

SG-2503



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.

1. Name of Property

Historic name: Williams Township School
Other names/site number: Williams Town Hall
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: 740 County Road 89
City or town: Unincorporated Township State: Minnesota County: Koochiching
Not For Publication: N/A Vicinity: N/A


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

 <hr/> Signature of certifying official/Title: Amy Spong, Deputy SHPO	4.10.18 <hr/> Date
<hr/> State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
<hr/> Signature of commenting official:	<hr/> Date
<hr/> Title :	<hr/> State or Federal agency/bureau or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)

for [Signature]
Signature of the Keeper

5/29/2018
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1

1

buildings

sites

structures

objects

1

1

Total

Number of contributing resources previously listed in the National Register None

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

SOCIAL/meeting hall

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7. Description

Architectural Classification

(Enter categories from instructions.)

NO STYLE

Materials: (enter categories from instructions.)

Principal exterior materials of the property: WOOD/weatherboard

Narrative Description

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

Summary Paragraph

Williams Township School was built in 1909 on about one acre of land near the Rainy River on County Road 89 (CR 89) just north of State Highway 11 in the far northwest corner of Koochiching County. The school is a one-story, gable-roofed, wood-framed, rectangular building sheathed in drop siding. The only entrance is at the center of the front façade. The interior is one large room with the exception of a short vestibule at the entrance flanked by two small rooms, originally cloakrooms, in the front corners of the building. The location and setting of the schoolhouse are unchanged. The design and the workmanship have not been altered. Most of the original materials are in place, including the exterior siding and the interior millwork. The original hardwood floor and blackboards are mostly intact, and the school still has its original jacket stove. The original wood windows have been replaced by wood windows similar in materials and design. The original front door has been replaced by a metal door, and the building now has a metal roof. Although there have been some changes, the exterior and interior of the building convey its historical significance as a one-room schoolhouse from the early 20th century. There is a non-historic metal outhouse of recent vintage which is non-contributing.

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Narrative Description

Exterior

The schoolhouse is set back about 50 feet from CR 89 on a low lying grassy parcel surrounded by trees. The land associated with the school is a rectangular plot of just over one acre which measures 249 feet north-south along the county road, and 198 feet east-west. The school is a one-story, gable-roofed, wood-framed, rectangular building sheathed in drop siding which is painted white. The front façade, which measures about 21 feet, faces west towards the road.¹ The height of the front and rear façades at the gable peak is about 19 feet. The north and south façades are about 33 feet long and rise about 11 feet from the ground to the eave.

The front façade is evenly divided into three bays, with a single door in the center bay and a one-over-one, double-hung window on each side bay (Photo #1). All the windows have simple, unadorned, wood frames. Historic photographs indicate that there was originally a small transom window, about one foot high, over the door (Figures #2, 4, 5). At some point this transom was removed and enclosed with siding. The original wood door has been replaced with a metal door. The original wood windows have been replaced by one-over-one wood windows.

The south façade has two one-over-one windows about ten feet apart (Photo #1). The north façade has four one-over-one windows grouped in an ensemble which is slightly off-center to the east (Photo #2). The original wood windows have been replaced by one-over-one wood windows. The rear façade has no windows or doors (Photo #3).

The gabled roof has a moderately steep slope and shallow eaves. Very likely it was originally covered in wood shingles that were replaced by asphalt shingles at a later date. The asphalt-shingle roof was replaced by a metal roof in a reddish brown color in about 2000.

The building sits on its original concrete footing. The foundation at the northeast corner of the building is augmented by a 34 inch square concrete block that supports the brick chimney, which vents the wood stove. The internal brick chimney penetrates the roof and then rises about six feet above the roof line and is capped by a tall metal flue (Photo #2). There is also a fresh-air intake vent near the ground at the eastern end of the north façade. This duct feeds the jacket stove in the northeast corner of the interior (noted below).

There were originally two wooden outhouses, one for boys and one for girls, but no visible trace of them remains.² There is an outhouse with a metal roof and metal sides at the rear of the property (Photo #1). It appears to be a pre-fabricated shed like those available at farm equipment stores. It is a non-contributing building.

¹ As Figure #8 indicates, the building is slightly askew from an exact east-west axis. For purposes of this nomination, the four walls of the structure are referred to by the four cardinal directions.

² Interview with Elsie Coudron (originally Elsie Robertson), November 23, 2016. She was a student at the Williams Township School in 1928.

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Interior

The interior of the school is essentially one large space, except that the front door opens into a narrow vestibule about five feet long, which is flanked by small rooms that extend to the corners of the front façade (Photo #6, 7). The two small rooms are each about six feet wide, and like the vestibule, extend about five feet into the main room. These rooms were originally intended to be the boys' and girls' cloakrooms (Photo #8). Later they were used for other purposes, with the room in the northwest corner used for food preparation during events (Figure #6). The original, wood-panel doors are present in both rooms, as is the original interior door of the vestibule.

All interior walls have painted wainscoting about three feet high. Above the wainscoting the walls have painted board-and-batten sheathing that also covers the ceiling. The original hardwood floor is mostly in place. Although the school furniture is gone, the original blackboards still hang on the south and east walls (there are no blackboards on the north wall because of the four grouped windows). In the northeast corner there is a large wood-burning stove manufactured by the Manuel-Smith Heating Company of Minneapolis (Photo #5). This firm specialized in providing one-room schoolhouses with "jacket stoves" which featured a stove encased in a large cylindrical metal "jacket" attached to a duct which brought air from outside. The fresh air passes between the stove and the jacket, allowing the building to be heated with fresh air when the building is tightly closed during the winter (Figure #3). The "jacket" has been temporarily removed and sits in the southeast corner of the room (Photo #4).

Integrity

Although there have been some changes, the building retains its historic integrity because it exhibits the physical features that convey its historical significance as a one-room schoolhouse in the early 20th century. Its location and setting in a remote corner of Koochiching County near the Rainy River are unchanged. The design, materials, and workmanship on the exterior façades are still evident despite the replacement of the original windows, doors and roof. Like the originals, the replacement windows are made of wood. The original wood door, however, has been replaced by a metal door and the original roof has been replaced multiple times. The original brickwork of the chimney appears sound. The design, materials and workmanship of the interior are also mostly unchanged. The floor plan, the interior finishes, the wood burning stove, and the blackboards all appear to be original. Because the school was built in a moist, low-lying area, some of the concrete footing crumbled, causing the floor beneath the stove and along the front façade to fail. Recently, the foundation was repaired and the flooring that was too damaged to be reused was replaced with compatible hardwood. Most of the original flooring was retained. This repair also included a drainage system to keep the area under the school dry. As a result, the building is stabilized and continues to convey the feeling of a one-room schoolhouse from the period of significance (1909-1928).

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance
(Enter categories from instructions.)

EDUCATION

Period of Significance

1909-1928

Significant Dates

1909

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

Cultural Affiliation

Architect/Builder

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

The Williams Township School in the northeast corner of Koochiching County is locally significant under Criterion A in the area of Education. This one-room schoolhouse is representative of the efforts of the county's Board of Education to bring common school education to the most remote corners of the "unorganized territory," that is, areas in the county too sparsely populated to support local school districts. A single teacher taught all eight grades in this simple building located near the Canadian border about sixty miles west of International Falls, the county seat. The period of significance begins with the construction of the building in 1909 and ends in 1928, when road construction in the area allowed the county to close the school and transport students to a nearby consolidated school. The building relates to the statewide historical context of "Northwest Minnesota Lumbering 1870-1930s."

Narrative Statement of Significance

Minnesota's Last Frontier

The Rainy River, which flows from its origins in Rainy Lake westward for 85 miles to Lake of the Woods, forms part of the international boundary between the United States and Canada. Burial mounds on both banks of the Rainy River provide evidence that the river was of great importance to the region's native people as far back as the Initial Woodland Tradition.³ The Grand Mound at the confluence of the Rainy and Big Fork Rivers about 20 miles west of International Falls was likely constructed as early as 200 BC. In 2011, it was designated a National Historic Landmark.⁴

In the early 1700s, the first French and British fur traders interacted with Ojibwe bands living along the river and by the early 1800s the river was a prime fur trade route. At the falls, just downstream from Rainy Lake, trading posts were set up at Fort Frances on the northern side and at Koochiching on the southern side. A century later, these falls would supply the power for a massive lumber processing center, and the town on the southern bank would become International Falls. Because the area was very hard to reach and had a harsh climate that made the growing season very short, European-Americans only began to migrate to the region toward the end of the 19th century, and then only in very small numbers.⁵

In 1901, the Canadian Northern Rail Road reached Fort Frances, which was connected to Koochiching by ferry. This spurred further immigration to the United States side of the river, as

³ American Indian presence on the Rainy River began with the Paleo Indian tradition nearly 10,000 years ago.

⁴ David Mather, "Grand Mound," *National Historic Landmark Nomination*, 2003. It was designated a National Register site in 1972 as part of the "Laurel Mounds" site, an interconnected archeological landscape of burial mounds, seasonal villages and sturgeon fishing sites. The five earthworks at that site are part of a chain of more than 20 ancient mounds on both sides of the Rainy River.

⁵ Hiram M. Drache, *Koochiching: Pioneering Along the Rainy River* (Danville, Ill: Interstate, 1983), p 7. A short lived interest in gold and other precarious metals in the 1890s also encouraged some migration.

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did the opening of the area to homesteading in 1902. More significantly, the great White Pine forests to the south, which supplied timber to the lumber companies in Winona, Stillwater, and Minneapolis, had been exhausted. It now made economic sense to invest in the harvesting of the ample but remote timber resources of the border region. The entrepreneur who exploited this opportunity was Edward W. Backus, a very successful Minneapolis lumberman who explored the possibilities of the Rainy River region in 1898. He determined that if he could harness the water power of Koochiching Falls, a spot soon to be renamed International Falls, he could control the lumber resources of the region. After he cashed out of his Minneapolis operations, he and his partner William F. Brooks focused entirely on building a dam, power station, saw mill, and a paper mill at International Falls. The Backus-Brooks Co. and its subsidiaries completed the dam in 1908 and began producing electricity in 1909. Two years later they had a paper mill and the saw mill in operation. They also bought pinelands throughout the area to furnish timber to the mills.

Backus-Brooks Co. needed rail connections to transport its paper, lumber, and later, its patented insulation board made from pulp waste to markets to the south. In 1907, railroads arrived from two directions. Backus was involved directly in the building of the Minnesota and International Rail Road by acquiring a line already linking Brainerd and Bemidji, and then continuing the line north to International Falls. The Northern Pacific owned controlling stock in this railroad, which it took over completely in 1941.⁶ Meanwhile, the Duluth, Rainy Lake and Winnipeg extended its line originating in Virginia to the Rainy River where it crossed the border to Fort Frances at Ranier, a few miles east of downtown International Falls.⁷ The Backus-Brooks Co. then built the Minnesota, Dakota and Western line in 1910 to connect the two lines so that the company's products could be shipped either southwest to Brainerd or southeast towards Duluth. They also constructed the bridge over the Rainy River linking International Falls to Fort Frances.⁸

The promise of economic development led to a political realignment in the region. Until 1906 the Rainy River border country was part of Itasca County, the county seat of which was in Grand Rapids, located 130 miles from International Falls (but much farther for a traveler using existing rail lines). Citizens successfully petitioned to hold a referendum at which their proposal for a new county was passed overwhelmingly. A large chunk of northern Itasca County became Koochiching County with International Falls as the county seat. Of Minnesota's 87 counties, Koochiching is the second youngest. Only neighboring Lake of the Woods, which was organized in 1922, is younger.⁹

The new county was also the second largest and one of the most sparsely settled in the state. Roughly in the shape of a square, it extends for about 62 miles from east to west, and about 60 miles from the international border on the Rainy River to its southern border with Itasca County.

⁶ Richard Prosser, *Rails to the North Star* (Minneapolis: Dillon Press, 1966), p. 36, 147; Schmidt. Andrew et al. "Railroads in Minnesota, 1862-1956." *National Register of Historic Places Multiple Property Documentation Form*, p. 132. Today the Burlington Northern Railroad owns the line.

⁷ Prosser, p. 43, 48; Schmidt, 32-34. Later the Canadian Northern (part of the Canadian National System) bought the line and the international bridge at Ranier. Today it is owned by the Canadian Pacific Rail Road.

⁸ Schmidt, p. 119-120.

⁹ *History of Koochiching County* (International Falls, MN: Koochiching County Historical Society, 1983), p. 7.

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Only 6,431 people were counted in the 1910 census, giving it a population density of about two people per square mile. By 1920, the population had climbed to 13,520, and the population peaked in the 1960 census at just over 18,000. Since then the population has slowly declined, and today Koochiching continues to be one of the most sparsely populated counties in the state, a trait shared with all five of the counties along the state's northern border.¹⁰

The sparse settlement was the result of various geographic factors including the lengthy and harsh winters and the short growing season, both of which discouraged migration. Additionally, most of the county was once part of glacial Lake Agassiz, which left a predominantly flat landscape with significant wetlands and massive peat deposits. The lumbermen were attracted to the area because most of the county was covered with forest, primarily of White and Norway pine. They encouraged the belief that after the lumber had been harvested, the cutover lands would provide fertile farmland, especially once the wetlands were drained. This hope was not realized.

In 1909, the legislature passed the Judicial Ditch Law, which empowered courts to order counties to drain land upon the petition of a single property owner.¹¹ The law obligated counties to pay for the ditching and counties usually issued bonds to cover the cost. Between 1913 and 1917, Koochiching County financed considerable ditching in the hopes that the expense would be recouped in future tax revenues once wetlands were converted into productive farmland. Although some productive farmland was created, the project was generally a failure. Because of soil and climate conditions in the region, agriculture fared poorly and many early settlers moved on or were relocated with government aid during the New Deal.¹² Ditched or not, a significance amount of land became tax-forfeited property, and the county could not make its bond payments.

In 1929, the state saved Koochiching County from bankruptcy by assuming the ditching debts in return for clear title to a large tract in the western part of the county. The Minnesota Legislature passed a law placing the land under the management of the Department of Natural Resources (DNR) and "consolidating" all income from the land into one fund. As a result, the transferred areas became known as the Consolidated Conservation land, or "Con-Con" land as it is popularly known to local residents. The legislature provided that the state would also compensate the county with annual payments in lieu of taxes as well as split the income from the controlled logging in the forested areas. In Koochiching County, most of this land is part of the Pine Island State Forest.¹³

¹⁰ According to the 2010 census, the population densities of Lake of the Woods county was 3.1 people per square mile; Cook, 3.6; Kittson, 4.1, Koochiching, 4.3 and St. Louis, 5.2.

¹¹ Hiram Drache, *Taming the Wilderness: the Northern Border Country 1910-1939* (Danville, IL: Interstate Publishers, 1992), p 236-251; Warren R. Bilben, "A Study of the Unorganized Territory School System in Koochiching County, Minnesota," Master's Thesis, University of North Dakota, 1959, p. 34-35. Copy at the Koochiching County Historical Society.

¹² Bilben, p. 35-36.

¹³ The counties that the state bailed out in this way included Aitkin, Beltrami, Lake of the Woods, Mahanomen, Marshall and Roseau. This resulted in 1.6 million acres of Consolidated Conservation land, managed by the DNR as wild life management areas, state forests, state parks, scientific and natural areas, or agricultural land. Minnesota Legislative Reference Library, "Resources on Minnesota Issues: Minnesota Consolidated Conservation (Con-Con) Lands," accessed November 9, 2016.

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Education in the Borderland

As happened all around the state, the settlers of Koochiching County moved quickly to establish “common schools” for the education of their children. These schools were ungraded, one-room schools with one teacher, almost always a woman. In most parts of the state, locally-controlled school boards were established to manage this system. School boards used their power to levy property taxes as their main source of income.¹⁴ However, it proved to be very difficult to organize and sustain local school districts in the sparsely settled northern counties.

In 1907, the Minnesota legislature responded to this problem by providing for the education of school children in “unorganized territory,” that is, those parts of a county where local school districts had not been organized.¹⁵ In such unorganized territory, the power to provide schooling was held by a “county board of education” composed of the chair of the county board, the county treasurer, and the county superintendent of education. This board had the responsibility to provide schooling to every child within the unorganized territory. It had the power to levy a property tax and also issue bonds to build schools without going to the county voters for approval. The board also supplied necessary supplies and books.

Koochiching County took full advantage of the “unorganized territory” statute and organized a county board of education. This board took over responsibility for about two dozen schools when Koochiching County broke away from Itasca County in 1906. Most were ungraded, one-room schools, but a few were “consolidated,” which in this context meant schools with more than one room and one teacher. There were two organized school districts, one in International Falls and the other in South International Falls. The rest of the county was designated as “unorganized territory.”¹⁶ After 1907, three communities in the south of the county petitioned to become independent school districts, but in the 1920s they all found it impossible to sustain themselves financially and were dissolved.¹⁷

Koochiching County’s first superintendent of education was Annie Shelland, the daughter of a Methodist minister (Figure #1). In 1903, she came north to homestead in a successful attempt to cure herself of tuberculosis. She was 25 years old and had a Normal School education. She taught at a one-room school at Big Fork near her homestead, and then at several other rural schools. She moved to International Falls to teach in 1906 just as Koochiching County was being organized. Well-liked by all and respected for her passion and energy, she was asked to take on the formidable job of bringing education to the isolated population of the new county.¹⁸

¹⁴ Clark A. Chambers, “Educating for the Future,” p. 475 in Clifford Clark, Jr., *Minnesota in a Century of Change* (St. Paul: Minnesota Historical Society Press, 1989).

¹⁵ The full statute is reprinted in Bilben, p. 2-7.

¹⁶ *History of Koochiching County*, p. 58-59; Drache (1992), p. 191; Bilben, p. 24.

¹⁷ Bilben, p. 41-43.

¹⁸ *History of Koochiching County*, p.58-59; Bilben, p. 25; “Mrs. C. Williams, First Head of County Schools, Recalls Early Days in Visit Here,” *International Falls Daily Journal*, August 8, 1945, p. 5.

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In addition to Shelland, the new county board of education included Nels Olson, a banker who was also the county board chair, and George Snyder, the county treasurer. It met for the first time on January 1907. At the second meeting, Superintendent Shelland reported that she had received 35 petitions for new schools in the unorganized territory. It was her job to process requests for new schools, investigate their need, and survey the proposed site. Once the board had given its approval, she oversaw the building of the school, the hiring of a teacher, and the development of a curriculum. Many of the petitions processed by Shelland led to new schools, and by the spring of 1909, she reported that there were 43 schools employing 45 teachers in the "unorganized territory," which as noted above, included the overwhelming bulk of the county's vast expanse.¹⁹

Shelland had been recommended for the job in part because she had a reputation as a hiker capable of traveling long distances in all seasons on foot.²⁰ Arduous travel was, in fact, a big part of her work. She would travel to inspect proposed sites, and then later return to inspect schools after they were up and running. Over the vast area of Koochiching County, she traveled by train, boat, horse, and often, by foot, staying overnight with a teacher or a family. In those years, Koochiching County, much of which was marshland, had just a few rudimentary dirt roads, which were impassible after the spring thaw, supplemented by a few corduroy roads.²¹ She recalled that many of the young women teachers she knew walked 15 miles or paddled 30 miles on the Rainy River or its tributaries to attend a dance or other community event.²²

She also traveled to St. Paul to lobby for school funding, and in 1911 she succeeded in getting state aid for schools in the northern counties. Given her experience with travel around the county, she also became a leading representative of the "good roads" movement in northern Minnesota. In a 1912 speech, she tried to make a Minneapolis audience understand how isolated Koochiching County could be in those years:

It is hard to realize . . . what it means to live 25 miles from a railroad without even a dirt road running through the swamps and forest. I have had to wade through a wilderness trying to get from one house to another. . . No one who has not seen it, can realize what the desolation of that country is, where no news from the other world is even heard within three weeks of its occurrence. With no trains, no boats, and no roads the situation is desperate.²³

When a small number of families petitioned for a school, the board had the option of transporting students daily by bus to an existing school or paying to board them near an existing school. However, transportation was so difficult in the early years that the only feasible approach was to build a school near where the families lived. As a result, Annie Shelland and her successors started nearly 100 schools in the several decades after Koochiching County was organized in

¹⁹ Bilben, p. 26.

²⁰ Drache (1983), p. 128.

²¹ Corduroy roads were logs laid perpendicular to the line of travel.

²² Drache (1992), p. 152-154.

²³ Quoted in Drache (1992), p. 154-155.

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1907.²⁴ However, many of those families later decided to leave their homesteads, especially after it became clear that ditching was not going to turn these northern wetlands into profitable farms. As a result, many of these schools operated for only a short time. As settlers moved away, the county board consolidated schools, especially in the 1920s as roads were built and the transportation of students became more feasible.

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In 1908, settlers in Williams Township were among those parents petitioning Annie Shelland for a new school. The township had been organized in 1903 and took its name from James Williams, a homesteader from Canada who farmed with his wife Ellen on the south bank of the Rainy River.²⁵ He was well known in the area because he operated a portable sawmill. Oskar C. Hansen, a neighboring homesteader, offered a parcel of his land for the construction of the school. It was typical of the informal property relations of the day that his gift never took the form of a formally recorded deed. The new county seat in International Falls was, after all, more than sixty miles away and travel was arduous. Hansen later got a job on the Soo Line and moved with his wife to Wisconsin. He apparently sold his land, including the land upon which the school was located, to Swan and Emily Tornquist in 1913. This couple, and then their descendants, owned the property until 1960.²⁶

County school superintendents like Annie Shelland filled out a form each summer reporting on the county's education efforts during the previous school year. The Williams Township School was first mentioned in her report for the year ending July 31, 1909.²⁷ However, she listed no enrollment for the school so it is likely that it was built in the spring and summer of 1909 in preparation for the school year beginning in September. In her report for the 1910 she stated that Williams Township School had 16 students, six of whom were under 8 years old, eight were ages 8 to 18, and two were 18 to 21. They were taught by a single teacher paid \$55 per month. The teacher in that first year was Inga Hamry. Shelland noted that the school operated on a full nine months schedule and that she visited the school twice.²⁸

²⁴ Shelland was the county superintendent of education until 1915 when she was recruited to become the assistant inspector of rural schools for Department of Public Instruction in St. Paul. In 1920 she married C. E. Williams and moved to South Dakota. In a few years, they returned to Minnesota and she taught at Faribault, Baudette, and Staples. She retired to International Falls in 1948, and died in a nursing home in Minneapolis in 1964. *History of Koochiching County*, p. 253.

²⁵ Warren Upham, *Minnesota Place Names*, 3rd Ed. (St. Paul: Minnesota Historical Society Press, 2001), p. 302. Williams was still living in the township during the 1910 census when he was 61. Later he retired from farming and moved to nearby Baudette where he died in 1923.

²⁶ The 1940 census list Swan and Emily Tornquist and their two youngest children still on the property. He died that year but other family members stayed on the land.

²⁷ Annual Report to the Superintendent of Public Instruction for the year ending July 31, 1909 by Annie Shelland, county superintendent of schools, Koochiching County (Minnesota Historical Society library—126.I.1.7). Hereafter, "Annual Report for the year ending...."

²⁸ Annual Report for the year ending July 31, 1910; "County Schools to Open Sept. 6," *International Falls Press*, September 1, 1910, p. 1.

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The Williams Township School was a typical ungraded, one-room schoolhouse. It was very much like the small, wood-framed, gable-roofed, rectangular schools which had been built throughout the Midwest since the 1850s (Figure #2).²⁹ Typically the interior of these schoolhouses was a large, unadorned open space. As was often the case in northerly locations, the Williams Township School has a vestibule to help shelter the students from the harsh weather and two cloakrooms where children could hang their winter coats. Schools usually had some sort of "blackboard," although this might only mean pine boards painted black. This school has real slate blackboards, which still hang on the walls today.

Although the school was separated from St. Paul by a long and arduous journey, a few of the new ideas about school architecture emanating from the Minnesota Department of Public Instruction found expression in this building. For example, early schoolhouses generally had a few widely spaced windows on each of the long façades of the building. After the turn of the 20th century, school reformers increasingly promoted natural light in classrooms, and the recommended plans for one-room schools featured more windows. The schoolhouse plans recommended by the state of Minnesota included Regulation #150, which proclaimed that "the glass area of windows shall equal one-fifth of the floor area of the school room." The sample plans provided to the counties displayed one and two room schoolhouses with sets of five grouped windows. The state also proscribed in Rule #151 that the natural light should come from the left of the pupils. Intentionally or not, the builders of the Williams Township School complied with these rules by placing a band of four connected windows on the north side.³⁰

In addition to sunlight, school reformers after 1900 were also concerned about providing fresh air to students. This was especially a problem during harsh northern winters when the school building was closed up tightly and heated by a wood-burning stove. Soon the air would be stale, fetid, and if the wood supply had not been cured, smoky. In response to this problem, the state recommended jacket stoves, which had a fresh air intake near the floor level that allowed outside air to pass through the shaft between the stove and the metal jacket surrounding it.³¹ These stoves heated the room with a constant stream of fresh air from outside. The "jacket" also protected children from getting burned by touching the hot stove. The builders of the Williams Township School installed a jacket stove with an external air intake vent built by the Manuel-

²⁹ For example, it closely resembles the District 32 Schoolhouse built in Goodhue County in 1875, pictured at p. 50 in Doug Ohman, *Schoolhouses of Minnesota* (St. Paul, Minnesota Historical Society Press, 2006). See also Andrew Gulliford, *America's County Schools* (Washington: Preservation Press, 1984), p. 182-183 and Wayne Fuller, *One-Room Schools of the Middle West* (Lawrence: University of Kansas Press, 1994), p. 13-17.

³⁰ F. E. Haldane, *New School Buildings: Plans of One-Room and Two-Room School Buildings in Minnesota* (St. Paul: Superintendent of Public Instruction, 1910). The architectural drawing for a model school showing a five window set are in this volume and also in F. E. Haldane, *Consolidated Schools in Minnesota: Book A, Plans and Specifications for One and Two-Room Buildings* (Minnesota Superintendent of Public Instruction, 1912), p. 6. On windows in one-room schoolhouses generally see Gulliford, p. 172 and Fuller, p. 89-90. Fuller suggested that windows were placed on the left side of the building as you came in the door, assuming that the students sat facing the rear wall, in order to provide the right-handed students with the best natural light.

³¹ Haldane (1910), p. 68; Haldane (1912), p. 53. 56. See also Rule 156a in Haldane (1910) requiring that stoves or furnaces have a cold air intake. On jacket stoves in one-room schoolhouses, see Fuller, 92 and Gulliford, p. 191

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Smith Heating Company of Minneapolis. This company specialized in heating stoves for one-room schoolhouses (Figure #3). Because the building was continually used until recently, and never substantially upgraded, this heating system is intact and operable (Photos #4, 5).

The number of students in the Williams Township School fluctuated greatly from year to year, most likely reflecting that fact that new settlers were arriving and others were abandoning their homesteads to seek better opportunities elsewhere. The 16 students recorded in the 1910 report were likely the most ever to attend the school in a single year. The next year there were only eight students, and the year after that only six. However, the school rebounded to 14 students during the 1912-1913 academic year.³²

After 1915, however, it was becoming clear that the county was not going to sustain the population densities of agricultural counties in the southern part of the state.³³ Increasingly the county built more consolidated schools, and the number of one-room schools began to decline. In 1922, the county board opened a consolidated school at Border, a village on the Rainy River about four miles east of the Williams Township School. Border was on the graded, gravel road between International Falls and Baudette (State Highway 11 today) that was completed that same year.³⁴ During the 1927-1928 academic year, Williams Township School had 15 students taught by Mildred Thomas, who was paid \$105. This was the school's last year. The board decided to move the Williams students to the Border Consolidated School. The following year, the board transported students in a small Ford bus in the spring and fall and horse-drawn sleigh in the winter.³⁵

The Williams Township School enrollment fluctuated in part because the students tended to come from just a few families. In a given year, the departure of one family might cut the enrollment in half. For example, the 15 students who attended the school in its final year came from just five families. A photo of the 15 students, joined by four younger siblings under school age, includes six children from the family of Frank and Agnes Milne, five from the family of Nels and Ragna Lauritson, and four from the John and Anna Robertson family (Figure #4). Among the remaining students are Eldyne and Warren Tornquist, whose parents were Swan and Emily Tornquist, the owners of the property where the school was located. In the 1930 census, the heads of all these families reported farming as their occupation. The Lauritsons and the Robertsons were Norwegians, the Tornquists were Swedes, Frank Milne was a Scot, and his wife Agnes a Dane.³⁶

Elsie Robertson, the youngest of the Robertson children at Williams Township School, was a seven year old 1st grader during the school's final year. She recalls that she and her siblings would walk along the river bank to the Tornquists' homestead and then follow the path inland to the school. In the depth of winter, the older ones would tie scarves around the little ones and pull

³² Annual Reports for the years ending July 31, 1911, July 31, 1912 and July 31, 1913 (126.I.1.8; 126.I.2.1).

³³ Drache (1992), p. 192.

³⁴ Drache (1992), p. 158. The sleigh was necessary because, although Border was on the new gravel road, the county was only then beginning to discuss the problem of keeping its roads open in the winter.

³⁵ Annual Report for year ending July 31, 1928 (108.H.14.5B). *History of Koochiching County*, p. 28.

³⁶ On the Lauritsons see *History of Koochiching County*, p. 185; on the Robertsons, see p. 241.

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them along so they wouldn't get lost in the snow. If a storm struck during the day, her father would come for them in a sleigh. The students brought food from home, and the teacher would heat up leftovers on the jacket stove. Unruly students were sometimes sent to the cloakrooms. She remembers being disappointed when they were sent to the Border school because the five families at Williams Township School were close and their entire social lives, including after school activities, centered on their schoolhouse (Figure #5). The following year, she walked over a mile to the highway to catch the bus which took her to Border. She realized that the larger school had its advantages, like graded classrooms, a library and even a kitchen.³⁷

The closing of Williams Township School was part of a larger process which was accelerated by the Great Depression. In 1928, the county operated 43 schools in the unorganized territory, eight of which were consolidated. By 1931, the Depression had worsened the county's financial problems, and the number of schools in Koochiching County had shrunk to 36. The county's tax revenue continued to deteriorate however, and it was forced to merge even consolidated schools. In 1933, the Border school and three neighboring schools in the northwest corner of the county were consolidated into the Indus School.³⁸

From School to Township Hall to County Community Building

When the county education board moved the students to the Border school in 1928, the Williams Township School became the Williams Township Hall. The Tornquist family held the property until they sold it in 1960 to other private owners, and the property changed hands again in 1977 and 1994. All along, however, the property owners apparently were willing to host the building on their property. It may also have been that they were unaware that they owned the land under the former schoolhouse.

Meanwhile, the county's troubled experience with townships came to an end. Because of sparse settlement, functioning township governments were only sporadically organized in Koochiching County. Those that existed had a difficult time sustaining themselves economically, especially when settlers were delinquent on their taxes or tax forfeited their land. The western townships which were within the areas ceded to the state as part of the settlement of the county's ditch debt were automatically dissolved. Williams Township was within this area and was likely formally ended at that time, if indeed it was ever formally organized.³⁹ In any case, the county dissolved all remaining townships in 1948. After the township was dissolved, the Williams Township Hall building became the responsibility of Koochiching County.

As Elsie Robertson recalls, the Williams Township School functioned from the beginning as an all-purpose community center. For want of any other venue, it served as the site of political meetings, voting, club meetings, weddings, showers, birthdays, performances, and celebrations

³⁷ Interview with Elsie Coudron (formerly Elsie Robertson), November 23, 2016. Elsie Robertson is the second child in the first row in the Figure #1. She was 95 years old as the time of the interview.

³⁸ Drache (1992), p. 194.

³⁹ The term "township" refers both to a plot of land under the land survey, and also to a formally organized unit of government. Institutions in along the border were often informal, and it is possible that the local residents considered their neighborhood a "township" but never formally organized it.

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of all kinds. It continued to serve these functions when it was a town hall, and then when it became county property. A good example of the family use of the building was the 1963 wedding shower of Rose Warnken and Ernest Droham pictured in Figure #6. The photos show how the women of the community transformed one of the cloakrooms into a small kitchen.

The Farmers Union and the 4-H were two local organizations that made regular use of the hall. Robert Lauriston, one of the children in the 1928 photo of the Williams student body, was later president of the local Farmers Union. The organization held meetings in the building followed by food, music, and dancing. The 4-H also held meetings there and both groups performed humorous skits in the building to entertain the community. Until recent times, the building was unlocked and local residents could use the building at any time.⁴⁰

Since the land upon which the school is located is within the Consolidated Conservation area of Koochiching County, "Con-Con" funds have been used to maintain the building. A citizens committee advises the county and the DNR on the stewardship of properties within the Consolidated Conservation district. One of the members of the citizens' committee is Etta Erickson who, with her husband Lamont, bought the land upon which the schoolhouse is located in 1994. The Ericksons deeded the rectangular plot of land associated with the school to Koochiching County in 1999 with the proviso that the land would revert to them in the event the county discontinued the use of the building. The citizens' committee has budgeted funds from time to time to replace the windows, install a new metal roof, and paint the exterior. Recently the county used "Con-Con" funds to repair the foundation and floor boards.

Conclusion

In 1909, Koochiching County Board of Education built the Williams Township School in fulfillment of its obligation to provide common school education in the "unorganized territory" of the county that was too sparsely settled to sustain independent school districts. It appears to be the only surviving one-room schoolhouse in the Koochiching County borderlands near the Rainy River, and very likely the only intact one room schoolhouse anywhere in the county.⁴¹ It is locally significant under Criterion A in the area of Education because it is associated with and exemplifies the county's efforts to bring common school education to families in every corner of the county no matter how sparse or transient the population. The period of significance begins with the construction of the building in 1909 and ends in 1928 when the school board decided to close the school and transport its students to a nearby consolidated school.⁴²

⁴⁰ Marie Elizabeth Milne Olson, *And the Children Stand Alone* (1981). This is a typescript memoir found at the archives of the Koochiching County Historical Society.

⁴¹ According to Edgar Oerichbauer, the long serving director of the Koochiching County Historical Society, the only other one-room schoolhouse in the county is near Northome in the southwest corner of the county. This structure is an abandoned shell which is probably beyond saving.

⁴² As noted, anecdotal evidence indicates that the building continued to be used as a venue for community events after the school board left it. No written evidence has been found, however, and township records, if they ever existed, have been lost. There does not appear to be adequate documentation to establish significance in the area of Entertainment and Recreation in the period after 1928.

Williams Township School
Name of Property

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9. Major Bibliographical References

Published

- Chambers, Clarke A. "Educating for the Future." Pp 473-506 in Clifford Clark, Jr., *Minnesota in a Century of Change*. St. Paul: Minnesota Historical Society Press, 1989.
- Drache, Hiram. *Koochiching: Pioneering Along the Rainy River Frontier*. Danville, Illinois: Interstate Publishers, 1983.
- Drache, Hiram. *Taming the Wilderness: The Northern Border Country 1910-1930*. Danville, Illinois: Interstate Publishers, 1992.
- Fuller, Martin. *One-Room Schools of the Middle West: An Illustrated History*. Lawrence: University of Kansas Press, 1994.
- Gulliford, Andrew. *America's Country Schools*. Washington, D. C.: Preservation Press, 1984.
- Haldane, F. E. *New School Buildings: Plans of One-Room and Two-Room School Buildings in Minnesota*. St. Paul: Superintendent of Public Instruction, 1910.
- Haldane, F. E. *Consolidated Schools in Minnesota: Book A, Plans and Specifications for One and Two-Room Buildings*. St. Paul: Minnesota Superintendent of Public Instruction, 1912.
- History of Koochiching County: Where Trees Make the Difference*. Dallas: Taylor Pub., 1983.
- Ohman, Doug and Jim Heynen. *Schoolhouses of Minnesota*. St. Paul: Minnesota Historical Society Press, 2006.
- Zimmerman, Jonathan. *Small Wonder: The Little Red Schoolhouse in History and Memory*. New Haven: Yale University Press, 2009.

Articles from the *International Falls Daily Journal* and *International Falls Press*.

Unpublished

- Bilben, Warren R. "A Study of the Unorganized Territory School System in Koochiching County." Master's Thesis, University of North Dakota, 1959.
- Schmidt, Andrew et al. "Railroads in Minnesota, 1862-1956." *National Register of Historic Places Multiple Property Documentation Form*, 2007 (Minnesota Historic Preservation Office).
- Olsen, Marie Elizabeth Milne. *And the Children Stand Alone*. Typed manuscript, 1981.

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Annual Reports of the Koochiching County Superintendent of Education, 1908-1928 (Minnesota
Historical Society Library)

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: Letter of Eligibility, December 19, 2016
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: Koochiching County Historical Society

Historic Resources Survey Number (if assigned): KC-UOG-115

Williams Township School
Name of Property

Koochiching County, Minnesota
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10. Geographical Data

Acreage of Property Less than one acre

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

Zone: 15

Easting: 396420

Northing: 5395310

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

Part of the NW ¼ of the SW ¼ of Section 5, Township 160 N, Range 29 W described as follows: Beginning at the southwest corner of said NW ¼ SW ¼ thence east on the south line 198 feet, thence north parallel to the west line of said NW ¼ SW ¼ for 249 feet, thence west parallel with the south line of said NW ¼ SW ¼ for 198 to the west line of said NW ¼ SW ¼, thence south along the west line 249 feet the point of beginning.

Boundary Justification (Explain why the boundaries were selected.)

These are the boundaries historically associated with the property.

Williams Township School
Name of Property

Koochiching County, Minnesota
County and State

11. Form Prepared By

name/title: Greg Gaut
organization: Historic Preservation Consultant
street & number: 1235 Yale Place #408
city or town: Minneapolis state: Minnesota zip code: 55403
e-mail GregGaut@gmail.com
telephone: 612-200-9494
date: October 6, 2017

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.)

Williams Township School

Name of Property

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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: Williams Township School

City or Vicinity: unorganized territory

County: Koochiching

State: Minnesota

Photographer: Greg Gaut

Date Photographed: July 2017

Photo #1: (MN_Koochiching Co_Williams Township School_0001)

Front and south façades, outhouse in background, camera facing northeast.

Photo #2: (MN_Koochiching Co_Williams Township School_0002)

North façade, camera facing south.

Photo #3: (MN_Koochiching Co_Williams Township School_0003)

South and rear (east) façade, camera facing northwest

Photo #4: (MN_Koochiching Co_Williams Township School_0004)

Classroom, with stove on left, and its "jacket" on right, camera facing east.

Photo #5: (MN_Koochiching Co_Williams Township School_0005)

Manuel-Smith stove, with "jacket" removed, camera facing north.

Photo #6: (MN_Koochiching Co_Williams Township School_0006)

Classroom, camera facing west.

Photo #7: (MN_Koochiching Co_Williams Township School_0007)

Vestibule to entrance door, camera facing west.

Photo #8: (MN_Koochiching Co_Williams Township School_0008)

Cloakroom in southwest corner, camera facing southwest.

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National Park Service

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Historic Photos and Site Maps

Figure #1: Annie Shelland, Superintendent of Schools, Koochiching County, in a photo reportedly taken when she visited St. Paul to lobby at the legislature around 1910 (From the collections of the Koochiching County Historical Society).

Figure #2: Early photo of the Williams Township School during its construction in 1909 (from the collections of the Koochiching County Historical Society).

Figure #3: Advertisement for the Manuel-Smith Heating Company in *School Education*, Vol 26, No. 3 (March 1907), page 40. The illustration featured one of their jacket stoves in a classroom.

Figure #4: The fifteen enrolled students of the Williams Township School in 1928, with four of their preschool siblings (from the collections of the Koochiching County Historical Society):

- Row 1: Eldyne Tornquist, Elsie Robertson, Herbert Milne, Jean Milne, Eleanor Lauritson, Stanley Milne, Nora Lauritson.
- Row 2: Mary Thompson, Esther Robertson, Edith Lauritson, Donald Milne, Anne Robertson.
- Row 3: John Thompson, Margaret Lauritson, Gunhild Robertson, Alice Milne, Robert Lauritson, Isabel Milne, Warren Tornquist.

Figure #5: The Williams Township School students at their Halloween Party in 1928 (from the collections of the Koochiching County Historical Society)

Figure #6: The 1963 wedding shower of Rose Warnken and Earnest Droham at the schoolhouse, which at that point was a community hall maintained by the county. The camera faces generally west. The doorway on the left leads to the vestibule, and then to the outside; the doorway on the right accesses the cloakroom which was then being used for food preparation (from the collections of the Koochiching County Historical Society).

Figure #7: Google Earth shot of portion of northwest corner of Koochiching County, Minnesota, with approximate location of the Williams Township School on Co. Rd. 89 north of Highway 11 marked with an "x."

Figure #8: Google Earth shot of Williams Township School showing camera direction of exterior photos.

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National Park Service

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Figure #1

United States Department of the Interior
National Park Service

National Register of Historic Places
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Williams Township School

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Koochiching County, Minnesota

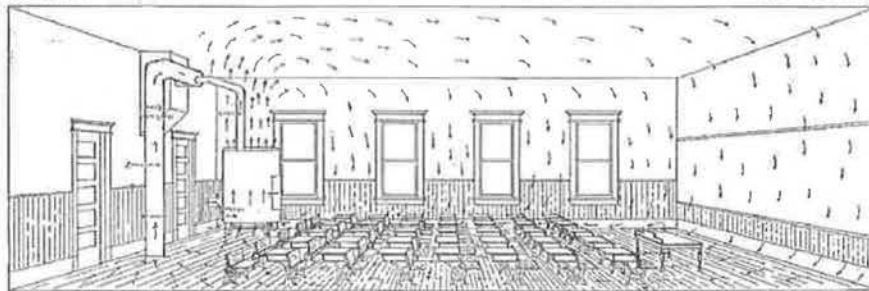
County and State

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Figure #2

PERFECT VENTILATION PURE AIR EVEN HEAT WARM FLOORS



FURNACE HEAT AT HALF THE COST

Hundreds of village and country schools are using our Stove Plants. Not one is dissatisfied. Ours is the only Stove Ventilation that has stood the test of time and cold weather.

The State Departments of Public Instruction in Minnesota, Wisconsin, North Dakota and South Dakota give our system a complete endorsement. It meets the requirements of the State of Minnesota for special state aid and is now in more than half of the state-aid schools. Many county superintendents refuse to recommend any other system. Every mail brings a letter like this:

Beardsley, Minn., March 26, 1906.
Gentlemen:—District No. 16, Big Stone County, put in one of your Heating Plants two years ago, which we are well satisfied with. It has saved its cost in fuel in two winters, has warmed a room 20 x 36 feet evenly and given good ventilation, with doors and windows closed. The floor is warm and the teacher's desk stands 30 feet from the stove. We can keep fire over night and the room is ventilated for morning. We do not use storm windows.

Yours very truly,
GEO. B. CHESLEY, Clerk Dist. 16.

Our business is **School Heating and Ventilating**. Our foul and fresh air ventilation can be attached to furnaces, hot water and steam plants already in use without loss of school time. Investigate our record and be convinced.

MANUEL-SMITH HEATING COMPANY
821-23 Washington Ave. S. E. MINNEAPOLIS, MINN.

When writing to advertisers, please state that you saw the ad. in School Education

Figure #3

United States Department of the Interior
National Park Service

National Register of Historic Places
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Figure #4



Figure #5

United States Department of the Interior
National Park Service

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Figure #6



Figure #7

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

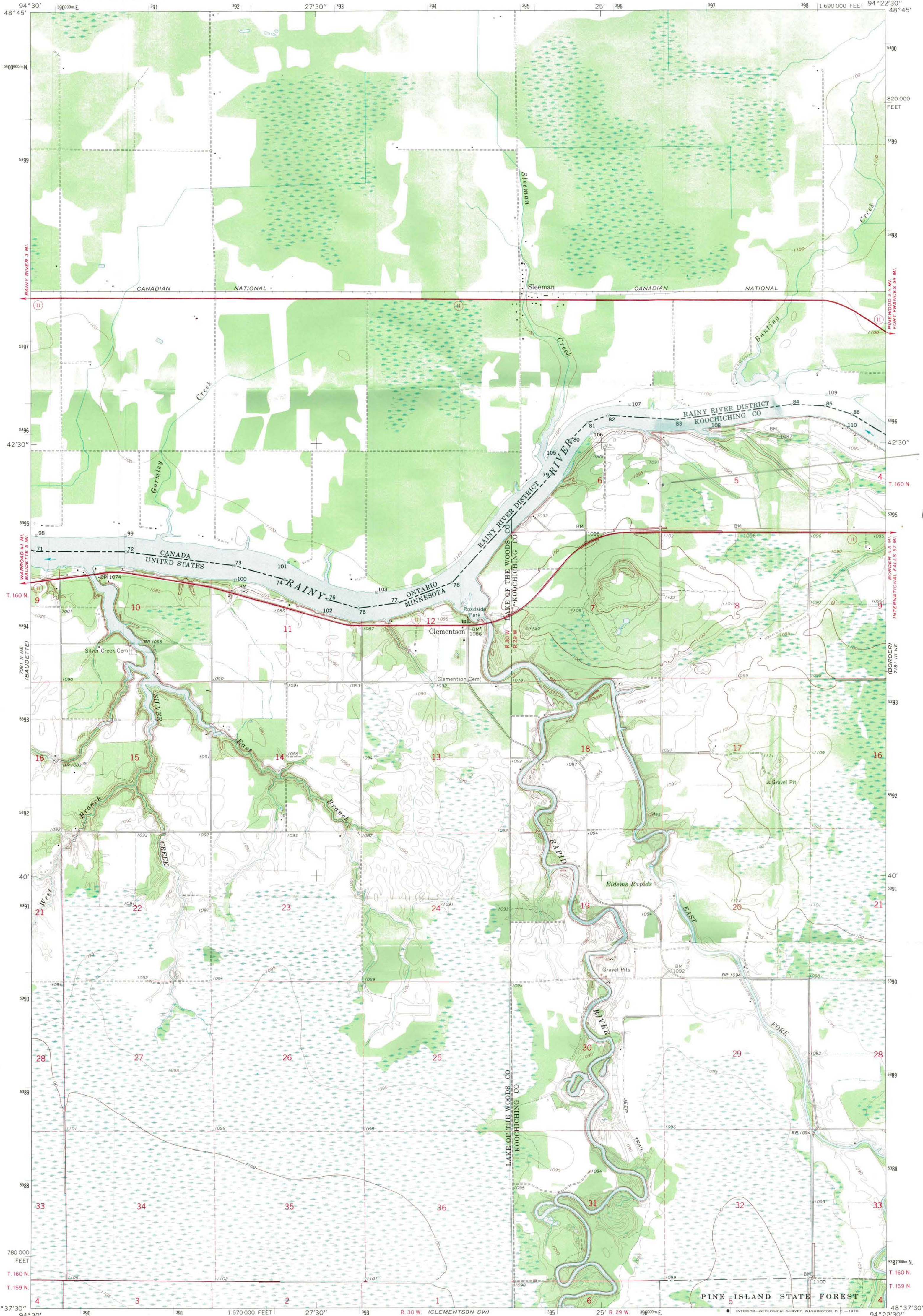
Williams Township School
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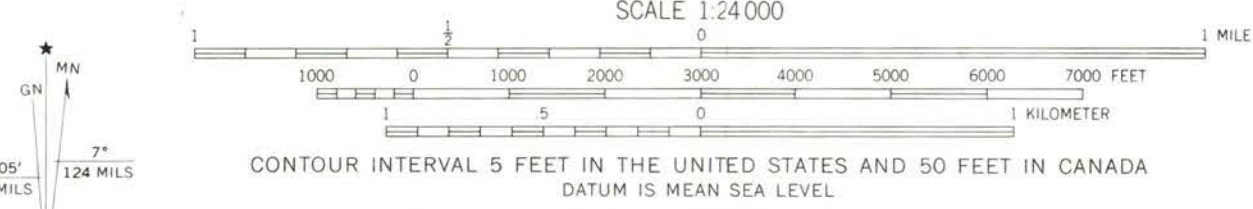


Figure #8



William Township School
Koochiching Co, Minnesota
UTM Reference
15 396420 5395310

Maped, edited, and published by the Geological Survey
Control by USGS, USC&GS, and International Boundary Commission
Planimetry by photogrammetric methods from aerial photographs
taken 1966. Topography by planetable surveys 1968
Canadian portion copied from advance print Pinewood quadrangle
(1:40,000) 1965. Department of Energy, Mines and Resources
Polyconic projection. 1927 North American datum
10,000-foot grid based on Minnesota coordinate system, north zone
1000-meter Universal Transverse Mercator grid ticks,
zone 15, shown in blue
Fine red dashed lines indicate selected fence and field lines where
generally visible on aerial photographs. This information is unchecked



ROAD CLASSIFICATION
Primary highway, all weather, Light-duty road, all weather,
hard surface improved surface
Unimproved road, fair or dry
weather
State Route

THE U.S. PORTION OF THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, DENVER, COLORADO 80225, OR WASHINGTON, D.C. 20242
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

CLEMENTSON, MINN.-ONT.
N4837.5-W9422.5/7.5
1968
AMS 7181 III NW-SERIES V872



WILLIAMS
TOWN-HALL









No. 022
CONVECTION
HEATER
MANUFACTURED BY
MINNAPOLIS SMITH HEATING CO.
LEFFLER







K.I.I.A

Some people
are just
Beautiful

Are
They
Not?



Evaluation/Return Sheet For Single/Multi Nomination

1 of 1

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: 4/16/2018 Date of Pending List: 5/4/2018 Date of 16th Day: 5/21/2018 Date of 45th Day: 5/31/2018 Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 5/29/2018 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.

[Back](#)

Minnesota Historical Society
State Historic Preservation Office
50 Sherburne Avenue, Suite 203, St. Paul, MN 55155
651-201-3293



TO: Paul Loether, Keeper
National Register of Historic Places

FROM: Ginny Way

DATE: April 10, 2018

NAME OF PROPERTY: Williams Township School

COUNTY AND STATE: Koochiching 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
 Digital Map *USGS*
 Sketch map(s)
 Correspondence
 Owner Objection
The enclosed owner objections
Do Do not constitute a majority of property owners

STAFF COMMENTS: