

E D M A N D S P A R K

Newton, Massachusetts

The Report of a Survey  
by  
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Newton Public Schools

Division of Instruction

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## EDMANDS PARK, NEWTON, MASSACHUSETTS

### A Central Opportunity for Enrichment of Outdoor Living

#### Preamble

This is a survey of the natural resources of Edmands Park, and its neighborhood, under the auspices of the Newton Public Schools. The material has been gathered and prepared by Dr. William G. Vinal ("Cap'n Bill") of Boston University, Sargent College. The survey could not have been complete if it had not been for the co-operation of many interested individuals and especially public officials responsible for the facilities and uses of the park. The writer especially wishes to commend the civic leaders who, without exception, spontaneously recognized the problem, immediately endorsed the service to be rendered, and gave impetus to the study by readily providing data, maps, and other materials.

Edmands Park, in a modern neighborhood, is related to education, health, recreation, welfare, and related services as essential to the individual and to society. The standards of Edmands Park is a responsibility of the entire community including not only the public schools, Recreation Department, and those responsible for parks, but neighbors as well as private and voluntary agencies. Edmands Park concerns all people -- children, youth, and adults.

#### The Problem

It is fundamental to survival, to say nothing of democratic processes, to possess natural resources. It is essential to create an outdoor community environment in which a child can grow up with a respect for property, an eagerness to serve, an intelligence in the democratic process, and a hunger for healththy outdoor creative leisure. Edmands Park can never exist as an essential community facility without civic responsibility on the part of society and self-responsibility on the part of all individuals. It is important to get the conception that, the platform to be recommended for Edmands Park and it's neighborhood is basically similar to the educational objectives of the Newton Schools.

KNOW YOUR EDMANDS PARK AND NEIGHBORHOOD OF TODAY BEFORE PLANNING FOR TOMORROW

Before a program can be initiated intelligently at Edmands Park, it is necessary to know the traditions, character, interests, needs, problems and resources of the park. (See Chart I, Edmands Park).

Edmands Park was developed by W. P. A. labor in 1934 and 1935. They made a beautiful 16' x 22' log-cabin shelter with stone fire place and casement windows; to which was added a 7' x 19' porch with stone pavement. (See Charts II and III) The contract also provided a lake for skating. (See Chart IV) This involved great expense for constructing a dam, a concrete spillway, and a bridge over the spillway with a five-foot gravel walk along the top of the dam. Construction was of the best material such as a core wall of steel sheet piling; reinforced concrete spillway; all concrete 1 - 2 - 4 Portland Cement Concrete except the spillway floor which was 1 - 1 $\frac{1}{2}$  - 3; and the dam was loamed 6" in depth and seeded. The sluice gate was furnished by the city as well as the manhole frame and cover and the gravel in the bank. All other materials were provided by the contractor at Federal expense. W. P. A. labor ("relief work", so called) also made elaborate stonewalls, rustic chestnut log fences, constructed stone fireplaces, and cement seats at several picnic sites, built trails, and leveled off an entrance and parking area. If the reader feels that too much detail has been given, he should at least realize that thousands of dollars were spent by the City and Federal Government in good faith to provide skating, hiking, picnicing, and other recreational facilities. It is further conceivable that this may become instructional material.

There was one important factor that was not foreseen. It is useless for a rich community benefactor to donate a tennis court, for example, if the people are not interested in playing tennis. In such instances weeds have been known to thrive on the tennis court within three years. At Edmands Park the structures were not only unused but they were destroyed by the very people whom

they were intended to serve. Most of the destruction was by children. Today there is no shelter, the lake has gone down stream, the picnic areas have been destroyed, and the rustic fences are toppling. This is known as vandalism and the evidence is that the neighborhood is raising vandals. Adults are "adding insult to injury" by using this "expensive civic investment" as a dumping ground for leaves, chips, litter, mattresses, old automobile tires, crates and tin cans. Each year children hack down trees, evidently just for the fun of chopping, but that is not surprising when adults do not rate it any higher than a dumping ground. Police are public servants but admittedly cannot maintain the law without at least partial public support. Another vital conclusion is that when planning is done by opinion, i.e., without study, research, and complete co-operation, there is a waste of public funds. On the other hand, some neighborhoods have been known to unite to fight for the privilege of possessing a public park. This cannot be said of the Edmands Park neighborhood. If the neighbors had gotten together with the idea of destroying the park, they could not have done a better piece of destruction. The conclusion is, however, that 95 per cent of the citizens in the community are either apathetic or have given up and that the results seen are due to the 5 per cent with selfish interests. This is an objective report. Facts as observed, even though unpleasant, must be stated if there is to be a known basis for future planning.

Know the Original Intent for Edmands Park as a Memorial before Planning for the Future.

In February 1913, Edmands Park of 33.17 acres was accepted by the Board of Alderman from the Trustees of Edmands Trust in memory of J. Wiley Edmands and A. Lawrence Edmands. According to the will the northern half was given for park and parkway purposes and the southern half for Park and playground purposes. One has to go back to the Newton Journal of Saturday, February 3, 1877\* to learn what manner of man the Honorable J. Wiley Edmands (b. Boston, 1809 - died, Newton

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\*Courtesy of Miss Frost, Reference Librarian, Newton Public Library.

January 31, 1877; age 67 years, 11 months) was to merit such a memorial. J. Wiley Edmands was a financier and business man. He was elected to Congress as a Whig in 1852 (a century ago) succeeding such men as John Quincy Adams and Horace Mann. That he was also of high stature financially is indicated by the fact that he contributed \$17,000 toward the free public library of Newton and was president of the Board of Trustees. (The libraries were not taken over by the city until 1875). His delight was to close his busy day under the shade of a tree that he had planted at his country seat. Edmands Park was a part of his estate. It is interesting to note that Mr. Edmands worked in Boston and lived in Newton. Today we think of Newton as one of "Boston's bed rooms". Mr. Edmands was one of the first promoters of the Newton Horticultural Society and was a member of the Newton Jersey Stock Club. He took pride in trees, live stock, civic enterprises, and the democratic process. The evidence is that J. Wiley Edmands, who came to Newton in 1847 (over 100 years ago), was lured to the vicinity for country living and that, moreover, he was a citizen with high ideals of community responsibility. The trustees of his estate believed that the City of Newton would be a worthy trustee for all time and exhibited that faith by donating the 33 acres as a memorial park. The city has a responsibility.

#### The Concept of Newton Parks Continuously Changes

In 1875 (Two years before J. Wiley Edmands died and only 5 years after the first superintendent of schools) the Newton Park Commissioners were appointed due to a request of the Horticultural Society, but they soon reported that times were too hard. It was not until 1882 that the Massachusetts Legislature gave the Common Council of Newton the right to take land for parks. In the same issue of the Newton Journal, as appeared the death of J. Wiley Edmands, there was a prize essay of Mr. E. W. Bowditch read to the Newton Horticultural Society on the Public Park Question. The primary question was "Why should there

be any park?" It says that "No such want exists at the present time, nor will for many years". There was also the question of whether there should be a central park, like Boston's Public Park (Now "Public Gardens"), or a series for each village. "We have proceeded a long ways in our thinking of a park as a weeping willow, a pair of swans, and a park bench. The birth of camping, picnicing, scouts, field surveys, survival training, map reading, recreational programs, trailside interpretive Museums, self-guiding nature trails, nature photography, legal aspects of collecting, co-operating with public officials and conservation programs, fish and wildlife service, forestry inter-relationships in nature are suggestive of "where we go from here" if we are not to be illiterate about the out-of-doors. Parks like schools are supported from public funds of the city. Some cities get together and support Metropolitan Parks, such as those to be seen along the Charles River, with tax money. These taxes are contributed by every citizen, either directly or indirectly. What is true of schools, parks, and playgrounds applies to libraries, hospitals, streets, sewers, water supply, relief, and the postal service.

Changes in Community Land Patterns Are Also Going On (See Chart V)

In 1638 Thomas Mayhew owned 500 acres in the vicinity of Cabot School and Cabot Park. Jonathan Hyde, in 1656 owned a larger tract which included what is now Edmands Park. The early farmers required large farms to raise food and shelter. All this can be seen by studying a Map of Newton made in 1700. In 1633 the General Court ordered that all swamps above 100 acres to be common property. The swamp in the region of what is now Newton Cemetery was, therefore, common property as was the Common at Newton Center given by Jonathan Hyde, Sr. in about 1700. In 1846 Gardner Colby bought 35 acres of land opposite the old cemetery. He was born in Maine in 1810 and like J. Wiley Edmands, came to Newton for rural-living. A map of Newton in 1874 shows Colby's Estate and the site of his mansion. When the City map of 1895 was printed, the Colby land was still 35 acres; 16 acres was owned by A. Lawrence Edmands; 7 acres by Converse and Cobb,

and Mary Shannon held 29 acres on Cabot Street. James H. Young owned two parcels (to become Edmands Park) along the East of Blake Street of 19 and 7 acres each. The land between Newtonville Avenue and Homer Street that was originally owned by three settlers was now being divided into smaller and smaller lots - a change from 500 acre estates to the "large" 35 acre estate of Gardner Colby. By 1917 the Colby tract had been divided into 13 acres for Harriman, 19 acres for the Colby Realty Company and 2 acres about the old homestead set aside for Mary C. Colby. Today (1951) the only large tracts of land in the vicinity is Edmands Park, Cabot Park, and the property of the Convent of the Sacred Heart. Individuals now own house lots instead of estates. The State Land Planning Map (1940), another W. P. A. project, indicates that the last "Gentleman's Country Estate" in Newton was the Colby Estate. Edmands Park and Cabot Park are surrounded by homes and small lots. The size of land owned by individuals has been greatly reduced. In some parts of Newton there are people who live in tenement houses and pay rent. The children of these families are "landless" children in that their parents own no land except their share in the parks and playgrounds. Edmands Park, however, is surrounded by property owners and fine homes. Such families, known as the "favored" class have interest in property protection. They should also be willing to back the idea that their children as well as "landless" children have ample play space in a natural area. It should not be necessary to add that new homes are being built on the fringe of Edmands Park and that the population pressure against the park has nearly reached the "saturation point." New comers have the right to expect neighborhood standards amongst which is as good a park as one would expect to find in the "Garden City."

If Everyone Does not Co-operate When the Whistle Blows the Community Attempt Is Doomed to Failure.

Two years ago the Newton Recreation Department spent \$1200 to clean up the pond area. This was a drought year. However, the basin finally filled and skating was provided. Some neighbor dumped litter on the bank and the children spoiled their own skating by scattering the debris. In the spring a "frantic parent" called up to say that children were going out on rafts. She was not concerned about their having destroyed park trees to build the rafts. There has been no drowning in this water body; there was a drowning at Hammond's Pond, but that has not been exterminated. Parents as well as schools have the responsibility of teaching obedience and safety. The park authorities considered building a new chain link fence on the southern boundary. The Residents of Mill Street in spite of their apparent use of the park as a dumping ground demanded the more costly rustic log-fence. As a result there is nothing but dumping ground and the ruins of the U. P. A. structure. The Newton Map of 1874 shows a serpentine gravel ridge or esker, about 40 feet high, running from Cabot Street south to the great glacial sand plain that extends across Commonwealth Avenue. In building the entrance and parking lot, the northern end of geological phenomena, put down by the glacier, was destroyed. Along the summit of the esker, the laborers dug a wide deep trail which was an invitation for erosion. During last summer young boys cut down 10 white oaks, 4 - 6 inches in diameter. These trees were cut along this trail but were not used. The year before boys cut 20 - 30 oaks near the N. W. Corner of the former lake. This brand of vandalism has been going on for years. Blake Street has not yet been accepted by the city. The new home owners on Blake want it accepted from Cabot to Colby but not beyond. At Mill Street, the city owns on both sides of Blake Street. This group of citizens probably do not want through traffic. Another group of citizens wanted all of Colby Street closed. It is evident that there will always be special interest groups. Furthermore, children are



going to have a program, whether they provide it themselves or are guided by trained leaders. A neighborhood gets what it wants. When they want a park consistent with health and decency that will also be forth coming. Of course, "Rome wasn't built in a day".

All Resources Must be Pooled for Neighborhood Rapport

We have seen that --

1. things cannot be successfully done for the Neighborhood of Edmands Park until the neighborhood wants it done.
2. there must be close co-operation and co-ordination between all individuals as well as between all public and private agencies if Edmands Park is to meet the needs of the neighborhood.
3. Finally, it is believed that the greater Edmands Park Neighborhood can be a community where all resources - natural and human - can be united for a common achievement - i.e., the American ideal.

It is further evident that the Newton Schools alone cannot succeed in a complete educational program in and around Edmands Park. There are indispensable aids. The child's readjustment to the environment requires the participation and co-operation of many agencies.

In Newton the Forestry Division of the Street Department has charge of parks. Its responsibility is to furnish facilities and labor for a standard park. This set-up of park authority is peculiar to Newton.

The Recreation Department is usually thought of as responsible for a week-end program, a summer program and winter sports. People would have to want this kind of leadership.

The Police Department is responsible for preventing vandalism but must have the support of all other individuals and agencies.

The School Department is responsible for instruction. The progress of Newton in outdoor education is clearly stated in its 150th Anniversary Report.

The Health Department makes studies of sanitation. Since the pond is supplied with surface drainage only, it could not be used as a swimming pool. The Public Library is interested in local literature. The interest of parents in schools is shown by the fact that there is a Parent-Teacher Association in every elementary and junior high school. This co-operation must extend to the Parent-teachers' Association. The Boy Scouts and Girl Scouts already use the area. They must think of themselves as "Nature Guards". Boy Scouts and Girl Scouts are school pupils.

An Edmands Park Neighborhood Co-ordinating Council is needed. In the last 30 years the community has transformed from a rural community to one essentially urban. In this change the very existence of the "last island of trees" has been lost sight of and consequently there has been lost a sense of responsibility for its maintenance and the preservation of the values that were once available to all local children. The aim of the co-ordinating council is to take steps to deal with this problem. Every school (Private or Public), every P. T. A., every church, in fact every agency (private or public) interested in co-operating to meet the problem should be urged to elect a representative to the co-ordinating council. As has been emphasized -- the problem cannot be solved unless every agency willingly and enthusiastically co-operates to meet the problem. Such a committee would be advisory rather than policy-forming. Types of assistance might be the sponsoring of "Family Day", a winter sports party, a summer day camp, a sane Fourth of July, a Maypole dance, a sugaring off festival, a Halloween, a cook-out, a community sing, a pageant, and even the making of costumes for the pageant. Every citizen pays taxes. Every citizen is responsible for protecting his property.

The School is the Logical Place to Interpret Edmands Park to Children and to the Community.

Children do not need to be taught to want to have adventure, i.e. to hike, to skate, to ski, to slide, to swim, to fish, to chop with an axe, to build a fire, to cook, to eat. They do need to be assured wholesome, safe opportunities. They profit more when given a planned program and when taught skills, and an overall philosophy. Like the boys who went to General Gage to complain about the British soldiers interfering with their coasting -- present day youth must be really convinced of their rights to the degree that they are willing to fight for them. They should also realize that they alone cannot bring about a reform. They must want these inherited opportunities so much that they are willing to enlist the help of public agencies in an orderly way. These are latent resources, as yet untapped and unrealized. Teachers will at once recognize this unexcelled opportunity to teach youth to know and respect the good things in a democracy. Character-building agencies will see the folly of building good morals in one direction and "winking" in the other direction.

This is not a make-believe problem. Children seek legitimate out-door freedom. Parents recognize the need of a wholesome environment. Teachers welcome the opportunity for a school-community program, -- a community-centered curriculum.

Teachers have been trained to use visual aids, psychological services, speech specialists, art and music specialists, etc. Many of them lack experience in taking their children, for example, to Edmands Park. We have, therefore, arrived at the second part of the report, and that is suggestions for using the back-log data of the present Edmands Park neighborhood.

There is no harm in repeating that there will be no point in launching the Edmands Park Neighborhood Program unless the children, parents, and schools of the area want it. This can be determined at P. T. A. meetings, in the school rooms, and in assembly. Recognized needs of the neighborhood determine a school-community program.

It is almost a corollary that the program will not succeed unless there is a genuine interest and a determined effort on the part of all hands which means neighbors, police, firemen, park authorities, recreation leaders, all churches, scouts, etc. This calls for letters, interviews, a house-to-house survey, publicity, and a file of information. Here is a reason for knowing the dynamics of the Newton City Government. This will be done for the most part by children. A recognized principle is that favorable learning situations for children will not be taken away from them.

Another thing: The outdoor curriculum does not say that the sixth grade must understand the Fire Department; the fourth grade the Recreation Department; and the third grade library books. The school or grade at once becomes a community of vigorous young folks interested in good parks and good play grounds. It is a community of citizens, who realize the value of government services..... who treat the service with respect.....and co-operate with it. The curriculum as a "whole", and the "whole child" (Not built of cubicles for receiving reading, writing, and arithmetic) is recognized in the modern curriculum.

#### There is a Natural Law Called Variation

No two leaves, no two neighborhood, no two schools, no two grades of children, no two teachers are alike. In a democracy the rights of the individual neighborhoods, individual schools, individual groups, and individual teachers are recognized. One neighborhood in Newton has a park and no vandalism. Another neighborhood has a playground but no park. Some Newton neighborhoods have a Metropolitan Park and an opportunity to boat on the Charles River. This suggests

that the schools of villages, and smaller neighborhoods might wish to make a survey of their own natural resources. Two schools might decide to "let each other know" what they discover. Can you picture a visiting team (Not football team this time, thank you) putting on an assembly program? No two schools are alike -- that's right too. You cannot expect the teachers in the Veteran's Housing Section to use the plan worked out in the West Newton Neighborhood House. The Cabot School with Cabot Park at its back door and Edmands Park within a five-minute walk would not make the same use of Edmands Park as the Stearns School on the other side of the Boston and Albany Railroad Tracks. What is good for one school might even be "bad" for another school.

Before a School Can Plan Its Program, (Menu) it must know what Edmands Park (Cafeteria) offers. (See Chart VI)

Chart VI is a Resource Use Map of Edmands Park. It will first of all be observed that there are 41 Compartments which are indicated by orange circles. The upper number, within the circle, is the number of the Compartment, and the lower number is the estimated number of acres within the Compartment. Before a group "underwrites" the work to be done. In any one compartment the group should know its own capabilities and the requirements of the area. The needs and potentialities of each compartment are briefly listed.

1. Compartment 1 consists of the entrance on the north and a parking area which was constructed by cutting off the esker to the South. The entrance and area need landscaping. The boundaries of compartment one are easily identified by the stonewalls, to the North and West, the foot of the embankment on the South and the top of the steep slope to the East. The area is estimated to be 2.5 acres. The stonewalls are really "rock museums" which consist of glacial boulders to show their location, name, and distinguishing characteristics would be useful and interesting to park visitors. The 5 large white and red oaks

near the entrance might have appropriate labels. The White Oak to the south has an abundance of Oak Galls which calls for resource-reading in the library. Teachers will not feel competent to plan the landscaping, to identify the boulders, or to account for the galls as in the life of the ordinary citizen, his calls for the services of such resource people as a landscape specialist, a geologist, a forester, and an insect man. Landscaping calls for money to purchase the stock, a plan for planting, and the physical capacity to plant the materials. This might well call for high school manpower. It also suggests that an Edmands Park Managing Board is needed. This might consist of a representative from the City Park Group, the City School Department, and the City Engineering Department. It should be observed that this legal Governmental Managing Board has administrative functions and is quite different from Edmands Park Neighborhood Co-ordinating Council which is a citizen's committee consisting of volunteer representatives of all agencies and organizations interested in the welfare of the Neighborhood and capable of representing the citizens of the community in an advisory capacity. Teachers should observe that this is an emergent, outdoor curriculum in that the compartment underwritten means a census of needs which call for projects, which call for resource personnel, which call for plans, which call for activities, which call for money, which call for legal steps, which call for interests of citizens groups. It will not be necessary to explain the remaining compartments in such specific detail if the teacher realizes that each compartment consists of a potentially emergent curriculum.

2. Compartment 2 is an amphitheatre where pageants may take place. The steep banks slope down from a 90 foot altitude to a 70 foot elevation at the base where it levels off into a stage. A sluiceway and a cement viaduct go through the middle of the flat area. The slopes already possess 2 separate series of cement steps - one series on the east and another on the west side of the sluiceway. There are plantings of hemlocks and rhododendrons and at the top of the bank there are protective Japanese barberry bushes. The Ampitheatre totals about half an acre. If it is to be used for pageants, it will need considerable attention. A buffer planting is needed to screen the houses on Cabot Street. Seats for the audience will be necessary. The debris left beneath the rhododendrons needs to be cleaned up. The parking area is easily accessible. There should be co-ordinating plans with the committee planning the parking area to assure sufficient parking facilities for the audience expected.
3. The care of this half acre and plantings are necessary to harmonize with the plans of the pageants area. Thinning out forest weed-trees such as Grey Birch and the releasing of more valuable species is in order.
4. The triangular embankment gives an idea of the cross section of an Esker. The height of the bank is about 35 feet. It's grade is so many feet per rod. It is so steep that it invites erosion. Planting is needed to prevent erosion and to add beauty. Here again is the necessity of integration. Integration is not a "chore" but an educational opportunity.

5. Compartment 5 is estimated as only one quarter of an acre. Can you see opportunities in arithmetic? It is bounded by two foot trails and by two "wide trails" the lower one of which is a third class-wagon road. A year ago vandals cut down 20 - 30 oaks leaving 3-foot stumps. The signs of vandalism should be removed and modern forestry practiced.
6. This area is also about one quarter of an acre. It extends from the plateau on the East to the Lake. Children have dug large holes in the sandy bank and gulleys have formed.
- 7, 8, 10, 12, 13, 14, 16, 17, 20, 23, 27, 31, 32, 33, 34, 35, 36, 39, 40. As in every compartment, these compartments call for conservation practices, -- i.e., such services as trimming, thinning, planting, trail maintenance, nature trails, wild flower planting, ferneries, and the encouragement of wildlife. As far as possible, these compartments should be maintained in a wild, natural state. It should be noted that the areas vary in size, topography, and accessibility. The law of variation holds in Edmands Park -- a "kame and kettle" terraine.
9. This compartment includes the services listed above plus the possibility of rebuilding the cabin. Blue prints of the former cabin have been provided by Mr. Schiavone, the City Engineer -- It is evident that this project is for older supervised youth.
11. A marsh area, which is natural resource differing essentially from all compartments mentioned to this point.
15. Stream improvement is an unusual opportunity. It is questionable whether all natural streams should be placed underground, in storm sewers. People who were once fond of roaming Edmands Woods say that this was originally a beautiful brook with native wild flowers along it's bank. The development of the stream is somewhat dependent on whether the lake should be stocked with fish. This calls for considerable further research.



18. This is a shrubby meadow. There is a Farmer's Bulletin on "Basket Willow". Is it desirable to plant Basket Willow here? Where would they be obtained? How planted? How used? What is Willow Ware? What other species of woody plants are desirable here? What shrubs are suitable for a bird sanctuary? What plants are useful in pioneer hand craft?
19. This compartment is now being used as a dumping ground. How should this be handled? What are good public relations? Compartment 19 is at the cross roads. What signs would be useful?
- 21, 22, 24, 25, 26, 28, 30.  
Might have picnic areas -- stoves, benches, rubbish barrels, etc. in addition to conservation practices. Picnic areas can be expanded as needed.
29. Another shelter can be restored here. This is a low open area which offers opportunity for a non-forested development. Dumping has occurred at the east end.
30. This compartment has interesting topography. It has evidence of a former wire fence. A veteran White Pine stands at its eastern end near an artificial embankment. This area offers forest practices plus.
37. In spite of the large amount of vandalism in this compartment it is a potential arboretum. It has such introduced trees as: 1 horse chestnut; 4 Norway Maples; 3 Catalpa; 1 Basswood; 1 Sycamore; 2 Beeches; and such shrubs as Spirea and Red Osier Dogwood. The man hole cover on the South end of the area has been removed and considerable soil has been shoveled into the manhole.
- 38, 41. These two compartments are swampy in nature. A rank growth of herbaceous plants and shrubs is evident. The southern boundary of 41 is a steep slope which rises to Mill Street. It is cluttered by auto tires and other debris.

Before A School Makes a Contract at Edmands Park, It Should Check Its Own Immediate Natural Resources.

In every school neighborhood there is not only the municipally-owned school ground but parks, playgrounds, vacant property, water areas and other available facilities which are not being utilized. Through the courtesy of Mr. John Sullivan of the Mechanical Drawing Department at Newton Trade School, the writer has excellent maps of school grounds and adjoining available areas. Good planning requires that the map include all outdoor areas that may be used to advantage.

There are several sources of maps from which a composite school map can be compiled.

1. The Assessors Block System in the Atlas of the City of Newton possessed by Mr. William Clark in the School Department. Mr. Clark does not have plans beyond 1935.
2. City Properties in the office of the City Engineer at City Hall, Mr. Schiavone, City Engineer.
3. The first page of the Architect's Plans usually refers to the Building Site. It has compass directions. Call Mr. Campbell, Building Department, City Hall.