

DIG SITE 29

ONE - ROOM

DISTRIC SCHOOL HOUSE

GRANT ROAD

NEWMARKET N.H.

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Dig Site: 29

Excavation : November 18, 1986

ONE-ROOM DISTRICT SCHOOL HOUSE  
Grant Road  
NEWMARKET, NEW HAMPSHIRE

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-Group: WHS 29-

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David Eaton

## INTRODUCTION!

On November 12, 1986, the freshmen Archaeology team from Winnacunnet High School was scheduled to travel to Grant Road in New Market, New Hampshire for the excavation of a nineteenth-century school house. Due to an unexpected snow storm the previous evening, the dig was postponed until the following Tuesday, November 18, 1986.

We had originally planned to continue the emergency excavation of the Doe Garrison. Unfortunately, this Doe's neck site was, as formerly expected, demolished for the use of the land for condominiums.

When the groups first arrived we were greeted with a thick brush and tree covered area. The first priority of our team was to set up our field station and clear the excavation grounds.

The excavation was carried out in the main school house and there was one surrounding building foundation; a work shed as well as a coat room, connected to the main meeting room. It was all located on property owned by Mr. William Bentley. We received the information about this area and the permission to dig on this site through Mr. Richard Schanda, who lives directly across the street.

By: Ann Deshais  
&  
Gayel Cote

## HISTORY OF THE DIG SITE!

In the 1600's the King of England, Henry IV, granted the land now known as Grant Road to the Hilton family (originally from our mother country). Eventually, the Hilton's sold the land to the Dearborn's sometime in the late 1700's. While they were the owners of this property, the Grant Road schoolhouse was established. This being somewhere in the 1830's.

From the 1840's to the 1900's this building operated as both a church meeting house and a school. In 1885 the teacher was Mrs. Noble. As a result of inclement weather the small number of students often had trouble getting to the schoolhouse. The weeks it was operating were a mere 24. Sometime between 1885 and 1891 the Grant Road school was closed and the six children attending were sent to the Four Corners school, now under the instruction of Mrs. Fernan P. Lewis.

By the 1900's the schoolhouse was open as only a meeting house. In fact, this place seemed to really make the neighborhood people listen to God. Once a younger generation Milton boy was at the church meeting. Everyone else was praying, but he was thinking evil thoughts. Suddenly, a piece of the ceiling fell and hit him on the head. He escaped injury but was definitely shown a new light.

Shortly after, the schoolhouse was being solely used as a church meeting place, the Dearborn's sold it to James Bentley. Mr. Bentley built his home behind this small formation. Today, his son William lives there with his family.

Get's it's name being as it was granted by the King-Grant Road.

By:  
Gayel Cote &  
Ann Desnais

OUTLINE!

- I. 1600's-The King of England, Henry IV, granted the land now known as Grant Road to the Hilton's.
- II. Late 1700's-The Hilton's sold to the Dearborn's.
- III. 1830's-The school was established.
- IV. 1840-1900-The building was now operated as both a church meeting house and a schoolroom.
- V. 1885-The teacher was Mrs. L. Noble.
- VI. Between 1885-1891-The school was closed and the kids were sent to Four Corners.
- VII. 1902-It opened once again as a meeting house.
- VIII. 1910-It was sold to the Bentley's.
- IX. Between 1918-1922-The school was moved.
- X. 1986-It may be part of the Willey Hotel.

By:  
Ann Deshais &  
Gayel Cote

## HISTORY OF THE EXCAVATION!

Since October 16, 1986, we, the Winnacunnet High School dig team 28b was gathering information and doing research on the Doe Garrison site in Newmarket. During the second week of October, we, the archaeology class, were informed that this site had been demolished so condominiums could be built on the land. Luckily, we had known this might come about and thank's to Mr. Richard Schanda, the past president and present member of the Newmarket Historical Society, we were prepared with a back up site; a one room schoolhouse on Grant Road, also in Newmarket, Our class was then changed to dig site 29.

Between October 27 and November 7, the whole class studied geodetic maps and we all published references to the site that could be found, which included us doing reports on individual school houses in New England.

On November 11, 1986, the night before our scheduled dig (November 12) our area recieved a snow storm. We attended school but because of inclement weather, Mr. Fernald postponed the excavation until Wednesday the 18th.

On November 18, 1986, the dig team met at 7:30am. on the grass in the schoolyard with all the tools needed for the dig. (These had been collected during the two days prior to the dig). The bus was loaded at about 7:55am., the ride was about ½ hour long and we arrived on the site at approximately 8:25am.

The site was on Grant Road, directly across from the Schanda's residence and was grown over with trees, grass, and limbs.

The first thing the team did was to set up the field station while the grid leaders and assistants surveyed the site.

Right after this, the team spent about 45 minutes clearing the grounds while the field station was getting organized.

For the rest of the morning the team excavated, starting around 9:30am. During this time there was found nails, glass, coal, buttons, pottery shards, a windshield wiper, spark plug, and a small animal skeleton.

Lunch was at 12:00 to 12:30 and just before lunch we had a visitor. A small mole that scurried into the brush and dared not return.

After lunch we were quickly sent back to work and continued the excavation. This time back, we found a red shoe lace, nails, two more buttons, more pieces of pottery, slate pencils, and a slate board.

The bus arrived around 3:30pm, about twenty minutes after we had finished the excavation. At that time, we had already cleared and packed up. We arrived home shortly after 4:00pm.

Back at school, before being dismissed, we unloaded the bus and stored everything in the Winnacunnet Archaeology Laboratory. The next day back was spent discussing the success of our dig. Then we spent a couple of days clearing out the lab and comparing records.

On November 23, we began cleaning the artifacts. After Thanksgiving we started classifying and researching them.

November 25<sup>th</sup> was the day that the members of the team were assigned artifacts to research. The groups that were to be investigated were: nails, glassware and pottery, slate board and pencils, car parts, and miscellaneous. The slide show was also arranged and the speech was written starting December 15<sup>th</sup>.



The week before Christmas and January, were spent researching and writing the final report. The report included a list of 32 questions about our dig site from the New Hampshire Archaeology Society, Inc. Archaeology Site Survey Records.

The last week of January was spent typing the report and setting up our displays. We hope to be giving presentations about our dig site and excavation to many of the nearby junior highs as early as February.

By:  
Ann Deshaies  
& Gayel Cote

NAILS EXCAVATED IN OUR DIG OF A GRANT ROAD

SCHOOLHOUSE, NEW MARKET NEW HAMPSHIRE.

BY: Matt Leary

Glen Winston

Problem: Research the nails that were discovered on dig site 29 and find out what time they were made in exact dating or relative dating.

The nails that were excavated from dig site 29 were made between the years 1830-1900. This conclusion can be determined by doing research on the size, shape of the nail, shape of the head, and direction the fibers that make up the nail are going in.

At first the we thought that the size of the nail was an important factor but after we did some research we realized that the size doesn't help us discover when they were made. The size of the nail did turn out to be an important factor though, it helped us to find the uses of the individual nails. The size of the nails varied greatly from great spikes about 7 inches long to tiny pin-like nails not even an inch long. The longer spikes probably went into holding up the beams. The smaller ones were probably used for holding the sides together. The tiny nails were probably used for the floor.

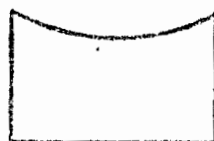
The nails were sliced from a machine from sheet iron. It was not until about 1815 until the heads were also machine cut. The nails manufactured between 1790-1820 were

cut in such a way that the slices caused two diagonal corners to be burred out in opposite directions, but by 1830 the cutting angle had changed and the burring occurred in the same directions on one side of the nail. Our nails were manufactured with the burring on one side of the nail indicating they were made post-1830.

PRE-1830



POST-1830



When we were reading some pamphlets on nails that we obtained from the local hardware store we discovered that we could also find the date a nail was produced by finding in which direction the fibers were going. This was going to be hard to do considering the nails were all thoroughly rusted and none of the original coating was showing. At first we wanted to drop the nail in acid to corrode the rust but that would have changed the chemical makeup of the nail. So instead we filed the rust off. This told us a valuable fact, the fibers ran lengthwise. This indicates that the nail was made after 1820. The reason for this was that before 1820 the fibers ran cross-wise and the nails broke easily.

In our dig we found a few wire cut nails these were not manufactured before 1900 and were probably used for repairs on the entryway.

Something that interested us greatly was the abundance of nails that turned up. In all there was a total of one-hundred and sixty-five. Most of these were found in the entry way to the school. This brings us to our conclusion that the school was moved around while the entry way stayed on Grant Road. The entry way was then destroyed by either nature or man. This explains the large amount of nails in the entry way and lack of nails in the school itself.

BIBLIOGRAPHY FOR NAILS

- Salzman, Louis. Building in England. Oxford, 1952
- Nelson, Lee H. "Nail Chronology as an Aid to Dating Old Buildings", History News, Vol. 19, No.2, Dec. 1963
- Patrick, Bob. "The Old Way of Making Nails", Early American Life, Oct. 1977.

## BUTTONS

The research that was done on these buttons seems endless. We looked in at least thirty books to find pictures that would identify the buttons and reveal the dates they were made and used. The majority of this research was focused on the most complicated button. We drove all over Newmarket, Dover and Durham trying to find the building that is stamped on its face. Windsor Button Shop in the Fox Run Mall had no information on the history of buttons. The book stores had books with lists of button-related material, but the material could not be located. The librarians tried their best to help, from trying to find books in their own library, to trying to get material from the state library. None of this research revealed any information. It is obvious that the imprint on the button is a mill that is not in the area, has been torn down, or is the product of the button maker's imagination.

Button number one is a simple iron button. It is molded in two pieces and the space between the two halves is filled with fiber. The button was attached to clothing by thread passed through each of the four holes. It was

probably used as a fastener on a plain, everyday coat. This type of button was manufactured between 1837 and 1865.

Button number two is the most complicated button. It is a copper button also molded in two pieces. It was probably used to ornament a dress coat or a coat worn by someone who worked at the mill on the face of the button. It was attached to the coat by thread passed through the eye soldered on the back. This type of button, though not necessarily with this design, was manufactured between 1726 and 1776. The design on the face of the button appears to be a mill. The main part of the mill is a two-story stone building. The section that supports the paddle wheel is one story. There is a rounded, three-story tower set slightly in front of the rest of the mill. The stream runs from right to left, through the paddle wheel, in front of the mill, and under a bridge. The mill appears to be near the woods, as there are trees on both sides.

Button number three, or rather, part of a button, seems to be a back panel. It is similar in size to button number two. This also appears to be made of copper. There is a hole in the middle of the disk where the eye went through. The eye was loose because there is no evidence of soldering.

Michelle Hollett

Amy Hepburn

## WINDSHIELD WIPER & SPARK PLUG

On November 18, 1986, our Archaeology class went to Newmarket to excavate a one room school house. In what our class believed to be a coat closet, we excavated a windshield wiper. In what we believed was a storage room for the school house we discovered a spark plug. I was given the responsibility of researching these two artifacts.

The windshield wiper's age was very difficult to tell. The sources at the two auto parts stores said that because there was a chrome finish on the outer surface, still in good condition, it was probably not very old. Also, because of the fact that the hinge was spring-loaded gives more reason to say that it isn't particularly old.

The only other information that I found on the windshield wiper was that which was engraved on its underside. It states that it was made in the United States by a company named Trico. This information was easily readable but of little help in gaining any other information on this artifact.

The spark plug however rendered more information but none was precise. The spark plug could have been used on any of the following machines: mopeds, snowmobiles, tractors, cars, trucks, including Mac trucks, lawnmowers, compressors, Rolls Royce in the years of 1966-1975. The company that produced this brand of spark plugs was Auto-Lite but later was bought by



Fram which is a company in East Providence, Rhode Island. When I asked the sources of my information how old the spark plug could be, they said that it had to be more than 40 years old.

Julie Schrier

## PLASTER

On our excavation, another object that was found was plaster. Plaster is a mortar coating which is applied to the inside walls and ceilings of buildings. This provides a finished surface and also helps make the building more airtight. When you are putting plaster on inside walls it is called plastering. Stuccoing is when the plaster is applied to outside walls. This plaster is made from sand and a cementing agent such as gypsum, lime, or portland cement. These ingredients are then mixed with water. The plasterers apply the plaster and then let it dry. Sometimes hair or fiber is mixed in with the plaster on the first and second coats to strengthen the plaster. The hair that is used is usually from the goat or cattle. The fiber used is manila, jute, or wood fiber. Lightweight materials such as perlite and vermiculite are sometimes used in the place of sand. These materials absorb sound and are also fire resistant.

Plaster bases are known as the surfaces to which to which plaster can be applied. Bases can be various kinds of building blocks, brick, or stone. Bases may also be made of metal sheets, or laths. Pieces of gypsum, fiberboard, or wooden strips are put on the surface to be plastered to provide a better grip. Wood laths are placed parallel with narrow spaces between them. The plaster enters the spaces and forms wedges called keys. The plaster is held to the laths by these wedges. Metal laths are used in most modern buildings. These laths are metal sheets about 2 ft. wide and 8 ft. long. Open spaces in the sheets allow the plaster to penetrate and obtain a firm grip. The plaster is put on the plaster base with a trowel and then smoothed with a darby. This may be made more even with a long straightedge called a rod. Wooden or metal strips called grounds are placed around openings and along the top of the baseboard as guides for finishing the plastering. The surface finish of the plaster may be a white coat of lime putty, which has a thick puttylike consistency when applied.

Plaster of paris is another type of plaster used for art, such as sculptures or models. This plaster is made by burning gypsum until it gives off a white powder which is added with water and applied to the surface. It dries within a few minutes. The plaster found on the excavation was probably the first or second coat of plaster applied to the inside walls and ceiling of the schoolhouse.

David Eaton

STONEWARE AND

GLASSWARE

Researched by: Stacy Baker, Amy Kopala, Jennifer Hardy,  
and Kristin Morgan.

## INTRODUCTION

On our archaeology dig we found many sherds of pottery and glass that we have researched and studied in the weeks following our dig. In this report we will cover the background information explaining the processes in creating the glassware and stoneware that we excavated.

## STONEWARE

Research by: Stacy Baker, Jennifer Hardy,  
Amy Kopala, Kristin Morgan

As the American economy solidified itself and the country began an expansion westward, the spread of the stoneware tradition also began. With the new markets came increased competition and every possible means was used to expand production. The wares as a rule, in the North were extremely well-formed and finished. Elaborate decorative motifs were developed which were at first incised and later brushed and slip trailed in cobalt blue slip.

Although most American stoneware made in the folk tradition was salt-glazed, occasionally pieces can be found that were unglazed, possibly because they were made when there was an extreme shortage of salt, or maybe the potter lacked the knowledge of the age-old process of salt glazing.

This process known as salt glazing was done by firing the ware to maturity, and then throwing salt into apertures in the kiln, causing the salt to volatilize into a vapor which combined the free silica in the clay body, covering the ware with a thin mottled glaze.

This technique of glazing stoneware was first used in Germany. The process is believed to have been brought to England about 1688 by John Philip and David Elders, who were Dutchman of German decent. There are no records indicating when salt glazing was introduced to the colonies, but no doubt some of the earlier stoneware potteries were using the process by the 1730's.

The first colonial potters were no doubt trained in the European tradition and many knew how to make the highly decorated wares which were being produced in Europe at the time. However, as the colonists began to adapt to their new environment, it was evident that lack of time and materials would force a change of style. American folk pottery then was developed through a tradition of simple methods, simple materials and basic designs.

American folk pottery can be divided roughly into two periods

and traditions: earthenware, which was made from about 1640 to 1781 and stoneware developed in the 1700's until 1830.

Earthenware made by the early potters was extremely simple and limited to a few basic shapes, all of which were formed on the "frame" or wheel. Until the early 1700's, decorations were restricted to simple finger impressions or straight and wavy lines made with pointed sticks. Pure lead glazes were common and applied by sifting powdered calena over the surface of the pot. Though the coating glaze was thin, it was sufficient to make the pot water tight and easy to clean.

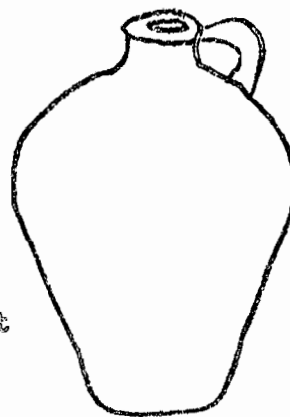
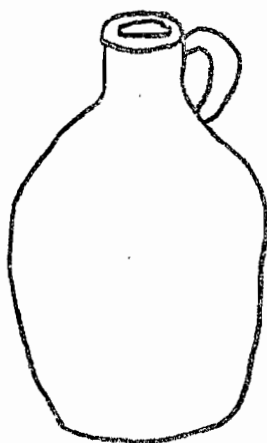
The earthenware tradition in New England was brought to a close in the years following the Revolution. Trade with England was re-established and large quantities of English pottery flooded the country.

#### HOW SALT GLAZE WORKS

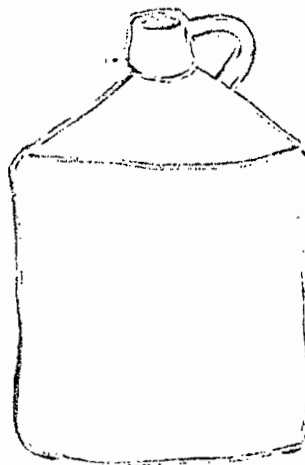
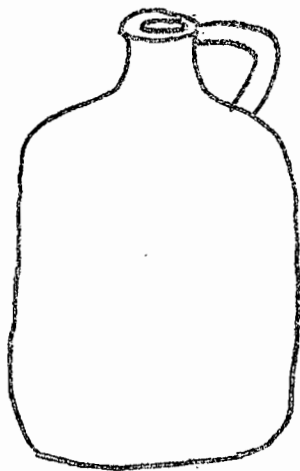
The salt, on hitting the 2300 degree heat, vaporizes almost instantly and the sodium vapor in effect combines with and covers every exposed surface in the kiln and the sides of every piece of stoneware and the walls of the kiln itself. The resulting glaze, however, is not a simple layer of condensed salt over the pottery. The salt, sodium chloride, in vaporizing gives off chlorine, which either dissipates as free gas, or occasionally recondenses as  $HCl$ . The vaporized sodium, combines with the rather high content of silica of the stoneware clay to form a hard surface layer of sodium silicate, a virtually impermeable and insoluble glaze. Once the salt-glazing process is completed, the fires are kept burning at a high temperature for about three or four more days to complete the fusion of the body of the pottery, and then slowly reduced. The kiln has to be cooled as slowly and evenly as it had been initially heated up, so that the whole firing process takes place from six to eight days. Only then can the kiln be opened and the finished stoneware removed.

COMMON STONEWARE JUGS

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Various stoneware jugs which are found throughout New England. The sherds of pottery which we found on our excavation may have been the remains of a jug similar to one of these.



## STEPS FOR MAKING AND BURNING STONEMARE

1. The wheel man must be careful to have every piece run exactly true on the wheel. Make them of precisely the same height and width. Shape the inside and outside smoothly, the bottom a suitable thickness and a good top.

2. Let it be handsomely handled and smoothly polished in proper sequence.

3. Let the ware be carefully set some place safe until dry. Now line the inside with Albany slip and decorate the outside.

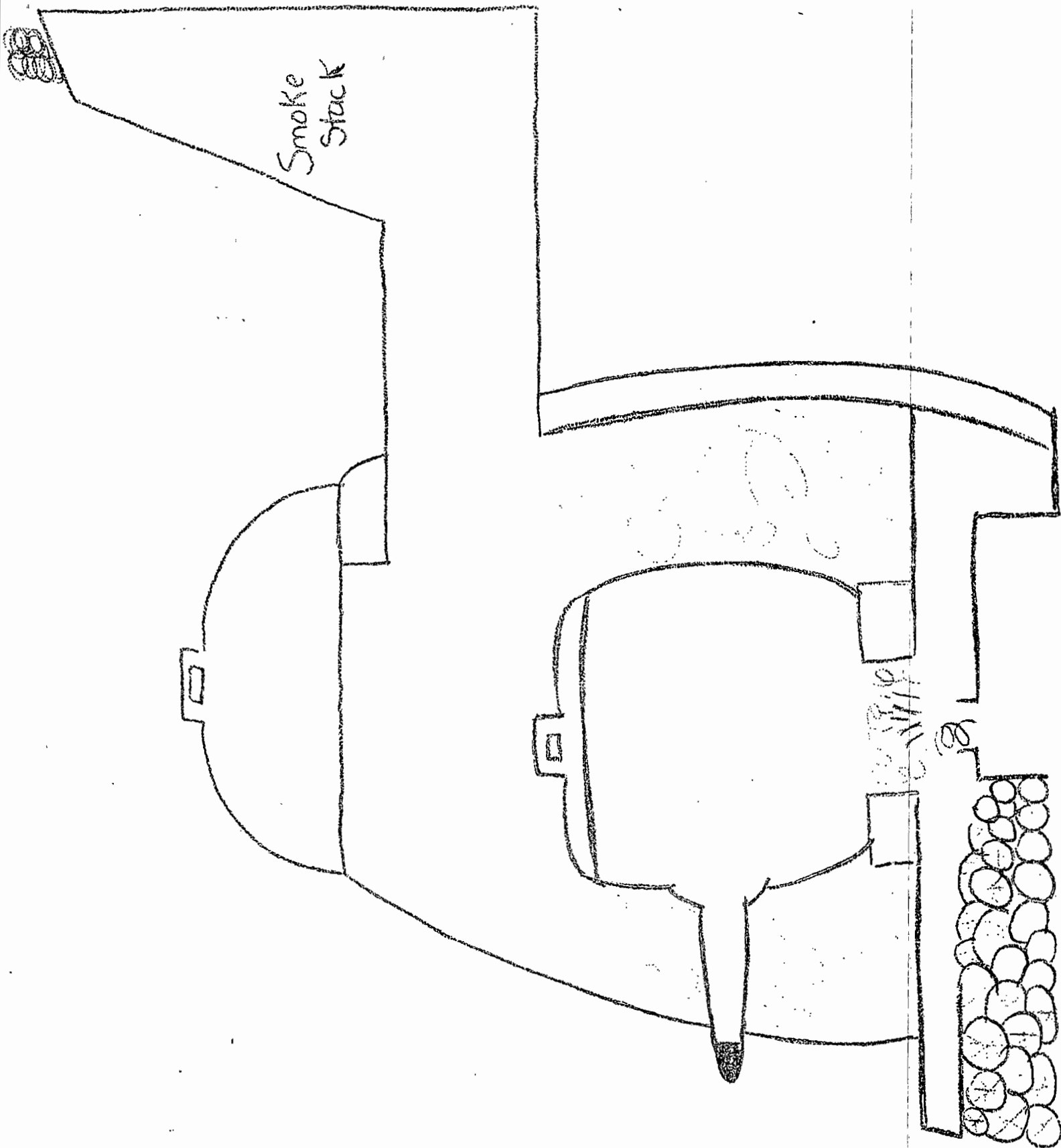
4. Let the plate be well made. Kiln cleaned out and mended in complete order of setting.

5. Care must be taken to set the courses (of pottery) straight, one piece exactly over the other.

6. Have your wood in good order. Raise your fire progressively, not too fast or too slow. Examine well and understand the management of your kiln so as to heat all parts alike. Be carefull not to throw your wood in the fire too soon or do any other act that may have a tendency to retard your heat. When ready to glaze have your salt dry. Scatter it well over the entire kiln. During this act you must keep a full and clear blaze so as to accelerate the glazing and give the ware a bright gloss. Shut it perfectly tight and in six days you may draw a good kiln of ware.

\* The above instructions date back to the 1700's and are intended for use with old fashioned kilns. Modern day kilns are thermostatically controlled in making todays pottery.

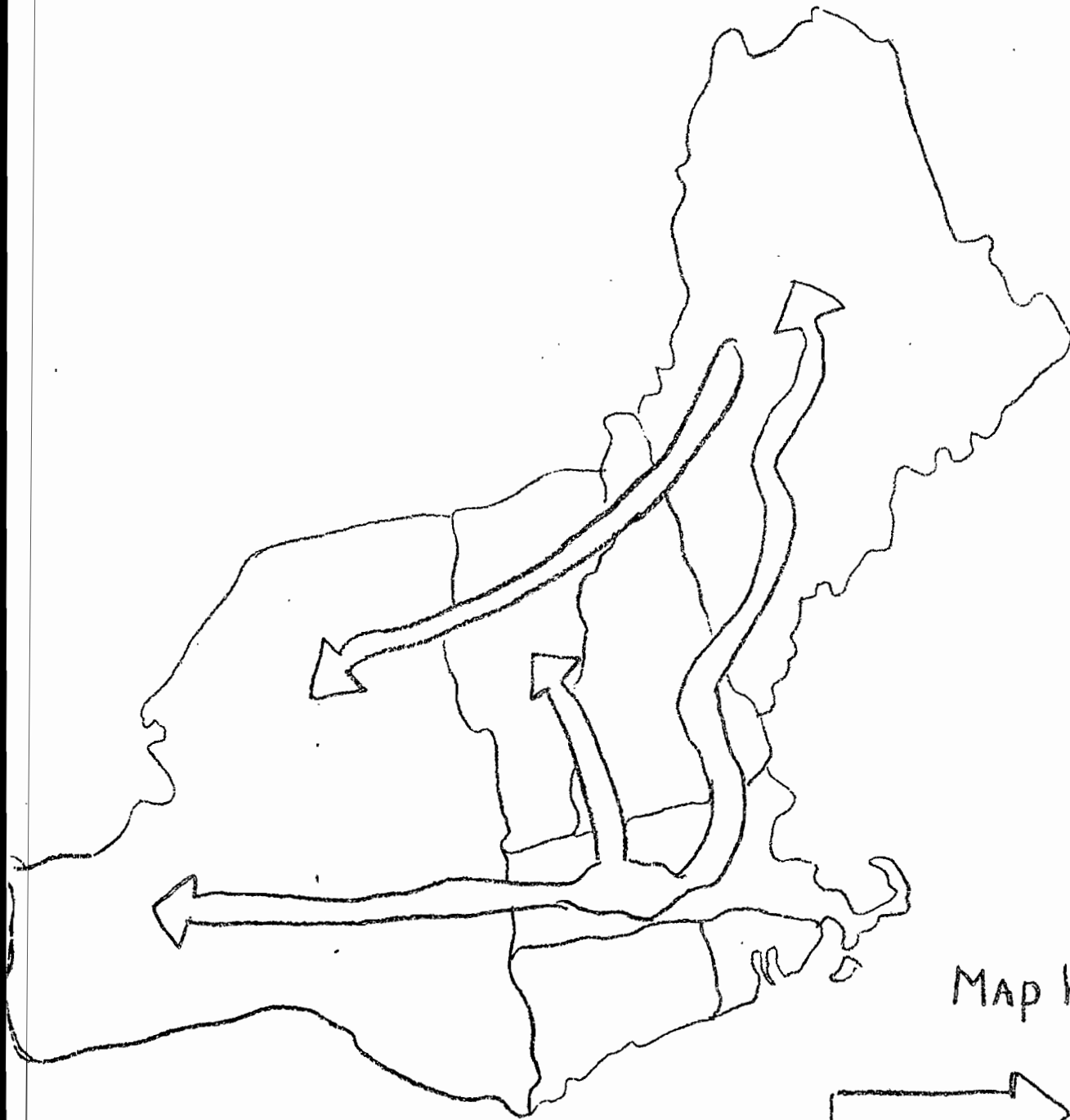




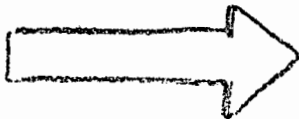
Smoke  
Stack

Fire →  
Wood

# Map of New England trade centers



MAP Key

 = routes of the trade centers

## GLASSWARE

On our excavation, we found various assemblages of glass sherds. After these assemblages were cleaned and pieced together, we researched them and found out many interesting facts.

All of the assemblages except for one, are thought to be sherds of bottles. They vary in size, shape, color, and use. The colors are aqua, clear, amber, brown, and light blue.

The clear glass sherds are most likely the remains of a window in the schoolhouse. The rest of the sherds are from bottles of various sizes, shapes, and for different purposes.

The base and three sides of an aqua bottle show definite evidence of being some sort of a medicinal container. This bottle's contents would probably run in price anywhere from two to five dollars. A bottle like this would normally have the pharmacist's name printed on it. We don't have enough of the bottle to see this.

The next assemblage contained the base of a bottle. The glass is clear and when scratched, flakes of opalescent glass come off. The pattern on the base is called an open pontil mark, and is caused when the pontil rod was ground off during the marking of the bottom of the bottle. One of the glass sherds in this assemblage, is a ring of glass which could have been the neck of the bottle. This ring is scalloped and also opalescent.

The next assemblage contains sherds of an old coke bottle. One of the sherds has been heated and is now just a lump of glass which almost looks blue instead of aqua. This could have been burnt in a fire or in some sort of heating stove.

The last assemblage is almost definitely from a beer bottle. These sherds have writing on them and on the base there are the numbers 8, 11, 9, 4, 44, 22. The letters read as follows, "No retu", which is most likely no return.

## GLASSWARE

This assemblage is, obviously, fairly new and could have been buried for no more than a year or so.

This concludes our section of the report on glassware. We feel that there are many more sherds of glass left at Dig Site 29, and by finding these, we could probably learn a lot more about the glass sherds that we already have.

## C O N C L U S I O N

The best indication of the period when a particular piece of pottery was made is in its ornamentation, either in the glaze effect or in the style of the decoration. Since stoneware was first made and salt glazed in the 1720's, our sherds of pottery were made after that.

It is also possible to determine that our sherds were made after 1750 because they contain englobes and coloring oxides which were readily available and widely used after that date. The sherds of our pottery have, what appears to be, a cobalt blue decoration, which could be part of a larger decoration.

The lettering "W.D. SPI PORTS." indicates the potter and/or company and the city in which the pottery was made. Our research doesn't indicate any large company in existence with these initials, so it is difficult to determine who the actual creator of the pottery is.

Due to the demand for sturdier vessels and opposition to lead glazes, stoneware pottery was most popular after the Revolution through 1880, making it even more difficult to narrow down the time period in which the sherds were produced.

American folk potters knew little about the history or origins of their craft. Strict utility and durability were the most important features that traditional stoneware potters include in their designs. The relatively thick walls were made to withstand hard daily use. Our sherds fit into this category.

### MISCELLANEOUS ARTIFACTS

There were three artifacts which we excavated that don't belong in any certain category,

The first is a thin piece of rust which has a small hollow space in the middle of it. This piece of rust was found by itself, so it really could be from many different things.

The next artifact is a thin piece of a ceramic plate with a white lead enamel on it. The enamel is cracked and this sherd is from the flat, round base of a plate or platter of some sort.

The last miscellaneous artifact is a piece of burned, melted glass which, when very hot, fell into dirt and concrete which stuck to it and gives it a crater like appearance. The glass was a pale aqua, and there is really no way of finding out exactly what shape the glass was in before it melted.

## UNIDENTIFIED ARTIFACTS

Karl Strohmeyer

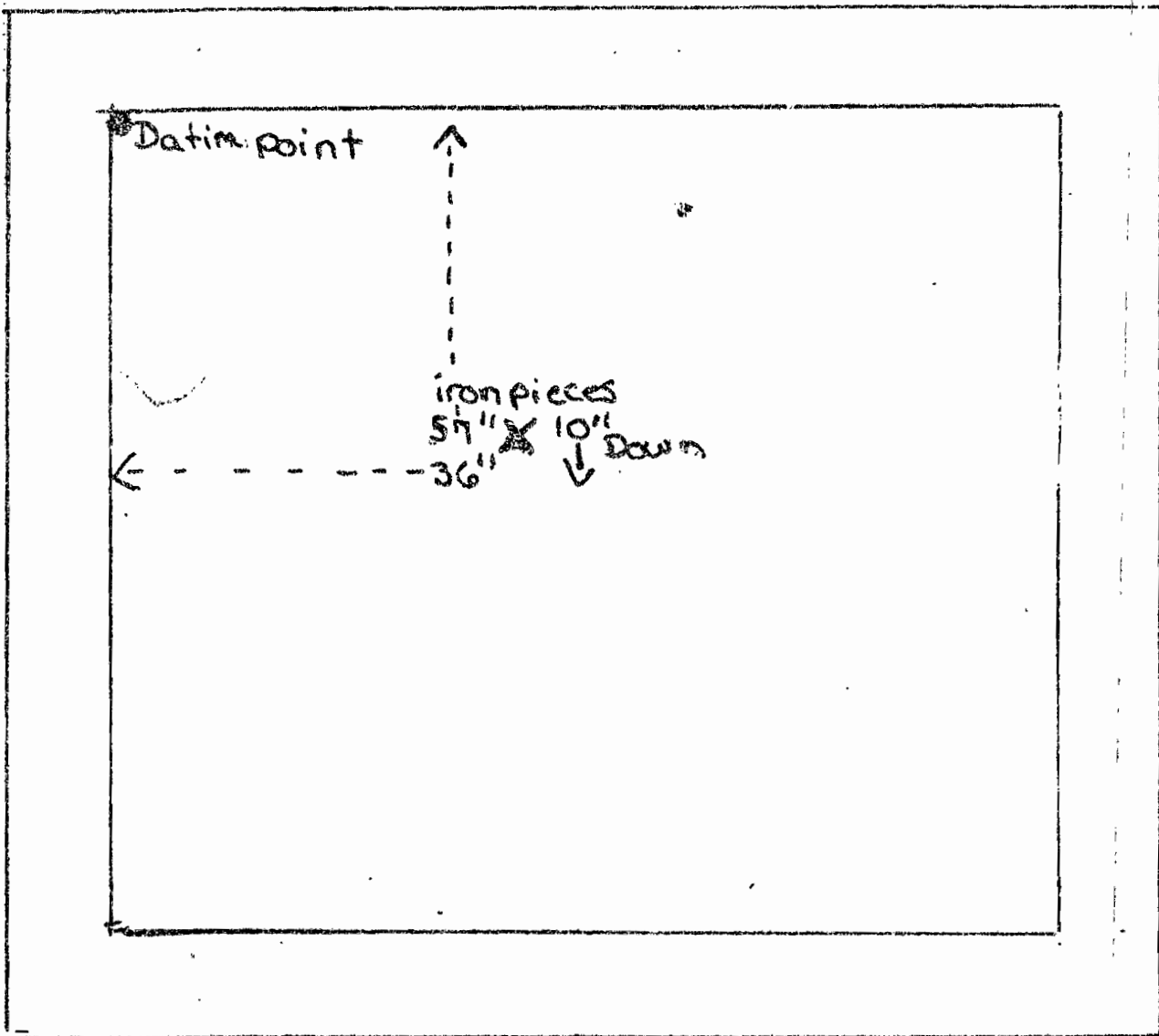
Our Archaeological excavation group while excavating digsite 29 in Newmarket N.H. uncovered 2 iron artifacts. I was given the job of researching and identifying them.

The two iron artifacts were found in the "L" section of the old school. My first thought was that they were part of an old stove in the school. I did a lot of research in both the Winnacunnet and town library. I started by looking at books that contained old 19th century stoves, But I found nothing that even came close to the artifacts. I then proceeded to find any book that dealt with 19th century iron ware. However I concluded with the same results. I then called the local stove stores to see if they had any information on old stoves or if they knew anybody who could help me. I was again disappointed to find nothing. The store managers all said that they dealt with only contemporary stoves.

Inspite of all the resources which have been available to me I have not been able to indentify these two artifacts, but I feel that they could easily be the trim of an old wood stove.

Location of Artifacts

WHS-29 - 2/e





## Slate Pencils and Slate Board

The slate pencils and slate board found in the site were no surprise as we were excavating a school house. Before the invention of pencils and paper, slate was commonly used as a writing utensil in many early schools. Slate is a fine-grained mudstone which splits readily into thin slabs and can easily be written on with a special type of slate pencil. These pencils are made from a white, chalk substance.

The slate is similar to today's schoolroom blackboard and the slate pencil is like the chalk we use to write on these boards. These slabs and pencils found date back some five between 1830 and 1880.

## U. S. HISTORY 1820-1900

In 1820 Congress passes the Missouri Compromise which bans slavery in the Northern Area of the Louisiana Territory, but permits it in the South. 1825-The Erie Canal opens. It makes New York City a leading port. 1828-Construction on the B&O Railroad begins. "Old Hickory" Andrew Jackson, Hero of the War of 1812 is elected to office in 1829. Soon war breaks out between the United States and Mexico in 1846 and in 1847 the wars most decisive battle is fought at Buena Vista where a U.S. force under General Zackery Taylor, commanding 5,000 men, defeat a Mexican force of about 15,000. United States captures Mexican capital and a treaty is signed in 1846.

After the Mexican War tensions grow even more between the North and the South. 1859-John Brown, a fanatical abolitionist, raids the United States Arsenal at Harpers Ferry, Virginia, where he holds out for about a day hoping for the slave rebellion that never came. He was hung in December under much protest from the North. In December of the next year, South Carolina under unanimous vote decided to secede from the Union.

April 12, 1861-Fort Sumter, a small federal Garrison in Charleston, South Carolina Harbor under Major Robert Anderson, is fired upon at 4:30 am, beginning the War between the States. Later that year the first major battle is fought at Bull Run where Union troops are forced to retreat. The hopes of a short war are gone and both sides settle down for a long Bitter Conflict.

1862-Lincoln proclaims his Emancipation Proclamation after the bloodiest one day in American History. It is fought at Antietam Creek where the Union forces are victorious.

## HISTORY OF NEWMARKET, N.H.

1820-1900

1825-A Superintendent Timothy Chamberlain came to supervise the building of Mill No. 2. While he was here, he organized a Sabbath School in 1826.

In 1828 a much needed Congregational Church was built. The Paster was Rev. David Sanford.

1830-A farm on the Grant Road was bought by Fred Doe. During that time, Nicholas Doe married Elizabeth Sanborn and settled on Doe's Neck.

1840-A survey was taken at Chapman's Spring. The flow of water in 24 hours was 149,610 gallons.

1847-1848-The Town Hall was built without a tower that was later added on in 1911.

In 1849 the Southern Half of Newmarket split away taking with it a Iron Works, a Foundry, and the Swampscott Machine Company. The town is now called Newfields.

1870- The Northern border of Newmarket was changed.

1874-The Folsom Garrison is torn down after being up almost a hundred years.

1880-The Davis/Smith Garrison on the old Lubberland Road is torn down. (The road now covers the actual site.)

1887-The Newmarket Congregational Church was enlarged and an organ was installed. The town clock and bell were also added.

1891-The Pine Hill School House is closed and the construction of New Road had begun.

By Larry Regan

1863-July 1, 2, 3, The Battle of Gettysburg. Probably the most important and decisive battle in the War is won by the North, where General Robert E. Lee loses 27,000 men; considered the bloodiest battle in American History to this date. 1864- General William Sherman captures Atlanta, Georgia and makes his famous march to the sea cutting the Confederacy in two. 1865-Union captures Richmond on April 3rd, and six days later, Lee surrenders the Army of Northern Virginia to General Grant at Appomattox Court House, Virginia, ending the Civil War.

Lincoln is shot a few days later sending the country into mourning.

1871-Battles between the Indians and Cavalry increase and in 1876 200 troopers of the 7th Cavalry under Colonel George Armstrong Custer are wiped out at Little Big Horn, Montana. Considered the last battle won by the Indians.

1876-Alexander Graham Bell invents the telephone. 1879-Thomas Edison invents the light bulb. The Statue of Liberty is founded in July of 1886:

Again there is war. In 1898, the Battleship "Maine" in Havana Harbor is suddenly blown up. The United States declares war on Spain. Cuba is invaded and Teddy Roosevelt makes his famous charge with his Rough Riders up San Juan Hill.

Armistice is signed on August 12.

By Larry Regan

## Background History of New Hampshire and New England

The first form of public school in New England colonies was the town schoolhouse. Most New England towns contained several villages as well as huge distributed farm population. Most schools were supported by a town tax.

In 1827 the town made it mandatory for the formation of such school districts by the towns. Problems in the early district schools were numerous. Short terms, poorly equipped, and poorly paid teachers, and sometimes unruly school children.

Although an act was passed in 1647 provided that towns with 100 or more families should maintain a grammar school, not until 1708 was the first free public high school opened in New Hampshire. A statewide educational system was established in 1919.

In 1776 New Hampshire became the first colony to adopt its own constitution. During the American Revolution the majority of its inhabitants were patriots.

In 1788 New Hampshire became the ninth state by ratifying the U.S. Constitution. New Hampshire was considered a Federalist state in national politics until 1816 because a majority of the state voted for Thomas Jefferson, a Democratic-Republican candidate.

During the years preceding the American Civil War abolition of slavery gained strength in New Hampshire. After the Civil War, industry, transportation, and communications expanded rapidly in the state. The textile industry became especially important.

## TIME LINE

### BOOKS USED IN ONE ROOM SCHOOLHOUSES 1650-1920

- 1650-Ezekiel Cheever's Latin Accidence
- 1690-The New England Primer
- 1740-Guide to the English Tongue
- 1784-Jedidiah Morses Geography Made Easy
- 1788-Nicholaus Pikes Arithmetic
- 1794-Caleb Bingham's American Preceptor
- 1795-Lindley Murrays Grammer of the English Language
- 1806-Websters Dictionaries first published
- 1822-Charles A. Goodriches History of the U.S.
- 1828-Websters Dictionaries published again.
- 1836-William Holmes McGuffeys Electric Readers
- 1851-First textbook published G.P. Quackenbos. First Lessons  
in Composition
- 1860-Peter Parley series of books for children
- 1920-History texts tended to stress political and military  
events and had a sharp criticism of monarchy and royalty  
Civics was taught as a part of the work in history or  
reading.

GRAPHS OF THE GRANT ROAD DIG SITE!

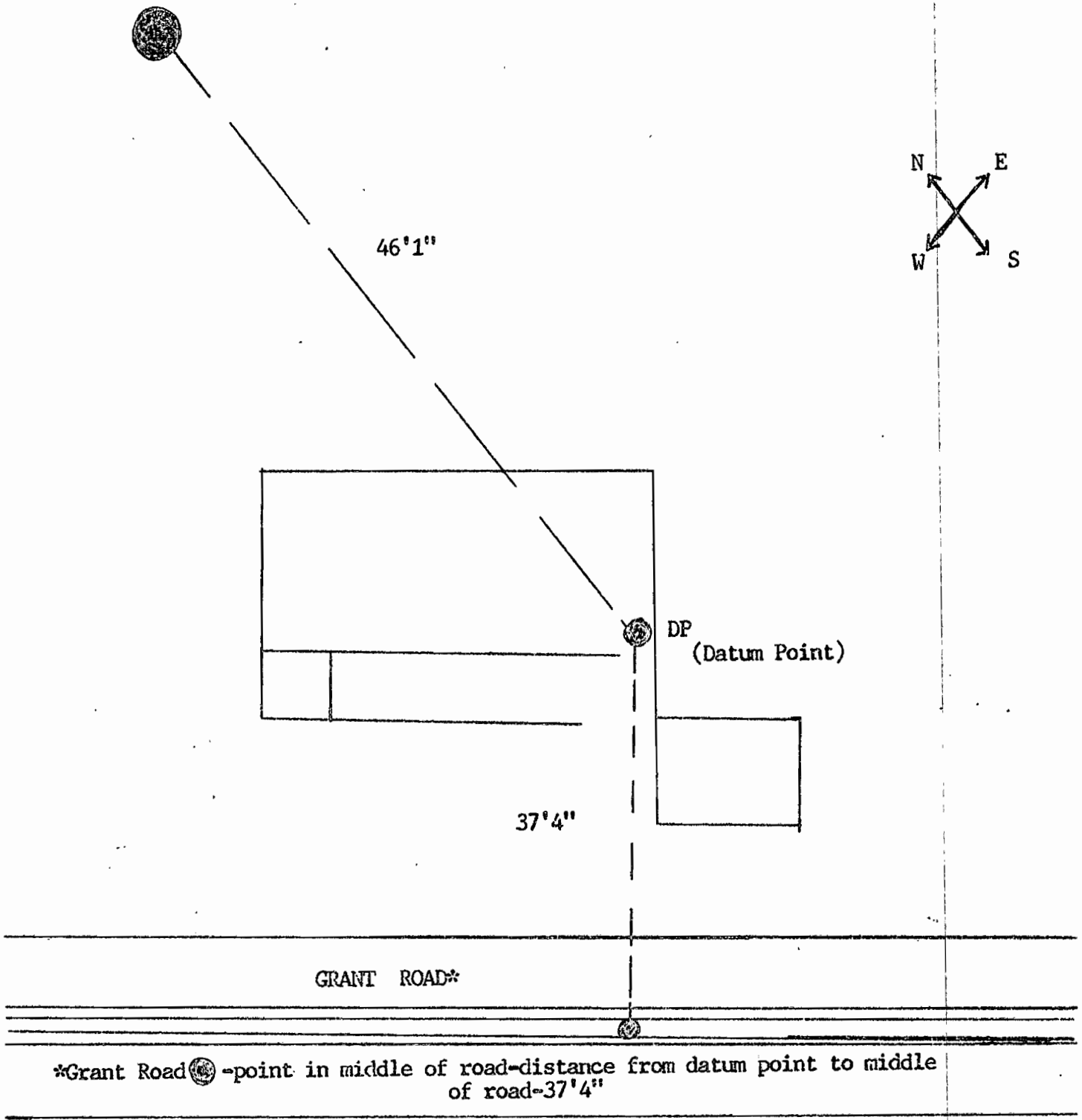
By Ann Deshais


Telephone Pole-3codes-(18-41-58A)-distance from pole to datum stake-(46'1")

78C

1

Koppers <NA-62><SP-C8><5-30>

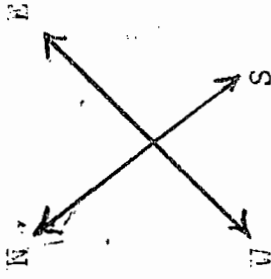


\*Grant Road  -point in middle of road-distance from datum point to middle of road-37'4"

W.H.S 29



Grant School/measurements



23'5"

19'2"

Grid A

<inside> 12'1"  
<outside> 16'1"

REAR ROOM/SCHOOL HOUSE

<inside> 14'3"  
<outside> 16'10"

Grid 1

Datum Point

<inside> 19'6" <outside> 20'6"

<inside> 10'9" <outside> 11'6"

COAT ROOM

<inside> 4'0"

<inside> 9'8" <outside> 17'3"

5'7" →

4'7"

2'10"

<inside> 7'5" <outside> 10'7"

Datum Point

WORK SHED

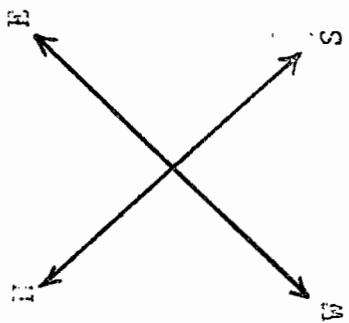
<inside> 5'11"  
<outside> 10'1"

Grid B

<inside> 6'11" <outside> 10'3"

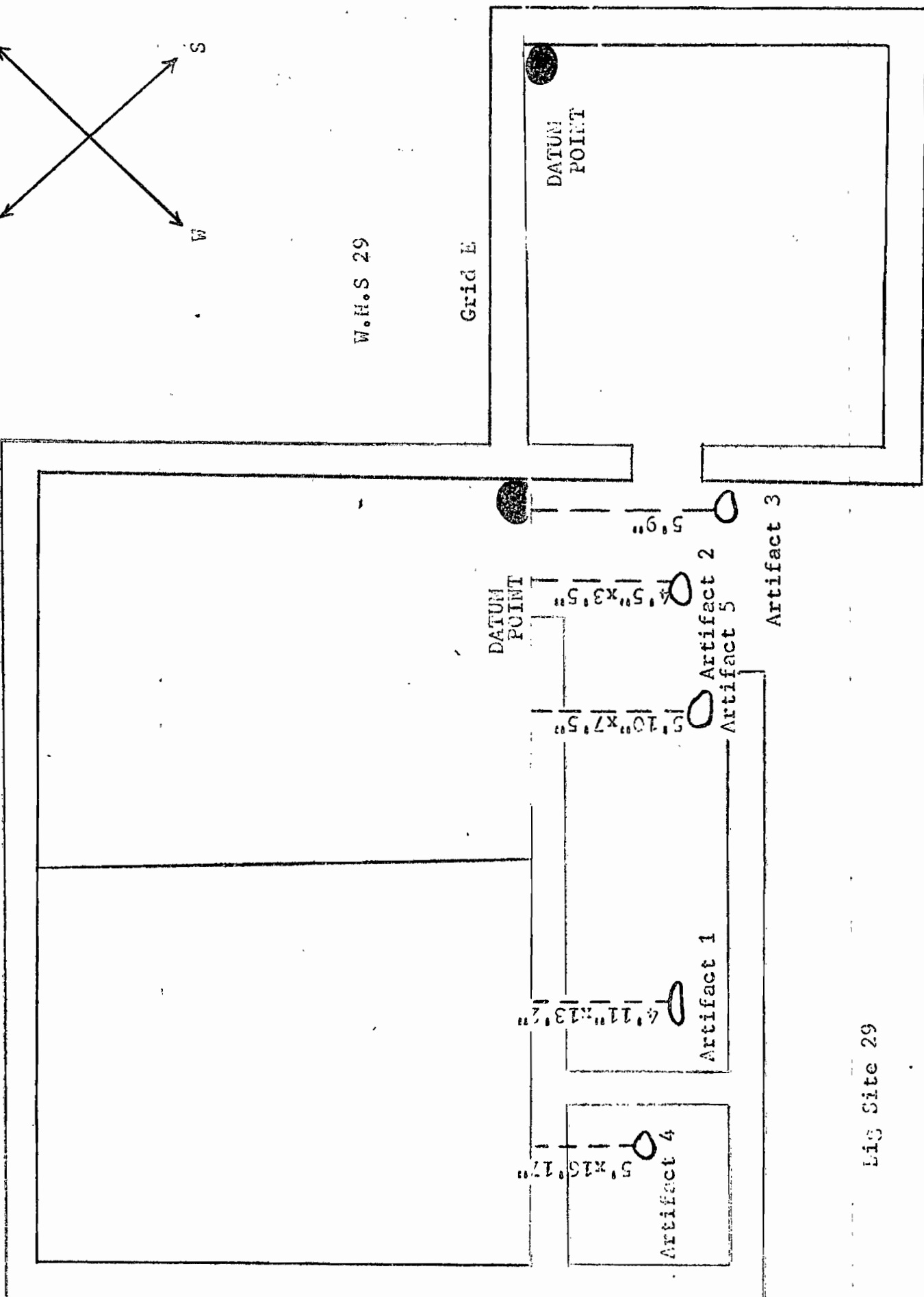
LAYER 1 (topsoil)  
Grid 1

Grid A



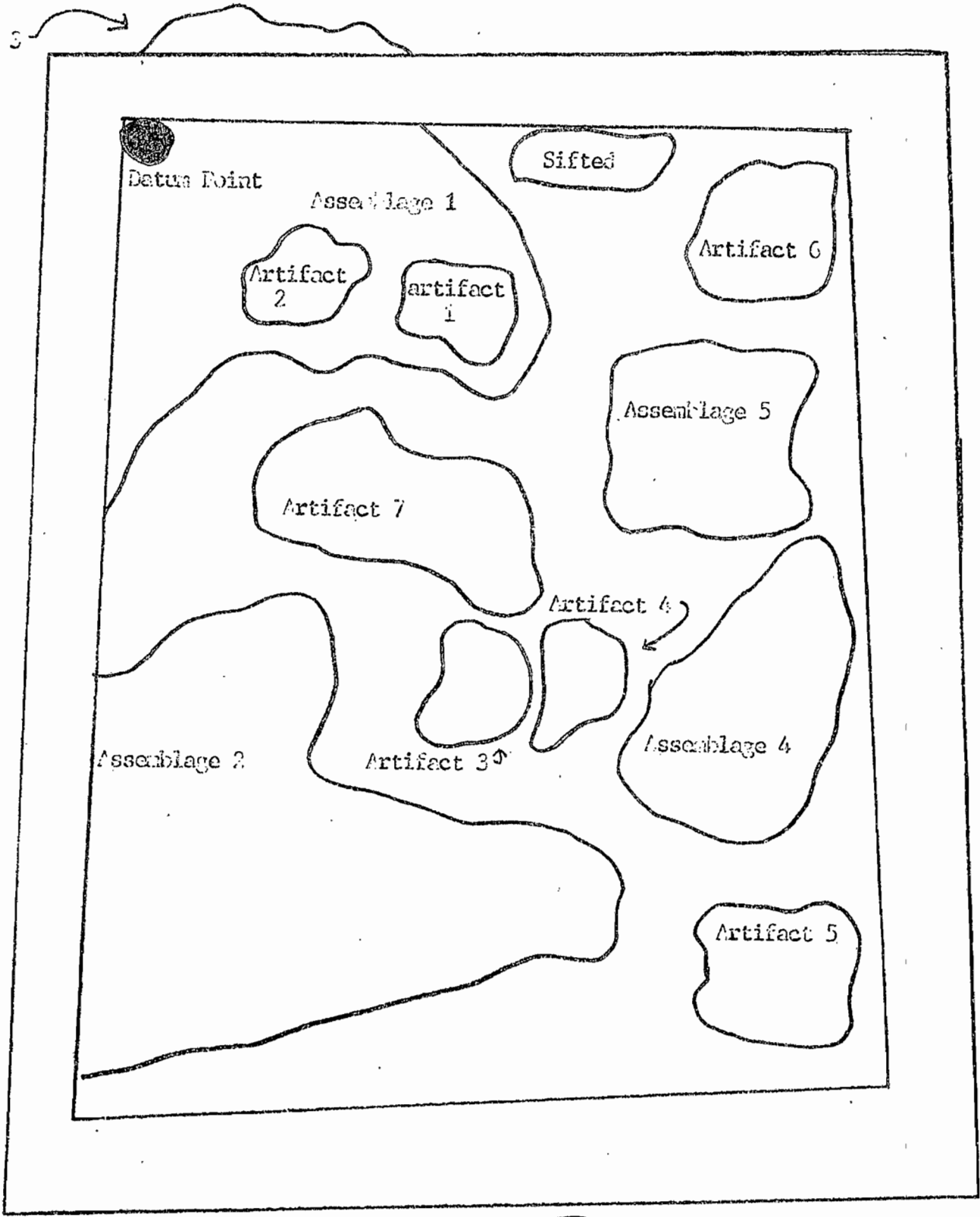
W.H.S 29

Grid E

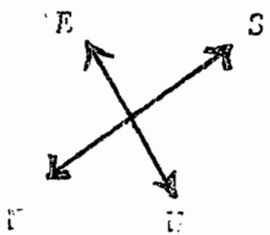


Lig Site 29

Assemblage 3

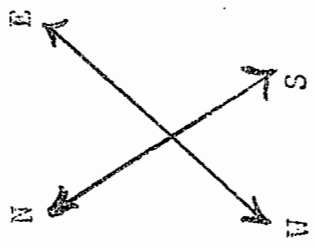


Grid E/LAYER 1



ARTIFACT FINDINGS/LAYER 2

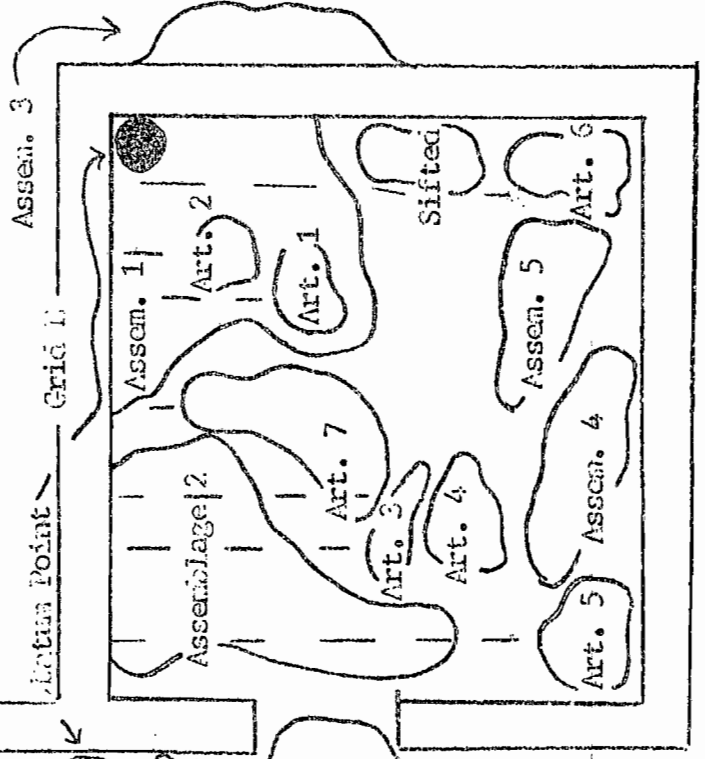
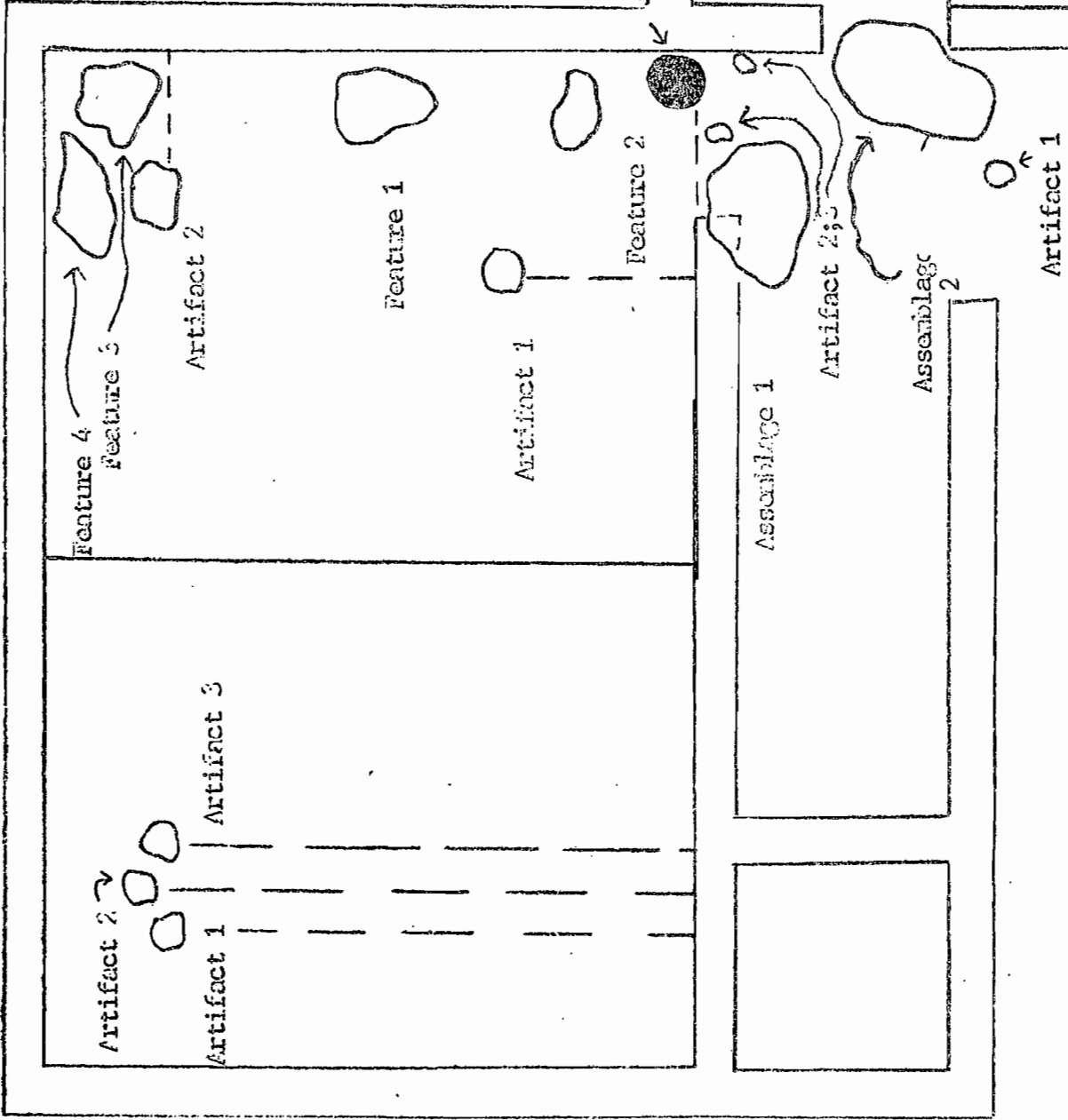
(Measurements on individual findings are found in individual areas)



W.H.S.29

Grid 1

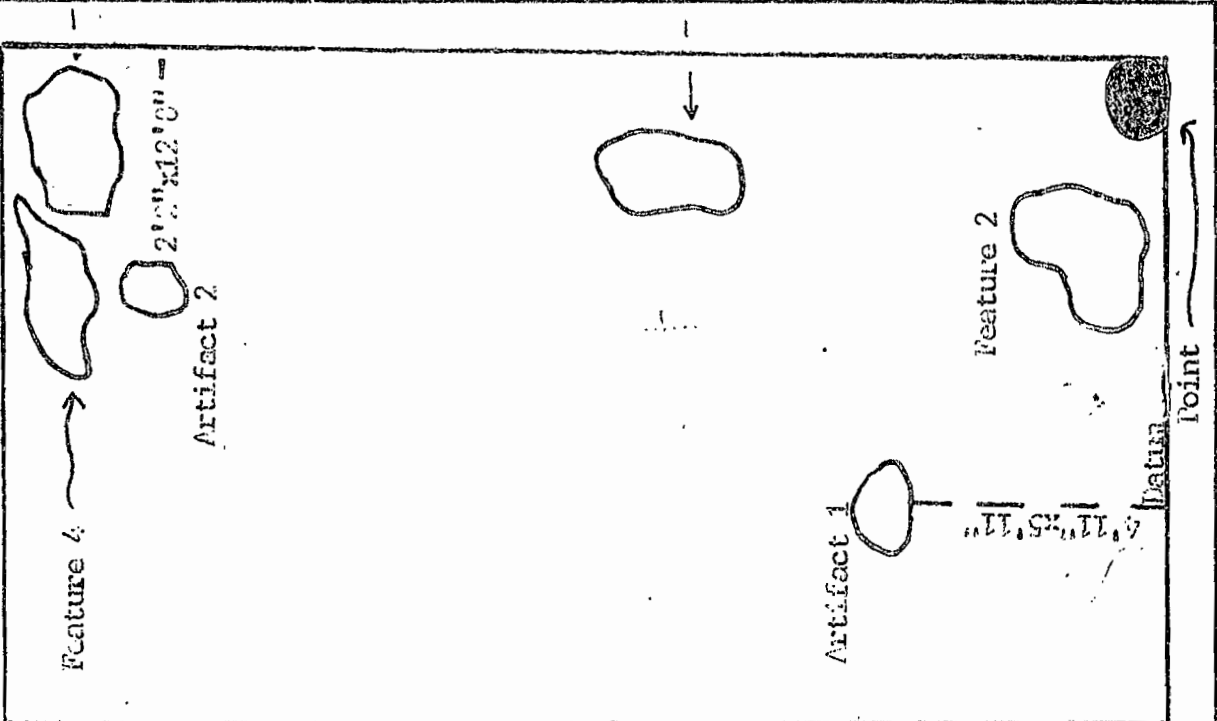
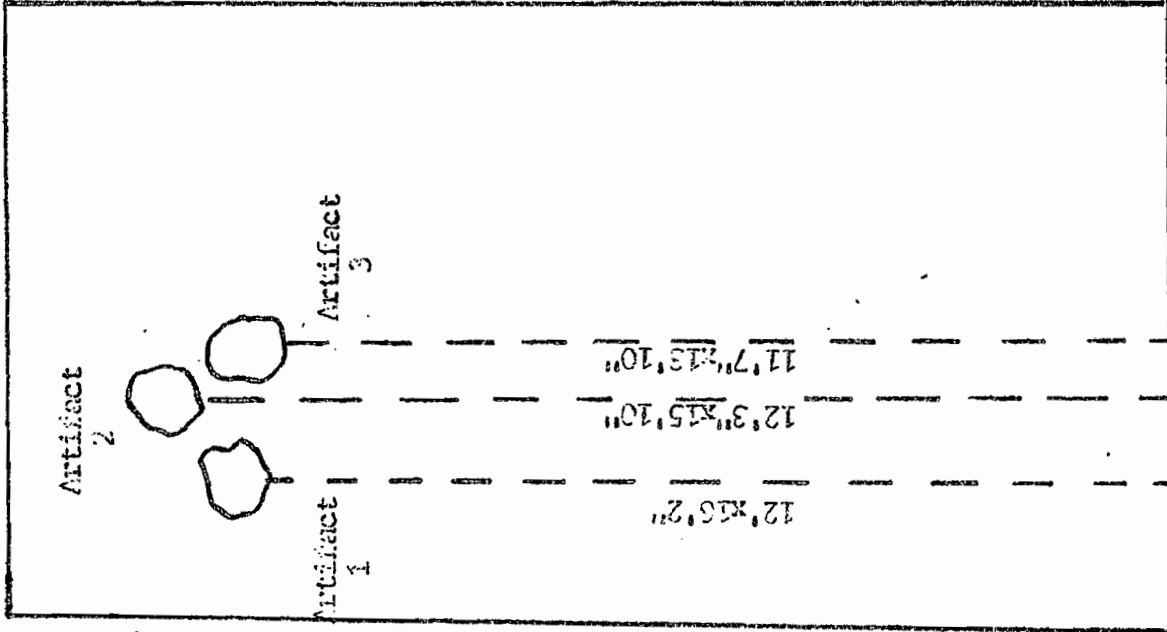
Grid A



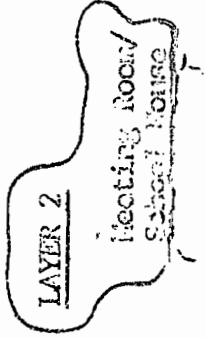
Grid B

Grid A

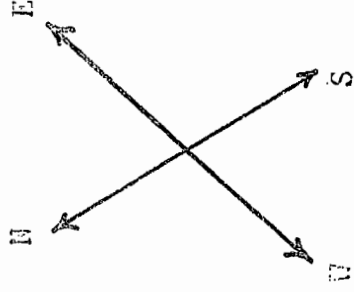
Grid 1



- Feature 3

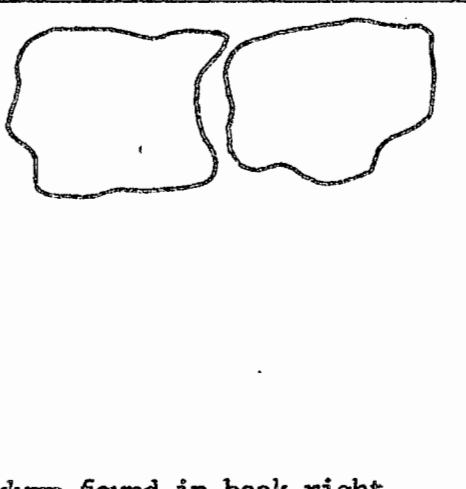


- Feature 1



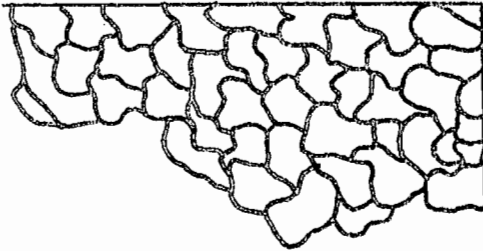
Grid 1 / assemblage-LAYER 2

Outside with dirt

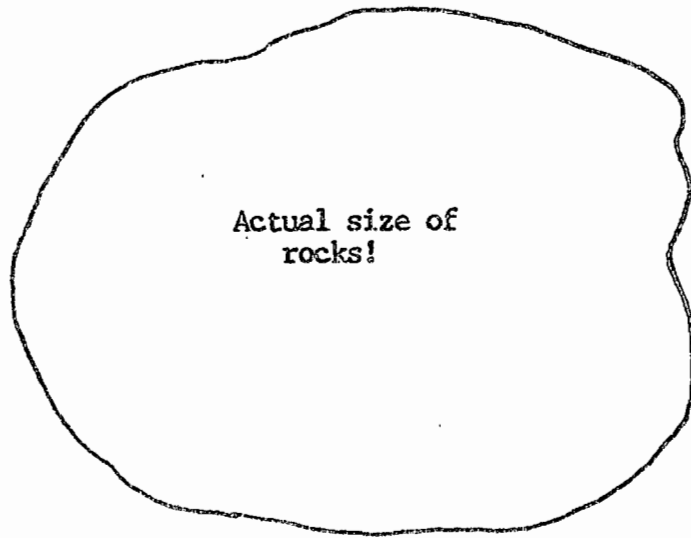


Rock dump found in back, right hand corner.

Inside under feature 3 & feature 4

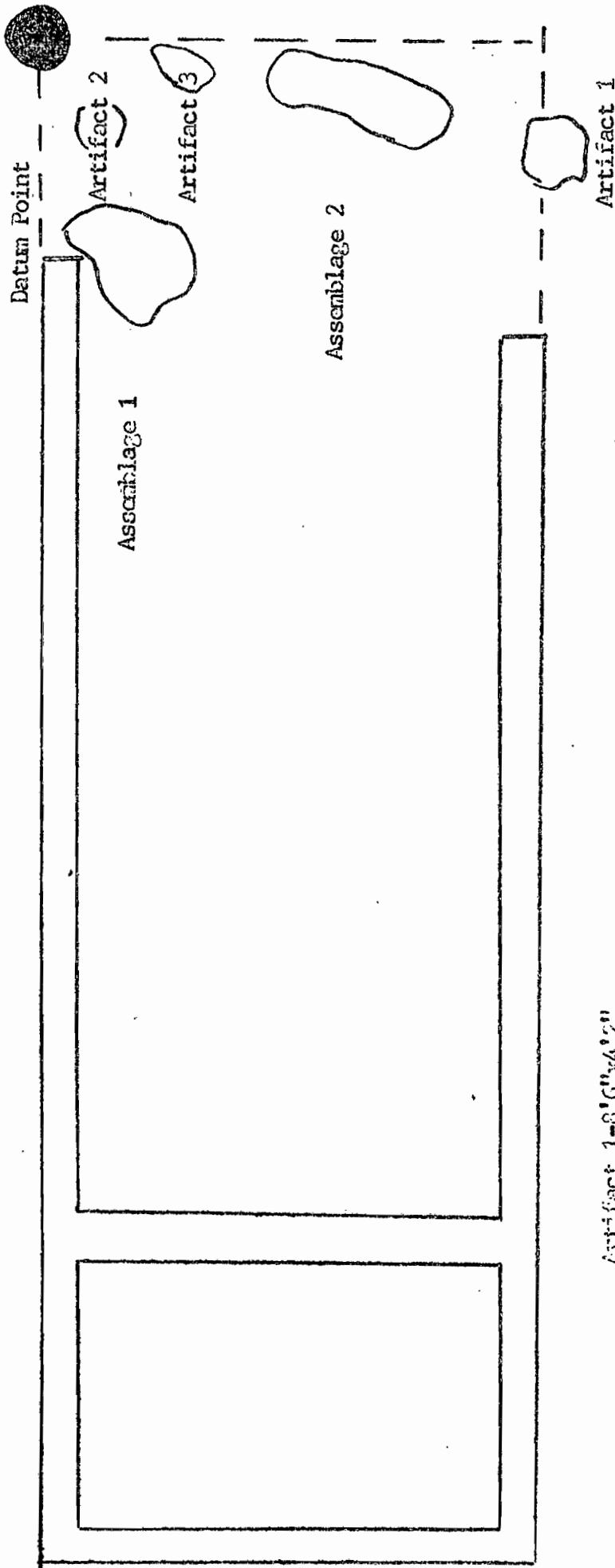


Pit of small rocks:  
pit continues under stone  
wall-wet, white rocks &  
bug carcasses.

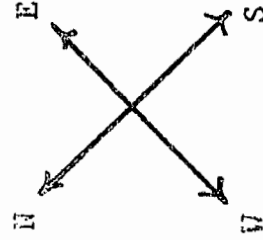


Actual size of  
rocks!

Coat Room/LAYER 2



- Artifact 1-8'6"x4'2"
- Artifact 2-1'1"x3'11"
- Artifact 3-1'2"x0'5"



G.I.S. 29

ARCHEOLOGICAL SITE SURVEY FORM - WHS 29

1.) What is the site code?

Our code is WHS-29-1-86-LAYER-ARTIFACT. WHS stands for Winnacunnet High School, 29 stands for dig site #29, 1 stands for Grid Team #1, and 86 stands for the year 1986. Then you put the layer in which the artifact was found, and the number of the artifact.

2.) Quad: The name of the quadrangle.

Newmarket Quadrangle.

3.) County: The name of the county within which the site occurs.

Rockingham County.

4.) Town: The name of the town in which the site is located.

Newmarket, New Hampshire.

5.) Location: Details concerning the location of the site in relation to significant natural or cultural features. Compass readings to the features should be included.

Dig site WHS 29 is 1.5 miles ( 2.4 km ) north of the Boston and Maine Railroad. It is approximately 2.3 miles ( 3.6 km ) north south-west of the Newmarket Public High School and one-fourth mile below the south tip of Tuttle Swamp. Also it is north of benchmark 106, alongside the B&M Railroad ( 1.5 miles ).

6.) On contour elevation.

Dig site WHS 29 is ninety feet above sea level.

7.) Previous designation for site.

There were no previous investigations or designations known made for dig site WHS 29.

8.) Owner and (9). Address:

Mr. William Bentley owns a ranch style house on the piece of land containing our dig site. The house has no number, so the address is as follows: Grant Road, Newmarket New Hampshire 03857.



10.) Previous owners , dates.

The one-room school house foundation was, when functioning building, owned by the town. The land, however, was a grant to the Hilton family from the King of England, and later sold to the Dearborn family. James Bently, William Bently's father, bought the corner lot that contain our site. On this lot is also the house that James Bently built, where his son now lives.

11.) Present tenant.

Mr. Bentley lives on the property with his wife Judy.

12.) Attitude toward excavation: Permission for possible excavation should be obtained in the field whenever practical. Any stipulations by the tenant as to excavation should be recorded in detail.

No stipulations were made except for a return of any desirable artifacts to Mr. Bentley, after their complete use.

13.) Description of site: The type of site and its physiographic location.

WHS 29 is located about 5 feet on the north of Grapevine Hill Road, also known as Grant Road. It lies one mile east of the Four Corner intersection.

14.) Area: Approximate measurement of site.

WHS 29 area was measured in two separate sections. The main section measured 539.4 square feet. The smaller separate section measured 103.5 square feet.

15.) Depth: To be determined from soil exposure on a stream or road or by means of test excavations.

The soil was level with the rock foundation, which itself was approximately two feet high, implanted on a mound ( some areas were higher than others ).

16.) Height: This measurement should be recorded whenever the deposit has a distinct mound form.

The foundation was on a small hill or mound, about four feet above road level.

17.) Vegetation: Native plants which grow on the site. As research progresses it may be discovered that certain plants are associated with archeological sites.

The dig site contained poison ivy, weeds, grass, and some very small trees. The surrounding area was very woody, mostly pine and oak trees.

18.) Nearest water: Direction and distance to the nearest fresh water.

The Lamprey River is three miles east of dig site WNS 29.

19.) Soil and site: The nature of the deposit should be described in as great detail as possible. Acidity should be recorded if possible.

The soil of our site was fairly rocky and dark, and in some places, 8-10 inches down the dark soil gave way to a red soil. (See the following page for the Soil Survey Form - 40b).

20.) Surrounding soil type: Obtained from local official of U.S. Department of Agriculture or Soil Survey Reports.

See the following page for the Soil Survey Form - 538a.

21.) Previous excavation:

WNS 29 was the first group to excavate the Grant Road Schoolhouse foundation.

22.) Cultivation: The number of years of cultivation and mention of the specific crop are useful in estimating the amount of modification of the surface and the time of year at which excavation is most feasible.

There has been no known cultivation in it's history.

23.) Erosion: The nature of erosive action on a site and the extent of damage should be recorded.

The stone wall is mostly in tact, only some of the rock has eroded and crumbled. Pieces of eroded wood were found, probably left when the school was moved. The metal artifacts found were corroded because of natural chemicals in the soil.

24.) Buildings, roads, etc.: A map showing the relationship of such modern cultural features to the site should be included on a sketch map of the site.

The map will be labeled -#24- in this report.

25.) Possibility of destruction: List any natural or cultural agencies which threaten this site.

It is very close to the road, a possibility of collision and pollution ( passersby's pollute area ), the

owner could also destroy it for cosmetic or development reasons.

26.) Features: Any surface features of aboriginal human origin should be described. Colonial sites will exhibit a variety of cellar holes, wells, pavements, etc. Feature records will be made for any items that are located, and cross-reference notes also.

Dig site 29 had a flat dirt floor, with only a few large rocks embeded under it's surface. While digging in the eastern corner of the main section, a large group of fist-sized white rocks were found beneath two large, flat rocks.

27.) Burials: Exposed burials or local traditions or burials on the site.

There were no burials found on or around the site.

28.) Artifacts: This entry should record the location of any artifacts recovered from the site.

Included in this report are dig site maps marked where the artifacts were found. Also there is an extensive list of every artifact found and a description ( will be labeled -#28- Artifacts ).

29.) Remarks: This space may be used for any additional pertinent details not provided for on the form.

The area was sometimes used as a place for the owners trash or for passerby's polluting because of some modern day debris found.

30.) Published References: Bibliographic references should be made to any published accounts of the site whether in the ethnographic literature, historical sources or archeological reports.

There is bibliography at the end of this report.

31.) Sketch Map: Name of mapmaker. The map will appear on a separate sheet of paper.

Sketch maps are included in this report ( see -#24-, and -#28-). Also included are maps of our dig site by ANN DESHAIS.

32.) Date: Date of the completion of the survey form.

The survey report form was completed January 17, 1987.

33.) Recorded By: Name of the person(s) preparing the survey report form

HEATHER HOLT and KATIE CORCORAN prepared and answered all the questions of the survey report form.

34.) Photos: The field catalog number or roll and file number of photographs taken on the site. The final record should contain the Society catalog numbers of the negatives.

No pictures were taken, but many slides were made for the presentation. They include 113 taken at the site and 40 taken of lab work and research.

SOIL SURVEY

Soil of Site ( Immediate Area )

Topsoil - dark brown, fine sandy loam  
Subsoil - yellowish brown, gravelly, fine sandy loam  
Substratum - light brownish, cobbly, fine sandy loam  
Stone Cover - 3% of soil surface  
Drainage - well to excessive  
Depth to Sheetrock - 20-60 inches  
Permeability ( soaks up water ) - moderately to rapid  
Water Capacity - moderate to low  
Flooding Frequency - none  
Potential Frost Action - moderate to low

- The soil is poorly suited for producing crops because of many surface stones. The soil is suited for woodland.

- Most of the soil is used for woodland. Some is used for urban development, but the bedrock is not deep enough for good building and a septic system.

SOIL SURVEY

Surrounding Soil Type

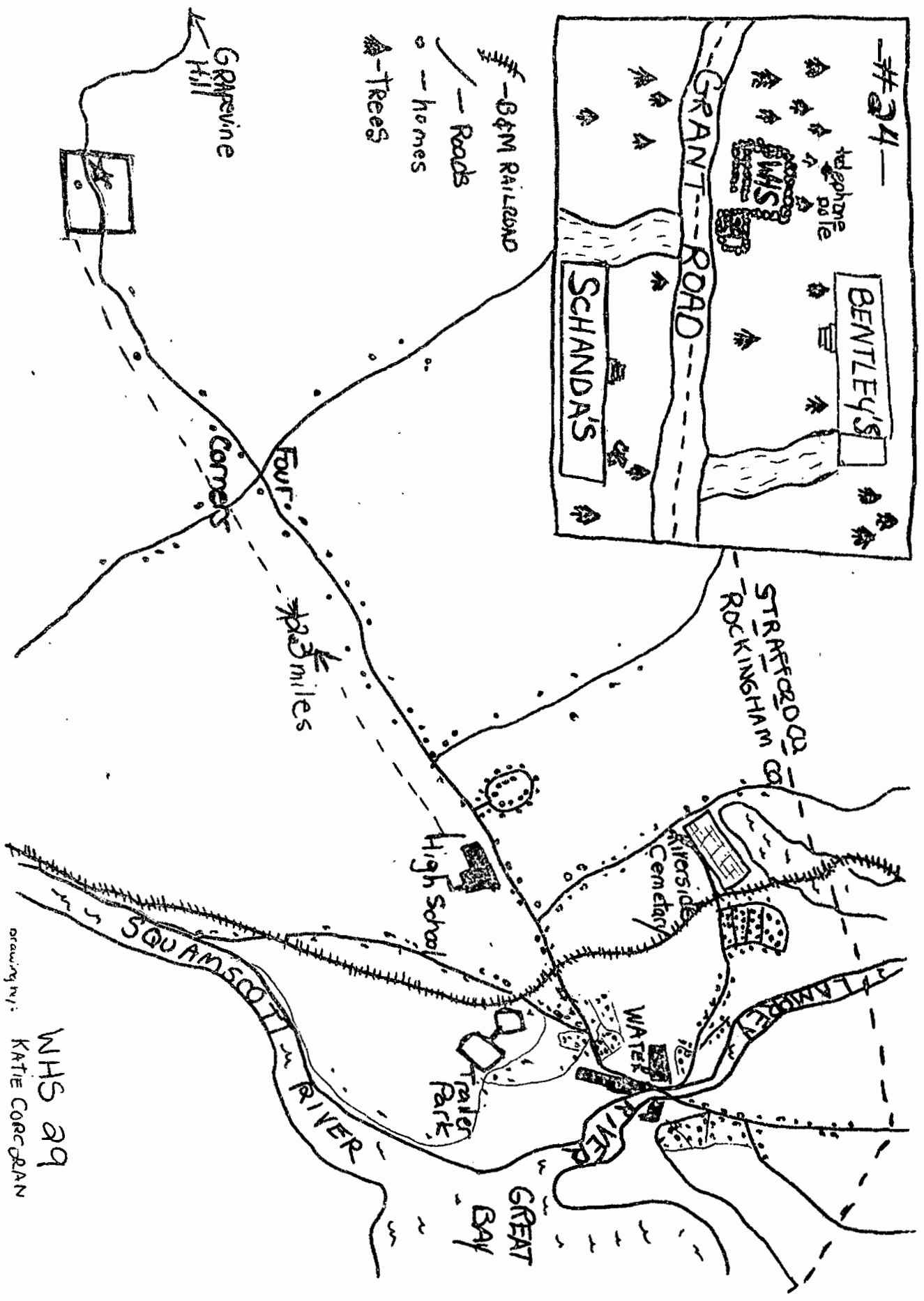
Topsoil - mottled light brownish gray, fine sand loam  
Subsoil - mottled brownish yellow, loamy sand  
Substratum - mottled gray silt loam  
Soil Surface - 1 foot high hummocks scattered throughout area  
Drainage - poor  
Depth to Sheetrock - .5 - 1.5 feet  
Depth to Bedrock - greater than 10 feet  
Permeability ( soaks up water ) - moderately slow  
Water Capacity - high  
Flooding Frequency - none  
Potential Frost Action - low

- This soil is suited to crop producing. It is also used as woodland, containing red maple, elm, hemlock, and eastern white pine.

- This soil is poorly suited for urban development because of its wetness, ponding, frost action, and it soaks up water slowly.

- Most areas are woodland though some are used for crops and forage. Sometimes this area is called wetland (near Tuttle Swamp ).

Prepared by Katie Corcoran.p



drawing by: KATIE CORCORAN

WHS 29

-128- LIST OF ARTIFACTS

Complete sorting of the records of the artifacts, assemblages, and sifted items and printing and gathering of the following information, was done by Heather Holt with assistance from Katie Corcoran. Original recorders were: Kristi Casey, Michelle Hammond, and Debra Szymczak.

The LIST OF ARTIFACTS will be set up this way:

SITE: WHS 29 GRID: \_\_\_\_\_ DATE: 11/18/86

NUMBER LEVEL LENGTH WIDTH DEPTH MATERIAL TIME DESCRIPTION

NUMBER: The number of the artifact in a given section (grid) at a given layer (level).

LEVEL: The layer of soil, determined by color and/or moisture and/or content. This space indicates the level at which the given artifact was found.

LENGTH: A measurement from the datum point (a main stake placed in a corner of the grid, from which all artifacts are measured) to the point on the side of the grid which is closest to the given artifact and is in alignment with that artifact.

WIDTH: A measurement from the point on the side of the grid to the given artifact.

DEPTH: How far beneath the surface the artifact was found.

MATERIAL: Of which the artifact was believed to be when recorded.

TIME: When the artifact was first recorded at the field station.

DESCRIPTION: Measurements and characteristics of the artifact.

SITE: WHS 29 GRID: 1 DATE: 11/18/86

Nothing was found on the first layer (topsoil) of this grid.

NUMBER	LEVEL	LENGTH	WIDTH	DEPTH	MATERIAL	TIME	DESCRIPTION
1	2	5'11"	4'11"	1"	glass	10:47	15/16" clear

2	2	12'6"	2'2"	2'5"	metal	11:06	whole nail
-----SIFTED-----							
1	2	---	---	---	metal	10:55	nail piece
2	2	---	---	---	metal	10:55	nail piece
3	2	---	---	---	metal	11:06	nail
4	2	---	---	---	glass	11:15	sharp piece
5	2	---	---	---	glass	11:27	triangle shaped
6	2	---	---	---	record	11:29	record piece

SITE: WHS 29      GRID: A      DATE: 11/18/86

Nothing was found on the first layer of this grid.

NUMBER	LEVEL	LENGTH	WIDTH	DEPTH	MATERIAL	TIME	DESCRIPTION
1	2	16'2"	4'11"	1"	brick	11:21	Rad, solid, intact
2	2	15'10"	12'3"	4"	sparkplug	11:33	white, yellow & black
3	2	13'10"	11'7"	4"	pottery	11:40	small, blue & white
-----SIFTED-----							
1	2	---	---	---	ceramic	10:05	3/4" * 5/8" roundish- 1/8" thick
2	2	---	---	---	ceramic	10:13	3/4" * 1/3" 1/8" thick
3	2	---	---	---	pottery	10:17	1/4" * 1/2" 1/6" thick
4	2	---	---	---	ceramic	10:21	1/2" * 1/2" 1/4" thick
5	2	---	---	---	pottery	10:23	1/2" * 3/8" ball-like 1/8" thick
6	2	---	---	---	glass	10:24	2" * 1" 1/16" thick
7	2	---	---	---	metal	10:24	1/4 * 1/8" nail



8	2	---	---	---	ceramic	10:25	1/4" * 1/4" ball-like 1/8" thick
9	2	---	---	---	plastic	10:31	1/4" * 1/4" flat, square 1/16" thick
10	2	---	---	---	glass	10:31	1/4" * 3/8" 1/16" thick
11	2	---	---	---	ceramic	10:36	3/8" * 1/2" 1/8" thick
12	2	---	---	---	wood	10:36	1" * 1/4" peg-like 1/4" thick
13	2	---	---	---	glass	10:41	3/4" * 1/2" 1/8" thick
14	2	---	---	---	ceramic	10:57	-----
15	2	---	---	---	glass	11:07	-----
16	2	---	---	---	ceramic	11:37	-----
17	2	---	---	---	ceramic	12:34	-----
18	2	---	---	---	glass	1:09	-----
19	2	---	---	---	metal	1:13	a few nails
20	2	---	---	---	plaster	1:14	-----
21	2	---	---	---	ceramic	1:15	-----
22	2	---	---	---	glass	1:17	-----

SITE: WHS 29      GRID: Coat Closet      DATE: 11/18/86

NUMBER	LEVEL	LENGTH	WIDTH	DEPTH	MATERIAL	TIME	DESCRIPTION
1	1	13'2"	4'11"	ON TOP	metal	9:37	widshield wiper  1/4"thick
13" * 1/2"							
2	1	3'5"	4'5"	" "	glass	10:05	2" * 1/4" semicircular

3	1	0'	5'9"	"	"	glass	10:05	2 1/2" * 1/2" semicircular w/design
4	1	6'17"	5'	"	"	coal	12:50	broken in two during packing
5	1	7'5"	5'10"	"	"	plastic	12:59	record piece

1	2	4'2"	8'6"	4"		glass	1:23	small piece
2	2	3'11"	1'1"	4 1/2"		pottery	2:00	small piece
3	2	2'5"	1'2"	5"		slate	2:11	slate - pencil

-----SIFTED-----

1	2	---	---	---		glass	10:18	1 1/3" * 1 1/4"
								1/8" thick
2	2	---	---	---		glass	10:30	3/4" * 3/8"
3	2	---	---	---		metal	12:48	long, thin
piece								
4	2	---	---	---		glass	1:20	narrow, small rectangle
5	2	---	---	---		glass	1:23	small, square w/jagged edge
6	2	---	---	---		glass	1:23	small, square w/jagged edge
7	2	---	---	---		glass	1:23	small, rectangle
8	2	---	---	---		glass	1:23	tiny, house- shaped
9	2	---	---	---		glass	1:23	tiny piece
10	2	---	---	---		metal	2:00	tiny, round
11	2	---	---	---		glass	2:03	squarish
12	2	---	---	---		slate	2:05	pencil
13	2	---	---	---		metal	2:19	nail
14	2	---	---	---		metal	2:19	nail

15	2	---	---	---	unknown	2:06	evidence of man
16	2	---	---	---	glass	2:07	small, jagged edge
17	2	---	---	---	metal	2:10	nail
18	2	---	---	---	unknown	2:20	small, screws
19	2	---	---	---	pottery	2:55	small

#### ASSEMBLAGES

All artifacts in the following assemblages were discovered between 1:40pm & 2:29pm in the coat closet section of our grid. For the locations of these assemblages, see the artifact maps also included in this report.

#### ASSEMBLAGE 1:

Approximately 75 nails

14 pieces of glass (two having red markings)

3 screws

piece of slate

slate pencil

5 pieces of coal

3 pieces of rusted metal

#### ASSEMBLAGE 2:

Approximately 15 nails

8 pieces of pottery

5 pieces of clear glass

3 pieces of plaster

SITE: WHS      GRID: ELL      DATE: 11/18/86

NUMBER	LEVEL	LENGTH	WIDTH	DEPTH	MATERIAL	TIME	DESCRIPTION
1	2	2'	3'1"	2"	metal	11:43	5 3/4" * 1 3/8"

2	2	1' 10"	1'	6"	?	1:47	button 3/4" * 3/4" very thin
3	2	6'1/2"	2'6"	1'1/2"	brick	1:48	good sized chunk
4	2	6'3"	2'10 1/2"	5"	brick	1:49	" "
5	2	7'4"	5'	4"	slate	1:50	pencil 1/2" * 3/8" very thin
6	2	1'10"	5'6"	1"	string	2:17	red piece 10" long
7	2	4'9"	3'	10"	ash	2:28	never re- covered

-----  
~~STIPPED~~  
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1	2	----	----	----	glass	10:36	1 1/4" * 3/4" 1/8" thick
2	2	----	----	----	glass	10:36	1 3/4" * 7/8" 1/8" thick
3	2	----	----	----	wood	10:41	3 1/8" * 1 1/2" 5/8" thick
4	2	----	----	----	glass	10:41	small piece
5	2	----	----	----	glass	10:42	small piece
6	2	----	----	----	glass	10:44	tiny piece
7	2	----	----	----	plaster	10:57	6/8" * 11/16" 1/4" thick
8	2	----	----	----	metal	10:57	bent nail
9	2	----	----	----	metal	10:57	bent nail
10	2	----	----	----	metal	10:57	nail
11	2	----	----	----	metal	10:57	bent nail
12	2	----	----	----	wood	10:58	small, jagged on the

13	2	-----	----	----	wood	10:58	"	"
14	2	-----	----	----	glass	11:00	brown	
15	2	-----	----	----	metal	11:06	1890 penny	
16	2	-----	----	----	glass	11:21	small piece	
17	2	-----	----	----	glass	11:22	small piece	
18	2	-----	----	----	metal	11:24	bent nail	
19	2	-----	----	----	metal	11:24	bent nail	
20	2	-----	----	----	metal	11:24	nail	
21	2	-----	----	----	glass	11:33	tiny piece	
22	2	-----	----	----	glass	11:33	small piece	
23	2	-----	----	----	glass	11:33	tiny piece	
24	2	-----	----	----	glass	11:33	tiny piece	
25	2	-----	----	----	metal	11:33	bent nail	
26	2	-----	----	----	metal	11:33	bent nail	
27	2	-----	----	----	metal	11:33	nail	
28	2	-----	----	----	metal	11:33	nail	
29	2	-----	----	----	glass	11:33	tiny, brown piece	
30	2	-----	----	----	glass	11:33	small, brown piece	
31	2	-----	----	----	glass	11:33	small, brown piece	
32	2	-----	----	----	glass	11:33	small, brown piece	
33	2	-----	----	----	metal	12:36	nail	
34	2	-----	----	----	metal	12:36	nail	
35	2	-----	----	----	metal	12:36	bent nail	
36	2	-----	----	----	glass	12:36	small, clear piece	

37	2	----	---	---	wood	12:44	burnt
38	2	----	---	---	metal	1:14	nail
39	2	----	---	---	?	1:14	button
40	2	----	---	---	?	1:14	button
41	2	----	---	---	glass	1:14	small, clear piece
42	2	----	---	---	glass	1:14	" "
43	2	----	---	---	glass	1:14	" "
44	2	----	---	---	glass	1:14	" "
45	2	----	---	---	metal	1:21	nail
46	2	----	---	---	metal	1:21	" "
47	2	----	---	---	metal	1:21	" "
48	2	----	---	---	bone	1:48	of small animal

-----ASSEMBLAGES-----

For locations of the assemblages, see the maps also included in this report.

ASSEMBLAGE 1:

-Wood  
-Nails  
-Glass

ASSEMBLAGE 2:

-Wood  
-NAILS  
-Glass

ASSEMBLAGE 3:

-Metal  
-Pottery  
-Nails  
-Glass

ASSEMBLAGE 4:

-Pottery  
-Metal (thin curved piece w/handle)

ASSEMBLAGE 5:

-Pottery (most pieces were brown on the inside w/blue markings on the outside).

## CONCLUSION

This conclusion is an academic re-creation of the past, made by putting together and sifting through research that our grid team has done, and drawing conclusions from it. These conclusions and facts are written in chronological order, forming the concluded history of our dig site.

During the early 1800's in Newmarket, New Hampshire, the population was increasing enough so that another district school was needed in the town. This school was named Grant School, because the land on which it was built had been granted by the king of England to the Hilton family during the 1600's.

It was a small school, made of wood ( determined from a drawing of the schoolhouse found on a plate). The walls on the inside were made of a plaster containing animal hairs and bits of rock ( we found some while digging ). There was one main room and a coat closet. We determined this because the foundation showed a long, narrow space just where a coat closet should be. At the end of the coat closet was a small square area most likely used for storing coal ( a few coal pieces were found there ). The coal was burned in an iron stove. Cast iron stove pieces were found in a separate section of the school ( used for storage, for a variety of artifacts were found in there). If you were entering the schoolhouse, the storage area ( referred to as the ell in this report ) would be on your right, the coat closet would be at your left, and the doorway to the main room would be straight ahead. The schoolhouse must have had wooden floors because many small artifacts were found; evidence of cracks between the floor slabs. A fewer amount of artifacts were found in the main area; at least they were much smaller than in the ell and coat closet. That means the schoolhouse floors were more tightly put together than the ell, or the teacher was very strict about dropping things.

Grant School opened during the 1830's ( nails were dated to that time, also a Newmarket historian told us ). According to Newmarket school reports, the classes were very small, sometimes having as few as six students. Between 1885 and 1891, students from the Four Corners' area ( see -#24-map ) combined classes with the Grant School, most likely from such a small number of students in those districts. The teachers were usually not married, female, and they started teaching at a young age, around 18 or 19 ( town school reports ). But being a teacher did not always mean they were going to be old maids. Mrs. Priscilla Schanda, a Newmarket historian, told us of a teacher, Mary Doe, who used to smile and wave at a certain gentleman every day as he went down the road by the school. This also concludes that there was a window looking towards the road by the teachers desk (a

large number of clear glass pieces found also supports this).

Working and farming was more important than schooling back then, for the school was only in session for five and-a-half months of the year. The clothes that they wore had buttons, not just hooks ( a couple were found, and were dated to that time era ). Students used a slate board and slate pencils to do their studies. Most of the slate artifacts were found in the coat closet. The students probably lost them when putting their coats on and preparing to go home. One student even dropped his/her slate, and while picking up the pieces, one dropped through the cracks.

During the year, some students left, either going on to highschool in a different place ( Grant schoolhouse taught grades one-eight according to schoolhouse report ), leaving to help the family, or get a job. While in school, the class maintained a friendly closeness. An example is a true story of a midget who went to Grant School, then on to high school, but went back to Grant School because the students there were so much nicer to him.

The teachers were allowed to give students medicine, or one of the teachers was sick and used medicine, for a medicine bottle was found dated back to the mid-1800's. It probably contained cough syrup, or something else for winter ailments. Also, it is thought that the students may have, at times, eaten lunch there and used plates or bowls, etc. stored in the ell. It is probable that lunch would have been eaten in school on winter days when the traveling was difficult. Also, children living long distances from the school would have preferred remaining in school to traveling home for lunch. Students may have brought a couple pennies to school for the semester to help pay for the expenses a teacher would have preparing a hot lunch for the children. We know that it was not common for children to carry around money, but this could explain the penny we found. Pottery pieces were found that were made in the early to mid 1800's. There were even pieces of a jug found that could have contained cider, maple syrup, or some other liquid. That jug was found to be made in Europe ( maybe Germany ), probably meaning Newmarket had trading connections with Europe at that time. Unfortunately a student or two dropped their plates while eating, and some pieces fell through the cracks.

By 1900 the Grant School ceased to be a school and it became a meeting house for the neighborhood and church meetings ( Newmarket historian informed us of that ). The church meetings were based on the Protestant religion. Most New England towns at that time were Protestant and the king of England who granted them that land was of Protestant value also.

We mentioned before that a couple ordinary buttons were found in the coat closet that could have been dropped by one of the students. We also found a button with a very intricate design, being very old ( late 1700's ). It had a



picture of mill on it, which would make sense because Newmarket was a mill town for a long time. It being so intricate and old, someone going to the meetings probably wore it ( unlikely students would have ), meaning they dressed nice for the meeting. Too bad they lost it.

Once in a while the people would get together and relax and eat there. A very old Coca-Cola bottle was found, being as old as the early 1900's. Plates and pottery were found to be from the early 1900's also. It is more probable that during a gathering like this, the 1890 penny was lost (adults were more likely to be carrying money).

Slowly though, the school started to fall apart. The nails found were of a great variety, made by different blacksmiths at different times, meaning many repairs were made along the years . Even the roof was coming down (stories of that happening ). Eventually the school was moved in the 19teens or twenties. We're not positive, but most people think it was moved to the Meeting House Greene in downtown Newmarket. When the school was moved, the floor was taken out also, leaving a five or six inch space from the dirt floor to the top of the foundation. This is determined because some artifacts were found four inches into the ground that couldn't have been there before the school was moved. But the ell has a different story.

As far as we can tell, the ell wasn't moved. Because of the great variety of artifacts found in the ell, we feel things were stored in there during the move. The conclusion that makes the most sense is that the ell was torn down ( bent nails, wood, plaster, and glass was found). then a bonfire was made of all the things no one wanted ( some burnt artifacts were found ). After the bonfire, most of the stuff was taken away, leaving the broken things on the botton there. Another theory that makes sense is that while the ell was there, somehow the inside caught on fire. Luckily it was stopped in time and the building was torn down ( only some of the artifacts were burnt ). The most unlikely, but still possible theory, was that the ell was moved and evereverything was just left there and forgotten.

Around this time, James Bentley ( William Bentleys' father ) had built his house on that lot and was living there. While we were digging, we found a sparkplug four inches into the ground that is at least forty years old. This means that Mr. Bentley owned a car that was built before 1947, and for some reason the sparkplug was thrown into the front yard. He could also have had a visitor that had a car which was made before 1947. Being that the sparkplug was forty years old and four inches in the ground, approximately one inch of soil has been added every decade to the site.

Sometimes, even in a quiet town like Newmarket, there are pollutionists, throwing bottles and trash onto front yards. We could guess that because while cleaning the dig site, we found beer and coke bottles and a modern day

windshield wiper. That could also mean that the Bentielys' put their trash there sometimes, even though that's unlikely because the dig site isn't close enough to the road so garbage men could pick it up easily.

That was WHS 29's conclusion for the excavation that took place November 18, 1986. Katie Corcoran, with assistance from Heather Holt, put together the classes conclusions and made the final report.

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