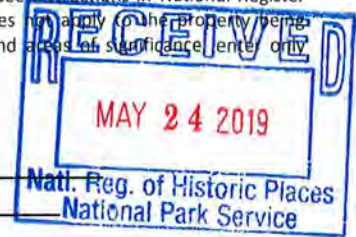


United States Department of the Interior
National Park Service

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: Shady Lawn School No. 8

Other names/site number: _____

Name of related multiple property listing: _____

Schools in South Dakota

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

2. Location

Street & number: 42893 198th St.

City or town: De Smet State: SD County: Kingsbury

Not For Publication: ☐

Vicinity: ☐

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following

level(s) of significance: ___national X statewide ___local

Applicable National Register Criteria:

X A ___ B X C ___ D

Jay D. Vogt

05-23-2019

Signature of certifying official/Title:

Date

SD SHPD

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title:

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

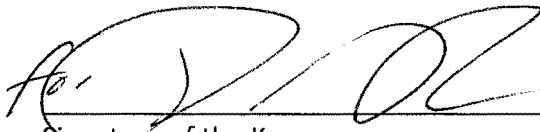
☒ entered in the National Register

☐ determined eligible for the National Register

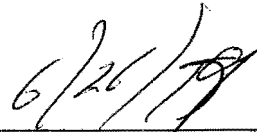
☐ determined not eligible for the National Register

☐ removed from the National Register

☐ other (explain:)



Signature of the Keeper



Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private:

☒

Public – Local

☐

Public – State

☐

Public – Federal

☐

Category of Property

(Check only one box.)

Building(s)

☒

District

☐

Site

☐

Structure

☐

Object

☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>3</u>	<u>1</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>2</u>	<u>2</u>	objects
<u>5</u>	<u>3</u>	Total

Number of contributing resources previously listed in the National Register n/a

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

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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: Foundation: Concrete, Walls:
Wood/Weatherboard, Roof: Asphalt

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

The Shady Lawn School No. 8 is located in a rural area of Kingsbury County, SD. It sits on the southwest corner of the intersection between 198th St. and 429th Ave. It is separated from cultivated fields and roads by rows of trees that enclose an area containing the school and its affiliated resources including the privies, a house, the Spirit Lake Presbyterian Church, and the Spirit Lake Cemetery. The house, church, and cemetery are not in the nomination boundary.

The boundary for this nomination is a rectangle encompassing the area from 429th Ave to the edge of the house, and from 198th St. to the row of trees in the south (see map in Section 10). The site includes the Shady Lawn School No. 8, two outhouses, the flagpole, the water pump, the swing set, the basketball hoop, and the shed.

The Shady Lawn School No. 8 is a rural one-room school house typical of the late 19th century education system of the plains. Significant features include its rural location and setting, and the retention of original siding and fixtures. On the interior, the building's significant elements include the original floors, the tongue-and-groove beaded wainscoting, closet spaces, hooks,

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and blackboard. The school also retains several artifacts that add to the understanding of the school. These include the glass fire extinguishers, the globe, the benches and desks, the teacher's desk, the cabinet of rolled up maps, the pencil sharpener, and the piano. The school has had minimal alterations since its construction in 1891, and has excellent integrity of location, setting, design, workmanship and materials which add to its integrity of feeling and association. In 1924, ten feet were added to the school house on the west side. The roof has asphalt shingles and aluminum storm windows have been installed over the original wood windows, both common alterations to rural one-room schools. The school's excellent integrity along with its period furnishings allow it to convey significance as a 19th century one-room schoolhouse statewide.

Narrative Description

Location and Setting

Shady Lawn School No. 8 is located in the northeastern corner of Township 112 N, Range 57 W, Section 14. The building is set in a rural area of Kingsbury county, and sits on the southwestern corner of the intersection between 198th Street and 429th Ave. about a mile northwest of Spirit Lake.

The site of the school was originally surrounded by cottonwood, boxelder, and ash trees to the east and south.¹ Today the east side is still occupied by tall cottonwoods, with a small dirt trail from 429th Ave. leading directly to the school's entrance. Next to the trail, there is a red water pump set on top of a concrete block with the writing "Aug. 1951". The south side also has a row of cottonwoods and a modern shed. A flag pole is located southeast of the school building. Further away from the flag pole is a basketball hoop. To the north of the building there is a row of evergreens, which separate it from 198th St. On the north side, there originally was a merry-go-round and it's still possible to see the indentation of the structure on the ground. Today a swing-set has taken its place. To the west, the school has two privies which were added after the school was constructed and separated by gender. It's possible that the privies were a consequence of the school standardization movement of the early 20th century.

Local historian Marian Cramer suggests that Shady Lawn School No. 8 sat above a vein of water so there was a well on the school grounds.² It's possible that the water pump was installed over

¹ Edward Poppen, "Shady Lawn School Spirit Lake District No. 8," in *De Smet Yesterday and Today "Little Town on the Prairie"* Ed. by Caryl Lynn Meyer Poppen (De Smet SD: The De Smet News, 1976), 289.

² Marian Cramer, "The Four R's: Reading, 'Riting, 'Rithmitic, Rural," *Papers on the Twelfth Dakota History Conference April 10,11,12, 1980*, ed by H.W. Blakely (Madison SD: The Karl E. Mundt Historical & Education Foundation Series No. 7, 1981), 68.

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the well. As many students rode horses to school, she also references the presence of a barn somewhere on the site.³ Looking east, the school rests on a vast swatch of grass nestled in cottonwoods and evergreens that separate the school from the roads and the fields. The school's immediate surroundings retain a strong rural appearance and association.

West of the site, beyond the outhouses, there is a house, a garage, the Spirit Lake Presbyterian Church, and the Spirit Lake Cemetery. Spirit Lake Church was built on this site in 1908 and purchased the school and the surrounding lot from the Spirit Lake School Township in 1968, when the school officially closed. Despite its historic origin, the church has been heavily modified and does not retain enough integrity to be eligible for the National Register. The church today has several additions, a new seam metal roof, replacement siding, and the windows in the bell tower have been closed. The house, which today is used by the grounds' caretakers, also may have historic origins but, like the church, has been modified. Date of construction is unknown. The house could have been built as a teacherage or as a residence for a member of the church. The date of the cemetery is also uncertain, but there are only 11 families buried here and a total of 24 people.⁴

Building Exterior

The school is a one-story white wooden building slightly raised on a concrete foundation. The entire building is clad in weatherboard siding, and the roof is covered with asphalt shingles. The main entrance is on the east façade of the building, facing the red water pump and the dirt trail leading to 429th Ave. A concrete step leads to the front door located in a sub-volume attached to the main building. This sub-volume is not symmetrical but has a pitch roof covering the door and a lateral component to the north covering the rest of the volume. This was a later addition built in 1901, as a vestibule with an additional space probably used as a coal shed.⁵ Above the door, a wooden sign reads "Shady Lawn 8". On the pitch of the roof there is a metal rod, probably a flagpole.

The north and south elevations both have four four-over-four light original wooden windows with aluminum storm windows to protect them. The entry sub-volume has a small square window that is now boarded up. The south elevation has an additional entry point located in the westernmost part of the façade, and a five-panel door accessible by a small step. The north elevation has a metal tank that housed lighting fluid for the stove. The western elevation that faces the house and church is completely blind, with no windows or access points.

³ Cramer, "The Four R's: Reading, 'Riting, 'Rithmitic, Rural," 68.

⁴ "Cemetery Record Search," South Dakota State Historical society, accessed January 10, 2019, <https://apps.sd.gov/DT58Cemetery/>

⁵ Poppen, "Shady Lawn School," 289.

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Building Interior

The building's interior has multiple areas. The main entrance leads to a small, unfinished vestibule. On the northern side, a hidden door opens at an angle into the coal shed. The boarded square window was intended to shed light into this space. Currently, this room is being used to store additional chairs and benches like the ones found in the main room.

Beyond the vestibule there are two cloak room spaces located on the northern and southern sides of the building, divided from the main classroom space by wood partitions. These spaces are long and narrow, with hooks on the walls and on the partitions. The closet space to the north also allows space for a chimney connected to the stove by an overhanging pipe. The ceiling near the chimney is starting to crack. According to Cramer, one of the cloak rooms once had a "water cooler with a single dipper hanging besides, and a wash basin on an orange crate stand."⁶ The classroom and cloak-room space retain their original hardwood floors. The lower half of the walls retain their original tongue-and-grove beaded wood wainscoting, but the upper part is clad with faux wood and sea-shell themed wallpaper. Many framed photographs and news clippings hang on the walls.

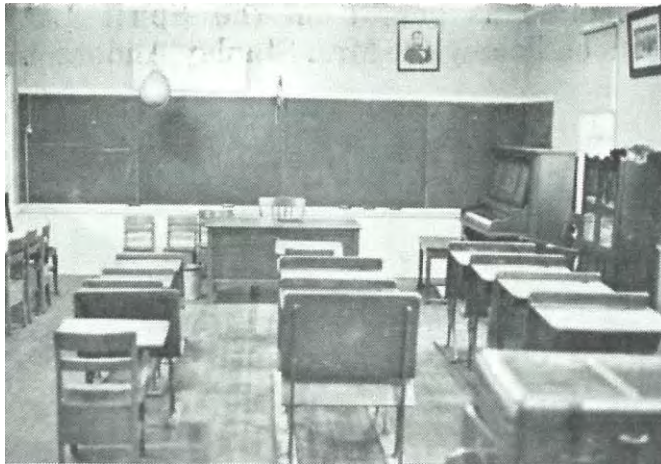


Fig 1 - "A typical country school"
Shady Lawn School No. 8 at Spirit
Lake, interior. 1950s, exact date
unknown.

The classroom has a rectangular layout with two rows of assorted benches on each side of a central aisle that runs from the entrance all the way to the teacher's desk. On the eastern side of the room there is a large iron stove. Pieces of the pipe connecting the stove to the chimney are disconnected and in need of repair.

The fourth and final section of the schoolhouse is the 1924 addition. This was a 10' addition that increased the size of the school room from 28' x 18' to 38' x 18'.⁷ A distinct seam in the flooring pattern distinguishes this portion of the building from its original volume.

The addition enlarges the floorplan to accommodate twenty students comfortably, and more than thirty students total.⁸ The area accommodates the teacher's desk, a book case, a podium, the original piano, and a wrap-around blackboard. In the desk drawers there are several original

⁶ Cramer, "the Four R's Reading, 'Riting, 'Rithmitic, Rural," 67.

⁷ Ibid., 67.

⁸ Ibid., 67.

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school records listing pupils, years, and grades. Behind the desk, a white cabinet houses several rolled-up maps that simply need to be rolled down to be displayed.

In the southwestern corner of the building there is a globe attached to the ceiling with a rope fed through a pulley system. At the end of the rope, a metal ball acts as counterweight, allowing the globe to be moved up and down. Next to the globe, on the southern wall there is a door that allows access outside. Attached to the door frame, there is the original fire extinguisher, a yellow, light-bulb shaped, glass object with the original liquid inside held by a metal bracket. The sticker on the fire extinguisher reads "Auto Fyr Stop Co." and directs the user to throw it at the base of the flames. Another such fire extinguisher can be found on the third window from the west on the northern wall, manufactured by the same company. This window also has a manual, metal pencil sharpener nailed to the window sill. The metal embossment reads "Boston KS."

The school interior also houses several non-original pieces of furniture, such as metal closet, several bookshelves, a wooden large nativity scene, and several plastic chairs. Fluorescent lights were also installed on the ceiling.

Additional resources

Privies - Contributing

c. 1920s

The privies are small, with a salt-box slanted roof covered with corrugated metal sheeting, wood siding, and a small one-pane window located on the same side as the door. Their interiors have concrete foundations and two wooden purple painted toilets per shed. According to the grounds caretakers these are still occasionally used by visitors. While the exact date of construction of the privies is unknown, they are contributing resources to the Shady Lawn School No. 8 as they add to the understanding of life in a rural one-room school and the facilities available for everyday comfort.

Flagpole – Contributing

c. 1920s

The flagpole is located southeast of the school. It is a metal pole with a sphere at the top. This is considered a contributing resource to the school as it was regularly used and helps convey the Americanizing influence of the one-room school on students and teachers who attended.

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Water pump – Contributing
1951

The water pump is located east of the school, next to the trail leading from the school to 429th Ave. It is painted red and rests on a concrete block with the date August 1951 carved in it. According to the caretakers it is still functional. Cramer suggests there was a well on the school grounds. Perhaps the water pump was installed over the well. It is considered contributing as it furthers the understanding of the daily routine of children and teachers at the school.

Swing-set – Non-Contributing
c. 1990s

The swing-set is located north of the school. It is a very simple metal structure. The swing-set was a recent addition, and therefore considered non-contributing.

Basketball hoop – Non-Contributing
c. 2000s

The basketball hoop is located southeast of the school. It is a recent addition to the site, and therefore considered non-contributing.

Shed – Non-Contributing
c.2000s

The shed is located southwest of the school, at the edge of the line of trees that surround the site. Is it a small, white metal building with gray doors. It is a recent addition to the site, and therefore considered non-contributing.

Historic integrity

Shady Lawn School No. 8. and its surroundings are very well preserved, as it has been used as a school until 1968 and then preserved as a local landmark. By examining historic documentation and considering local histories of Shady Lawn School No. 8, it is possible to determine that the structure retains excellent overall integrity. It's a very strong example of a rural one-room schoolhouse in South Dakota.

The school has had minor changes that do not significantly affect its historic character, including the asphalt shingles and the aluminum storm windows. Many one-room schoolhouses have undergone these same changes. The school has retained its original rural setting and location, it has not had significant additions since 1924, and has retained most of its original

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materials. The school's interior is also in excellent condition and retains several artifacts that add to the understanding of school life of the late 1800s and early 1900s. These characteristics lead to excellent integrity of feeling and association. As one-room schoolhouses had a very specific purpose, this type of resource is difficult to re-use without significantly altering its historic character. For this reason, only twenty-three one-room school houses in South Dakota have been individually listed on the National Register, few of which retain the level of exterior and interior integrity shown by the Shady Lawn School No. 8.

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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

1891 - 1968

Significant Dates

1891

1924

1968

Significant Person

(Complete only if Criterion B is marked above.)

n/a

Cultural Affiliation

n/a

Architect/Builder

unknown

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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.)

Shady Lawn School No. 8 meets the **Criterion A** registration requirements for listing under the multiple property submission, **Schools in South Dakota (NRIS #64500587)** for historic significance in the context of education. The MPS requires that the primary floorplan, materials, and location remain intact, and that alterations reflecting standardization efforts of the early 1900s be considered historic. Shady Lawn School No. 8 retains integrity of location, setting, design, workmanship, materials, feeling and association. The original floor plan is intact, and the 1924 addition to the west falls within the period of significance. The school is significant as it represents the development of rural education. The school's excellent integrity makes it an important structure for conveying these developments statewide. Both exterior and interior features represent the evolution of teaching tools available and the daily routine of children and teachers as they attended school.

Shady Lawn School No. 8 meets **Criterion C** in the area of design and construction as an excellent statewide example of an early rural schoolhouse constructed at the end of the nineteenth century. The school embodies characteristics that are recognizable in schoolhouses across the state and classify it as belonging to a specific building typology, construction methodology, and time-period. Its exterior and interior integrity make it one of the best examples of this building type found in the state. According to the South Dakota State Historic Preservation Office's architectural survey records, Shady Lawn School No. 8 is the only one-room schoolhouse surveyed to date in Kingsbury County.

Additionally, Shady Lawn School No. 8 also meets **Criteria Consideration A** as it is currently owned by the Spirit Lake Presbyterian Church, who purchased it in 1968, when the school closed. Religious properties and properties owned by religious institutions are usually not eligible for the National Register of Historic Places; however, the school is significant under the historic theme of education and for its architecture. It was built on the grounds before the church and served as a school from 1891 until 1968, its period of significance.

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

Rural Schools in South Dakota

In rural areas, the school was often one of the first buildings erected and served a variety of purposes, from church services, to elections, to government meetings. Early schools were dug

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outs, log buildings, or constructed entirely from prairie sod. These were temporary environments, usually replaced by wood-frame schoolhouses. Frame schools were often built when the earlier settlers were still living in sod houses, dugouts or claim shanties. It's possible that this phenomenon was not only because of the importance settlers placed on education for their children, but also because they voted bonds to run over a long period of time so that settlers that came after would bear the brunt of the expense.⁹

These schools were usually built simply with modest materials, reflecting the scarcity of materials found on the plains.¹⁰ Stone or cast concrete was seldom used in early school construction.¹¹ After the railroad arrived, materials used for framed schools were often prefabricated, including panel doors and barn windows.¹² Almost all rural one-room schools were painted white, with some rare examples having colored trim.¹³ Rural schools in the Midwest were often designed and built by farmers. Like many rural buildings, these schools were built using a balloon frame, a construction method developed by Chicago carpenter Augustine D. Taylor in 1833.¹⁴ Balloon framing is a method of construction where the studs extend from the base to the rafters and are held together by nails.¹⁵ They were often assembled on the ground and then hoisted upright. The schools were usually uninsulated, sided by clapboard or weatherboard on the exterior and wood siding or wainscoting on the interior. The floor plan was usually a simple rectangle or square. These buildings could be constructed in a matter of weeks and proved to be durable even after years of neglect.¹⁶

Although school plan-books were circulated in the latter part of the nineteenth century, schools in South Dakota were rarely characterized by high style or progressive design.¹⁷ Settlers preferred to rely upon established, functional forms brought from New England and the

⁹ Philip L. Brown, "Northeastern South Dakota's Country Schools," *Country School Legacy: Humanities on the Frontier*. RC 013072. ERIC Document Reproduction Service No. ED 211268. (Washington DC: National Endowment for the Humanities, 1981):4, Accessed October 26, 2018. <https://files.eric.ed.gov/fulltext/ED211268.pdf>

¹⁰ Melissa Dirr and Mark Elliot, *Schools in South Dakota: National Register MPS* (Washington, D.C.: U.S. Department of the Interior, 1999) NRIS #64500587, 2.

¹¹ Ibid., 2.

¹² Ibid., 2.

¹³ Brown, "Northeastern South Dakota's Country Schools," 8.

¹⁴ Wayne E. Fuller, *One-Room Schools of the Middle West* (Lawrence, Kansas: University Press of Kansas, 1994), 15.

¹⁵ "Balloon Framing", Encyclopedia Britannica, accessed January 14, 2019, <https://www.britannica.com/technology/balloon-framing>

¹⁶ Fuller, *One-Room Schools of the Middle West*, 15.

¹⁷ Melissa Dirr and Mark Elliot, *Schools in South Dakota: An Educational Development* (Pierre, SD: South Dakota State Historic Preservation Office, 1998), 6.

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Midwest.¹⁸ It is likely that the shape of the schoolhouse, with elements such as the gabled roof and in some cases a bell tower, derive from the church.¹⁹

The earliest schools in South Dakota were subscription schools, where tuition was paid directly to the school on a per-pupil basis.²⁰ As public education became acknowledged as a benefit to society, "common" schools were organized and supported through the local sale of state lands reserved for education.²¹ Funding for schools came from the Northwest Ordinance of 1785, which reserved section 16 of each township (consisting of 36 sections) for school lands. In 1820, the U.S. Congress approved the sale of public school lands for school funding.²²

William Henry Harrison Beadle, appointed the first Surveyor General of the Dakota Territories in 1869, was the first to realize the need for adequate school funding in South Dakota.²³ As Surveyor General, Beadle travelled across the state and completed his text *The Codes of Dakota* in 1876.²⁴ In 1879, he was appointed territorial superintendent of public instruction until 1885.²⁵ During this time, one of his most significant contributions was Article VIII, "Education and School lands," which became part of the state constitution. In this article, he set aside section 16 and 36 of each township for schools, and stated that this land could be sold for no less than \$10 an acre, a much higher price than any surrounding land.²⁶ In doing so, he secured a fair return on the sale of school lands, money that went to supporting schools.²⁷ This was done primarily to protect the territory from land speculators.²⁸ Beadle's policy became so successful that it was used in North Dakota, Montana, Washington, Idaho, Wyoming and Oklahoma when they became states.²⁹

Prior to statehood, formal school administration was set up through the local district. "The district was to be administered by three board officials and organized under county supervision, an intermediary point of administration between that of the district and the [Dakota] Territory."³⁰ This system, with school administration being the responsibility of the local district,

¹⁸ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 6.

¹⁹ Ibid., 6.

²⁰ Ibid., 2.

²¹ Jennifer R. Broz, *Sievers School*, National Register of Historic Places, Nomination Form (Washington, DC: National Park Service, 2013), National Register Reference #14000031, 19.

²² Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 3.

²³ Ibid., 1.

²⁴ Oscar Williams Coursey, *A Complete Biographical Sketch of General William Henry Harrison Beadle*, (Mitchell, SD: The Educator Supply Company, 1913), 27.

²⁵ Ibid., 27.

²⁶ Ibid., 31.

²⁷ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 1.

²⁸ Coursey, *A Complete Biographical Sketch of General William Henry Harrison Beadle*, 29.

²⁹ Coursey, *A Complete Biographical Sketch of General William Henry Harrison Beadle*, 32.

³⁰ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 3.

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was replicated when South Dakota became a state despite different patterns of settlement.³¹ This system was administered by James S. Foster, appointed Superintendent of Territorial Instruction in 1864.³² Under him the number of small districts grew, with 401 districts and 7,150 students enrolled in school in 1878. Later, this administration system would be seen by reformers as an obstacle to efficient rural education.³³ The district system worked in areas with a higher population density, such as eastern South Dakota, but did not work as well in the western portion of the state due to low population density.³⁴

Schools, beyond educating the pupil, also served as an “Americanizing” influence, especially since the majority of the population were immigrants.³⁵ Flagpoles became an important addition to these rural schools, as the country rounded its centennial in 1876 and a wave of patriotism swept the country. In the rural Midwest, where the land had been almost a gift from the government, farmers voted to erect flagpoles so that their children might pledge allegiance to the flag.³⁶ The school board members, mostly made up of farmers, also provided school supplies. The midwestern one-room schools were an inviting market for salesmen who promoted charts and maps to an inexperienced audience who bought anything they believed would help their children’s education.³⁷

The one-room school became increasingly endangered as educational reformers of the early 20th century found rural education lacking compared to its urban counterparts. Amongst the problems enumerated by reformers were inequitable funding, inadequate teacher qualifications, and limited opportunities for socialization.³⁸ Upon statehood in 1889, in an attempt to aid the rural school, funding gained from the sale of school lands was distributed directly to the schools.³⁹ This funding, however, was too little to be significant, and it was appointed on a population basis, which deprived less populated school districts of funding.⁴⁰ Industrialization and the depression further aggravated the need for income in rural schools.⁴¹

Another perceived issue of education in the rural schoolhouse was the “socialization” problem, the belief that geographic isolation prevented pupils from developing socially which caused a lack of opportunity for developing friendships.⁴² The isolation and monotony of the rural schoolhouse was thought to have detrimental effects on the individual as it rendered the rural

³¹ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 3.

³² Ibid., 3.

³³ Ibid., 4.

³⁴ Ibid., 4.

³⁵ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 9.

³⁶ Fuller, *One-Room Schools of the Middle West*, 25-26.

³⁷ Ibid., 33-34.

³⁸ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 8.

³⁹ Ibid., 8.

⁴⁰ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 8.

⁴¹ Ibid., 8.

⁴² Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 4.

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community prone to “intellectual and social stagnation.”⁴³ According to reformers, rural communities necessitated the same intellectual stimuli present in larger towns or cities.

Importance was placed on exposing pupils of the rural school to modern ideas as a way of introducing modern concepts to rural areas. It was thought that the pupil would introduce these new concepts at home, and therefore increase standards of living.⁴⁴ As a result, progressive curriculum reforms were implemented at the state level, which subsequently shaped the school building itself. This led to the “school standardization” of the early 20th century, meant to elevate school standards across the state.⁴⁵ This movement was a result of “formulating recommended improvements to the curriculum and to the school, then widely applying those improvements through policy at state level.”⁴⁶ Two texts in particular, William A. Alcott’s *Essay on Construction of Schoolhouses* (1831) and Henry Bernard’s *School Architecture* (1838) were especially influential.⁴⁷

In South Dakota, school building standardization began in 1885, advanced by Day County superintendent Amos E. Baker who recommended schools should measure 16’ x 26’, have three windows on each side and an entrance in the middle.⁴⁸ The first legislation concerning new school construction plans was enacted in 1907, detailing specific construction standards.⁴⁹ These regulations applied to classroom doors, window-to-floor area formulas, artificial lighting, windows, chimneys, fire drills and escapes, ventilation and water fountains.⁵⁰ A financial incentive program passed under Governor Norbeck in 1919 offered \$150 to each school that complied with state schoolhouse design. For one-room schools, this meant modification of the original structure and the loss of the uniqueness that characterized the vernacular rural school.⁵¹ New schools had gender-separated cloakrooms, ventilation, playground equipment, potable water, flagpoles, and in some cases full basements.⁵² Privies were particularly condemned by school reformers for being unsanitary and breeding grounds for contagion.⁵³ It took some time for families to address the problem, possibly because their own privies at home were in no better condition.⁵⁴ Eventually, schools built or repaired their privies to acceptable standards.

⁴³ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 10.

⁴⁴ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 4.

⁴⁵ Ibid., 5.

⁴⁶ Dirr and Elliot. *Schools in South Dakota: An Educational Development*, 11.

⁴⁷ Ibid., 11.

⁴⁸ Ibid., 12.

⁴⁹ Ibid., 12.

⁵⁰ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 5.

⁵¹ Ibid., 5.

⁵² Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 12.

⁵³ Ibid., 12.

⁵⁴ Fuller, *One-Room Schools of the Middle West*, 37.

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There was some resistance to the intervention of school reformers at the beginning of the twentieth century. Farmers saw themselves as defending their locally-controlled communities from outsiders.⁵⁵ For them, the rural school was the closest form of pure democracy in the nation, where everyone could participate in the decision-making process. Because the area was so sparsely populated, everyone had a chance to be elected to the school board.⁵⁶ On the other hand, professional reformers saw themselves as bringers of progress in rural America.⁵⁷ For them, local interference and control over the school was a hindrance to development. Standardization and later consolidation would stimulate efficiency and progress in rural schools.⁵⁸ School surveys were used as tools to demonstrate the inefficiency of schools regulated by townships and districts.⁵⁹

As farms and factories became consolidated at the beginning of the 20th century, schools followed this trend. The development of the consolidated school came about as families moved from rural areas to towns and cities. The school had to expand with the growing community. With less rural population, remaining students were sent to consolidate schools in nearby towns, and small rural schools couldn't sustain themselves as enrolment levels dropped. The consolidated school provided experienced teachers who taught new subjects, and transportation by bus to pupils who lived more than two-and-a-half miles away. Consolidated school buildings were larger and included gymnasiums, auditoriums, and science laboratories. These new buildings heralded the closure of the small one-room school.⁶⁰

Like standardization, school consolidation was often resisted by rural residents. The process was disruptive and involved the establishment of state boards to set standards and oversee the conversion from small to large school districts.⁶¹ Additionally, county commissions were needed to draw up the plans for the redistricting of their counties.⁶² This unwillingness to give up the one-room schoolhouse was demonstrated by the number of one-room schoolhouses kept and maintained. While in 1958 the majority of states in the United States had between ten and one thousand schoolhouses left, Wisconsin, Iowa, Nebraska and South Dakota had more than two thousand.⁶³ The closure of the one-room school signaled a profound change in the rural social community.⁶⁴

⁵⁵ James H. Madison, "John. D. Rockefeller's General Education Board and the Rural School Problem in the Midwest, 1900-1930," *History of Education Quarterly*, Vol. 24, No. 2 (1984) 181.

⁵⁶ Fuller, *One-Room Schools of the Middle West*, 5.

⁵⁷ Madison, "John. D. Rockefeller's General Education Board," 181.

⁵⁸ *Ibid.*, 183.

⁵⁹ *Ibid.*, 183.

⁶⁰ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 7.

⁶¹ Fuller, *One-Room Schools of the Middle West*, 119.

⁶² *Ibid.*, 119.

⁶³ *Ibid.*, 122.

⁶⁴ Dirr and Elliot, *Schools in South Dakota: National Register MPS*, 13.

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The fates of one-room school buildings vary. Some were sold at auctions, while others were abandoned or converted into useful buildings such as homes and granaries. In the early 1950s there were 2,775 standing one-room schoolhouses.⁶⁵ Only twenty-three have been individually listed in South Dakota. One-room schoolhouses that retain integrity like the Shady Lawn School No. 8 are very rare. The Shady Lawn School No. 8 retains all the distinctive characteristics of the type, period, and method of construction inherent to the one-room frame schoolhouse. There are currently (as of 2019) three schools in Kingsbury County listed on the National Register: the Hetland School, the Badger School District No. 18 and the Lake Preston High School. None of these are one-room rural schoolhouses. The closest one-room schoolhouse listed in the region is Southeast Merton School No. 19 located 8 miles north of Willow Lake, in Clark County.

The architecture of rural-one room schoolhouses reflects the forms and materials of the time – rectangular or square floorplan frame buildings, with gabled or hipped roof lines and built with prefabricated materials. The Shady Lawn School No. 8 has a rectangular floorplan, a gable roof, a gabled vestibule, concrete foundation, four four-over-four windows on each side of the classroom, and a well-preserved interior. It has associated structures and objects on its grounds including: two privies, a water pump, and a flagpole. While there is some variety in form and material used amongst listed one-room schoolhouses in the state, there are five that most closely resemble the Shady Lawn School No. 8: The Southeast Merton School No. 19 in Clark County (1886), the Grand Valley Schoolhouse District No. 12 in Lincoln County (1883), the Harding Schoolhouse in Corson County (1931), the Sievers School in Faulk County (1886), and the Hart School No. 3 in Roberts County (1896). The Grand Valley Schoolhouse District No. 12 and the Harding Schoolhouse have been demolished. These were simple one-story frame schools, with rectangular floorplans, gabled roofs, and vestibules on one side of the gable with the main entrance.

The Grand Valley Schoolhouse and The Merton School No. 19 had and have respectively larger, hipped roofed vestibules. The Grand Valley Schoolhouse was perhaps the most sophisticated schoolhouse of this selection as it had two two-over-two windows on each side of the main entrance, three four-over-four windows on each side of the classroom, a molded concrete block foundation, and access to a basement. The Merton School No. 19 also has a concrete foundation, a vestibule with a hipped roof which was separated into a coal room, now used for storage, and an entry room, and three two-over-two windows on each side of the classroom.

The Harding Schoolhouse, the Sievers School, and the Hart School No. 3, all had and have vestibules with smaller gabled roofs and one window. The Harding Schoolhouse's entrance was located on the side of the vestibule, and a one-over-one window was opposite the entrance to the classroom area. It also had five two-over-two windows on one side of the classroom,

⁶⁵ U.S. Office of Education, *Biennial Survey of Education in the United States, 1952-1954* (Washington, D.C.: GPO, 1959), Chap. 2, 38.

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exposed rafter tails, a water pump located right under the window in the vestibule, and a flagpole. The Sievers School has a transom above the main entrance and three four-over-four windows on each side of the classroom. The Hart School No. 3 has the simplest exterior of these schoolhouses, although it has a protruding vestibule with a gable roof and one one-over-two window on each side, and three two-over-two windows on each side of the classroom. All five schools were raised on concrete foundations, had or still have privies on their grounds and were clad in wood or weatherboard siding.

Interiors of one-room schoolhouses are generally similar. The Harding Schoolhouse and the Sievers School retained and retain particularly good interior integrity, with coal-burning stoves, blackboards, original wood flooring, benches, and the teacher's desk. The Harding school also had a smaller cloakroom area with hooks and a case of rolled up maps. The Sievers School has plaster walls, tongue-and-groove beaded wood wainscoting, and built-in wood storage cupboards.

All five schools demonstrate exterior and interior features and variants that are common in one-room schoolhouse and can be found in the Shady Lawn School No. 8. The Shady Lawn School No. 8 fits into the architectural trends for education in the one-room schoolhouse. Its weatherboard siding, rectangular floorplan, gabled roof, gabled vestibule, and affiliated privies are in keeping with the listed one-room schoolhouses around the state, of which there are very few. The interior is also consistent with other listed schoolhouses, as it retains the original hardwood floors, the blackboard, cloak spaces with hooks and, the tongue-and-groove beaded wood wainscoting. Additionally, Shady Lawn School No. 8 also has unique artifacts that add to the understanding of the school, such as the glass fire extinguisher, the globe, the rolled-out maps, the metal pencil sharpener, the teacher's desk, and benches. The cumulative impact of the school's architectural integrity and setting coupled with its artifact collection affords an excellent opportunity to convey statewide educational history.

History of Kingsbury County and Spirit Lake

Kingsbury County is located in the east central part of South Dakota. It covers an area of 524,160 acres, the majority of which is used today for agriculture. Kingsbury County is punctuated by lakes left behind by glaciers that once covered the region. The landscape provided sustenance for animals, and the area became popular with fur traders. However, by 1855 the fur trade industry was over as there were too few fur-bearing animals.⁶⁶

Kingsbury County was organized in 1879 during the First Dakota Boom, the first wave of settlement in the Dakota Territory between 1878 and 1887. It was named after brothers

⁶⁶ Caryl Lynn Meyer Poppen, *De Smet Yesterday and Today "Little Town on the Prairie,"* Ed. Caryl Lynn Meyer Poppen, (De Smet SD: The De Smet News, 1976) 7.

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George W. and T.A. Kingsbury, who were both members of several territorial legislatures. George W. Kingsbury settled in Yankton and founded the *Daily Press and Dakotian* newspaper. He is also the author of *History of Dakota Territory*, published in 1915.⁶⁷

The first white settler in the county was Jacob Hanson, on the shores of Lake Albert in 1873. He was soon followed by Carl Engval who settled the area around Lake Badger in 1877, and Harvey Burvee, who was the first to settle Spirit Lake in 1878.⁶⁸ In December 1879, Governor Wm. A. Howard appointed H.R. Palmer, H.J. Burvee, and Ben Loken as the first county commissioners of Kingsbury County.⁶⁹

Henry Burvee and his family were the first white settlers of Spirit Lake, arriving in 1878. Burvee was the son of French immigrants. He and his wife Lily Foster started their journey from Sioux Falls, and by summer of 1878 they had started out northwest. They settled on the shores of Spirit Lake and built a claim shanty with the lumber they had brought from Sioux Falls. The trees around the lake provided further building material to shelter their cattle.⁷⁰

Further settlement was spurred by the development of the Chicago & Northwestern Railroad through the county.⁷¹ Until the railroad passed through De Smet, the city of Volga in Brookings County had been the nearest access point to the railroad.⁷² Between 1880 and 1885, there was a rush of settlers from the east to settle the land.⁷³ The economy of the county relied upon diversified farming and dairy cattle supplying the many creameries in Iroquois, De Smet, Lake Preston, Arlington, Esmond and Erwin.⁷⁴

De Smet, Kingsbury County's seat, was platted in 1880 after the railroad's arrival. The town got its name in 1879, after Father Peter J. De Smet, a Belgian-born Jesuit priest who came to South Dakota intending to establish a mission for the Dakota Indian people.⁷⁵ In 1885, a creamery was started, and because of this the town became known as the "Cream City."⁷⁶ The first family to settle in De Smet was the Ingalls family in 1879.⁷⁷ They made their home on the shores of Silver

⁶⁷ Virginia Driving Hawk Sneve, *South Dakota Geographic Names* (Sioux Falls, SD: Brevet Press, 1973), 28.

⁶⁸ Donald Dean Parker, *History of Our County and State [Kingsbury County]* (Brookings: South Dakota State College, 1960), 3.

⁶⁹ Ibid., 13.

⁷⁰ Marian Cramer "Northern Spirit Lake Township," *Kingsbury County: A County to Behold, In A State to Behold*, ed. George A. Hall, (Freeman SD: Pine Hill Press, Inc., 1993), 81 - 82.

⁷¹ Jason Haug, *Badger School District Number 18*, (Washington D.C.: Department of the Interior, 2006), NRIS # 06000665, 2.

⁷² Parker, *History of Our County and State*, 13.

⁷³ Ibid., 14.

⁷⁴ Ibid., 14.

⁷⁵ Poppen, *De Smet Yesterday and Today*, 7.

⁷⁶ Ibid., 19.

⁷⁷ Ibid., 29.

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Lake, about a mile east of town as Charles P. Ingalls became camp clerk and was in charge of a store.⁷⁸ Several of Laura Ingalls Wilder's novels have De Smet as their settings, including: "By The Shores of Silver Lake," "Little Town on the Prairie," "On The Way Home," and "The First Four Years."⁷⁹

Shady Lawn School No. 8 and surrounding site.

Spirit Lake Township had seven schools in the area by the late 1880s. These schools were numbered five through twelve. When they were built, some were named after the nearest homesteader.⁸⁰ A historical map of Kingsbury County from 1899 shows these schools more or less evenly spaced out across the township. Schools were usually between three and five miles apart. Of these seven, Shady Lawn School No. 8 is the only remaining known school standing in the Spirit Lake Township.

William J. Carmon, a farmer born in Indiana who settled near Spirit Lake, homesteaded the land that Shady Lawn School No. 8 stands on. According to the US General Land Office South Dakota tract books, William homesteaded the land in 1883, the same year he arrived in the state.⁸¹ That year he claimed the northeastern one-quarter of section 14. The tract books have the date of patent as March 7, 1889. However, a deed of sale dating April 8th, 1885 shows William selling the northeastern corner of the land, about one acre, to the Spirit Lake School Township for one dollar. This was the equivalent of donating the land. It seems like he donated the land before he finished paying off his claim. A later deed from 1892 shows that the land around the school, 160 acres total, was sold to C.C. May for \$750 except for a \$400 mortgage paid to the Security Loan and Trust Company of Des Moines, Iowa. William is buried with his wife Frances in the Spirit Lake Cemetery in lot 113, the same cemetery that is near the Shady Lawn School No. 8, right behind the Spirit Lake Presbyterian Church.

Local historian Marian Cramer suggests that the Spirit Lake Presbyterian Church was originally built as the St. John Evangelical Lutheran Church in 1900 by Veegat Hushman, the local carpenter.⁸² A deed dating February 12, 1902 shows the Lutheran church purchasing five acres of land from Ralph H. Doeden and his wife, the land owners at the time. The deed also clearly states that one acre of land is for school purposes.

⁷⁸ Aubrey Sherwood, *Beginnings of De Smet: "Little Town On The Prairie" locale of six books of Laura Ingalls Wilder* (self-pub., 1979), 7.

⁷⁹ Ibid., 7.

⁸⁰ Cramer, "Northern Spirit Lake Township", 89.

⁸¹ *South Dakota Sate Census 1915*. Provo, UT, USA: Ancestry.com Operations, Inc., 2014, accessed October 22, 2018. <https://ancestry.com/>

⁸² Cramer, "Northern Spirit Lake Township", 90.

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By 1908, the center of the Lutheran congregation had shifted to Bancroft. A new wave of settlers, who were predominantly German Calvinist, formally organized the Spirit Lake German Presbyterian Church on April 29, 1908.⁸³ On May 9, 1908 the Spirit Lake German Presbyterian Church bought the church building and its site from the St. John Evangelical Lutheran Church for \$1,000. Once again, one acre of land was left for the school.

The first school in the district was held at the Hickox home on the southwest corner of section 11. Mrs. Hickox was the teacher and was paid \$30 a month.⁸⁴ The earliest school records found are from 1894. At this time, the school session was held in the Willuse's house, a neighbor residing in the southeast corner of Section 2, township 112N, range 57W.⁸⁵

The 1894 Superintendent Annual Report shows the schoolhouse was built for \$450 and was meant to accommodate 25 students in total. Records also state that there were 11 school age children eligible to attend, but 26 students actually attended. Usually, there were fewer children that went to school as compared to the number that was eligible to attend. The number of students present in the schoolhouse could be due to the fact that many children were not from the area and boarded with relatives or nearby families in order to attend school. It's possible that for this reason they were not counted as prospective students of the Spirit Lake School Township.

Shady Lawn School No. 8 was built in 1891 but did not start operating consistently until 1896, with a brief term in 1892.⁸⁶ This could have been due to several reasons, including the fact that the area may not have been fully settled by 1891, or a lack of school age children. The minutes of the school board report of July 26, 1892 are as follows:

Moved and seconded that we have six months of school. Moved and seconded that we build and repair the outhouses. Moved and seconded that we do not build the outhouses. Moved that we have the school where it was last year provided it can have the house. Moved and carried that the teacher's wages not exceed \$30.⁸⁷

The names given to rural one-room schools such as Shady Lawn School No. 8 had a variety of origins. Usually, these structures were given an official name and number and had another locally-used name.⁸⁸ In the early pioneer days, the school could have taken on the name of the landowner living closest to the school or of whomever donated the land for the schoolhouse.⁸⁹

⁸³ Cramer, "Northern Spirit Lake Township", 90.

⁸⁴ "Spirit Lake School Reunion Draws Large Gathering Sunday", *De Smet News*, June 6, 1968.

⁸⁵ Poppen, "Shady Lawn School," 289.

⁸⁶ "Spirit Lake School Reunion", *De Smet News*, June 6, 1968. No explanation was given as to why the school did not operate between 1892 and 1896.

⁸⁷ Ibid.

⁸⁸ Brown, "Northeast South Dakota's Country Schools," 34.

⁸⁹ Ibid., 35.

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In the 1920s, a new naming pattern emerged as a result of an early Young Citizens League project to build school pride by having the students name the school.⁹⁰ The Young Citizens League was an Americanization program administered through the public school meant to teach children about the democratic process.⁹¹ The Shady Lawn School was specifically recorded on a "historic site form" to have received its name as a result of the Young Citizens League initiative; the name Shady Lawn School was meant to describe the school grounds, which had many trees.⁹² The trees were planted by Miss Kate Greenfield and 35 students in 1903. Each tree was planted with a bottle containing the student's name. They were cared for by Folkert Poppen, a pupil.⁹³ The trees were planted on the south side of the school but have since died out.⁹⁴

In 1920, there was an initiative to build three new school houses to accommodate the growing numbers of students: one where the present Shady Lawn School No. 8 is located, one on the southeast quarter of section 15, and one on the northeast quarter of section 3.⁹⁵ However, after years of negotiations the project was abandoned, and the present building was simply enlarged in 1924.⁹⁶

The school was closed in 1968. A short paragraph in the *De Smet News*, a local newspaper, reported on April 25, 1968 that the school would be closed at the end of the term, but gives no explanation as to why the decision was reached. Another article from the *De Smet News* dated May 30, 1968 states that "The former pupils will go this fall to Willow Lake and De Smet schools" suggesting school consolidation. School consolidation in South Dakota began approximately in the 1910s in step with farm consolidation. Between 1940 and 1950 rural one-room schools reported a rapid decline in attendance, due in part to populations shifting from rural to urban areas at the end of World War II.⁹⁷ By the 1950s, most Midwestern one-room schoolhouses were no longer used.⁹⁸ The South Dakota School District Reorganization Referendum was passed in 1968, the same year the Shady Lawn School No. 8 closed. The referendum created a state commission on elementary and secondary education and stipulated that all land area within the state should become a part of an independent school district offering an accredited school program and meeting the standards adopted by the State Board of Education by July 1, 1970.⁹⁹ It's likely that this referendum forced many schools to consolidate.

⁹⁰ Brown, "Northeast South Dakota's Country Schools," 36.

⁹¹ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 25.

⁹² Ibid., 36.

⁹³ "Spirit Lake School Reunion," *De Smet News*, June 6, 1968.

⁹⁴ Poppen, "Shady Lawn School", 289.

⁹⁵ "Spirit Lake School Reunion," *De Smet News*, June 6, 1968.

⁹⁶ Ibid.

⁹⁷ Fuller, *One-Room Schools of the Middle West*, 118.

⁹⁸ Ibid., 123.

⁹⁹ Inter-university Consortium for Political and Social Research, *Referenda And Primary Election Materials ICPSR* (Ann Arbor, MI: Inter-university

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The *De Smet News* article also invited a reunion picnic for all former teachers, school board members and students. Picnics were common and became a special occasion to commemorate the closing of the school, usually attended by the oldest and youngest members of the district.¹⁰⁰ The Shady Lawn School No. 8 reunion is well documented in a one-page story in the *De Smet News* dating June 6, 1968. The article includes a brief history of the school and images of the pupils that attended the school, the oldest class, the class of 1919, and the youngest class of 1968. A cake modeled as a replica of Shady Lawn School No. 8 was baked for the event by Mrs. Arnold Poppen. A teacher also signed a pupil's report card fifty years after it was given. According to the article, teachers who served the Spirit Lake school district were:

D.C. Hickox (1885), Ada Dwight (1890), Lulu Smith (1894), Wilhelmina Brown (1895), Frank Hickox (1896), Hattie Davis (1903), Kate Greenfield (and Abbie Hodges (1904), Kate Greenfield (1904), Lottie Whalen (1907), Emma Knudtson (1908), Myrtie Hoover (1909), Edna Lund (1910), Nellie Baker (1912), Hazel Hinz (1914), Nellie Baker (1916), Hazel Schoonover and Kathryn Rudolf (1917), Lillian Hinz (1918), Lola R. Johnson (1919), Martha Doeden (1920), Celesta Kadinger (1921), Anna B. Marsh (1922), Blanche Lund (1924), Grace Paulson (1926), Mavis Warner (1927), Selma Neu (1929), Florence Uphoff (1932), Irma Widman (1934), Rebecca Tschetter (1935), Alma Uphoff (1938), Martha Corlett (1940), Mrs. Anna Clay (1941), Phyllis Solback (1943), Alma Uphoff (1943), Elda Kellar (1945), Mrs. Anna Deters (1946), Edna Sprang (1947), Lyle Haug (1948), Esther Sprang (1949), Joyce Serfling (1950), Martha Corlett (1958), Mrs. Esther Madsen (1959), Marianne Nesheim (1959), Mrs. Vivian Glover (1960), Mrs. Doris Lester (1962), Karen Houghton (1962), Mrs. Julia Hoey, (1966), and Mrs. Vivian Glover (1968).

Historic Significance

The **Criterion A** registration requirements for a one-room school to be included under the *Schools in South Dakota* MPS are as follows:

One-room schools [the earliest extant building type discussed in the MPS] are eligible under Criterion A, for their contribution to rural school establishment and development in South Dakota, if they retain their historic integrity and exhibit significance related to educational development within the context described. Integrity and evaluation standards for the one-room school require that the primary floor plan remain intact, with few if any additions. It is important that one-room schools retain their original location to illustrate the context within the township that it served. Historic materials must remain intact, and windows, if replaced must conform to the historic window size. One-room schools that have been altered or modernized during the historic period in conjunction

Consortium for Political and Social Research, 1994),
https://cdn.ballotpedia.org/images/4/45/Referenda_Elections_for_South_Dakota_1968-1990.pdf

¹⁰⁰ Fuller, *One-Room Schools of the Middle West*, 124.

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with standardization efforts of the 1900s will be considered historic. Such one-room schools must retain a rural setting.

The Shady Lawn School No. 8 meets the requirements outlined in the *Schools in South Dakota MPS*. The building retains its original fixtures including windows and doors, and its original rural location and setting. The floorplan remains intact with a 1924 addition to the western side, which is within the period of significance.

To be eligible under **Criterion C** a property must be significant for its physical design or construction. Shady Lawn School No. 8 embodies distinctive characteristics of a type, period, and method of construction. "Distinctive characteristics" are defined as "the physical features or traits that commonly recur in individual types, periods, or methods of construction." "Type, period, and method of construction" refers to "the way certain properties are related to one another by cultural tradition or function, by dates of construction or style, or by choice or availability of materials and technology." The school retains the same physical features found in schools across the state that identify it securely as a one-room schoolhouse built for the purpose of education in the late 19th century, utilizing simple design elements and materials that were available in the plains. Additionally, Shady Lawn School No. 8 retains several artifacts that further help convey significance of daily life in the one-room schoolhouse. As one-room schoolhouses are increasing rare in South Dakota, due to its high level of integrity Shady Lawn School No. 8 conveys statewide significance for educational developments across the plains.

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Name of Property

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Images

Fig 1 – Poppen, Richard. "A typical country school" In *De Smet Yesterday and Today "Little Town on the Prairie."* Edited Caryl Lynn Meyer Poppen.

Previous documentation on file (NPS):

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

Primary location of additional data:

- ☐ State Historic Preservation Office
 - ☐ Other State agency
 - ☐ Federal agency
 - ☐ Local government
 - ☐ University
 - ☐ Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): SHPO ID Number: KB00000484

10. Geographical Data

Acreage of Property 1 Acre

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

Shady Lawn School No. 8
Name of Property

Kingsbury County, SD
County and State

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

- | | | |
|-------------|----------------------|------------------------|
| 1. Zone: 14 | Easting: 608561.5591 | Northing: 4929817.4282 |
| 2. Zone: 14 | Easting: 608667.7199 | Northing: 4929819.4162 |
| 3. Zone: 14 | Easting: 608670.7940 | Northing: 4929737.6497 |
| 4. Zone: 14 | Easting: 608564.1627 | Northing: 4929736.9289 |

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

The boundary is comprised of the area measuring 160 rods square (1 acre) from the NE corner of the NE ¼ of Section 14, Township 112 N, Range 57 W of the 5th p.m.

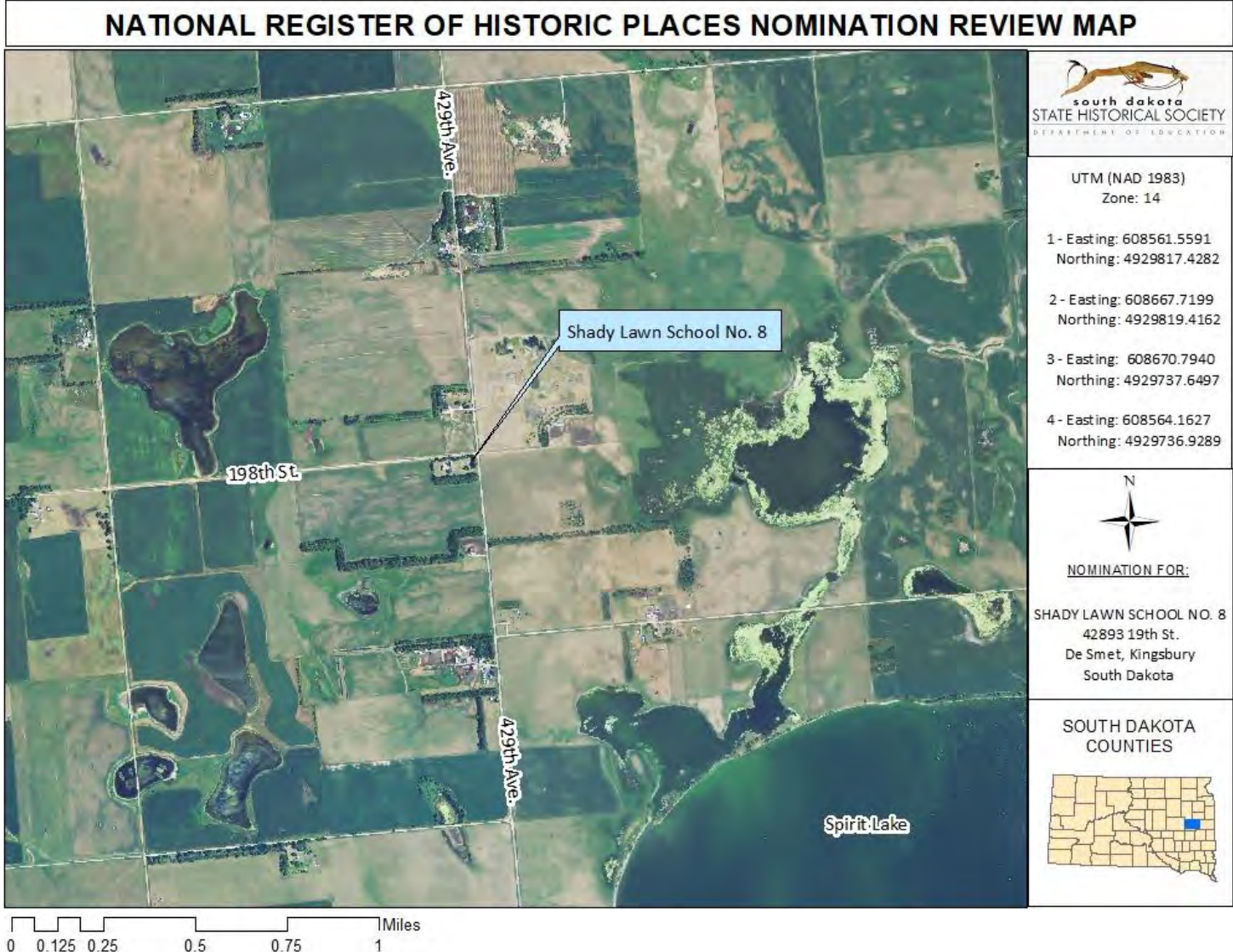
Boundary Justification (Explain why the boundaries were selected.)

The boundary encompasses the area historically associated with the Shady Lawn School No. 8 and its contributing affiliated resources including the privies, the flagpole and the water pump.

Shady Lawn School No. 8
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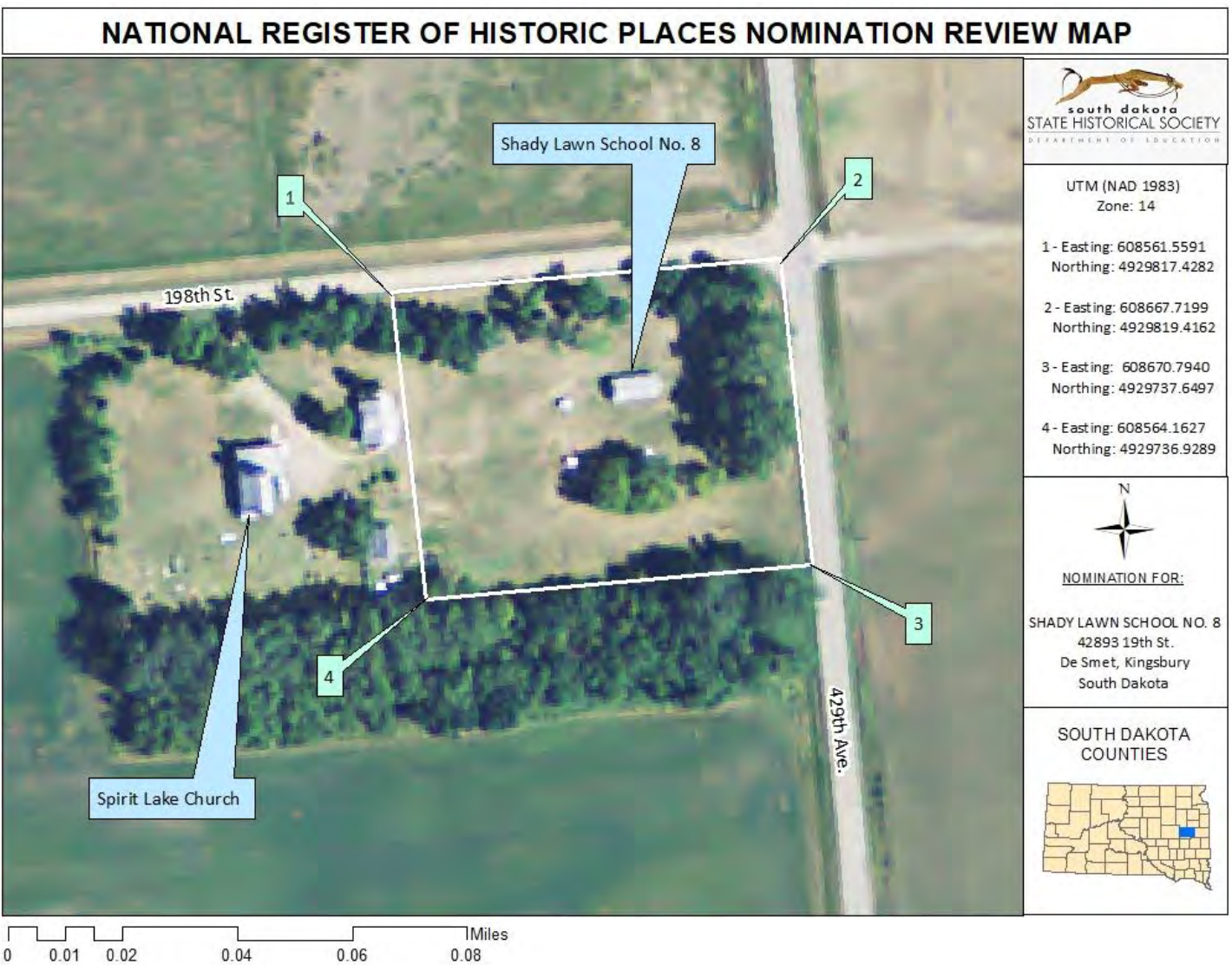
Section 10_Fig 1: Shady Lawn School No. 8 location in context to surrounding area.
Produced in ArcMap 10.1 by Sofia Mattesini, January 7, 2019.



Shady Lawn School No. 8
Name of Property

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Section 10_Fig 1: Shady Lawn School No. 8 location in context to site and surrounding structures. Produced in ArcMap 10.1 by Sofia Mattesini, January 7, 2019.



Shady Lawn School No. 8
Name of Property

Kingsbury County, SD
County and State

11. Form Prepared By

name/title: Sofia Mattesini
organization: South Dakota State Historic Preservation Office
street & number: 900 Governors Drive
city or town: Pierre state: SD zip code: 57501
e-mail: Sofia.Mattesini@state.sd.us
telephone: (605) 773 2906
date: September 19, 2018

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.)

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.

Shady Lawn School No. 8

Name of Property

Kingsbury County, SD

County and State

Photo Log

Name of Property: Shady Lawn School No. 8

City or Vicinity: De Smet

County: Kingsbury

State: South Dakota

Photographer: Sofia Mattesini

Date Photographed: 09.19.2018

Description of Photograph(s) and number, include description of view indicating direction of camera:

SD_Kingsbury County_Shady Lawn School No.8_0001: Site view, camera facing east.

SD_Kingsbury County_Shady Lawn School No.8_0002: View of one of the privies, and the west façade (back) of the school. Camera facing northeast.

SD_Kingsbury County_Shady Lawn School No.8_0003: Views of the west and south façades of the school. Camera facing northeast.

SD_Kingsbury County_Shady Lawn School No.8_0004: Site view and view of 429th Ave. Camera facing northeast.

SD_Kingsbury County_Shady Lawn School No.8_0005: View of the water-pump. Camera facing east.

SD_Kingsbury County_Shady Lawn School No.8_0006: View of the east (main) façade and entrance. Camera facing west.

SD_Kingsbury County_Shady Lawn School No.8_0007: View of school signage reading "Shady Lawn 8" above main entrance. Camera facing west.

SD_Kingsbury County_Shady Lawn School No.8_0008: View of northeast corner and east façade of the schoolhouse. Camera facing southwest.

SD_Kingsbury County_Shady Lawn School No.8_0009: View of north façade. Camera facing south.

Shady Lawn School No. 8

Name of Property

Kingsbury County, SD

County and State

SD_Kingsbury County_Shady Lawn School No.8_0010: site view and view of privies. Camera facing southwest.

SD_Kingsbury County_Shady Lawn School No.8_0011: View of privy. Camera facing west.

SD_Kingsbury County_Shady Lawn School No.8_0012: View of vestibule. Camera facing northwest.

SD_Kingsbury County_Shady Lawn School No.8_0013: View of classroom. Camera facing west.

SD_Kingsbury County_Shady Lawn School No.8_0014: View of classroom. Camera facing southwest.

SD_Kingsbury County_Shady Lawn School No.8_0015: View of fire-extinguisher. Camera facing south.

SD_Kingsbury County_Shady Lawn School No.8_0016: View of classroom. Camera facing southeast.

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Shady Lawn School No. 8
Name of Property

Kingsbury County, SD
County and State

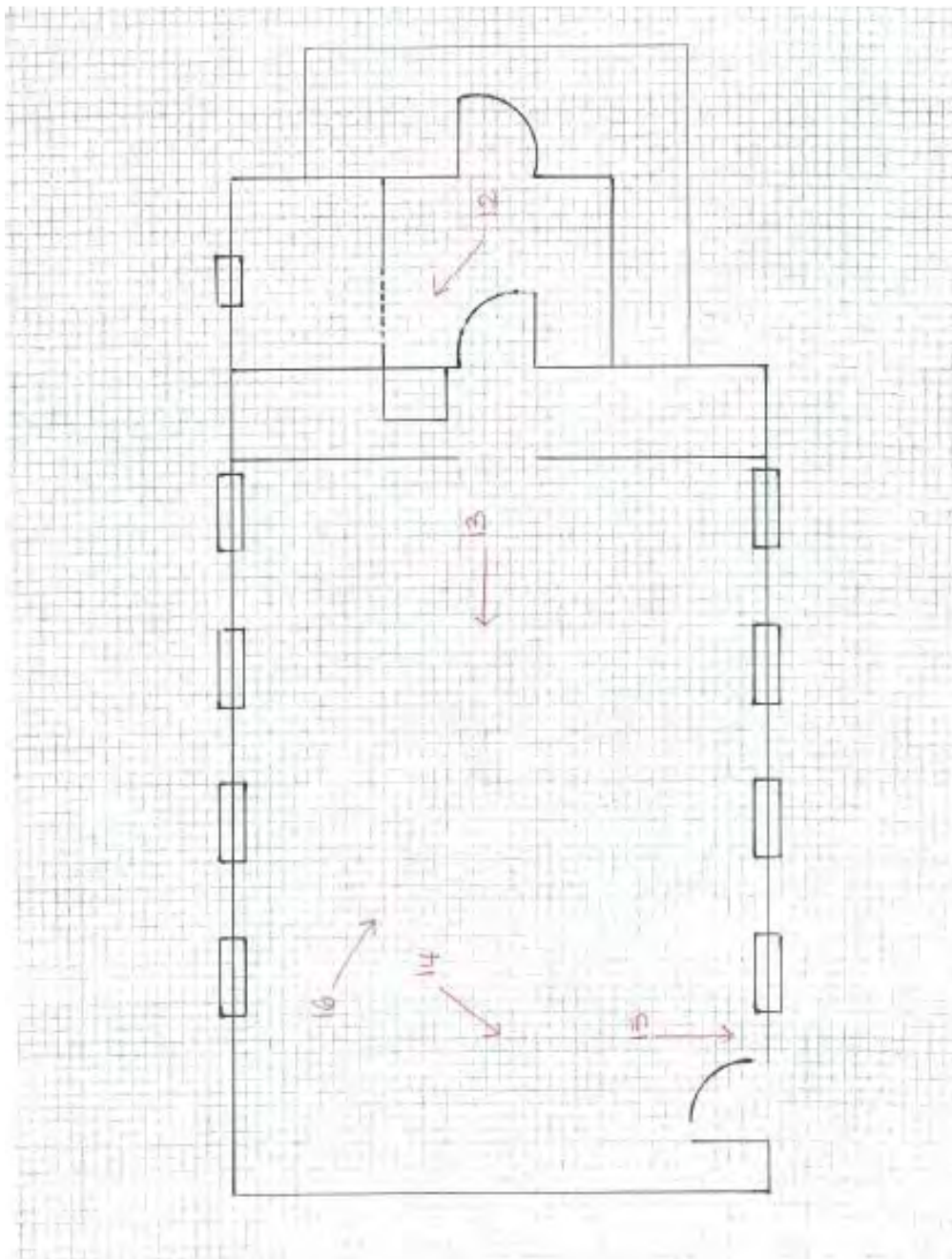
Section 11_Fig. 1: Photo Key Exterior



Shady Lawn School No. 8
Name of Property

Kingsbury County, SD
County and State

Section 11_Fig. 2: Photo Key Interior































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UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Shady Lawn School No. 8

Multiple Name: Schools in South Dakota MPS

State & County: SOUTH DAKOTA, Kingsbury

Date Received: 5/24/2019 Date of Pending List: 6/11/2019 Date of 16th Day: 6/26/2019 Date of 45th Day: 7/8/2019 Date of Weekly List:

Reference number: MP100004125

Nominator: SHPO

Reason For Review:

<input type="checkbox"/> Appeal	<input type="checkbox"/> PDIL	<input type="checkbox"/> Text/Data Issue
<input type="checkbox"/> SHPO Request	<input type="checkbox"/> Landscape	<input type="checkbox"/> Photo
<input type="checkbox"/> Waiver	<input type="checkbox"/> National	<input type="checkbox"/> Map/Boundary
<input type="checkbox"/> Resubmission	<input type="checkbox"/> Mobile Resource	<input type="checkbox"/> Period
<input checked="" type="checkbox"/> Other	<input type="checkbox"/> TCP	<input type="checkbox"/> Less than 50 years
	<input type="checkbox"/> CLG	

☒ Accept ☐ Return ☐ Reject 6/26/2019 Date

Abstract/Summary Comments: Under Section 8, Areas of Significance, Architecture was inadvertently not listed.

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.



23 May 2019

Keeper of National Register
National Park Service
National Register of Historic Places
1849 C Street, NW, Mail Stop 7228
Washington DC 20240



Dear Keeper:

The enclosed disks contain the true and correct copy of the nominations for the *Shady Lawn School No.8*, *Pierre American Legion Cabin*, *East Side Fire Station and Branch Library*, and the *Gale Buildings*.

In a separate action, the SHPO requests the delisting of the *Java Depot*, Walworth County, South Dakota, NRIS#01000640. This building has been demolished.

Please contact chrisb.nelson@state.sd.us with any questions.

Sincerely,

Chris B. Nelson
Historic Preservation Specialist