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United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

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

### 1. Name of Property

Historic name Ingersoll School

Other names/site number 32ML971

### 2. Location

street & number 11mi N on Alt 200, R. 2 mi on Hwy 200, turn right for .4 mi on gravel  not for publication

city of town Washburn  vicinity

State North Dakota code ND county McLean code 55 zip code 58577

### 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

Signature of certifying official Merlan E. Paaverud, Jr.

2-12-10  
Date

State Historic Preservation Officer  
Title

State or Federal agency and bureau

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

Signature of commenting official

Date

Title

State or Federal agency and bureau

### 4. National Park Service Certification

I, hereby, certify that this property is:

Signature of the Keeper Edison H. Beall Date of Action 3-31-10

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:)

**5. Classification**

**Ownership of Property**  
(Check as many boxes as apply)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal
<input type="checkbox"/>	private

**Category of Property**  
(Check only one box)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	building(s)
<input type="checkbox"/>	object

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

Contributing	Noncontributing	
1	1	buildings
		sites
		structures
		Objects
		buildings
1	1	<b>Total</b>

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

NA

**Number of contributing resources previously listed in the National Register**

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions)

Education/ schoolhouse \_\_\_\_\_

Social Center \_\_\_\_\_

Religion/ church \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Current Functions**  
(Enter categories from instructions)

Vacant/ Not in Use \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions)

Late 19<sup>th</sup> and early 20<sup>th</sup> Century

Other: rural school \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Materials**  
(Enter categories from instructions)

foundation: Field Stone/Mortar \_\_\_\_\_

walls: Wood siding \_\_\_\_\_

\_\_\_\_\_

roof: Wood shingles \_\_\_\_\_

other: \_\_\_\_\_

\_\_\_\_\_

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### **Narrative Description**

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

### **Summary Paragraph**

The Ingersoll School is a single story one-room building. It is rectangular in shape and measures 20' x30' with an addition on the west side that measures 10'x12'. This school is built in the manner of many one-room schools in rural North Dakota. The walls and roof are built of wood with the foundation being built of stone and mortar. The entry area was created by a wall just inside the building with doors at either end for entry into the main room. Prior to the addition, the building had double doors leading into that entry area. The school was built on a rise on the open prairie on land donated by one of the local homesteaders, Frank G. Nordquist. It is still a rural area and today it is part of the Turtle Lake Mercer school district. There is an outhouse on the property that is not original. This building is in good repair, inside and out. The windows are shuttered for protection. The property is in excellent condition and has had little change since it was constructed in 1885.

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### **Narrative Description**

Ingersoll School, built in 1885, is typical of a one-room school building; the door of the building faces west with all the windows facing north and south. Ingersoll School is a rectangular, one-story, gable-roofed building with an attic. There is also an entry/coatroom on the west side of the building.

The original building measured 20 feet wide (north and south) and 30 feet long (east and west). Inside the school doors was a partition running from north to south with doors at either end. Children came into that entry area and perhaps had coathooks and places for lunch pails. In 1903 this partition was removed to enlarge the school room and a 10 foot by 12 foot entry was added to the west side of the building. This addition also included a wooden porch with three wooden steps leading into the school. There are non-conforming rails on the porch and along the stairs.

Today the building is in good condition, painted and roofed, and maintained by the Ingersoll Veeder Cemetery Association. There is a north-south gravel road to the west of the the school, on the section line. It was probably a trail at the time the school was built. As one looks across the landscape, fields and farms can be seen to the north, west, and south. Some distance to the east is a small creek and slough. Directly east of the school there is a cemetery surrounded by spruce trees.

Early photographs (1917) of the school grounds show a barn east of the school as well as two outhouses. According to the original specifications, the outhouse was to be 4 feet by 6 feet and it was to have been built in three sections — girls on one side, boys on the other with fuel storage in the middle. The 1917 photograph of the school shows a horse barn behind the school and one outhouse to the north and another to the south of the barn. In 1935, the year the 50<sup>th</sup> anniversary was celebrated, a photo shows a single, west facing, outhouse sitting on the south side of the school. Today there is a single outhouse located further to the southeast of the school. This outhouse was donated by a local farmer and placed on the school grounds at the time of the centennial celebration. Photographs from 1890 and 1917 also show the cupola which housed the school bell.

Original specifications state (Additional Documentation #1) the school is wood-framed with 2 inch by 4 inch pine cut 12 feet long and placed 24 inches center to center [on center]. The outside was sheeted [sheathed] with common boards, covered with brown paper and sided with No. 2 lap siding with no loose knots in it and not laid more than 4 ½ inches to the weather [exposure]. It sits on a foundation of stone and mortar 12 inches thick and 6 inches high. Sills [sill beams] are of 6 inch by 8 inch pine, 30 feet long, one on each side and one in the middle to support the floor joists and they are blocked with stone and mortar. Two more sills 20 feet long were located at the ends of the building. The floor joists are 2 inches by 8 inches and needed to be even on the upsides. They were cut [notched] 2 inches into the sills and securely nailed to sills and studdings and placed 2 feet center to center.

The interior ceiling [walls] are 12 feet high. Joists for the ceiling are 2 inches by 4 inches and 24 inches from center to center, nailed to the plates and supported by strips of board nailed to the rafters and joists. The rafters were built using 2 inch by 4 inch pine, 24 inches from center to center set to such pitch as 14 foot rafter will allow and nailed to the plates and upper joists. Every other pair is supported with collar beams [ties].

The roof was covered with common boards and papered with tar paper and shingled with "XX" wood shingles, not laid more than 5 inches to the weather with cap boards on top of the roof. The roof today has cedar shingles and they have a weathered look to them. The builder used cornices with bead and crown molding.

The floor is two layers with common lumber underneath and No. 2 flooring laid so there are no break points with the with under [sub] floor. The floor is painted grey. There are no screw holes visible on the floor indicating that desks were not attached to the floor. The teacher's platform was to be built 6 feet by 10 feet and 8 inches high. Today that platform is 6 feet deep and extends from the north wall to the south wall. Perhaps the plan for the platform was changed at the time of construction or at a later date.

There are 8 windows in the original main body of the building, 4 on the north wall and 4 on the south wall. They are double hung and were installed 36 inches from the floor. Each window has 8 "lights" or panes of glass in each set, each pane measuring 12 inches by 16 inches. Today some of the glass panes in some of the windows are 32 inches by 12 inches and they are not the same configuration of panes as was originally specified. The entry has similar windows. Today all the windows have shutters, over them for protection. The original ventilated shutters were removed. On the west end of the main body of the school building there is a double door leading into the entry. The doors are 2 feet 6 inches by 6 feet 8 inches and 1 3/8 inch thick. There is also a 12 inch transom across the top of the door. There are no windows on the east end of the building.

The door and window casings are made of clear finishing lumber, grade of the lumber being the "Minneapolis grade." It is 1 inch thick and the bottom piece for the window frames and outside door frames is 2 inches thick. All outside casings are 4 1/2 inches wide with 6 inch top casings finished with watercap and molding. Inside casings are 4 1/2 inches.

All the inside walls and the ceiling are 4 inch beaded "ceiling" No. 2, 7 3/4 inches wide. The school was painted white, inside and out. Early photographs show shutters on either side of the windows and they appear to be dark or black.

The original chimney was built according to the rules for fire insurance. The chimney today looks to be of common bricks and it is located at the peak of the building on the east end.

Today a wooden plaque is located over the door. The words are painted black on white and read "Ingersoll School" on the first line and "founded 1885" on the second line.

There is a permanent monument to the west of the school that was dedicated in 2008. The monument has two flag poles set in formed concrete and a central, larger, decorative formed concrete piece with a short history of the school and community on it. To either side are smaller monuments that resemble field stones. A picture from 1935 shows a flagpole near the front (west) end of the school and the above mentioned flag poles replace the original flag pole.

Entry to the school from the west is into the coat room. There is a row of nails for hanging coats. The floor is painted grey. Proceeding into the school/main body through the double doors and to the right, on the west wall, are more nails. On the left, in the northwest corner of the school is a wood or coal burning potbellied stove. The classroom walls, windows, and floor are in good repair. The windows have sheers on the lower half. The front of the room includes the platform mentioned earlier. The east wall has a blackboard that stretches from the north wall to the south wall. Above the black board on the north half is a map box which appears to made of oak. This map box contains 8 maps with a copyright date of 1911. Currently, there are benches for seating; the desks were removed after 1911, when the building was no longer used as a school.

Stories from Gerald Nordquist, a descendant of a pioneer, speak of the lighting used in the school. During daylight hours light from the windows was sufficient. In the evening the room was lit by gas lanterns or lamps. One story tells of the lamps being suspended from the ceiling by hooks. Another story was of lamps suspended from a pole or rod that ran from east to west through the middle of the room. The lamps were always lit by the same person and he carefully hung them back up after lighting.



Ingersoll School  
Name of Property

McLean North Dakota  
County and State

The Ingersoll School building is sound and well maintained. Descendants of the pioneers who came to this area have taken great interest in the preservation of the school and surrounding property. Ingersoll Veeder Cemetery Association was created to preserve Ingersoll School and the history associated with it. There is a cemetery to the east of the school with the name Veeder, hence the Ingersoll Veeder Cemetery Association. Many early pioneers are buried there, including Frank G. Nordquist, the man who donated the land for Ingersoll School.

**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

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

**Areas of Significance**

(Enter categories from instructions)

Education \_\_\_\_\_

Social History \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Period of Significance**

1885 to 1940 \_\_\_\_\_

**Significant Dates**

1885 \_\_\_\_\_

1903 \_\_\_\_\_

\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above)

N/A \_\_\_\_\_

**Cultural Affiliation**

N/A \_\_\_\_\_

**Architect/Builder**

Anderson, Olof A., builder \_\_\_\_\_

\_\_\_\_\_

**Period of Significance (justification)**

The period of significance begins with 1885, the year the school was erected. Ingersoll served as a school from 1885 to 1910. From the closing of the school in 1910 to 1940, Ingersoll School served the Veeder Community as a community center and as a place for worship.

**Criteria Considerations (explanation, if necessary)**

Ingersoll School was built with the intent that it would serve many purposes. One of these purposes was to provide a gathering place for religious services. Non-denominational services were held whenever a traveling preacher came through the area. Weddings and funerals were also conducted at Ingersoll School.

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

Ingersoll School is significant under National Register Criteria "A" because of its historical contribution to American public education and social history. Ingersoll school has a rich history associated with Swedish immigration, homesteading, farm life, socialization, community participation, and religious services. Early immigrants valued education and felt it was important to offer their children schooling.

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

The construction method for building Ingersoll School, outlined in the original specifications and the contract with the builder, predates more commonplace light platform framing methods. It indicates historical understanding of the vernacular construction practices of Norwegian and Swedish immigrants. Hiring a builder, Olof A. Anderson, was not commonplace in Dakota Territory. Immigrants came to the area and established farm sites, broke land for planting, and discussed the need for a school. Ingersoll is an early example of a local school that offered public education for immigrant children. Swedish people valued education and felt it was important for their children to learn English, unlike some ethnic groups that preferred to maintain their own language and culture. Ingersoll School has local significance in terms of education because it was the first school built in Veeder Township. Built in 1885, it continued to be the only one-room school in that area until 1907, when additional schools were built. The last term of school was taught in 1911 for several of the older children. The younger children had a term of their own and until the fourth school was built in the district there was no room for the older children. Ingersoll was closed when the fourth school building was finished. With four new schools built near the corners of the township to make travel easier for the students, Ingersoll, with its central location, was no longer needed.

Ingersoll school contributed to the social history of the Veeder Community. At the time of its construction many of the fifteen families in the area were living in small sod houses. The school, therefore, became a gathering place for social events. The first was a Christmas program in December of 1885 after completion of the school. The community also used Ingersoll School for basket socials, plays, holiday gatherings, and a polling place. Ingersoll School was also available for religious services. When the building was erected it was decreed that all religious denominations should be allowed to hold services in it without charge. Several denominations held meetings and Sunday School there. Church services were held in the school whenever a traveling preacher came to the area. It was the site of weddings and funerals. At a time when there were no established roads, it was difficult to travel any distance without great difficulty so life revolved around farming, Ingersoll School, and the community.

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**Developmental history/additional historic context information** (if appropriate)

The Ingersoll School in Veeder Township School District #6, dates to December 27, 1884, when a group of farmers gathered at the home of John P. Lindeleaf and discussed the need for a school. At that time fifteen families were established on homesteads in and near the Veeder area, out on the open prairie, with no fences, no roads, few towns and no school. Acting officials for that first meeting and school board election were J.P. Lindeleaf, Hermon Hanson, and John Fjorli as Judges and Richard Stephenson as Clerk. There were fifteen people voting at that election. Officials elected were Frank Nordquist, Director, John Fjorli, Clerk and Hermon Hanson Treasurer.

Another meeting was held in February 1885 to discuss raising funds needed for the building of the schoolhouse. In Dakota Territory, farmers were termed "free-holders" which meant that their land was not taxed. They decided to tax their land and sell a bond issue to a Michigan firm for the "huge" amount of \$1,000. A representative of the Union School Supply Company of Battle Creek, Michigan, came to a meeting in the Veeder District at which every family was present and the bond was sold. Records show that these were the first and only bonds sold at par in Dakota Territory.

The Ingersoll School building was constructed on land donated by Frank G. Nordquist at a cost of \$719 for lumber, materials and labor. A contract was drawn up by the school board members and signed by all the board members and the contractor August 4, 1885. As stated in the contract, the builder was hired to build the schoolhouse and furnish all materials and transportation of same. Olof A. Anderson was contracted to erect a building 20 by 30 feet and 12 feet high.

Peter Anderson brought the lumber and supplies from Bismarck with his father's two yoke of oxen. The Ingersoll School was constructed according to plans and specifications adopted by the school board. The specifications for the building were made a part of the contract. Work began in the fall of 1885 and the building was completed in December 1885 in time for the community to hold a Christmas program there.

The school was named for Col. Robert Green Ingersoll, the noted "infidel philosopher," who lectured in Bismarck, ND, July 16, 1884. Col. Ingersoll was an eloquent speaker and was prominent in the politics of the nation at that time. John P. Lindeleaf, of Veeder community, attended that lecture and was so impressed with Col. Ingersoll that he named the local post office after him, as well as insisting that the school be named Ingersoll.

The first school session was held in the spring of 1886 with Miss Josephine Lindeleaf as the teacher. Thirteen students enrolled. Her wages were \$30 per month. Classes were held in the spring before planting started and in the fall following harvest. If work needed to be done on the family farm the student did not go to school. The first school term started April 19, 1886, and ended June 28, 1886. Miss Lindeleaf provided a "Teacher's Report" which included a list of the children present and the number of days each attended school during that term. The number of days in attendance ranged from 8 to 50. She wrote in her report, "School has made as much progress as it is possible, we believe, for those who did not understand the English language any better than we did. We have endeavored to be thorough in every branch and with the exception of an official visit from the County Superintendent, we are well satisfied with our two and one half months work. New panes of glass are needed for the transome: a spring for the northeast window, a clock and call bell would make it much more convenient for our successor: who will not only find a well furnished schoolhouse, but a very obedient and industrious class of children to teach" signed: Most Respectfully. Josie M. Lindeleaf, Teacher".

Miss Lindeleaf was her own successor, teaching another two-month term of school beginning in August 1886. Classes taught at this time included composition, physiology, history, grammar, arithmetic, spelling, writing, and reading. A "Daily Programme of Recitation and Study" from 1886 shows the schedule for classes during the school day and each group had from 5 to 20 minutes for any class session. The day started with Opening Exercises and Lord's Prayer and singing. Classes were available for grades 1 though 8 and it was a challenge for the teacher to cover all the different ages.

The school day was well planned and allowed time for two recess periods, one in the morning and another in the afternoon with thirty minutes or an hour for lunch. Pupils played in the school yard and around the barn to the east. The children were inventive in their game playing. One of the favorite games was Annie-I-over (one of many ways of spelling the name of that game) along with tag, hide and seek, pompom pullaway, fox and geese, and baseball. The teacher stepped out of the school door to ring the bell at the end of break time. The teacher might have simply called her students into the classroom since they were all close, but the bell was rung to end recess.

Early one-room schools did not have running water. Water had to be hauled to the school each day by a parent or the teacher. The importance of hygiene was not well known in the early days and so hand washing was not what it is today. Perhaps there was a wash basin and it would be shared by all the children, as was the water pail and dipper usually found in the back corner of the school.

Teachers came from all walks of life. Some of the teachers had completed high school and some college. Some of the teachers were relatives of nearby families and could travel home. There was frequent turnover, with many teaching only one year and in some cases just one term.

Historic photos show three other buildings on the property — a barn and two outhouses. Descendants of some of the first children to attend school told of the building of the barn. It was built to accommodate four teams of horses. The boys took turns keeping the barn clean. These buildings have since been demolished. Students also walked to school, carrying their lunch pails. That pail was usually an empty syrup pail, saved for school lunches. Students of one-room rural schools remember the fun they had when lunchtime arrived. They enjoyed laughing and telling tales with mouths full of food.

The Ingersoll School attracted national attention in 1899 when, on the night that Col. Ingersoll died, a major storm (perhaps a tornado) was said to have turned the school building around on its foundation so that it faced east instead of west. Stories handed down over the years insist that this really happened. Included in memorabilia is a voucher book that has a voucher written to Hermon Hanson for \$8.50 for helping to put the school back on the foundation. This story has been shared with descendants, although some are skeptical, others insist it is true, as a parent or grandparent helped to return the school to its proper position.



By 1900 the enrollment had almost doubled; James D. Hanson was teaching 22 students. By this time the order of the term had changed to better accommodate the students. A summer term was held primarily for the primary grades and a winter term chiefly for the intermediate and the elementary grades. The attendance continued to increase until 1903 when Sara Stevenson was teaching 44 students. When the enrollment increased so fast, the families realized that their building was too small and proceeded to enlarge it. The main body of the school was enlarged by removing a partition that extended the entire width of the west end. That partition had been built inside the west door the depth of a window on the north and the south. This had served as a coat room/entry and had doors on the north and south ends of the partition for entry into the school proper. In 1903 the addition was built onto the west end of the school, serving as the new entryway and coat room.

The families of Veeder community were eager to improve all the opportunities the country afforded and to encourage their friends and relatives to settle in the area. This growth brought more students in need of schooling. The incoming families disliked the long distances that their children had to travel to and from school, so in 1907 three more schools were built. Classes were held in Ingersoll through 1910. One more term of school was taught in 1911 for several of the older children. The younger children had a term of their own and until the fourth school was built in the district there was no room for the older children. At that time the fourth school was built and Ingersoll School was no longer needed.

Ingersoll School continued to serve the Veeder community for many more years as a community center. It was the site of Christmas programs until 1940. Halloween parties were held there along with basket socials, debates, and PTA meetings. This school building was the only meeting place that was centrally located so it continued to be in demand as long as there were people needing to gather. It was also the only voting precinct in the township and it continued as such for many years. Ingersoll School never had electricity installed, and this is what eventually brought an end to its use.

The Washburn Leader of February 8, 1935, noted some of the events that were happening at Ingersoll School in 1935. A news item mentioned a crowd gathering at "Ingersoll Hall" to have a good time at the monthly Get-to-together. Songs and games were enjoyed by all with the main features of the evening being a spelling bee and a short play. The play was titled "*The Old Country Barber Shop*" and was presented by three young men. The spelling bee went on until all the contestants were spelled down. The winner remained standing until the teacher finally gave up all hope of spelling him down. Another news item dated April 5, 1935: "The play '*The Strange Bequest*' given at Ingersoll School house last Friday was well attended, both afternoon and evening." Mrs. Emil Peterson and Mrs. B.E. Johnson directed the play. That same edition of the paper mentioned that church services would continue at the Ingersoll school house on Sunday at 2 p.m. According to news items in local newspapers of the time, the PTA met every month if the weather allowed. Church services were held by ministers from the area. One news article mentioned the three places one minister was preaching and one of the locations was Ingersoll. Sometimes the services were scheduled and others were impromptu. Many services were held by the Klaudts, a musically gifted family. Mr. Klaut was a minister and his family accompanied him and provided music for the service.

On October 25, 1935, a celebration was held to commemorate the 50<sup>th</sup> Anniversary of this, one of the first schools in the county. Several hundred people attended the Golden Anniversary. Among those in attendance were many of the pioneers of the county, former students, and teachers of the school. The original school bell was rung at the celebration and 8 of the original 13 students took the stage along with their teacher, Josephine M. (Lindeleaf) Swanson. The history of the school was written and read by Mrs. R.E. Carter. This history included a paragraph that spoke of the alumni of the school, "The alumni have or are now living in various regions extending from the Panama Canal Zone to Canada and from the Pacific Coast regions to the far East. They have entered into various trades and professions, namely; teaching, preaching, farming, mechanics, barbering, mining, missionaries, editors, policement, salesmen, county superintendents, merchants bookkeepers, bank assistants, nurses, and homemakers." I would also add that several later served on school boards and as city commissioners in neighboring towns. Mrs. Carter concluded with these words: "If the building could speak, it would not talk as does the great poem, 'Still sits the schoolhouse by the road, a ragged beggar sunning.' It would speak of service, exciting and profitable times, serious, heartfelt assemblies and joys innumerable." Another speaker at the celebration, County Superintendent Albert Peterson, urged the preservation of the old Ingersoll School.

1940 saw the beginning of decline of Ingersoll School. Four newer schools in the Veeder District educated the children and these soon closed as the students went to town to attend school. The school buildings were sold for farm use, most of them turned into granaries. Ingersoll was the largest of the schools built in Veeder District and perhaps that is why it is still standing today. It would have been difficult to move the building onto a farm site and the many windows would have made it difficult to use for grain storage. Over the years the wind and weather of the prairie took its toll on the school

building; the paint was worn away, the shingles came loose, and some blew away. People driving by rarely noticed the school.

The approach of Ingersoll School's centennial year brought about renewed interest in the building and its history. The Ingersoll Veeder Cemetery Association was created and in 1984 the members of this group started looking into refurbishing the school in preparation for a celebration. They explored grants to help with restoring the school and when that was unsuccessful they decided to offer paid membership in the association and solicited donations to help prepare for the centennial celebration. In the fall of 1984, volunteers gathered to work at the school. They reshingled the roof, reroofed and painted the siding, and repaired the windows. Plans were implemented for a celebration July 21, 1985. As part of the preparations a new flag pole was installed. During the celebration, a flag from Washington, D.C., that had been flown over the Capitol was unfurled. Nearly 200 people, children and grandchildren of the original founders and students of Ingersoll School, gathered there to observe the Centennial year. It was a lovely day with a gentle breeze and warm summer sun in the sky. Part of a tribute written to Ingersoll reads, "Listen closely as the prairie wind comes in across the land. It sings a song for Ingersoll..."

A newspaper article from the Washburn Leader in 1985 included an interview with a former student of Ingersoll. This student attended Ingersoll in the early 1900s and remembered her teachers, Miss Minnie Johnson, Miss Nora Hanson, and Mr. Henry Brandhorst. They taught the last three years the school was in session. One of the games remembered by this student was a game called Steal Wood, in which players attempt to see how much wood they could relocate from one site to another in a set amount of time. She also mentioned the task of cleaning erasers, which was a big deal and a privilege until it became tiring as the school term progressed.

The physical setting of the school has not changed since the days the school was in session. The building remains structurally the same. Inside, however, the desks are no longer there. There is no desk for the teacher. Most of the furnishings of the school have disappeared over the years, though the original blackboard still remains on the east wall, along with the original box of maps. Interested parties have brought in benches typical of the time. The potbellied stove stands in the northwest corner of the room and it was probably placed there after the partition was removed to enlarge the school room. It was an important part of any one-room school and there are stories about these stoves. One story from the Ingersoll School tells of students baking potatoes in the ashes. One day loud noises came from the belly of the stove, as bullets were exploding inside it. The stove pipe extends up toward the ceiling and crosses the room to the chimney. The pipe is held about 2 feet from the ceiling by wires wrapped around the pipe and attached to the ceiling. The chimney is held up with a bracket and enclosed with the same interior wood as is used throughout the school.

Based on National Register Criterion "A", Ingersoll School is significant as an early example of the importance placed on education by the early settlers in North Dakota. It was the beginning of education for children needing to learn a new language, a new way of life, and the independence to grow and contribute in their community. Today, North Dakota has a dwindling population and increasingly smaller numbers of people to support and sustain schools and other organizations in our communities. The roots set down by pioneers carry through to today in the families who still have ties to places such as Ingersoll and who work to keep the memories alive. It is a wonderful legacy of relationships and events, for people living near the school and people living half a world away. The descendants of Ingersoll span the globe, but many return to connect with the land of their ancestors. It is an important landmark in the rural landscape.

Lewis and Clark's expedition, 1804-1806, passed a few miles away only 80 years before Ingersoll was built. Dakota Territory was officially organized by the federal government in 1861 and opened for homesteading in 1863. Dakota Territory was divided in two and North Dakota became a state in 1889, four years after Ingersoll was built.

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## 9. Major Bibliographical References

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**Bibliography** (Cite the books, articles, and other sources used in preparing this form on one or more 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 # \_\_\_\_\_

**Primary location of additional data:**

State Historic Preservation Office  
 Other State agency  
 Federal agency  
 Local government  
 University  
 Other  
Name of repository: McLean County Courthouse

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Historic Resources Survey Number (if assigned): \_\_\_\_\_

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### References:

- Berquist, Alvera. Multiple interviews by the author by phone (October 2009)
- Fuller, Wayne E. *One-Room Schools of the Middle West: An Illustrated History*. Lawrence, KS: University Press of Kansas, (1994)
- Henke, Warren A. and Everett C. Albers (eds.). *The Legacy of North Dakota's Country Schools*. Bismarck: The North Dakota Humanities Council, Inc., (1998)
- History of Ingersoll School. 1885-1985 (Centennial Celebration)
- Holtan, Beverly. Multiple interviews by the author at her home in Bismarck, ND (October 2009)
- Ingersoll School Display. McLean County Museum. Washburn, ND
- Johnson, Beverly. Multiple interviews by the author by phone (October 2009)
- Leu, Del. North Dakota's One-Room "Country Schools". Dels Journey.com
- Martens, Steve C. District No. 70, Hoff Rural School National Register Nomination. National Register Working Files, Department of Archaeology and Historic Sites, State Historical Society of North Dakota, Bismarck, ND
- Martens, Steve C. Personal communication with the author (January 29, 2010)
- McLean County Museum
- McLean County Records. Warranty Deed dated February 15, 1915
- McLean County Heritage Book. McLean County Historical Society, Washburn, ND. Taylor Publishing Company, Dallas TX (1978)
- Nordquist, Gerald. Multiple interviews by the author at his home in Washburn, ND (October 2009)
- Nordquist, Oscar. Multiple interviews by the author at his home and at Ingersoll School, Washburn, ND (July 1978)
- Washburn Leader News. Washburn, ND (January 1935-September 1985)
- Williams, Mary Ann Barnes. *Fifty Pioneer Mothers of McLean County North Dakota*. Washburn: The Washburn Leader, (1932)
- Williams, Mary Ann Barnes. *Pioneer Days of Washburn North Dakota and Vicinity*. Washburn: The Washburn Leader, (1936)



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## 10. Geographical Data

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**Acreage of Property** Two Acres  
(Do not include previously listed resource acreage)

### UTM References

(Place additional UTM references on a continuation sheet)

1	<u>14</u>	<u>349832</u>	<u>5257264</u>	3	<u>          </u>	<u>          </u>	<u>          </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>          </u>	<u>          </u>	<u>          </u>	4	<u>          </u>	<u>          </u>	<u>          </u>
	Zone	Easting	Northing		Zone	Easting	Northing

### Verbal Boundary Description (describe the boundaries of the property)

Described by meets and bounds as follows: Beginning at a point two (2) rods east of the southwest corner of the northwest quarter of Section Twenty Two (NW1/4 of Sec. 22) Township One Hundred Forty Six (146) Range Eighty One (81) West of 5<sup>th</sup> P.M. thence northward parallel to the section line between sections 21 and 22 in said township for a distance of sixteen (16) rods; thence eastward by right angle a distance of twenty (20) rods; thence southward by right angles a distance of sixteen (16) rods; thence westward at right angles a distance of twenty (20) rods to the point of beginning.

For reference: 1 rod equals 16.5 feet

### Boundary Justification (explain why the boundaries were selected)

The legal boundaries of the Ingersoll School property are for land deeded by Frank G. Nordquist for the purpose of building a school. It was a convenient, centrally located property.

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## 11. Form Prepared By

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name/title Kathy Wilner  
organization Ingersoll Veeder Cemetery Association date February 10, 2010  
street & number 366 43<sup>rd</sup> Ave SE telephone 701-962-3875  
city or town Bowdon state ND zip code 58418  
e-mail kjwilner@gmail.com

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### Additional Documentation

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Submit the following items with the completed form:

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



---

**Property Owner**

---

name Ingersoll Veeder Cemetery Association c/o Sharon Hanson

street & number 512 Washington Drive telephone 701-448-9171

city or town Turtle Lake state ND zip code 58575

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**Photographs:**

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

**Name of Property:** Ingersoll School

**City or Vicinity:** Rural Washburn

**County:** McLean **State:** North Dakota

**Photographer:** Unknown and Kathy Wilner

**Date Photographed:** 1890, 1917, September 27, 2009, November 2, 2009

**Description of Photograph(s) and number:**

- 1 of 1. Photographer unknown, 1890, original at McLean County Museum of History in Washburn ND, Ingersoll School from the northwest, west side entry view
- 2 of 1. Photographer unknown, 1917, personal collection of Alvera Bergquist, Bismarck ND, Ingersoll School from the southwest, west side entry view
- 3 of 1. Ingersoll School, west side entry view
- 4 of 1. Ingersoll School, north side
- 5 of 1. Ingersoll School, east side
- 6 of 1. Ingersoll School, south side
- 7 of 1. Ingersoll School, interior of school, facing east
- 8 of 8. Ingersoll School, west façade and surrounding countryside

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

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, PO Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503

2007-16-In. 15

## Contract for building School House.

It is hereby agreed by and between Veedea School Township, McLean County D.T., party of the first part and Olof A. Anderson of Painted Woods, D.T., party of the second part, that said Olof A. Anderson is to build a school house in said school township, on the site selected for same, and furnish all the materials for the building, and transportation of same; said school house to be constructed according to plan and specifications adopted by the school board, (which is hereby made a part of this contract), with the following exceptions however, to wit: the rafters shall be set to such a pitch as 14 foot rafters will go, instead of 40 degrees; double studding must be put on each side of each outside door and window. The door frames must be made of 1 3/4 inch thick lumber and the outside top casing of door and windows must be finished with watercaps and molding. The grade of lumber used must be the "Minneapolis grade". The doors and windows and the window and door frames and casing shall be primed with white paint. All work must be done in good workmanlike manner, and must be completed within two months from the time he receives some money in advance as hereinafter stated, provided no unavoidable causes shall necessarily delay the work; in such case he shall be allowed a reasonable extension. - In con

sideration whereof said school township shall pay to Olof A. Anderson the total sum of Seven Hundred and Nineteen Dollars (\$719<sup>00</sup>) as follows: Five Hundred and Fifty Dollars (\$550<sup>00</sup>) to be paid as soon as negotiations can be made for it and ~~Two Hundred and Sixty nine~~ <sup>One Hundred and Sixty nine</sup> Dollars (~~719<sup>00</sup>~~ <sup>6169<sup>00</sup></sup>) when the building is completed, and accepted by the school board.

In Witness Whereof we have hereunto subscribed our names this 4<sup>th</sup> day of August, A. D. 1885.

Frank Nordquist Director

Herman Hanson Treasurer

John O. Gjerei Clerk.

Olof A. Anderson Contractor

By order of the Township Board

John O. Gjerei Clerk.



2007-16-En 16

# Specifications for School House Needer School Township

- Size-** Size of school house.  
Length 30 feet. Width 20 feet. Height of studdings 12 feet.
- Foundation.** Foundation to be made from native stone laid in good mortar, 12 inches thick and 6 inches high where the sills come nearest to the ground.
- Sills.** Sills to be of pine lumber 6x8 inches, 3 of which to be 30 feet long, one for each side and one in the middle, to support the floor joists and must be well blocked up with stone and mortar; also 2 sills 20 feet long for the ends of the building. All sills must be laid solid on the stone wall in mortar.
- Frame** Studdings to be 2"x4", pine, and cut ~~so~~ to make 12 feet long and put <sup>24</sup>/<sub>16</sub> inches from centre to centre with a double plate on top.
- Floor Joists** Floor joists must be 2"x8", and must be even on the upper side and ~~cut down~~ <sup>cut down</sup> of the sills cut 2 inches into the sills and securely nailed to the sills and the studdings and put 2 feet ~~apart~~ from centre to centre.
- Teachers Platform** Teachers platform to be 6x10 feet as shown in diagram and 8 inches higher than the floor.
- Ceiling  
Siding Joists** Joists for the ceiling to be 2"x4", and <sup>24</sup>/<sub>16</sub> inches from centre to centre and securely nailed to



The plates and supported in the middle with strips of boards nailed to the rafter and the joists.

Rafters

Rafters to be 2" x 4", put ~~24~~<sup>24</sup> inches from centre to centre and set to a pitch of about 40 degrees and securely nailed to the plates and the upper joists, and every other pair supported with collar beams.

Sheeting  
Paper

The outside to be sheeted ~~up~~ with common boards and papered with brown paper and sided with No 2 <sup>lap</sup> siding with no loose knots in it and not laid more than 4½ inches to the weather.

Siding

Roof.

Roof to be boarded up with common boards <sup>laid close together</sup> and papered with tarred paper and shingled with xx Shingles and not laid more than 5 inches to the weather, and cap boards on top of the roof.

Ventilator

A ventilator on the front end of the roof and made so as to look neat.

Cornice

Cornice <sup>of</sup> ~~less~~ good lumber without any loose knots in it, with Bed and crown molding.

Floor

Floor to be double, under floor from common lumber and top floor from No 2 flooring without any loose knots in it and laid so as to break joints with the under floor.

Windows

~~Eight~~ <sup>Eight</sup> windows as shown in diagram size 12 x 16 inches 8 lights and put 30 or 36 inches from the floor.

Doors  
outside

~~Two~~ <sup>one double</sup> outside doors as shown in diagram <sup>2' 8" by 6' 8" 1 3/4 inches thick.</sup>  
~~base 2 feet 10 inches by 6 feet 10 inches with~~

Inside Doors

a 12 inch hammon top, and ~~1 3/4~~ <sup>1 3/8</sup> inches thick.  
2 inside doors 2 feet 8 inches by 6 feet 8 inches <sup>1 3/8</sup> inches thick.

Doors  
outside

36 inches from the floor.  
one double <sup>2' 8" by 6' 8"</sup> 1 3/8 inches thick,  
~~two outside doors as shown in diagram~~  
~~size 2 feet 10 inches by 6 feet 10 inches, with~~

Inside Doors

a 12 inch bannister top, and 1 3/4 inches thick.  
2 inside doors 2 feet 8 inches by 6 feet 8 inches 1 3/8 inches thick

Door & Window casing

Door and window casing to be made of clear finishing lumber 1 inch thick, except the door frames which should be 1 1/4 inches thick and the bottom piece for the window frames and outside door frames must be 2 inches thick. All outside <sup>and inside</sup> casings to be 4 1/2 inches <sup>wide</sup> with 6 inch top casing finished with a molding. ~~on the outside~~ Inside casing to be 4 1/2 inches.

Locks  
Ceiling  
~~Sealed~~  
~~Lath & Plaster~~

All doors must be furnished with good locks and all windows with stops.

All the inside walls & ceiling to be <sup>sealed</sup> ~~lathed~~ ~~with~~ ~~good~~ ~~matched~~ ~~boards~~ ~~free~~ ~~from~~ ~~knots~~ with ~~and~~ ~~plaster~~ ~~with~~ ~~two~~ ~~coats~~ ~~of~~ ~~plastering~~ ~~four~~ ~~inch~~ ~~beaded~~ ~~ceiling~~ No 12, 3/4 inches thick.

Partitions

Partitions for the halls and the coal room must be from 2x4", <sup>sealed</sup> ~~lathed~~ ~~and~~ ~~plastered~~ ~~same~~ ~~as~~ ~~the~~ ~~rest~~, ~~except~~ ~~the~~ ~~inside~~ ~~of~~ ~~the~~ ~~coal~~ ~~room~~ which is to be sealed with flooring without any loose lumber in it.

Wainscotting  
Wainscot

The inside of the school room to be wainscoted all around to a height of 3 feet from the floor with good clear Wainscotting and molded on the top. Said <sup>wainscot</sup> ~~boards~~ to be put on over the plastering. The halls to be furnished with bottom boards 10 inches wide in place of the Wainscot and strips nailed in convenient places and furnished with pegs. ~~and~~ ~~to~~

Chimney

A chimney to be put up on the rear end of the school house, size <sup>inches</sup> ~~inches~~ with



The stove pipe running in 30 inches from the ceiling and chimney running up inches above the roof.

Painting

Two coats of white paint must be put on the outside.

Privacy

A double privacy must also be built, size 4 x 6 feet with a partition in the middle.

Chimney

A Chimney of suitable size, and must be built according to the rules for fire insurance.

Inspection

When the frame is up it shall be inspected by the school board and when the house is complete the building shall be inspected by the school board.

The above specifications are hereby adopted by the School Board of McLean School Township,

McLean Co D. T. for a School house in said Township.

Adopted this 6<sup>th</sup> day of June 1895

John O. Fjari Frank Nordquist  
Clerk

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Ingersoll School  
NAME:

MULTIPLE  
NAME:

STATE & COUNTY: NORTH DAKOTA, McLean

DATE RECEIVED: 2/19/10 DATE OF PENDING LIST: 3/04/10  
DATE OF 16TH DAY: 3/19/10 DATE OF 45TH DAY: 4/05/10  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 10000139

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N  
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N  
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT  RETURN  REJECT \_\_\_\_\_ DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA \_\_\_\_\_

REVIEWER \_\_\_\_\_ DISCIPLINE \_\_\_\_\_

TELEPHONE \_\_\_\_\_ DATE \_\_\_\_\_

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.





11/12/09 TSW 216 wilner35216-001.jpg

Ingersoll School  
McLean County  
North Dakota  
Photo #1



11/12/09 TSW 217 wilner35217-001.jpg

Ingersoll School  
McLean County  
North Dakota  
Photo # 2





INGERSOLL SCHOOL  
Founded 1885

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Ingensoll School  
McLean County  
North Dakota  
Photo # 3



794616671\_DSCN0124.JPG

Ingersoll School  
McLean County  
North Dakota  
Photo #4





FUJIFILM  
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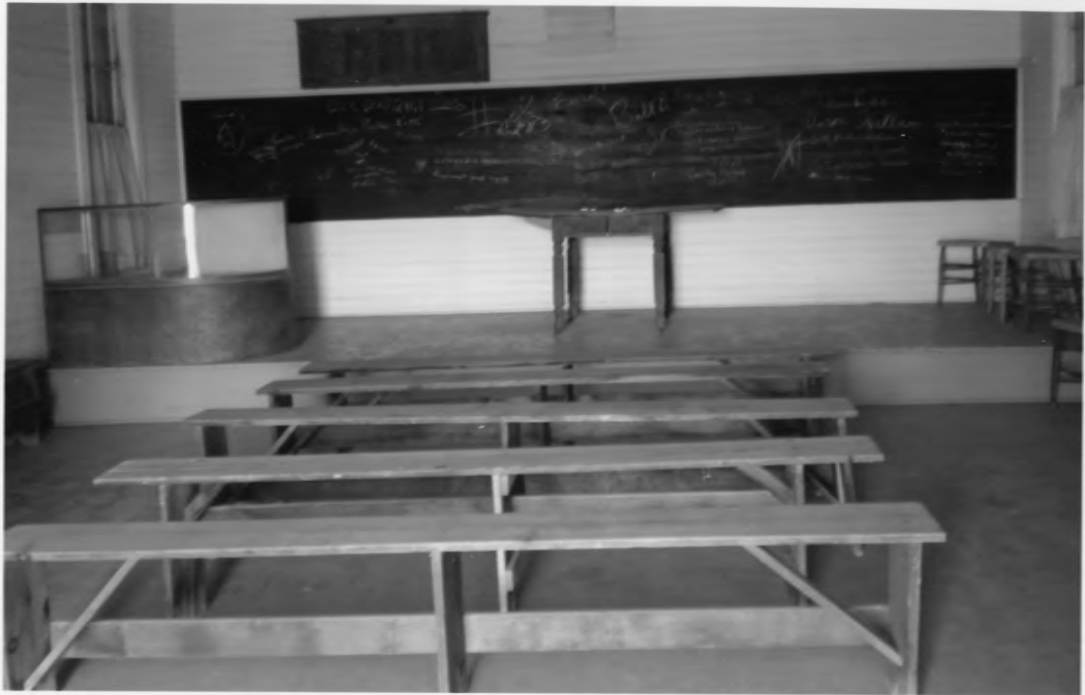
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McLean County  
North Dakota  
Photo # 5



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Ingensoll School  
McLean County  
North Dakota  
Photo # 6





