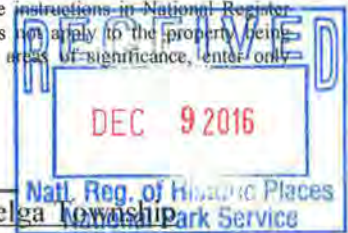


United States Department of the Interior
National Park Service

56-565

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.



1. Name of Property

Historic name: Consolidated School District No. 22

Other names/site number: Nary School, Nary Consolidated School, Helga Township Community Center

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: 25895 County Rd. 9

City or town: Helga Township State: MN County: Hubbard 057

Not For Publication: n/a

Vicinity: x

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

 12.1.16

Signature of certifying official/Title: Amy Spong, Deputy SHPO, MNHS 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

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

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

1/24/17
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

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

SOCIAL/meeting hall

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

Prairie School

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: CONCRETE

Walls: STUCCO

Roof: ASPHALT

Other: METAL/iron; BRICK

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

Consolidated School District No. 22 consists of one contributing resource, a two-story 70' x 50' structure designed and built in 1918. The first floor contains three classrooms and restroom facilities symmetrically arranged around a central hallway and staircase leading to the second floor. The second floor has two classrooms on the west side and on the east side as well as an assembly hall with a stage at one end. Interior treatments include plaster walls and tin ceilings, with 2 ½ inch maple flooring. Exterior walls are stucco, with an asphalt shingle roof. The school sits on a 2 ½ acre site about 375 feet east of the former town site of Nary, which currently consists of a single private residence. There have been some, mostly reversible, alterations of the first floor interiors. The second floor has lost the walls forming the office and library but is otherwise mostly intact. The most serious alteration of the property has been the removal and/or replacement of the large double-hung, check-rail windows. In spite of this, Consolidated School District No. 22 does retain its historic integrity.

Narrative Description

(see continuation sheets)

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

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

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

Areas of Significance
(Enter categories from instructions.)

EDUCATION

Period of Significance

1918-1966

Significant Dates

N/A

Significant Person
(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Foss & Foss Architects, St. Cloud MN
Larson Brothers Contractors and Builders, Starbuck MN

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

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.)

Consolidated School District No. 22 is significant under National Register Criterion A, “for association with events that have made a significant contribution to broad patterns of our history” in the area of Education. Consolidation of schools in Minnesota from small, scattered one-room schools into larger schools that served the needs of more children over a larger geographical area was an important trend in the development of Minnesota’s education system. Consolidated School District No. 22 is a distinctive example of a rural consolidated school designed and built in the early twentieth century as a single unit to accommodate consolidation.

The period of significance for Consolidated School District No. 22 begins in 1918, the year of its construction, and ends in 1966. The school continued to serve all grades until 1969 when the district was consolidated with nearby Bemidji. The school continued to function as an elementary school, grades 1-6, until 1972.

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

(See continuation sheets)

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

9. Major Bibliographical References

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

(see continuation sheets)

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: Minnesota Historical Society, Helga Township Community Center, Hubbard County Historical Society, Hubbard County Courthouse

Historic Resources Survey Number (if assigned): HB-HEL-001

10. Geographical Data

Acreage of Property .08

Use either the UTM system or latitude/longitude coordinates

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

1. Zone: 15

Easting: 362386

Northing: 5247497

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

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

Consolidated School District No. 22 is a 50' x 70' structure whose northwest corner is located 510 ft. east of County Road 36 centerline, and 100 ft. south of County Road 9 centerline. Boundaries are indicated on the accompanying base map (Additional Documentation, Page 1).

Boundary Justification (Explain why the boundaries were selected.)

This is the historic location of the school. Boundaries encompass the school building but do not include land historically used as a school yard due to loss of integrity.

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

11. Form Prepared By

name/title: Andrea LeVasseur
organization: N/A
street & number: 1516 First St. E
city or town: Bemidji state: MN zip code: 56601
e-mail: alevas@midco.net
telephone: 218-751-8789 home, 218-308-0201 cell
date: September 6, 2016

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Consolidated School District No. 22

City or Vicinity: Helga Township

County: Hubbard

State: MN

Photographer: Andrea LeVasseur

Date Photographed: May 2, 2013, March 2015, and September 2016

Location of original digital files: MN SHPO and the author have copies of photos.

Description of Photograph(s) and number:

Photo #1 (MN, Hubbard County, Consolidated School District No. 22, Image 0001)
Exterior, west side

Photo #2 (MN, Hubbard County, Consolidated School District No. 22, Image 0002)
Exterior, south side

Photo #3 (MN, Hubbard County, Consolidated School District No. 22, Image 0003)
Exterior, north side

Photo #4 (MN, Hubbard County, Consolidated School District No. 22, Image 0004)
Exterior, east side

Photo #5 (MN, Hubbard County, Consolidated School District No. 22, Image 0005)
Entrance, interior hallway facing west

Photo #6 (MN, Hubbard County, Consolidated School District No. 22, Image 0006)
Classroom #101 facing south

Photo #7 (MN, Hubbard County, Consolidated School District No. 22, Image 0007)
Classroom #109 facing west

Photo #8 (MN, Hubbard County, Consolidated School District No. 22, Image 0008)
Manual Training room #103 facing south

Consolidated School District No. 22
Name of Property

Hubbard County, MN
County and State

Photo #9 (MN, Hubbard County, Consolidated School District No. 22, Image 0009)
Stairwell looking down from second floor landing

Photo #10 (MN, Hubbard County, Consolidated School District No. 22, Image 0010)
Assembly Hall facing north

Photo #11 (MN, Hubbard County, Consolidated School District No. 22, Image 0011)
Library room #205 facing north

Photo #12 (MN, Hubbard County, Consolidated School District No. 22, Image 0012)
Domestic Science room #207 facing north

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 100 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.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County, MN
County and State N/A
Name of multiple listing (if applicable)

Section number 7 Page 1

Narrative Description

Consolidated School District No. 22, commonly known as Nary School, is located in T145N R33W Section 23 NE Quarter, Helga Township. It is a two-story, full-basement, 70' x 50' structure designed by Foss & Foss Architects of St. Cloud, Minnesota, and built by Larson Brothers Contractors and Builders.¹

The school sits on a 2.5 acre lot east of the intersection of Hubbard County Roads 9 and 36. Just east of this intersection, an abandoned railroad bed is visible. The tracks and ties have been removed and it has been converted into a recreational trail. A single private residence at the northeast corner of the intersection is the only structure that remains of the Nary town site. The school yard is a clearing surrounded by sparse second growth forest. There is a covered picnic shelter on the south side of the school, two propane tanks, and a free standing climbing structure built of metal pipes.² A parking lot occupies the land east of the building. The boundaries for the property encompass the school building but do not include the adjacent school yard due to loss of integrity.

Exterior

Exterior of the building was originally treated with Kragstone stucco. The structure has a hipped roof originally covered with Wintrop tapered asphalt shingles, and a 5" galvanized iron rain gutter. There were two brick chimneys centrally located at each edge of the roof peak, and four air vent stacks. The north chimney has been removed (date unknown), and the south chimney fell apart during re-roofing in 2016. However, the chimneys were removed only above the roof; they are intact inside the building from attic to basement, and could be reconstructed above the roof. The exterior surface of the building was originally a darker stucco on the second floor a with lighter color on first floor, but the building is now painted all white. The original air intake vents on the ground have been removed, as well as the basement window rails. The foundation walls and footings are poured concrete.

The main entrance to the school is on the west side, with secondary exits to the south, east and north (photo no. 1). The primary entrance consists of concrete steps leading to double doors with a shingle-covered vestibule above which is a "Nary School" sign of galvanized iron. Above the sign are two 28" x 120" windows that illuminate the interior staircase to the second floor.³ There are four sets of five 44" x 102" windows symmetrically placed on both sides of the main entrance. There are four 36" x 10"

¹ Foss & Foss Architects. "School House at Nary, Minn." St. Cloud, MN: set of 10 blueprint architectural drawings, 1919; Snustad, Joe. "Specifications of the materials and labor necessary in the erection and completion of a two-story and full basement Consolidated School Building, to be built at Nary, Minnesota, for School District No. 22, Hubbard County, Minnesota, in accordance with these specifications and the accompanying drawings, as furnished by Foss & Foss, Architects, St. Cloud, Minn." Unpublished manuscript, 1919.

² The picnic shelter was built in 2008.

³ Dimensions are as-built. Original plans called for 24" x 42".

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County, MN
County and State
N/A
Name of multiple listing (if applicable)

Section number 7 Page 2

stationary-casement windows in the basement just above the grade.

The east entrance (photo no. 4) is similar but has a single door with no portico or sign. A wooden entry porch with a long projecting roof, supported by wood posts, has been added to the entrance. An ADA accessible door and ramp were added south of the east entrance door at an original window opening, and provides access to the first floor only. The east entry door and ADA door are not original. Above the door is an additional set of three 44" x 102" windows that illuminate the second floor assembly hall.

The north (photo no. 3) and south (photo no. 2) sides have a single 77" x 44" double-hung window for each of the two floors.⁴ The south side has an additional set of two 77" x 44"⁵ double-hung windows west of the smaller window on the first floor. Also on the south side, the State Fire Marshall ordered the school to provide a second exit door from the Assembly Room to the ground in 1944, and a door and an exterior stair were installed.⁶

In summary, design elements that have been lost include two brick chimneys, air vent stacks on the roof and intakes on the ground, basement window rails, some original windows, and several doors. Added features include the east entrance porch, first floor ADA ramp and door, and second floor fire escape.

Interior

The basement originally contained two furnaces and a 720 gallon pressure tank. The south furnace was fired with wood, and the north furnace was a coal fired boiler. A more modern and efficient electric baseboard and gas heating system was installed in the basement, but the old coal and oil furnaces and tanks were not removed and still remain.

The first floor contains three classrooms and restroom facilities symmetrically arranged around a central hallway and staircase leading to the second floor. The original plan for the first floor includes two large Classrooms #101 and #109 for 40 students (photo no. 6), a Manual Training Classroom #103, an Agricultural Laboratory #107 for 20 students, a boys' and a girls' restroom, and two coatrooms.⁷ The staircase is u-shaped with a central landing (photos no. 5 and no. 9) and leads to the second floor, which had an Office #204, a Library #205, a large "Domestic Science" Classroom #207, two coatrooms, and a large (80 students) Assembly Hall #201 (photo no. 10) with raised platform #202 at one end for "Recitation." There is extensive wiring under the platform to provide footlights for the stage.⁸

Walls and ceilings are lath and plaster construction, with 2 ½ inch maple flooring. Windows are double

⁴ Dimensions are as-built. Original plans called for 40" x 36".

⁵ Dimensions are as-built. Original plans called for 40" x 48".

⁶ State of Minnesota Office of State Fire Marshall. "Order" St. Paul, May 4, 1944.

⁷ Room numbers as shown on the original plans.

⁸ Lights were run by an onsite generator. Such extensive wiring for the stage seems unusual for an isolated country school without rural electric service in the 1920s.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County, MN
County and State N/A
Name of multiple listing (if applicable)

Section number 7 Page 3

hung check rail windows with pulleys and pockets for cord and cast iron weights, with the top half configuration of 4 x 2 panes, and the lower half configuration of 1 x 2 panes. The remaining original 3' x 7' doors have yellow pine stiles and fir panels, and are hung with three hinges. Interior doors have transoms hinged at the top. Classrooms #101 and #109 still retain their embossed tin ceilings, although a 24" drop ceiling with acoustical tiles has been installed in classroom #109.

There have been a few interior alterations of the first floor (see figure 8). Kitchen facilities (photo no. 8) have been added in Classroom #103, and Coatroom #108 has been enclosed on the north end to make a closet, with a doorway added opposite door #115. A large serving window has been cut into the east wall of Coatroom #108 (photo no. 7), and new doors installed in the coatroom wall and exterior wall of the southeast corner of the building. The original Boy's Toilet door was walled up and a new door installed on the same corridor as the Girl's Toilet entrance. A door was installed on the southeast side of the building in one of the window holes to accommodate an outdoor wheelchair ramp. The drinking fountain shown on the original plans on the north side of the hallway has been removed. Fourteen of the original twenty-four first floor windows have been replaced with smaller modern windows, and the remainder have been boarded up. The window openings are still clearly visible from both the interior and the exterior.

There have been material changes made to several of the rooms of the first floor; the Meeting room/Classroom #109 has been remodeled; plaster walls have been replaced with gypsum board, there are 24" suspended ceiling acoustical tiles and the floor has been carpeted. Under the suspended ceiling, the original tin ceiling tiles remain. The adjacent hallway and office have also had the same material changes. The restrooms have been remodeled and have 24" acoustical ceiling tiles, gypsum board walls with FRP board at the lower half. There is ceramic tile on the restroom floors. The northeast Classroom #101 has a new gypsum board wall, the ceiling has original decorative metal ceiling tiles and the wood floor remains. The central Hall #111 has carpet, sheet plywood paneling on the lower portion of the northeast and northwest walls, and plaster walls remain on the upper portion and also at the ceiling. The Manual Training room #103 has also been remodeled into a kitchen with added sinks and appliances; the wood floor remains (with one area of replacement), but the walls have been replaced with gypsum board and the ceiling has suspended 24" acoustical tiles.

The second floor configuration is mostly intact (see figure 9). On the second floor, the majority of the walls and ceilings are lath-and-plaster. The dividing wall in the northwest room, historically the Office #204 and Library #205, has been removed and the walls have been covered with plywood paneling sheets and the upper portion of the wall and the ceiling have been clad with 12" acoustical tile (photo no. 11).⁹ A new door was installed from the south coatroom into the Domestic Science room #207 (photo

⁹ MacDonald & Mack Architects, LTD. *Historic Structures Report (HSR) for the Nary School Bemidji, Minnesota*. Minneapolis, MN: MacDonald & Mack Architects, LTD. July 2015.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County, MN
County and State N/A
Name of multiple listing (if applicable)

Section number 7 Page 4

no. 12). Of the original 23 second floor exterior windows, seven have been retained, but most have been removed and the openings covered over on the inside with wooden sheets.

Most of these changes were probably made by the Green Thumb crew and volunteers in 1977 (see Section 8, page 8), and ongoing maintenance since then.

Historic Integrity

An evaluation of integrity must consider the property's current physical condition in light of its historic evolution. Nary School has integrity of location: "the place where the historic property was constructed or the place where the historic event occurred."¹⁰ The school building remains in its original location.

Nary School has integrity of design: "the combination of elements that create the form, plan, space, structure, and style of a property. . . Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials." The school retains its design characteristics, which include a simple, symmetrical, and functional layout appropriate for public education. Modifications have, for the most part, ensured compatibility with overall architectural character. Despite changes made in a few minor elements, Nary School continues to have excellent design integrity.

Nary School has integrity of setting: "the physical environment of a historic property. . . Setting refers to the character of the place in which the property played its historic role." The school retains much of its historic setting within the appearance of the landscape, although a sizable parking lot sits just east of the school. The old railroad bed is now a recreational trail, and a private residence sits on the northeast corner of the road intersection. The town of Nary itself has disappeared; however, the school was located on the southeast edge of town, and was never closely surrounded by other buildings.

Nary School has integrity of materials: "the physical elements that were combined during a particular period of time and in a particular pattern or configuration to form a historic property." The materials used in the school's construction have not, for the most part, been replaced with modern materials. The most obvious exception is the replacement of fourteen of the 44" x 102" first floor windows with smaller sized modern windows.

Although it is possible (perhaps likely), that the school yard included a baseball field from the school's earliest days, whatever original features once existed are unknown. A picnic shelter was erected in 2008 on the flat mown lawn of the school yard. Because it lacks integrity, the school yard was not included in the boundaries of the nomination.

¹⁰ Quoted definitions of the seven aspects of integrity in this section are from National Register Bulletin 15: *How to Apply the National Register Criteria for Evaluation*. Washington, D.C.: Government Printing Office, 1977, updated 1997.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County, MN
County and State N/A
Name of multiple listing (if applicable)

Section number 7 Page 5

Nary School has integrity of workmanship, “the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.” Nary School retains most of the original workmanship in its construction.

Nary School has integrity of feeling: “a property’s expression of the aesthetic or historic sense of a particular period of time.” The school building evokes the historic and aesthetic character of a consolidated rural school established in the early twentieth century. Its design reflects a feeling of simplicity and functionality as a school building.

Nary School has integrity of association: “the direct link between an important historic event or person and a historic property.” Consolidation of schools in Minnesota from small, scattered one-room schools into larger schools that served the needs of more children over a larger geographical area was an important step in the development of Minnesota’s current education system. This association is present and physically apparent in the property’s appearance as a consolidated school building that is a single planned unit built without appendages that were added on to the main structure to accommodate additional students.

Nary School retains its historic integrity as defined by these seven elements: location, design, setting, materials, workmanship, feeling, and association. All of these elements help define the historic character of Nary School, which has not substantially changed in almost a century.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
County and State
N/A
Name of multiple listing (if applicable)

Section number 8 Page 1

Narrative Statement of Significance

The Town of Nary

The earliest Euro-American settlers came into northwestern Minnesota after the most desirable agricultural land in the Red River Valley had been sold, and most Anishinabe had been removed to reservations. They soon found that timberlands did not produce very profitable crops, and settled into a seasonal routine of spring-summer farming for subsistence and profit, and fall-winter work in the logging camps for cash. The village of Nary was incorporated in 1899 in Helga Township, being named after Tom Nary, a timber cruiser who owned a saw mill near there. "In the logging camp days Nary had a population, including the camps, of about 1000. The official population of the incorporated village was about 350 in the early 1900's."¹¹ The Minnesota and International Railroad, later the Northern Pacific, came through Nary in 1898. As many as five spurs went to various logging camps, and a large sawmill operated nearby.¹²

In the logging days, the town (Figure 6) had "several saloons, four big stores, [a] jail, [and a] big restaurant"¹³ but these were destroyed by fire about 1901, leaving only the jail.¹⁴ After rebuilding, Nary consisted of four saloons, and two big stores, one owned by Coleman and Teller, and the other by Jerry McCarthy, in which the post office was located. Other businesses included Quick's Hat Shop, a blacksmith shop, Smiley Hotel, and a large building called the Big Paul Building. In this was a dance hall and large restaurant, a hardware store, machine shop and feed store.¹⁵ A city well with a wooden bucket on a pulley supplied water for the residents.¹⁶ In April 1908, fire again ravaged the town, leaving only Coleman's store and the church.¹⁷ The extent of the fire was limited to the commercial downtown, however, and farms and residences remained untouched, including Nary's first one-room school house built in 1900 south of the town site.

Rural School Development

The first schools, generally those in the late nineteenth century, were "subscription" schools where mothers or older daughters would teach, and nearby families would pay a few dollars for their children to attend. Classes were typically held in the teacher's home or other structure, such as a town hall or church. Quality of education varied because these schools often had inexperienced teachers, limited

¹¹ Haugo, Harriet and Kathryn Turgie. "History of Nary and Community in 1949." Unpublished manuscript, 1949.

¹² Tangborn, Vaner. "John and Christine Tangborn." Unpublished manuscript, no date

¹³ Haugo, Harriet and Kathryn Turgie. "History of Nary and Community in 1949." Unpublished manuscript, 1949.

¹⁴ Gladen, Joyce, Becky Murphy and Nora Stevens. *Malvik Lutheran Church Historical Cookbook*. Waverly, Iowa: G & R Publishing, 1993, pp. 148.

¹⁵ Haugo, Harriet and Kathryn Turgie. "History of Nary and Community in 1949." Unpublished manuscript, 1949.

¹⁶ Smerud, Ida Sunde. "Paulson-Sunde History." Unpublished manuscript, no date.

¹⁷ Haugo, Harriet and Kathryn Turgie. "History of Nary and Community in 1949." Unpublished manuscript, 1949.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 2

resources, and transportation was risky and difficult (especially in winter). Due to limited accessibility and agricultural duties of the students, school terms might last only a few weeks in fall or spring.

The “common” school system (grades 1-8) was created by Minnesota’s territorial legislature in 1849, and was funded by local taxes instead of fees. By 1861, each township was designated as a separate school district. The following year, legislators reorganized the large school districts into a “neighborhood” school district plan, an attempt to make smaller, more manageable school districts.¹⁸

The 1785 federal Land Ordinance created a “township” method of parceling land and established a “permanent fund” for money from the sale of Section 16 that was dedicated for school purposes. In 1848, the federal government added Section 36, and “swamp lands” to be sold for school funds. After Minnesota authorized the creation of public high schools in 1878, most of the accumulated \$3.4 million permanent school funds went for that purpose.¹⁹ Since most high schools were located in urban areas, rural schools received very little money. The main state financial help at this time was apportionment aid paid on a formula derived from the average daily attendance of the students who had attended a minimum number of days. Additional aid formulas were later developed to cover needs in transportation, libraries and hot lunches.²⁰ These formulas were often inadequate to meet the needs of rural schools whose enrollments were much smaller than larger urban areas. The majority of funds for rural “common” schools came from local sources, mainly county property taxes augmented by bond issues. Schools even held fundraisers known as “basket socials,” where boys bid on lunch baskets prepared by girls.²¹

The state supplied free building plans for most types and sizes of schools, and local boards could adapt something appropriate for their needs and hire a contractor to build it.²² These schools were typically one or two rooms in size and offered few amenities. Usually, they were simple rectangular wood frame buildings with gable roofs, were heated by wood or coal fired stoves, and had an outdoor privy. They served the needs of a small number of rural families living in the immediate area.

By the turn of the twentieth century, the numerous school districts that had been created by the establishment of the so-called “common schools” were believed to be “inefficient, inadequate to the educational task, and financially unable to support education.”²³ The state believed that one-room

¹⁸ Marchand, Louis. *A History of the Rural Schools of Beltrami County*. Bemidji, MN: Loonfeather Press, 2006, pp. 3.

¹⁹ Gardner, Dennis P. “District No. 44 School,” June 2, 2011, National Register of Historic Places Registration Form, available at Minnesota State Historic Preservation Office (SHPO), Minnesota Historical Society (MHS), St. Paul, pp. 8.3.

²⁰ *Ibid.*, pp. 7.

²¹ Haugo, Harriet and Kathryn Turgie. “History of Nary and Community in 1949.” Unpublished manuscript, 1949.

²² Halden, F.E. *New School buildings: Plans of One-Room and Two-Room School buildings in Minnesota*. St. Paul: Department of Public Instruction, 1910; Halden, F.E. *Rural and Consolidated School Buildings in Minnesota*. St. Paul: Department of Public Instruction, 1912.

²³ Minnesota Department of Education. *A History of the State Department of Education in Minnesota*. St. Paul: Minnesota Department of Education, 1968, pp. 9-10.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 3

schools were substandard, and it was difficult for the office of public instruction to stay in contact with the many districts. Consolidation of schools was thought to remedy the situation.

School Consolidation

School consolidation was a trend throughout the United States in the early twentieth century especially in the rural Midwest.

“School consolidation resulted from a variety of changes both in the theoretical underpinnings of American education and in American society itself ... the increased specialization inherent in a modern industrial society mandated both a lengthening of the span of time that young people were spending in school and an increased focus on vocational training that could prepare young people to take their place in an increasingly mechanized industrial and agricultural workforce. ... Consolidation also reflected the ideas of progressive educators, who favored larger schools because their expanded budgets, facilities, and staffs offered more specialized faculties, greater vocational and practical training, and a wider array of school services such as health supervision and occupational guidance.”²⁴

In Minnesota, consolidated schools were established after successive legislation in 1901, 1903 and 1905 authorized consolidation of rural schools with districts maintaining high or graded schools. But these schools required more construction and debts that necessitated more county taxes; transportation was difficult, and state aid was inadequate. The Consolidation Act, Chapter 207, General Laws of 1911, also known as “The Holmberg Act” authorized the merging of school districts by a majority vote of the whole area served. It also provided state funding aid and required school boards to provide transportation to students living more than 2 miles from school. The Holmberg Act was rewritten and passed as a new law and was known as Chapter 238, Laws of 1915.²⁵

This legislation in 1915 clarified the procedure and requirements for consolidation of schools. First a plat showing the new and adjacent district boundaries, schoolhouse locations and other relevant information was submitted for approval to the county superintendent of education. Then a petition requesting consolidation signed by at least 25% of the residents was submitted and an election or special meeting was held to vote on the consolidation and elect a chairman and clerk by majority vote. The Order of Consolidation was then issued by the county superintendent and a school board was elected. Standard requirements for principals and teachers were improved. Principals of consolidated schools

²⁴Cayton, Andrew R.L., Richard Sisson, Chris Zacher, eds. “Consolidation” in *The American Midwest: An Interpretive Encyclopedia*, pp. 846, <https://books.google.com/books>

²⁵ Minnesota Department of Education. *Bulletin No. 61 Manual for Organization and Administration of Consolidated Schools in Minnesota*. Prepared by C.C. Swain, Rural School Commissioner. St. Paul: Minnesota Department of Education, 1916, pp. 7.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 4

were required to obtain a written endorsement from the state superintendent, requiring completion of a 2-year course in agriculture and manual training, or graduation from a state normal school. At least one teacher was to be qualified by 2 years' instruction in home economics to teach sewing and cooking; all other teachers were required to graduate from a state normal school.

Written approval from the commissioner of school buildings was required before contracts were let for school construction. Plans and specifications had to include "flush closets, with lavatories; a drinking fountain on each floor; a central heating plant and fan ventilation...a suitable room for library, principal's office, manual training and home economics."²⁶

In 1912, only 32 schools had been consolidated statewide. Consolidation grew quickly; in 1914 there were 80 schools, 1916 saw 153, and the following year 247 schools. As the Department of Education put it, "consolidation has had a very hopeful growth. A proposition so sensible can only grow with the people of the state."²⁷

By 1929 there were 385 consolidated schools.²⁸ The potential for improvement in the rural schools was dismal through the depression of the 1930s, when the loss of local tax revenue and other financial problems caused the closure of many small schools. State and local financial help was reduced repeatedly, but some legislative help came from an increase in transportation aid. However, subsidized transport encouraged longer bus routes, more consolidation, larger buildings – and even more debt.²⁹ After a stagnant decade during the Great Depression, wartime work revitalized community businesses, and rail transportation and wood products industries revived. The number of school districts in the state had ballooned to 7679 by 1947. Many inefficiencies were recognized, including the fact that most districts were too small and their tax valuation was so low that it was not possible to adjust state aids to meet their needs.³⁰ Legislation in 1948 encouraged reorganization, and it was made mandatory in 1963. Non-operating districts that did not join a high school district were dissolved. Two years later there were only 1742 districts.³¹ Most schools had consolidated by 1960. The remaining holdouts were enticed by increased federal aid, and in 1967 state law mandated that every school must be part of a K-12 district by 1970. The number of school districts was reduced to 800 in two years. There were 345 in 2005.³²

²⁶ Ibid., pp. 17.

²⁷ Minnesota Department of Education. *Bulletin 66 Studies in Consolidation of Rural Schools*. St. Paul: Minnesota Department of Education, 1917.

²⁸ Folwell, William Watts. *A History of Minnesota*. St. Paul MN: Minnesota Historical Society, Vol. IV, 1969.

²⁹ Ibid., pp. 13.

³⁰ Ibid., pp. 17.

³¹ Minnesota Department of Education. *A History of the State Department of Education in Minnesota*. St. Paul: Minnesota Department of Education, 1968.

³² Marchand, Louis. *A History of the Rural Schools of Beltrami County*. Bemidji, MN: Loonfeather Press, 2006, pp. 21.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 5

Nary (common) School District No 39

According to Haugo and Turgie, "in 1899 the Nary school district was organized. In November the people decided to build a school house to be ready January 10, 1900. John Kittleson ... was elected chairman of the first school board, Mr. Teller, clerk and Jack Davis, the saloon keeper, treasurer. Mr. Teller refused to serve so Mr. Oftendahl was appointed clerk. The first teacher was Miss Roach, who built her own fires and received a salary of \$35 a month. The bell in the old schoolhouse was taken from a Mississippi River steamboat."³³ Nary's first one-room common schoolhouse "stood on a hill to the southwest of the present [consolidated] school building."³⁴ This first school was designated District 39 (Figure 7).³⁵

The first class that graduated from Nary common school held their eighth grade commencement on June 4, 1912. Mr. J. C. Jewell of Walker gave a short address for about a hundred people attending. Receiving their diplomas were George C. Boobar, Ruth H. Boobar, Clarice E. Coleman, Clarence A. Clay, and Hilda Larson. Miss Bunker was their teacher.³⁶

In January 1913, Mr. J. E. Boobar, local resident and a member of the State Horticultural Society, arranged for a Farm Institute meeting at the Nary common schoolhouse. Speakers at this meeting urged community members to establish a Farmer's Club. The following month, the Farmer's Cooperative Club of Nary was organized to "improve ourselves, our homes and our community." By 1915, Farmer's Club members were discussing the consolidation of Nary, Paulson, and Snustad common schools.³⁷ That year, Nary (common) School District 39 was one of 66 school districts in Hubbard County.³⁸

The plat for the new school was approved February 23, 1916. The state required that a petition be submitted to the county Superintendent of Schools, and that an election be held at which at least 25 percent of the residents approved the consolidation. Nary's election was held on July 15, 1918. A total of 65 ballots were cast, 45 "for" and 20 "against" consolidation.³⁹ The measure passed easily.

Class B consolidation was ordered on July 20, 1918, and final application was completed on November 29, 1919, by George Clay, School Board President and J.O. Snustad, Clerk.⁴⁰ Ethel Wilsie was named as

³³ Haugo, Harriet and Kathryn Turgie. "History of Nary and Community in 1949." Unpublished manuscript, 1949.

³⁴ Tangborn, Vaner. "John and Christine Tangborn." Unpublished manuscript, no date.

³⁵ The author observed "Nary School District 39" hand written in the inside cover of school books along with a date of 1908 (probably when they were acquired by the school library.)

³⁶ "News From Nary." Hubbard County *Clipper*, June 12, 1912.

³⁷ "The Nary Farmer's Club." Manuscript, unknown author, probably 1963.

³⁸ "March Settlement is \$62,040.22." Park Rapids *Enterprise*, April 8, 1915.

³⁹ "Order of Consolidation." Signed by D. R. Bradford, County Superintendent of Schools of Hubbard County, July 20, 1918. Available at Hubbard County Courthouse.

⁴⁰ Schools could be consolidated as either Class A or B. Class B schools should have at least two departments, employ two or three teachers, and received about half as much financial aid as Class A schools with four departments and at least four teachers.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 6

Principal, and Grace Nugent as Domestic Science Teacher. Principal Wilsie was paid \$125 per month. She attended Chicago University and graduated from Normal School. Teacher Mary E. Mead was paid \$65 per month. She had attended Normal School and was a 1916 graduate of High School Training Department.⁴¹

The school was bonded at \$14,050.⁴² The Paulson, Snustad, and Nary common schools were merged into Consolidated School District 22 (Nary School).

Nary was at least the seventh Hubbard County school to be consolidated. In 1916-17, Hubbard County reported six consolidated schools at Akeley, Guthrie, Lake Alice, LaPorte, Nevis, and Park Rapids.⁴³ Hubbard County reported a total of 2869 students in 1916, 2635 in 1917, 2661 in 1918 and 2555 in 1919.⁴⁴

Although the reasons for consolidation appear not to have been documented in detail, it is a feasible conclusion that examples in other communities may have influenced public opinion. By 1916 there were 153 consolidated schools statewide, at least six of which were in Hubbard County. Favorable experiences in these early experiments may have encouraged support within the Nary community for this "sensible proposition."⁴⁵

Foss & Foss Architects of St. Cloud designed the school building (Figures 1-4).⁴⁶ This architectural firm was established about 1916 by the father-son collaboration of Andrew H. Foss (?-1921) and Magnus O. Foss (1897-1988). Andrew designed hundreds of buildings including churches, schools, houses, and commercial buildings in Minnesota and the Dakotas.⁴⁷ The school building was built by Larson Brothers Contractors and Builders of Starbuck, Minnesota. It was located on the southeastern edge of town.

In addition to two classrooms for academic pursuits, other spaces were designated for a library, principal's office, manual training, agricultural laboratory, and domestic science, as required by the

⁴¹ "Attendance Records Nary School." Years ending July 31, 1919 and 1920. Available at Minnesota Historical Society.

⁴² "Application for Consolidated School Listing, For Consolidated School Nary District No. 22 in the County of Hubbard," November 29, 1919. Available at Minnesota Historical Society.

⁴³ Minnesota Department of Education. *Bulletin 66 Studies in Consolidation of Rural Schools*. St. Paul: Minnesota Department of Education, 1917.

⁴⁴ "Annual Report to the Superintendent of Education, State of Minnesota, by the Superintendent of Schools of Hubbard County, for Year Ending July 31, 1916." (Includes years up to 1919.) Available at Minnesota Historical Society.

⁴⁵ Minnesota Department of Education. *Bulletin 66 Studies in Consolidation of Rural Schools*. St. Paul: Minnesota Department of Education, 1917, pp. 6.

⁴⁶ Foss & Foss Architects. "School House at Nary, Minn." St. Cloud, MN: set of 10 blueprint architectural drawings, dated March 28, 1919.

⁴⁷ Gardner, Denis P. "Banks of Minnesota." National Register of Historic Places Multiple Property Documentation Form, National Park Service, 2011. Available at Minnesota Historical Society.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 7

Department of Education for consolidated schools.⁴⁸ These topics of study were appropriate for the time, as was noted in a Park Rapids newspaper article.

“It would be very unfortunate if any of the schools of the state find it necessary to drop from their courses of study those named above, for there is no doubt but that these studies, which are meeting with popular favor, are holding students within the schools who would otherwise have dropped from school work, and are preparing the boys and girls for better meeting the lessons of life that they will be called upon to meet when once they have begun life for themselves. The agricultural, domestic science, commercial and manual training courses are well patronized by the students and there is need of them.”⁴⁹

Nary School opened in the fall of 1918 (Figure 5). This first year, school was offered only up to eighth grade. Horse drawn “vans” (buses) heated by burning coal took students to the school from up to 5 miles away.⁵⁰ The school year ending July 1919, a total of 37 students were enrolled, 5 boys and 5 girls between age 5 and 8, and 10 boys and 17 girls up to age 16. Students attended 180 days of school. The school year ending July 1920 had seen another 37 pupils, none younger than 8, but with 16 boys and 17 girls aged 8-15, and 1 boy and 3 girls aged 16-21. This second year of consolidated school offered the first two years of high school (grades 9 and 10). Students attended only 160 days of school.⁵¹

Beyond education, the school provided a venue for many community activities. The Farmer’s Club and other organizations met there. Students and teachers put on colorful operettas, plays, “drills”, and other entertainment.⁵² Sports teams competed against other local teams on the school’s ball field. There were “parties, debating clubs, basket socials, etc.” and “people did not lack entertainment.”⁵³

In 1940, the Throan (common) School in Farden Township consolidated its students at Nary.⁵⁴ Consolidated School District 22 became Independent School District 307 in 1957, because of a statewide system of district re-numbering.⁵⁵ The Nary School consolidated with the Bemidji School District No. 31 in 1969 because it could no longer be an independent district without having a high school. District 31 ran Nary School as a grade 1-6 elementary school. The next year, the Guthrie school students joined Nary, bringing attendance to 120. Because of the crowded classrooms, some of these

⁴⁸ Minnesota Department of Education, *Bulletin No. 61 Manual for Organization and Administration of Consolidated Schools in Minnesota*. Prepared by C.C. Swain, Rural School Commissioner. St. Paul: Minnesota Department of Education, 1916, pp. 17.

⁴⁹ “Park Rapids School District and State Aid Received.” *Park Rapids Enterprise*, January 25, 1917.

⁵⁰ Hoines, Laura. “Notes on Nary Consolidated School.” Unpublished manuscript, no date.

⁵¹ “Attendance Records Nary School.” Years ending July 31, 1919 and 1920. Available at Minnesota Historical Society.

⁵² *Ibid.*

⁵³ Haugo, Harriet and Kathryn Turgie. “History of Nary and Community in 1949.” Unpublished manuscript, 1949.

⁵⁴ Hubbard County Township Association. *Hubbard County Township Histories*. Park Rapids MN, no date.

⁵⁵ State of Minnesota Dept. of Education. “Exhibit A Classification and Numbering of the School Districts in the State of Minnesota Pursuant to Session Laws 1957, Chapter 947, Article I Section 2, and Article X.” St. Paul, September 6, 1957.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 8

students were transported to Bemidji schools. On June 2, 1972, Nary School was finally closed. Students from the Nary area then attended the Horace May Elementary School.⁵⁶ Ownership of Nary School was transferred from School District 31 to Helga Township the following month.⁵⁷

Helga Township voters approved \$15,000 for the renovation of Nary School in March 1976. In February of 1977, Green Thumb workers⁵⁸ began working on the building, along with local volunteers. Vandalism and neglect had allowed some deterioration of the building. Workers repaired what vandals had broken, made a few minor alterations to the first floor (see Section 7), and closed off the second floor stairway to allow more efficient heating of the first floor only (this wall was recently removed.) The school was reopened as the Helga Township Community Center in July 1978,⁵⁹ and continues to serve in that capacity, providing a venue for organization meetings, weddings and school reunions, community get-togethers, music lessons, township board meetings, and voting.

The Historic Significance of Consolidated School District No. 22

Consolidated School District No 22, commonly known as Nary School, is a distinctive example of a rural consolidated school built in the early twentieth century. The historic character of Nary School has not substantially changed in almost a century, and it retains its historic integrity. Nary School has achieved significance under National Register Criterion A, for association with events that have made a significant contribution to broad patterns of our history in the area of Education/Schools. Consolidation of schools in Minnesota from small, scattered one-room schools into larger schools that served the needs of more children over a larger geographical area was an important trend in the development of Minnesota's current education system. From its earliest encouragement in state legislation until its final mandate in 1967, school consolidation was seen as a necessary means of improving the efficiency of quality education throughout the state.

Nary School is significant because it is an early example of a school building that is a single unit built specifically for the consolidation of area common schools. Most schools that were consolidated at a later date have newer construction that was added on to the main structure to accommodate additional students as a result of consolidation. That is not the case with Nary School, which was designed with consolidation in mind. In addition to two classrooms for academic pursuits, other spaces were designated for a library, principal's office, manual training, agricultural laboratory, and domestic science, as required by the Department of Education for consolidated schools. Room size and

⁵⁶ Hoines, Laura. "Notes on Nary Consolidated School." Unpublished manuscript, no date

⁵⁷ Quit Claim Deed recorded as document No. 128962 with Hubbard County Registrar of Deeds, August 25, 1972, Book of Deed 126, page 907.

⁵⁸ Green Thumb was an organization that was sponsored by the Minnesota Farmer's Union and funded by a grant from the US Department of Labor. National Farmer's Union. "Green Thumb, Inc. Older and Retired Low Income Farmers Program." Washington, D.C.: tri-fold brochure, no date.

⁵⁹ Bemidji *Pioneer*, July 9, 1978.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 9

arrangement reflect a feeling of simplicity and functionality as a school building intended for public education. The school building evokes the historic and aesthetic character of a consolidated rural school established in the early twentieth century.

The Minnesota Historic Preservation Office (MnHPO) statewide database lists 24 consolidated schools built between 1911 and 1927.⁶⁰ Of these, four rural schools are listed on the National Register of Historic Places. Saum School, in Beltrami County, is the first school to be consolidated in the state. It is a two story frame building erected in 1912. It is essentially rectangular in plan with a slight projection on the principal facade to allow for an entrance vestibule and cloak rooms. The building is virtually devoid of decorative architectural treatments.⁶¹

Completed about 1915, Debs Consolidated School is a rectangular-plan, wood-framed, hip-roofed, two-story structure with concrete foundation, clapboard siding, corner boards, and composition-shingle roofing. The building's architectural detailing is restricted to its principal (west) facade, which is designed in a classical revival style. Debs Consolidated School is architecturally significant as a rare, "carpentered" example of early-twentieth-century, classical revival, public architecture in rural, north-central Minnesota.⁶²

The Comstock School has grown in stages with the demand for more space. The main portion of the school is a 1909, 2-story brick structure. In 1909 only the two lower classrooms were completed. The following year, one more classroom was finished, and in 1911 the fourth classroom was completed. In 1929 a low, one-story brick high school wing was added off the rear of the school. The 1939 gymnasium addition is attached to the high school wing, well removed from the original school.⁶³

Constructed in 1927, the Alango School is a two story frame structure which occupies a wooded site. The building is sheathed in a combination of brick and stucco, crowned by a low hipped roof. It is believed to be the largest rural consolidated school to have been constructed in St. Louis County.⁶⁴

One additional consolidated school building remains in the Old Nary/Bemidji Area. The Carr Lake School was constructed by 1917. It is a four-classroom building with two additional rooms in the

⁶⁰ Cinadr, Thomas. (*Personal communication*, August 31, 2015.)

⁶¹ Nelson, Charles W. "Saum Public School," March 14, 1980, National Register of Historic Places Inventory-Nomination Form, available at Minnesota State Historic Preservation Office (SHPO), Minnesota Historical Society (MHS), St. Paul.

⁶² Hess, Jeffrey A. "District School No. 132," October 28, 1988, National Register of Historic Places Inventory-Nomination Form, available at Minnesota State Historic Preservation Office (SHPO), Minnesota Historical Society (MHS), St. Paul.

⁶³ Harvey, Tom. "Comstock Public School," December 2, 1980, Minnesota Historic Property Inventory Form, available at Minnesota State Historic Preservation Office (SHPO), Minnesota Historical Society (MHS), St. Paul.

⁶⁴ Skreif, Charles W. "Alango School," July 14, 1980, National Register of Historic Places Inventory-Nomination Form, available at Minnesota State Historic Preservation Office (SHPO), Minnesota Historical Society (MHS), St. Paul.

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

**National Register of Historic Places
Continuation Sheet**

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 8 Page 10

basement for manual training and domestic science. Like Nary School, it has a large assembly hall with a stage on the upper floor. Carr Lake School merged with Bemidji District 31 in 1966.⁶⁵ The school building currently houses a privately owned commercial business.

Not only did a good education improve the quality of life for its students, but the schools also provided opportunities for community activities such as lectures, music, plays, meetings, and clubs. And good schools made their communities more attractive to settlers and benefited the local economy. Nary School has been important as a center of community life since 1918, and remains an important community resource into the 21st century.

⁶⁵ Fenske, Leo J. *Carr Lake, A Community History*. July, 1976. Publisher not listed.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 9 Page 1

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
County and State
N/A
Name of multiple listing (if applicable)

Section number 9 Page 2

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 9 Page 3

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State of Minnesota Office of State Fire Marshall. "Order" St. Paul, May 4, 1944. Available at Helga Township Community Center.

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

**National Register of Historic Places
Continuation Sheet**

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number 9 Page 4

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"The Nary Farmer's Club." Manuscript, unknown author, probably 1963. Available at Helga Township Community Center.

"Treasurer's Book of Records" for 1942-43, 1951-52, 1953-54. Available at Helga Township Community Center.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 1



Consolidated School District No. 22
NAD 1983
Coordinates: 47.366196, -94.822693

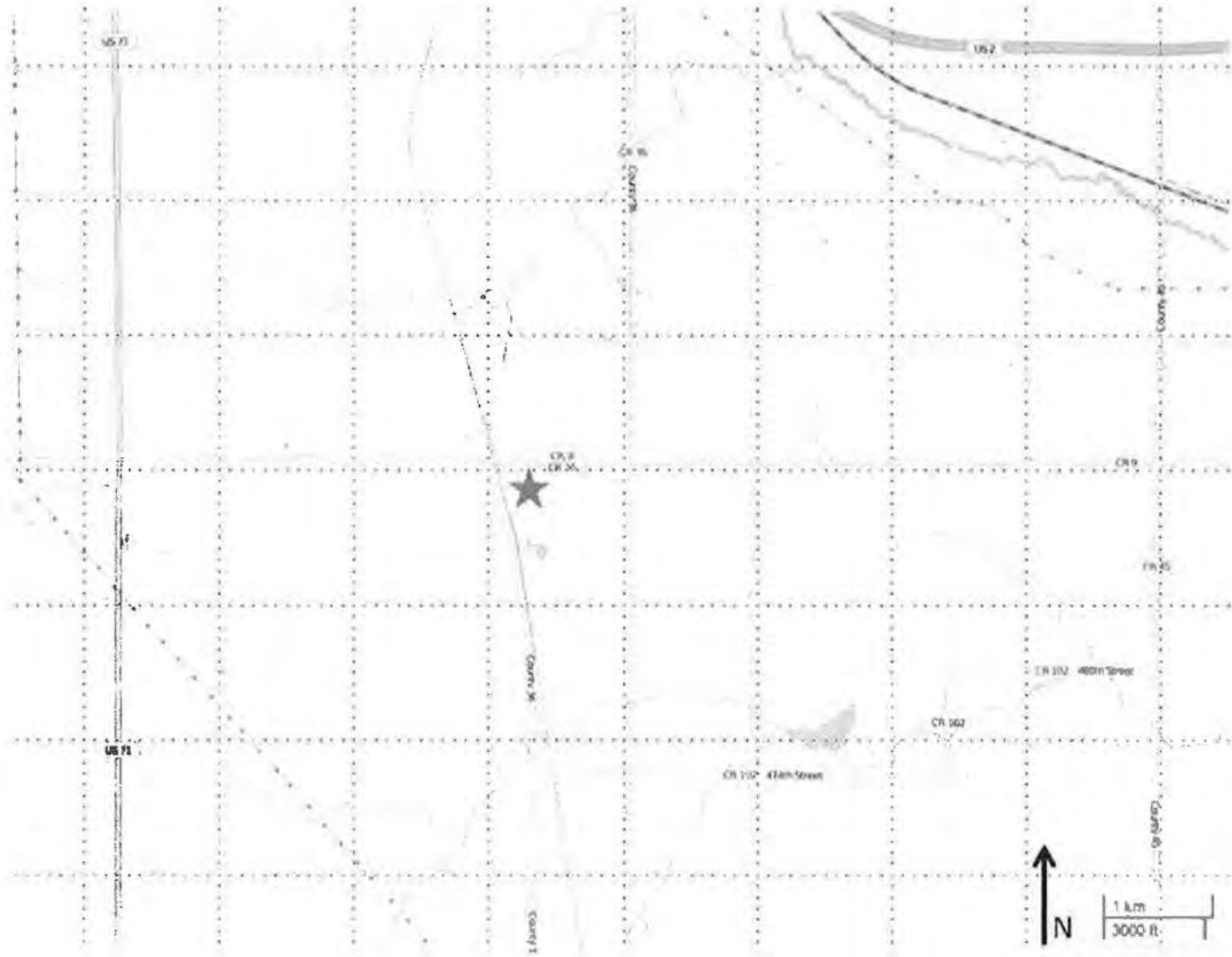
Consolidated School District No. 22 (Nary School) is a 50' x 70' structure whose northwest corner is located 510 ft. east of County Road 36 centerline, and 100 ft. south of County Road 9 centerline.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 2



