

NATIONAL HISTORIC LANDMARK NOMINATION

NPS Form 10-900

USDI/NPS NRHP Registration Form (Rev. 8-86)

OMB No. 1024-0018

SHELDON JACKSON SCHOOL

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United States Department of the Interior, National Park Service

National Register of Historic Places Registration Form

1. NAME OF PROPERTY

Historic Name: SHELDON JACKSON SCHOOL

Other Name/Site No.: SITKA INDUSTRIAL TRAINING SCHOOL; SHELDON JACKSON INSTITUTE; SHELDON JACKSON COLLEGE; (AHR SITE NO. SIT-026)

2. LOCATION

Street & Number: 801 Lincoln Street

Not for publication: N/A

City/Town: Sitka

Vicinity: X

State: Alaska County: Borough of Sitka Code: 220

Zip Code: 99835

3. CLASSIFICATION

Ownership of Property
Private: X
Public-Local:
Public-State:
Public-Federal:

Category of Property
Building(s):
District: X
Site:
Structure:
Object:

Number of Resources within Property

Contributing
17
1
18

Noncontributing
3 buildings
sites
structures
objects
3 Total

Number of Contributing Resources Previously Listed in the National Register: 1

Name of Related Multiple Property Listing: N/A

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4. STATE/FEDERAL AGENCY CERTIFICATION

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria.

Signature of Certifying Official

Date

State or Federal Agency and Bureau

In my opinion, the property meets does not meet the National Register criteria.

Signature of Commenting of Other Official

Date

State or Federal Agency and Bureau

5. NATIONAL PARK SERVICE CERTIFICATION

I hereby certify that this property is:

- Entered in the National Register
Determined eligible for the National Register
Determined not eligible for the National Register
Removed from the National Register
Other (explain):

Signature of Keeper

Date of Action

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6. FUNCTION OR USE

Historic: EDUCATION Sub: school

Current: EDUCATION Sub: college

7. DESCRIPTION

ARCHITECTURAL CLASSIFICATION: Late 19th & Early 20th Century American Movements:
Craftsman

MATERIALS:

Foundation: Wood, concrete
Walls: Wood, shingle
Roof: Wood, shingle, shake
Other:

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Describe Present and Historic Physical Appearance.

The Sheldon Jackson School, now known as Sheldon Jackson College, is located in the City and Borough of Sitka, a short distance east of downtown. Sitka is located on the west side of Baranof Island, 95 miles southwest of Juneau, in Southeast Alaska. The region has a maritime climate with heavy precipitation throughout the year and mild temperature variations. Sheldon Jackson School, built in 1910-1911, faces south to the waters of Sitka Sound at the foot of Mount Verstovia.

The Sheldon Jackson School historic district includes seventeen contributing buildings, one contributing site, and three non-contributing buildings. The core of the district consists of six Craftsmen-style two-story buildings: Stevenson Hall, North Pacific Hall, Richard H. Allen Memorial, Whitmore Hall, Fraser Hall, and the Power Plant and Laundry. These buildings are oriented around a central half-quadrangle. The Sheldon Jackson Museum and North Cottage were two pre-existing buildings that were incorporated into the 1910 campus and are contributing to the district. The Ceramics Building is directly behind North Pacific Hall. There are four contributing buildings (including North Cottage) on the west end of campus and three contributing cottages on the east end of campus. The Sage and Sawmill buildings are located on the lower southeast end of the district near the water.

In the 1870s, Presbyterian missionary Sheldon Jackson, who had founded churches in the Rocky Mountain west, arrived in southeast Alaska and began a mission at Wrangell. Jackson brought Reverend John G. Brady, who later became governor of Alaska, to start a mission in Sitka. In the late 1800s Brady staked and surveyed the land where Sheldon Jackson College now stands. The site was near the edge of town and several miles from the Indian Village located at the northwest end of Sitka. Brady favored the site because of a ditch that ran through the property, which carried water from Indian River to a sawmill along the southern coast. This plot of land was part of a wide alluvial fan delta at the mouth of the glaciated valley of the Indian River.¹ In its natural state, this area contains layers of muskeg, volcanic ash, glacier till, and bedrock. Local oral history maintains that a Tlingit village once occupied the site.²

In 1882, Brady transferred his claim to the Presbyterian Board of Home Missions. The following summer work crews cleared the land. By autumn workers had completed the first building, Austin Hall, a 100' x 50', two-story frame building constructed with salvaged lumber from an abandoned fish cannery at Old Sitka, the site of the Russians' first fort in the region. Austin Hall became the boys dormitory. By 1884 a log structure, measuring 130' x 50', was added to the site to house girls from the Fort Wrangell School, which had been destroyed by fire. Construction continued at the Sitka Industrial Training School until by the 1890s there were 15 buildings. In 1910, when the school decided that these facilities were no longer adequate, plans were formed for construction of the existing campus.

The New York based architectural firm of William Orr Ludlow and Charles Samuel Peabody designed the Sheldon Jackson School campus in 1910-1911. William Ludlow was born in New York on May 24, 1870. He received an engineering degree in 1888 and an architecture degree from Stevens Institute of Technology in Hoboken, New Jersey in 1892. Having a prosperous career, Ludlow is credited with designing over 400 public, commercial, and industrial buildings throughout the world. In 1909, Ludlow formed a partnership with Charles Peabody. Peabody had studied architecture at Harvard University and graduated from the Ecole

1 "City and Borough of Sitka Comprehensive Development Plan" (Prepared by the Planning Department, City and Borough of Sitka, November 1976), 8.

2 R.N. DeArmond, *Raven Town: aka Sitka* (Sitka: Arrowhead Press, 1993), 15.

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des Beaux Arts, Paris, in 1908 second highest of his class. This partnership lasted until 1930 when Peabody retired. William Ludlow was very active within the Presbyterian Church, and had even served as president of the Presbyterian Brotherhood of New Jersey. Ludlow's connection with the Presbyterian Church explains in part why Ludlow and Peabody were commissioned to design the Sitka campus in 1910. Ludlow and Peabody were later commissioned to design four churches in New York for the Presbyterian Board of Home Missions.³

Ludlow and Peabody's design for the school was rather sophisticated for Alaska at the turn-of-the-century. The plan followed the design of Thomas Jefferson's University of Virginia, which is based on a concept of an academic village with one main campus building and two flanking buildings followed by other subordinate buildings oriented perpendicular to the main campus building around an open quadrangle. This formal arrangement for a college campus was a rather typical academic-style plan for Ludlow and Peabody. During their partnership, Ludlow and Peabody designed similar campuses for Peabody Teachers College (designated a National Historic Landmark in 1965), Stevens Institute of Technology, and Skidmore College. Ludlow and Peabody provided Sheldon Jackson School with a detailed construction plan that made it easier for volunteers, who came from the contiguous United States, and "practically all of the boys of the school who are large enough to handle a pick and shovel" to build the campus.⁴

Beginning in June of 1910, many of the old campus buildings were torn down, including Austin Hall, and the quadrangle area was graded. Three pre-existing buildings were incorporated into the new design: the Sheldon Jackson Museum (1895) located on the southeast side of the quadrangle; North Cottage (1900), then located north of Stevenson Hall; and the Pittsburgh House (1908), the superintendent's residence, located on the southwest edge of the quadrangle. The new campus buildings were completed by June 7, 1911.

Between 1911 and 1929 several new buildings, which contribute to the historic district, were added to the campus: Ceramics Building (1911), Nancy Craig Cottage (1914), Presbyterian Manse (1914), West Cottage (1915), Tillie Paul Manor (1926), Ada F. Pears Cottage (1926), Houk House (1928), and the Sage Building (1929). Little building activity took place during the 1930s. The sawmill was built in 1940 to replace the one that had burned down.

Some alterations and additions to the existing buildings took place over the next few decades. Most new buildings, outside of the historic district, were located behind the original core buildings. New construction in the district occurred in 1957 with Austin House. During the 1970s, the Roland Armstrong Administration building was constructed near the Pittsburgh House in the southwest corner of the quadrangle, and the Stratton Library was built on the southeast corner of the quadrangle. In 1985 the Pittsburgh House was demolished.

