

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

Historic name: District No. 3 School

Other names/site number: Rollag Woodland School

Name of related multiple property listing:

N/A

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 10389 280th St. S

City or town: Parke Township State: Minnesota County: Clay

Not For Publication: ☐ n/a Vicinity: ☐

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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. I recommend that this property be considered significant at the following level(s) of significance:

☐ national ☐ statewide ☐ local

Applicable National Register Criteria:

☐ A ☐ B ☐ C ☐ D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. 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 the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private: ☒
- Public – Local ☐
- Public – State ☐
- Public – Federal ☐

Category of Property

(Check only **one** box.)

- Building(s) ☒
- District ☐
- Site ☐
- Structure ☐
- Object ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

RECREATION AND CULTURE/museum

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7. Description

Architectural Classification

(Enter categories from instructions.)

NO STYLE

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Wood/weatherboard

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

School District #3 of Clay County built this schoolhouse in 1892 on a one-acre plot of land in the southeast quadrant of Parke Township about one mile east of the town of Rollag and 8.5 miles southwest of the town of Hawley. The school is a one-story, gable-roofed, wood-framed, rectangular structure sheathed in weatherboard siding. A bell tower sits at the peak of the roof over the front façade. At the center of the front façade is the entrance door shielded by an external gable-roofed vestibule. The interior is one large room except that there is an attached wood shed accessed from a door in the rear wall. In 1950, the woodshed was converted into a dry closet toilet room. The school operated until 1961 when it was purchased by the Historical and Cultural Society of Clay County which maintains it as a museum. The property retains a very high level of historic integrity. The location, setting, and design of the school are unchanged. Most of the original materials and workmanship are in place, including the original siding, windows, interior millwork, and school fixtures including slate blackboards and the jacket stove.

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Narrative Description

The District No. 3 School is located on a rectangular one-acre plot of land at the northwest corner of the intersection of County Road 125 and 102nd Avenue South in Clay County's Parke Township.¹ The school lies about one mile west of the town of Rollag and is surrounded by a mix of farmland and small lakes. It sits on a property which has a frontage of about 264 feet along County Road 125, which runs north and south, and about 165 feet along 102nd Avenue, which runs east and west and meets the county road at a "T" intersection. The easterly third of the property along the county road is mowed grass and the westerly two thirds are covered by a dense oak grove. As a result, the school was locally referred to as the Rollag Woodland School. The school is close to the Western Minnesota Steam Thresher Reunion's 210-acre park, the eastern boundary of which lies about a ¼ mile west of the school (Map 2).

Exterior

The school is a one-story, gable-roofed, wood-framed, rectangular structure sheathed in weatherboard siding with 5-inch-wide trim boards defining the four corners. The siding and all trim are painted white. The school is sited generally in the center of the property with its front façade facing east toward County Road 125. It is set back about 25 feet from the perimeter fence running parallel to the county road and is accessed through a pair of swinging steel fence gates hanging on wood fence posts. Originally, the building sat on a stone masonry foundation. The Historical and Cultural Society of Clay County (HCSCC) which acquired the building in 1961, replaced the crumbling stone with a concrete block foundation in 1984.

The front façade is about 22 feet wide and rises to a gable (Photo #1). There is no ornamentation except for a porthole window near the gable peak. At the center of the front façade is an entrance door protected by a gable-roofed external vestibule, about five feet deep and ten feet wide. Historical photos indicate that the vestibule was not part of the original construction and was likely added in the 1930s or early 1940s. The vestibule originally had no windows, but at some point, a three-lite window on the south side just below the eave was added to allow some natural light to illuminate the entryway. The original paneled wood door to the vestibule has been replaced with a simple flush door made of planks.

¹ District No. 3 acquired this one-acre site in the 1890s and the school has always occupied it. In 1950, neighboring farmer Wallace Anderson deeded an additional 1/3 of an acre directly to the north of the school to the school district (Map 3). When the school closed in 1961, the school board intended to convey both parcels to the Historical and Cultural Society of Clay County. Through a clerical error, the deed only conveyed the northern 1/3 of an acre and not the original one acre containing the school building. In the intervening 60 years, everyone took the HCSCC's ownership of the school for granted. Recently, the society's lawyers obtained Quit Claim deeds from the Barnesville and Hawley school districts, which had divided District No. 3 assets, and then took a Quiet Title action in Clay County District Court. The court has now issued a judgement confirming that the HCSCC has clear title to both properties. The county considers the two properties, totaling about 1 1/3 acre, to be one parcel for tax purposes. However, only the original one acre is historically associated with the schoolhouse.

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Attached to the north half of the rear façade is a gable roofed shed, about 15 feet square, that originally was used to store wood for heating the school (Photo #2). There is a door in the south side of the shed, and it can also be accessed from within the school through a door in the north end of the back wall. There are three-lite windows just below the eaves on the north and south facades of the shed, and a four-lite window on the west façade.

The south facade is 47 feet long and has four equally spaced window openings each of which is filled with a two-over-two, double-hung, wood sash protected by wood storm window, also two-over-two (Photo #3). The north façade is similar except that it extends another 15 feet to the west because the north wall of the attached shed is flush with the north façade of the schoolhouse. The north façade also has a rectangular vent cut into the weatherboard on the western end of the façade just above the foundation (Photo #4). This was likely the air intake for the stove discussed below. All windows, which have wood sills and modest decorative wood hoods, appear to be original.

The roof is covered with cedar shakes which the historical society installed in 1982, replacing the existing wood roof. On the roof near the front end of the gabled peak is a cross-gabled bell tower. The bell that was once housed in the tower was stolen sometime in the 1970s. A metal pole, possibly a lightning rod, extends from the top of the bell tower's roof. A brick chimney emerges from the roof at the rear end of the gable peak.

A well pump sits about ten feet to the north of the northwest corner of the school. There are a set of graduated "monkey bars" to the south of the building and also two flagpoles near the school.² Two outhouses which were originally directly west of the school have been removed. Several years after the HCSCC acquired the property in 1961, they built a gridded, hog wire fence around the perimeter. More recently, the society installed an interpretive sign near the southeast corner of the school house.

Interior

The vestibule opens into one large room through a doorway in the center of the east wall (Photos #5, 6). This doorway has a five-panel wood door which appears to be original. The walls have wood wainscotting about 30 inches high, above which is horizontal bead board wood strips, about two inches wide, which extend to the ceiling. The four windows along each of the north and south walls have simple wood frames with wood sills about 24 inches above the floor. The trim and the wainscotting are painted a buttery beige and the bead boards are painted white.

The floor throughout is covered with 12-inch square, vinyl tiles in two colors which were installed in 1960, presumably over the original wood plank flooring. Beige tiles predominate, and they are accented by the brown tiles which are laid out in diagonal rows. The ceiling is

² The well, pump, monkey bars and at least one of the flagpoles were added during the period of significance. Each is mentioned in the oral histories by students who attended in the 1940s and early 1950s collected in Lorraine Alder Ueek, *Memories of Woodland District #3* (2002). This anthology of teacher and student memories collected at a 2001 reunion is available at the HCSCC archives.

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covered with flat, white, acoustic tiles, 16 inches by 36 inches. These tiles are not original and were most likely installed in the 1930s or 1940s. Pendant light fixtures, most likely added in the 1940s, hang from the ceiling on chains. They have the milk glass globes typically found in schools.³

In the northwest corner of the room is a cast iron jacketed stove manufactured by the Smith System Heating Company of Minneapolis. The cylindrical stove is enclosed in a rectangular "jacket" which allowed heated air to rise into the room but protected children from touching the hot stove (Photo #7). A stove pipe rises out of the center of the stove about ten feet and then makes a 90 degree turn to the south to where it meets the chimney stack which is at the mid-point of the west wall. In 1945, the school board converted the stove to an oil burner by purchasing the necessary equipment from Smith System Heating Company. Near the stove, and to the north of the chimney stack, is a five-panel door to the attached shed.

When the school board converted the stove to gas in 1945, it was no longer necessary to store wood in the shed. In 1950, the school board constructed two small rooms, each of which contained a chemical toilet, against the west wall of the shed. Between these two toilet rooms was an open alcove which contained a sink which drained to the outside (Photo #8). The four-lite window on the west façade of the shed allows natural light to illuminate this cubicle. The toilet rooms are formed with sheet-rocked partitions and have doors. The floor of the attached shed has the same vinyl flooring as in the main school room. The installation of chemical toilets allowed for indoor facilities without the necessity of plumbing the school house.⁴ Most likely the outhouses to the west of the school were removed shortly thereafter.

Integrity

The District No. 3 School retains its historic integrity because it exhibits the physical features that convey its historical significance as a typical wood-framed, one room schoolhouse of the 1890s. The building has not been moved and occupies the same one-acre setting which was created for it in 1892. Classes were held in the building until 1961; since then, the HCSCC has maintained it.

The design, materials and workmanship of the exterior facades are unchanged, except that the historical society replaced the stone foundation with a concrete block foundation in 1984. The weatherboard siding, corner boards, window trim, and the window sash all appear to be original. The original bell tower is intact although the bell has gone missing. The external vestibule was added in the 1930s during the period of significance. The external door to the vestibule appears

³ There was of course no electricity available when the school was built in 1892. Rural electrification probably did not reach Parke Township until the 1930s, and it is likely that the Rollag school did not get electrical service until the 1940s. Lila Berland, the teacher for the 1946/1947 school year, recalled that the school had no electricity that year. Lorraine Alder Ueeck, 36.

⁴ Smith System Heating Company was also the supplier of the chemical toilets. The receipt for this purchase is at the HCSCC archives (MSS 240/File 2/23) along with a four-page brochure from the manufacturer explaining the technology.

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to be a replacement. In 1982, the society replaced the existing wood roof with a new wood shake roof.

With respect to the interior, the wood shed was converted into an indoor lavatory with two chemical toilet rooms and a sink for washing in 1950, and the linoleum tile flooring was installed in 1960, both within the period of significance. Other than that, there were no significant changes to the floors, windows, ceilings, and walls of the interior over its lifetime. Since acquiring the property, the HCSCC has not made changes in the interior. The floor plan, the interior finishes, the jacket stove, the blackboards, the coat rack, even the maps and books, are unchanged from the last day that classes were taught in 1961.

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8. Statement of Significance

Applicable National Register Criteria

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

- ☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B. Property is associated with the lives of persons significant in our past.
- ☐ C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- ☐ A. Owned by a religious institution or used for religious purposes
- ☐ B. Removed from its original location
- ☐ C. A birthplace or grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

EDUCATION

Period of Significance

1892 -1961

Significant Dates

1892

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

Architect/Builder

August Almquist

Herman Hanson

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The District No. 3 school house is locally significant under Criterion A in the area of Education because it represents the efforts of local farmers to provide basic, locally-controlled education in rural Clay County and also their determination to resist the pressure to consolidate their rural schools with a larger school district. In fact, District No 3 was the first rural school district in the county, and because local farm families valued access to a nearby school under their direct control so highly, it was the very last rural district in the county to be consolidated. Many students were educated there over the decades, taught mostly by poorly paid women who met the challenge of teaching large numbers of students from eight different age groups simultaneously in one room. The period of significance begins with its construction in 1892 and continues until 1961, when the last classes were held. The building relates to the statewide historic context of "Railroads and Agricultural Development, 1870-1940."

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Settling Parke Township

The United States gained control of the upper Red River Valley east of the river when the Dakota acquiesced to the Treaty of Traverse des Sioux in 1851 and the Ojibwe signed the Treaty of Washington in 1855.⁵ The treaties paved the way for the colonization of the region by European Americans, although few immigrants arrived until the Dakota were driven out following the U.S.-Dakota War of 1862 and Congress passed the Homestead Act that same year. Even then, significant numbers arrived only after 1871 when the Northern Pacific Railroad reached Moorhead, a small town which served as a terminal for riverboats carrying freight and passengers to Winnipeg. The following year the Northern Pacific built the first bridge across the Red River into Dakota Territory, and a second railroad, the St. Paul and Pacific Railway Company, built a line running north and south that intersected the Northern Pacific line at Glyndon, nine miles east of Moorhead. By 1878, the St. Paul and Pacific, which became the core of James J. Hill's Great Northern Railroad, had linked St. Paul and Winnipeg.⁶

Clay County was organized in 1872 and Moorhead was named its county seat. The county was composed of 30 congressional townships, all six miles square except for those along the meandering Red River which formed its western boundary. The western two thirds of the county was once covered by Lake Agassiz and is level prairie land. The eastern third is characterized by

⁵ Theodore C. Blegen, *Minnesota: A History of the State*, 2nd edition (Minneapolis: University of Minnesota Press, 1975), 166-173. In a subsequent treaty, the Pembina and Red Lake bands of Ojibwe ceded Red River Valley lands farther north in the Treaty of Old Crossing in 1863.

⁶ Andrew J. Schmidt, "Railroads in Minnesota, 1862-1956," *Multiple Property Documentation Form* (2013), 85, 135. Available at the State Historic Preservation Office website: <https://mn.gov/admin/shpo/>

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rolling hills punctuated by small lakes and hardwood groves. There is excellent farmland in all parts of the county.⁷

Parke Township is in the far eastern tier of townships near the southern border of the county. The township has the mixture of farmland, forested areas, and small lakes spread over gently rolling hills typical of the eastern third of the county. Neither rivers nor railroads cross Parke Township, and as a result, no towns developed here, save the hamlet of Rollag, which was never incorporated, but which did have a post office, a store, a hotel, and churches. There were eventually five Lutheran churches in or near Rollag, several of which survive. Just to the north of Rollag are the grounds of the Western Minnesota Steam Thresher Reunion.⁸

Immigrants to Parke Township were primarily Norwegian. Inspired by the writing of Paul Hjelm-Hansen, a journalist who wrote glowing reports about the Red River Valley, some immigrants came directly from Norway, many from the Numedal Valley, which had a town named Rollag. Other Norwegians migrated to the area after initially settling elsewhere in Minnesota or Wisconsin. In particular, many Parke Township farmers had migrated from Fillmore and Houston counties in the southeast corner of Minnesota.⁹

Joining the Norwegians in the early days of Parke Township were a group of “Yankee” immigrants, that is, immigrants of Scottish or English ancestry who were born in the United States, Canada, or the British Isles. Many of these settlers eventually moved on, but they stayed long enough in Parke Township to establish a burial ground, known today as the “Yankee Cemetery.”¹⁰ The 1875 state census counted 190 people in Parke Township, with the dominant groups being the Norwegians and Yankees, with smaller numbers of Irish, Swedish, and German immigrants. As native English speakers, the Yankees played leading roles in organizing township government and rural school districts. At Parke Township’s first town meeting in 1874, all the officers elected were Yankees except that the job of constable went to Frank Almquist, who was born in Sweden.¹¹

School District No. 3

Before statehood in 1858, the territorial legislature established a system of “common schools,” that is, one-room ungraded schools governed by local school districts where there were at least five families. The original legislation stated that children as young as four were eligible, but later

⁷ Glenn E. Johnson, “Development of Clay County,” 7-9 in *Clay County Family Album: A history of rural Clay County, Minnesota* (Dallas: Taylor, 1976); Hiram Drache, *The Challenge of the Prairie: Life and Times of Red River Pioneers* (Fargo: North Dakota Institute for Regional Studies, 1970), 3-15.

⁸ John Turner and C. K. Semling, *History of Clay and Norman Counties, Minnesota: Their People, Industries and Institutions* (Indianapolis: B. F. Bowen & Co., 1918), 142-144.

⁹ Carlton C. Qualey and Jon A. Gjerde, “The Norwegians,” p 228 in June Drenning Holmquist, editor, *They Chose Minnesota* (St. Paul: Minnesota Historical Society Press, 1981); Dennis K. Herbranson, *Rollag from Norway to Minnesota: The Numedal Valley Immigrants and Their Families* (Arlington, Texas, 2009), 6-8; Drache, 15-24.

¹⁰ “The Yankees of Rollag, Minnesota,” 594 in *Clay County Family Album*.

¹¹ Dora Josephine Gunderson, “The Settlement of Clay County, Minnesota, 1870-1900,” (Dissertation, 1929) at the Minnesota Historical Society; “Parke Township,” 540-541 in *Clay County Family Album*.

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the law required that districts accept only children who were at least six by the beginning of the school year. When Minnesota became a state, the new legislature for a short time mandated that school districts be on a township level, but after a year the legislature returned to the “neighborhood” model of several small school districts within each township. This legal framework prioritized local control. School districts were autonomous units of government which managed their own school, hired the teacher, and provided for heat and maintenance. Schools were funded by local taxes, and later supplemented by grants from the state administered by the Superintendent of Public Instruction. The state also increasingly set standards for curriculum, teacher preparation, and school construction. The schools were inspected by a county superintendent who filed annual reports with the state.¹²

Throughout rural Minnesota, farmers established many “common school districts” as new areas were settled and families of established farmers grew. The early Parke Township immigrants organized a school district even before township government was established. Among the first acts of the newly elected Clay County commissioners in 1872 was the appointment of F. J. Burnham as superintendent of schools. He approved the founding of three school districts early the following year. District No. 1 included the town of Glyndon, the railroad junction, and surrounding areas, and District No. 2 comprised Moorhead and environs. In June 1873, the first rural school, District No. 3, was organized in Parke Township. At the beginning, District No. 3 covered the entirety of Parke Township. As the population grew, three additional districts were organized in Parke Township, shrinking the territory covered by District No. 3.¹³

In the first year, District No. 3 held classes in a log building shared with a church which was possibly across the road from the site of the current school. In 1874, Erich Hanson, a Norwegian carpenter, build a schoolhouse at the site of the current school. This site was likely chosen because it was at the intersection of two of the early roads in the township. He built a gable-roofed rectangular structure similar in design to the frame schoolhouse that exists today, except that it was smaller and built of logs (Figure 1).

Surviving teacher reports from the early years of District No. 3 indicate that the number of enrolled students fluctuated between 29 and 41, roughly divided between students with Yankee names (e.g. Davis, Rugg, Carr, Plumber) and Scandinavian names (e.g. Almquist, Solum, Gunderson, Anderson, Erickson, Hanson). The teachers’ reports indicate that the school lacked basic amenities. Reports as late as 1879 indicate that there were no outhouses and no source of water on the property. Water was hauled from a spring on a farm about a half mile from the school. There were also no maps, charts, or dictionaries. By the early 1880s, however, the district

¹² Frances Elizabeth Kelley, *Public School Support in Minnesota* (Minneapolis: University of Minnesota, 1920), p. 8-11; *A History of the State Department of Education in Minnesota* (St. Paul: Minnesota State Department of Education, 1968), p. 5-7, 9-10. In addition to “common school districts,” the law provided for “independent school districts” and “special school districts” in incorporated villages, towns and cities.

¹³ District No. 11, which at the time consisted of the northern half of the township, was organized in 1876. District No. 29 was organized in 1882 and District No. 109 was organized in 1905. Each district had its own school house. Turner and Semling, 176-177; Drache, 296; *Clay County Family Album*, 540-541.

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added two outhouses, and teachers had some basic maps, charts and a dictionary to work with. However, water still had to be hauled from a nearby farm.¹⁴

Charles Rugg, who was born in England, was the leading figure on the District No. 3 board of trustees in its early years, serving until at least the late 1890s. Rugg had a large family, and occasionally had as many as three of his children attending the school in a given term.¹⁵ In the early 1880s, Rugg was joined on the three-member board by C. O. Ingebretson and Christian Anderson, both born in Norway. In 1885, Severin Solum, also Norwegian, replaced Ingebretson. Rugg, Anderson, and Solum were still on the school board in 1892 when they decided that the time had come to build a new schoolhouse.¹⁶

On July 21, the board put before the District No. 3 voters the question of whether a new schoolhouse should be built. The 16 voters present approved a plan to build a 22-by-36-foot school building with an anteroom. The voters also elected Frank Almquist, the Swede, to replace Anderson on the board.¹⁷ In August, the board posted notices asking for bids to build the new schoolhouse. Carpenters were advised that the deadline was August 20 and that plans could be examined at the home of Charles Rugg.¹⁸ A few days after the deadline, the board accepted the bid of August Almquist to build the schoolhouse for \$190 (exclusive of materials).¹⁹ In September, the seven voters at a special school meeting decided to issue bonds in the amount of \$525 to finance the new school and to retire the loan over a six-year period.²⁰

August Almquist began building the school in September assisted by Herman Hanson, another carpenter. The local newspaper reported that the school was finished except for some minor details on November 17. For some reason, the carpenters did not build an anteroom. In December, the builders' plan to place the stove in the cellar had proven to be "a failure for warming up the house" and it was moved into the school room. The school board announced that the old log schoolhouse would be sold to the highest bidder on December 23. Local farmer Karl Westby bought the structure for \$35 and presumably moved it off site.²¹

¹⁴ Common School Teacher's Reports for 1878, 1879, 1881, and 1885 in the Teachers' Annual Reports to the County Superintendent, Clay County, Minnesota Historical Society collections.

¹⁵ The 1875 state census Charles Rugg, age 44, and seven other Ruggs who appear to be his children. Rugg was possibly a widower as there is no woman with the name of Rugg on the census list. Reprinted William B. Nelson, *Stories and Poems of the hills and homes of Rollag* (Hawley, MN: Hawley Herald, 1983), 47, 107. The 1878 teacher's report lists Frank, Maud and Sidney Rugg as students.

¹⁶ Annual Report of the Clerk of District No. 3 School, Clay County, to the Superintendent of Schools for the year ending August 31, 1884; Annual Report of the Clerk of District No. 3 School, Clay County, to the Superintendent of Schools for the year ending July 31, 1885. Minnesota Historical Society archives.

¹⁷ "Rollag," *Moorhead Weekly News*, July 14, 1892, 8.

¹⁸ "Rollag," *Moorhead Weekly News*, August 11, 1892, 8.

¹⁹ "Rollag," *Moorhead Weekly News*, August 25, 1892, 8. August Almquist was probably the brother of Frank Almquist. According to the newspaper, "there were but few bids received."

²⁰ "Rollag," *Moorhead Weekly News*, September 22, 1892, 8.

²¹ "Rollag," *Moorhead Weekly News*, December 29, 1892, 8.

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The schoolhouse that Almquist and Hanson built is typical of the small, wood-framed, gable-roofed, rectangular structures built throughout the Midwest starting in the 1850s.²² Unlike the first schoolhouse, it had a bell tower, a common but not universal feature in schoolhouses built after 1880 (Figure 2). According to historians who have studied one-room school houses, bell towers were more of a status symbol for a community than a functional requirement, and in fact, some schools which had bell towers never actually had a bell. The bell tower generally reflected the farmers' aspirations to have an impressive local school.²³ Perhaps because this was the district's second schoolhouse, the local farmers took care to add something to announce to the world that it was, in a small local way, "a civic monument" that reflected, in the words of a historian of rural schools, their "investment in children and education."²⁴

Very likely the woodshed attached to the rear of the schoolhouse was built at the same time as the main structure, or not long after, because the doorway in the west façade of the classroom which opens to the woodshed appears to be original. It was not uncommon, however, for communities to enhance their school houses over the years. The small exterior vestibule sheltering the front entrance was, for example, a later addition. Historic photos indicate that it was added sometime before 1946 as a measure of protection against cold winter winds (Figure 3).