Consolidated School District No. 22
NAD 1983
Coordinates: 47.366196, -94.822693

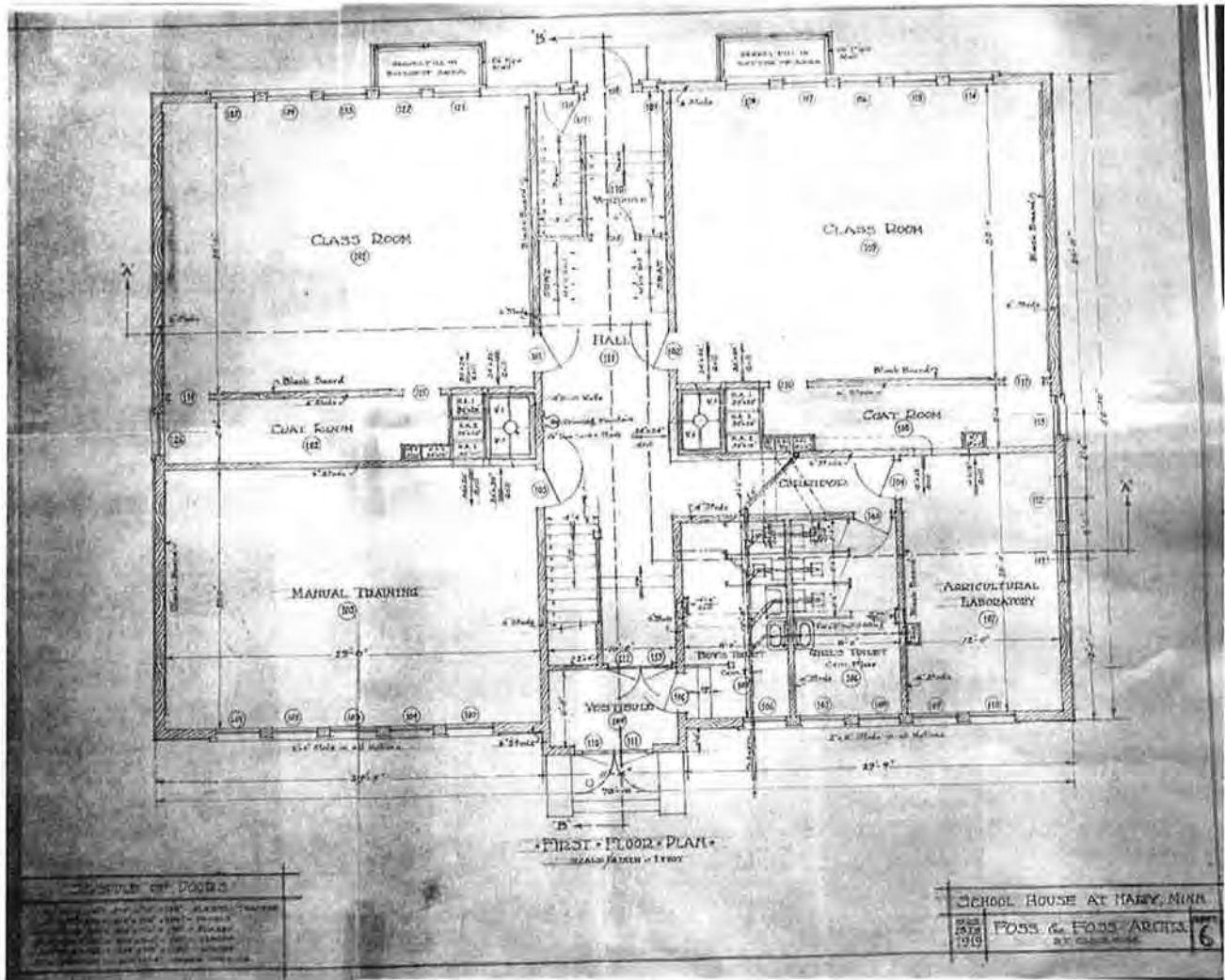
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 3

Figure 1: Original architectural drawing 1919, first floor plan



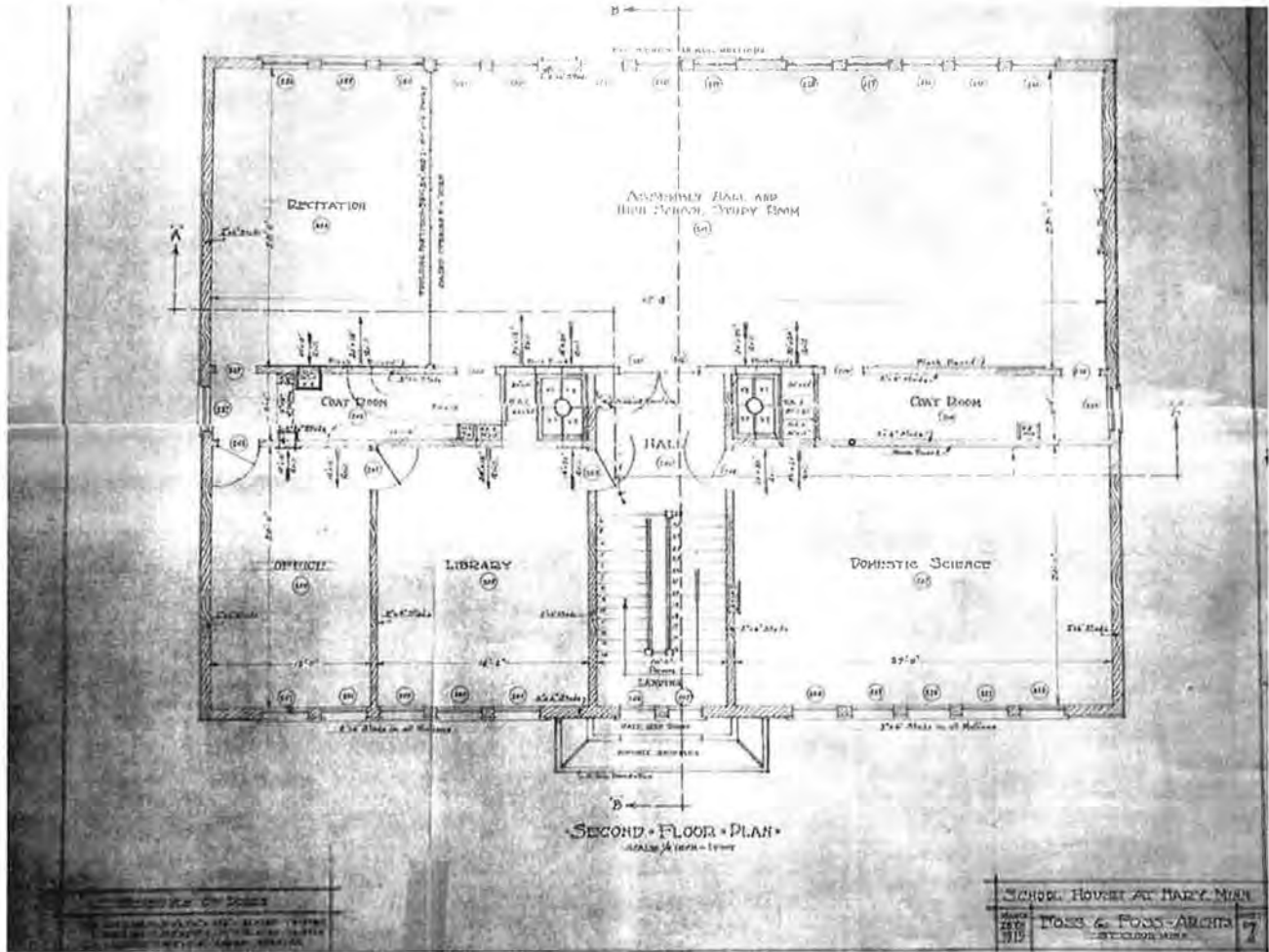
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 3

Figure 2: Original architectural drawing 1919, second floor plan



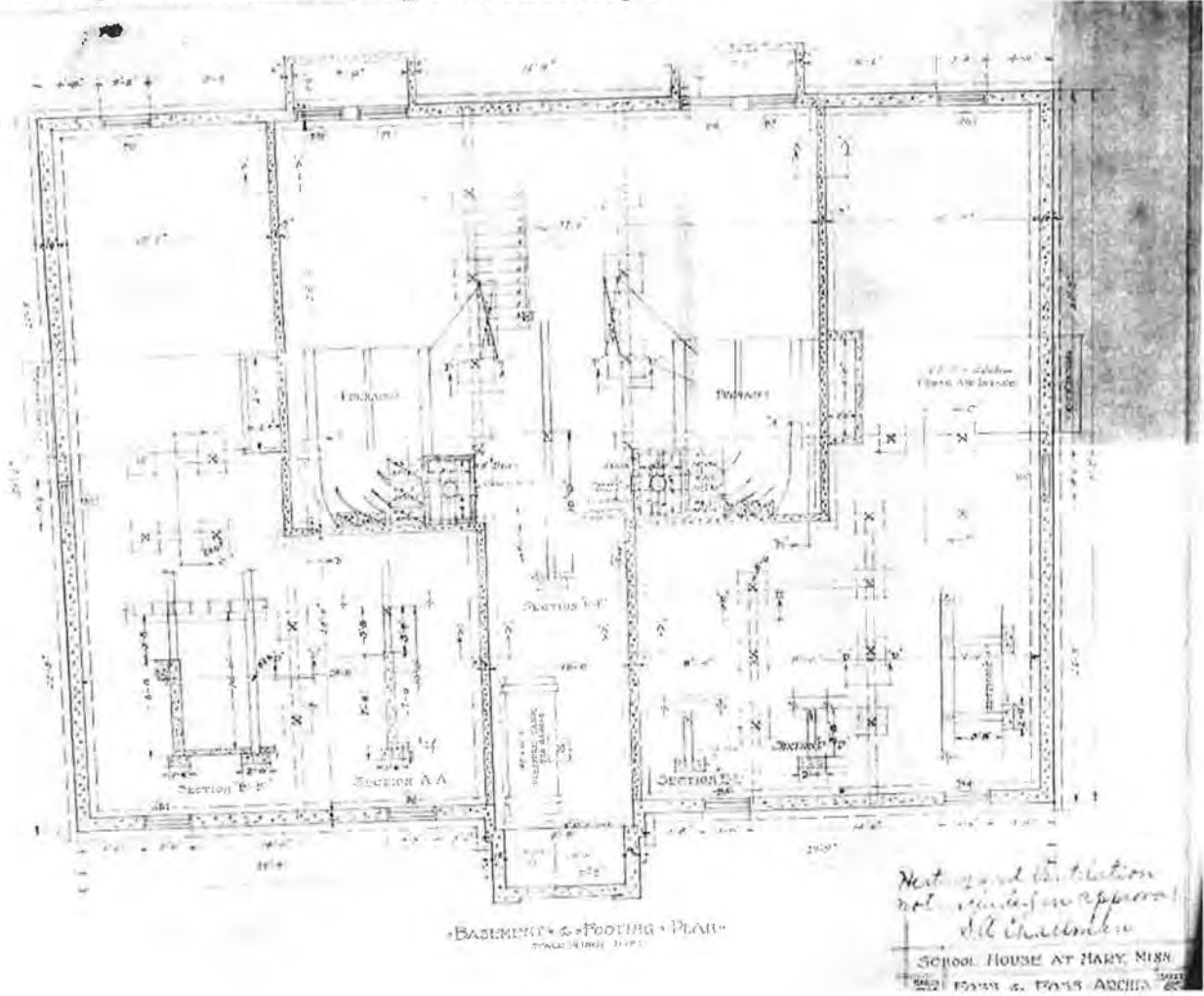
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
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Name of multiple listing (if applicable)

Section number Additional Documentation Page 4

Figure 2: Original architectural drawing 1919, basement plan



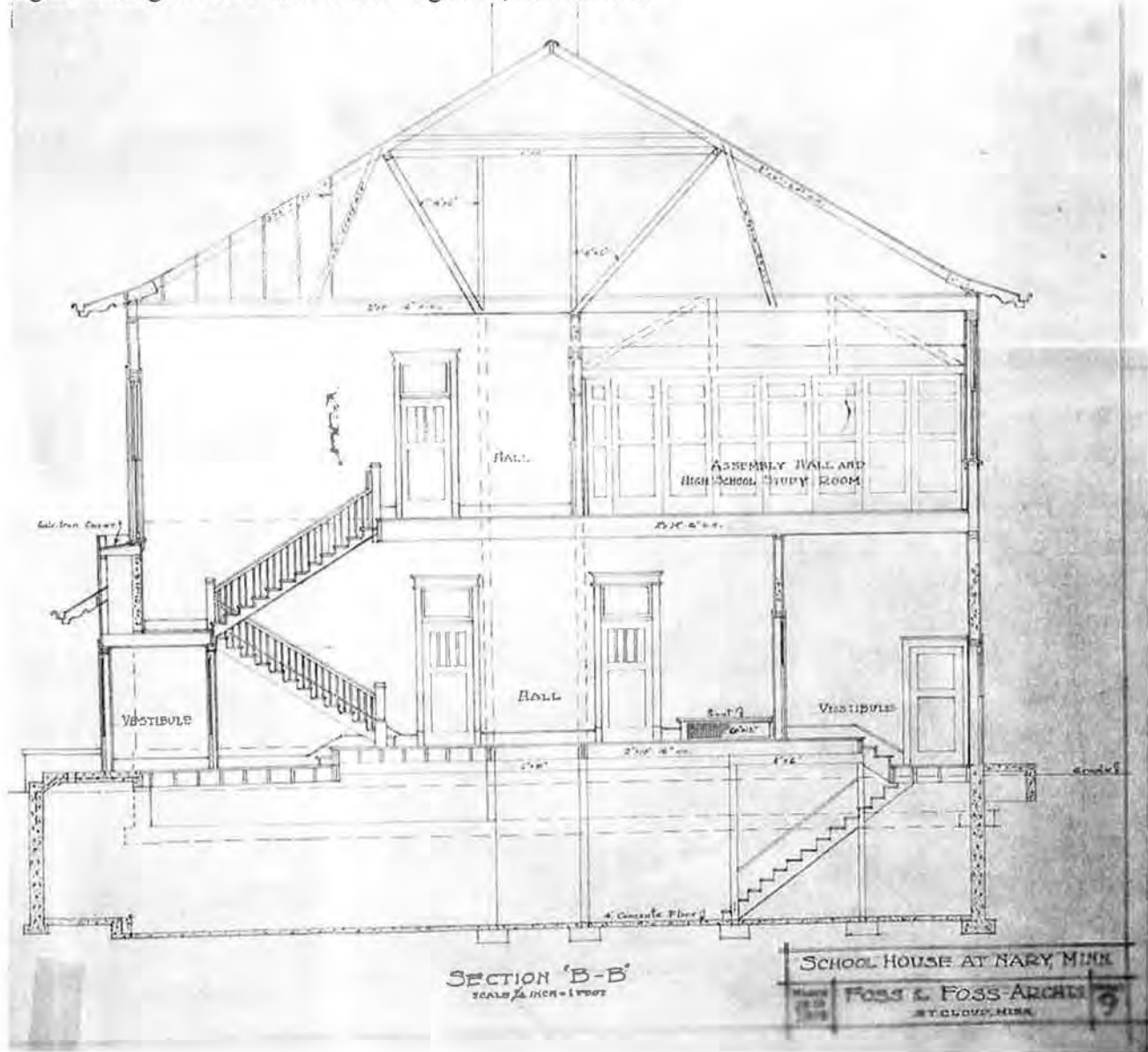
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
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Section number Additional Documentation Page 5

Figure 3: Original architectural drawing 1919, Section B-B



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
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Section number Additional Documentation Page 6

Figure 4: Nary School shortly after construction ca. 1918. Note horse drawn school bus in the lower right background.



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
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Section number Additional Documentation

Page 7

Figure 5: Nary town site ca. 1900



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
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Page 8

Figure 7: Nary Common School, ca. 1900.



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property Hubbard County MN
County and State N/A
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Section number Additional Documentation Page 9

