

**REPORT ON THE FRIENDSHIP HOUSE
(FORMER DISTRICT SCHOOL NO. 5)
VILLAGE ROAD
SOUTH NEWBURY, NEW HAMPSHIRE
OCTOBER 2, 2015**

ARCHITECTURAL HISTORY HISTORIC PRESERVATION

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FARRINGTON HOUSE

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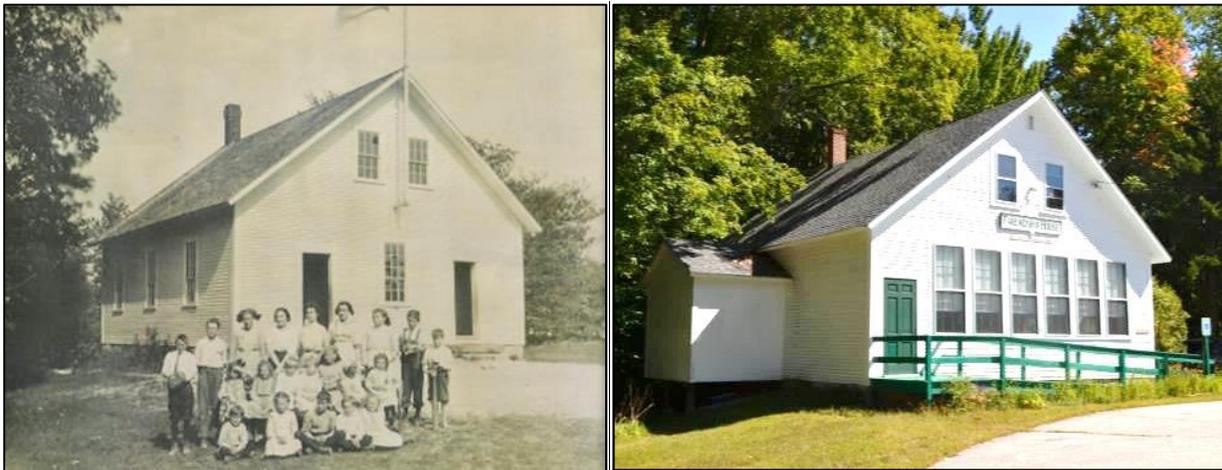


Friendship House, South Newbury, South and West (Front) Elevations

Exterior and frame:

District School No. 5 measures 32'-5" across its western elevation (façade), and 34'-6" in depth, east to west. These dimensions exceed those of the typical district school building of the mid-1800s, and distinguish the building as an unusually large schoolhouse for its period. As noted below, the building was given architectural attributes that proclaimed it a fashionably modern structure of its era even in the absence of overtly stylistic features. As originally planned, the building had a single large schoolroom, shielded from outside weather by an entry or vestibule at the front. Its two exterior doors opened into this entry, which would have served as a cloak room lighted by a single central window, as seen below, left. Two corresponding inner doors would have provided access to the schoolroom.

District School No. 5 remained unchanged on its exterior, and presumably on its interior, until the early twentieth century. Because the building continued in use as a principal town school (supplemented in 1926-7 by a more modern one-room schoolhouse at Newbury Center) it then began to evolve as standards for schoolhouse design responded to new state statutes and the recommendations of educational reformers. The building served as a school until 1955.



Left: District No. 5 School, 1913

Right: Friendship House, 2015

Today, although functioning as a community meeting place, the building retains the attributes that were given to it in the 1930s when, as described below under “*Significant Events and Alterations to the Building*” and in the Appendix, it was adapted as a progressive one-room school building of that era.

The building is a framed structure clad in clapboards on the exterior. Additions to the main structure include a former woodshed and privy (now a church office), located at the southeast corner (seen at the right in the photograph on the cover of this report), and an eight-by-twelve-foot storage addition on the north, seen in the modern photograph above, right.

The main building stands on a foundation of split granite underpinning, with no basement. In keeping with the period of construction, the underpinning stones exhibit the marks of plug drills, commonplace after about 1830. The foundation of the woodshed-privy, by contrast, is composed

of mortared fieldstone supplemented with concrete, indicating a later date of construction. This foundation is composed of three parallel load-bearing walls running east and west and projecting beyond the shed as buttresses on the eastern side, apparently to provide access to former privy vaults under the structure.

The lower frame of the main building is covered by interior finish and is not visible for inspection. In keeping with the norms of the 1850 period, the frame is probably a New England type of an early balloon frame, composed of heavy timber posts at the corners of the building and at a few intermediate locations, but with common sawn studs filling the wall panels between these larger members. Where seen in the attic, the studs in the gable ends of the building were sawn on an upright or reciprocating sawmill, as were the rafters.

The roof frame of the building, fully exposed to view in the attic, reflects similar principles. The roof has a total of sixteen pairs of sawn common rafters. The sixth pair of rafters from the front and from the rear of the building are heavy, sawn timbers, probably echoed by similar heavy posts in the wall frames below. From the apex of these heavier rafters, single wrought iron rods, acting in tension as kingposts, descend to timber tie beams in the attic floor below. The combination of heavy rafters and iron tension rods creates two structural trusses in the roof, supporting the expansive ceiling of the large original schoolroom below.



Roof system of District School No. 5, looking northwest and showing vertical iron tension rods (indicated by arrows) incorporated in the frame.

The combined use of wood and iron became a widespread structural solution to covering large buildings in the mid-1800s. Where gable roofs provided space for the inclusion of kingpost or queenpost trusses under a roof, such trusses of wood and iron are to be expected in non-domestic buildings of this period. Their function was usually to support the roof planes of the building while simultaneously providing an attic floor that required no support from below. Such truss systems were therefore widely used not only in

churches, public halls, and factory buildings, but also in stables and livery buildings where unencumbered movement was desirable.

A leading proponent of wood and iron roof trusses was Boston architect and author Thomas W. Silloway (1828-1910), one of the most prolific New England designers of the mid-to-late 1800s. Silloway was credited with the design of more than three hundred church buildings. In 1857, at

the age of twenty-nine, Silloway was selected to rebuild the Vermont state house at Montpelier after the original building of 1836 was heavily damaged by fire. Silloway was a strong advocate of timber and iron roof trusses, and was so impressed with the advantages of this type of composite system that he pronounced such trusses “an invention, which has, in the process of time, brought about as great a revolution in the art of carpentry as the introduction of the arch did in that of masonry.”²

Silloway noted that the idea of composite timber and iron roof trusses had received only limited acceptance in England even as late as the mid-1840s. By that time, the principle had been incorporated in the bridge patent of William Howe in Massachusetts. The use of iron tension members in roof trusses had also been practiced by the Boston architects Alexander Parris and Charles G. Hall. Such trusses were first illustrated in the United States by the Boston architect and author Asher Benjamin, supposedly under the influence of Hall, an English architect and engineer who had immigrated to the United States in 1823.³

Asher Benjamin, whose seven architectural guidebooks were published in Massachusetts over a period extending from 1797 to 1843, had a powerful influence over American builders in matters of both style and technology. His *Practice of Architecture* (1833) and *The Builder's Guide* (1839), illustrated timber and iron queenpost trusses. Benjamin's last volume, *Elements of Architecture* (1843) had extensive text, including fairly extensive coverage of the strength of building materials, and illustrated several timber and iron combination trusses. Of these designs, published between 1833 and 1843, Silloway said, “the work of Mr. Benjamin was no sooner published than a reform commenced, which has steadily advanced, until its great value and economy are universally acknowledged.”⁴

Thus, in its use of wood-and-iron roof trusses, District School No. 5 displayed an understanding of modern engineering and materials, although this innovative construction was hidden from view in an attic that apparently had no function other than protecting the building below.

By contrast, one feature of the roof of the building was fully visible as a strong indication of the modernity of the structure. As seen in the photographs on the cover and on page 2 of this report, the roof of the building projects dramatically beyond the walls below. At the same time, the eaves are left plain, undecorated by cornices or large moldings of any kind.

This form of roof, projecting boldly but unadorned at both the raking and horizontal eaves, was a distinctive innovation of the period around 1850. The origin of the detail is uncertain, but seems to relate to a new building type that was unprecedented at the period: the railroad depot.

Most surviving railroad depots from the period around 1850 incorporate broad gabled roofs that display wide overhangs both at the horizontal eaves and at the raking eaves. While the practical function of these overhangs was to offer shelter for passengers waiting for trains, this unprecedented design also immediately expressed the modernity of railroad stations, a building type unknown in previous times. It seems clear from the multitude of other structures that

² Thomas W. Silloway, *Text-Book of Modern Carpentry* (Boston: Crosby, Nichols and Co., 1858), p. 103.

³ Silloway, *Text-Book of Modern Carpentry*, p. 105.

⁴ Ibid.

quickly adopted such roof designs, including dwelling houses and schoolhouses, that this plain but distinctive roof style was quickly adopted as a symbol of the new era both in architectural design and technology.

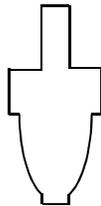
In overall form and constructive techniques, then, District School No. 5 strongly expressed its era of construction and would likely have been regarded as a model schoolhouse in keeping with the progressive recommendations of the time (see below, “*Construction History; Alterations.*”

Interior:

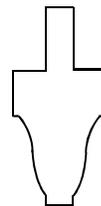
District School No. 5 was built as a village schoolhouse with a large classroom and an entry or vestibule at the front, similar to two examples shown below from the *Third Annual Report of the Commissioner of Common Schools* (1849). Over the years, in compliance with changing expectations and architectural standards for schoolhouses, the interior evolved into the configuration now seen in Friendship House.

Today, the interior of the building is composed of one principal room that extends across the full width of the structure from north to south, together with a kitchen that occupies the northeastern quarter of the building. An entry or hallway, together with an adjacent toilet room, occupy the southeastern corner of the building. A rear entrance provides secondary egress from the building between the kitchen and the toilet room, with a small adjacent furnace room. A single-flue brick chimney rises through the building at the center of the rear (eastern) elevation, formerly serving the wood- or coal-burning stoves that heated the school, and now venting the furnace.

The principal room is composed of the portion of the schoolhouse that was originally occupied by the entry or front vestibule and cloak room, and by a substantial portion of the original schoolroom. It measures approximately 32 feet from north to south and 23 feet from east to west. The room is lighted by a bank of six six-over-six windows on the west, equipped with shades, and by two of the original windows of the schoolhouse on the south. The muntin profiles of the original windows of c. 1853 contrast with those of the newer windows of 1931:



Left: Muntin Profile of Original Sashes of c. 1853.



Right: Muntin Profile of 1931 Sashes

As noted below, the range of six adjacent windows along the western wall of the room complied with recommendations that were promulgated for district schoolhouses in 1918, and perhaps earlier, to improve natural illumination in schoolrooms and to provide a direction of light that aided students’ writing and reduced glare at the blackboards. These windows were originally equipped with curtains to allow the western light to be moderated in the afternoon.

The building was provided with electricity in 1929, but the schoolroom standards of the time demanded enlarged window areas even when electric illumination was also available. The room still has hanging ceiling lights, which may date in part from 1929 and in part from 1931, when additional electrical work was done in conjunction with the reconfiguring of the floor plan of the building.

The room has wainscoting composed of wide, horizontal boards, and a plain baseboard with a beveled top. The wainscoting is applied to the lower partition that separates the main room from the kitchen and entrance hall behind, and may have been removed from the rear wall of the original room and reapplied to this new partition in 1931; the rear rooms and spaces were mostly sheathed with tongued-and-grooved “ceiling board” in 1931.

The room has a floor of maple or birch, probably installed in the major remodeling of 1931 to conform to the recommendation for hardwood floors made by the New Hampshire Superintendent of Public Instruction for “model” schoolhouses in 1919. The room also has a ceiling of pressed steel, painted white, which was installed in 1931 in response to a recommendation of John A. Sinclair of Newbury, the Superintendent of Supervisory Union No. 61.



Principal Schoolroom of District School No. 5, now Friendship House, as remodeled in 1931 in compliance with current schoolroom standards.

The kitchen of Friendship House was created in 1931 as a separate space for a lunchroom, as suggested by Superintendent of Schools John Sinclair in emulation of a similar room in the new

Newbury Center School. The kitchen has been modernized to the point that its original character cannot be determined; the written record indicates only that it had a cook stove for preparing hot meals, while the entire building was warmed by a Kaustine “circulating heater,” a stove that conformed to longstanding recommendations that fresh air be introduced into closed schoolrooms and heated to the level of human comfort.⁵

Significant Events and Alterations to the Building:

Alterations to the building, as far as presently known, are documented in the Appendix to this report. The most notable alterations occurred in 1914, with the insertion of two new windows in the rear (eastern) wall of the schoolhouse to improve natural light in the schoolroom; in 1921 with improved ventilation and a new stove; in 1929 with the introduction of electricity; and in 1931 with the installation of a bank of six windows on the former façade (west side), the placement of the entrance on the south side (as it is today), the partitioning off of a lunch room with cook stove (today the Friendship House kitchen), and new single chairs and desks, presumably facing toward the windowless north wall.

Ownership and use to the Present Day:

District School No. 5 was owned by the School District No. 5 from the building’s construction circa 1853 until 1885, when new statewide legislation dissolved local school districts and made each town a single district. The Newbury School District deeded the property to the adjacent South Newbury Union Church in 1955-6 on the condition that the building be made available for community functions.⁶

Construction History; Alterations:

District School No. 5 is significant as a building that emulated the best standards of schoolhouse design when it was new, and that continued to serve Newbury as a principal school building for a full century. During that time, the building was remodeled several times to conform to changing architectural standards for district schoolhouses. Today, the building embodies and reflects many of the evolving architectural characteristics that were successively recommended for schoolhouse design during the century from 1850 to 1950.

⁵There were many “circulating” or “ventilating” stoves in use in the early twentieth century to introduce and warm fresh air from outside the building, as well as “jacketed” stoves to protect students against accidental contact with the hot stove itself. Concern about carbon dioxide levels in interior air began before the mid-1800s and continues to the present day. With respect to schoolhouses, provisions for venting “impure” air were voiced as early as 1832 by William Andrus Alcott in his *Essay on the Construction of Schoolhouses* (Boston: Hilliard, Gray, Little and Wilkins and Richardson, Lord, and Holbrook, 1832). The vitiating effect of excessive carbon dioxide in domestic settings was voiced by Andrew Jackson Downing in a chapter on “Warming and Ventilating” in his *The Architecture of Country Houses* (Boston: D. Appleton, 1850). The principal nineteenth century text on school buildings, Henry Barnard’s *School Architecture; or, Contributions to the Improvement of School-Houses in the United States* (1848), contained extensive discussions of the effects of carbon dioxide (then called “carbonic acid”) on the mind of students and teachers, and of methods of ventilating schoolrooms; see especially “Ventilation” and “Temperature,” pp. 42-53. A modern study of nineteenth-century writings on the subject is Gavin Townsend, “Airborne Toxins in the American House, 1865-1895,” *Winterthur Portfolio* 24 (Spring 1989): 29-42.

⁶Merrimack County Registry of Deeds, Newbury School District to South Newbury Union Church, Book 777, Page 2, August 17, 1955; Book 786, Page 299, March 8, 1956.

The construction history and the later changes to District School No. 5 are closely related to initiatives by the State of New Hampshire to raise the standards of schoolhouse architecture in the mid-1800s, and to improve those standards by successive improvements, especially in the early twentieth century. The more significant of the changes that are embodied in the architecture of District School No. 5 are listed in the Appendix to this report, which is an abstract of facts taken from relevant Newbury annual town reports.

Until after the Civil War, almost all public elementary education in New Hampshire was provided in district schoolhouses that were located throughout the township at sites that were convenient for the children of various neighborhoods. Under a series of New Hampshire laws passed in 1805, 1808, 1825, 1827, and later, the construction, repair, and staffing of the district schools were the responsibility of the individual school districts to which each building belonged. These districts were required to choose their own clerks and keep their own records independently of the town selectmen or town clerk.⁷

During this long period, the condition of schoolhouses throughout New England was generally very poor. The squalid and unhealthful condition of these buildings elicited a general, region-wide outpouring of condemnation and progressive literature, culminating in the 1840s in a widespread reform movement throughout New England.

The State of New Hampshire began to take an official interest in public education and in schoolhouse architecture in the 1840s. The legislature established the position of State Commissioner of Common Schools in 1846. In his first annual report, published in 1847, the newly-appointed commissioner placed strong emphasis on the defects of many of the schoolhouses that then served local school districts throughout the state. He lamented

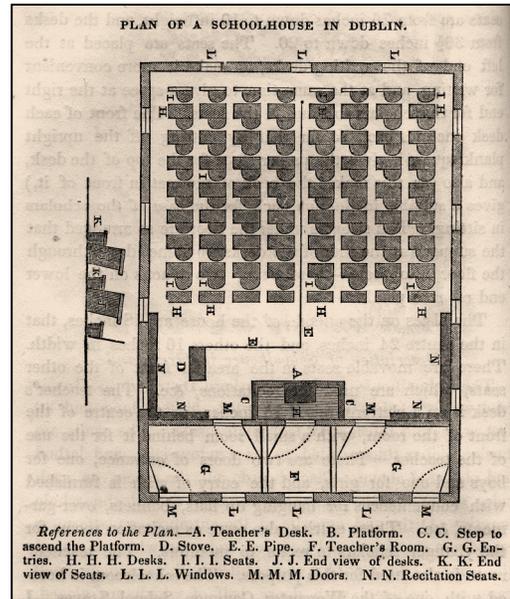
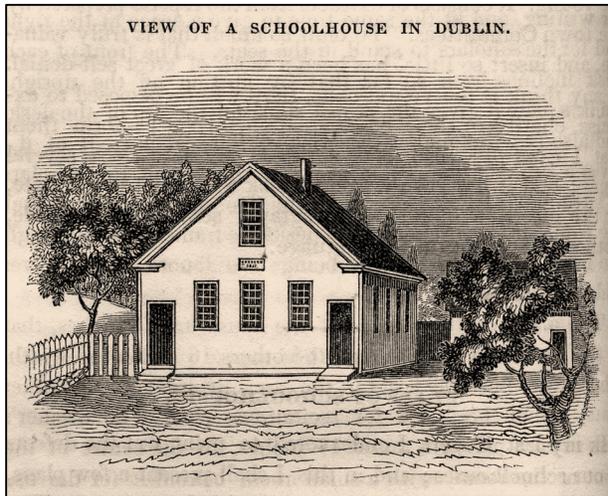
the multitudes of [school]houses, in the State, not only inconveniently located, and awkwardly planned, but absolutely dangerous to health and morals . . . and this in places, where private taste is adorning the town with ornaments of architecture and enriching the country with the fruits of rural industry. It is, however, encouraging to find, that a better feeling is coming to prevail on this subject. Many districts are rebuilding, and, in most instances, upon an improved plan. . . . If the architecture is neat, and the grounds tastefully laid out . . . not only will the house answer the essential purpose of health and comfort, but prove a material auxiliary in elevating the minds and correcting the habits of those who receive their education in it.⁸

Subsequent commissioner's reports illustrated model school buildings selected from throughout the state, or reproduced illustrations and text from Henry Barnard's *School Architecture; or, Contributions to the Improvement of School-Houses in the United States* (1848). In June, 1849, to encourage the improvement of district schoolhouses across New Hampshire, the legislature authorized the distribution of a copy of Barnard's influential volume to the board of selectmen in each town. Although no illustration either in the various commissioners' reports or in Barnard's book *School Architecture* can be identified as the direct prototype for District School No. 5, the

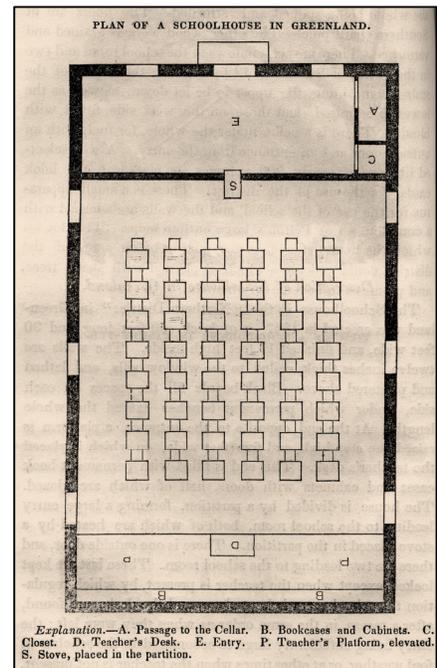
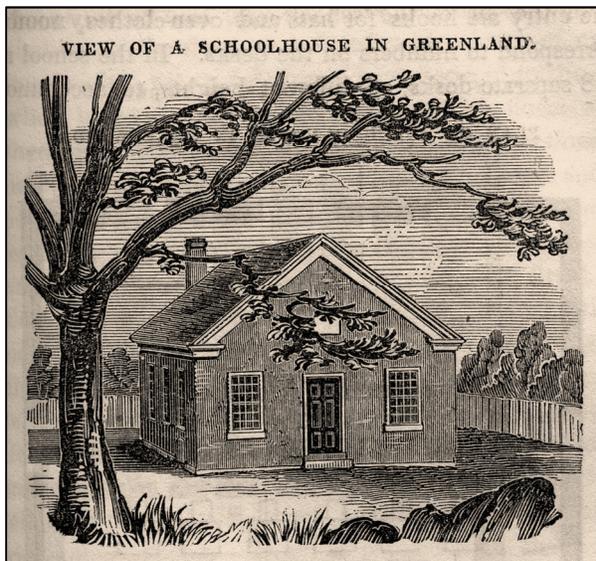
⁷ Chapter 39, Laws of 1805; Chapter 60, Laws of 1808; Chapter 39, Laws of 1825; Chapter 58, Laws of 1827.

⁸ *Report of the Commissioner of Common Schools to the Legislature of New Hampshire, June Session, 1847* (Hanover, N. H.: Dartmouth Press, 1847), pp. 13-14.

general principles suggested by several of these illustrations were incorporated in the new Newbury structure. The floor plans of two one-room schoolhouses illustrated in the third Commissioner's report of 1849, one in Dublin and one in Greenland, New Hampshire, appear to have provided the general prototype for the Newbury building, although the latter has been so remodeled under subsequent recommendations (described below) that the original plan and detailing cannot be fully determined.



Above: Perspective view and plan of a schoolhouse in Dublin, N. H.
From Third Annual Report of the Commissioner of Common Schools (1849).



Above: Perspective view and plan of a schoolhouse in Greenland, N. H.
From Third Annual Report of the Commissioner of Common Schools (1849).

The office of Commissioner of Common Schools was supplanted by that of Superintendent of Public Instruction in 1867, but the superintendent continued the series of annual reports to the legislature that had begun in 1847.⁹

After passage of new statewide legislation in 1885, the construction, maintenance, and staffing of town schools became the responsibility of a single town-wide school district in each town, rather than of the separate neighborhood districts, as before. This change equalized the availability of school funding throughout an entire town, but did not make school administration the direct responsibility of town government.¹⁰ The timeline for the Newbury school in the attached Appendix details some of the local responses to this unprecedented change in local school governance.

The Superintendent of Public Instruction issued the sixtieth report on the public schools of New Hampshire in 1918. This comprehensive report included standards for school buildings, and this list was separately sent in the form of a letter to every school board throughout the state. In addition to recommendations for new and remodeled school buildings, the report made special recommendations for rural schools, finding that of the 1,000 one-room rural schools then in use in New Hampshire, fully 500 “are in their present condition unsuitable for school use.” Many of the superintendent’s recommendations would eventually be reflected in changes to District School No. 5 in South Newbury, where they remain evident in the existing features of the building.

The ten requirements for “model” school buildings were:

1. Sufficient light [provided] entirely from curtained windows on the pupils’ left or left and rear [sides] only.
2. Sufficient heat and ventilation. Where there is no furnace, this should be provided by a ventilating stove.
3. Floors of hard wood.
4. Adjustable chairs and desks or those of varied sizes. In small rooms, free tables and desks are recommended.
5. Slate or composition [black]boards.
6. Provision for manual training and domestic science.
7. Decent toilets with latticed connection to schoolroom.
8. Separate cloak rooms.
9. Individual water supply.
10. Suitable flag and appurtenances.¹¹

⁹ Chapter 6, Laws of 1867 (June Session). This “Act Providing for a Superintendent of Public Instruction” made the New Hampshire governor and executive council the official board of education for the state. The Superintendent of Public Instruction was an employee of the governor and council. His duties were similar to those of the former Commissioner of Common Schools. For a broad overview of New Hampshire legislation affecting education, school governance, and school buildings, see Everett S. Stackpole, *History of New Hampshire*, 5 vols. (New York: American Historical Society, [1916-17]), Vol. 3, pp. 209-18.

¹⁰ Chapter 43, Laws of 1885.

¹¹ *Report of the Superintendent of Public Instruction* (Concord, 1918), p. 208.

Notable among the other changes required by these rules was a specification for increasing the natural light in schoolrooms through the provision of enlarged windows, provided with curtains. This specification resulted in the installation of the bank of windows on the western side of District School No. 5, probably with a simultaneous reorientation of the desks toward the northern wall of the room and the closure of the three former windows on that wall, so that “lighting shall be principally from the pupils’ left and rear, and no windows shall be permitted in the front of any schoolroom.” Although such a change had been recommended in 1918, it was not carried out in District School No. 5 until certain changes were made in 1922 (reported in 1923) and until more extensive changes, bringing the building nearly to its present configuration, were carried out in 1931 (reported in 1932 and 1933).

The legislature created a State Board of Education in 1919, superseding the former office of Superintendent of Public Instruction. The new Board of Education was empowered to create a commissioner of education and deputy commissioners, to combine existing state school districts into supervisory unions, and to appoint superintendents for each of those unions. From this time, local school buildings and school governance were under district control rather than local superintendence.¹²

Builders Associated with the Schoolhouse:

No record has yet come to light regarding the builder of District School No. 5 in its original form, circa 1853.

As shown in the Appendix, the renovations of 1914 were principally carried out by E. P. Tilton; and those of 1931 by James Jepson, Harlan Morse, and O. A. Colburn with materials largely supplied by the Concord Lumber Company.

¹² *Report of the Superintendent of Public Instruction* (Concord, N. H., 1918). See especially the Appendix to the 1918 report with its discussion and transcription of the statute that constituted a new State Board of Education, appointed by governor and executive council. The statute established the position of commissioner of education, who served as chief executive officer and secretary to the Board of Education.

TIMELINE FOR “FRIENDSHIP HOUSE,” FORMERLY SOUTH NEWBURY (DISTRICT NO. 5) SCHOOLHOUSE

From Newbury annual Town Reports:

- 1886 “The condition of the school-houses is a subject that should claim the attention of those who may, in the future, have the charge of the schools. In many cases people think that if the school-house will keep out rain and snow, that that is all that is required. Many of our school-houses have no means of ventilation except the doors and windows, which is not a proper mode. The question is often asked, “Why are not the young people of to-day as healthy and strong as those in past years?” We have only to look at our school-houses for a reply. *Then* there was the “fire-place,” which has given way to the stove. *Now*, too often, we find no means for ventilation. We hope that in future years, each one will take an interest in having houses that will be a pride to all, and an honor to the town.”
- 1887 “The past year has been a test of the new school law [making the entire town a single school district]. And what has been the result? We herein state what has been done and submit the result to the candid judgment of the inhabitants of the town. On entering upon our duties we have had to confront a strong prejudice by a majority of the people, against the new law. The test of the law would imply centralization of the schools, that is, bringing all outlying into two or three central schools. In that case the cost of maintaining the schools would no doubt be less, and they would be larger. But what would be the result to the farming interests of these sections? The tendency would be to depreciate the value of the farms in the thinly settled portions to that extent to where we NOW have valuable farms, in a few years they would be deserted. For no one who has children to educate would care to settle where there were no advantages for obtaining an education without going from three to five miles. Consequently, the valuation of the town would be greatly reduced. Then would it be prudent for young scholars to go that distance? We say emphatically, NO! The law allows twenty-five percent for carrying scholars to school. Is it not BETTER to use the same amount and educate them in the old school-houses without exposing their health by going a great distance through storms and cold weather? Your Board have taken all things into consideration, and have endeavored to give all scholars as nearly equal advantages as could practically be done. In nearly all schools we have given twenty weeks. Where there has not been that number the scholars have had a chance to attend some other school. So that none have less schooling than last year, except No. 5 which last year had thirty-one, this year twenty-nine weeks. The question may arise, ‘Why has this school had more weeks than others?’ There are two reasons: first, the taxpayers of this school pay about one-fourth of all the school money, and in justice to them, are entitled to more than one that pays only about one fifteenth; second, there was old money enough for three [extra] weeks, so that there have been only six weeks more than other schools have averaged.”
- 1890 “A word in regard to the ‘Free Text-book’ law. Some are selfish to think that *now* they are going to have their books *free*, to use as they like, but such is not the case. It is true that the town is to furnish the books at wholesale rates, and it is *also* true that the books are to be town property, and *not* individual property, subject to such regulations as the

School Board may see fit to adopt. Consequently the books are to be kept at the school-house or by some one authorized by the Board. Scholars have the privilege of purchasing their own books of the Board if they wish, and we would recommend that every one who can, do so. They then will have books of their own, to do with them as they choose.”

- 1891 “Agreeable to the requirements of the law, scholars have been supplied with text-books *free*, except where they preferred to purchase them. . . . Five years have passed since the town system of schools was put on trial. Now has come the time when we must decide which is the more beneficial to the town; not which will give one favored locality the better advantages, but which will tend to give the youth of the whole town the best advantages to gain an education, and raise the standard of morals. Let us look at the subject fairly and without prejudice. It will be remembered that five years ago it was the desire that, as far as consistent, schools should be continued as under the district system. Your Board have done so as far as they could, and with what result? The following table will show a comparison between the two systems for the last four years.

“To make a true comparison it is necessary to include in the amount under the district system the sum contributed in [teachers’] board, as the amount under the town system includes what was expended for board.

DISTRICT SYSTEM,

Year.	Cost.	No. of weeks	No. of scholars	Average cost per week.	Average cost per scholar
1882.	\$859.18	186.8	121	\$4.59	\$7.10
1883.	844.50	210.6	110	4.01	7.68
1884.	863.71	203	115	4.25	7.53
1885.	821.42	198.2	115	4.12	7.16
Total.	\$3,388.81	798.6	Average	\$4.24	7.21

TOWN SYSTEM,

1887.	\$885.00	172.2	89	\$5.14	\$9.94
1888.	794.00	177	84	4.49	8.81
1889.	759.52	169	82	4.49	8.58
1890.	820.42	172.8	87	4.75	9.43
Total.	\$3,258.94	691	Average	\$4.72	\$9.19

“Had the number of scholars been the same the past year as the last year under the district system, (which is an average for the four years of that system), the cost would have been \$7.13, or eight cents less than the average for that time. It will also be seen that during the four years under the Dist. System the schools cost \$129,87 more than the same length of time under the town system.

“One other subject should claim close attention, viz. the number of schools it is for the best interest of the town to maintain.

“An estimate of the number of scholars for 1891 shows that Nos. 1, 5, 7, 8, 9 & 10 will have about 65 of all the scholars, while there will be only about 10, at the most, to attend Nos. 2, 3, 4, & 6.

“Would it not be better under these conditions to reduce the number of schools, so as to have more schooling at the same cost. We are aware that there are many in town who may not agree with us in this, but we regard it as our duty to suggest that those changes that we believe to be for the interest of education and the whole town. Your Board is of the opinion that it is not policy for them, nor for the town’s interest to continue as many schools as in the past. It is hoped each person will examine the subject candidly and unprejudiced, and then decide according to their honest convictions. It will be necessary to raise some money for repairs, as some of the houses are very much in need of them.”

1896 “As formerly, we have conveyed pupils from No. 10 to No. 5, and this year undertaken the new experiment of conveying from No. 7 to No. 5, which proved successful. There is no discount on our village schools (No’s 5 and 8), and one wish is that every pupil in town might have the benefit of such instruction as has been given there the past year.”

1915 “At the school meeting held in March 1914 it was voted to raise the sum of one hundred dollars to insert windows in the back part of [the] school room and to improve the heating facilities of the South Newbury schoolhouse.

“During the past year there has been two window inserted in [the] east end of [the] school room, same size and lights like others already in use. Chimney taken down to where it was considered in good condition, there relaid with new brick. The walls of [the] school room and entry have been painted, the ceiling given two coats of muresco, desks and seats newly dressed, floors oiled, one entire new [stove] funnel and the other new and old material repaired and inserted into the chimney independent of each other, one coat of paint on outside [of building], south side and west end. Have used the sum raised ninety-two dollars and eighty-eight cents (\$92.88). Balance unexpended at this date \$7.12.

“We wish to thank Mrs. Mark Shultis for the eight new window curtains presented to the same school.

REPAIRS ON VILLAGE SCHOOLHOUSE

1914.		
Mar. 22.	W. Carpenter, 2 windows and frames	\$7.00
Aug. 31.	F. B. Fellows, labor and material	13.02
Sept. 4.	C. H. M. Perkins, 100 lbs. lead	7.17
12.	E. P. Tilton, labor and material	17.10
24.	C. H. Marshall, new stovepipe etc.	10.72
Oct. 14.	Mary E. Colburn, sweeping and cleaning	.50
	Ralph Gilbreath, labor	2.50
Dec. 19.	C. H. M. Perkins, 8 gallons paint oil	5.60
1915.		

	Jan. 13.	E. P. Tilton, labor and material	6.70
	Feb. 15.	J. D. Peaslee, labor, material and cash paid	<u>22.57</u>
			\$92.88”
1919		Minor repairs [to all schoolhouses, not enumerated]	\$211.68
		Major repairs, including alterations [not enumerated]	\$370.13
1921		“Permanent improvements made during the year include at the South [School] the installation of two slate blackboards and the purchase and installation of a jacketed heater and ventilating system similar to that previously installed in the District. No. 2 schoolhouse. . . .”	
		“In making a survey of your district, I would recommend that your schools be consolidated into two or three buildings. One of these schools should provide for ten grades and should have facilities for teaching manual training, coking, sewing, school gardening and elementary agriculture. The remaining schools would need to provide instruction for only the first six grades. Newbury is primarily an agricultural town and the course of study should be directed to promote its agricultural resources. . . .”	
1923		“BUILDING IMPROVEMENT.	
		“The changes made in the South schoolhouse place it in a leading group of remodeled one-room rural school buildings. The location of windows and seats has been so changed as to admit light in the proper direction and to remove all cross-light and window glare from the blackboards. Two sections of new blackboard have been added. In type of heating, lighting, and sanitary facilities the schoolhouse at the South compares favorably with similar buildings in other progressive communities.”	
1926		Mention of new schoolhouse at Newbury Center, designed by Larson & Wells and constructed by George E. Symonds under contract. “A report on the new schoolhouse is not properly included here, as the erection of the building did not begin until after the close of this school year. However, we may anticipate slightly by saying that we believe it to be one of the best one-room buildings to be found in a day’s travel.”	
		“At the South school the old-fashioned double desks might well be replaced by others like those in the new building.”	
1928		Details on the completion and furnishing of the new Center Schoolhouse.	
		“In the South School new equipment consisting of maps, a 12-inch globe, a large dictionary, teacher’s desk, and two excellent book cupboards has been added. Tables and chairs like those at the Center school might well take the place of the old double non-adjustable desks [that are] in use in this school.”	
1929		The South School was first wired for electricity.	

“At the South School the installation of a chemical toilet, and single adjustable desks and chairs, or Thompson posture chairs and desks like those at the Center School, would be a great improvement. The equipment of this school is otherwise excellent.”

1930 “Single adjustable desks are needed at the South School.”

1931 “At the South school there is need of a steel ceiling. The lighting might also be improved by the addition of one or two windows at the rear of the left side of the room where the stove now stands. As the room is so large, a part of it might be partitioned off to make a lunch room as at the Center school. With the addition of single adjustable desks in place of the old double desks, and a chemical toilet[,] this building would be brought up to the same standard as the others.”

1932 “John Livingston, labor on ceiling So. School \$3.50”

“At the South school during the summer of 1931 the entrance was changed to the side next to the church, the lighting was improved by putting the windows on the side next to the main highway, a small room was partitioned off for lunches; Thompson posture chairs and table desks were installed; also a Kaustine heater, and a cook stove. These alterations and improvements have made this school building above the average in the state. We would recommend the addition of a chemical toilet like those in use in the other schools of the district. At present, the location of the driveway into the school yard is very awkward. To one coming in from the direction of Bradford in the winter, it is necessary to go past the school and turn around before entering the driveway.”

1933 “ALTERATION OF OLD BUILDINGS

Remodeling South School, Concord Lumber Co., lumber, plaster, cement, windows, doors, etc.	\$229.10
James Jepson, labor and material	178.51
O. A. Colburn, labor, two men and team	63.00
Arthur Rowe, labor, rewiring	18.75
C. A. Danforth, supplies	11.18
Stuart Carter, labor on building and yard	24.00
Geo. Reed, lumber	5.40
Harlan Morse, 37 days labor	148.00
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	\$677.94”

“NEW EQUIPMENT

A. E. Rowe, material for rewiring South School, also fixtures	\$23.30
S. A. Maxwell Co., shades South School	\$35.06
E. E. Babb & Co., new circulating heater [school not specified]	161.31
Two tables, South School	8.00
D. C. Gregory, kitchen range, South School	15.00”

1934 “James Jepson, Paint and labor, South School \$52.60”

“OUR SCHOOL BUILDINGS

“This year, we have provided new chemical toilets for the South Newbury school, and dug a well providing water for the Center school. . . .

“A PROPOSED CHANGE IN SCHOOL ORGANIZATION

“The Center and South Newbury schools each have large enrollments, and each has pupils in all grades from the first to the eighth. If each teacher had fewer grades, it would be possible to give every child more attention and a better chance to learn. It has been suggested that the first four grades be taught at South Newbury as a primary school, and the upper grades at the Center. The transportation could be arranged by allowing one of the carriers who already brings a load to one of the schools, to make one trip night and morning between the villages to make the necessary exchange of pupils. It seems to me that the resulting benefits to the children of such an arrangement would far outweigh the expense involved.”

- 1936 “On account of the large number of pupils at the South School during this fall term, 1935-36, it became necessary to transport the pupils of grades 7-8 to the Center school. This makes a group of about twelve pupils there in these grades. The result has been a real advantage to them, as the larger number in the class causes more interest in the work. As this plan has succeeded so well, we believe it would be wise to continue it next year.”
- 1937 “On account of the large number of pupils at the South School, grades 7-8 of that school were transported to the Center School for the greater part of the year. This plan has not only been successful in relieving the congestion at the South, but has given a larger group in these grades at the Center as a result of which the interest of the pupils increased, and the teacher was enabled to specialize somewhat in the work of the upper elementary grades. The plan has been continued into the following year.”
- 1939 “At the South School the equipment would be improved by the installation of running water for the use of the pupils.”
- 1940 “During the summer of 1939 wells were dug at South Newbury and Baker Hill, and water was piped into the former school.”
- 1955 The South Newbury School, District No. 5, ceased to function as a public school and was donated to the South Newbury Union Church as “Friendship House.”