Present Appearance

All of the main campus buildings of Sheldon Jackson School possess a cohesive Craftsman and Western Stick influence, with their form, fenestration, and detailing being the most distinguishing features. The architects integrated eclectic elements of both of these styles with the rustic surroundings and the formal campus plan. The characteristic Western Stick elements present in Sheldon Jackson School's principal buildings include protruding roof brackets, projecting balconies and porches, recessed entries, and wood shingle siding. Additional accents like wood vents, porch detailing, and accentuated vertical timbers emphasize the hidden

³ Obituary of Charles S. Peabody, *New York Times*, 12 September 1935.

⁴ "Sitka Builders," *The Thlinget*, 6 January 1910.

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structural elements of the buildings. Many of the buildings were originally painted or stained white, today they are brown, known as “Sheldon Jackson brown,” with white trim.

Sheldon Jackson School retains a high degree of its historic architectural integrity. The feel and association of the original campus setting remains especially with the principal buildings having undergone few alterations. The quadrangle has remained an open landscaped area with two pathways that, although altered, continue the historic pattern of leading from the western and eastern edges of the campus quadrangle to the flagpole in the center. The removal of Pittsburgh House marks the only significant change to the campus plan.

As a group, the cottages, Houk House and Tillie Paul Manor, still maintain their integrity through their original setting, size, and significant architectural characteristics. Most of these buildings have replaced some of their historic double-hung window openings with contemporary windows, which are considered reversible. In fact, the most common alteration in the historic district has been the replacement of some of the historic cottage windows.

Contributing Buildings

1. Stevenson Hall (AHR No. SIT-00217): Part of the original Ludlow and Peabody plan, Stevenson Hall was constructed in 1910-1911 to function as the young girls’ dormitory on the west side of the central quadrangle. The hall is named after Mrs. Caroline Stevenson, who served for years as the Synodical president for California and donated money for the hall’s construction. The rectangular-shaped building, which rises two stories to the eaves, measures 36’ x 72’ and has an area of 6,001 square feet. The first floor bay, located on the west elevation, measures 18’ x 14’, while the second floor bay on the east elevation measures 13’ x 19’. The east bay, located at the north end of the building, fronts the quadrangle and forms an open porch. The porch is framed by dark brown, heavy timber columns on the first floor and provides an enclosed room on the second floor. This main campus building possesses the character of Sheldon Jackson School’s main buildings with first-floor shingles and contrasting second-floor board-and-batten siding, as well as a steep pitch jerkinhead gable roof covered with composite shingles and two louvered-triangular dormers. All windows are double hung; on the first floor they are nine-over-nine sash windows painted white, while on the second floor they are six-over-six sash windows painted brown. Stevenson Hall sits on a raised concrete foundation. The lobby, symmetrically located on the north end corner of the building and facing the quad, is a significant interior space. The lobby includes the original stairs, balustrades and trim that remain under layers of paint. Originally, Stevenson Hall was designed to house 32 young women. The west bay was added in 1923. Through interior remodeling during 1952 and 1971, the large dormitory room was divided into smaller rooms, which now open onto a central corridor. Today, the building houses college offices on the first floor and volunteers on the second.

2. North Pacific Hall (AHR No. SIT-00218): Part of the original 1910-1911 plan, North Pacific Hall was designed as a dormitory for the older girls, with a maximum capacity of thirty-eight. A dining room was originally located in the building, where staff and students could gather for the evening meal. The North Pacific Mission Board secured funds for the construction of the building. This rectangular-shaped, frame building is located at the northwest corner of the campus green. It measures 36’ x 119’ with a central porch recessed 24’ x 10’ on the first floor of the main south façade. A hipped gable covers the main building with projecting louvered-triangular dormers on the east and west facades. In 1952 the original concrete front porch was removed and replaced in kind. The lobby, centered on the facade, is a significant interior space with the original stairs, balustrades and trim remaining under the paint layers. Like the other main campus buildings, North Pacific Hall is covered in wooden shingles from ground to windowsill level on the second floor and with vertical white board-and-batten siding covering the second floor. The south façade, which faces the

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central quadrangle is pierced by ten twelve-over-twelve sash windows, two four-over-four sash windows, a pair of French doors, and a fourteen-light transom window on the first floor. Thirteen six-over-six sash windows and two four-over-four sash windows, in addition to three louvered windows in the gable pierce the second floor of this same façade. The east façade contains a central gable entry and door with handicap access along with a metal fire escape from the second story central doorway. The west façade has a wooden fire escape and a central porch with a door on the first floor and another door on the second floor opening onto a fire escape. The composite shingle roof is pierced with a louvered triangular dormer on the east and west facade. Today the building houses college students during the school year and elder hostel groups in the summer.

3. Ceramics Building (AHRS No. SIT-00553): Although not part of the original Ludlow and Peabody plan, this one-story, rectangular-shaped, structure was built in 1911. The building functioned as a cooperative commissary for teachers and staff. Today it is used as the ceramic's studio with a kiln shed to the rear. Located directly behind North Pacific Hall, this rectangular-shaped building is sheathed with brown asphalt shingles, like most of the campus buildings, and has a gable roof. The building is irregularly fenestrated with a recessed set of double doors and a few three-light windows to provide ventilation on the south elevation.

4. Richard H. Allen Memorial Building (AHRS No. SIT-00216) : Designed by Ludlow and Peabody in 1910-1911 as the main campus building, it was named in memory of Richard Allen of Chatham, New Jersey, whose wife was a member of the Women's Board of Home Missions. Mrs. Allen solicited contributions in memory of her husband who had been an avid supporter of the work at the Sitka Training School. This frame building is two stories with a full attic. The building has a "T"-shaped plan, with an area of 9,944 square feet. The roof is a steep pitched jerkinhead gable roof with composite shingles; the original wood shingles remain underneath. There is a cupola at the intersection of the gables. The building is covered with brown wooden shingles from ground to the windowsills of the second-floor windows. From the second-floor windowsills to the roofline is vertical, white board-and-batten siding, with brown trim around the windows and brown wood vents and roof brackets. Wood balconies originally existed on the east and west elevations, but later were removed. The interior first floor focuses around the major, multi-use space – the auditorium. The auditorium is a large room facing a stage on the north end. Eight clerestory windows provide natural light from the east and west sides of the room. The original main entry was from the south. The auditorium was historically surrounded on the south, east and west sides by an open arcade which was enclosed between 1950 and 1972. Prior to the enclosure three double-hung twelve-over-twelve sash windows were on each side of the double doors and three vertical six-light casement windows were above the doors. After the enclosure, the entrance changed from a single central position to the multiple entries on the east and west corners of the south façade and the window pattern changed. One double-hung twelve-over-twelve-pane window was placed on each side of the three six-light casement windows in the center bay. The same types of windows are used in the enclosure of the walkway, which contributes to the integrity of the building. The second floor shows little evidence of alteration from the original floor plans. Four classrooms existed in each corner and an office between the smaller two on the northern side made up the second floor. A movable chalkboard divides the classrooms on the southern side of the building. Originally, the chalkboards could be raised into the attic via a pulley system, located in the attic and counterweighted by sand-filled oaken barrels. This system is no longer operational. This building was originally designed for classrooms and physical training. The Allen Memorial Building differs from the other large Sheldon Jackson School buildings because of its heavy timber construction and non-bearing exterior wall configurations. By 1927, the school was using the Allen Memorial

Building for assemblies, which is why this building is known as Allen Auditorium. In 1991, the school stopped using the building. Currently, the building is being rehabilitated.

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5. Whitmore Hall/Home Missions Hall (AHRS No. SIT-00219): Included in the Ludlow and Peabody plan, Whitmore Hall was originally the dormitory for the older boys and is almost identical to that of North Pacific Hall, except that it is five feet shorter in width and depth. It was named Home Missions Monthly Hall in recognition of the activity of the magazine of that name, which secured special subscriptions for construction of this dormitory. In 1974 the name was changed to Whitmore Hall to honor Gladys Whitmore, who taught science at Sheldon Jackson High School from 1939-1975, and served as the high school president from 1942-1957. This is a rectangular-shaped, two-story frame building with an area of 7,636 square feet. Whitmore Hall is southeast of the Allen Memorial Building on the central quadrangle and measures 31' x 114' with a central recessed porch on the south elevation, much like the one on North Pacific Hall. In 1948 a one-story bay, measuring 20' x 13', was added to the back (north) side and center of the building. This addition marked the first time in Sitka that concrete block was used, which was manufactured on the campus with a hand block-making machine.⁵ This expansion provided bathroom facilities and office space for the school nurse. The roof is a steep pitched-hipped roof sheathed with composite shingles with an 8:12 slope and a partially sloped roof abutting the main roof above the central entryway. There is a louvered triangular dormer piercing the east and west facade. The first floor consists of double-hung twelve-over-twelve sash windows. The second floor has six-over-six sash windows. The lobby, centered on the facade, is a significant interior space with the original stairs, balustrades and trim remaining under the paint layers. Today Whitmore Hall houses the college's admissions office and provides short-term housing.

6. Power Plant and Laundry Building (AHRS No. SIT-00221): Located at the northeast corner of the central quadrangle between Whitmore Hall and Fraser Hall, this building was also part of the Ludlow and Peabody plan of 1910-1911. It was uniquely designed to centrally locate production of steam and hot water for the campus. This one and one-half story, T-shaped structure housed the power plant in one portion of the building and the laundry in the other, with a total area of 1,088 square feet. This created an interesting combination of building elements to centralize production and use of steam and hot water for heating campus buildings and providing quantities of hot water and steam for laundry purposes. The laundry segment is covered by a one-story medium hip roof that is ventilated by a series of three louvered triangular dormers along each long surface, with an additional dormer on the end surface. The power plant section, which runs across the end of the laundry section, is capped by a hipped gable roof, out of which rises a massive concrete chimney. The Power Plant portion with its dominant chimney is open to the basement and measures 34' x 32' with the chimney rising 60' from foundation to the top of the smokestack. The Laundry measures 28' x 46' and is only one-story with a loft area above. The primary fenestration of this building follows a regular pattern of six-over-six sash windows and sets of double doors, providing access to both portions of the structure. Three six-over-six sash windows on each gable side pierce the second floor of the Power Plant. Against the north facade of the Power Plant portion is a low one-half story shed for coal storage. The building has undergone very little interior modifications. The concept of heating all campus buildings from one source was innovative at the time. It was being tried in row-house developments in eastern cities but was unique in a campus setting of fully detached buildings. Today the unit is still used for laundry facilities and it distributes steam from a power plant, located outside of the historic district, to Sweetland Hall, Caroline Yaw Chapel, Yaw Building, Kellogg Hall, and all the buildings on the central quadrangle.

7. Fraser Hall (AHRS No. SIT-00220): Fraser Hall, on the east side of the campus quadrangle, is part of the original 1910-1911 plan. It is identical to Stevenson Hall (though it lacks the Stevenson Hall's western bay), creating a balanced composition across the campus green. This building was designed to house up to 28 of the

⁵ Pat Roppel, "The Buildings on Sheldon Jackson College Campus." Sheldon Jackson School Archives, 1988, 24.

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youngest boys on campus. Interior remodeling efforts since the 1950s have created classrooms and faculty offices. This building was named for Thomas Fraser with the Women's Board of Home Missions in California. Thomas Fraser was also well known in the Home Missions programs on the Pacific Coast, and helped to organize nearly 100 churches.

8. Sheldon Jackson Museum (AHRS No. SIT-007): The original museum was a simple wood-frame building constructed in 1889 to house the artifacts of the Society of Alaskan Natural History and Ethnology, founded by Sheldon Jackson the previous year. In 1895 the wooden structure was replaced by an octagonal concrete building that measured 67 feet in diameter. The building, designed by a Boston architect, John J. Smith, was the first concrete building in Alaska. Concrete was chosen to protect the collection from damage by fire, and the building's spacious, circular interior allowed easy circulation past museum displays. Sheldon Jackson Museum was listed in the National Register of Historic Places in 1972. Sheldon Jackson College operated the museum until the State of Alaska acquired it in 1983. The museum was rehabilitated between 1984-1985. Improvements to the building were done to incorporate environmental and seismic upgrades. The original unreinforced concrete walls with the exterior "ashlar" stone patterning, were reinforced at the interior with a gunite reinforced concrete shell, insulated, and then covered with gypsum board. A new steel roof structure was added that protects the original wood roof. The museum interior color was returned to its original light pink or salmon color. At this time, an L-shape addition was added to the back (east) side of the original building to serve as the main museum entryway with handicap accessibility, and to provide curatorial and office spaces. The one-story addition consists of plaster exterior wall surfaces, wood shingle roofs, and a banding of high horizontal windows which provide interior light. The addition does not mimic the historic features of the original building, although the shingle roofs and the dark brown exterior paint makes it sympathetic with the museum and other campus buildings.

9. West Cottage (AHRS No. SIT-00251): This one and a half-story frame structure was built in 1915. West Cottage was built along the western boundary of campus and is located at the top of a small hill to the west of Jeff Davis Street. The cottage is set upon a reinforced concrete basement foundation floor. It appears to have been built originally as a square building, approximately 25' to a side, with a medium hip roof, very much in the conformity with the rooflines of many Sitka cottages of that period. During the 1960s, the back (north) side of this building was extended 19'6", altering the shape of the building to a flat "L", enlarging the structure to 1,455 square feet. At that same time, the rear surface of the four roof surfaces was extended to create a roof that is hipped at the front (south) end and a gable at the back (north) end. A fenestrated gable in the front roof lights the attic level of the house and provides a view of the harbor and sea. Flanking the entry on either side are two contemporary fixed thermal insulated unit windows, which replaced the historic double-hung windows. While the historic window openings on each façade have been maintained, many now consist of modern windows. Despite the use of modern windows, the integrity of the building design and its function remain. When originally built, the cottage was used as a practice cottage to instruct young girls in domestic sciences. Today it is a private residence.

10. Houk House/Lottie Hapgood Practice Cottage (AHRS No. SIT-00223): The original cottage on this site was built in 1918 by the boys of the manual training department as a home economics training cottage for female students. The building was named for Lottie Hapgood who significantly contributed to the building's construction. This cottage burned in 1926. By October 1928 a similar building was constructed on the same site and named Houk House for Cora Mae Houk. Located on the west side of Jeff Davis Street, Houk House is an adaptation of a Dutch colonial design, with an area of 2,080 square feet. In November 1930, the carpentry staff completed a one-story addition to Houk House so that all domestic sciences could be housed in one building. Houk's main (east) facade has a central gable entry with a fifteen-light door flanked by a three-light

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window on either side and capped by a fanlight window. On either side of this entryway are two nine-over-one sash windows. Separating the first and second floor of this east facade is a shingled pent roof. The second floor is pierced by two six-over-one windows in the center with a nine-over-one window on either side. The east facade of the addition is pierced by four six-over-one windows with a door between them. The north facade has a total of six six-over-one windows and an inaccessible five-panel door on the second floor. A Palladian window is located in the gable. The north facade of the addition is pierced by a single six-over-one window in the gable end. The first floor of the west facade, including the addition, has nine six-over-one windows and a door with a single light. The second floor is pierced by three six-over-one windows. Another four six-over-one windows pierce the first floor of the south facade, as well as a nine-light door in the south facade of the addition. The second floor is pierced by two six-over-one windows and a crescent window in the gable. The building is clad with shingles and has a shingle gambrel roof on the main block. The 1930 addition has a shingle gable roof. In 1951 a one-story, rectangular-shaped, non-sympathetic addition with a flat roof was attached to the back (northeast) side of the building that provided four modern kitchen units. 1978 interior remodeling converted the building into apartments and then later, it housed staff offices.

