

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: Stanley School, District Number 2

Other names/site number: Chain O'Lakes State Park Nature Center

Name of related multiple property listing:

Indiana's Public Common and High Schools

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

### 2. Location

Street & number: Chain O'Lakes State Park, CR South 300E, just south of CR East 75S

City or town: Albion State: IN County: Noble

Not For Publication:  Vicinity: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   x   C     D

 Signature of certifying official/Title:	<u>10-28-2014</u> Date
<u>Indiana DNR-Division of Historic Preservation and Archaeology</u> State or Federal agency/bureau or Tribal Government	

In my opinion, the property <u>   </u> meets <u>   </u> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title : <span style="float: right;">State or Federal agency/bureau or Tribal Government</span>	

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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:) \_\_\_\_\_

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Signature of the Keeper

Date of Action

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#### 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>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>0</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION: schools

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**Current Functions**

(Enter categories from instructions.)

RECREATION AND CULTURE: museum

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

OTHER: Twentieth Century Functional

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**Materials:** (enter categories from instructions.)

foundation: CONCRETE: block

walls: BRICK

roof: ASPHALT

other: CONCRETE

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### 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.)

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### Summary Paragraph

The Stanley Schoolhouse, built in 1915, is located in Chain O'Lakes State Park in Albion, Green Township, Noble County, Indiana. The building is located on County Road South 300E, just south of County Road East 75S. The vernacular brick building is approximately thirty-five feet back from CR S 300E on a lot that measures about eighty-five feet per side with the school located in the northern portion of the lot. The school stands about two hundred feet up a hill from Lower Finster Lake and about six hundred and fifty feet east of Upper Finster Lake. The lot surrounding the house is largely lawn on the south side. The east side of the lot has lawn, some flowerbeds, and steps built into the ground leading up the small hill on which the school sits. The north and west sides of the lot have a narrow strip of grass that abuts to the woods that lead to both Finster lakes. The single story T plan school has an asphalt shingle hipped roof with a central projecting front gable. The walls are made of red brick set in a variation of common

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bond: every five rows of stretcher brick are between a bonding course of two stretchers to one header. The partially exposed foundation is made of a rusticated-faced concrete block laid on a solid concrete footer. The façade of the building contains the central projecting gable and a belfry on the roof just above the entrance. The windows are wood double hung sash, four-over-four, with concrete lintels and sills.

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## Narrative Description

### *Exterior—East Façade*

(Photo 1)

The façade of the Stanley School faces east. The large central projecting gable comprises most of the front of the building. The gable front was typical of schools in this period.<sup>1</sup> The eave, cornice, and frieze are simply crafted. The notch-tailed rafters are exposed, the eaves are open, and the frieze is a plain board. The gable projects approximately ten feet from the rest of the building and runs twenty-five feet across. The entire span of the façade is approximately forty feet, leaving around seven or eight feet on either side of the projecting gable. This seven or eight foot span contains a window on either side, which are double hung four-over-four single windows with wood muntins, each opening with plain concrete lintels and lug sills. Each has a basement window underneath it. The entrance contains a round arch; the keystone is made of concrete and the arch is brick and was formed with double headers alternating with a soldier. The entrance is recessed from the arch and has paneled double doors with a twenty-four light arched transom. The symmetrical entrance has on both sides double hung four-over-four single windows with wood muntins, each opening having a plain concrete lintel and lug sill. The wall of the façade is brick laid in a running bond pattern. Above the entrance arch is a stone date panel that reads: “Stanley Dist No. 2 1915.” Interestingly, the nine in the date is backwards. On the roof of the projecting gable is a simple front gabled belfry. The belfry, which is original to the building, has two rows of wooden sawtooth-butt vertical bead-board siding in its gable. The front of the building contains a wooden ADA ramp leading to the front door.

### *Exterior—South Elevation*

(Photo 2)

The south elevation of the building is notable for its three large wood windows, which are double hung, four-over-four. These large windows were used to provide the main source of natural light throughout the school day. Typically placing the windows on the north side of the building would have been most advantageous for maximizing indirect sunlight, but at the Stanley School the main bank of windows is on the south side, with some windows on the east side as well. The east windows would have certainly illuminated the interior, but they are located in the entrance area. The south windows are located in the main classroom portion of the building. The walls of the south elevation are brick. The eaves are open. Half-round galvanized gutters have been

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<sup>1</sup> Paul Diebold, Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology, “Indiana’s Public Common and High Schools Multiple Property Documentation Form,” (Indianapolis: DNR, 1998), Section F, page 15.

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installed. The notched rafters are exposed and the frieze is a plain board. The concrete block foundation can be seen above ground. Built into the foundation is the door for the coal chute. There is also a window to the basement of the school that is built into the foundation.

*Exterior—West Elevation*

(Photo 4)

The west elevation of the building faces toward the woods. There are no windows on this side of the building, since the large chalkboard on the interior is placed on this wall. The eave, cornice, and frieze are similar to those on other elevations. The exposed block foundation has a window to the basement placed in the middle. The wall is made of brick laid in a bond pattern similar to those of other elevations.

*Exterior—North Elevation*

(Photo 5)

The north elevation of the school building has the building's only chimney, which is placed in the center of the north side. The wall and the chimney are brick laid in a bond pattern similar to those on other elevations. The foundation is partially exposed and is made of concrete block. The chimney is built into the roof with a small pent roof on the exterior side. The eave, cornice, and frieze are similar to those on other elevations, as are the rafters.

*Interior—Plan*

This one-room school has a simple floor plan. Paul Diebold wrote in the *Indiana's Public Common and High School Multiple Property Documentation Form* that one-room schools were "simple, vernacular spaces," and the Stanley School is no exception. He also writes that later versions of one-room schools often had cloakrooms, which the Stanley School has to the right of the entrance vestibule, which accounts for the T plan and the projecting front gable. The main space was the single classroom with high ceilings. It has three symmetrically-placed windows on the south wall; the east wall has single windows toward the outside corners, a taller, wider central opening leading to the front door, and a doorway to the cloakroom just north of the central main doorway, the wood-trimmed, low set chalkboard lines the entire west wall. The interior has wood floors, walls and ceiling are covered in plaster, and openings are trimmed in simple, stained hardwood moldings. The baseboards have a simple and unadorned profile. Windows have projecting lug sills, apron board, and plain vertical surround boards. The entablature assembly at the top of the opening consists of an architrave bead, plain frieze board, and molded cornice. Doorways have a similar treatment. There is no decorative treatment at the wall/ceiling junction. The moldings measure six inches in width. The school measures 2046 square feet in total. Wall sconce-type indirect light fixtures across the top of the west (chalkboard) wall and on the east walls are one of the few contemporary additions to the space. Though not part of the building strictly speaking, period furnishings – rows of desks and a teacher's desk – add to the historic feeling of the space.

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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

ARCHITECTURE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1915-1955

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1915

1955

\_\_\_\_\_

**Significant Person (last name, first name)**

(Complete only if Criterion B is marked above.)

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder (last name, first name)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**Period of Significance (justification)**

The school building that stands today was constructed in 1915 and continued operations as a school until 1955.

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

**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 Stanley Schoolhouse is eligible for the National Register of Historic Places under Criterion A for its association with the history of education in Noble County, Indiana, particularly demonstrating the role of the one-room schoolhouse, and Criterion C for its architectural significance as a representative of a one-room schoolhouse.

The period of significance for the Stanley Schoolhouse spans from the time the structure was built in 1915 to 1955. The Stanley Schoolhouse served as the one-room school for Noble County's Green Township school district number two. This building was the third to be built on this site and to be named after Henry Stanley, a local landowner. The school finally ceased operations in 1955, when the movement for school consolidation and county-level administration finally won out over the outdated mode of one-room township schools. Green Township was the last township in Noble County, and indeed the entire state, to end use of one-room schools in the 1950s. Stanley School was among the last one-room schools in the state to close its doors.<sup>2</sup>

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

The Stanley Schoolhouse is eligible for the National Register of Historic Places under Criterion A for its association with the history of education in Noble County, Indiana. The schoolhouse serves as an excellent example of a one-room schoolhouse that was widely used throughout Indiana in the nineteenth century and early twentieth century. The Stanley School is the third school building to be located at this site. The school was built in 1915 in a vernacular T-plan and was used as a school until 1955. The Stanley School is located in Noble County's Green Township, which was among the last townships in the state to close its one-room schools. Furthermore, the Stanley School was among the last one-room schools in Green Township to close its doors. Only twenty-one one-room schools in Noble County are still extant, including the Stanley School. Approximately half of the remaining one-room schools have been converted to

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<sup>2</sup> Bill Landon, Robert C. Gagen, Jr., and Sarah Knopp, *History of Early Schools in Noble County* (Albion, IN: Noble County Historical Society, 2006), 17.

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private residences. The Stanley School stands as an example of a one-room school that still retains its historical integrity both on the exterior as well as the interior.<sup>3</sup>

The building sat vacant for five years until it was purchased by the State of Indiana along with many surrounding acres and turned into Chain O'Lakes State Park in 1960. The building was then converted to the park's nature center, a function which it maintained until 2011. In that year, the schoolhouse was reverted to its original form and appearance. The building is now used to interpret to visitors the history of rural education in Indiana.<sup>4</sup>

The one-room school was a common type of educational institution in Indiana's early years, especially when the population of the state lived in largely rural areas. A one-room school would serve only a portion of a township so that students could walk to and from school in a reasonable amount of time. Therefore, many of these types of schools sprang up all over the state and dominated the form of education for decades.<sup>5</sup>

The building retains a high degree of integrity. The Stanley School was built in the vernacular T-plan style. The brick building has a gable front that was common among one-room schoolhouses.

The Stanley Schoolhouse is eligible for the National Register of Historic Places under Criterion C for its architectural significance as an example of a one-room schoolhouse. In the 1896 *Forty-second Report of the Superintendent of Public Instruction* the authors spend an entire chapter on school architecture. In the opening paragraphs the report indicates that schools ought to "possess merit in architecture." The motivation, the report goes on to say, is for students to gain exposure to art in order to "educate their brain-powers [and] to educate the eyes and hands." However, the report also states that the style of architecture for a school should be utilitarian.<sup>6</sup> The report continues by describing the ideal design for the interior space of a one-room school. The Stanley Schoolhouse fits this description and is therefore considered a good example of an architectural type.

The schoolhouses described in superintendent's reports of the 1890s differed from the time immemorial "gabled box" schoolhouses built in much of rural America. First built of logs, later gabled schools were frame and eventually brick. The "T" plan, represented by Stanley School, became popular in the 1880s. Its simple variation on the gabled box allowed for better storage (cloakrooms) and kept drafts from the classroom. An additional benefit was that it kept the chaos of pupils entering and leaving the school away from the classroom itself. One of the most important elements of interior design that the 1896 report discusses is natural lighting. Natural lighting was especially important given the lack of electricity, especially in rural areas where one-room schools were prevalent. Schools should provide students with adequate natural light coming from the left and rear of the students. This requirement presumably has students' right

<sup>3</sup> Landon, *History of Early Schools in Noble County*, 20.

<sup>4</sup> Indiana Department of Natural Resources, Division of State Parks and Reservoirs, "Chain O'Lakes State Park Interpretive Master Plan," (Indianapolis: DNR, 2010), 6-7.

<sup>5</sup> Diebold, "Indiana's Public Common and High Schools" Section F, pgs 15-16.

<sup>6</sup> *Forty-second Report of the Superintendent of Public Instruction*, (Indianapolis: William B. Burford, 1896), 491.

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handedness in mind, in order that the light may land on their desk without being obstructed by the student's shoulder and arm. With three large windows on the south side of the building, the Stanley Schoolhouse certainly meets this requirement. The schoolhouse also meets other requirements laid out in the annual report are as follows: a brick superstructure, a vestibule with double doors, possessing a slate blackboard, and a ventilating stove. The school originally had a potbelly stove that fit this description, but the original has gone missing so Chain O'Lakes State Park staff has replaced the stove with a similar model from the same period. Later in the report, the author describes the correct placement of student desks and the teacher's desk in relation to the entrance vestibule and the windows. There is even a drawing in the report that shows the proper way to place desks. The Stanley Schoolhouse also fits this description very well. The blackboard, the report states, ought to extend the entire length of the wall opposite the entrance. The teacher's desk ought to sit in front of the blackboard and the students should face the teacher from their desks.<sup>7</sup> The Stanley Schoolhouse fits the criteria for architectural significance based on the arguments outlined above.

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### **Developmental History/Additional historic context information**

Before human habitation of Indiana, or North America for that matter, the state was covered by glaciers, creating three distinct geographical sections. The northern portion of the state, where Noble County is located, was heavily impacted by glaciers. The legacy of the glaciers is still clear today. What became Noble County lies in the Steuben Morainal Lake Area in the Northern Moraine and Lake Region of Indiana. The Steuben Morainal Lake Area is the largest of the moraines in Indiana. The large ice sheets stayed longer here than elsewhere in Indiana. As a result of this natural history, there are hills and ridges, along with numerous small lakes and marshes. The soil type in this subdivision is similar to central Indiana but lacks the productivity because owing the preponderance of marshes and lakes.<sup>8</sup>

Indiana was occupied by humans for thousands of years before the Europeans arrived on the scene. Indiana, as the name suggests, was the land of Indians. In the northeastern portion of the state, where Noble County lies, the native presence comprised mostly Miami, Potawatomi, and other Algonquian-speaking peoples. Noble County is located in the northeastern section of Indiana, a part of the state called the Indiana Lake Region. Noble County alone is home to more than a hundred lakes. To the north of the four hundred and twenty square miles that comprise Noble County is LaGrange County, to the east is DeKalb County, to the south are Whitley and Allen counties, and to the west one finds Kosciusko and Elkhart counties. Noble County, organized by the General Assembly in 1836, was named for the first U.S. senator from Indiana, James Noble. For the first ten years of its existence, the county seat moved from one municipality to the next before finally settling on a town in the center of the county, Albion, in 1846. By the 1850s, even though the county seat changed often, settlers were making homes in various parts of the county. By the time the Civil War began, Albion, along with a couple of

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<sup>7</sup>Lindsay Baker, "A History of School Design and its Indoor Environmental Standards, 1900 to Today," (Washington, DC: National Institute of Building Sciences, 2012), 6; *Forty-second Report*, 495. 512.

<sup>8</sup> John D. Barnhart and Dorothy L. Riker, *Indiana to 1816: the Colonial Period*, (Indianapolis: Indiana Historical Bureau and Indiana Historical Society, 1971), 1-8

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other communities, had grown into the major towns in Noble County. As the county grew and more families settled there, the school system began to take shape and township trustees commissioned construction of one-room schoolhouses throughout the county. By the early 1880s, a total of one hundred and twenty-four township schools were educating the county's children.<sup>9</sup>

When European-Americans first arrived in the area, they found both Miami and Pottawatomie there. According to the terms of a 1828 treaty, the two tribes were given a six square mile section of land that would serve as a reservation for the tribes. But the Pottawatomie were forcibly removed in 1838 and the Miami were removed in 1839. When Indiana was established as a state in 1816, the constitution provided for a general system of free education. One can certainly consider this to be a progressive move on the part of the newly formed state. However, there was one clause included in the constitution, "as soon as circumstances permit," that left the timeframe for implementation of free education open largely to interpretation. The result was that Indiana's public education grew and developed unevenly for the first decades of Indiana's statehood. Instead of educational leadership coming from a central authority, schools were largely operated and financed locally.<sup>10</sup>

In the pioneer era in Indiana, education should not be viewed only as time spent in a classroom. There was plenty to learn outside the schoolhouse in preparation for adult life. Children learned from their parents many practical skills that helped them to function in a rough pioneer environment. They learned to cook, farm, build shelters, hunt game, as well as how to read and write, and perhaps even some simple math. Churches played their part in educating children, contributing to literacy and the discussion of abstract ideas. Of course, government had a role in education as well. The federal government took some responsibility for education through Land Ordinance of 1785, which stipulated that the sixteenth section of each township should be used in support of public education.<sup>11</sup>

Public education was not consistent from one county to the next or even from one township to the next in the early years of the state. Madison explains that this inconsistency spoke of an "attachment to local democracy." Since schools were supported with local taxes, poor and rural communities often had much less to offer students than richer and urban locales. The school term was usually short, around three months, and attendance was often irregular for a variety of reasons. In fact, in 1866 the term lasted an average of sixty-eight days; in 1879 the length increased to one hundred and thirty-six; by 1900 the school term was one hundred and forty-nine days long. Children had work to do at home that sometimes had to take priority over schooling, or perhaps there was inclement weather that made the trek to school impractical or unwise. Also inconsistent was the curriculum being taught. Students learned reading, writing, and math; sometimes they learned history or geography. But books were expensive and a teacher's resources were often scant. Educating the young was difficult to carry out and indeed was a

<sup>9</sup> Historic Landmarks Foundation of Indiana, *Noble County Interim Report*, (Indianapolis: Historic Landmarks Foundation of Indiana, 1986), xiii-xv.

<sup>10</sup> *Noble County Interim Report*, xiii; James H. Madison, *The Indiana Way: A State History*, (Bloomington: Indiana University Press, 1986), 53, 110; Landon, *History of Early Schools in Noble County*, 6.

<sup>11</sup> Madison, *Indiana Way*, 108, 110.

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precious resource. The 1840 census indicated that only about twenty-five percent of school age children actually went to school. By 1880 that number had increased to eighty percent. That same 1840 census indicated that the adult literacy rate in Indiana was 14.3 percent compared to 11.6 percent nationally. Indiana had the lowest literacy rate of any northern state. Education was a luxury that had to be secondary to “material security,” according to the mindset of Indiana’s pioneers.<sup>12</sup>

In the 1840s, following the fiscal crisis created by the failed Mammoth Internal Improvement Act, it became clear that Indiana needed a new constitution. Indiana held a constitutional convention beginning October of 1850 and lasting until February 1851. The new constitution dealt with many issues the state faced, but pertaining to education the new constitution created a state superintendent of education that was charged with building curriculum. The new law of the land also ensured that state government would provide adequate funding for local schools and established local boards of education charged with managing these funds.<sup>13</sup>

Among the first acts of Indiana’s newly reformed General Assembly was the School Law of 1852. This new piece of legislation provided for the use of local property taxes to fund education. After the perceived threat posed by Indians was subdued, taxes became the enemy that threatened the livelihood of the Indiana pioneer. Nevertheless, these changes in state law certainly helped move public education in the right direction, but it was not until after the Civil War that Indiana “finally create[d] a permanent and true common school system,” in the words of historian James H. Madison.<sup>14</sup>

The Stanley School was named after the owner of the land upon which it was built. H.C. Stanley was called a “substantial farmer” in an 1882 history of Noble County. He was descended from a Scottish family who had been in the United States since before the American Revolution. His father came from North Carolina, then moved to Ohio where H.C. was born in January of 1818. The family subsequently moved to the newly formed Union County, Indiana in 1821. It was here that H.C. received his common school education and where he learned to be a farmer.<sup>15</sup>

In 1839, Stanley married his first wife, Hannah Hunt, but she died two years later. In 1847, Stanley married again, this time to Sophronia Beeson. Then two years later he moved his family to Green Township in Noble County, the present site of the Stanley Schoolhouse. At the time he settled there, the land was covered with a dense forest and a squatter’s cabin. After a few years, the Stanley family was able to build a house. Eventually the farming operation became quite successful and grew to over 500 acres. An image reprinted in the 1882 history of Noble County that was taken from the Noble County Atlas, published in 1874, shows a drawing of the Stanley farmstead. It appears to be a substantial farm, with a large house, a number of outbuildings, large fields, and numerous cattle. Because of his successes in farming, Stanley felt the pull of public service and so was elected first as Township Trustee, and then to the office of County

<sup>12</sup> Madison, *Indiana Way*, 111, 114, 180.

<sup>13</sup> Landon, *History of Early Schools*, 6

<sup>14</sup> Landon, *History of Early Schools*, 6; Madison, *Indiana Way*, 114.

<sup>15</sup> *Counties of LaGrange and Noble, Indiana: historical and biographical*, (Chicago: F.A. Battey and Co., 1882), 487.

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Commissioner, and finally served in Indiana's General Assembly as a Democrat in the House of Representatives from 1858 to 1864.<sup>16</sup>

The Stanley School is located in Green Township in Noble County. The earliest schools in the township were established beginning in the 1840s. From 1867 to 1887 represents the period when most of the one-room schoolhouses in Noble County were built. The first structure on the site of the current Stanley Schoolhouse was a log building dating to 1845. Here, teachers educated students in the first through the eighth grade. Over the years several frame and brick buildings followed, with the structure that stands on the site today being built in 1915. A wood frame schoolhouse was built to replace the log cabin in 1855. That building burned down and was replaced by a brick building in 1880. The current building was built after an earlier version had burned down. The Stanley Schoolhouse was named after the owner of the land, Henry Stanley, which was the custom at the time. In the last quarter of the nineteenth century there were nine schoolhouses in Green Township, three in the north, three in the center, and three in the south and all spaced around two miles apart. This was a typical pattern for the placement of township schools.<sup>17</sup>

The township trustees held a lot of power of the development of public education, since they held the purse strings. There also existed an attitude among the earlier generation that education did not hold much practical value. From this point of view the limited education they had received as youngsters was adequate, so, why should their children need anything better? These two factors, an unwillingness to spend on the part of the township trustee, and the ambivalent attitude toward education held by my parents and taxpayers, had an adverse impact on the development of public education in Noble County and throughout Indiana.<sup>18</sup>

The county was divided into townships, and townships had nine square districts comprising four contiguous sections, making a four square mile area. In the center of each district was a school. The Stanley School served district number two in Green Township of Noble County.<sup>19</sup>

Beginning in the late 1890s, reformers sought to implement compulsory education for any child between the ages of eight and fourteen, later raised to age sixteen. In addition, reformers wanted to do away with the outdated one-room schools and move toward consolidated school systems. In 1907, the legislature passed a law requiring closure of schools with fewer than twelve enrollees. As of 1920, almost five thousand one-room schools still operated in Indiana. That same year, a report sponsored by the General Education Board, a philanthropic venture by John D. Rockefeller, showed that the major weakness of education in Indiana was the preponderance of one-room schools that formed the "core of Hoosier education." This report, titled *Public Education in Indiana*, gave strength to the view held by education reformers that the rural school organization, primarily one-room schools, were dominated by the township trustee, and served only to hold Indiana back from making progress. According to historian James H. Madison,

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<sup>16</sup> *Ibid.*

<sup>17</sup> Landon, *History of Early Schools*, 6-7; "One-room Schools" clippings file, Noble County Public Library Genealogy Room, Central Library, Albion, IN.

<sup>18</sup> Landon *History of Early Schools*, 6.

<sup>19</sup> Landon, *History of Early Schools*, 7.

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those who disagreed with the reformers believed that this system represented the best of home rule and democratic traditions in Indiana. In place of the township trustee and school organization at the township level, reformers proposed a shift to county-level school organization. Even when proponents of localized control could persuasively argue in favor of the township school, the evidence was against them. Rural schools could not even meet the minimum standards. They did not have the wherewithal to offer students the curricula needed for life modern in America and the increasingly global nature of politics, especially in light of the ongoing Cold War. The School Reorganization Act of 1959 led to the consolidation of small township schools into large county schools. But by that time, the Stanley School had already closed its doors and the building was in possession of the Division of State Parks and Reservoirs. Green Township was the last township in Noble County to finally close its one-room schoolhouses and shift to a consolidated school district. The Stanley Schoolhouse was among the last one-room schools in Noble County, and likely the entire state, when it closed its doors in 1954.<sup>20</sup>

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## 9. Major Bibliographical References

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

Baker, Lindsay. "A History of School Design and its Indoor Environmental Standards, 1900 to Today." Washington, DC: National Institute of Building Sciences, 2012.

Barnhart, John D. and Dorothy L. Riker. *Indiana to 1816: the Colonial Period*. Indianapolis: Indiana Historical Bureau and Indiana Historical Society, 1971.

*Counties of LaGrange and Noble, Indiana: historical and biographical*. Chicago: F.A. Battey and Co., 1882.

Diebold, Paul, Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology. "Indiana's Public Common and High Schools Multiple Property Documentation Form." Indianapolis: DNR, 1998.

*Forty-second Report of the Superintendent of Public Instruction*. Indianapolis: William B. Burford, 1896.

Historic Landmarks Foundation of Indiana. *Noble County Interim Report*. Indianapolis: Historic Landmarks Foundation of Indiana, 1986.

Indiana Department of Natural Resources, Division of State Parks and Reservoirs. "Chain O'Lakes State Park Interpretive Master Plan." Indianapolis: DNR, 2010.

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<sup>20</sup> Madison, *Indiana Way*, 181-182, 247-250; Landon, *History of Early Schools*, 7; "One-room Schools" clippings file, Noble County Public Library Genealogy Room .

Stanley Schoolhouse  
Name of Property

Noble County, Indiana  
County and State

Landon, Bill, Robert C. Gagen, Jr., and Sarah Knopp. *History of Early Schools in Noble County*. Albion, IN: Noble County Historical Society, 2006.

Madison, James H. *The Indiana Way: A State History*. Bloomington: Indiana University Press, 1986.

“One-room Schools” clippings file, Noble County Public Library Genealogy Room, Central Library, Albion, IN.

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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
- Name of repository: \_\_\_\_\_

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

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**10. Geographical Data**

**Acreeage of Property** Less than one acre



Stanley Schoolhouse  
Name of Property

Noble County, Indiana  
County and State

Use the UTM system

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |             |                 |                   |
|-------------|-----------------|-------------------|
| 1. Zone: 16 | Easting: 636737 | Northing: 4577567 |
| 2. Zone:    | Easting:        | Northing:         |
| 3. Zone:    | Easting:        | Northing:         |
| 4. Zone:    | Easting :       | Northing:         |

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

The nominated parcel is a rectangle, measuring 90' x 100'. The east boundary is line following the west edge of South County Road 300 East. Said line is 100' long, its center point being where an extension of the east-west center line of the Stanley School building meets said line. From the north end point of said line, turn ninety degrees west and proceed west for 90'. Then turn ninety degree south and proceed south for 100'. Then turn east ninety degrees and head east 90' to the south end point of said line.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary approximates the original historic boundary. This boundary includes the schoolhouse and the small grassy yard just to the south of the building.

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**11. Form Prepared By**

name/title: Benjamin Clark, Chief of Cultural Resources, Division of State Parks and Reservoirs

organization: Indiana Department of Natural Resources

street & number: 402 W. Washington Street, Room W298

city or town: Indianapolis state: IN zip code: 46204

e-mail bclark@dnr.in.gov

telephone: 317-234-6442

date: June 19, 2014

Stanley Schoolhouse  
Name of Property

Noble County, Indiana  
County and State

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

### Photo Log

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

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

1 of 12.

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: South face of school, looking north

2 of 12.

Stanley Schoolhouse  
Name of Property

Noble County, Indiana  
County and State

Name of Property: Stanley Schoolhouse  
City or Vicinity: Albion  
County: Noble State: IN  
Photographer: Benjamin Clark  
Date Photographed: October 25, 2011  
Description of Photograph(s) and number, include description of view indicating direction of camera: Corner of south face and west face of school, looking northeast  
3 of 12.

Name of Property: Stanley Schoolhouse  
City or Vicinity: Albion  
County: Noble State: IN  
Photographer: Benjamin Clark  
Date Photographed: October 25, 2011  
Description of Photograph(s) and number, include description of view indicating direction of camera: West face of school, looking east  
4 of 12.

Name of Property: Stanley Schoolhouse  
City or Vicinity: Albion  
County: Noble State: IN  
Photographer: Benjamin Clark  
Date Photographed: October 25, 2011  
Description of Photograph(s) and number, include description of view indicating direction of camera: North face of school, looking south  
5 of 12.

Name of Property: Stanley Schoolhouse  
City or Vicinity: Albion  
County: Noble State: IN  
Photographer: Benjamin Clark  
Date Photographed: October 25, 2011  
Description of Photograph(s) and number, include description of view indicating direction of camera: School interior, looking northwest toward blackboard  
6 of 12.

Name of Property: Stanley Schoolhouse  
City or Vicinity: Albion  
County: Noble State: IN  
Photographer: Benjamin Clark  
Date Photographed: October 25, 2011  
Description of Photograph(s) and number, include description of view indicating direction of camera: School entrance, looking east toward entrance from blackboard  
7 of 12.

Stanley Schoolhouse

Name of Property

Noble County, Indiana

County and State

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: School interior, looking southwest from near entrance vestibule

8 of 12.

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: South wall windows, looking from the north wall

9 of 12.

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east toward entrance and cloak room from near blackboard and teacher's desk

10 of 12.

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking toward north wall from south wall

11 of 12.

Stanley Schoolhouse  
Name of Property

Noble County, Indiana  
County and State

Name of Property: Stanley Schoolhouse

City or Vicinity: Albion

County: Noble

State: IN

Photographer: Benjamin Clark

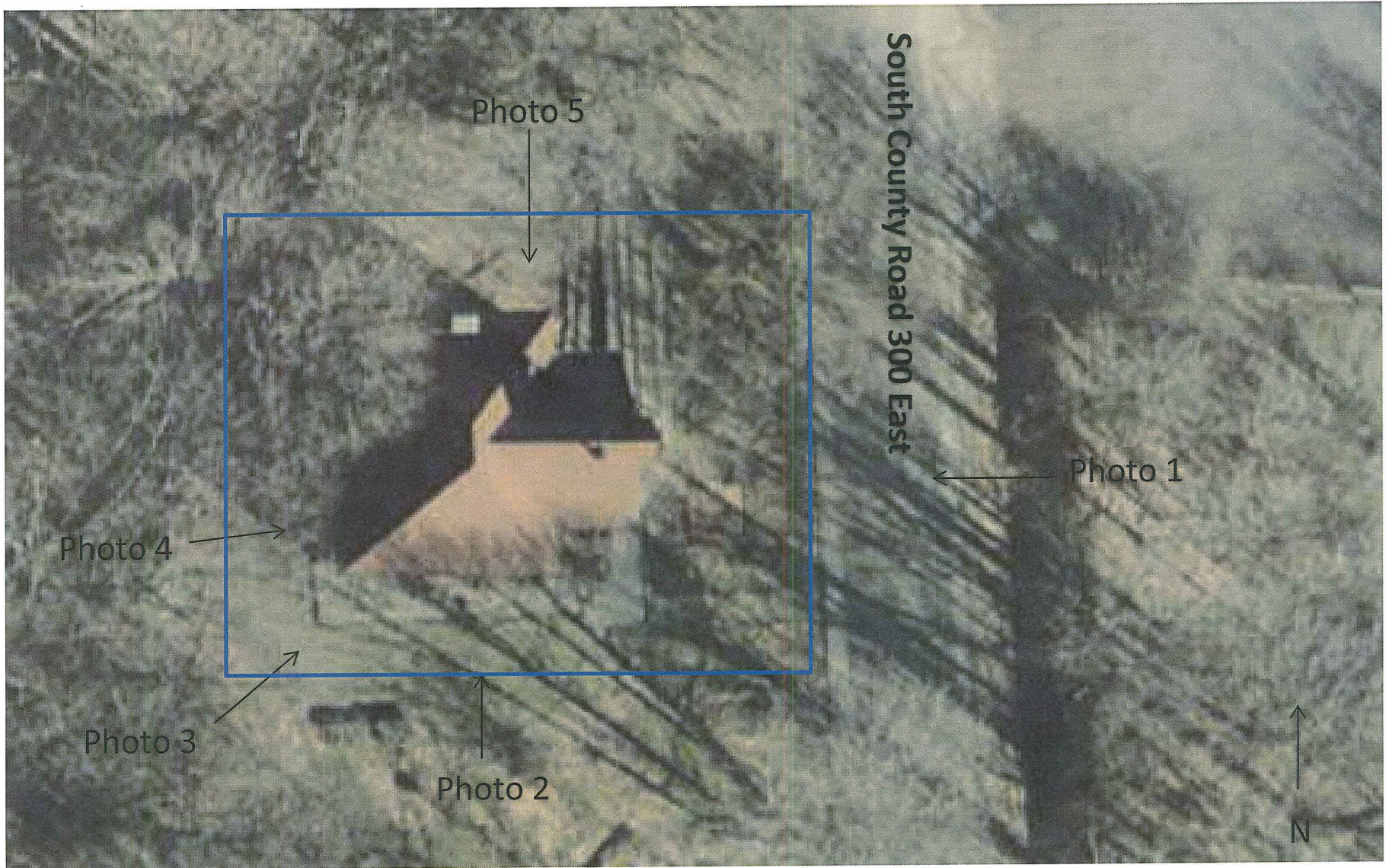
Date Photographed: October 25, 2011

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking toward corner of south and east wall from corner of north and west wall  
12 of 12.

**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.

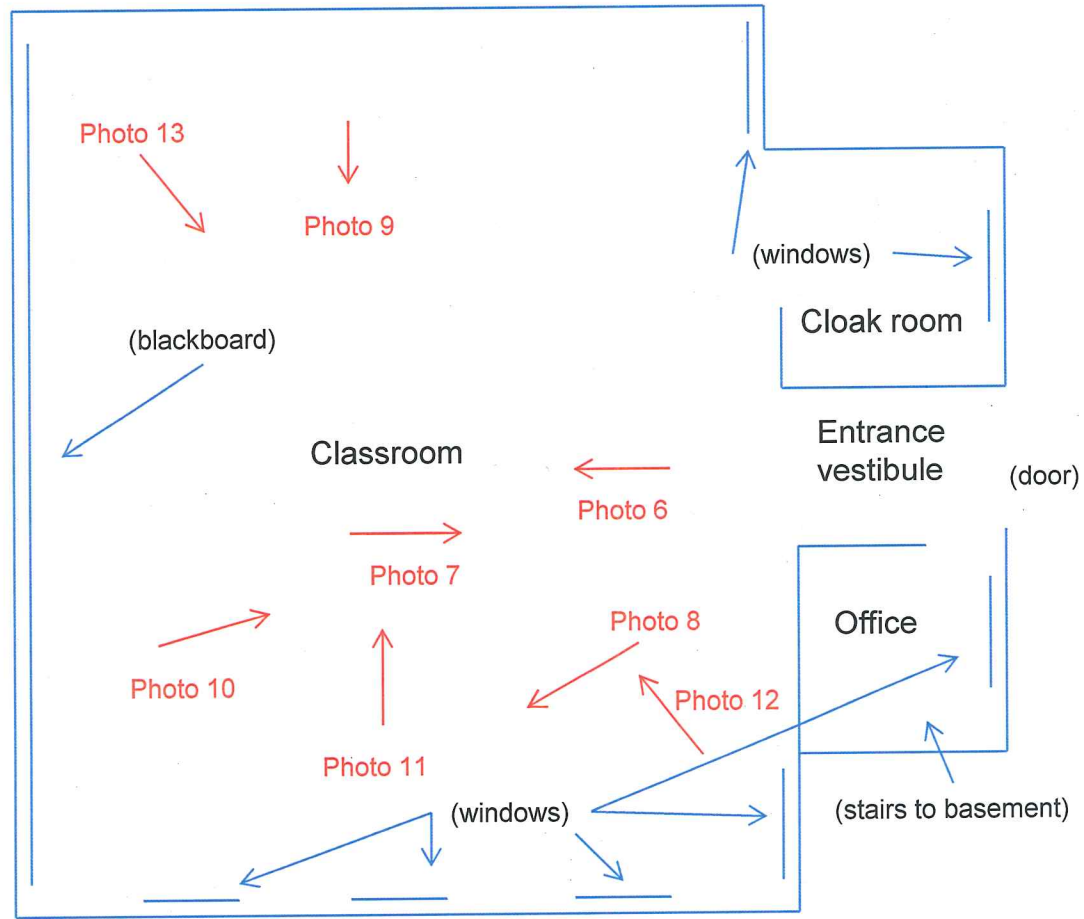




**Stanley Schoolhouse**  
**Albion, Noble County, Indiana**

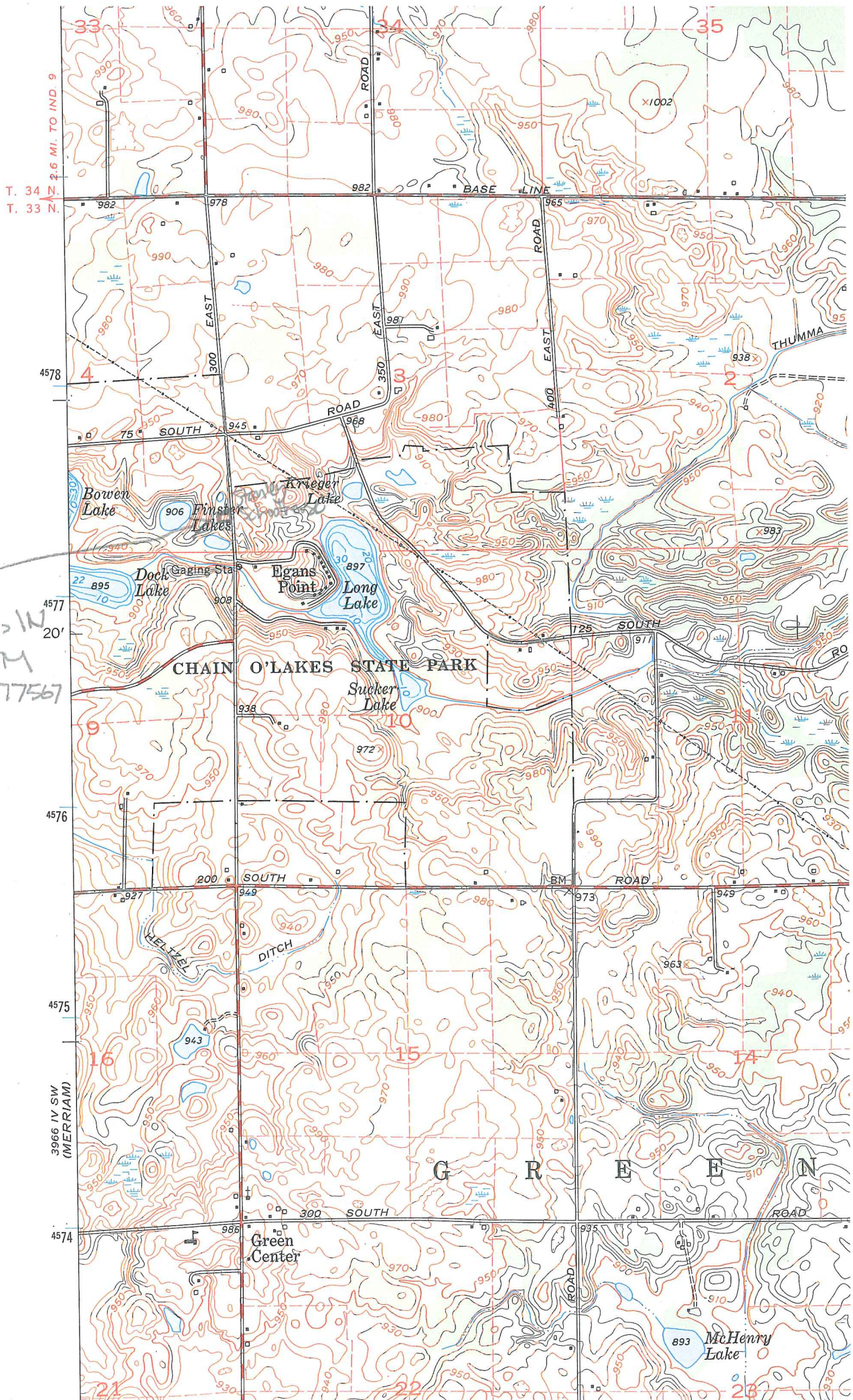
— Proposed boundary  
— 50 ft





**Stanley Schoolhouse**  
**Albion, Noble County, Indiana**





STANLEY  
SCHOOL  
NOBLE CO., IN  
NAD 83 UTM  
16 636737 4577567

3966 IV SW  
(MERRIAM)