The interior of the District No. 3 School is also typical of the one-room schoolhouses of the era in that it is mostly a single, unadorned classroom. The classroom receives natural light from four double-hung windows spaced evenly on both its east and west facades. Progressive reformers advocated for more natural light and ventilation in classrooms, and the Minnesota Department of Public Instruction recommended that new schoolhouses have more windows. The sample plans offered to rural school districts displayed one- and two-room schoolhouses with bands of five ribbon windows.²⁵ In 1892, when the District No. 3 School was built, a design using single windows spread across the side facades was probably close to the norm.

Over the next several years the school district added several features to the schoolhouse. In the spring of 1893, an organ was installed, apparently a joint project of the school board and the Rollag Lodge.²⁶ The board also completed the purchase of the schoolhouse's one acre plot from John and Ragnhild Matheason, who executed a warranty deed for the property in January 1896.²⁷

²² Andrew Guillford, *America's Country Schools* (Washington: Preservation Press, 1984), p. 182-183; Wayne Fuller, *One-Room Schools of the Middle West* (Lawrence: University of Kansas Press, 1994), p. 13-17.

²³ Guillford, p. 174; Fuller, p. 22.

²⁴ Amy Weissner, "'Little Red School House, What Now?' Two Centuries of American Public School Architecture." *Journal of Planning History* 5, N. 3 (August 2006), p. 200.

²⁵ F. E. Haldane, *New School Buildings: Plans of One-Room and Two-Room School Buildings in Minnesota* (St. Paul: Superintendent of Public Instruction, 1910). The architectural drawing for a model school showing a five-window set are in this volume and also in F. E. Haldane, *Consolidated Schools in Minnesota: Book A, Plans and Specifications for One and Two-Room Buildings* (Minnesota Superintendent of Public Instruction, 1912), p. 6.

²⁶ "Rollag," *Moorhead Weekly News*, March 9, 1893, 8.

²⁷ The deed was executed in 1896 but not recorded at the Clay County Register of Deeds until May of 1898. The deed noted a purchase price of \$20.00, and the district's financial records indicate a payment to Matheason for that amount in April 1892. The wide gap in time between payment and recording of the deed probably indicate the informal nature of property dealings between neighbors, and the fact that someone would have to travel by horse to Moorhead to record the deed. Treasurer's Register, District No. 3, HCSCC Archives.

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School records indicate that the board bought slate black boards in 1897 and built a fence around the entire property in 1898.

Teachers, Schooling, Students, Events

In the early years of the 20th century, the school board continued to improve the resources available to the teachers. Surviving reports by the county superintendent that documented visits to the school indicate that by 1916, the school had extensive blackboards, five dictionaries, a globe, eight maps, and a library of 306 volumes. The superintendent reported that there were 27 desks; this was probably an adequate number since 18 of them sat two students. The superintendent was impressed with the organ, jacket stove, and what he referred to as “the drinking fountain.”²⁸

In those years all the desks were needed. In 1910, teacher Olive Still reported that she had 52 students enrolled. Thankfully, the daily population would have been less, because only 43 were entitled to apportionment, which governed how much state support the school would receive. Generally, a student entitled to apportionment was a school age student of a resident family who had attended for at least 40 days during the school year. In 1920, the teacher reported 42 students, 35 of whom were entitled to apportionment. After that, the enrollments became more manageable, with reports indicating 23 students in 1925, 30 in 1935, 23 in 1940, and 26 in 1945.²⁹

District No. 3 has been served by a long list of teachers, almost all of whom were young women, who generally taught for only a year or two at the school. In a list of teachers assembled by the HCSCC, there are only a few male names, and they taught for the district in its early years. Although the work was hard and challenging, the pay was meager. In 1892 when the new school was built, the district paid the teacher \$175 for the year (roughly equivalent to about \$5,240 today), and when the teacher was actually paid was erratic. After 1900, the district began paying on a regular monthly basis, beginning at \$45 and reaching \$125 per month in 1921, reflecting the post-war inflation. In 1916-1917 school year, for example, the teacher was paid \$65 per month for a nine-month school year, or \$585 (equivalent to \$13,119 today). When Doris Severinson, the last District No. 3 teacher took the job in 1959, she was paid an annual salary of about \$2,400 (worth about \$23,334 today).³⁰

Two of these young teachers recorded some of what they remembered about teaching for District No. 3 in the years after World War II. Arlene Lee was 21 when she was hired to teach the

²⁸ “Report of Rural School House, June 15, 1916,” in Visitation Records, Clay County Superintendent of Schools, Minnesota Historical Society Records. There was of course, no plumbing in the school. The superintendent was most likely referring to the three-gallon crockery cooler with a metal spigot which was noted in a 1961 news story and which is still in the school. Wayne Lubenow, in “Last - and First - Rural School in Clay County to Close Doors,” *Fargo Forum*, July 16, 196, refers to “an old-fashioned crock water cooler.”

²⁹ Teachers Annual Reports to the County Superintendent, Clay County, 1877-1962. Minnesota Historical Society archives.

³⁰ All figures from Mark Peihl, “Report on Teachers’ Wages for School District No. 3,” page 8 in Lorraine Alder Ueek, *Memories of Woodland District #3*.

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1945/1946 school year. She had grown up only three miles from Rollag and had attended a rural school similar to District No. 3. She had earned a certificate to teach in a rural school by attending the Normal School in Moorhead for a year and a quarter, and had taught for one year at another school. Although not far from home, she boarded with nearby farmers, who provided her meals, including a bag lunch. She remembered arriving about 7:30 each morning to prepare for the school day that began at 9:00 with the pledge of allegiance. She taught spelling, math, history, geography, and penmanship to about 30 students, although she thought that the younger students also learned much from the older ones. After recess she would calm the students down by reading a chapter of a book. The highlights of the year included the Christmas pageant and the trip to Moorhead at the end of the year where the 8th graders would participate in a graduation ceremony with students from all the county's districts.³¹

Agnes Aakre, another young woman who grew up in the area, taught at District No. 3 for two years beginning in September 1947. Her salary was \$225 a month and she paid about \$18 for room and board to nearby farmers Tom and Marie Rugg, descendants of Charles Rugg, who had led the school board when the schoolhouse was built. She recalled that the students helped in many ways, like cleaning blackboards, and even had a club, the Young Citizens League, to organize their work. She maintained that discipline was not a problem, but she told the story of how during a lunch break the boys explored a nearby abandoned farmhouse. In the basement they were confronted with skunks. When they returned to school, their stench was so bad that they were sent home. Some of the boys failed to tell their parents why they had come home early, and then got into further trouble when the local newspaper reported the incident. She also remembered the Christmas pageant, along with the Valentine's Day celebration and the picnic on the last day of school.³²

At a reunion in 2001, students recorded memories of daily life in the school, during the 1930s, 1940s, and 1950s. They recalled the adventure of getting to school in the winter, sometimes by skiing (Figure 5). They carried lunch in a bag or pail, and at least until the wood burning stove was converted to oil in 1945, warmed their lunches on the stove. Lunch breaks and recess figure large in their memories, with sledding down the neighboring hills being the major activity in winter (Figure 6). Other favorites included kitten ball (softball) and Anti-I-Over. The schoolhouse was the perfect venue for the latter, which called for one team to throw a ball over a small, gable roofed building. If someone on the other side caught the ball, they snuck around the building and tried to capture a member of the opposing team by tagging them with the ball--or throwing it at them--while the other team fled to the other side. One team won when they had all the players on their side.³³

The special events of the school year made the biggest impression on the students. They recalled the days that they had kittenball games with neighboring schools and the picnics on the last day of school. But the most often repeated memory was the Christmas pageant, an evening event at which students sang carols and performed scenes for an audience of parents. The teacher asked

³¹ Transcript of Interview of Arlene Lee by Jenna Clawson on August 18, 2014, HCSCC archives.

³² "Memories from Teacher: Agnes Aakre," pp 47-52 in Ueeck.

³³ There are, however, many names for this game and many variations on the rules.

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students to bring a spare bed sheet from home which were used to create stage curtains. The teacher and students decorated the class room and a Christmas tree. After the performances, gifts were exchanged, bags of treats distributed, and Santa appeared. The students were charmed by this event in part because it was the only time, they were in the schoolhouse after dark. Before electrification in the late 1940s, parents brought extra gas lamps to augment the school's few kerosene lanterns. Performing for their parents in the dimly lit building on a winter night left them with indelible memories.³⁴

The First Shall Be Last

Minnesota's system of rural common schools worked reasonably well during the early days of European-American settlement across the state. By 1900 however, the number of districts had grown to about 8,000 and the system was increasingly difficult to administer. Meanwhile, more people sought education beyond what the common school could offer. Although the legislature enacted the first law recognizing the need for high schools in 1878, rural school districts did not have the resources to support education beyond the elementary level. For these reasons, state superintendents began to campaign for consolidation of school districts.

State Superintendent of Schools C. G. Schultz, for example, wrote in his 1909-1910 report that "the big educational problem of the state" was to give rural children an education comparable to offered to children in city schools. He believed the one-room rural schools were inadequate in terms of drinking water, heating, lighting, and ventilation. He also thought the curriculum was too narrow and teachers insufficiently prepared. He also claimed that students dropped out of one-room schools earlier than they did from consolidated schools. He argued that an important step would be the combining of several rural schools into larger districts with a central school building. These schools could offer a wider curriculum and enhanced activities, but he acknowledged that they would also cost more to run. He recommended that the legislature offer a financial inducement to small district who were willing to consolidate.³⁵

In Clay County, the total number of school districts peaked at 114 in 1908. The majority were rural districts in which a three-person board managed an ungraded school taught by a single teacher in a familiar one-room schoolhouse. In the towns, however, the early schools were soon converted into larger, graded schools, where each teacher taught one or two grades in a larger, multi-roomed building. These districts eventually added high schools, the first of which was in Moorhead in 1880.

In the first half of the 20th Century, the legislature created mechanisms for consolidation and offered various financial incentives. There were some consolidations, but generally rural school districts showed little interest. By 1947, Minnesota still had 7,679 school districts, and Clay County had 102, and of these 93 were rural. Generally, farmers resisted consolidation because they appreciated keeping their children at a low-cost, near-by school over which they had

³⁴ Various anecdotes taken from a number of student statements assembled in Ueeck.

³⁵ C. G. Schultz *Sixteenth Biennial Report of the Minnesota Superintendent of Public Instruction 1909-1910*, p 9-11. Minnesota Historical Society 119.E.2.7B

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significant control. Moreover, the schoolhouses served as community centers in rural areas where there were often no other venues for public or family gatherings.³⁶ On the other hand, the demography of the county was changing. As agriculture became more mechanized, a growing portion of the younger generation took jobs in Fargo and Moorhead. One result was that some Clay County rural school districts closed their schools and used their tax levy to provide transportation and tuition for their students to attend school in neighboring districts. As a high school education was becoming a minimal prerequisite for many jobs, rural districts also had to pay to send their students to high school in a consolidated district.

All these factors came to a head in 1947 when the legislature created a statewide commission on school reorganization and invited each county to set up a committee to study their educational system and make recommendations for consolidation. The school districts of Clay County voted to set up a Clay County Survey Committee, which ultimately proposed an ambitious plan to consolidate the county's 102 districts into nine districts each of which would have graded schools and a high school.³⁷ The result was messy, as voters quickly approved some of the new districts but balked at others. Generally speaking, the rural districts that were already sending their children to neighboring schools readily agreed to become part of a larger district.

District No. 3 turned down all consolidation proposals, and by 1960, it was one of only two rural districts, both of which were in Parke Township, that continued to operate a one-room ungraded school. That summer, District No. 327 (originally 109) dissolved and merged with the Hawley school district. As a result, the original District No. 3, now renumbered as District No 324, was the only one-room ungraded school operating in Clay County during the 1960-1961 school year.³⁸

The area covered by District No. 3 in Parke Township was apparently less impacted by demographic changes than elsewhere in the county. The district's school census for 1953 listed 53 children (ages 0-20) of which 29 were attending the school. In 1959, the census listed 64 children, of which 35 were attending school for at least part of the year. After that, the numbers somewhat declined.³⁹ Doris Severinson, who took over as teacher in the fall of 1959, reported 24 students in attendance in her 1960 report (Figure 7). Her records indicate that these students came from just eight families. In the 1960-1961 school year, she had had 17 students. She noted that part of the reason was that some 7th and 8th grade students opted to go to school at Independent School District No. 150 in Hawley, about 14 miles from Rollag.⁴⁰ This may have been because they anticipated that they would soon be high school students in Hawley, and in

³⁶ Clarke Chambers, "Educating for the Future," p. 476 in Clifford Clark, Jr., *Minnesota in a Century of Change* (St. Paul: Minnesota Historical Society Press, 1989).

³⁷ Jim Peterson, "County School Officials Will Study Tentative Redistricting Proposal," *Moorhead Daily News*, August 25, 1948, 1. This was the first of a three-part series that continued on August 26 and August 27, 1948.

³⁸ Mark Peihl, "County School Consolidation Competed," *Historical and Cultural Society of Clay County Newsletter*, Vol 2, No 3 (Fall 2010)" 23, 31, 33, 39.

³⁹ School Census, September 2, 1953, Clay County, District No. 2 School. Historical and Cultural Society of Clay County archives, MS 240.

⁴⁰ Teacher's Annual Report to the County Superintendent for school year ending June 30, 1960, District No. 324, HCSCC Archives, MN240; Transcript of interview with Doris Severinson by Jenna Clawson, August 22, 2014. Historical and Cultural Society of Clay County archives.

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fact, District No. 3 sent 11 students to Hawley High School that year. Her records report a daily program that began with music, then reading for grades 1-2 while grades 3-8 did science of social science, followed by arithmetic for all students. After lunch, there was a story, and then reading for all levels, followed by lessons in health, penmanship and spelling.

At the end of the school year in 1961, the big topic of conversation was the possible closing of the school. Severinson remembered that the end of year picnic “was very sad.”⁴¹ In May, the District No. 324 school board decided to put the future of the school before the voters. Clifford Bang, the chair, Carl Solum, the treasurer, and Clarice Anderson, clerk, were not necessarily in favor of consolidation. Bang was quoted as saying that although their students might not have as many outside activities as in a bigger school, “I KNOW that their education is just as good.” The district’s finances were such that they could have easily planned for another school year. The board knew, however, that closure was inevitable at some point. On May 27, 1961, 65 voters of the district came to the schoolhouse to vote. They were divided, and according to some, bitterly so. There were 35 votes to close the school and 30 to keep it open. Very likely, all or most of those who voted to close were older residents who would not have had a child attending the school in the coming year. Those voting to retain the school were generally younger couples with school age children. One older farmer who voted to consolidate noted that the district was paying Hawley more to educate its high school students than it was paying to run its own school. “So why not send them all to Hawley,” he said.⁴²

The result of the vote was presented to the Clay County Commissioners. At their July 10, 1961, meeting, they issued a formal order dissolving District No. 324 effective September 1, 1961. The reason given for the dissolution was that the school was “getting too expensive to operate.” The order provided that most of the territory covered by the district, including the school site, become part of Independent School District No. 150 in Hawley, and a small part go to Independent School District No. 146 in Barnesville. They also ordered that the school building be sold and the proceeds shared pro rata between the two districts.⁴³

Although the local residents disagreed about whether the school should be closed, there was broad agreement that the schoolhouse be preserved a historic site. Ida Larson, a representative of the Clay County Historical Society, appeared before the county commissioners to indicate the society’s interest in purchasing the school. The three members of the District No. 324 school board agreed to convey the property to the historical society. Since that time, the society has maintained the building much as it was in 1961. It is occasionally open for field trips by local elementary school students, and also for student reunions, held the weekend before the annual Western Minnesota Steam Threshers’ Reunion on Labor Day weekend (Figure 8).

Records of the historical society, now called the Historical and Cultural Society of Clay County, indicate that a new fence was built around the school property in 1963. The society was less

⁴¹ Severinson interview.

⁴² Wayne Lubenow, “Last—and First—Rural School in Clay County to Close Doors,” *The Sunday Fargo Forum*, July 16, 1961, 6-7. Emphasis in Bang quote in original.

⁴³ In the Matter of the Dissolution of Common School District No. 324, Findings and Order, July 14, 1961. Clay County Superintendent of Schools, Subject files, Dissolution Orders, Minnesota Historical Society archives.

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active in the 1970s, but in 1982 the society undertook several major projects to rehabilitate the structure. A fundraising campaign was mounted which raised money which was matched by a grant from the Minnesota Historical Society. In 1982, a new cedar shingle roof was installed and the bell tower repaired.⁴⁴ In 1984, the crumbling stone foundation was replaced and the building was painted.⁴⁵ In 1985, work was done to the interior, including repairing the ceiling and painting throughout.⁴⁶ The exterior was repainted in 1997, and again in 2014.

Conclusion

In 1892, District No. 3 built this schoolhouse near the town of Rollag in rural Clay County. Many students were educated there over the years, taught by women who met the challenge of teaching students from eight different age groups simultaneously in one room. District No. 3 was the first rural school district in Clay County, and it was also the very last in the county to be dissolved. Of Clay County's 93 ungraded one-room rural school houses, the District No. 3 school is the only one which has survived in its original site as a school house.⁴⁷

The District No. 3 school is locally significant under Criterion A in the area of Education because it is associated with and exemplifies the efforts of local farmers to provide basic, locally controlled education for the children of their neighborhood. The school is also significant because it is associated with the efforts of farmers to resist consolidation and retain control over their own local school. The period of significance begins with the construction of the schoolhouse in 1892 and ends with the final day of school in the spring of 1961.

⁴⁴ "District 3 School Donations Mount," *Clay County Historical Society Newsletter*, July/July 1983.

⁴⁵ "Summer Busy at District 3 School," *Clay County Historical Society Newsletter*, September/October 1984.

⁴⁶ "No Tours Offered During Repairs," *Clay County Historical Society Newsletter*, May/June/July 1985.

⁴⁷ Two others are extant. There is the Morken Town Hall, formerly a rural schoolhouse, and the schoolhouse which has been moved to the Clay County fairgrounds at Barnesville.

District No. 3 School
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9. Major Bibliographical References

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Unpublished

Martens, Steve. "Rollag Woodland School, District 3." Minnesota Individual Property Inventory Form, June 12, 2021.

Martens, Steve. "Rollag Woodland Rural School, Parke Twp, School, District 3." Intensive Level II Inventory Assessment Report and NRHP Eligibility Evaluation. July 2, 2021.

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Archival

Clerks' Annual Reports to the County Superintendent, Clay County (1881-1908). Minnesota Historical Society.

Teachers' Annual Reports to the County Superintendent, Clay County (1877-1962). Minnesota Historical Society.

Visitation Records, Superintendent of Schools, Clay County (1910-1956). Minnesota Historical Society.

School District #3 Records, 1873-1987. Historical and Cultural Society of Clay County, MSS 240.

Transcripts of oral history interviews of Arlene Lee, Dora Lee, Doris Severinson, John Young, Jr., Historical and Cultural Society of Clay County.

Woodland School District #3 Reunion Booklet (1980). Historical and Cultural Society of Clay County, MSS 4.

Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____
- ☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☒ Other: Historical and Cultural Society of Clay County
Minnesota Historical Society

Historic Resources Survey Number (if assigned): CY-PRK-008

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10. Geographical Data

Acreage of Property 1

UTM References

Datum (indicated on USGS map):

☒ NAD 1927 or ☐ NAD 1983

1. Zone: 14 Easting: 712575 Northing: 5179950

Verbal Boundary Description (Describe the boundaries of the property.)

Beginning two rods due west on a point of the section line twenty-eight and one-half rods north of southeast corner of northeast quarter of Section 27, Township 138 of Range 44 west, and thence running due west 2.50 chains, thence due north 4.0 chains, thence due east 2.50 chains, and thence due south 4.0 chains to the place of beginning containing one acre.

Boundary Justification (Explain why the boundaries were selected.)

These boundaries describe the one-acre parcel historically associated with the property. When the property was sold by the school district to the Historical and Cultural Society of Clay County, an adjacent parcel directly to the north of the school property was included. This additional land, about 1/3 of an acre, has no historical connection to the schoolhouse.

11. Form Prepared By

name/title: Greg Gaut (with research assistance and input from Steve Martens, who prepared the original eligibility report)
organization: Historic Preservation Consultant
street & number: 1235 Yale Place #408
city or town: Minneapolis state: Minnesota zip code: 55403
e-mail: GregGaut@gmail.com
telephone: 612-200-9494
date: July 11, 2022

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Additional Documentation

- **A USGS map indicating property's location**
- **Site maps indicating property location and camera directions of photos**
- **Photos of property indicating present condition**

Name of Property: District No. 3 School (Rollag Woodland School)

City or Vicinity: Rollag County: Clay State: Minnesota

Photographer: Greg Gaut Date Photographed: October 2021 and January 2022

Photo #1 (MN_Clay Co._District No. 3 School_0001)
Front façade, camera facing west.

Photo #2 (MN_Clay Co._District No. 3 School_0002)
Rear façade, camera facing east.

Photo #3 (MN_Clay Co._District No. 3 School_0003)
South façade, camera facing north.

Photo #4 (MN_Clay Co._District No. 3 School_0004)
North façade, camera facing south.

Photo #5 (MN_Clay Co._District No. 3 School_0005)
Classroom with teacher's desk, piano, and door to attached shed in rear wall, camera facing west.

Photo #6 (MN_Clay Co._District No. 3 School_0006)
Classroom with entrance door in front wall, camera facing east.

Photo #7 (MN_Clay Co._District No. 3 School_0007)
Jacket stove in northwest corner of classroom, camera facing northwest.

Photo #8 (MN_Clay Co._District No. 3 School_0008)
South toilet room and wash basin alcove in attached shed, camera facing west

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Historic Photos and Site Maps

Figure 1: Photo of the log cabin that housed the District No. 3 school in its early years, taken around 1888. From the collections of the Historical and Cultural Society of Clay County.

Figure 2: The District No. 3 schoolhouse built in 1892 in a photo taken around 1910. Note that the external vestibule has not yet been added. From the collections of the HCSCC.

Figure 3: The District No. 3 schoolhouse built in 1892 in a photo taken around 1946. Note the addition of the external vestibule and the oil tank near the rear (the result of converting the wood stove to an oil burner in 1945). Photo donated by Lila Berland, a teacher, to the collection edited by Lorraine Alder Ueeck, *Memories of Woodland District #3* (Self-published, 2002), page 32.

Figure 4: The District No. 3 schoolhouse built in 1892 in a photo taken in 1961, with Clifford Bang, the last chair of the school board. From the *Fargo Forum*, Sunday Morning, July 16, 1961, page 6.

Figure 5: Group of District No. 3 students from the 1945-1946 school year posing with their skis. From Lorraine Alder Ueeck, *Memories*, page 28.

Figure 6: Group of District No. 3 boys from the 1946-1947 school year posing with their sleds. From Lorraine Alder Ueeck, *Memories*, page 31.

Figure 7: The interior of the District No. 3 schoolhouse in a 1961 photo with Doris Severinson, the last teacher, sitting at her desk. From the *Fargo Forum*, Sunday Morning, July 16, 1961, page 7.

Figure 8: Photo of the 2001 reunion of the District No. 3 School, with Agnes Aakre, who taught from 1947-1949, sitting at the teacher's desk. From Lorraine Alder Ueeck, *Memories*, page 57.

Map 1: Parke Township map from the *Standard Atlas of Clay County* (Chicago: Alden Publishing, 1909) with District No. 3 school circled in red.

Map 2: Google Earth map showing the locations of the town of Rollag, the Western Minnesota Steam Thresher Reunion Park, and the District No. 3 School.

Map 3: Google Earth map with measured drawings of the property prepared by Steve Martens. Only the lower parcel containing the school is included in this nomination. The HCSCC also owns the upper parcel which was deeded to the school district in 1950.

Map 4: Google Earth map of school property with arrows indicating camera direction of exterior photos.

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Figure 1



Figure 2

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Figure 3



**End Of
An Era:**

This one-room school in Parke Township in Clay County closed this year as the result of school reorgan-

ization. The new paint job is the only major change in the exterior since 1895. Board Chairman Clifford Bang stands near the doorway.
(Forum Photos)

Figure 4

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Back: Ronald Alder, Earl Olsen, Burnice Mayfield, Darlene Alder
Front: Marvin Spillum, Duane Haugen, Eunice Spillum, Harvey Olson, Gail Olson, Garnet Badtke, Elsie Spillum, Ruby Alder, Gwendolyn Solum
 Teacher was Arlene Erickson
 (Photo from Ruby Alder)

Figure 5

Recess Time 1946/47



Back: John Young Jr., Merlyn Haugen, Harvey Olson, Duane Haugen, Arlen Nelson, Marvin Spillum, Henry Nelson, Clifford Mayfield, Earl Olson
Front Four: Vincent Olson, Eugene Alder, Marlyn Nelson, Sanford Spillum
 (Photo from teacher Lila Berland Anderson)

Figure 6

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Last Teacher Sits At Her Desk For Last Time

Figure 7



August 2001

Back L to R: Laurence Aakre, Marilyn Nelson, James Aakre, Gail Olson, Roseileen Alder, Arlen Nelson, Robert Aakre, Nelson, Duane Hanson, Sillis Alder, Clarence Alder. **Next Row:** Dora Haugen, Bernice Anderson Ness, Eunice Haugen, Loi Alder, Adeline Spillum, Barbara Rugg, Charlotte Aakre? (hidden), Anna Herbranson, Wally (husband of Eunice Haugen), A (Erickson) Lander, Clifford Mayfield. **Front Row:** Darlene Haugen, Gloria Spillum, Lorraine Mayfield, Agnes Aakre, Mar Hauqred, Marion Shores Biorndahl, Henry Nelson, Darlene Alder, Clifford Alder.

United States Department of the Interior
National Park Service

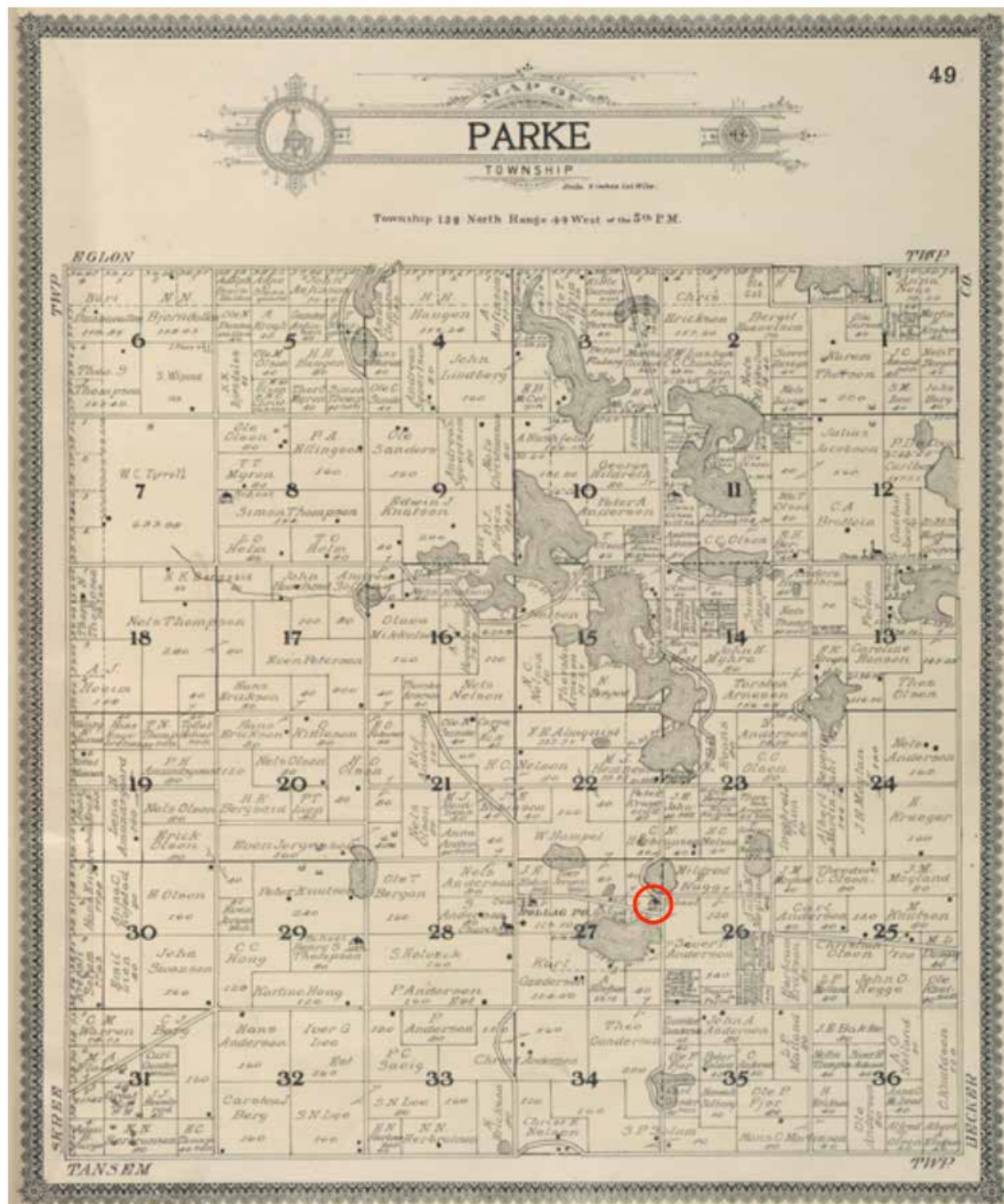
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Figure 8



Map 1

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Map 2

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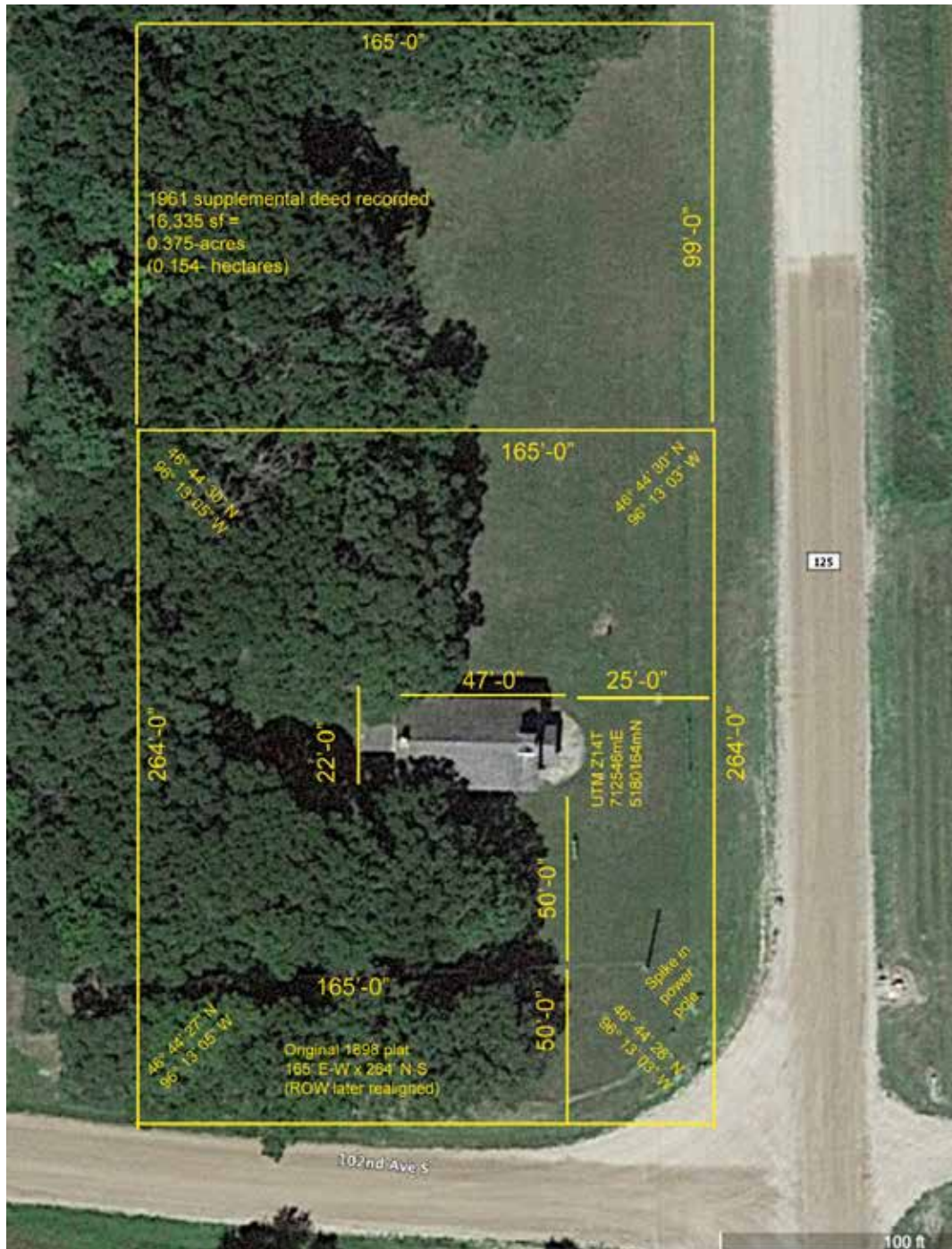
Name of Property

Clay County, Minnesota

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Map 3

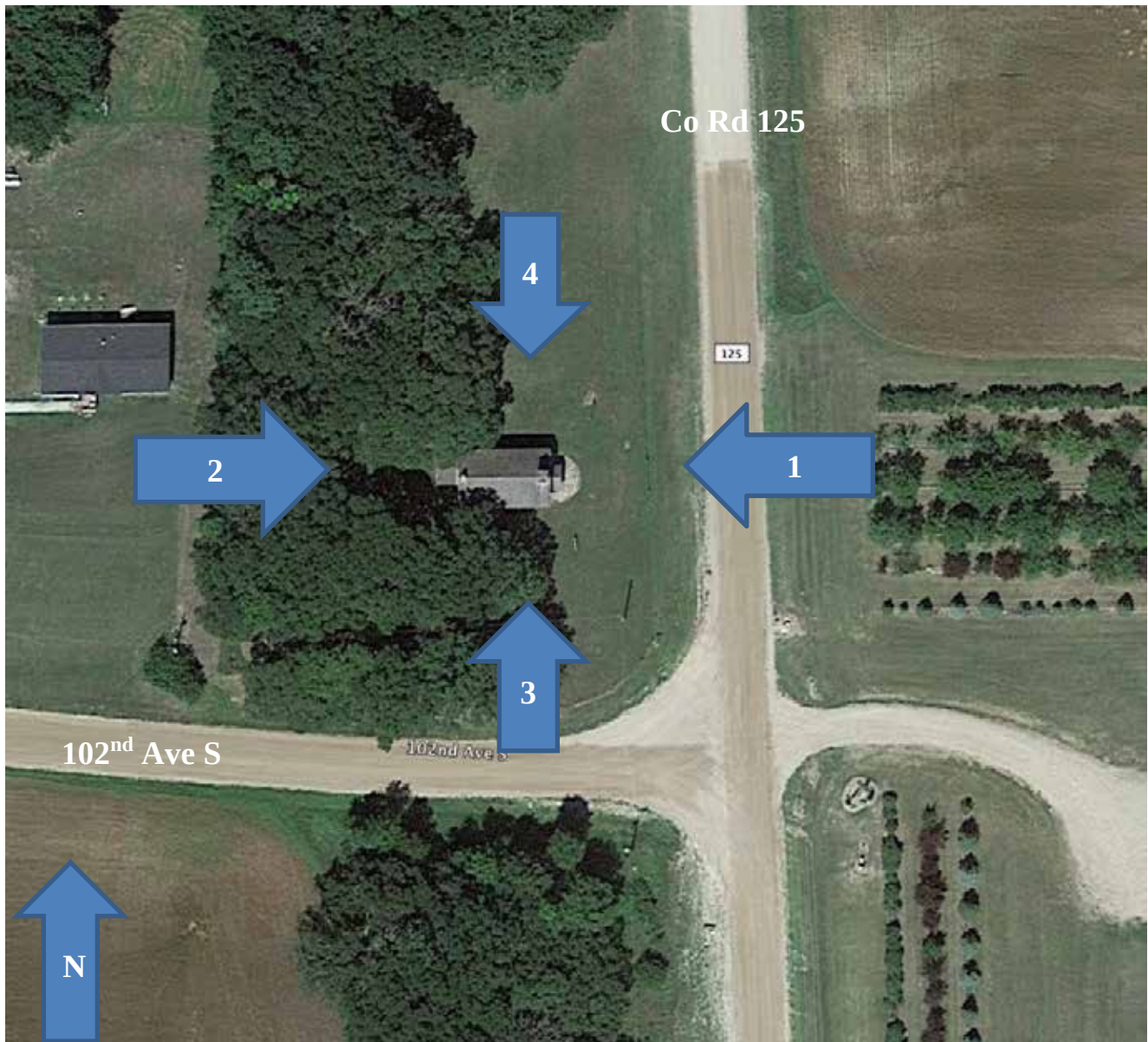
United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

District No. 3 School
Name of Property
Clay County, Minnesota
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Map 4