

NDCRS ARCHITECTURAL SITE FORM

PAGE 1

Field Code _____

SITS# 32 BL 652

SITE IDENTIFICATION

Map Quad Florence Lake Site Name Florence Lake School #3
Map Quad _____ Site Name Sterling School #2

LTL ___ TWP 144 R 76 SEC 22 QQQ 6 QQ 6 Q 6
LTL ___ TWP _____ R _____ SEC _____ QQQ _____ QQ _____ Q _____
LTL ___ TWP _____ R _____ SEC _____ QQQ _____ QQ _____ Q _____
LTL ___ TWP _____ R _____ SEC _____ QQQ _____ QQ _____ Q _____

UTM 402907 N ZONE 14N
UTM 5236216 E NAD 1927 ___ NAD 1983

Subsection:
1 = N $\frac{1}{2}$
2 = E $\frac{1}{2}$
3 = S $\frac{1}{2}$
4 = W $\frac{1}{2}$
5 = NE $\frac{1}{4}$
6 = SE $\frac{1}{4}$
7 = SW $\frac{1}{4}$
8 = NW $\frac{1}{4}$

City: _____

Street Number: _____

Street Name: _____

Urban Legal Description: _____

SITE DATA

Total # Architectural Features: 1

Fieldwork Date: 9/25/2009

Reconnaissance Survey ___ Intensive Survey

Project Title & Supervisor: _____

Report Title & Author(s): _____

Additional Information: _____

SHSND USE
Area of Significance 2 Ecozone 19 Verified Site 1 CR Type 2
Area of Significance ___ Ecozone ___ Non-Site ___
Area of Significance ___ Ecozone ___

Recorded By Lorna Meidinger Date Recorded 10/27/2009
(First Name & Last Name) (mm/dd/year)

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NDCRS ARCHITECTURAL SITE FORM
PAGE 2—Feature Data

Field Code _____ SITS# 32 BL _____
Complete one Page 2 for each architectural feature at the site.

Architectural Feature # 1

Construction Date 1909 Feature Type 9 Condition 6
Feature Date 3 Context 7 Plan Shape 5
Structural System 25 Primary Exterior 26 Style Other Style
Original Owner's Ethnicity _____ Secondary Exterior 27 Architect/Builder _____

Other Information:

Foundation concrete Stories 1
Window only one not boarded up is double hung
Roof/Cornice hip
Dating Method(s): Florence Township - Wanda Burrer

Feature Preservation Recommendation(s) (Check all that apply):

- Individual nomination
- Contributes to a potential district
- No nomination potential
- Will not contribute to a district
- Potential district—feature would be a contributing element if other properties constitute a district
- Thematic nomination potential
- Component of a historic site or landscape
- Moved (specify all applicable choices)—a) relocation occurred within a historic period; b) recreates original site, orientation, landscape, & spatial relationships; c) compatible in context with neighboring structures; d) relocation has damaged eligibility
- Historical associations require further investigation

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NDCRS ARCHITECTURAL SITE FORM
PAGE 3—Feature Data

Field Code _____ SITS# 32 BL _____

1. Feature Description, Integrity, Eligibility:

This small country school has narrow lap wood siding on the body of the building with vertical boards starting about two feet above the ground and extending up to the eave on each corner. The corner trim has additional moulding at the top to imitate a doric pilaster. The shed addition to the rear and the shed addition over the front door also have vertical trim on the corners but these extend the full height of the wall and do not have the additional moulding. Above the entrance is a steep pitched dormer supported by brackets. The dormer has a round arch over the door and is covered with wood shingles. A piece of wood extends up from the arch to give the impression of a keystone. The entrance addition has drop siding with a batten door. Above the front addition and below the arch, the original trim and "Sterling No 2" are visible.

On the east side, a section where the windows were has been covered with siding and a small opening is framed within that area (boarded over). The north end (rear) has a tall blond brick chimney extending up from just west of center and just inside the exterior wall. The shed roof addition starts at the east wall and ends approximately where the chimney line starts. The west side of the addition has a small square opening that is boarded up. A small square boarded up opening is approximately centered on the remaining portion of the main wall. The west side has one double-hung window near the south end. A wood door with three lights is the main entrance to the building and the interior has five pane wood doors.

This building was moved to Florence Lake Township in 1937-38 and has been used as a school, voting hall, and hosted parties and wedding dances. Currently it offers a heated shelter from winter storms.

This school building has unusual detailing and retains much of its integrity. It is eligible for the National Register under Criteria A for Social History and possibly under Criteria C for its unusual style.

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**NDCRS ARCHITECTURAL SITE FORM
PAGE 4—SITE DESCRIPTION**

Field Code _____
Complete one Page 4 for the entire site.

SITS# 32 BL _____

2. Owner's Contact Information:

Florence Lake Township
32100 435th Ave NE
Wing ND 58494

3. Access (to rural areas):

Go north from Wing on Highway 14 ten miles. The school sits on the northwest corner of the intersection of Hwy 14 and 422nd Ave NE.

4. Site Area (ft²): _____ 87,120 _____

5. Site Description:

Agricultural fields can be seen in all directions from the building but the closest buildings are about one mile away. A tree row lines the field north of the school property and utility poles are along the road.

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(First Name & Last Name) (mm/dd/year)

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**NDCRS ARCHITECTURAL SITE FORM
PAGE 5—SITE DESCRIPTION**

Field Code _____ SITS# 32 BL _____

6. Summary of All Site Features & Evaluation of Site Significance:

The schoolhouse is the only building on the site. A tree row to the rear separates it from the agricultural fields but is not on the school property. The introduction of power lines and the improvement of roads do not compromise the building's integrity.

