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August 7, 2016

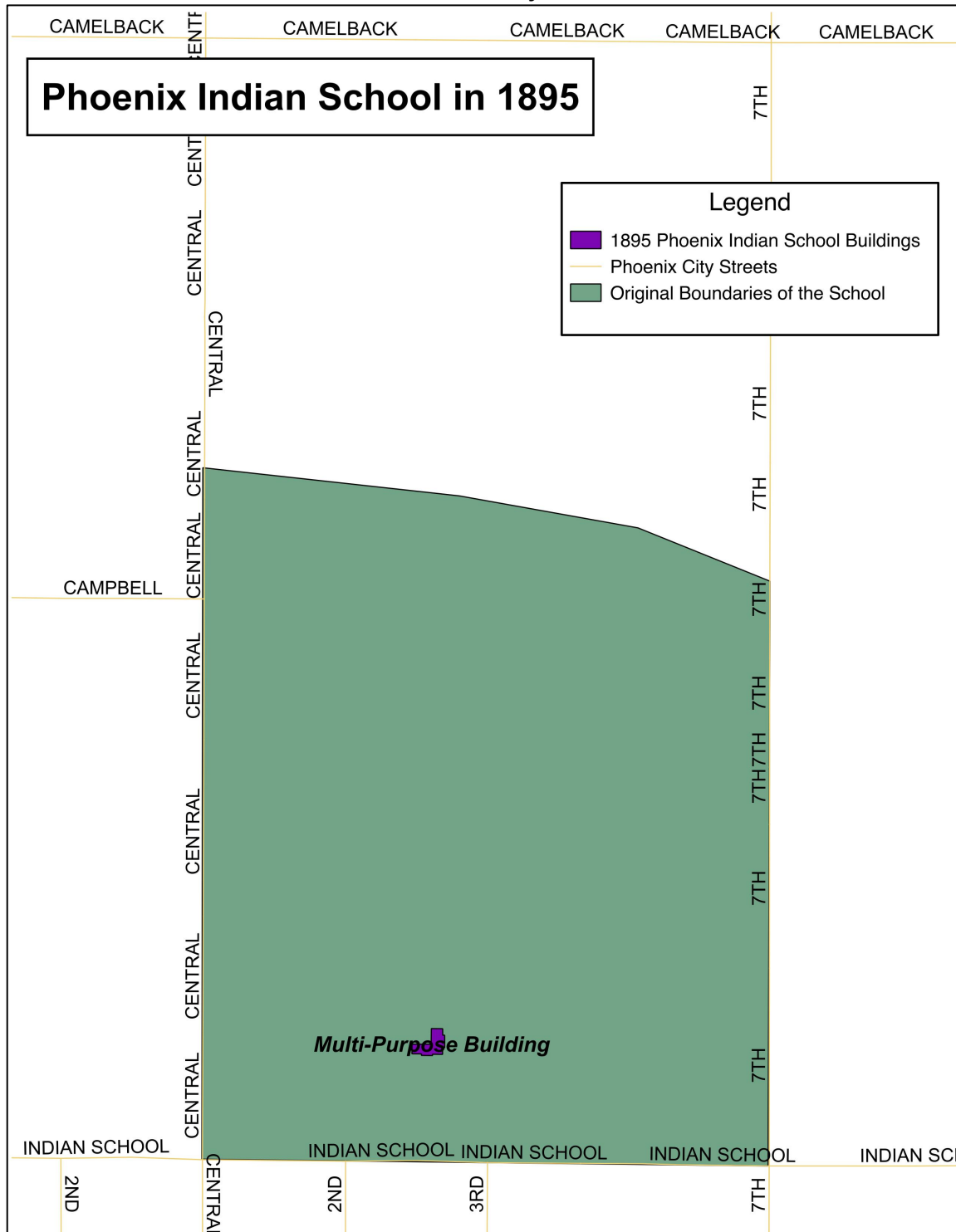
Changing Federal Priorities Drive Land Use Change at Phoenix Indian School

In the decades following the U.S. Civil War, American settlers began moving in large numbers into the American Great Plains and West. This put them into direct conflict with western Indian tribes for land and resources. As more settlers moved west, they demanded the federal government protect them from Indian attacks. This period of armed conflict between the U.S. Army and the western Indian tribes became known as the Western Indian Wars and lasted roughly from 1866 to 1890.

By 1890, the U.S. Army had largely succeeded in subduing the western Indian tribes and forcing them onto federally established reservations. With the wars over, federal priorities shifted from subduing the Indians to assimilating them. One such assimilation effort was the establishment of Indian schools. A series of Indian schools were established, and Indian children were forcibly taken from their homes by U.S. Army troops and sent to boarding schools. One of these schools was the Phoenix Indian School that opened in 1891. Tellingly, Fort Verde, the U.S. Army base established in 1866 to assist in the Army's efforts during the Indian Wars, closed the same year.

As the following series of maps illustrates, changing federal priorities in the West over the years greatly affected land use in and around the Phoenix Indian School. As federal priorities shifted from forced assimilation, to education, to military veterans, federal decisions changed the use of the land. This land use change represented the federal government shifting away from containing the Native American population, and toward meeting the needs of the growing southwestern United States.

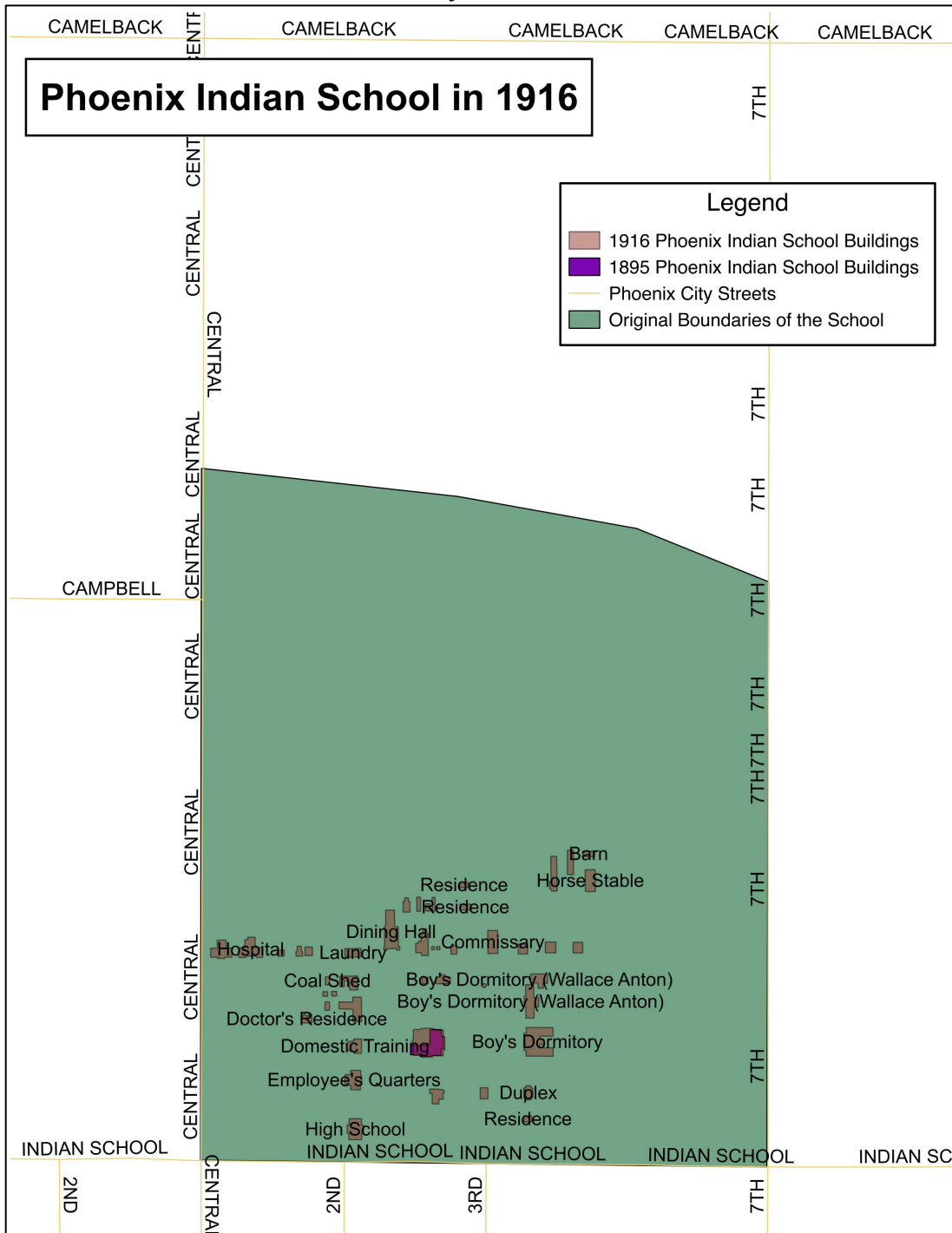
The Early Years



The Phoenix Indian School in 1895 four years after opening

Description: In 1895, the school had a single building with the rest of the land used for farming. The school was completely self-sufficient. The students learned to farm and lived off their crops. The priority was to turn them into farmers just like the other settlers.

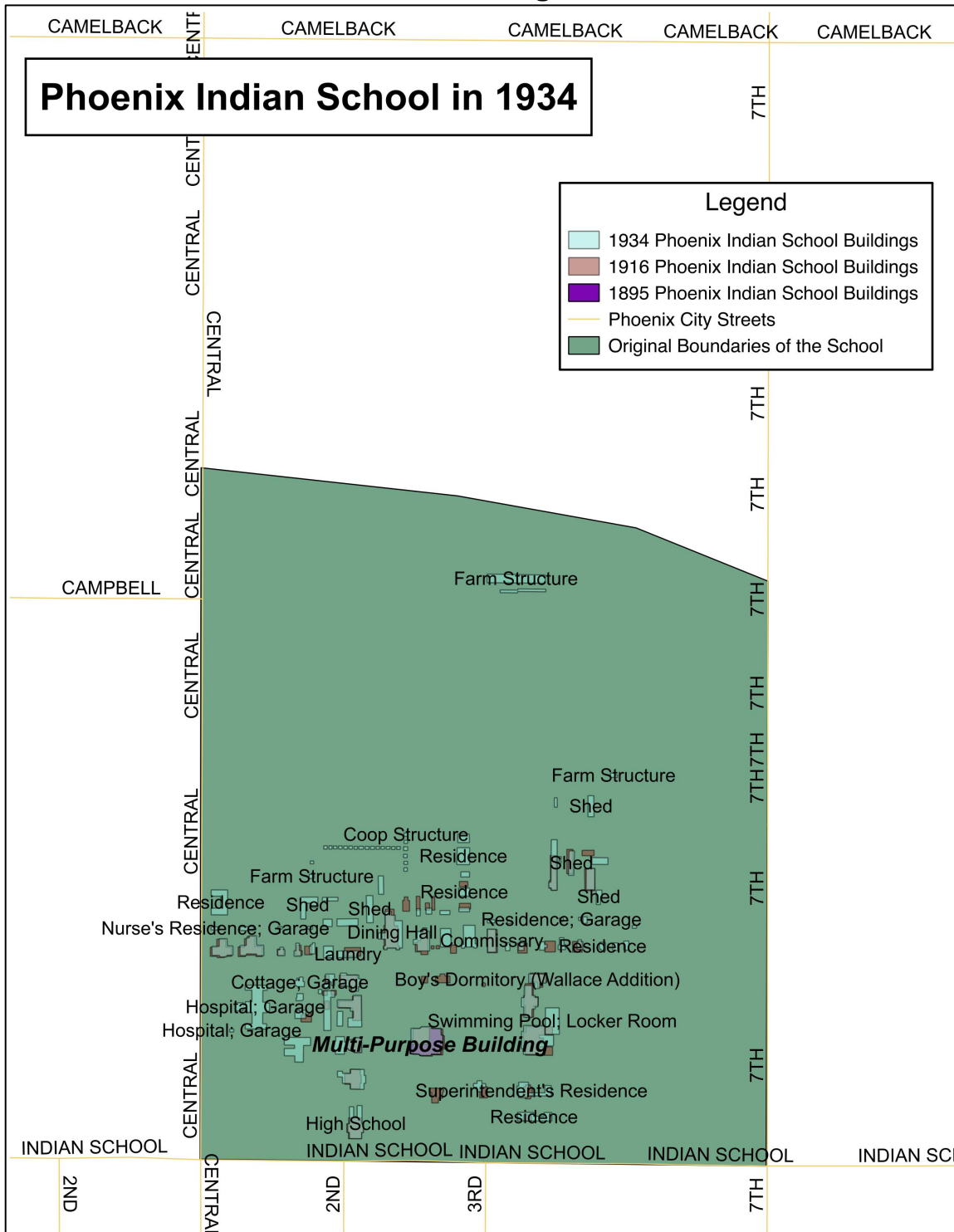
Early Growth



The Phoenix Indian School in 1916 25 years after opening

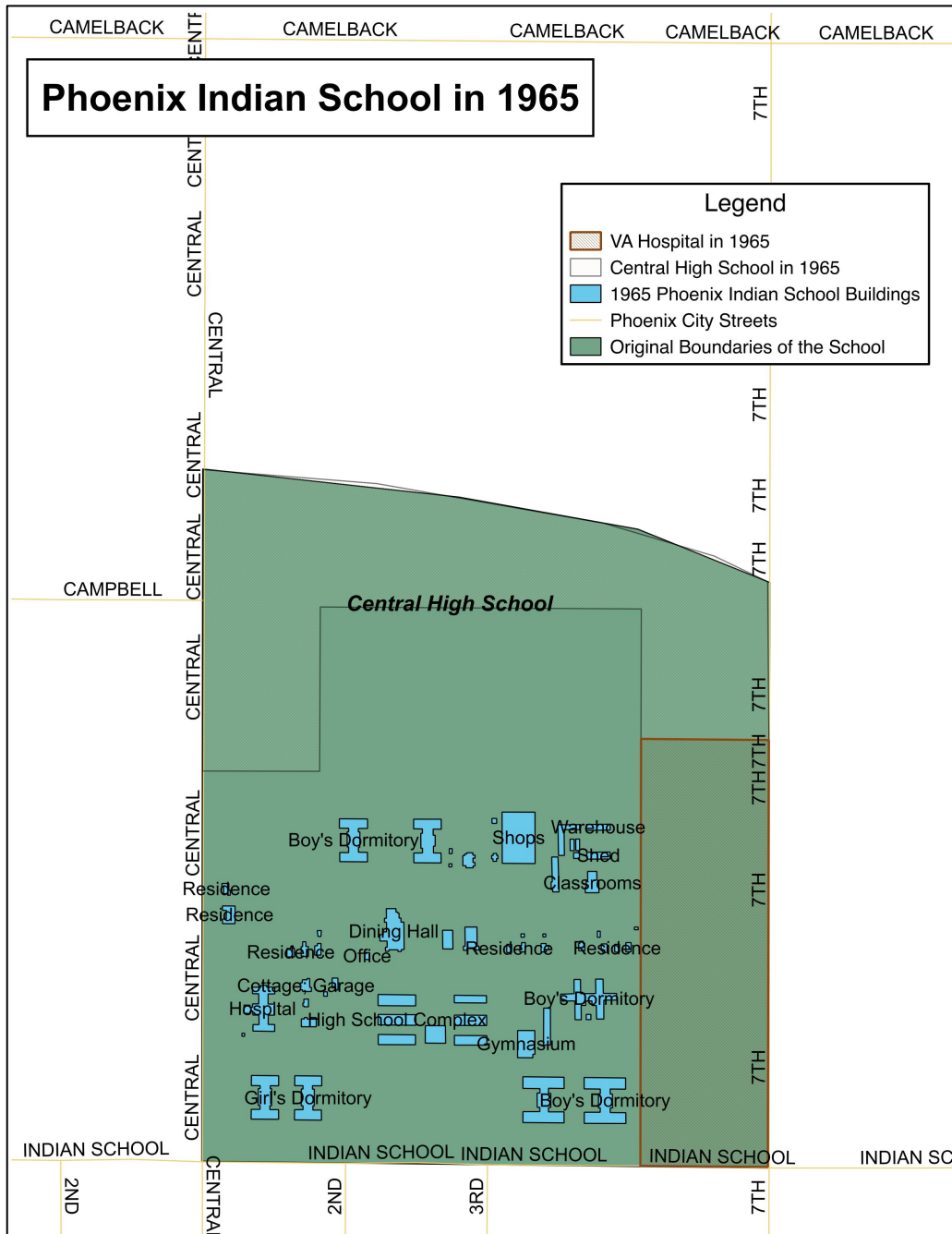
Description: By 1916, the school infrastructure had grown considerably. In addition to the original main building, there were now several specialized buildings for teaching agricultural and industrial skills, as well as dormitories and a high school. Teaching at the school had also been professionalized with a new group of formally trained teachers from Tempe Normal School (Now A.S.U.).

Pre-War Height



Description: By 1934 the school was fully developed for its assimilation mission. By 1935, the school experienced its enrollment peak at 900 students. In addition to its agricultural and industrial education mission, the school also became known for its marching band.

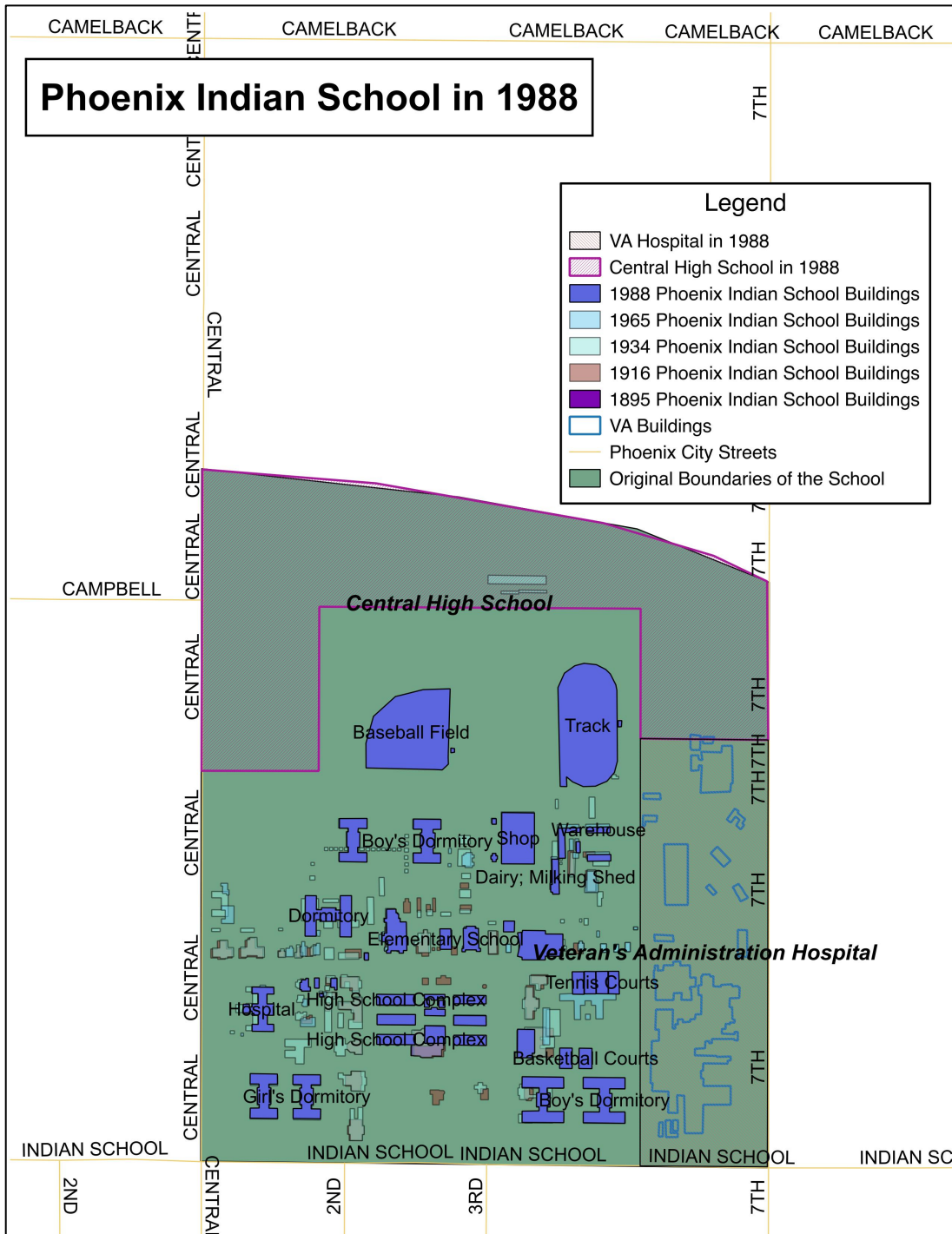
A Shift in Federal Priorities



A reduced Phoenix Indian School as the result of changing federal priorities

Description: After WWII, federal priorities shifted. Assimilating western Indians took a backseat to meeting the needs of veterans returning from the war. President Truman signed Executive Order 9854 in 1947 transferring land away from the Phoenix Indian School to establish a new Veterans Administration hospital in Phoenix. By the time shown in the map above, the northern agricultural lands have also been transferred to the City of Phoenix for the construction of Central High School to support the educational needs of the growing city.

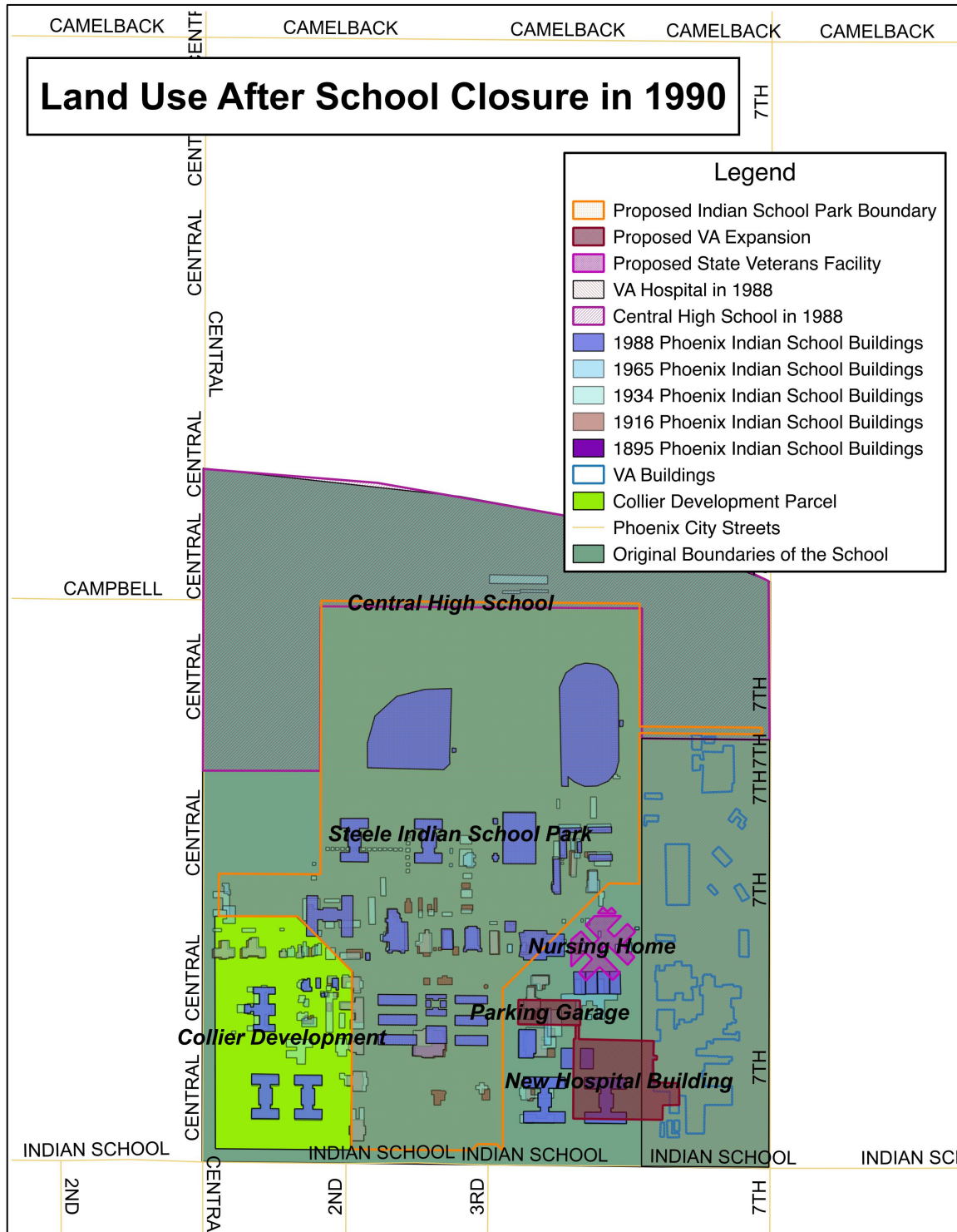
The Final Years



The Phoenix Indian School two years before closing

Description: By 1988, the Phoenix Indian School had completely lost its original agricultural and industrial skills training focus. Instead it had become a “regular” K12 school including having athletic facilities, music, and art programs. It remained a boarding school, however, with Native American families choosing to send their children to the school.

Closure



Description: The school closed in 1990. At the time, only 100 students remained enrolled at the school. Local tribes with federal assistance had built out sufficient educational facilities

on their tribal lands to the point where it was no longer necessary to send children away to school. After closure, a number of priorities were identified for the old school grounds. These included an expansion of the VA hospital, the establishment of a state nursing home for veterans, swapping a portion of the school land to a developer in exchange for land wanted by the National Park Service in Florida, and turning the remaining land into a city park.

Through the years, as evidenced by these maps, the use of the Phoenix Indian School land changed considerably. This change was in large part driven by shifting federal priorities. These shifts represented a change of focus away from normalizing the frontier to supporting the needs of the modern Southwest. As was true from the founding of the country, Native Americans were caught up in this process due to their complicated, often strained relationship with the federal government.

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Made using QGIS version 2.14.3

All map designs by Daniel Milowski and created on August 7, 2016.