Figure 8: Modifications – First Floor

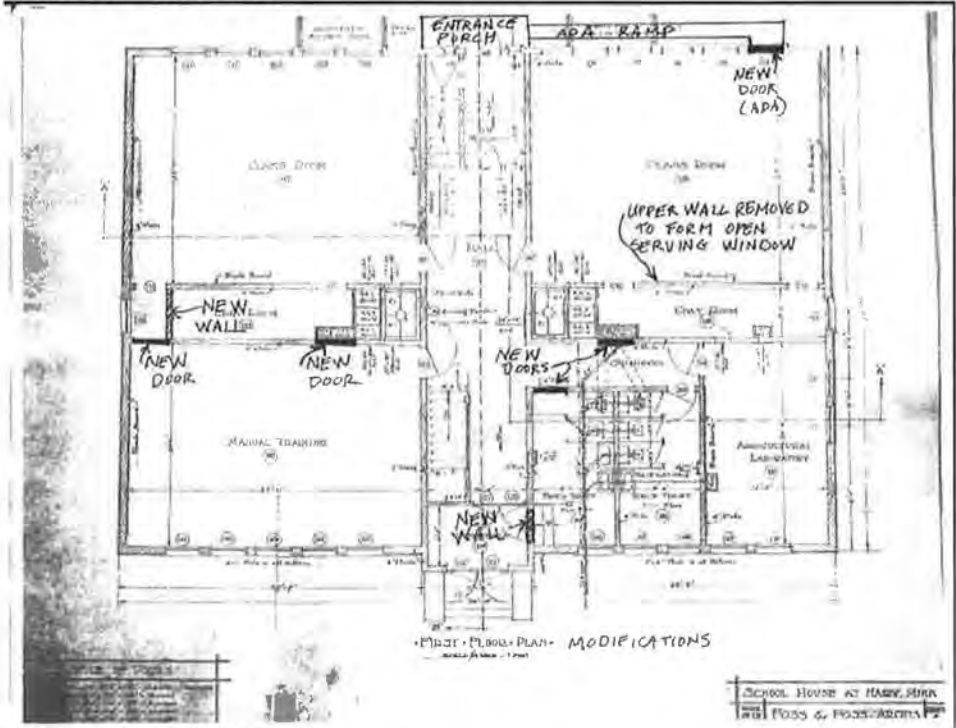
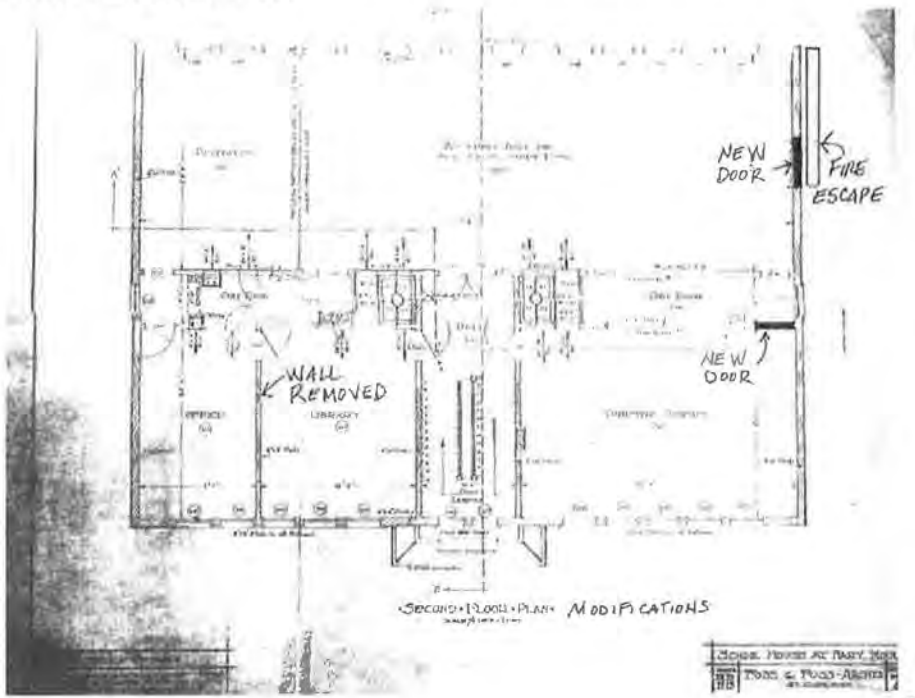


Figure 9: Modifications – Second Floor



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Consolidated School District No. 22
Name of Property
Hubbard County MN
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Section number Additional Documentation Page 10

Photo Points Map – First Floor

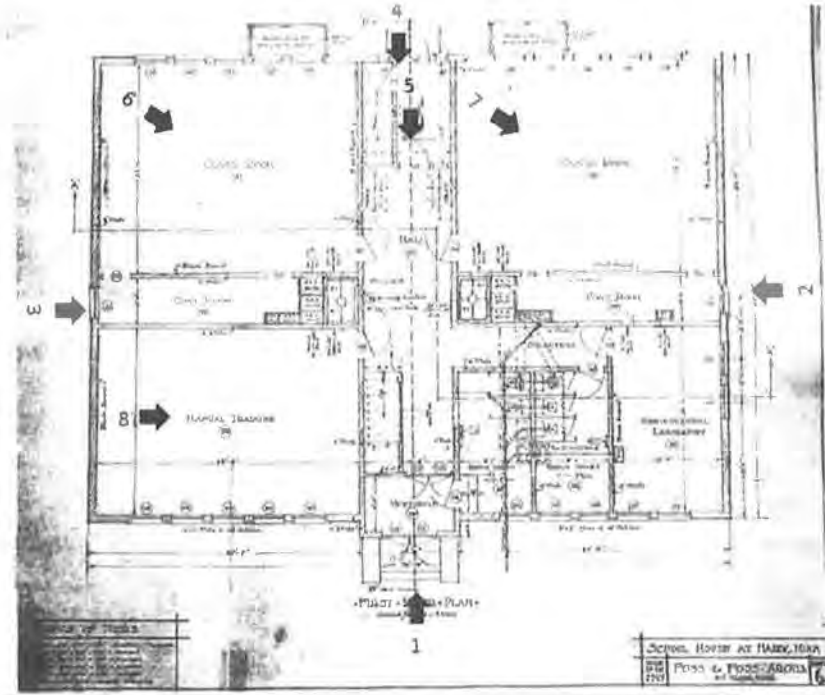
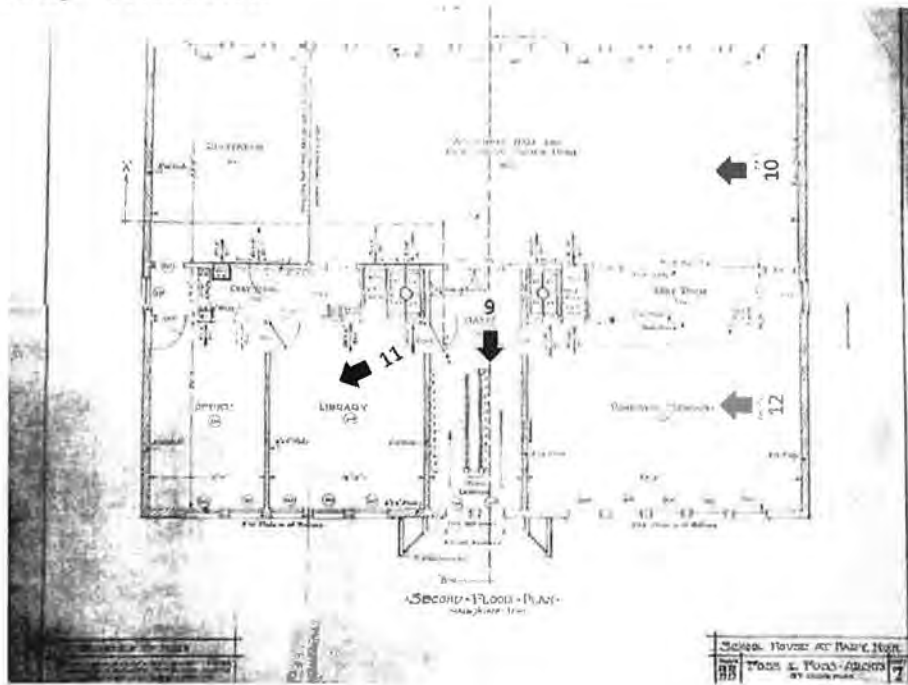


Photo Points Map – Second Floor





NARY SCHOOL





HELGA
TOWNSHIP
COMMUNITY
CENTER







Abraham
Holla Wayne















UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 12/9/2016 Date of Pending List: 1/11/2017 Date of 16th Day: 1/26/2017 Date of 45th Day: 1/24/2017 Date of Weekly List: 2/1/2017

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 1/24/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Roger Reed Discipline Historian

Telephone (202)354-2278 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



25895 County 9, Bemidji, MN 56601

RECEIVED APR 02 2015

3/24/2015

State Historic Preservation Office
345 Kellogg Blvd. West
St. Paul MN 55102

Dear Sir,

We are pleased to endorse the submission of a nomination of Nary School for the National Register of Historic Places. The school is a significant historic resource and has great value to this community. It still functions as a community venue for many events and gatherings, and we plan to celebrate its centennial soon.

Community members have established the Nary School Inc. as a nonprofit corporation to ensure the maintenance and management of the historic property well into the future.

Helga Township was recently awarded a Legacy grant for the purpose of developing a Historic Structure Report to serve as the basis for future planning. McDonald and Mack will complete the HSR by this summer.

Please contact us at any time if needed @ suea@helgatownship.com or (Sue) 218-751-3920.

Sincerely,

A handwritten signature in black ink that reads "Susan Adkins".

Susan Adkins
Helga Township Clerk

A handwritten signature in black ink that reads "Don Clay".

Don Clay
Helga Township Chairman

Minnesota Historical Society
State Historic Preservation Office
345 Kellogg Blvd West, St. Paul, Minnesota 55102
651-259-3451



TO: Stephanie Toothman, Keeper
National Register of Historic Places

FROM: Ginny Way

DATE: December 1, 2016

NAME OF PROPERTY: Consolidated School District No. 22

COUNTY AND STATE: Hubbard County, Minnesota

SUBJECT: National Register:
 Nomination
 Multiple Property Documentation Form
 Request for determination of eligibility
 Request for removal (Reference No.)
 Nomination resubmission
 Boundary increase/decrease (Reference No.)
 Additional documentation (Reference No.)

DOCUMENTATION:

Original National Register of Historic Places Registration Form
 Multiple Property Documentation Form
 Continuation Sheets
 Removal Documentation
 Photographs
 CD w/ image files
 Original USGS Map
 Sketch map(s)
 Correspondence
 Owner Objection
The enclosed owner objections
Do Do not constitute a majority of property owners

STAFF COMMENTS: