setting, materials, workmanship, feeling, association and integrity.

NON-CONTRIBUTING: Properties that detract from the district's sense of time, place and historical development in terms of location, scale, design setting, materials, feeling, workmanship, and association, or structures in which the integrity of the original design, architectural features or spaces has been irretrievably lost. *A number of buildings on Stewart campus are under fifty years old, but qualify for inclusion in the National Register District as set forth in the Criteria for Evaluation of the National Register for Historic Places, because these properties are integral parts of the Stewart Indian School Historic District.

(All resources are listed by building number or name.)

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CONTINUATION SHEET Significant ITEM NUMBER 8 PAGE 6

SIGNIFICANT

1. Administration
2. Post Office
3. Superintendent's Residence
6. Small Girl's Dormitory
9. Cottage Residence
11. School Principal's Residence
12. Girl's Dormitory
13. Girl's Dormitory
14. Wa-Pai-Shone Trading Post
15. Kitchen/Dining Hall
16. Girl's Dormitory
19. Bakery
20. Gymnasium
21. Boy's Dormitory
22. Boy's Dormitory
23. Boy's Dormitory
24. Boy's Dormitory
25. Boy's Dormitory
26. Cottage Residence
27. Cottage Residence
28. Duplex Cottage
29. Quarters Building
30. Quarters Building
31. Cottage Residence
32. Cottage Residence
33. Duplex Cottage
34. Duplex Cottage
35. Cottage Residence
36. Cottage Residence
37. Cottage Residence
44. Cottage Residence
45. Laundry
46. Sewing Room/Craft Shop
57. Quarters Building
60. Duplex Cottage
61. Duplex Cottage
63. Duplex Cottage
65. Cottage Residence
67. Fourplex Cottage
69. Garage
79. Nurses Cottage

87. Water Tank
89. Small Boy's Dormitory
90. Auditorium
92. Central Heating Plant
110. Cottage Residence
112. Horse Barn
114. Dairy Barn
- Indian Health Agency Clinic
- Campus Landscaping

CONTRIBUTING

4. Superintendent's Guest House
8. Garage
18. Garage
47. Garage
48. Commissary
68. Industrial Shops
70. Blacksmith Shop
84. Commissary
94. Pump House
96. Filter Plant
160. Gymnasium

NON-CONTRIBUTING

17. Classrooms
62. Duplex Cottage
107. Dormitory
108. Garage
116. Residence
117. Residence
118. Residence
119. Residence
129. Pump House
161. Water Treatment Building

9. Major Bibliographical References

See Continuation Sheets Attached.

10. Geographical Data

Acreeage of nominated property 104 acres

Quadrangle name _____

Quadrangle scale _____

UMT References

A

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Zone Easting Northing

B

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Zone Easting Northing

C

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D

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E

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F

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G

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H

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Verbal boundary description and justification

See Continuation Sheets Attached.

List all states and counties for properties overlapping state or county boundaries

state	N/A	code	county	N/A	code
-------	-----	------	--------	-----	------

state	code	county	code
-------	------	--------	------

11. Form Prepared By

name/title Kent L. Seavey/Historical Consultant

organization Inter-Tribal Council of Nevada date January 10, 1982

street & number 650 S. Rock Blvd., Bldg. 11 telephone (702) 786-3128

city or town Reno state Nevada (89502)

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature

title Administrator (SHPO) date _____

For HCRS use only

I hereby certify that this property is included in the National Register

date _____

Keeper of the National Register

Attest:

date _____

Chief of Registration

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NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY -- NOMINATION FORM

CONTINUATION SHEET Major Bibliographical
References ITEM NUMBER 9 PAGE 1

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DeQuille, Dan. The Big Bonanza, Alfred A. Knopf, New York, 1953.

Harner, N.S. The Indians of Coo-Yu-ee Pah, Dave's Printing and
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Myrick, David. History of Nevada 1881, Howell North, Berkeley, 1958.

Ratag, M.S. Pioneers of the Ponderosa, Western Print & Publishing
Co., Sparks, Nevada, 1973.

Scott, E.B. The Saga of Lake Tahoe, Sierra-Tahoe Pubs., Crystal
Bay, California, 1957.

GOVERNMENT RECORDS

Bureau of Indian Affairs Facility Survey & Evaluation (Project Number
W56-990/K-99) W.B.C. Consultants, Inc., August 1979.

Evaluation Survey Data (Project No. 291-203 Quarters Carson Agency)
United States Department of the Interior, Bureau of Indian
Affairs, January 5, 1950.

Record Group 75, Federal Archives Record Center, San Bruno, California,
A major source of information on the development and operation
of the Stewart Indian School from 1910 to 1934 including nar-
rative annual reports from the Superintendent to the Commis-
sioner of Indian Affairs and inspection reports on the school
by BIA special field agents. These reports become statistical
after about 1930. The wealth of specific information on the
institution is nowhere else duplicated.

Various plans and drawing for the development of the Stewart
Indian School on file with the Western Nevada Indian Agency,
Carson City, Nevada.

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NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY -- NOMINATION FORM

CONTINUATION SHEET Major Bibliographical
References ITEM NUMBER 9 PAGE 2

PERIODICALS

Carson City Daily Appeal, February 2, 1923
_____, June 30, 1927, p. 1
_____, June 9, 1930, p. 1
_____, August 26, 1930, p. 1
Indian Advance (Stewart, Nevada), September, 1900
_____, March, 1901
_____, April 1, 1902
_____, January, 1903
_____, April, 1903
Reno Evening Gazette, January 27, 1962, p. 2

INTERVIEWS

Personal Interview with Joe Brittain, Stewart stonemason
December 1981
Personal Interview with Joe Buckhart, Stewart stonemason,
December 14, 1981
Personal Interview with Margaret Jones, daughter of Frederick
Snyder, November 20, 1981
Personal Interview with Earl T. Laird, Stewart bandmaster,
November 21, 1981
Personal Interview with Wendel L. Sandberg, demolition
December 21, 1981
Personal Interview with Hugh O. Tyler, Stewart vocational super-
visor, November 21, 1981

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NATIONAL PARK SERVICE

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INVENTORY -- NOMINATION FORM**

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Major Bibliographical
CONTINUATION SHEET References ITEM NUMBER 9 PAGE 3

MISCELLANEOUS

Letter to Mrs. Charles Butler, D.A.R., from Gladys M. Gardner,
President of the Wa-Pai-Shoni Craftsmen, Carson City, Nevada,
March 7, 1949 explaining the origin and function of the
program.

Letter to Mr. Hal Cooley, Flagstaff, Arizona, from Gladys M. Gardner,
President of the Wa-Pai-Shoni Craftsmen, February 1, 1949
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The Archaeology of the Stewart Dump Site (260R121) by Eugene M.
Hattori, Nevada State Museum Archaeological Services and
the Carson City Department of Public Works, October 1978.

William Morris Stewart Papers, Nevada State Historical Society,
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**NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY -- NOMINATION FORM**

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CONTINUATION SHEET Geographical
Data ITEM NUMBER 10 PAGE 1

Beginning at the intersection of the west right-of-way line of the V&T Railroad with the east line of Section 5, T. 14 N., R. 10 E., MDM; thence southerly along the east line of Section 5, T 14 N., R. 20 E., MDM, to the south line of the N 1/4 of the NE 1/4 of said Section 5; thence westerly along the said south line of the N 1/2 of the NW 1/2 to the intersection with the centerline of Clear Creek; thence following the thread of Clear Creek generally north-westerly to the intersection with the west line of the NE 1/4 of Section 5; thence northerly along the west line of the NE 1/4 of Section 5 and the west line of the SE 1/4 of Section 32, T. 15 N., R. 20 E., MDM, to the north line of the S 1/2 of the SE 1/4 of Section 32; thence easterly along the north line of the S 1/2 of the SE 1/4 of Section 32 to the westerly right-of-way line of the V&T Railroad; thence south-easterly along the westerly line of the V&T Railroad to the point of beginning, the whole comprising 104 acres.