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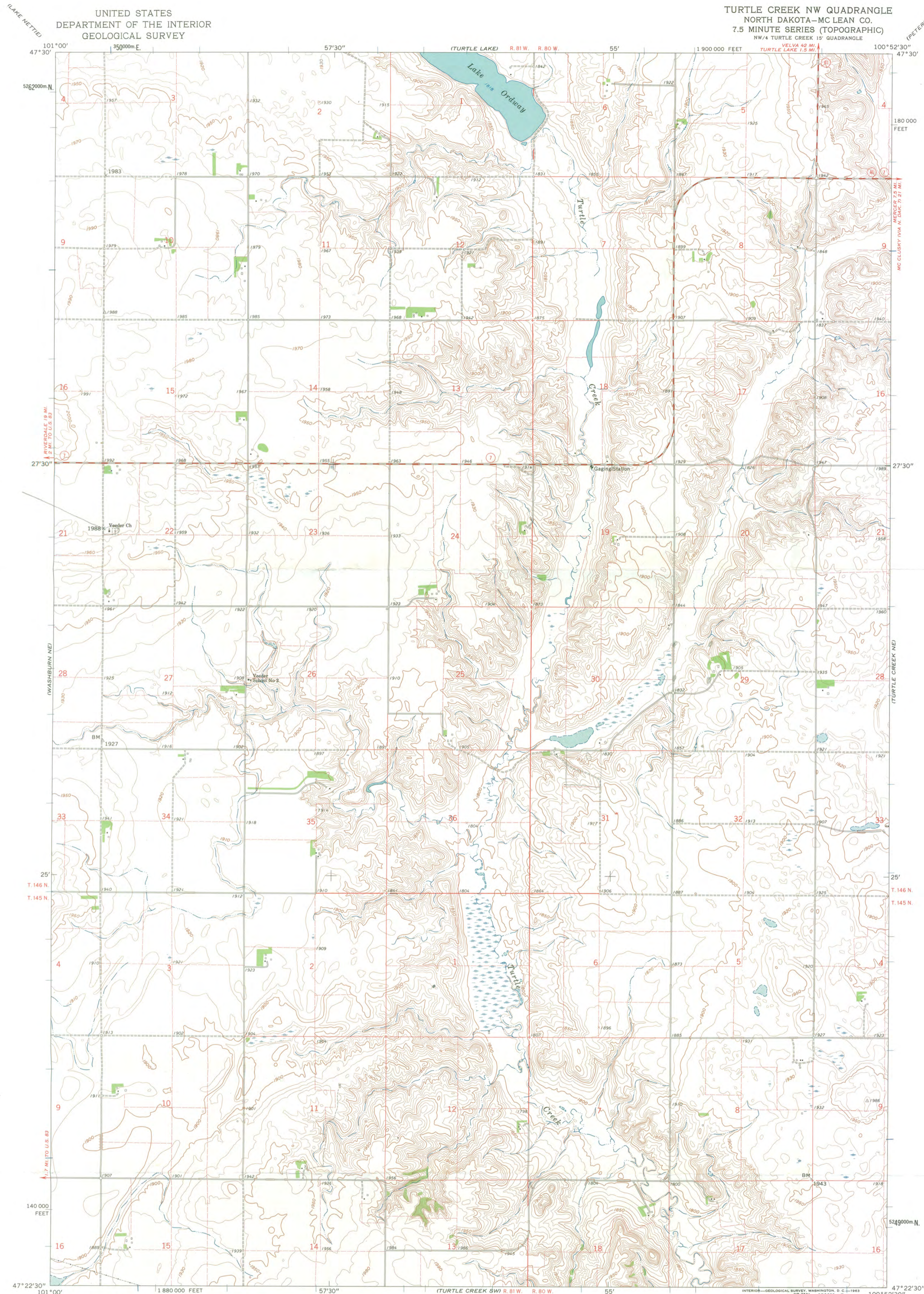
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North Dakota  
Photo #7



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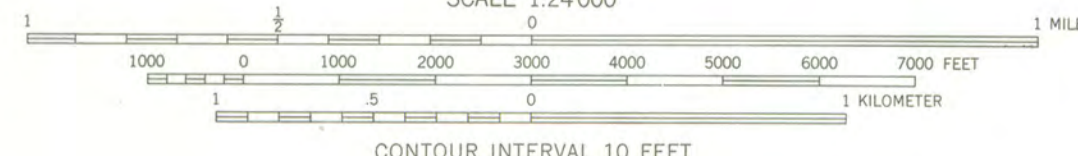
Ingersoll School  
McLean County  
North Dakota  
Photo #8



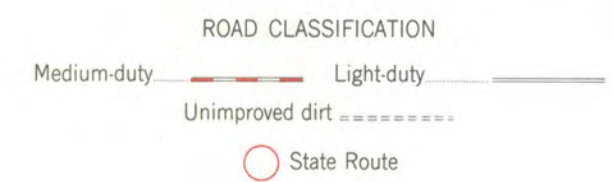


Ingersoll School  
14 349832 5257264

Mapped, edited, and published by the Geological Survey as part of the Department of the Interior program for the development of the Missouri River Basin Control by USGS and USC&GS  
Topography by photogrammetric methods from aerial photographs taken 1958. Field checked 1961  
Polyconic projection. 1927 North American datum 10,000-foot grid based on North Dakota coordinate system, north zone 14, shown in blue  
Fine red dashed lines indicate selected fence and field line where generally visible on aerial photographs. This information is unchecked



CONTOUR INTERVAL 10 FEET  
DATUM IS MEAN SEA LEVEL



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS  
FOR SALE BY U.S. GEOLOGICAL SURVEY, DENVER 25, COLORADO OR WASHINGTON 25, D. C.  
AND BY THE STATE WATER CONSERVATION COMMISSION, BISMARCK, NORTH DAKOTA  
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

TURTLE CREEK NW, N. DAK.  
NW/4 TURTLE CREEK 15' QUADRANGLE  
N4722.5—W10052.5/7.5



To: Keeper, National Register of Historic Places  
From: Merlan E. Paaverud, Jr./ Lorna Meidinger  
Date: 12 February 2010  
Subject: National Register Nomination



The following materials are submitted on this 12th day of February 2010, for the nomination of the Bismarck Cathedral Area Historic District (2<sup>nd</sup> Increase), Ingersoll School, and an amendment to Minot Commercial Historic District to the National Register of Historic Places.

- 3 National Register of Historic Places nomination form on archival paper
- Multiple Property Nomination form on archival paper
- 17 Photographs
- 2 Original USGS map(s)
- 3 Sketch map(s)/figure(s)/exhibit(s)
- 1 Pieces of correspondence
- 2 Other: Photo cd

COMMENTS:

- Please insure that this nomination is reviewed
- This property has been certified under 36 CFR 67
- The enclosed owner objections        do        do not constitute a majority of property owners.
- Other: