

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: _____ District No. 107 School

Other names/site number: _____ Burschville School

Name of related multiple property listing:

N/A

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



2. Location

Street & number: _____ 22995 County Road 10

City or town: _____ Corcoran State: _____ Minnesota County: _____ Hennepin

Not For Publication: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 ___ statewide X local

Applicable National Register Criteria:

X A ___ B ___ C ___ D

		9/20/18
Signature of certifying official/Title: Amy Spong, Deputy SHPO, MN Depart. of Admin		Date
_____ State or Federal agency/bureau or Tribal Government		
In my opinion, the property ___ meets ___ does not meet the National Register criteria.		
Signature of commenting official:		Date
_____ Title :		_____ State or Federal agency/bureau or Tribal Government

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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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7. Description

Architectural Classification

(Enter categories from instructions.)

NO STYLE

Materials: (enter categories from instructions.)

Principal exterior materials of the property: WOOD/weatherboard

Narrative Description

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

Summary Paragraph

In 1894, District No. 107 built this one-room school on County Road 10 near the hamlet of Burschville in the northwest corner of Hennepin County. The school is a one-story, gable-roofed, wood-framed, rectangular structure sheathed in drop siding. A bell tower sits at the peak of the roof over the front façade. The entrance at the center of the front façade is shielded by an external vestibule. The interior is one large room except that the front door opens into a narrow anteroom that runs the width of building. The location, setting and design of the school house are unchanged. Most of the original materials and workmanship are in place, including the original siding, the interior millwork, and the hardwood floors. Wood replacement windows have been installed and their frames sheathed in aluminum trim. A skilled craftsman fashioned spindle work gable ornamentation where the original had been lost. Although there have been some changes, the exterior and interior of the building convey its historical significance as a one-room school house built in the late 19th century. The boys' and girls' outhouses are original, and although one or both of them have been moved, they are contributing resources. The North Hennepin Pioneer Society, which owns the property, moved a historic log cabin to the site and built a picnic shelter, both of which are non-contributing resources.

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Narrative Description

The District No. 107 school house is located on a rectangular plot of land on the south side of County Road 10 about one half mile east of the intersection with County Road 19 in the city of Corcoran. It is called the Burschville School because there was once a small town called Burschville at the intersection.¹ The frontage of the property on County Road 10 is about 185 feet. The approximately one-acre plot extends south about 235 feet from the northerly property line, although the first 33 feet is subject to the easement for the county road. The parcel is generally flat and covered with mowed grass and a few scattered trees. It is surrounded by farmland, and a wind break line of trees separates the property from the plowed field to the west.

Exterior

The school is a one-story, gable-roofed, wood-framed rectangular structure sheathed in wood siding painted white.² The corner boards are painted a dark green. It sits on a stone masonry foundation. The roof is covered with wood shingles. The front façade, about 25 feet wide, faces north towards County Rd. 10 and is set back about 14 feet from the edge of the pavement. The height of the front and rear facades at the gable peak is about 20 feet. The north and south facades are about 36 feet long and stand about 12 feet high.

The front façade is evenly divided into three bays, with a single door in the center bay and a double-hung window in each side bay (Photo #1). The original paneled wood door is in place. All the windows have simple unadorned wood frames which are now covered in aluminum trim. The original four-over-four wood windows have been replaced by six-over-six wood windows. The entrance is protected by a small, one-story, wood-frame, exterior vestibule, about five feet square, with a shed roof sloping toward the road. The vestibule has a small four pane window on its north side, and a doorway in its east side. The door appears to be original. Historic photographs indicate this vestibule was added in the 1930s. The vestibule sits on a concrete slab which extends the full width of the front façade.

The weatherboard siding on the front façade is interrupted in the area above the door by four rows of decorative shingling, alternating between a diamond cut shingle and a fish-scaled version. Directly above the entrance door there is a plaque which says "School DT No 107,

¹ The town is gone but there are a few homes and businesses near the intersection which locals still refer to as Burschville. Storman's Food and Fuel on the corner features a tongue-in-cheek sign which reads "Welcome to Beautiful Downtown Burschville."

² Historic photos indicate that the building was painted white with dark painted corner boards during its long tenure as a school. After the North Hennepin Pioneer Society took over ownership in 1967, the school was painted red. Recently, the society painted the school white to return it to its historic color. While the school was red, Doug Ohman photographed it for his *Schoolhouses of Minnesota* (St. Paul: Minnesota Historical Society Press, 2006). It appears on page 19, mislabeled as "District 17, Burschville Township."

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1894.” Historic photos indicate that this plaque was placed on the building when it was constructed. Above the plaque is a round window in the upper portion beneath the gable. Historic photos also indicate that the upper part of the gable featured triangular spindle work ornamentation. The original was lost but in 2016 a local craftsman created a replacement that nearly matches the original.

A wood bell tower sits on the peak of the roof above the front façade (Photo #5). The bell tower, which is about three feet square and about five feet high, is covered by a hipped roof which rises to a pinnacle capped by a lightning rod. The roof of the bell tower is covered with wood shingles similar to those on the main roof. The four sides of the bell tower were originally open, exposing the bell to view. The bell is still in place and operative, but the openings are enclosed with louvers to protect the bell from the weather.

The west and east façades each have three evenly spaced windows (Photos #2, 3). They were originally four-over-four wood windows, but as elsewhere, they have been replaced by six-over-six wood windows. There are no windows on the south façade, but there is a small, rectangular, gable-roofed, wood-framed shed attached to this façade. The shed is about 10 feet wide and 18 feet long. The shed was likely constructed at the same time as the school house but in any case well within the period of significance.³ The weatherboard siding has been covered with corrugated metal. The roof on this shed echoes the pitch of the roof of the main structure, but is much shorter, reaching only about 10 feet high at the gable peak. The roof is also covered with wood shingles. There is a door on the west side of the shed and no windows. The shed was built to store wood for the stove and was accessed from within the school by a door in the southern façade (discussed below).

There are two wood-framed outhouses about 20 feet south and a few feet west of the school building. They are separated by about five feet. The doors are shielded by wood fences about four feet high (Photo #4). The outhouses appear to be original but at least one is not in its original position. A photo from the 1960s indicates that the boys’ outhouse was originally southeast of the school building, generally in the spot now occupied by a log cabin which is about 20 feet south of the school building and a few feet to the east (Figure #10). In 1967, this small pioneer cabin was slated for demolition to make way for the I-94 exchange at Boone Avenue in Brooklyn Park. The North Hennepin Pioneer Society took possession of the cabin and eventually reconstructed it on the Burschville School property. At that point, the boys’ outhouse was likely moved west to its present position. The girls’ outhouse has likely been in its present location for many years, as evidenced not only by Figure #10 but also by the broken stone stoop in place in front of the door to the girl’s outhouse. There is no stone stoop at the door of the boys’ outhouse. In 1999, the society built a picnic shelter east of the log cabin, and both the log cabin and the picnic shelter are non-contributing resources.

³ The shed is constructed with roughhewn lumber which appears to date from the 1890s. In addition, the sheathing on the exterior wall of the school building which is enclosed by the shed was never painted. On these boards, students have signed and dated their names, with the earliest date being 1916.

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Interior

The interior is essentially one large classroom, except that the front door opens into a narrow anteroom, about six feet wide, which runs the entire width of the building, from the east to the west wall (Photo #6). The anteroom buffers the classroom from the weather and also functioned as a cloakroom. It has painted wainscoting about five feet high topped with painted plastered walls. There are two rows of clothing hooks on the wall separating the anteroom from the classroom. Two wood-paneled doors provide access to the classroom, one near the east wall and one near the west wall. Both appear to be original. To the east of the entrance door in the painted plaster ceiling is a hole from which emerges a rope by which the bell can be rung.

The rest of the interior (apart from the attached wood shed discussed below) is a large rectangular space interrupted only by a three foot square bump out in the center of the rear (south) wall which encloses the chimney (Photo #7). This bump out does not appear on the earliest historic photos and was apparently added at a later date. There is low painted wainscoting up to the level of the window sills throughout, except on the west side of the south (rear) wall which has a wood-paneled door leading to the wood shed and wainscoting about five feet high as in the anteroom. Above the wainscoting the walls are painted plaster. The ceiling is very high, approximately 12 feet above the floor. From the ceiling are suspended four glass light fixtures which appear to be date from the 1920s or 1930s. There are original blackboards on the north wall of the classroom (filling the area between the two doors) and also between two of the windows on the east wall (Photo #7, 8). The floor is the original narrow strip hardwood. Early historic photos show a wood stove in front of the chimney and later historic photos show an oil burner in the same location. These stoves are gone and there is no heat in the building. The wood-paneled door in the south wall of the classroom opens to the woodshed (Photo #7). The floor of the shed, originally dirt but now concrete, is lower than the classroom and reached by a short stairway of three steps. The walls of the shed are unfinished, and the frame construction and the exterior sheathing are exposed. There is a door in the west wall of the shed to allow access to the outside.

Integrity

Overall, the Burschville School retains its historic integrity as a typical wood-framed, one-room school house with a few Queen Anne ornamental details consistent with the mid 1890s when it was built. These details include the spindle work ornamentation on the front gable and the bell tower, the varying shingle patterns on the front façade, and the contrasting paint on the corner boards. It has not been moved and occupies the same one acre site which was created for it in 1894. Classes were held in the building until 1967; since then the North Hennepin Pioneer Society has maintained it. Not long after taking possession, the society reroofed the school with

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asphalt shingles. When the society next reroofed the school in 1995, it used wood shingles to match the material of the original roofing. At some point the society poured a concrete floor in the wood shed and a concrete slab along the front façade. No window or door openings have been changed, but in 2000, wood replacement windows were installed throughout and the frames sheathed in aluminum trim. In 2016, a skilled craftsman replaced the lost spindle work gable ornamentation in a manner which is very close to the original. The society painted the original wood weatherboard siding white to return it to its original color at the same time.

The floors, ceilings and walls of the interior are unchanged except for an enclosure around the chimney in the center of the rear façade which was added at a later date. All of the original furnishings including the heater were auctioned when the school board closed the school in 1967. The society has refurnished the classroom partially with original desks and other items donated by neighbors who had purchased them at the 1967 auction, and partially with items obtained from other common schools in the area which have been lost or converted to residences. The original school bell is in place and operative.

The outhouses are original. They retain their original materials, design, and workmanship. As noted above, the boys' outhouse was moved when the log cabin was brought to the property. Although the girls' outhouse has been its current position for many years, it too might have been moved at some time in the past. Given the function of outhouses, their periodic movement for hygienic purposes is a defining characteristic. Both outhouses are contributing resources because the limited movement of an otherwise unchanged outhouse does not obstruct its ability to convey its historical significance. The log cabin and the picnic shelter are unrelated to the historical significance of the Burschville School and are non-contributing resources.

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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

1894-1946

Significant Dates

1894

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

Cultural Affiliation

Architect/Builder

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

The District No. 107 school house near the former town of Burschville is locally significant under Criterion A in the area of Education. It is representative of the efforts of local farmers to provide basic, locally-controlled education to rural Hennepin County. It is the only intact one-room ungraded schoolhouse still on its original site in Corcoran Township in northwestern Hennepin County and one of the few surviving in the entire county. Many students were educated there over the years, taught by women who met the challenge of teaching 40 or more students from eight different age groups simultaneously in one room. The period of significance begins with its construction in 1894 and continues until 1946. In that year, the District No 107 school board reacted to declining enrollment by deciding to transport its students to neighboring common schools. Although the school reopened in 1949 and continued to operate until 1967, it never again regained the level of enrollment experienced in its earlier years. The building relates to the statewide historic context of "Railroads and Agricultural Development, 1870-1940."

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

Settling Northwestern Hennepin County

The central Minnesota county of Hennepin was from the beginning a complex entity, encompassing the state's largest city on its eastern border, and extensive lake region to the west, and ample agricultural land everywhere else. Typical was Corcoran Township, an area in the northwest corner of the county which was divided into small farms interrupted by an occasional small village or town, none of which developed into a significant urban center. Even today, after decades of suburban growth around Minneapolis, northwestern Hennepin County is still primarily agricultural (Site Map #2).

In 1855, Benjamin Pounder, the first European settler in what became Corcoran Township, laid a claim and built a house. He was followed by Patrick B. Corcoran, an energetic man who took the lead in organizing the township in 1858. In addition to farming, he ran a store and established and taught in the township's first school.⁴ The early settlers were a mix of Irish and French Canadian immigrants. Before long, the numbers of German immigrants in Corcoran Township began to increase, part of a much larger German migration to central Minnesota, especially west along the Minnesota River to places like New Ulm, and northwest up the Mississippi River to St. Cloud, and also to counties like Wright and Carver in the area between

⁴ Rev. Edward D. Neill, *History of Hennepin County and the City of Minneapolis* (Minneapolis: North Star Publishing, 1881), p. 317.

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the two rivers. By 1880, Corcoran Township, which is just across the Crow River from Wright County, had a German population in the neighborhood of 25-50%.⁵

Corcoran Township was in the Big Woods region of central Minnesota, heavily timbered with maple, oak, elm and linden trees. After the trees were cleared, the soil proved productive, and the early settlers became established farmers. By 1895, there were about 200 farms and over 1,000 residents. There were several Catholic churches, one which catered to the Irish and the Germans, and the other to Francophile Canadians, and two Lutheran churches at which German Protestants worshipped.⁶

At a crossroads on the western edge of the township, Julius Bursch ran a general store which sold groceries and other necessities to the local farm families (Figure #1). He and his wife Christina were German immigrants who were also farmers. Between 1888 and 1902, the general store was designated a post office and Julius Bursch the postmaster.⁷ As a result of his multiple roles, the little village was called Burschville. In addition to some homes, it had a creamery, a blacksmith shop, and a Methodist Episcopal Church, later called the Greenwood Methodist Church. Like many towns across the Midwest where Germans settled, Burschville even had its own town band. In the 1930s, Burschville residents bought an unused gazebo-shaped bandstand in nearby Hanover and moved it across the frozen Crow River to a spot at the intersection of what became County Highways 10 and 19.⁸

One of the early German-speaking settlers in the area was Peter Weinand (Figure #2). Born in Luxembourg in 1838, he came to the United States in 1852, moved from Wisconsin to Minnesota in 1856, and in 1858, bought a farm in Corcoran Township about a half mile east of Burschville. According to an early history of Hennepin County, Weinand was a well-respected and trusted member of the community who played many roles. He served terms as the Corcoran town clerk, as a Hennepin County commissioner, and as a member of the Minnesota House of Representatives during the 1878 and 1879 sessions. "In short," the history concluded, he was "one of the 'Solons' of the town."⁹ In 1894, he carved an acre out of his farmland for a local school.

⁵ Hildegard Binder Johnson, "The Germans," pp. 156, 163 in June Drenning Holmquist, *They Chose Minnesota: A Survey of the State's Ethnic Groups* (St. Paul: Minnesota Historical Society Press, 1981).

⁶ Judge Issac Atwater and Col John Stevens, *History of Minneapolis and Hennepin County*, Vol. 2 (New York: Munsell Publishing, 1895), p. 1341-1342.

⁷ Alan H. Patera and John S. Gallagher, *The Post Offices of Minnesota* (Burtonville, MD: The Depot, 1978), p. 83, 252. After 1902, mail for Burschville went to the post office at Loretto, about three miles south. The 1900 census lists Julius Bursch as a grocer and the 1910 census indicates that he was still running the store at age 58.

⁸ *100 Year History of Burschville School* (North Hennepin Pioneer Society, n. d.), p. 14-15.

⁹ Neill, p. 318. See also the page for "Weinant [sic], Peter" in the "Legislators Past and a Present" section of the Minnesota Legislative Reference Library on line service. Nineteenth Century writers used the term "solon" to refer to a wise and skillful legislator or just to legislators in general. Solon was an Athenian statesman.

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School District No. 107

Before statehood in 1858, the territorial legislature established a system of “common schools,” that is, one-room ungraded schools governed by local school districts where there were at least five families. The original legislation stated that children as young as four were eligible, but later the law required that districts accept only children who were at least six by the beginning of the school year. When Minnesota became a state, the new legislature for a short time mandated that school districts be on a township level, but after a year the legislature returned to the “neighborhood” model of many local school districts within each township. School districts were autonomous units of government which managed their own school, hired the teacher, and provided for heat and maintenance. This allowed significant local control but also led to the proliferation of school districts. Schools were funded by local taxes, and later by grants from the state administered by the Superintendent of Public Instruction. The state also increasingly set standards for curriculum, teacher preparation, and school construction. The schools were inspected by a county superintendent who filed annual reports with the state.¹⁰

Throughout rural Minnesota, farmers established many “common school districts” as new areas were settled and families of established farmers grew. According to the 1896 biennial report of the Superintendent of Public Instruction, the number of common school districts statewide had reached 6,111 in 1894 and continued to grow. In 1894 alone, 273 new school houses were built state-wide. In Hennepin County, five new school districts were formed between 1894 and 1896, bringing the total to 109 common school districts.¹¹ Corcoran Township already had at least five common school districts in the early 1880s.

Available records indicate the existence of a School District No. 107 in 1882 and an early plat book records a school house near the Burschville intersection on the north side of what is now County Road No. 10.¹² In 1894, however, there was a major change. In September, Peter and Mary Weinand sold to School District No. 107 a one acre plot carved out of their farm on the

¹⁰ Frances Elizabeth Kelley, *Public School Support in Minnesota* (Minneapolis: University of Minnesota, 1920), p. 8-11; *A History of the State Department of Education in Minnesota* (St. Paul: Minnesota State Department of Education, 1968), p. 5-7, 9-10. In addition to “common school districts,” the law provided for “independent school districts” and “special school districts” in incorporated villages, towns and cities.