11. Tillie Paul Manor/Infirmary (AHRIS No. SIT-00222): This building located to the west of Jeff Davis Street was built in 1926 under the supervision of M.A. Brown, an elder in the First Presbyterian Church of Seattle. Tillie Paul Manor was to serve as an infirmary and hospital for students at Sheldon Jackson School. The building was named after Mathilda Kinnon Paul Tameree, popularly known as Tillie Paul, who spent approximately 17 years at Sheldon Jackson School where she assisted with domestic sciences and nursing. Eventually she left Sitka, and in 1931 she became the first woman elder of the Presbyterian Church, Alaska Northwest Synodical. Dedicated on February 7, 1927, Tillie Paul Manor is a one and one-half-story bungalow with a large attic for storage and a partial reinforced concrete basement for a steam heating plant and laundry. The building measures 57' x 34' with an area of 3,179 square feet and it is covered with shingles. It has a shingle jerkinhead roof and is covered with wood shingles. On the south facade is a sun porch, which still serves as the main entrance. This sun porch is fenestrated by a row of eight eight-light casement windows on the south facade, three eight-light casement windows on the west facade, and two eight-light casement windows and a four-light door on the east facade. The main block of the building has eight six-over-one sash windows on the east facade with a wide dormer pierced by four six-light windows. The east facade of the north addition has a four-light door. The north facade has five six-over-one windows, an enclosed entryway, and an external chimney. The shed attached to the west facade is pierced by a four-light door. The west facade has ten six-over-one windows and a wide dormer with four six-light windows. The south facade, which is dominated by the sun porch, features two six-over-one windows on the second floor. Tillie Paul Manor served the Sitka community as a town hospital between 1949 and 1955, when the new Sitka Community Hospital was completed. In 1978 the campus infirmary was moved to the first floor of Whitmore Hall, and the interior of Tillie Paul Manor was remodeled for use as student apartments.

12. North Cottage (AHRIS No. SIT-00254): North Cottage was built in 1900 for faculty housing. This one and one-half story residence, is a L-shaped, frame building, measuring 20' x 33' with an area of 695 square feet. It has a reinforced concrete foundation. North Cottage is covered on the exterior with 1"x 5" horizontal siding with corner trim at the soffit. The brown shingled roof has a steep pitched 8:12 gable, which faces east towards Jeff Davis Street, with a central entrance gable porch on the west facade. Around 1920, a 12' x 15' extension was added to the north side giving North Cottage its "L"-shaped form. The gable roof of the north addition runs perpendicular to the main roof. There is one four-over-four window on either side of the front door. North Cottage was originally located on the east side of Jeff Davis Street, just north of John G. Brady Drive, with its facade facing west. In 1995, in order to save the building from demolition, the cottage was moved approximately ½ block south, to its present location on the west side of Jeff Davis Street and just west of Tillie

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Paul Manor. The building was rotated 180 degrees and maintains its façade orientation towards the street. The owner has restored the cottage. It is a private residence.

13. Sage Building (AHRS No. SIT-00224): This rectangular-shaped, two-story reinforced concrete building was built in the summer of 1929 by Warrack Construction Company of Seattle, the firm that later constructed the Sitka Pioneer Home in 1934. The first building on this site was the Elliott F. Shepard Industrial Building built in 1910. The Shepard building was demolished and replaced with the Sage Building, designed by N.L. Troast of the school staff. This building is named for Russell Sage, an American financier whose second wife was a devoted philanthropist. This is a modified Gothic-style building with decorative battlement entry. It originally housed the shoe shop, the school print shop, and the carpenter shop. The Sage Building is regularly fenestrated with two rows of two-pane windows on each facade, and is capped with a flat roof. In 1955 the second floor interior was remodeled to accommodate science laboratories. In 1961 and 1974, interior renovations were made to create additional classroom space. Included among these alterations was the building's only exterior alteration which was the sympathetic addition of a one-story bay on the west elevation. The addition windows and architectural details mimic the original building. The Sage Building is located on the south side of Lincoln Street along the water's edge and now houses science classrooms and an educational salmon fish hatchery.

14. Sawmill (AHRS No. SIT-00554): The first sawmill to occupy this site south of Lincoln Street was built during the mid-1930s by students under the direction of school engineer Charles Stuart. The school operated the mill until January 12, 1940, when a fire destroyed the building. Construction of the rectangular-shaped, one-story, 3,851-square foot mill that now occupies the site began on September 12, 1940. The engine room was made of concrete and the roof and walls were built with galvanized steel to provide fire protection. On January 8, 1941, the sawmill cut its first lumber and continued to serve the school until 1976 when the machinery was sold. The sawmill had served the campus for over 30 years. The main (north) facade is pierced by two large sliding doors with a boarded-up window in-between. Another set of double doors are located in the gable. The west facade is pierced by ten windows, four of which are boarded-up, two have been replaced with modern windows, and two remain with their original nine-lights. The south facade of the sawmill is pierced by two nine-light windows and a modern single-pane window on the first floor, with another modern window in the gable. The ghost of a shed is also visible on this facade. The east facade of the mill has two boarded-up windows, two nine-light windows, and double doors. The sawmill is primarily used for storage.

15. Ada F. Pears Cottage (AHRS No. SIT-00255): This 2,290 square foot building, located on the north side of Lincoln Street and east of the main campus, was completed in the summer of 1926. It was funded by the Pittsburgh Presbyterian Society. The cottage was named in honor of a respected member of the Pittsburgh group, Ada F. Pears. M.A. Brown, an elder of the First Presbyterian Church of Seattle, supervised construction of this building as well as that of Tillie Paul Manor. Pears Cottage is a square-shaped bungalow that is set into the hillside. This is a one-story building with a basement and an attic, which has been converted into an apartment. The building has a jerkinhead gable roof with a shed dormer on the main (south) façade. The concrete chimney has brick facing and is corbelled at the top. The exterior consists of horizontal siding. It is not known when the attic interior was converted to an apartment, but at that time the outside stairway was added to a centrally located door on the second floor of the west facade and a wooden fire escape ladder was placed on the east facade. On the main (south) facade the two historic double-hung windows were removed and replaced with contemporary fixed insulated thermal windows. The main façade has a gable entry porch with a panel door and craftsman window, and includes two sets of fixed, twelve-light windows on the south and east facades. There are three apartments in Pears Cottage.

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16. Nancy Craig Cottage (AHRS No. SIT-00253): Like many of the buildings on campus, this 1914 cottage was named for the woman who funded its construction. It is located on the former site of the Raven's Nest, one of the first houses on campus. Mr. and Mrs. H. B. Fenn were the first residents of Nancy Craig Cottage. The cottage was remodeled in 1958 and continues to be used as faculty housing. This one-story, square-shaped dwelling has an area of 1,264 square feet. It has a hipped shingle roof with a gable addition to the east and is clad with horizontal siding. On the main (south) facade the two historic double-hung windows were removed and replaced with contemporary fixed insulated thermal windows. The windows flank a recessed doorway. A dormer pierces the roof on this facade as does a second dormer on the north facade. The cottage windows on the north, east, and west elevations appear to be original to the building.

17. Presbyterian Manse/Ocean Vista Cottage (AHRS No. SIT-00215): Built in 1914, this cottage is known as Ocean Vista because of its excellent view of the waterfront. Until the 1980s this building was used to house Presbyterian ministers who served the church in Sitka. Today it serves as a faculty residence. The Manse, originally measuring 30' x 34', was later expanded to a modified L-shape plan by the construction of a 16-square foot extension on the northeast elevation. The building now has an area of 1,264 square feet. It is a two-story Portland bungalow constructed of Washington fir with a poured concrete basement. The building includes exterior shingled walls, a medium hipped gable roof with a straddle-ridge chimney, and a single dormer gable with overhang. On the main (south) facade, a slightly off-center gable entry porch has a six-panel door with four-light windows flanking it on either side. Two twelve-over-one windows flank the porch sides. On the main facade, one of the historic double-hung windows remain while two of these windows have been removed and replaced with contemporary fixed insulated thermal windows to provide an unobstructed view of Sitka Sound. The remaining facades include a similar pattern of fenestration.

Contributing Site

18. Quadrangle (AHRS No. SIT-00566): The grassy, two-acre quadrangle is a planned open space and central common area created as part of the Ludlow and Peabody plan of 1910-1911. The quadrangle is flanked by Stevenson Hall (to the west), Fraser Hall (to the east), North Pacific Hall, Allen Auditorium and Whitmore Hall (to the north) and by Lincoln Street to the south. Originally, there were two one-lane roads that led from Lincoln Street, one at the southwest and one at the southeast end of the quadrangle, that merged at the flagpole. Some time after 1967, these roads were filled in and two cement footpaths were placed in a similar pattern. One path leads from College Drive on the east, across from the library, and the other path leads from the administration building on the west. These paths converge in the center of the quadrangle at a flagstaff, a tree, and a half-buried boulder, along with the third path that leads north to the Allen Auditorium. The quadrangle helps define the academic character of the Sheldon Jackson School campus and provides an impressive view of Crescent Harbor and Sitka Sound.

Non-Contributing Buildings

19. Roland Armstrong Administration Building: This building is named after Roland Armstrong, who was president of the school from 1958 to 1965. Built in 1974, this building stands on the lower slope of the southwest corner of the quadrangle. This two-story, rectangular-shaped building has an area of 3,456 square feet. The building's brown painted exterior and brown shingled gable roof are similar to the other campus buildings. The architectural style is not compatible with the historic buildings. After completion of the building in March 1974, the administrative offices moved from Whitmore Hall to the Administration Building, where they remain today.

20. Stratton Library: The Stratton Library, designed by Waldron and Pomeroy of Seattle, was dedicated on May 10, 1974 and named for Orin Stratton, president of Sheldon Jackson School from 1966 to 1972, and Betty

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Stratton, a speech and drama teacher. The building is located south of the museum on the lower end of campus and fronts Lincoln Street. This is a two-story, rectangular-shaped building with gable roofs. While the architectural style is not compatible, the building does not visually interrupt the historic buildings.

21. Austin House (President's House): Designed by E.B. Crittenden and built in 1957, this residence is named after Alonzo E. Austin, who arrived in 1879 to reopen the Sitka Missions. The house has served as the president's residence. Austin House is a single-story, modified L-shape building that has an area of 2,913 square feet. It has a roof with brown shingles, vertical siding painted brown, large paned windows, and a concrete foundation. It is located on Hillcrest Drive, north of the Stratton Library. The house does not visually detract from the historic buildings.

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8. STATEMENT OF SIGNIFICANCE

Certifying official has considered the significance of this property in relation to other properties:

Nationally: X Statewide: _ Locally: _

Applicable National Register Criteria: A X B _ C _ D

Criteria Considerations (Exceptions): A _ B X C _ D _ E _ F _ G

North Cottage has been moved, but remains close to its original location. Retains similar orientation, setting, and context.

NHL Criteria: 1

NHL Criteria Exclusions: 2

NHL Theme(s): II. Creating Social Institutions and Movements
2. reform movements

III. Expressing Cultural Values
1. educational and intellectual currents

Areas of Significance: Education; Social History

Period(s) of Significance: 1910-1944

Significant Dates: N/A

Significant Person(s): N/A

Cultural Affiliation: N/A

Architect/Builder: William Orr Ludlow and Charles Samuel Peabody

Historic Context: XXVII. Education
H. Special Populations
1. Aboriginal Populations
C. Higher Education
3. Social and Administrative Patterns

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State Significance of Property, and Justify Criteria, Criteria Considerations, and Areas and Periods of Significance Noted Above.**Summary**

The Sheldon Jackson School is nationally significant for its important role in the education of Native Alaskans during the first half of the twentieth century and in the transformation of Southeast Native Alaskan cultures during this period. Through education that emphasized English, students were taught to adopt elements of Euro-American culture. Changes in Native Alaskan life were also instigated by the removal of native students from their homes to the school, and by the promotion of skills other than those used in traditional Native occupations. The school also played an important although indirect role, through its students, in the development of Native Alaskan political organization and the pursuit of legal rights for Native Alaskans.

The period of significance begins in 1910, when contractors and the school's Native students began construction of the campus's principal buildings. The period of significance ends in 1944 when the school, after amending its original charter, became a junior college and began admitting non-Native students for the first time.

The Sheldon Jackson School buildings and quadrangle remain intact, and as an historic district it retains a high degree of architectural integrity, in part because the school has seen continuous use since its 1910-11 construction. The campus, designed by the architectural firm of Ludlow and Peabody, remains the first formal campus plan in Alaska and the best example of an institution for Native education in Alaska.

The history of Sheldon Jackson School begins with the arrival of Presbyterian missionaries ten years after the 1867 purchase of Alaska from Russia. Reverend Sheldon Jackson, a theology graduate from Princeton University, was one of the first to recruit fellow missionaries for work in Alaska. Jackson was appointed General Agent of Education for Alaska, following passage of the federal Organic Act of 1884 that provided for civil government and public education in Alaska. He was a tireless advocate of Native education and spent twenty years securing funds and establishing schools throughout the territory. Reflecting the humanitarian reformer views of the time, Jackson believed in the need to assimilate Native Americans into Euro-American culture. Jackson sought to protect Natives from the effects of alcohol and exploitation and to prepare them to live in modern society. Sheldon Jackson School reflects the missionary thinking of the time that the avenue to assimilation was to be achieved through a program that incorporated academic, vocational and Christian teachings.

Before the construction of the existing campus, Sheldon Jackson's School was known as the Sitka Mission (1878), Sheldon Jackson Institute (1881), the Industrial Home for Boys (1882), and the Sitka Industrial Training School (1885). The school operated under Jackson's direction, until his death in 1909, with the support of the Presbyterian Women's Board of Home Missions, providing academic education and industrial training for Native students throughout Alaska, though primarily for Southeast Alaska Tlingit and Haida.

As was the case elsewhere in the United States, the cultural ramifications of missionary education were profound for both the Native students and their communities. Christian dogma, a prohibition on Native languages, and the school's Western curriculum required students to adopt the newly dominant Euro-American culture and economic system largely at the expense of their traditional cultures. Missionary education also led to dramatic demographic changes as children were compelled to leave Native villages and to spend many years away at the mission schools. At the same time, the school's emphasis on self-improvement helped to foster a

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new political movement among the Tlingit and Haida of Southeast Alaska. Many of Alaska's Native leaders were graduates of Sheldon Jackson School, including the founders of the Alaska Native Brotherhood and members of the territorial legislature. The Alaska Native Brotherhood, established in 1912, was instrumental in securing rights for Alaska's Native peoples.

Education

The campus of Sheldon Jackson School has its origins in a letter from a soldier at Southeast Alaska's Fort Wrangell to an Army major general describing the desperate need for a Christian missionary in the Sitka area. When the letter eventually reached the General Assembly meeting of the Presbyterian Church in Chicago in 1877, it caught the attention of a missionary who already had considerable experience spreading the gospel in America's frontier, Reverend Sheldon Jackson. Soon after the meeting, during a mission tour of the northwestern United States, Jackson began to gather support for a new Presbyterian mission in the country's most distant and unfamiliar territory.⁶ After recruiting Amanda McFarland, an old friend in mission work, Jackson traveled briefly to Wrangell to establish Alaska's first Presbyterian mission church and school. Leaving McFarland in Alaska, Jackson returned to the United States for a whirlwind tour of recruitment and fund-raising. At Union Theological Seminary he secured the appointment of Reverend John G. Brady, a founding member of Jackson's Sitka school. Jackson also arranged to bring north Reverend S. Hall Young, whose journey was made famous by John Muir's *Travels in Alaska*. Jackson's fledgling mission first found a home in the abandoned barracks of the former Russian capital, and later in the Russian hospital building. In January 1882 the building burned, and twenty-five student boarders were forced to find temporary housing in an old stable. After the fire, Jackson once again toured the United States, raising money to save his mission school. Meanwhile, Brady transferred to the mission a homestead claim of 160 acres for the building of the new campus. The school's first building, Austin Hall, was erected in 1882 with several more to follow.

In 1883 fire destroyed the Wrangell School for Girls, and director Amanda McFarland waited until a new dormitory was added to Jackson's school before moving her students to Sitka the following year, making the Sitka Industrial Training School coeducational. On November 5, 1885, Mrs. Eugene S. Willard, a Presbyterian missionary traveling through Alaska, wrote about a typical school day at the Sitka Industrial Training School. Monday through Friday, students were required to spend three hours in the classroom where they learned English and then three hours working on a trade. These trades included sewing, cooking, baking, and laundry for the girls, carpentry and wood-hauling for the boys. The school soon added shoemaking and boat-building to the curriculum.⁷

While the school maintained a predominately English-only policy and a Western curriculum, aspects of the students' Native heritage were present. Jackson started the campus museum to collect and to preserve the disappearing artifacts of Alaska Natives, which he saw as an important link for the students as they made the transition into modern society. Jackson also encouraged students to learn traditional arts and crafts as a marketable skill and the school began offering classes in Native arts and crafts. Jackson encouraged Native teachers and ministers to speak at Sitka's Society of Alaskan Natural History meetings, "in order to pass on and preserve their heritage."⁸ The missionaries encouraged Natives to become Christian lay workers and teachers, and were assigned to village schools and churches to serve as role models. Some Native women and men took

6 W. Leslie Yaw, *Sixty Years in Sitka with Sheldon Jackson School and College* (Sitka: Sheldon Jackson College Press, 1985), xvi.

7 Eva McClintock, ed., *Life in Alaska: Letters of Mrs. Eugene S. Willard* (Philadelphia: Presbyterian Board of Publication, [c.1884]), 30.

8 Rosemary Carlton, *Sheldon Jackson, The Collector* (Juneau, AK: Alaska State Museums, 1999), 31, 35-38.

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on these roles in their desire to help their peers deal with and take part in the non-native society and found some opportunities to express their heritage as well. Tillie Kinnon Paul, who worked as a teacher, matron and an attendant nurse at the Sitka Industrial Training School, published articles about native mythology in the school paper, was known to sing hymns in Tlingit and with Frances Willard, a Native teacher at the school, they prepared a Tlingit dictionary.⁹

As the reputation of Sitka Industrial Training School grew so did the need for new buildings and equipment. Aided by *Home Mission Monthly* (a national Presbyterian newspaper), the students and faculty of the school began campaigning for better facilities. Prior to his death in 1909, Sheldon Jackson continued to travel throughout the eastern United States seeking financial support for his northern enterprise. In May 1909 the school's student paper *The Thlinget* featured an article entitled "The Reason Why," in which the author states, "Mission work like everything else must be up to date if it is to accomplish the work the Master has sent the missionaries to do ... Our school is the only one of its kind in Alaska. These buildings are not for Sitka, they are for Alaska."¹⁰ Throughout Alaska and the United States, Presbyterians joined the campaign for new buildings. When asked what he wanted for the St. Laurence (Lawrence) Island Mission, the local missionary replied, "What I want most for St. Laurence Island is new buildings for the Training School at Sitka."¹¹ Coordinating efforts through *Home Mission Monthly*, groups from all over the United States, known as "Sitka Builders," began to raise funds to assist in the construction of new dormitories, classrooms, workshops, laundry facilities, and a steam power plant. Three existing buildings, Sheldon Jackson Museum, North Cottage, and Pittsburgh Cottage were incorporated into the new campus design.

While Presbyterian groups provided the financial support, the students assisted in the preparation of the new school grounds for construction. Using technical skills they had learned in class, the boys undertook the task of enlarging the school's power ditch.¹² A labor force of students and volunteers from Presbyterian congregations throughout the United States built the school, which was completed on June 7, 1911. That same year the campus was named Sheldon Jackson School in honor of its founder. The new buildings were modern and provided students with an opportunity to obtain a thorough industrial education. A visitor to the campus said, "These buildings will, in themselves, be an education to the children who come to live in them."¹³ Following the campus plan developed by William Orr Ludlow and Charles S. Peabody, Sheldon Jackson School overlooked Crescent Harbor with a horseshoe of dormitories surrounding the central quadrangle, a welcoming sight to visitors arriving by water. Missionaries from the contiguous United States often wrote about the visual impact of the campus in their reports to the *Home Mission Monthly*.¹⁴

During the period of significance, schooling at Sheldon Jackson School was divided into four categories: Christian Training; Academic Training; Occupational Training; and Athletic Training and Health.¹⁵ In 1917, in an attempt to respond to student needs, Sheldon Jackson School expanded its curriculum to include a program of high school courses. New admission requirements stated that students must be Native, at least ten years old, and have the ability to pass a physical exam.¹⁶ The student newspaper, renamed *The Verstovian*, reported in

9 Victoria Wyatt, "Female Native Teachers in Southeast Alaska: Sarah Dickinson, Tillie Paul, and Frances Willard," *Between Indian and White Worlds* (Norman: University of Oklahoma Press, 1994), 180, 189, 190.

10 *The Thlinget*, May 1909.

11 *Ibid.*

12 *The Thlinget*, January 1910.

13 "Sheldon Jackson School: The Outlook," *Home Mission Monthly*, n.d.

14 Gertrude Boyd Crane, "Summer at Sheldon Jackson," *Home Mission Monthly*, October 1929.

15 Yaw, *Sixty Years*, 13.

16 *Education in Sitka*, Sheldon Jackson College Special Collections.

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1923 a near-capacity student population of 168 students; enrollment through the 1920s hovered between 150 and 160.¹⁷ In 1923 the faculty numbered twenty-four, including the superintendent, instructors, medical staff, and a night watchman. From the 1920s to 1940s the faculty rolls remained at the same strength.¹⁸ A school catalog during this same period reports, “Our plan is to follow as closely as possible the course of study prepared for the schools of Alaska by the Commissioner of Education. We use the standard tests recommended for the Territorial schools.”¹⁹

In *Sixty Years in Sitka* (1985), former instructor and superintendent W. Leslie Yaw describes vocational training at Sheldon Jackson School during the 1920s:

Each girl in the cooking classes had her own little kerosene stove, with its small oven. In the sewing classes every girl made progress to the point that she made her own school uniform of best quality blue serge with a white collar and white cuffs. . . . [W]ith the economics teacher in charge, groups of six girls moved in from the older girls’ dormitory for periods of six weeks’ intensive homemaking training. Each girl took her turn in the household activities, preparing meals, taking the ‘family wash’ over to the school laundry, serving as hostess when guests were invited, cleaning the cottage daily, and shopping at the school store within strict budget requirements.

And for the boys,

There were organized classes in machine shop, carpentry, printing, and shoe repairing, as well as general work which included gardening, and the care of stock and poultry. . . . The training in the carpenter shop, the machine shop, and the print shop was especially fine because it was practical. All manner of woodworking projects were undertaken in the carpenter shop. In the machine shop, the classes revolved around gas engines, lathe turning, blacksmithing, welding, and all kinds of metal work. Picking out the type, letter by letter for printing *The Verstovian*, was excellent practice in English, and the students earned academic credit for this work.²⁰

Under the guidance of master shipwrights and Sheldon Jackson School alumni Andrew Hope and Peter Simpson, students assisted in building three boats used by the school to transport students as well as to deliver missionaries to remote areas in Alaska. Two of these boats, the *SJS* and *Princeton-Hall*, were conscripted in 1942 by the Navy for patrolling Alaska’s coast in the search for Japanese planes, boats, and submarines. Student mechanics and volunteers built a sawmill on the beach below the campus in 1935-36 using materials salvaged or “beachcombed.” Wood from the mill was used in the construction of the *Princeton-Hall* and several buildings in the community. The mill burned in 1940 and was soon rebuilt where it remains today.²¹ The period of significance ends in 1944, when the Sheldon Jackson School became a junior college and granted admission to the first non-Native students in its sixty-six-year history.

Social Changes

Sheldon Jackson School was at the center of early missionary efforts nationwide to assimilate Native Americans. Like other missionary schools in the contiguous United States, Sheldon Jackson School sought to educate, Christianize, and technically train Native Americans with the goal of permanently removing them from the Native community and integrating them into Euro-American society. Jackson modeled Sheldon Jackson

¹⁷ Yaw, *Sixty Years*, 13.

¹⁸ Ibid., Appendices D, E.

¹⁹ Ibid., 15.

²⁰ Ibid., 17.

²¹ Ibid., 60-70.

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School after the boarding school established by Lt. Col. Richard Henry Pratt, a Civil War veteran who spent much of his military career fighting in the Indian Wars. By 1879 Pratt had convinced the federal Secretaries of Interior and War to support a boarding school for Native children in Carlisle, Pennsylvania by insisting that education was the path to breaking the cycle of war and social dependence that had crippled Native Americans across North America.²² Jackson echoed that sentiment in 1880 when he stated, “It will be much cheaper to spend a few thousand dollars in now educating [Alaska Natives] to citizenship, than a few years hence millions to fight them, when the encroachments of the whites shall drive them to desperation.”²³ After asking Pratt for advice on managing Indian schools, Jackson adapted Pratt’s policy of military discipline and his emphasis on self-sufficiency for Native Americans to the Alaskan context. In time Jackson would send some of his most promising students – including Alaska Native Brotherhood leaders William and Louis Paul – to study at the Carlisle Institute.²⁴

The assimilation view stressed the use of an English only policy. Mission schoolteachers reasoned that forcing Native students to become part of an English-speaking society was the only way Natives would “advance in civilization.”²⁵ At Sheldon Jackson School, as well as in other Alaskan territorial schools, the English-only policy was powerful in that it not only removed the student from his or her culture, but also, in the eyes of the teachers, made the students culturally superior to their parents.²⁶ By successfully learning English, many graduates of Sheldon Jackson School were able to blend into the dominant Euro-American culture and become part of an active, skilled workforce.

With this success came a dramatic loss of both culture and language. Modern scholars of ethnography have maintained that “there has been no greater single contribution to the loss of Alaska Native languages and cultures than the American Protestant mission and the English-only educational philosophy of Sheldon Jackson and those around him in the late nineteenth and early twentieth centuries.”²⁷ Parents were frequently obliged to give the school permission to keep students for periods of six to ten years, a practice that isolated students from their families and helped to speed acculturation.²⁸ It was believed that keeping Native students on campus for years at a time would make them more skilled in trades and more receptive to the schools’ teachings.²⁹ The practice of year-round training had some obvious benefits to both the school and the Native students. The school used student labor to repair buildings on the campus during the summer instead of hiring outside carpenters.³⁰ Many students found that the opportunity to work on campus gave them the training they needed to find work after graduation.³¹ The teaching of marketable skills such as carpentry and homemaking symbolized a move away from traditional Native occupations and living environments. This practice ultimately changed the demographics of Southeastern Alaska.

In order to encourage graduates of the Sheldon Jackson School to continue living a lifestyle similar to the one

22 U.S. Department of the Interior, *Federal Indian Law* (Washington: Government Printing Office, 1958), 272.

23 Sheldon Jackson, *Education in Alaska* (Washington: Government Printing Office, 1880).

24 Donald Craig Mitchell, *Sold American: The Story of Alaska Natives and Their Land, 1867-1959* (Hanover, New Hampshire: University Press of New England, 1997), 204-207.

25 *The Thlinget*, December 1908.

26 Mitchell, *Sold American*, 95.

27 Nora Marks Dauenhauer and Richard Dauenhauer, eds., *Haa Kusteeyi Our Culture: Tlingit Life Stories* (Seattle: University of Washington Press, 1994), 42.

28 “Prospects for the Future,” *Home Mission Monthly*, June 1912.

29 Armstrong, *Sheldon Jackson*, 41.

30 “Prospects for the Future,” *Home Mission Monthly*, June 1912.

31 W.G. Beattie, “The Sitka Industrial Training School,” *Alaska Yukon Magazine* 9 (October 1907): 119.

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created on campus, students were encouraged to marry each other and build “American-style” cottages. These cottages were built close to the school. The Presbyterian Board of Home Missions made this practice possible by establishing a revolving-loan fund. Eight houses were initially built, and soon a community center, cottage band, and basketball team were added. *Home Mission Monthly* praised the cottage village as a testimonial to the success of the school.³² Ultimately, the school also influenced the population of Sitka, as the missionaries encouraged the Natives in the Indian village to build single-family housing as well. Living in American style housing was considered to be another avenue by which the Native people would become “civilized.”³³

Reverend Sheldon Jackson and his fellow Presbyterians endeavored to create a new Native at Sheldon Jackson School, one separate from and superior to the residents of Native communities that the students had left behind. Graduates of Sheldon Jackson School, however, soon returned to their communities, cultivating major economic and social change among the Natives of Southeast Alaska. One major agent of that change was the Alaska Native Brotherhood (ANB), a self-improvement society established by graduates of Sheldon Jackson School. Founded in 1912, the ANB has its origins in the assimilationist teachings of the school’s educators who encouraged students to form church-affiliated social groups. One such group of sixty earnest souls, calling themselves the New Covenant Legion, actively condemned liquor, dancing, and “heathen” customs.³⁴ Although the New Covenant Legion was an ostensibly religious organization, its political implications were not lost on the Native students.³⁵ A white-only social club of pioneers and businessmen known as the Arctic Brotherhood offered a second model for Native political organization when in 1906 the group successfully lobbied Congress to provide Alaska with a representative to the U.S. House of Representatives. Driven by a desire to claim similar victories for Alaska Natives, ANB founders imitated the Arctic Brotherhood’s system of local chapters or “camps” and added political activism to their platform of moral living and voluntary assimilation. By 1925 nearly every village in Southeast Alaska had an ANB Camp, and each year members of the local camps held a convention in Sitka called a Grand Camp.³⁶ ANB leaders went on to fight for the legal rights of Native Alaskans, obtaining a conditional citizenship in 1915, self-government for Southeast villages, and a representative in the territorial house of representatives in the person of William Paul. [See the 1972 National Historic Landmark nomination of Sitka’s ANB Hall for additional information about the Alaska Native Brotherhood.]

Comparison with other NHL Schools

Sheldon Jackson School can be compared with three other schools already designated as National Historic Landmarks: Wheelock Academy of Oklahoma, Haskell Institute of Kansas, and Carlisle Institute of Pennsylvania. What sets Sheldon Jackson apart from these other schools is that it was privately owned, funded and had a religious orientation by the Presbyterian Board of Home Missions. In 1842 the Choctaw Nation founded the Wheelock Academy to speed the Indians’ adaptation to the dominant white culture, a policy based on the conviction that survival depended on emulation. The example of the Wheelock Academy differs from that of Sheldon Jackson School in that the Academy was an Indian institution rather than one introduced by outside interests. The Haskell Institute was the first large off-reservation boarding school for Indian students established by the Federal government. By 1900 the Bureau of Indian Affairs was operating twenty-five similar

32 “Editorial Notes,” *Home Mission Monthly*, October 1920.

33 Alison K. Hoagland, *Buildings of Alaska* (New York: Oxford University Press, 1993), 56.

34 *The Thlinget*, November 1908.

35 Philip Drucker, *The Native Brotherhoods: Modern Intertribal Organizations of the Northwest Coast* (Washington: Government Printing Office, 1958), 17.

36 “The Alaska Native Brotherhood,” *Home Mission Monthly*, October 1929.

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schools for Indian tribes. Haskell Institute differs from Sheldon Jackson School in that it was founded and funded by the United States government. Unlike Sheldon Jackson School, Haskell Institute has lost much of its architectural integrity. The Carlisle Institute is the most similar to Sheldon Jackson School, which is no surprise given that Sheldon Jackson requested advice from Richard Henry Pratt, founder of Carlisle Institute, when Jackson was planning to establish the Alaskan school.³⁷ Carlisle Institute was the earliest of the federal Indian schools – U.S. troops still battled tribes in the West when Carlisle Institute was founded – and it served as model and inspiration for many similar schools across the country. Both Sheldon Jackson School and Carlisle Institute were founded by charismatic reformers – one a Presbyterian minister and the other an Army veteran. Both schools emphasized manual trades as a means of economic survival for Native peoples. And, Jackson and Pratt pressed their students to abandon traditional ways in order to speed their assimilation into Euro-American culture. Several factors distinguish Sheldon Jackson School from Pratt’s Carlisle Institute: Sheldon Jackson School was a mission school supported by private funds, rather than as a government funded project; the school had a religious orientation compared to the Carlisle military style, and rather than existing as an insular academy, Sheldon Jackson School played an important role in the life of the surrounding community. On a larger scale, Jackson and the graduates of Sheldon Jackson School promoted a Presbyterian philosophy of civilized Indians, which permanently altered the social and political lives of Native people.

³⁷ Mitchell, *Sold American*, 203.

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Previous documentation on file:

- Preliminary Determination of Individual Listing (36 CFR 67) has been requested.
- Previously Listed in the National Register.
- Previously Determined Eligible by the National Register – Sheldon Jackson Museum (AKSHPO)
- Designated a National Historic Landmark.
- Recorded by Historic American Buildings Survey: # AK 105A (NPS)
- Recorded by Historic American Engineering Record: #

Primary Location of Additional Data:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other (Specify Repository): Sheldon Jackson Archives, Sitka

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10. GEOGRAPHICAL DATA

Acreage of Property: Approximately 13 acres

UTM References: Zone 8

	Easting	Northing
A	480348	6323078
B	480463	6323060
C	480608	6322972
D	480586	6322787
E	480480	6322749
F	480357	6322933
G	480364	6322990
H	480341	6323005

Verbal Boundary Description:

As indicated on "Boundary Sketch Map," the boundaries for the Sheldon Jackson School National Historic Landmark begin at the southwestern corner of the campus, at the corner of Lincoln Street and Jeff Davis Street, continue north along the eastern edge of Jeff Davis Street approximately forty-six feet, then west across Jeff Davis Street along the southern property line of Houk House, continuing west until reaching the eastern border of West Cottage's property. From there, the boundary extends due south and then west along Lincoln Street to encompass the whole of West Cottage's property; continue north along the western edge of West Cottage's and North Cottage's western boundary. From the northwestern corner of North Cottage's property across Jeff Davis Street to John G. Brady Drive, the boundary extends in a straight line between these two points. Continuing east along the southern edge of John G. Brady Drive, then south on College Drive, then southeast on Hillcrest Drive until the end of the road at the tree line; continue due south along the western border of the mature tree line to Lincoln Street. From there, the boundary continues west along the northern edge of Lincoln Street until reaching the eastern edge of the Sawmill; crossing Lincoln Street and south along the eastern edge of the Sawmill, the boundary continues along the rocky outcropping to the south of the Sawmill and to the south and west of the Sage Building. The boundary then continues north back across Lincoln Street, and continues west along the northern edge of Lincoln Street until reaching the corner of Lincoln Street and Jeff Davis Street.

Boundary Justification

The boundaries of this nomination are part and parcel of the Board of Home Missions plot from 1882, originally staked by Rev. John G. Brady and commissioned by Reverend Sheldon Jackson. The boundaries are drawn so as to include all the significant buildings and the quadrangle on Sheldon Jackson College Campus, encompassing the buildings of the central quadrangle from Ludlow and Peabody's 1910-1911 plan as well as three other lots.

Within these boundaries is the Sheldon Jackson Museum subdivision, Lot A, that is owned by Alaska State Museums and is already listed on the National Register of Historic Places.

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11. FORM PREPARED BY

Name/Title: Janet Clemens, Historian
Chris Allan, Historian
Linda Cook, Historian
Heidi Siegel, Historian Intern
Amanda Zeman, Historian Intern

Telephone: Janet Clemens: (907) 257-2458

Date: February 9, 2001

Edited by: Patty Henry
National Historic Landmarks Survey
National Park Service
P.O. Box 37127, Suite 310
Washington, DC 20013-7127

Telephone: 202/343-8163

DESIGNATED A NATIONAL HISTORIC LANDMARK ON
AUGUST 7, 2001

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PHOTOGRAPHS

1. Sheldon Jackson School
(left to right) Richard H. Allen Memorial, Whitmore Hall, the Power Plant and Laundry building chimney, and Fraser Hall
Sitka, Alaska
Photographer unknown
Looking north from Lincoln Street across the quadrangle
1940s
2. Sheldon Jackson School
Richard H. Allen Memorial
Sitka, Alaska
Photographer unknown
Looking north
August 28, 1935
3. Sheldon Jackson School
Left to right Whitmore Hall, Power Plant and Laundry, Fraser Hall
Sitka, Alaska
Amanda Zeman
Looking northeast
July 2, 1998
4. Sheldon Jackson School
(left to right) North Pacific Hall, Richard H. Allen Memorial,
Whitmore
Hall
Sitka, Alaska
Jet Lowe
Looking north across the quadrangle
Summer 2000
5. Sheldon Jackson School
Richard H. Allen Memorial and North Pacific Hall to the left
Sitka, Alaska
Jet Lowe
Looking northwest
Summer 2000

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6. Sheldon Jackson School
Left foreground is Fraser Hall, (right to left) Whitmore Hall, Stevenson Hall, Houk House
Sitka, Alaska
Jet Lowe
Looking west across the quadrangle
Summer 2000
7. Sheldon Jackson School
Whitmore Hall
Sitka, Alaska
Amanda Zeman
Looking north
July 2, 1998
8. Sheldon Jackson School
North Pacific Hall
Sitka, Alaska
Amanda Zeman
Looking north
July 2, 1998
9. Sheldon Jackson School
Stevenson Hall
Sitka, Alaska
Amanda Zeman
Looking west
July 2, 1998
10. Sheldon Jackson School
Power Plant and Laundry with Whitmore Hall on the right
Sitka, Alaska
Amanda Zeman
Looking southeast
July 2, 1998
11. Sheldon Jackson School
Houk House with West Cottage on the left
Sitka, Alaska
Amanda Zeman

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Looking west

July 2, 1998

12. Sheldon Jackson School
North Cottage
Sitka, Alaska
Amanda Zeman
Looking west
July 2, 1998
13. Sheldon Jackson School
West Cottage
Sitka, Alaska
Amanda Zeman
Looking northwest
July 2, 1998
14. Sheldon Jackson School
Tillie Paul Manor
Sitka, Alaska
Amanda Zeman
Looking northwest
July 2, 1998
15. Sheldon Jackson School
Sheldon Jackson Museum
Sitka, Alaska
Amanda Zeman
Looking southeast
July 2, 1998
16. Sheldon Jackson School
Sage Building
Sitka, Alaska
Amanda Zeman
Looking southeast
July 2, 1998
17. Sheldon Jackson School
Nancy Craig Cottage
Sitka, Alaska
Amanda Zeman
Looking south
July 2, 1998

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18. Sheldon Jackson School
Ada F. Pears Cottage
Sitka, Alaska
Amanda Zeman
Looking north
July 2, 1998

19. Sheldon Jackson School
Stratton Library
Sitka, Alaska
Amanda Zeman
Looking northeast
July 2, 1998