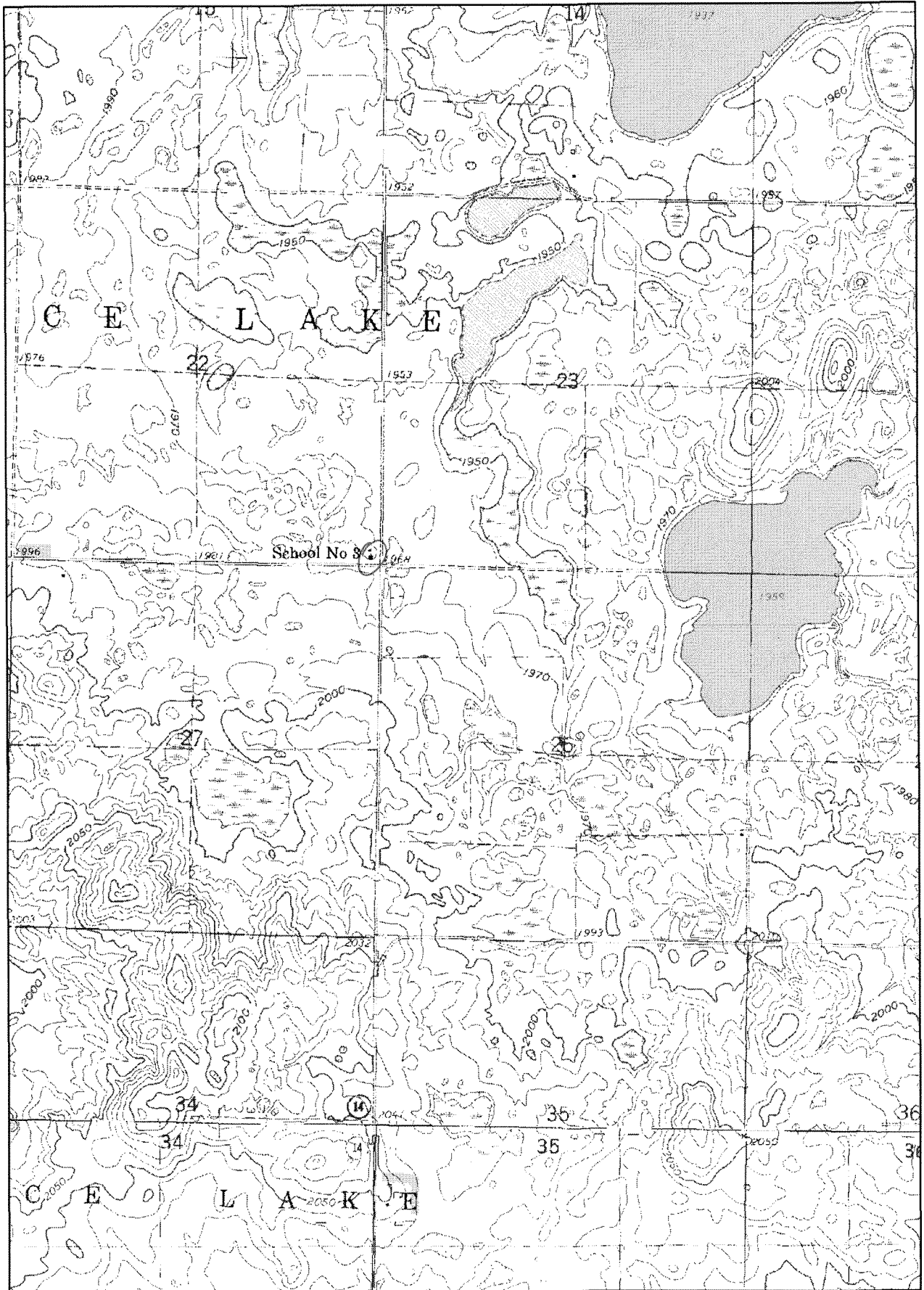
7. References/Comments:

Wanda Burrer, Nomination Questionnaire, received 23 July 2009.

Kara Burrer, photographs, 20 July 2009.

Recorded By Lorna Meidinger **Date Recorded** 10/27/2009
(First Name & Last Name) (mm/dd/year)

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NDCRS SITE FORM ATTACHMENTS SECTION

Field Code

SITS# 32

1 name



north
end



west
side

2009
ear)

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NDCRS SITE FORM ATTACHMENTS SECTION

Field Code

SITS# 32 BL

C
al

name



*South
southeast*



Southwest

R

2009
(ar)

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NDCRS SITE FORM ATTACHMENTS SECTION

Field Code

SITS# 32 BL

C
a

name



*South
end*



*east
side*

(2009
ear)

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**United States Department of the Interior
National Park Service**

National Register of Historic Places Continuation Sheet

Section number _____ Page _____

Name of Property

County and State

Name of multiple property listing (if applicable)

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 11000786

Property Name: Florence Lake School No. 3

County: Burleigh State: North Dakota

Multiple Property Name:

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

Signature of the Keeper

November 1, 2011 _____
Date of Action

Amended Items in Nomination:

Section 6: Historic Functions

The functions and subfunctions for "Civic" and "Social" are, hereby, dropped because they relate to uses of the building after the period of significance ended in 1961.

Section 8: Significance

An additional Period of Significance, "1917" is, hereby, entered to correspond to the date of construction which is the basis of its architectural significance. "1980" is, hereby, dropped as a significant date because it lies outside the period of significance. "Ethnic Heritage" is, hereby, dropped as an Area of Significance because the nomination does not provide a context for local German-Russian settlement, nor does it discuss how the school reflects the contributions of this ethnic group to local history.

The North Dakota SHPO Office has been notified of this amendment.

DISTRIBUTION:

National Register property file

Nominating Authority (without nomination attachment)

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Florence Lake School No. 3
other names/site number Sterling School No. 2, 32BL652

2. Location

street & number 10 miles north of Wing off Highway 14 north of Bismarck

x

 not for publication
city or town Wing vicinity
state North Dakota code ND county Burleigh code 015 zip code 58494

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this x 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 x 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 x local

Merlan E. Paaverud, Jr. 9-23-11
Signature of certifying official – Merlan E. Paaverud, Jr. Date

State Historic Preservation Officer
Title 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

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

Florence Lake School No. 3
Name of Property

Burleigh, North Dakota
County and State

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

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

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

N/A

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions
(Enter categories from instructions.)

- Education (School)
- Civic (Voting Hall)
- Social (Dances, Plays and Weddings)

Current Functions
(Enter categories from instructions.)

- Vacant/Not in Use
- Other (place for Emergency shelter from Weather)

7. Description

Architectural Classification
(Enter categories from instructions.)

Late 19th and Early 20th Century American
Movement

Materials
(Enter categories from instructions.)

foundation: Concrete
walls: 4" lap wood siding with vertical boards
drop siding
roof: Wood (on entry) and asphalt
other: Decorative corner trim boards (pilasters)
Glass windows

Florence Lake School No. 3

Burleigh, North Dakota

Name of Property

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Constructed in 1917, the Florence Lake School No. 3 is located nine miles north of Wing, North Dakota, along State Highway 14. It is the only remaining building on the two-acre parcel. The architectural classification is: a simple vernacular hip-roofed box, with Neoclassical and Gothic Revival architectural embellishments. The eaves overhang 30-inches. Primarily clad in narrow wood lap siding, the façade corners are capped with decorative corner trim boards, embellished with built-up decorative "caps" to simulate a column. The secondary exterior cladding material is a drop siding cladding on the entrance vestibule. Asphalt shingles cover most of the roof. Wood shingles clad the primary entrance area. The entrance to the building faces south, and single windows are placed on the east and west facades of the schoolhouse. A small shed-roofed dependency is found at the rear.

Narrative Description

Constructed in the era of the late 19th and early 20th century American Movement, the Florence Lake No.3 schoolhouse is a 35' by 20' one-story rectangular building that sits upon a concrete foundation. Clad in 4" vertical wood lap boards, the siding begins two feet above the ground and extends up to the eave on each corner.

Evaluation of the other remaining school houses in the state demonstrates a consistent rectangular building plan, a gabled roof, and a small vestibule to mark the primary entrance. These structures are void of embellishments. Conversely, this school house demonstrates a higher level of architectural aspiration. A notable feature is a decorative keystone bracket that splits the dormer. The steeply pitched dormer extends from a hip roof and is clad with shingle siding. It is supported by two wooden brackets. The primary enhancing component is four corner-trim pilasters that case the edges of the rectangular portion of the building mass. These columns are long rectangles with a decoratively built up capital trim at the top to imitate a floating column.

Distinguishing aesthetic architectural features adorn the front vestibule (facing south). A rounded arch is cut out of the lower portion of the vestibule dormer that is edged in narrow wood trim and painted white. A small window placed above the wooden batten door supplies interior top lighting and ventilation. It is the main entrance to the building. Originally, throughout the historic period of the school's operation, the east side had four large windows. A uniform rectangular break in the wood siding indicates their locations. This large expanse of glazing for ventilation and natural lighting were characteristic of this property; however, the historic windows were boarded up. A lone centrally placed 1/1 double-hung window is now the only window on the east wall. The west wall has its original 1/1 double-hung window. A small, square, boarded up window-opening is located on the north façade.

From one entrance of the main building a hallway that is 5' wide and 13' long runs along the south wall to the right towards the east wall. The end of the hallway turns left (north) into the main room which measures approximately 20' by 24'. There is a small amount of fenestration as one double-hung window is located on the east wall. In addition to the main room, there is a coal room and a library. The coal room is located on the northeast corner of the building and measures 6' by 12'. The library is located on the southwest corner and measures 5' by 6'. The library has a single-hung window on the west wall. All of these features are original. The interior has five panel wood doors. The original heating system was a freestanding, cast iron coal stove, this was replaced by a forced-air fuel stove. Eventually electric "resistance" heat became the primary source. The tall blond brick chimney still remains. It is located at the north-end (rear) of the schoolhouse and extends up from just west of center inside the exterior wall. The shed roof portion starts at the east wall and ends approximately where the chimney line starts.

The school yard consists of two acres of land. The edge is presently defined by cropland to the north and west. The northern border is a row of trees (shelter-belt) roughly 200 yards from the school house. A band of prairie grasses currently surrounds the building. The east boundary of the property is marked by Highway 14 and the south by a township road. The grasses around the building and adjacent ditch areas are swathed and baled for hay. A horse barn once existed, but burned in 1945 and two outhouses collapsed due to their deteriorating condition. The schoolhouse is the only remaining building on the property.

Florence Lake School No. 3
Name of Property

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Since 1961, the building has not been used for school functions. Minor repairs have been made including wall paneling and floor tile. The east side had four windows, each measuring 46" by 72". These windows have been replaced by a lone 32" by 46" double hung window. On the north side, two 28" by 28" windows have been boarded up. Currently the roofing material consists of asphalt shingles. Originally the roof was covered with wooden shingles. In the 1980s, the building was color was changed to red from its original white color. Because of its more recent use as a voting station, the structure and materials are in generally good condition. There is weathering and decay of the notable eave and wood frame features on the vestibule. The paint on the wood siding has worn off, but retains its integrity. The asphalt shingles have begun to crumble on the southeast corner and along the lower east and north edges, leaving the interior roof structure susceptible to water damage. Maintenance is critical at this juncture. With most of the original qualities and materials intact, the local township community has the opportunity to maintain and enhance its architectural integrity without the need for major rehabilitation.

Most one-room schools in North Dakota have been demolished or converted to other uses. Many others are deteriorating and on the verge of collapse due to weathering and neglect. The preservation of the rural schoolhouses that still retain integrity of materiality, aesthetics, and site are imperative. Despite the vernacular nature of the historically documented schools, this school has retained its construction materials used to achieve notable aesthetic characteristics. Because the materials used to construct the school were brought to the original building site by railroad, style could be just as important as educational function. In constructing the Florence Lake School, overt expression of architecture received as much attention as the functionality of this simple building. This emphasis on high-style motifs is the unexpected, yet significant, component for this rural school that served an immigrant and homesteading population.

Florence Lake School No. 3
Name of Property

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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.)

Property is:

- 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.

Areas of Significance

(Enter categories from instructions.)

- Architecture
- Education
- Social History
- Ethnic Heritage (German-Russian Immigrants)

Period of Significance

1937-1961

Significant Dates

- 1917
- 1937
- 1961, 1980

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

N/A

Florence Lake School No. 3

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Period of Significance (justification)

The historical significance of Florence Lake School No. 3 lasted from 1937 to 1961 at its current Florence Lake Township site. Throughout this time, a wide pattern of historical events associated with German-Russian immigration, rural settlement, farm life, and changing patterns of American education transpired. Its primary undertaking provided an education for those living in remote areas, directly contributing to the rural public school system and social history of Burleigh County and the state of North Dakota (Criterion A). In extension, its unique architectural characteristics represent elements not commonly observed on other existing country school houses across North Dakota that were built during this period (Criterion C).

Criteria Considerations (explanation, if necessary)

To address Criterion Consideration B (removed from its original location): The school was removed from its original location; however it is in its historic location. The Florence Lake School was originally built in Sterling Township in Burleigh County in 1917 under the name, Sterling No. 2. Due to declining enrollment in this township, the school closed in 1927. The building was unused until 1937 when the Florence Lake Township purchased the schoolhouse after their building was destroyed by fire. Due to the financial struggles of the Great Depression Era it was easier and faster for the township to relocate an existing building instead of constructing a new school house. For these reasons, Sterling School No. 2 was moved 22 miles north of Sterling to its present location, roughly one mile north from the original location of the destroyed Florence Lake School. This placement was chosen as it would better serve the nearby families by reducing the length of daily travel for the students. The replacement of the destroyed school house was swift, thereby demonstrating the importance of education for the Florence Lake Township. Moreover, rural citizens typically believed that their community lacked legitimacy without a school to educate their children (Gulliford, pg. 160).

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

Designed as a simple vernacular hip-roofed box, with Neoclassical and Gothic Revival architectural embellishments, the origins of the Florence Lake School began in the Sterling Township as Sterling School No. 2 (also known as the Skinner School) (Stolz, and Malsam 9-10). In its 44 years as a venue for rural education the context of this school directly influenced the cultural and language assimilation of German-Russian immigrant children, thereby meeting the requirements of National Register Criterion A as being a contributing factor to the rural public school system and social history of Burleigh County and the state of North Dakota. Criterion C is also applicable as the schoolhouse is constructed with distinctive architectural features. In extension, its unique architectural characteristics represent elements not commonly observed on other existing country school houses across North Dakota that were built during this time frame. Its appliqué embellishments reflect a high-style design aspiration on an otherwise modest vernacular building. They portray characteristics commonly associated with the styles of country school houses as well as traits that are distinct to this particular structure. It sufficiently represents a period of time that Fred E. H. Schroeder describes in his text (written for the National Trust for Historic Preservation) *America's Country Schools* as a, "[representation] of simpler times, surer values, clearer dedication and homely virtue" (Schroeder, pg. 7). To that end, the Florence Lake Schoolhouse design displays architectural features related to cultural influence and use of local resources for its construction.

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

Little documentation of the original school house site exists. Built in Sterling Township in Burleigh County North Dakota (1917), the estimated cost of materials for the schoolhouse was \$1500.00. Records indicate that there was a large turnover of teachers. This resulted in the organization of the school year in two separate terms; one in the spring and another in the fall. The Sterling (rural) School No. 2 closed in 1927, when the students were transferred to attend school in the nearby town of Sterling. From 1927 until 1937, the doors remained closed.

The period of significance begins with the relocation of the school 22 miles north to Florence Lake Township in 1937. The reason for the purchase and relocation of the schoolhouse was necessitated because of a fire that destroyed the previous schoolhouse in the township in early 1937. Its prompt replacement indicates the importance of education and settlement legitimacy for this farm and ranch community. The replacement school was not placed in the original location in the township, instead it was placed one mile north of the location of the burnt structure. Farmstead and pupil proximity is listed as being the primary reason for the site change. Moving this school building from one location to another maintained its relevance for rural education. The ability to move small buildings ensured that they could continue to be used as an

Florence Lake School No. 3

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important, pragmatic value in rural communities. As school-aged population fluctuated, school houses were commonly moved to serve the optimal number of school children. Interestingly, the name placard placed above the primary entrance has maintained its initial title as "Sterling No. 2". The township could have updated the name, but for reasons unknown the original name has remained despite its relocation. Because of this, a direct link from the origins of the school house to its current location remains.

The first teacher for the schoolhouse at Florence Lake School No. 3 in the fall of 1937 was Mary Alice McCloskey. According to the Morton/Burleigh Superintendent of Schools, three families began class with her at that time. On a typical school day, students arrived by foot, horseback, bicycle, tractor, or in a car (such as a Model A Ford). Class was called to session by the teacher ringing a hand bell at 9:00 am with dismissal at 4:00 pm. Annie-I-Over and softball are documented as playground favorites for the students during recess time. Students brought their lunches in buckets although there were government supplements provided such as fruit, milk, soup, and potatoes. Water was not readily available on site so students and teachers brought what they needed. When washing their hands, everyone shared one basin of water each day.

Records show that most teachers served for one school year, but some served two or three years. Most were unmarried, young women who, after about a year or two of teaching, were married and started a family of their own which kept them at home. Typically, the teachers were young ladies who completed school beyond the eighth grade and were certified by attending a six-week summer school. Most in the area received their teaching certificates from Valley City Normal School (ND). In the late 1930s the average salary was about \$50 a month but by the early 1950s the average salary advanced to \$185 a month. Along with teaching the daily schedule, keeping the register, or preparing for a special day, teachers were also the janitor, school nurse, and the distributor of any government food supplements. As the teacher was in charge of kindling a fire, they were the first to arrive and the last to leave. Their endurance is further demonstrated as some traveled as far as five miles by horseback through extreme weather conditions, often having to spend the night at the schoolhouse.

The significance of rural education in general has been previously discussed in two schoolhouses listed in the National Register from the state of North Dakota.ⁱ The availability of an education to children of all farm families was directly influenced by the effective support and management of the public school system. The duality of civic involvement and commitment to nearby homesteads ultimately benefited the agricultural development of the area (Hoff Rural School, Pg. 4).

The rural schools depended upon a considerable contribution of time through the volunteerism of members of the community... The school boards themselves were composed of unpaid volunteers. Those board members set the taxes, bought the textbooks and instructional supplies, paid the teachers, and ordered coal and wood. Often they performed the routine maintenance of the buildings and grounds. At their best they were solid supporters of the educational system. At their worst, they were stingy and backward. More often they were the former.ⁱⁱ

Throughout its history, the Florence Lake schoolhouse served approximately 51 nearby families. When the school closed in the spring of 1961, children from six families were being taught by Ms. Helen Witt. After approximately 45 years of service, it closed due to the consolidation of most one-room schoolhouses in the area. The remaining students and Ms. Witt were transferred to the nearby community of Wing a few miles to the south. The consolidation was enacted to enable students to attend a facility that could provide specialized teachers, indoor plumbing, and hot lunches. The process of consolidation was influenced by educational journals and popular literature. These texts contested the physical environment of rural schoolhouses, labeling them as structures that generally lacked efficient heating, adequate ventilation, acoustics and facilities for sanitation.ⁱⁱⁱ

Perceptions of American country schools are clouded by two contradictory myths. One is that country schools are the poor stepchildren of American education – primitive buildings where, under intolerable conditions, young, inexperienced teachers try to instill in their students a modicum of knowledge. Another is the myth of the little red schoolhouse pleasantly situated beneath shade trees and full of bright young students eager to learn their lessons and please their teacher. Neither view is wholly true nor

ⁱ The state of North Dakota has yet to assemble a context study on the impacts of rural education. For this reason, two North Dakota school houses listed on the National Register will be cited to place the Florence Lake School No. 3 into the rural educational context.

ⁱⁱ Leight, Robert L., 1999; pp.5.

ⁱⁱⁱ An early example of popularized written piece advocating certain standardized features in the architectural design of rural schools is reproduced in Guilford's *Country School Legacy*, pg. 13. The primitive aspects of rural school houses were also discussed in the text, *Rural Life and the Rural School* by Joseph Kennedy, pg. 28-37. (1915).

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wholly false. In some country schools, discipline was lax and learning incidental, but other schools were orderly, efficient and staunchly supported by the community, offering children an opportunity for education that few of their parents had enjoyed.^{iv}

Doug Hertz (a former student of the Florence Lake School) described the reason for consolidation as one that was driven by current events in 1961. He stated that, "Back at that time the rural population was starting to shrink a bit, families weren't as big as they used to be". The decline in enrollment directly influenced the economics of operating school houses; the students were already being bused to Florence Lake School, so adding a few more miles to their route to Wing was not a consideration. Additionally, Hertz explained that at the consolidated school, students had more opportunities to be involved in sports and music.

Despite the modern benefits, consolidation instigated a fundamental shift in the origins of a rural education. In the text *Born in the Country; A History of Rural America*, author David B. Danbom stressed that the social benefits of the one-room school house operated at a capacity beyond an educational agency – as an expression of identity.^v As a social construct, rural schools became a vernacular institution that played a major role for immigrants, settlers, and homesteaders as they were assimilated into American culture. It predominately served as a place of language immersion in which the students learned to speak English as many of their immigrant parents could only speak their native language.

Rural schools have traditionally been tightly linked to their communities. In earlier years, the process of schooling reflected local values, local mores, local ways of being in the world. Well into this century, rural places had their own ways.^{vi}

When asked about the quality of education received, Hertz recalled that as a student he and his classmates had a considerable amount of attention from their teacher Ms. Witt. He said that, "Everybody got the same amount of attention, even if you did not want it, you got it... [Ms. Witt] taught us year after year (for three years) and because of it we became more like her children than students – she mothered us". For this reason, the need for discipline was rare. School was also competitive, as he and 'the neighbor kid' continually tried to outdo each other (as did everyone else). Hertz went on to explain that because of the friendly competition, he and his classmates were better prepared for high school than their counterparts were. During the annual academic competition days held at the consolidation school in Wing, the kids from the Florence Lake School won everything against the town kids. "Maybe we were just smarter than [the town kids] were", he said.

The diligent involvement of the families surrounding the Florence Lake School No.3 ensured the cleanliness and maintenance of the structure during its use. Their commitment and participation is evident in their investment of time and resources to ensure that their children would receive an education afforded to them with their American citizenship. Participation benefited the parents of these school children in a culturally and politically fundamental way. Wayne E. Fuller describes this in his text, *The Old Country School: The Story of Rural Education in the Middle West* when he states:

They [the citizen-participatory rural school boards] were invaluable laboratories of democracy in which rural Americans learned the importance of their vote, how to make laws, and how to govern themselves. Here many Americans learned parliamentary procedures – how to make motions, how to reconsider action already taken, and how to support their motions with arguments. They wrestled with such intricacies as bond issues, taxes and contingency funds, and if they had greater confidence in democracy than other groups of Americans, it was because democracy was no abstraction to them. In their school districts they learned that their vote made a difference, they could change what they did not like, and that democracy actually worked.

Beyond all this, the little independent school districts made it possible for the government and parents to cooperate in the education of children, yet gave the parents almost complete control of that education in ways that would be virtually incomprehensible to later generations.^{vii}

The impact of the school has endured as many of the local residents have ancestors (original homesteaders to the area) still living in the immediate area. Interviewee Doug Hertz's parents were school board members; his mother was the clerk. With his father born in 1917 and his mother in 1926, the educational environment was much different during their formative years. Hertz asserted that during the depression years, families found school to be of the utmost importance as education was seen as the way to ensure personal financial stability. He said that, "Anytime you do anything, if you have a good foundation, things are easier for you. Having a one-on-one instruction demonstrated that the parents cared about in our education instead of using the school room as an institutional babysitter as the current system promotes". For Hertz, he

^{iv} Gulliford, 1995. P.35.

^v Danbom, David B., 1995; pp. 170-172.

^{vi} See Sherman, William and Playford Thorson. *Plains Folk: North Dakota's Ethnic History*, pp. 190-213.

^{vii} Fuller, Wayne E. (1982): p.45.

Florence Lake School No. 3
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was given an educational utopia. Even after the consolidation of the area country schools the parents continued to serve as civic leaders at the school in Wing.

One-room schoolhouses have made a mark on American history. Many, if not all, rural children at the time would not have had an education without one-room schoolhouses such as Florence Lake School No. 3. The schoolhouses were a way to provide education and inculcate diverse immigrant ethnicities into the dominant Anglo-American, cultural sentiments. Although this building may no longer be useable as an educational facility, it remains a wonderful repository for memories and a spot on the timeline of American history. Local ownership has retained its sense of community as many local residents feel the schoolhouse is a landmark in a beautiful rolling hills landscape. For the residents, the school serves as a landmark. If one wants to give directions to their house people ask, "How far north are you from the school?" It is also admirable that this schoolhouse is in relatively good condition given the fact that old country schools in rural locations are vulnerable to vandalism; however this school has escaped damage.

Since its closure in 1961, the schoolhouse was used as a community center. This worked well because the school building had been placed in a strategic location to facilitate an easy walk for children. It became a convenient site at which parents and other adults in the area could gather for dances, community plays, and weddings. As a town hall, it served the people as a place to solve district school matters, express political ideas, and take care of local problems. In addition, local, state, and national voting took place in the school house until 1990. Defining the social life of rural areas, it symbolized community pride in which distant neighbors could gather for companionship in the sparsely populated landscape. It is a beacon to the rural community, much like a courthouse in a county seat. Currently, the Florence Lake Township Board has chosen to leave the schoolhouse unlocked in case of winter weather emergencies for travelers.

The Florence Lake School No. 3 has unique architectural features. It receives exposure because of its prominent location near a well-traveled State Highway (Highway 14). Out-of-state travelers often stop to take pictures of the schoolhouse and many have taken the time and interest to look inside. Additionally, the Florence Lake School No. 3 has received national recognition with photo submissions to the Smithsonian Institute and a photograph in the book *One Room School House* by Paul Rocheleau. It is certainly one of the few schoolhouses in the area that can be salvaged and preserved.

Developmental history/additional historic context information (if appropriate)

9. Major Bibliographical References

Florence Lake School No. 3
Name of Property

Burleigh, North Dakota
County and State

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Bouche, Mary Alice (former teacher at Florence Lake School No. 3). Interview by co- author, Wanda Burrer. 17 October 2009.

Gulliford, Andrew. *America's Country Schools*. Washington D.C.: The Preservation Press, 1991.

Height, Joseph S. *Paradise on the Steppe: A Cultural History of the Kutschurgan, Beresan, and Liebental Colonists*. Bismarck ND. North Dakota Historical Society of Germans from Russia. 1973.

Henke, Warren A and Everett C Albers. *The Legacy of North Dakota's Country Schools*. First Edition. Bismarck: The North Dakota Humanitie's Council, Inc., 1998.

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Morton/Burleigh County State of North Dakota Superintendent of Schools. Information provided to co- author, Wanda Burrer by Bertha Palen.

Seelye, Lois (former teacher at Florence Lake School No. 3). Interview by co-author, Wanda Burrer. 6 September 2009).

Sherman, William C and Thorson, Playford V. *Plains Fold: North Dakota's Ethnic History*. Fargo ND. North Dakota Institute for Regional Studies at North Dakota State University in Cooperation with the North Dakota Humanities Council and the University of North Dakota. 1988.

Sterling Centennial. 1982 ("Sterling Centennial" 70-72).

Stolz, Edna and Mary Malsam. *Sterling North Dakota 125th Year*. 2007. (Stolz, and Malsam 9-10).

Vollmer, Verna (former student and teacher at Florence Lake School No. 3). Interview by author, Wanda Burrer. 4 September 2009, 21 September 2009, 3 October 2009, 17 October 2009.

Wesley, Edgar B. *NEA: The First Hundred Years*. New York: Harper & Brothers, 1957.

Danbom, David B. *Born in the Country; A History of Rural America*. Baltimore MD. The Johns Hopkins University Press, 1995.

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

Name of repository: _____

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property 2

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>14</u>	<u>402907</u>	<u>5236216</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

Starting at a point 33 feet north and 66 feet west of the southeast corner of section 22, township 144 and range 76. The boundary then goes north 297 feet, west 264 feet, south 297 feet and east 264 feet back to the origin.

Boundary Justification (Explain why the boundaries were selected.)

This is the property boundary that has maintained association with the school site since the placement of the schoolhouse on the property in 1937.

11. Form Prepared By

name/title Alicia Liebel/Architectural Preservation Intern

organization State Historical Society of North Dakota date July 12, 2011

street & number 612 East Boulevard Avenue telephone 701-328-2666

city or town Bismarck state ND zip code 58505

e-mail Alicia.Liebel@gmail.com

name/title Wanda Burrer, Treasurer/Secretary

organization Florence Lake Township date August 22, 2009

street & number 32100 435th Ave NE telephone 701-943-2610

city or town Wing state ND zip code 58494

e-mail dwburrer@hotmail.com

Additional Documentation

Submit the following items with the completed form:

Florence Lake School No. 3
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- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Florence Lake School No. 3
City or Vicinity: Wing
County: Burleigh State: North Dakota
Photographer: Kara Burrer
Date Photographed: July 2009

Description of Photograph(s) and number:

- 1 of 6 south elevation
- 2 of 6 west elevation
- 3 of 6 north elevation
- 4 of 6 east elevation
- 5 of 6 schoolhouse and surrounding area from the south east
- 6 of 6 schoolhouse and surrounding area from the south west

Property Owner:

name Florence Lake Township
street & number c/o Wanda Burrer, 32100 435th Ave NE telephone 701-943-2610
city or town Wing state ND zip code 58594

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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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

Number of Resources within Property
 (Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

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

N/A

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

- Education (School)
- Civic (Voting Hall)
- Social (Dances, Plays and Weddings)

Current Functions
 (Enter categories from instructions.)

- Vacant/Not in Use
- Other (place for Emergency shelter from Weather)

7. Description

Architectural Classification
 (Enter categories from instructions.)

Late 19th and Early 20th Century American
 Movement

Materials
 (Enter categories from instructions.)

foundation: Concrete
 walls: 4" lap wood siding with vertical boards
 drop siding
 roof: Wood (on entry) and asphalt
 other: Decorative corner trim boards (pilasters)
 Glass windows

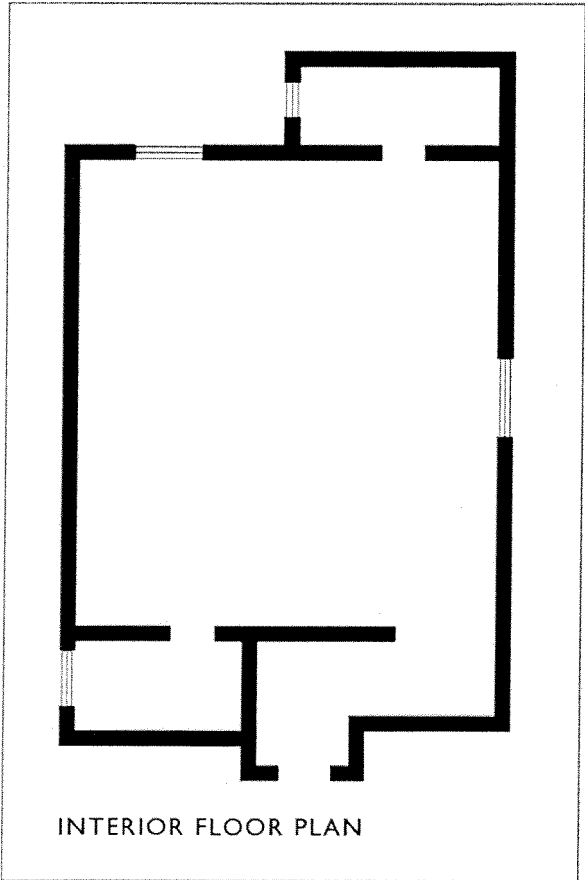
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

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Section number Additional Documentation

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HIGHWAY 14

422nd AVE NE

SITE MAP

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National Park Service

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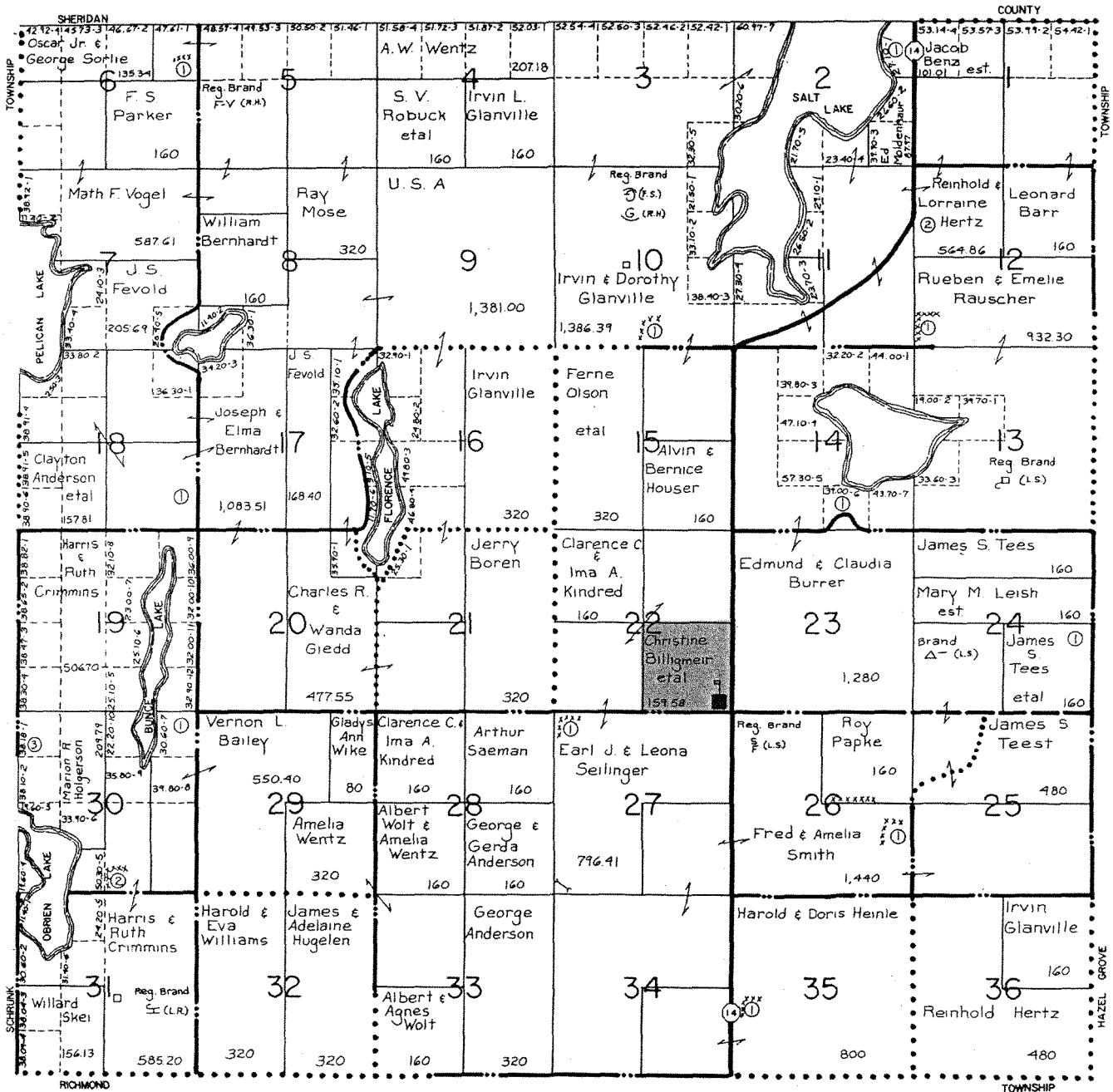
Section number Additional Documentation Page 14

FLORENCE LAKE

TOWNSHIP 144 N

RANGE 76 W

CODE FL

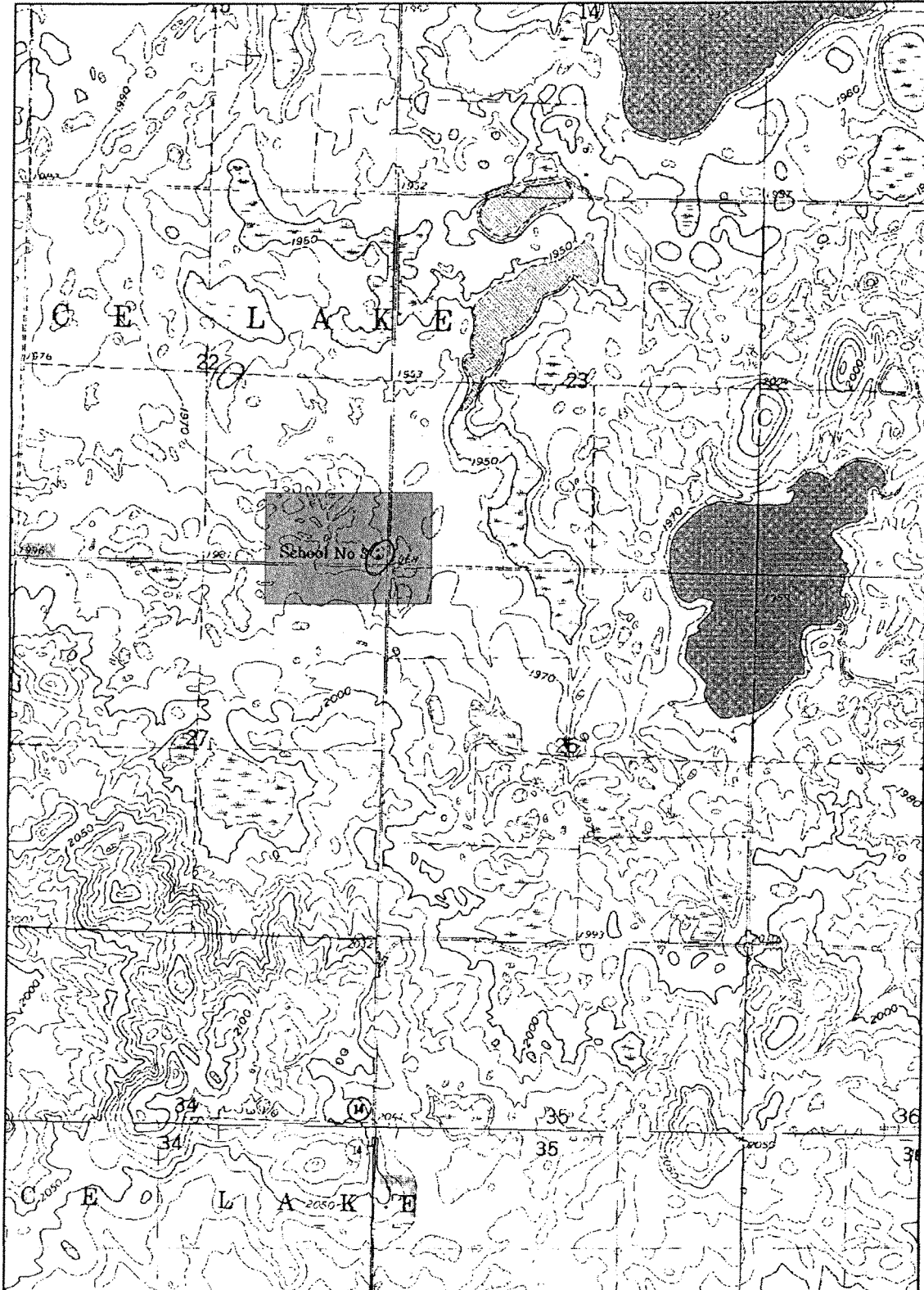


United States Department of the Interior
National Park Service

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STERLING SCHOOL NO. 2



Sterling School No. 2



STERLING No 9









STERLING NO 9



STERLING NO 2