¹¹ *Ninth Biennial Report of the Superintendent of Public Instruction for the school years ending July 31, 1895 and 1896* (St. Paul: Pioneer Press Company, 1896), p 4, 162.

¹² *The Annual Report to the Superintendent of Public Instruction from the Superintendent of Schools for Hennepin County for the year ending July 31, 1882* has a listing for School District No. 107 (Minnesota Historical Society Box 108.H.13.6F). The Corcoran Township map in P. M. Dahl, *Plat Book of Hennepin County, Minnesota* (Minneapolis, Northwestern Map Publishing, 1898) shows the District No. 107 school near the Burschville intersection but north of the road on the John Ferrians, Jr. property. This plat book misstated the name of the town as “Brushville” [sic].

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south side of the road (Map #1).¹³ The earlier school house, now long gone, may have been lost to fire. More likely, the board may have decided that the number of students in the district would be better served by a larger school house which the established farmers in the district were then able to afford.

The annual report of the Superintendent of Schools for Hennepin County indicates that classes were held in the new school during the 1894-1895 school year. The report noted that the new school was constructed at a cost of about \$675, with another \$100 so spent for "apparatus" and library books. Very likely the school was built very quickly in the late summer and early autumn of 1894. The report indicated that the school enrolled 73 students taught by one teacher over a seven month term. The daunting teacher-student ratio was somewhat ameliorated by the fact that the average daily attendance was listed at 47. As was typical in the common schools, the Burschville teacher was a young woman who was paid very little, in this case \$40 per month. She was expected to teach all subjects. In that year, 13 of her students were eight years old or younger, 57 were ages 8 to sixteen, and three were over 16 and could have been as old as 21.¹⁴ Very likely, the teacher was not much older than some of her students.

The school house is typical of the small, wood-framed, gable-roofed, rectangular structures built throughout the Midwest starting in the 1850s.¹⁵ Perhaps because this was the district's second school house, the local farmers took care to add some ornamentation to the front façade to announce to the world that it was, in a small local way, "a civic monument" that reflected, in the words of a historian of rural schools, their "investment in children and education."¹⁶ The builders of the Burschville School borrowed from the Queen Anne style popular at the time to ornament the front façade with varying shingle patterns and spindle work ornamentation on the front gable. Historical photographs indicate that, like most school houses of the time, the Burschville School was painted white.¹⁷ To provide some detail, the builders painted the corner

¹³ P.O. Westby, *Atlas of Hennepin County, Minnesota* (Minneapolis: Hennepin Atlas and Publishing Co., 1913), p. 18. The North Hennepin Pioneer Society holds the abstract of the property updated through 1967 when the society purchased the property. The deed listed the purchase price of the land as \$25.00

¹⁴ *Annual Report of the Superintendent of Schools for Hennepin County to the Superintendent of Public Instruction for the State of Minnesota for the period ending July 31, 1895* (Minnesota Historical Society, 108.H.13.7B). Hereafter "Annual Report." The report notes that 67 of the students were "eligible for apportionment," meaning that they were in attendance at least 40 days in a school which had been in session at least five months of the year. Apportionment referred to the fact that state funds were "apportioned" to common schools based on their actual enrollment. Kelley, p.47-48. Using the Consumer Price Index, \$40 in 1895 converts to about \$1,160 in today's dollars.

¹⁵ Andrew Guillford, *America's Country Schools* (Washington: Preservation Press, 1984), p. 182-183; Wayne Fuller, *One-Room Schools of the Middle West* (Lawrence: University of Kansas Press, 1994), p. 13-17.

¹⁶ Amy Weissner, "'Little Red School House, What Now?' Two Centuries of American Public School Architecture." *Journal of Planning History* 5, N. 3 (August 2006), p. 200.

¹⁷ Guillford, p. 174.

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boards and some of the bands of patterned shingles in contrasting colors. The earliest available photograph of the school also shows shutters on the front windows (Figure #3).

Most importantly, they added a bell tower, a common but not universal feature in schoolhouses built after 1880. According to historians who have studied one-room school houses, bell towers were more of a status symbol for a community than a functional requirement, and in fact, some schools which had bell towers never actually had a bell. The bell tower generally reflected the farmers' aspirations to have an impressive local school.¹⁸ To embellish the bell tower, local craftsmen often added their own embellishments to a bell tower, and in this case the tower has some simple lattice work and eave brackets.¹⁹

Very likely the woodshed attached to the rear of the schoolhouse was built at the same time as the main structure, or not long after, because the doorway in the south façade of the classroom which opens to the woodshed appears to be original.²⁰ It was not uncommon, however, for communities to enhance their school houses over the years. The small exterior vestibule sheltering the front entrance was, for example, a later addition. Historic photos indicate that it was added in the 1930s as a measure of protection against cold winter winds.²¹

The interior of the Burschville School is also typical of the one-room school houses of the era in that it is mostly a single, unadorned classroom. However, many Minnesota schools had some sort of vestibule or anteroom to act as a buffer between the classroom and the outside. The Burschville School has a narrow anteroom the full width of the building to shelter the main room from the harsh weather and provided a place for children to hang their winter coats. Schools usually had some sort of "blackboard," although this might only mean pine boards painted black. This school has real slate blackboards which still hang on the walls today.

The classroom of the Burschville School receives natural light from three double-hung windows spaced evenly on both its east and west facades. After about 1900, progressive reformers began advocating for more natural light and ventilation in classrooms, and the Minnesota Department of Public Instruction recommended that new school houses have more windows. The sample plans offered to rural school districts displayed one and two room schoolhouses with bands of five ribbon windows.²² In the 1890s when the Burschville School was built, a design using single windows spread across the side facades was probably close to the norm.

¹⁸ Guillford, p. 174; Fuller, p. 22.

¹⁹ Fuller, p. 23-25. Coincidentally, Fuller uses a Hennepin County school (District No. 95, now lost) as an example of the use of lattice on a bell tower as an "artistic touch" added by a local builder.

²⁰ The earliest extant photograph showing the interior of the schoolroom, the class picture for the 1911-1912 school year, shows the door to the woodshed in the far right of the frame (Figure #5).

²¹ The school photo for the year ending in 1938 shows the student body posing next to the vestibule (Figure #7). This is earliest photo of the front facade currently available which indicates the existence of the vestibule.

²² F. E. Haldane, *New School Buildings: Plans of One-Room and Two-Room School Buildings in Minnesota* (St. Paul: Superintendent of Public Instruction, 1910). The architectural drawing for a model

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Students, Teachers, and the School Day

Although it fluctuated somewhat, the high enrollment numbers at the Burschville School tended to gradually decrease over the decades. By 1901, the total enrollment was 61 students, and by 1927 it had decreased to 35, equally divided between boys and girls, with the annual daily attendance listed at 25 students. By that time the woman teacher was paid \$110 per month, and was being paid for an eight month school year.²³ Enrollments tended to fluctuate, perhaps reflecting the growth of parochial schools (both Catholic and Lutheran) in the area. In the school year ending in 1940, there were 27 students enrolled but by the year ending in 1946, Burschville had only 8 students. It was common for the school boards of common school districts to decide to transport their students to neighboring schools rather than hire a teacher when their numbers fell below about 10. In his report for the year ending in 1946, Robert E. Scott, the Hennepin county superintendent of schools, noted that of the 74 common schools in the county, ten had paid to transport their students that year. District No. 107 joined that list of school boards that were "transporting" their students for the school year's ending in 1947, 1948, and 1949.

In the Fall 1949, the District No. 107 school board hired a teacher and re-opened the school, even though average daily attendance was reported at only 6.7 (which meant that total enrollment was somewhat above that figure). However, enrollment slowly climbed and leveled out in the range of 10 to 15 students during the school's final years. In 1959, the district reported that it had 12 enrolled students (with 15 students from the district attending parochial schools). Just as in the school's early years, they were taught by a lone woman teacher, now making an annual salary of \$2,790.²⁴ By 1960, Burschville was one of seven common schools still operating in the county. In the 1962-1963 school year, attendance had climbed to 15 students, but had fallen again to eight students during the 1966-1967 year. This was District No. 107's last year of operation.

Because the common schools each served a small rural area, the children of a small number of neighboring farm families studied and played together. Since students in all eight elementary grades studied together, often there were two or more siblings in the school in a given year, and since families tended to stay on their land, several generations of each family shared a similar school experience. The Weinand family is a case in point. When Peter and Mary Weinand sold a portion of their farmland to District No. 107 in 1894, all seven of their children were already beyond school age. As the closest farmhouse to the school, they sometimes boarded the teacher,

school showing a five window set are in this volume and also in F. E. Haldane, *Consolidated Schools in Minnesota: Book A, Plans and Specifications for One and Two-Room Buildings* (Minnesota Superintendent of Public Instruction, 1912), p. 6.

²³ Annual Report for year ending July 31, 1901; Annual Report for year ending July 31, 1927. \$110 is roughly equivalent to \$1,260 in today's dollars.

²⁴ Using the Consumer Price Index, roughly equivalent to an annual salary of \$22,700 today.

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and the census records for 1900 and 1905 indicate that the occupants of their home included a woman listed as a “school teacher” to whom they were not related.²⁵

In any case, when their children married and started families, many of their grandchildren attended the Burschville School. In the school picture for the 1911-1912 school year, for example, six Weinands are pictured, including Arthur, Henry, Bert, and Mabel, four of Peter and Mary Weinand’s many grandchildren (Figure #4). In the 1925 class photo, four of their younger grandchildren—Agnes, Esther, Gladys and Henry—are pictured (Figure #5). When grandchild Arthur married in about 1925, he had one son, Willard, who appears in school photos from the mid-1930s through 1940 (Figures # 7, 8). Meanwhile, Arthur Weinand became one of the three members of the District No. 107 school board, a position he held until the district was dissolved in 1967, a tenure of over thirty years. Since Arthur and his wife lived next door, they sometimes boarded the school’s teacher. His son Willard eventually married and had a son, Allan, who was a student at Burschville School from 1962 until it closed in 1967 (Figure #8). Allan, the great, great grandson of Peter and Mary Weinand, posed in front of the school with his father Willard and great aunt Agnes for a 1965 picture (Figure #9).²⁶

The children of the Weinand family went to school over the years with children from other families who lived in the Burschville area. These families included the Roehlkes (who lived just to the west across the tree line from the school property), and children whose last names included Krone, Schlieff, Priebe, Lange, Kalk, Sipe, Reinking, Ruppelius, Strehler, Fredrickson, Goskey, Faue, Morin, Manthei, Tessmer, Bursch, Esterly, Matthiesen, May, Lieder, Grambart, and Fellger.

Like the Weinands, the Krones had a long history at Burschville School. In 1912 Ernest Krone married Emma Priebe and they had six children, all of whom attended the school.²⁷ Their oldest children—Lloyd and Harlan—are pictured in the 1925 school photo (Figure #5). They were shortly followed by their brother LeRoy Krone who went on during the 1950s to serve on the District No. 107 school board for five years. In the late 30s and early 1940s, their three sisters—Iolene, Lyla Mae, and Verneal were students, pictured in the 1940 class photo (Figure #7). Verneal married Henry Klersy, and their daughters Judi and Barbara were students at Burschville School in the early 1960s (Figure #8). Henry served on the District No. 107 school board in the

²⁵ The 1900 federal census shows Alice H. Brown, age 40, and the Minnesota census of 1905 shows Mable Mutter, age 21, residing in the Weinand farm house.

²⁶ Some of the other Weinands in the early class photos were likely the grandchildren of Peter Weinand’s older brother Mathias, who also farmed in Corcoran Township. I have only traced students named Weinand, but Peter and Mary Weinand had three daughters, and it is possible that some of their daughters’ children also attended Burschville School.

²⁷ *100 Year History of Burschville School*, p. 39. There is a picture of the couple at their 70th wedding anniversary in 1983.

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school's final years. Lyla Mae Krone married Ralph Varner and their daughter Jill Varner was a student at the school.²⁸

Howard Schleif is pictured with his classmates Verneal and Lyla Mae Krone in the 1940 school photo (Figure #7). He recalls that he graduated from the Burschville School in 1941 and then went on to four years of high school in Buffalo. His older brothers also attended the Burschville School; Donald finished in about 1935 and Delmar in 1938. The class photo for 1938 shows Howard along with his brother Delmar, as well as Iolene, Lyla Mae, and Verneal Krone, and Willard Weinand (Figure #6).²⁹

Howard Schleif has strong memories of the women who taught in the Burschville School. He remembered Irene Swanson, who taught in the school years ending in 1936, 1937, and 1938, as the strictest teacher. He also recalled that Patricia Emon, the teacher in the 1939-1940 school year, held the respect of the students partially by the fact that she carried a stick, a habit she had begun after being attacked by a student at a previous school. He noted that some of the teachers were young women just out of school themselves who tended to stay for a short time. They tended to board with neighboring farm families. After World War II, the teachers were more likely to be older women who commuted from some distance. These teachers made longer commitments to the school. The longest serving teacher was Esther Treptau, who taught at Burschville School for nine years in the 1950s and early 1960s. The school's final teacher, Esther Moore, taught for the last six years of the schools operation.

Reflecting on the 1930s and 1940s, Howard Schleif, Verneal Klersy and Lyla Mae Varner remembered a school day that ran from 9:00 am to about 4:00, with recesses in the morning and the afternoon and a lunch break. Most days they walked to school, although Howard's father bought him a bicycle for his last year at the Burschville School. The teacher rang the bell to start the day and to call the students back from recess. Students of the same grade level sat together, and the teacher combined two grades for lessons. Occasionally the Hennepin County library truck would visit the school. For recess, there was a teeter-totter, a playground merry-go-round, and a small ball field with a backstop on the school's property. In the winter the students would cross the road and slide down a hill on the neighboring farm. They remembered "spell-down" contests, dressing up for Halloween, and basket socials to raise money for school events. Occasionally there would be a field trip, for example, to the State Capitol or to the General Mills headquarters, or a visit to another school for a "playday" of games and contests. The students

²⁸ Information on the Krone family assembled from school pictures, school records, census records, and an interview with Verneal Klersy and Lyla Mae Varner on March 9, 2017 at the home of Verneal Klersy in rural Corcoran, MN. Verneal and Lyla Mae are members of the North Hennepin Pioneer Society, the stewards of the Burschville School.

²⁹ Information on the Schleif family assembled from school photos, census records, and an interview with Howard Schleif on March 9, 2017 at the home of Verneal Klersy in rural Corcoran, MN.

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also acted in school plays, with a platform set up as a stage in one of the front corners of the classroom so that one of the entrance doors could be used as a stage entrance.³⁰

The pressure to consolidate

Minnesota's system of "neighborhood" common schools worked reasonably well during the early days of European-American settlement across the state. By 1900 however, the number of districts had grown to 8,000 and was increasingly difficult to administer. Meanwhile, more people sought education beyond what the common school could offer. Although the legislature enacted the first law recognizing the need for high schools in 1878, few rural school districts could support a high school. For these reasons, state superintendents began to campaign for consolidation of school districts.

The legislature passed various statutes after the turn of the century which encouraged the consolidation of districts. In 1911, the legislature offered a financial incentive to newly consolidated districts but few districts volunteered. Generally, farmers resisted consolidation because they appreciated sending their children to a near-by school over which they had significant control. Moreover, the school houses served as community centers in rural areas where there were often no other venues for public or family gatherings.³¹ By 1947, there were still 7,679 school districts. In that year, the legislature created a statewide commission on school reorganization and local survey committees in each county to recommend reorganization plans which were brought before the voters for approval in referendums.

The survey committee for Hennepin County filed its final report on November 1, 1948.³² The committee found that in addition to 14 independent school districts, there were 55 common school districts offering elementary education and 18 common school districts which were transporting their pupils to other schools. As noted above, School District No. 107 at Burschville was one of the districts transporting students at that time. The committee proposed to reorganize the schools outside of Minneapolis into 18 new districts. In particular, the committee recommended that 27 common school districts in the mostly rural northwest corner of the county, including District No. 107, be joined together into one much larger district. The committee noted that none of these common school districts had a high school. If the voters agreed to consolidate these districts into one large district, the creation and maintenance of a high school would be feasible.

Farm families in Corcoran Township were not ready to give up their locally controlled common schools. They defeated the referendum and School District No. 107 continued to operate as a

³⁰ Interview on March 9, 2017

³¹ Clarke Chambers, "Educating for the Future," p. 476 in Clifford Clark, Jr., *Minnesota in a Century of Change* (St. Paul: Minnesota Historical Society Press, 1989).

³² Hennepin County School Survey Committee, *Final Report, Filled [sic] November 1, 1948*. There was apparently a preliminary report which was amended after series of public forums.

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one-room, ungraded, common school. As noted above, its enrollment rebounded in the 1950s and 1960s, occasionally reaching 15 students. Meanwhile, Hennepin County renumbered the districts and School District No. 107 at Burschville became School District No. 586. Except for that, education continued as it had for many years at Burschville, which by 1964 was one of only six common school districts in Hennepin County which hired a teacher and operated a rural school.³³

Up to this point, all the consolidation schemes had required the agreement of local school boards or local voters. In 1963, the legislature passed the first mandatory reorganization plan. It mandated that any district that did not join a district maintaining a high school would be automatically dissolved. As a result, the Hennepin County Board of Commissioners on February 7, 1967 approved the attachment of School District No. 586 at Burschville to Independent School District No. 877 which served the Buffalo area in nearby Wright County.³⁴ As a result, the last classes at the Burschville School were held in May of 1967. After that, the Buffalo school district had no use for the one-room school house at Burschville.

A rural school saved

In March 1966, about twenty residents of the northwest part of Hennepin County met at the Osseo Village Hall to form a local historical society which they named the North Hennepin Pioneer Society.³⁵ The group's first project was rescuing the Potter Log Cabin which was slated for demolition to make way for the Boone Avenue interchange on I-94. This structure was built by settler Isaac Potter in about 1870 in what is now Brooklyn Park. The group secured the cabin and carefully dismantled it for later reconstruction.

The group then approached the superintendent of the Buffalo school system (Independent District No. 877) and asked if the district would be willing to give them the Burschville School. In December 1967, the District No. 877 board agreed to convey the school house to the North Hennepin Pioneer Society, along with the bell, the bell tower and the outhouses, with the understanding that the other fixtures and furniture would be put up for auction.

The deed from the Buffalo school board, however, did not convey clear title to the land upon which the school sat. When Peter and Mary Weinand sold the land to School District No. 107 in 1894 the deed stated that the property was "given for school house site only and as long as same

³³ *Annual Report of the Superintendent of Schools for Hennepin County for the year ending December 21, 1964.*

³⁴ One other surviving common school, the Oakdale School (District No 570, originally District No. 67), a common school district just north of Burschville, was also attached to the Buffalo school district at the same time.

³⁵ The group incorporated as a non-profit corporation. The Articles of Incorporation were filed with the Secretary of state on November 22, 1966.

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will be used for school purposes.”³⁶ Fortunately, Arthur Weinand, the grandson of Peter and Mary Weinand, still lived on the surrounding property and had inherited his grandparents’ property rights. As noted above, he had been a student in the school in the years before World War I and had served on the school board for over thirty years. His son Willard was a student there in the late 1930s, and his grandson Allan was among the last students to attend the Burschville School. In January 1968, Arthur Weinand and his wife Esther Weinand sold the nearly one acre plot to the society for \$1,000.³⁷

The North Hennepin Pioneer Society now had a site for its activities. The society furnished the classroom and anteroom with school desks and other fixtures from the Burschville School donated by people who had bought them at the auction in 1967, and also with items from one-room school houses in the neighborhood which had not survived. Eventually, they rebuilt Potter’s Cabin in the grassy area behind the school house. This required moving one of the outhouses a short distance to the west. In 1999, they built a picnic shelter southeast of the school house.³⁸ They took responsibility for maintaining the school house, including replacing the windows, installing a new roof, repairing the bell tower, and rebuilding the original cement pad at the entrance way.

Starting in the summer of 1968, the society hosted open houses to introduce the community to the school house. One of these open houses was attended by Lydia Krienke, who taught at the school in 1897. The society also hosted a reunion in July 1987 which attracted over 200 alumni of the school, including the 86-year-old Sylvia Priebe, who travelled from California for the event. She was the younger sister of Emma Priebe, who as noted above, had married Ernest Krone. She appears in the 1912 school photo with siblings Charlie, Florence and Lillie (Figure #5). In August 1994 the society held a Centennial Celebration of the school and published a souvenir booklet.

Since 1995, the society has hosted a Summer Fest at the school, a fundraising event that features tours, games, food, raffles, entertainment, and door prizes. For twenty-one years, the Burschville School has also been a regular destination for school field trips. The Society promotes local history by staffing a booth at the Hennepin County Fair in Corcoran and by providing a float with a small version of the Burschville School for local parades. The children of past students ride the float, sitting at desks from the school.

³⁶ Information from the property’s abstract of title in the possession of the North Hennepin Pioneer Society.

³⁷ Arthur Weinand died in 1979 and Esther Weinand in 1983.

³⁸ For a time, the North Hennepin Pioneer Society also was the steward of the Dunning School in Champlin. This school operated until 1947. The building was the Champlin Township Hall until 1971. Due to disagreements over allocation of their limited resources, the group supporting the Dunning School left the North Hennepin Pioneer Society. The Dunning School is currently owned by the city of Champlin and used by the Champlin Historical Society.

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After the city of Corcoran annexed most of the former Corcoran Township, including the land around the intersection that was once Burschville, it adopted the school as part of its historical heritage. The city lists the North Hennepin Pioneer Society's events on its webpage and provides space for a display on the Burschville School in the lobby of city hall. In 2016, the city provided support for a special project at the school from the gambling funds its controls.³⁹

Of the eight common schools which once operated in Corcoran Township, only the Burschville School survived as an intact structure in its original setting. The others have been demolished, lost to fire, or converted to private homes, usually after being moved to a new location. The Oakdale School (original District No. 67), which was attached to the Buffalo school district along with the Burschville School in 1967, was moved to a farmstead and then burned down sometime in the 1980s. The Morin (original District No. 134), Corcoran (original District No. 65), and the Clearview (original District No. 136) schools are now private homes. They have been greatly altered with significant additions (e.g. full façade porches and attached garages) and are no longer recognizable as one-room school houses.⁴⁰

Conclusion

In 1894, District No. 107 built this school house near the former town of Burschville in rural Hennepin County. Many students were educated there over the years, taught by women who met the challenge of teaching 40 or more students from eight different age groups simultaneously in one room. It is locally significant under Criterion A in the area of Education because it is associated with and exemplifies the efforts of local farmers to provide basic, locally-controlled education for the children of their neighborhood. It is the only intact one-room ungraded schoolhouse still on its original site in Corcoran Township in northwestern Hennepin County and one of the few surviving in the entire county. The period of significance begins with its construction in 1894 and continues until 1946 when the school board reacted to declining enrollment by deciding to transport its students to neighboring common schools.

³⁹ The city of Corcoran annexed the entirety of the former township except a small piece in the far northwest corner was part of the city of Hanover. Except for Corcoran and Hanover, there were no other incorporated municipalities in Corcoran Township. The North Hennepin Pioneer Society has also received financial support from community organizations, including the Corcoran Lions Club, Northwest Area Jaycees, Wright-Hennepin Cooperative Electric Association, and the Hanover Athletic Association.

⁴⁰ The North Hennepin Pioneer Society surveyed and photographed the surviving structures. The only other surviving school house in northwest Hennepin County is the Dunning School mentioned in footnote 37.

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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: North Hennepin Pioneer Society, Minnesota Historical Society

Historic Resources Survey Number (if assigned): HE-COC-33

10. Geographical Data

Acreage of Property Approximately one acre

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UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

1. Zone: 15 Easting: 450825 Northing: 4996840

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

The West 185.5 feet of the North 235 feet of the Northwest ¼ of Section 17, Township 119 North, Range 23 West

Boundary Justification (Explain why the boundaries were selected.)

These are the boundaries historically associated with the property.

11. Form Prepared By

name/title: Greg Gaut
organization: Historic Preservation Consultant
street & number: 1235 Yale Place #408
city or town: Minneapolis state: Minnesota zip code: 55403
e-mail: GregGaut@gmail.com
telephone: 612-200-9494
date: June 6, 2018

Additional Documentation

- **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.

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Photo Log

Name of Property: District No. 107 School (Burschville School)
City or Vicinity: Corcoran County: Hennepin State: Minnesota
Photographer: Greg Gaut Date Photographed: May 2018

Photo #1: (MN_Hennepin Co_Burschville School_0001)
Front and west façade, camera facing southeast.

Photo #2: (MN_Hennepin Co_Burschville School_0002)
Rear and west façades, with woodshed, camera facing northeast.

Photo #3: (MN_Hennepin Co_Burschville School_0003)
Rear and east facades, with woodshed, camera facing northwest.

Photo #4: (MN_Hennepin Co_Burschville School_0004)
The boys' and girls' outhouses, camera facing southwest.

Photo #5: (MN_Hennepin Co_Burschville School_0005)
Bell tower, camera facing west.

Photo #6: (MN_Hennepin Co_Burschville School_0006)
Anteroom, camera facing east.

Photo #7: (MN_Hennepin Co_Burschville School_0007)
Classroom, with rear wall in background, camera facing south

Photo #8: (MN_Hennepin Co_Burschville School_0008)
Classroom, with front wall in background, camera facing south.

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National Park Service

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Historic Photos

Figure #1: Julius Bursch, with family members and hired hands, at his general store in Burschville. He was also the postmaster between 1888 and 1902, and the store served as the post office. (This and all other images courtesy of the North Hennepin Pioneer Society)

Figure #2: Peter Weinand, the Burschville farmer and civic leader. He and his wife Mary deeded an acre of his farm to School District No. 107. They also boarded the young teachers in the school's early years. Later, their grandchildren, great grandchildren, and great, great grandchildren attended the school.

Figure #3: Earliest available photograph of the Burschville School, circa 1894.

Figure #4: Burschville School's class picture for the year ending 1912. The teacher, Miss Shanker, stands at the rear by the wood burning stove. Also seen are Arthur, Henry, Bert and Mabel Weinand, grandchildren of Peter Weinand, and Sylvia, Florence, Lillie and Charlie Priebe.

Figure #5: Burschville School photo for the year ending in 1925 with the teacher Miss Olga Jensen in the back row. Peter Weinand's grandchildren--Agnes, Esther, Gladys and Henry--are pictured. Lloyd and Harlan Krone, the elder brothers of Verneal and Lyla Mae are also included.

Figure #6: Burschville School photo for the year ending in 1938 with teacher Miss Irene Swanson in the back row. The three Krone sisters--Verneal, Lyla Mae, and Iolene--are in the photo, along with Delmar and Howard Schleif. Willard Weinand, great grandson of Peter and Mary Weinand, is also part of this class.

Figure #7: School photo of the Burschville School for the year ending 1940 with teacher Patricia Emon in back row. The three Krone sisters are shown. The row of sitting boys includes Howard Schlieff, the first on the left, and Willard Weinand, second from the right.

Figure #8: School photo of the Burschville School for the year ending in 1962. Esther Moore, the school's last teacher, stands in the rear. In the picture are Judi and Barbara Klersy, the daughters of Henry and Verneal Klersy, and also Allan Weinand, the great, great grandson of Peter and Mary Weinand, who sold the property to District No. 107 in 1894.

Figure #9: The Burschville School in 1965 with three members of the Weinand family. Allan, then a student, stands in front of the school with his father Willard and his great aunt Agnes. Willard was a student at the school in from the mid-1930s through 1940 (see Photos 7 & 8). Agnes was a student at the school in the 1920s (see Photo #5). The family was associated in various ways with the school from its construction in 1894 to its closing in 1967.

Figure #10: The Burchville School circa 1967 showing original locations of the outhouses.

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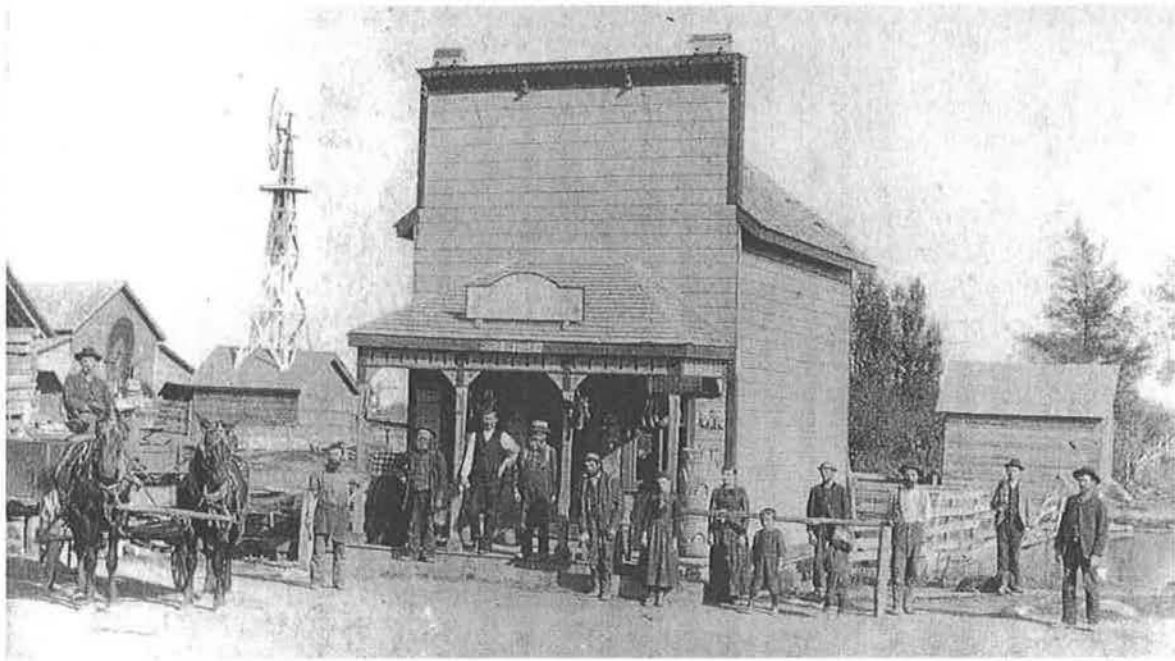


Figure #1



Figure #2

United States Department of the Interior
National Park Service

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Figure #3



Figure #4

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Figure #5



Figure #6

United States Department of the Interior
National Park Service

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Figure #7



Figure #8

United States Department of the Interior
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Figure #9



Figure #10

United States Department of the Interior
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Site Maps

- Map #1:** Plat map of Corcoran Township from *Atlas of Hennepin County, Minnesota* (Minneapolis: Hennepin Atlas and Publishing Company, 1913), p. 18. The blue arrow indicates the hamlet of Burschville at the intersection of two roads (today Co. Rd. 10 and Co. Rd. 19). The map incorrectly refers to the hamlet as "Brushville" [*sic*]. The red arrow indicates District No. 107 School in Section 17 on the plot deeded to the school district by Peter and Mary Weinand in 1894. By 1913, the surrounding farm was owned by his son, Peter S. Weinand, as indicated.
- Map #2:** Map on page 19 of the *City of Corcoran Comprehensive Plan* (June 2011), available on the city's webpage. It shows the city outlined in red in the context of a map of the greater Twin Cities metropolitan provided by the Metropolitan Council. The city is nearly contiguous with the former Corcoran Township. Note that Corcoran is still overwhelmingly rural in this 2004 map.
- Map #3:** In 1976, the North Hennepin Pioneer Society commissioned Consulting Engineers Diversified, Inc of Osseo, Minnesota to create this survey of the Burschville School Property. The survey noted that the property was subject to the road easement for County Road 10 over its northerly 33 feet. In addition to the school and the two outhouses, the survey also included the log cabin which the society had moved to the property. Originally, the easterly outhouse was likely where the log cabin is today. The survey did not include the picnic shelter which the society added in 1999. This map is held by the North Hennepin Pioneer Society.
- Map #4:** Google Earth shot of the school property with arrows indicating direction of external photos of the property.

United States Department of the Interior
National Park Service

District No. 107 School
(Burschville School)

National Register of Historic Places
Continuation Sheet

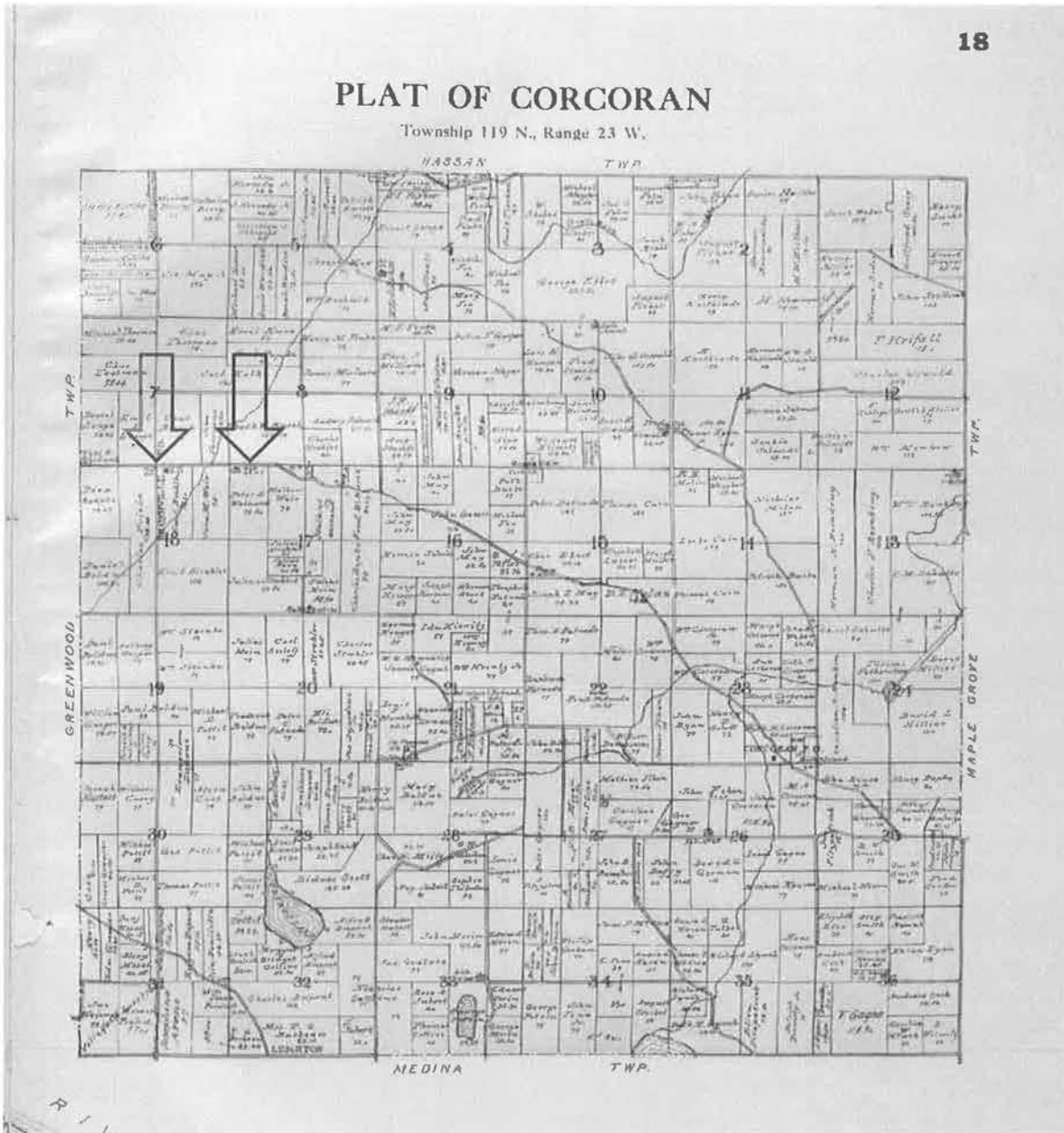
Hennepin County, Minnesota

Section number Additional Pages Page 8

18

PLAT OF CORCORAN

Township 119 N., Range 23 W.



Map #1

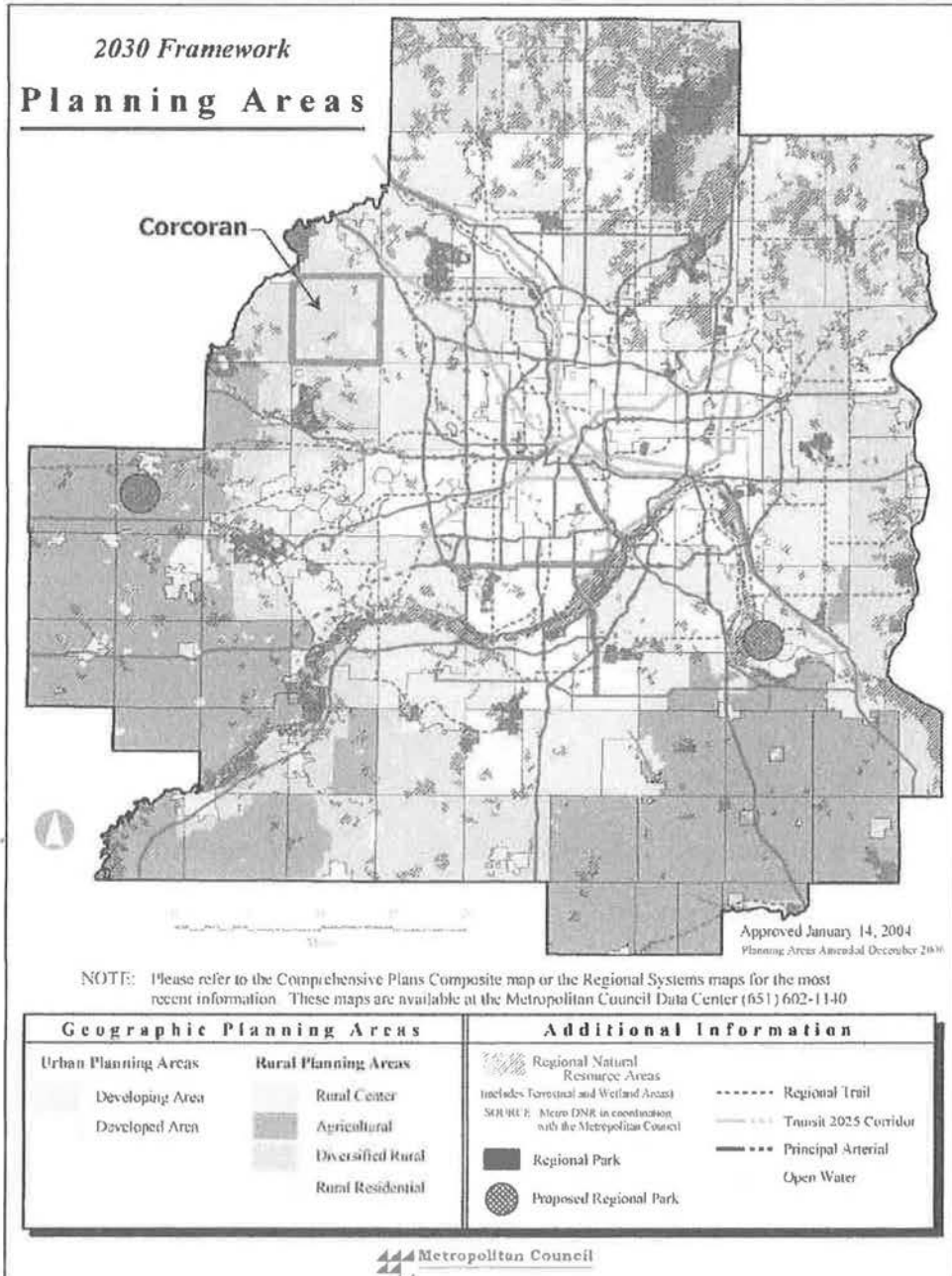
United States Department of the Interior
National Park Service

District No. 107 School
(Burschville School)

National Register of Historic Places
Continuation Sheet

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Map #2

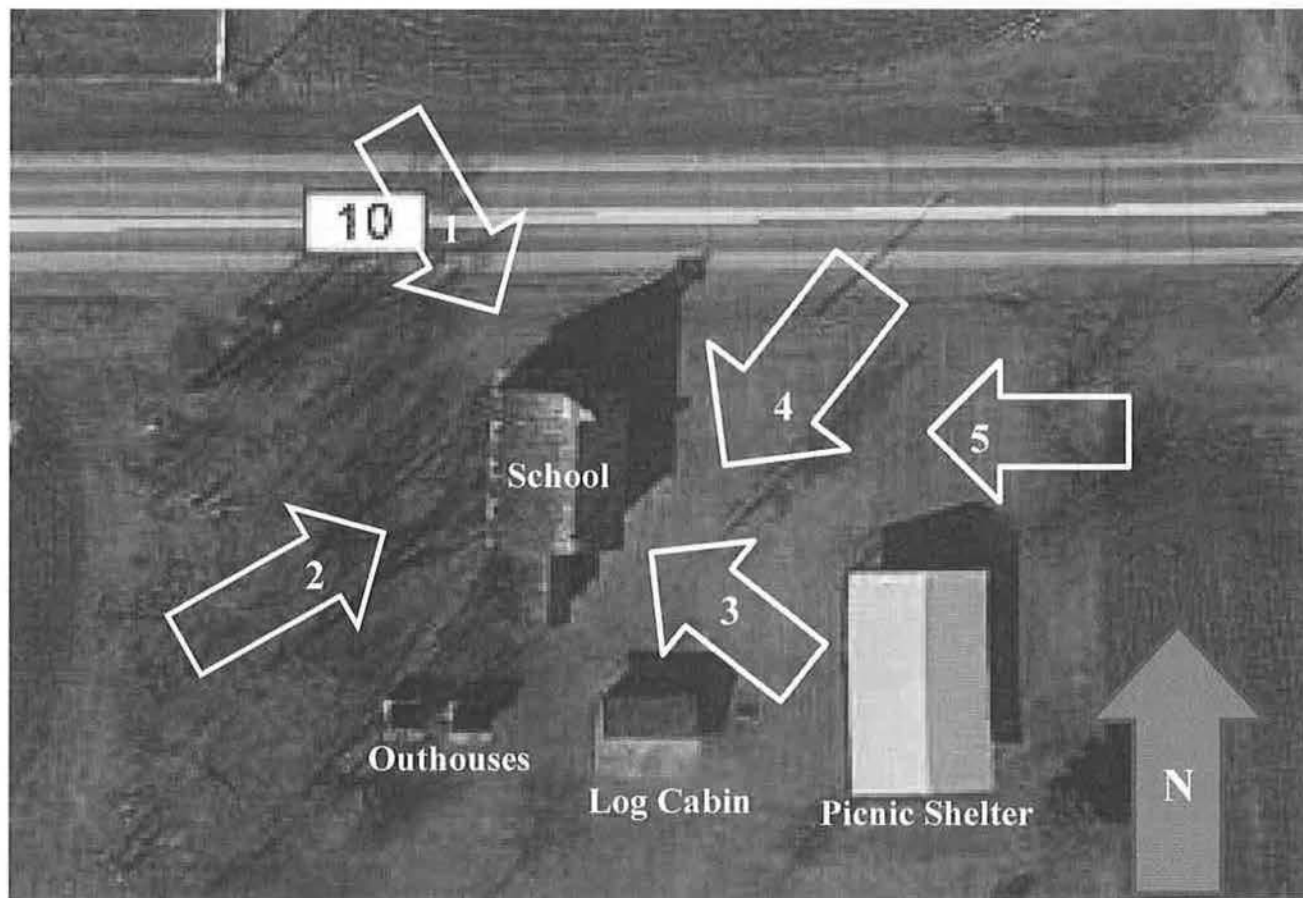
United States Department of the Interior
National Park Service

District No. 107 School
(Burschville School)

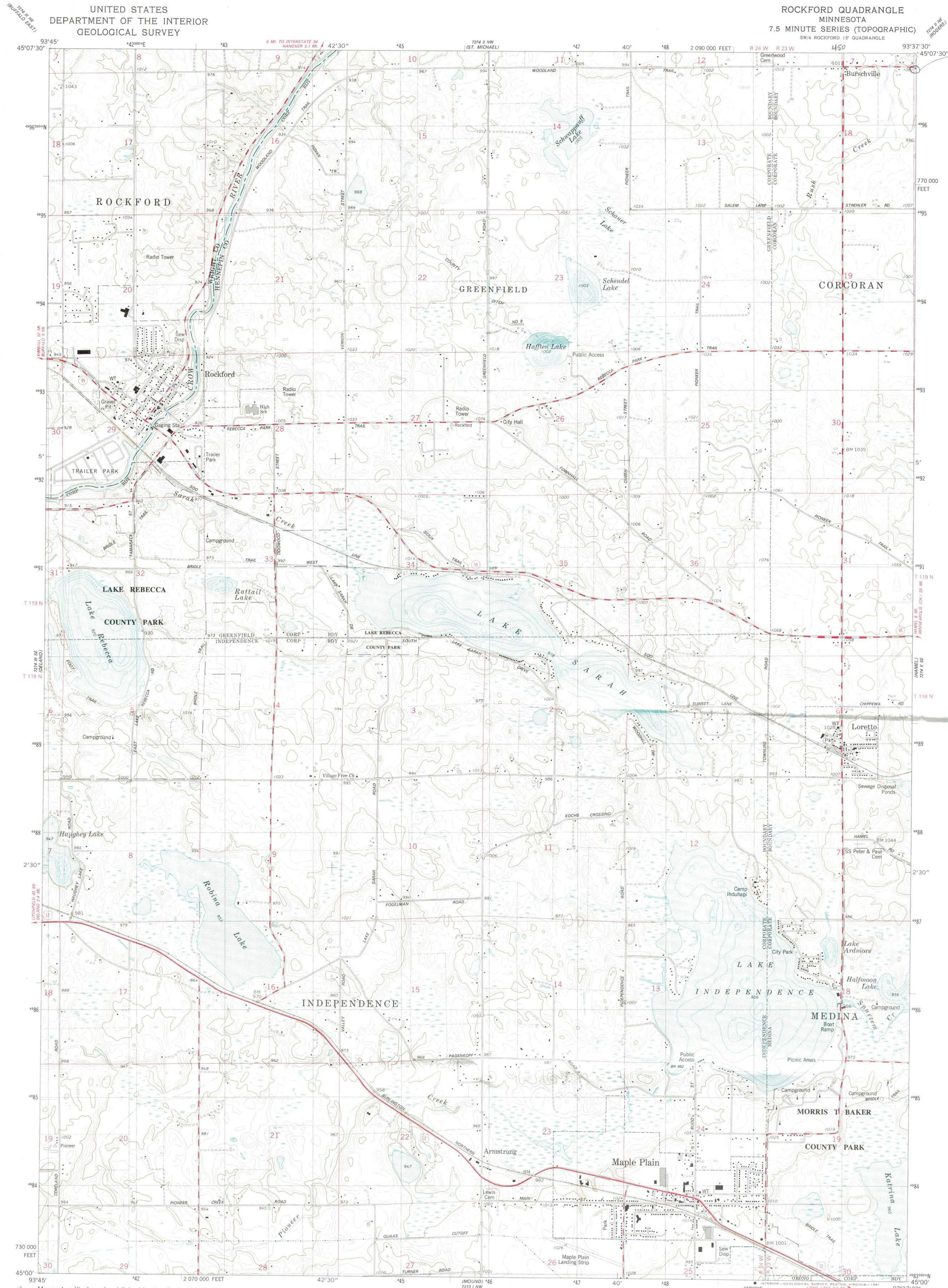
National Register of Historic Places
Continuation Sheet

Hennepin County, Minnesota

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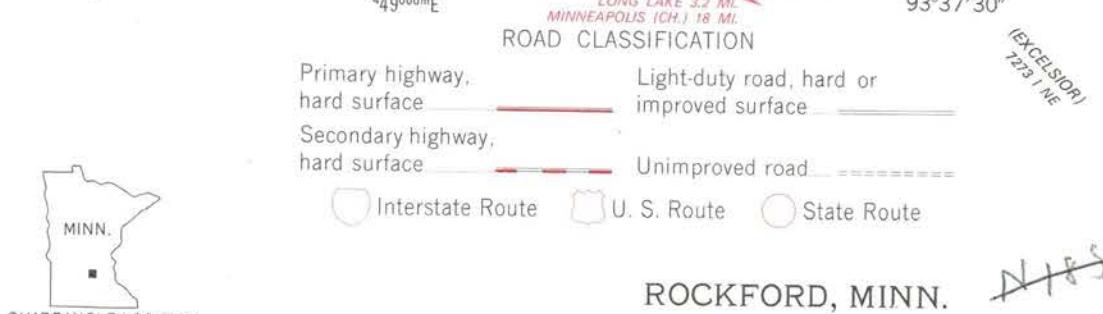
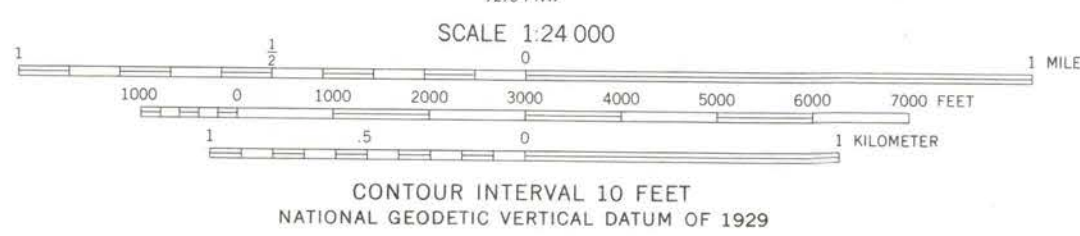
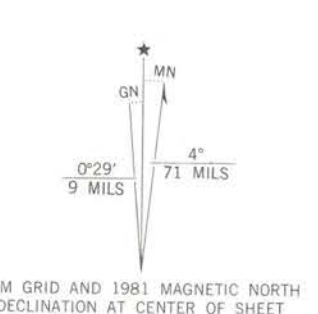


Map #4



Dist No 107 School
(Burschville School)
Corcoran, Hennepin Co
UTM
Reference
15 450825/4996840

Mapped, edited, and published by the Geological Survey
Control by USGS and NOS/NOAA
Topography by photogrammetric methods from aerial photographs taken 1975. Field checked 1976. Map edited 1981
Hydrography compiled from information furnished by Minnesota Department of Natural Resources
Projection and 10,000-foot grid ticks: Minnesota coordinate system, south zone (Lambert conformal conic)
1000-meter Universal Transverse Mercator grid, zone 15
1927 North American Datum
To place on the predicted North American Datum 1983 move the projection lines 7 meters north and 18 meters east as shown by dashed corner ticks
Fine red dashed lines indicate selected fence and field lines where generally visible on aerial photographs
This information is uncheckaded



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS FOR SALE BY U. S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

ROCKFORD, MINN.
SW/4 ROCKFORD 15' QUADRANGLE
N4500-W9337 5/7.5

1981
DMA 7274 II SW-SERIES V872

121-C



SCHOOL DT
No. 107
1894

22995

North Hennepin
Pioneer Society







NOT FOR
PUBLIC USE

BOYS

GIRLS





PLEASE DON'T TOUCH THESE

SMITH SANITARY
WORKS
BUBBLER FOUNTAIN



The School District #1
School closed for May 1st





UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 9/25/2018 Date of Pending List: 10/17/2018 Date of 16th Day: 11/1/2018 Date of 45th Day: 11/9/2018 Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 11/1/2018 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Roger Reed  Discipline Historian

Telephone (202)354-2278 Date 11/1/18

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.

Minnesota Historical Society
State Historic Preservation Office
345 Kellogg Blvd West, St. Paul, Minnesota 55102
651.201.3292



TO: Joy Beasley, Keeper
National Register of Historic Places

FROM: Denis Gardner

DATE: 9/21/2018

NAME OF PROPERTY: District No. 107 School

COUNTY AND STATE: Hennepin County, Minnesota

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

DOCUMENTATION:

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

STAFF COMMENTS: