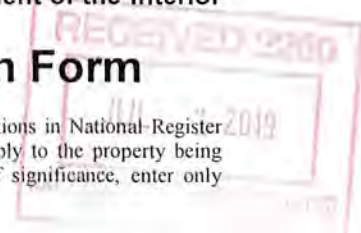


National Park Service

National Register of Historic Places Registration Form



This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Cataumet Schoolhouse

Other names/site number: _____

Name of related multiple property listing: NA

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

2. Location

Street & number: 1200 County Road

City or town: Bourne State: MA County: Barnstable

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Applicable National Register Criteria:

A B C D

<u>Brona Simon</u>	<u>June 24, 2019</u>
Signature of certifying official/Title:	SHPO
Date	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)

Signature of the Keeper

8/15/19
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only one box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>1</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>1</u>	<u>2</u>	structures
<u>1</u>	<u>0</u>	objects
<u>3</u>	<u>3</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school
SOCIAL: civic

Current Functions

(Enter categories from instructions.)

SOCIAL: civic

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE VICTORIAN/Victorian Eclectic

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: stone (granite)

Walls: wood (shingles and trim)

Roof: wood shingles

Narrative Description

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

Summary Paragraph

The Cataumet Schoolhouse, built in 1894, is located on the west side of County Way, a major north/south thoroughfare in Bourne that extends nearly the full length of the town. The schoolhouse is set near the rear property line of its deep, trapezoidal lot, which contains almost three-quarters of an acre of land. The building is a small wood-frame structure with a front-gable roof; wood-shingle walls; a pair of symmetrical, single-leaf doors with decorative hoods on the façade; and a modest belfry near the front of the ridgeline. The property also contains a modern replica of an original wood shed/outhouse, as well as a small modern garden shed. A tennis court is located at the front of the lot, near the street.

The Cataumet Schoolhouse is located in the village of Cataumet, in the southernmost part of Bourne. The area was developed from the 18th through the 20th centuries and consists primarily of heterogeneous residential buildings, 1 to 2 ½ stories in height and representing an eclectic variety of architectural styles. Lined with lawns and sporadic fences and trees, this semi-rural/suburban section of County Road is characterized by properties with comparatively large lots, generous street frontages, and moderate to deep front and side setbacks. A small village center containing a railroad depot and post office is located a little less than one-half mile to the

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southwest, at the intersection of Depot and Scraggy Neck roads. A little less than one-half mile to the southwest of the train station is Squeteague Harbor, a small protected inlet off Buzzards Bay that features a public beach, private recreational club, and a turn-of-the-20th-century development of summer houses (BOU.X).

Narrative Description

The Cataumet Schoolhouse is a simple yet confident Victorian-style building that incorporates elements of the Greek Revival, Italianate, and Queen Anne styles. It stands on an open site facing east toward County Road, just south of its intersection with Depot Road, in the village of Cataumet, which is the southernmost of Bourne's seven villages. Sloping gradually up from the road, the lot is maintained chiefly in lawn with thick shrubbery along the south property line and part of the northern boundary. A few mature trees are scattered along the perimeter of the parcel, and a small stand of cypress trees is located to the northeast of the schoolhouse. The tennis court is set in a low area below the grade of the street and the driveway, approximately 30 feet from the road, and occupies most of the property's street frontage. Added to the site in 1940, the tennis court is a contributing resource.

Modern, vertical-board fences border the west (rear) and part of the north and south property lines. It appears to be in keeping with earlier, historic fencing on the property. A dirt and gravel driveway extends across the long south edge of the property and terminates in a small parking area in front of the schoolhouse. A reproduction of the school's original outhouse/woodshed is positioned near the northwest corner of the schoolhouse, and a modern, prefabricated shed stands directly behind the schoolhouse. The fencing and outbuildings are considered non-contributing resources.

A rectangular stone trough constructed of rock-faced granite sits on the ground in front of the school, between the two entrances; the date "1893" is carved in relief on a small flat plaque recessed in the center of its front face. The trough originally stood on the schoolhouse property along County Road, near the present driveway entrance. It was moved to its present location ca. 2015 to protect it from damage by passing vehicles and snowplows. The trough is a contributing resource.

The one-room Cataumet Schoolhouse (1894) is a simple rectangular block, oriented east-west. The building footprint measures 25 feet wide by 34 feet deep. The front-gabled volume rises 1½ stories from a granite-block foundation to a wood-frame building envelope; the walls and roof are clad with wood shingles. The large pink granite blocks forming the foundation and the front steps are reported to be from New Hampshire. Walls are trimmed with flat corner boards on a modest molded plinth, supporting a wide fascia board with molding along its top and bottom edges. All windows have modern louvered wood shutters. The modestly pitched roof terminates in pronounced cornice returns on both gable ends.

The symmetrical façade (east elevation) contains a widely spaced pair of entrances, each containing a five-paneled wood door framed by flat casings and sheltered by a modest shed-

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roofed hood with a carefully molded cornice, decoratively sawn brackets, and a vertical-board transom panel between the door lintel and the hood. Each entrance is accessed by two granite steps with a modern pipe railing and a landing stone at grade. A comparatively small 8/8 window with flat trim is centered in the half story of the façade. Early photographs show this opening with a diamond-paned upper sash and six lights in the lower sash.

The slightly asymmetrical north and south elevations of the schoolhouse each have three regularly spaced windows with large, 6/6 double-hung wood sash and flat casings. On the high window lintels, small modillion blocks support a shingled hood that flares out slightly beyond the plane of the wall. The symmetrical rear (north) elevation contains two high, horizontal windows with eight-light wood awning sash, flat casings, and narrow cornice molding.

A small belfry mounted at the front of the ridgeline is approximately five feet square, with a slightly flared, wood-shingled base; thick, square corner posts and arched infill panels at the open bell landing; and a low hipped roof with a small, tapered spire that is also clad with wood shingles. The belfry was reconstructed in 2003 based on structural evidence in the roof and historic photographs. A low brick chimney rises from the interior of the rear wall of the schoolhouse; it originally had a corbelled top. The building's raised foundation conceals a shallow crawl space underneath the main floor.

The interior of the Cataumet Schoolhouse retains its original plan and finishes. The design features a large open classroom at the west end of the building and separate boys' and girls' entry vestibules flanking a center closet (accessed from the classroom) on the east end. The classroom is illuminated by two large double-hung windows on each of the north and south walls and two large, horizontal awning windows set high on the west wall.

Interior finishes include narrow pine boards at the floor and wainscoting. The vertical-board wainscoting is trimmed with a flat baseboard (which is molded only at the niche behind the teacher's desk) and a molded chair rail that incorporates integral chalk troughs underneath the chalkboards. All interior woodwork is unpainted, with a varnish finish. The original chalkboards are made with a painted finish, rather than slate. Upper wall surfaces in the classroom are plaster, with a molded picture railing set about 12 inches below the ceiling. The classroom's flat ceiling is also plastered, and contains four ceiling-mounted light fixtures with reproduction white-glass shades near the corners of the room.

The windows on the north and south walls of the classroom have sills integral with the chair rail; they retain original or early hardware in the form of either rope or metal chain sash cords with pulleys. Windows and doors have wide, boldly molded casings. Interior doorways feature single-leaf, five-paneled doors with molding around the flat panels. The west (rear) wall of the classroom has a projecting chimney that is finished with the typical wainscoting and plaster. The east face of the chimney features a large metal grate centered near the floor and a solid, vertical metal door with metal trim that is centered in the plaster wall above.

The focal point of the classroom is its east wall, which features a shallow-arched niche that frames the teacher's desk in the center bay. Two single-leaf doors to the entrance vestibules

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flank the niche. Centered in the niche is a single-leaf door that accesses a small storage closet. One step higher than the main classroom level, the closet space has plaster walls, simple wood shelving, and a utilitarian wood ladder up the east wall that accesses a hatch to the attic.

The classroom is furnished with period-appropriate student desks—three of which are original to the building—that are arranged in columns facing east. The original desks are combination seat/desk units with wood seats and backs, cast-iron legs, and cast-iron brackets that support a wood desk surface mounted behind the seat back. Facing west, the wood teacher's desk presently found in the classroom is a period piece not original to this building. Seams in the floorboards indicate the location of a low rectangular platform on which the teacher's desk originally stood, one step above the main floor and continuous with the floor of the adjacent storage closet. The platform is thought to have been removed within the first year of the school's operation.

Other significant furnishings include an antique cast-iron stove in the northeast corner of the classroom (Medallion model, manufactured by G. H. Phillips & Co. of Troy, New York, and patented in 1868), which is similar in size and shape to the school's original wood stove. The present stove was installed in 2012 and has been adapted for gas heat. The southeast corner of the classroom has a pair of triangular wood shelves mounted above and below the chair rail. The smaller upper shelf holds a period water jug (not original to the schoolhouse), and the larger lower shelf features a decorative composition of incised channels to capture and drain overflow from the water jug; a drain pipe formerly carried water through the floor into an in-ground drainage system.

The matching entrance vestibules (boys' on the north, girls' on the south) are detailed similarly to the classroom. Each has a high, horizontal beadboard wainscoting (nearly twice as tall as the classroom's), which is trimmed with a molded chair rail but no baseboards. The upper walls and flat ceilings are finished with plaster. Decorative cast-iron hooks are mounted in high and low rows along the walls; several are original. Each vestibule is illuminated by one large window. A surface-mounted light fixture with a white glass shade is centered in the ceiling of each vestibule.

Exposed framing in the attic consists of floor joists running north/south and rafters meeting at the gable peak without a ridge board. Slightly inclined vertical struts join each pair of floor joists and rafters, and tie joists connect the matching pairs of rafters on each gable slope.

The woodshed/outhouse (2008–2009) near the northwest corner of the schoolhouse measures approximately ten by twenty feet and contains a bathroom at one end and storage at the other. Re-constructed to match the exterior of the original privy and woodshed, this modest structure rises one story from a poured-concrete foundation to a gabled roof, oriented north-south, without returns. Narrow flat boards trim the wood-shingled walls and the structure's three doorways. Double-leaf doors are centered in the east elevation, while a single-leaf door is off-center in each of the gable ends. The west (rear) elevation has a small horizontal awning window set high on the wall near each corner. Doors are constructed of vertical wood boards; the rear window sash are vinyl with vinyl trim. The roof is clad with wood shingles. Because of its recent construction, the woodshed/outhouse is noncontributing.

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The tennis court (1940) at the front of the site runs parallel to the street. Its asphalt court (originally a clay surface) is enclosed by a chain-link fence supported by dimensional lumber forming the square posts, rectangular top and bottom plates, and angled Y-braces. The vertical-board fencing at the back of the lot was installed ca. 2010.

Alterations

The Cataumet Schoolhouse retains an exceptionally high degree of architectural integrity, both inside and out. Significant alterations to the exterior of the schoolhouse building include replacement of two first-floor window sash in the 1930s and of the attic window sash in the late 20th century; replacement of doors to match the originals ca. 1999 (the interior door between the boys' entrance and classroom is original); replacement of modern asphalt roof shingles with wood shingles in 1999–2000; replacement of the window shutters ca. 2000 to match the originals; and reconstruction of the belfry in 2003.

The interior remains virtually unchanged. Electricity and ceiling light fixtures were added in 1934. A gas-fired furnace was installed in the attic ca. 2015 to make the building usable year-round. Other routine maintenance work (including re-puttying of windows, limited replacement of wood wall shingles, and painting) has been done in-kind.

All new work since 1999 has been carefully researched and executed to match historic features in design and materials, based on physical evidence of extant features, oral history, and/or photographic evidence.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

- ARCHITECTURE
- EDUCATION
- SOCIAL HISTORY

Period of Significance

1894–1969

Significant Dates

- 1894 (constructed)
- 1930 (closed as a school)
- 1934–1960 (use as a community center)

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

James West, builder

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

The Cataumet Schoolhouse is a fine example of vernacular, late 19th-century institutional architecture in Bourne. Located in one of the town's village centers, it represents both the history of local education and the late 19th- and 20th-century development of the town. The Cataumet Schoolhouse retains integrity of location, design, setting, materials, workmanship, feeling and association and meets Criteria A and C of the National Register on the local level of significance. The schoolhouse meets Criterion A for its association with the educational history of Bourne from the time of its construction in 1894 to its closure as a public school in 1930, and for its cultural role as a community center from 1934 to 1960. Architecturally, the schoolhouse

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meets Criterion C as a classic, extraordinarily well-preserved example of one-room schoolhouse design. Notable stylistic features include separate entrances for boys and girls, ample windows for natural illumination, decorative hoods over doors and windows, and, on the interior, original or early window sash, doors, wainscoting, plaster, and chalkboards.

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

Introduction and Town Context

Bourne is a small town at the northwestern end of Barnstable County, with a year-round population of about 20,000 that doubles in the summer. It occupies approximately 41 square miles of land, bordered by the towns of Plymouth on the north, Sandwich on the east, and Falmouth on the south, and by Buzzards Bay on the west. The Cape Cod Canal, an engineering landmark of the early 20th century, traverses the northern portion of the town, severing the peninsula of Cape Cod from the mainland and joining Cape Cod Bay on the northeast with Buzzards Bay on the southwest. The terrain is dominated by low rolling hills, sandy beaches, numerous small rivers and ponds, and plentiful marshes (both coastal and inland).

Bourne was originally part of the town of Sandwich (the first European settlement on Cape Cod, in 1637), from which it separated in 1884. In 1627, representatives of the Plymouth colony established the Aptuxet Trading Post in what is now the town of Bourne as a trading center for Europeans and Native Americans; it was located on the southern shore of the Monument River near Buzzards Bay. (The river has since been incorporated within the Cape Cod Canal.) The first permanent settlement of what is now Bourne occurred by the 1650s, in the northern part of the present town. A "praying village" for Native Americans who were converted to Christianity was also established in present-day Bourne in the 17th century; it continued through the Colonial period.

Today's villages of Pocasset and Cataumet were originally one area that was set aside as the second precinct of Sandwich in 1772. County Road, a major north/south thoroughfare that traverses the entire town south of the Cape Cod Canal, was laid out in 1684, providing a transportation route that complemented the many small harbors along Bourne's lengthy coastline. Like many early colonial roads, County Road follows a major Native American trail.

Bourne's economic base for its first two centuries was dominated by coastal trade and agriculture (including farming, fishing, and wood-cutting), with notable subsidiary industries in shipbuilding, salt production, and small-scale iron works. The arrival of the Cape Cod Railroad across the northern part of town in 1848 encouraged both industrial and residential growth, including the regionally distinctive cranberry industry in the mid-19th century. In 1872, the Cape Cod Railroad opened a north-south line, the Woods Hole Branch Railroad, which ran the length

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of Bourne parallel to and near the coastline of Buzzards Bay; it was accessed by three depots in present-day Bourne. The resulting transportation connections to Boston and New York provoked a boom in summer visitors along with accompanying homes and support services.

After the Civil War, Bourne's small harbors could not support the larger sailing vessels then becoming dominant, and the town's seafaring economy dwindled. Bourne's iron foundries and a large manufacturer of railroad cars continued to prosper for several decades, however, making Bourne the leading industrial town on Cape Cod in the late 19th and early 20th centuries. More significantly, as in many coastal communities in Massachusetts, summer resorts emerged to offset the decline of maritime trade, exploiting the same natural landscape.

Between 1870 and 1915, Bourne's population grew by 96%, and its share of foreign-born residents grew from 3.3% in 1885 to nearly 26% in 1915. Portuguese (mostly from the Azores and Cape Verde) formed the largest ethnic group in the latter year. The Keith Manufacturing Co. in the northern part of town developed an extensive business in railroad freight cars and employed a sizeable number of Italian immigrants. Cape Verdeans were often employed on ships (they were first recruited by New Bedford whalers in the late 18th century) or in farming—especially cranberry harvesting. Bourne also maintained a significant population of Native Americans into the early 20th century. During this period, commercial activities coalesced at Buzzards Bay Village, where the Cape Cod Canal meets Buzzards Bay. Civic buildings collected just to the south, across the canal, at Bourne Village. Summer resort development—including residential estates and subdivisions, recreational clubs, and small- to moderate-scale hotels—tended to populate the coastline of the town.

In 1909, the selectmen's report noted that "Bourne has many attractions in the Sagamore Beach properties, Buzzards Bay, Monument Beach, Pocasset and Cataumet villages, the summer people being very cordial and are putting up modern dwellings and every now and then taking up permanent residence" (Annual Report 1909: 9).

The Cape Cod Canal opened in 1914 and was enlarged in the 1930s, encouraging additional summer visitors and development. Bourne's growth rate slowed somewhat after World War I—to 24% between the two world wars—partly because automobiles allowed summer people to travel farther east on Cape Cod. By World War II, the town's principal industries were cranberry growing, dairying, and tourism. During the later 20th century, Bourne became a largely suburban residential town with a significant summer resort industry and a small, modern commercial center in Buzzards Bay Village. Two leading institutions with economic prominence in Bourne today are the Massachusetts Maritime Academy (established 1891) in Buzzards Bay Village, and Camp Edwards U.S. Military Reservation (dedicated in 1938), which is located mostly in Sandwich and partly in the eastern section of Bourne.

Note: *The following context on the history of education state-wide in Massachusetts and town-wide in Bourne is excerpted from a National Register nomination that was recently prepared for a nearly contemporaneous and architecturally similar one-room school in the northern part of*

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Bourne: the Bournedale Village School, BOU.57, NRIND 2013 (Public Archaeology Laboratory, preservation consultant).

Massachusetts Public Schools and Early Educational Reforms

The development of the public school system in Massachusetts began in 1789, when a law was passed that allowed for the formation of local school districts. Prior to this, tax-supported schooling was required for towns with 50 families or more; some larger towns also required a grammar school (MHC 1987). With the passage of the 1789 law and the establishment of the district school system, towns were permitted to subdivide into smaller units. This allowed the residents to make decisions about teacher selection, curriculum, and schoolhouse construction and maintenance (MHC 1987). The 1789 legislation also began a period, lasting approximately 50 years, during which there was an increase in local control of schools, and a decrease in central authority (Martin 1901). Construction of school buildings progressed slowly, and in 1800, power was given to the school districts to levy a tax for this purpose. Local control of school districts culminated in 1828 when districts were given complete control of schools, with the exception of teacher certification (Martin 1901).

Efficient school management decreased after 1828, and efforts to reassert a centralized power emerged. In 1837, Massachusetts became the first state to establish a Board of Education in an attempt to consolidate school authority, enact reform measures, and create consistent standards. The 1837 law led to the development of the country's first universal, tax-supported, public school system (Martin 1901). The newly established Board of Education introduced such reforms as graded schools, school libraries, a standardized curriculum, and better schoolhouse construction.

An early reformer and advocate was Horace Mann, who was elected secretary of the Board of Education at its first meeting on June 29, 1837. One of the primary contributions Mann made to the development of the Massachusetts educational system was the creation of 'normal schools' as a way to establish teaching standards, or norms. In a further effort to create standards throughout the state, Mann prepared a series of annual reports that were widely read and distributed.

School building construction was an early and important concern of Mann's. In 1837, he published a supplement to his first annual report, in which he discussed the design and construction of schoolhouses. During this time, the one-room schoolhouse was the most common type of school building constructed, especially in more rural areas. In this supplement, Mann focused on specific topics, including ventilation and heating, size, furniture, location, and the need for yards and playgrounds.

By the mid 19th century, small, rural areas were rapidly industrializing. The development of urban centers brought on by industrialization resulted in crowded school buildings. To address this, schools in large urban areas were graded, and intermediate schools were introduced. In rural villages the grades were separated into a primary school and a high

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school (Martin 1901). Between 1860 and 1875, 90 high schools were established as a means of separating the upper grades from the smaller district schools. The increased amount of students, the grading of the classes, and the establishment of high schools necessitated the need for larger and safer school buildings. In 1882 the district school system was abolished, and the construction of consolidated school buildings increased.

Development of the Bourne School System in the 19th Century

Bourne was originally the western part of the larger town of Sandwich, Massachusetts, founded in 1637. The first reference to a school in Sandwich is in 1677, when a schoolmaster was secured to serve in several places, allotting four months for each place. James Chadwick is recorded as the first schoolmaster (Lovell 1984:109). In 1713, the town voted to allow certain families 'liberty to build a school at their own cost' (Lovell 1984:139). As a result, schools were locally built and maintained in each district. From 1790 to 1830 the population of Sandwich grew by 68%, mostly during the periods 1800-1810, and 1820-1830 (MHC 1984b). The population growth was mostly related to the construction of a glassworks factory (MHC 1984b). The number of school districts in the town rose from eight to ten in 1804, and to twelve in 1813 (Lovell 1984:285). In the early 19th century, at least four schoolhouses were located in the part of the town that later became Bourne. These early school buildings were typically one-room schoolhouses, with stone fireplaces and bench seating. . . (Keene 1937).

Twenty-three school districts are identified in Sandwich as of 1857 (Walling 1857). . . In 1866, the Monument Academy [constructed in Bourne Village in 1840] was moved to its current location on Sandwich Road. . . The upper rooms of the Monument Academy were used for high school students for a short period, as part of the rotating high school system in place in Sandwich at the time. Older students from the schools at 'Over-the-River' and Lower Monument Neck attended the academy as well, marking an early example of the consolidation that would later become the norm in school organization.

Under the district system, decisions on building maintenance, new construction, and school policies were made by the District Committees, and the quality of the facilities varied widely (Lovell 1984:321). In 1863, the town of Sandwich accepted recent state legislation regarding central town financing and control of the public school system. Steps were taken to rationalize the sprawling district school system that had evolved over the previous 70 years, with 23 locally operated districts and no permanent public high school. All hiring and new construction decisions were controlled by a centralized Town School Board. Under their direction, the districts were consolidated and larger schools were built, including the new Sandwich Academy that served as a central high school (Lovell 1984:350).

By the last quarter of the 19th century, the developing economy and increasing population of western Sandwich motivated the residents to separate themselves from the town of Sandwich. The new town of Bourne was established in 1884, with a population of 1,390 scattered throughout eight villages (Keene 1937:124). Each village, including Cataumet,

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North Pocasset, Monument Beach (formerly South Monument), Bourne, Buzzards Bay, Head-of-the-Bay, Bournedale, and Sagamore, comprised a school district. During the first year after incorporation, 223 pupils were enrolled between the ages of 5 and 15 (Town Report 1884). The schools were all small, one-room schoolhouses (except at Sagamore, which had two rooms) and taught grades one through eight." The Cataumet Schoolhouse was the penultimate one-room schoolhouse constructed in Bourne, succeeded by the Bournedale Village School, in the northern part of town, in 1897.

High school students took the train to Sandwich or Middleborough, or roomed with relatives in towns with high schools, until an addition was built on the Buzzards Bay schoolhouse in 1885 to serve as a separate high school for Bourne students."

Twentieth-Century Educational Reforms

The town's population continued to increase after incorporation in 1884, and small district schools were no longer sufficient in terms of size and amenities. At the same time, progressive ideas about school reform began to enter the local educational discussions. During the early years of the 20th century, national education reform policy concerning school construction shifted strongly away from small, wood-frame one-room schools toward large, brick consolidated ones (MHC 1987:214). Bourne was one of the first towns on Cape Cod to put the modern idea of school consolidation into practice, with the construction of its new high school in Bourne Village in 1905. The Head-of-the-Bay schoolhouse was closed that year, and the Monument Academy building was used thereafter for primary school students only.

School consolidation continued to gain momentum across the United States throughout the first few decades of the 20th century. In response to recommendations from the federal government, such as those given by Theodore Roosevelt's 1908 National Commission on Country Life, as well as numerous books published between 1908 and 1925 advocating rural school consolidation (Gulliford 1984:40-43), state school superintendents began to link state financial support for one-room schools to compulsory attendance laws, and advise state legislatures to provide additional funding for consolidated schools. As Bourne continued to expand its school system to keep up with population growth, especially following the opening of the Cape Cod Canal in 1914, the focus remained on consolidation. Paved roads and the availability of automobiles and school buses also eliminated the need to have multiple schools within walking distance of pupils. In 1909, a new four-room school was opened at Sagamore, and in 1920, a larger and more modern building replaced the school at Monument Beach...

The Bournedale Village School closed in 1925, ... and the students from Bournedale were transported by bus to Sagamore in the fall (Town Report 1925). That same year, the upper grades from all the town schools except Sagamore were consolidated under one roof at the new Bourne Grammar School built in Bourne Village, leaving only three one-room primary schools operating at Buzzards Bay, Monument Beach, and Cataumet (the school at Pocasset had closed in 1924). In keeping with state and national trends, these remaining one-room schools were all closed [in 1930]. By 1938, more than 19,000 one-room schools

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had been abandoned in the United States (Gulliford 1984:44).

The advent of the automobile in the second and third decades of the 20th century, which allowed large numbers of residents of Boston and other regional urban centers relatively easy access to Cape Cod, and the construction of Camp Edwards in 1937, contributed to additional surges in Bourne's population. A new and larger high school was built in 1961, and the original Bourne High School became a junior high school. School enrollment for the town of Bourne peaked in 1968 at a total of 4,625 students; that year nine schools were in operation. With the reduction of the military on Camp Edwards, the number of students was simultaneously reduced. The Bourne Grammar School was closed in 1981 due to declining enrollment, and in 1990, the junior high school located in the former Bourne High School was also closed." The Bourne public school system presently contains two elementary schools, a middle school, and one high school.

Several of Bourne's one-room schoolhouses were moved and reused as dwellings, including the buildings at Lower Monument Neck, 'Over-the-River,' Head-of-the-Bay, and Monument Beach (Keene 1937:153). Some earlier schools were repurposed for other civic or municipal functions, such as the Monument Academy, which was moved east and remodeled to serve as the General Leonard Wood American Legion Post #230, and later became the Bourne School Administration Building (Bradley 1993:48; Gibbs 1984). Similarly, both the Bournedale Village School building and the Cataumet Schoolhouse are still owned by the town and after their closings were used as meeting halls by local organizations.

The Bournedale Village School is still maintained and used as a meeting place by the Bournedale Civic Association. After three decades of use by its own community association (see below), Cataumet's schoolhouse was used for storage by the town school department from 1960 to 1999. It has since been maintained and operated by the Cataumet Schoolhouse Preservation Group (see below).

History of Cataumet

During the 16th and early 17th centuries, Native American settlements in Cataumet are widely reported, due to the area's coastal location and topography. Nanquatnumacke, a Wampanoag, owned a large tract of land that included the present village of Cataumet until about 1670, when it was inherited by and dispersed among his four sons.

European settlers moved into the Cataumet area in the late 17th century, with members of five families—Lawrence, Swift, Handy, Wing, and Barlow—acquiring large, east-west tracts of land that extended between the coast and inland woodlands. Farming, livestock, and lumbering were the primary activities in this remote section of what was then the town of Sandwich. Barrel-making and the production of pine tar and turpentine were other notable early industries.

With the laying out of County Road in 1684, a disperse but significant linear settlement began to appear in the southern part of what is now Bourne, with an array of 18th- and early 19th-century homes still extant in the Cataumet neighborhood. Brothers Samuel and Ephraim Swift

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established an east/west roadway across their land in southern Cataumet, thought to approximate today's Scraggy Neck Road, in the late 1690s.

Population growth was slow in this part of Bourne in the 18th century. In 1730, seventeen heads of families were recorded in the Pocasset-Cataumet area, all with the original five settlers' surnames. By 1790, there were 29 heads of families here, with five additional new surnames. In 1800, 41 heads of families were enumerated, more than half of whom were not in the 5 founding families.

Minister Richard Bourne reported eight Native American families, probably encompassing about 30 individuals, in Pocasset-Cataumet in the 1660s; by 1674, he reported "40 praying Indians" (quoted in Sawyer: 2) in the area. Native Americans and European settlers reportedly enjoyed a "comfortable co-existence" in the greater Pocasset area (Sawyer: 10). By 1760, Pocasset-Cataumet and neighboring North Falmouth had the largest population of Native Americans on the Upper Cape, excepting the native reservation that comprised the nearby town of Mashpee, which was established in 1660.

The Cataumet Methodist Church (BOU.70) and Cataumet Cemetery (BOU.805) were established ca. 1770, about one-half mile north of the Cataumet Schoolhouse site. The church ministered (separately) to both Native-American and European-American residents. In 1795, Dimmick Tavern was established a short distance north of the Cataumet Schoolhouse site, opposite the intersection of County Road and Depot Road. It served as an important stagecoach stop on the way to Falmouth. (The Tavern was eventually rebuilt as the Bay View House hotel [1167 County Road, 1876; extant]).

The Pocasset-Cataumet area grew steadily in the first half of the 19th century. The principal industry was still agriculture, but its diversified economy also encompassed coastal trading, a shipyard, grain mill, iron foundry, and edge-tool factory. A village center with wharves, mills, and manufacturing arose at its northern end (near the Pocasset River and Pocasset Harbor), while more rural landscapes dominated in the southern end; these separate communities were distinguished as North and South Pocasset. By 1825, two residents of the Pocasset-Cataumet area were among the town of Sandwich's top ten taxpayers: Hercules Weston, an iron-maker, and William Handy, who commanded several whaling vessels that sailed from New Bedford and also owned a shipyard near his house in North Pocasset.

When the railroad arrived in Bourne in 1872, the two stations that it built in the Pocasset district were differentiated as Pocasset (in North Pocasset) and Cataumet (in South Pocasset). In 1889, the U.S. Postal Service officially confirmed the name change by identifying the South Pocasset post office as Cataumet.

In 1876, a local resident described the Pocasset-Cataumet community as containing a total of 80 houses, with approximately 360 permanent residents and numerous summer visitors, two churches, and two district schoolhouses operating about six months of the year. Leading occupations were reported as farming, coastal trade, and whaling out of New Bedford. Although the Pocasset-Cataumet area's coastal trade and prominent iron foundry declined after the Civil

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War, their economic value was easily replaced by the summer resort industry. The Woods Hole Branch Railroad opened up the picturesque shoreline of Cataumet to summer visitors, sparking new and different housing, recreational buildings, commercial activity, and employment in support services. Three trains came in and out of Cataumet every day in the winter, and ten to fifteen each day in the summer.

Summer visitors transformed the local economy and culture. A preservation study of the Cataumet Schoolhouse details some of these changes:

“A comparison of the 1860 and 1900 census occupation data reveals a dramatic evolution from the subsistence farming origins through an industrial transition to the founding of a tourist-based economy. In 1860 the population of Barnstable County was approximately 35,981, by 1900 it had declined to 27,826. In 1860 there were 25 ironworkers, by 1900 there was a single blacksmith. The 12 farmers from 1860 increased to 26 by 1900; however, farmers were now identified as specialty farmers of, for example, cranberries or market gardening. The number of carpenters increased from four to 12, painters from one to four. Several new professions appear by 1900 substantiating the new economy: baker, barber, boatman, club manager, coachman, coal dealer, greenhouse superintendent, gardener, justice of the peace, dressmaker, hotel proprietor fruit dealer, machinist and physician.”
(Preservation Plan for the Cataumet Schoolhouse: 7]

During the late 19th and early 20th centuries, the village of Cataumet experienced the construction of a train depot, post office, and a series of small general stores; boarding houses and at least two modest hotels for summer tourists; sporting clubs for hunting, fishing, sailing, and golf (frequented by both locals and vacationers); grand estates built on the larger peninsulas and islands; and the development of a small enclave of upper-middle-class summer homes fronting on Squeteague Harbor (BOU.X). By 1926, Cataumet had about 50 summer houses.

Cranberry and ice harvesting—the latter servicing mostly summer people—were notable industries in Cataumet and Pocasset in the late 19th century. Cranberries were the area’s only commercial crop by the early 20th century, with substantial cranberry bogs situated in Cataumet on both sides of County Road, a short distance north of the Cataumet Schoolhouse. Entire families were often employed in harvesting; in 1907, a school committee study revealed that 85 children in the town picked cranberries for six or more days a year. The opening of the school year in Cataumet was arranged to allow the children to participate in the harvest.

The Cataumet Schoolhouse and the History of Education in Cataumet Village

The first known record of education in Pocasset-Cataumet occurred in 1720, when three pounds were allotted to residents of the precinct for paying a teacher to instruct the younger children of the area in reading. By 1725, the Pocasset-Cataumet district employed itinerant school teachers who lived with local residents for three-month periods at intervals of 2 ½ to 3 ½ years. In 1799, Pocasset-Cataumet was recorded as having 88 students, and in 1813 was divided into two school districts.

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Cataumet's first formal schoolhouse, built at an unknown date in the early 19th century, was located across from the Methodist Church on County Road, not far north of the Cataumet Schoolhouse property. The second schoolhouse, constructed after 1813, was located south of the present school, near the intersection of County Road and Scraggy Neck Road. (Neither of these buildings is extant.) By 1860, Pocasset-Cataumet had 480 residents and three schoolhouses, including a new building in the village of Pocasset.

After accepting municipal control of the local school system in 1863, the town of Sandwich took over the three school buildings in North and South Pocasset and re-drew the district boundaries. In 1864, the middle and south districts were combined into a new schoolhouse on the site of the present Cataumet Schoolhouse. Like the present building, the 1864 schoolhouse was set far back on the lot, which was acquired from neighbor Aaron Burgess, a blacksmith. A photograph shows the 1864 school building as a one-story, rectangular, wood-frame structure with a low-pitched, front-gable roof; its three-bay façade featured a center entrance with an indeterminate decorative surround and a single window to each side.

When Bourne separated from the town of Sandwich in 1884, it claimed a total of eight schoolhouses; the village of Cataumet was designated as School District No. 1. In the town of Bourne's first annual report, the school committee evaluated the "Building situated in Cataumet on the road leading to Falmouth. It is in fair condition, was appraised at \$600, insured for \$800. Some repairs this past year—few if any required for the coming year" (Annual Report 1884: 82). In 1884, Cataumet had a population of 139 residents in 55 dwellings (with an additional 13 summer homes) and 28 "scholars" (students).

By 1893, the Cataumet school building's condition had worsened considerably. The School Committee reported that

"The house at Cataumet we find to be the poorest in the town. The arrangement of the room is very poor, and the house will, in a short time, need quite extensive repairs, which will hardly be an economical outlay for the town. We advise only such repairs as comfort and health demand, until such time as the town deems it advisable to replace the building by a new one. A well has been sunk in front of the lot and provided with a substantial stone trough which is a great convenience to the school, as well as to the public." (Annual Report 1893: 70) (Note: The trough is extant; the lower portion of the well survives beneath a modern manhole cover.)

The town chose not to repair but to completely replace the deteriorated 1864 structure. The Annual Report for 1894 announces the construction of a new schoolhouse and outbuilding at Cataumet,

"The same being one story, dimensions, 25 ft by 33 1-2 ft, which has been seated with the most approved seats and desks. Upon examination of the outbuildings they were found to be almost worthless, and have been replaced with a new building. The school building is heated and ventilated in accordance with the requirements of the State Inspectors. The contract for

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building was awarded to your townsman, James H. West, whose work has been entirely satisfactory, and the building is one in quality and size that will in our opinion serve the needs of the district for many years." (Annual Report 1894: 79)

The old schoolhouse was auctioned off to Captain Anthony Little (who served the town as chairman of the Board of Registered Voters), who purchased the old schoolhouse for \$40 and moved it to his nearby property for re-use as a barn. (It burned in the 1950s.) Moses C. Waterhouse (who was a member of the school committee) assisted with the move. Capt. Little is speculated also to have helped with the construction of the new building. That work began at the end of June 1894 and was finished in time for the opening of the fall term in October. Progress was closely followed in the local newspaper, the *Bourne Pioneer*. Seth Gifford was laying the foundation in mid-July, by which time the required lumber had been delivered to the site. By the end of July, the framing was up and sheathed, and the roof was shingled. In mid-September, O. W. Messerve of North Falmouth was painting the building. The school opened on October 8, 1894. Additional desks were installed in late November or early December.

Builder James H. West (1833–1922) was a veteran of the Civil War (where he achieved the rank of colonel) and is identified as a carpenter in military records and several U.S. censuses. He lived on County Road south of the Cataumet Schoolhouse, near the Falmouth town line, and is buried up the road in Cataumet Cemetery. West was paid \$1,200 for his original contract for the school construction and \$31.50 in additional services.

The source of the design of the Cataumet Schoolhouse is uncertain. Moses C. Waterhouse (1856–1937), who was credited with helping with the move of the old schoolhouse, may also have been involved in the design of its replacement. Described in late 19th and early 20th century records as a carpenter, contractor, and builder, Waterhouse was named as the architect for the contemporaneous Bournedale Village School (1897; NRIND 2013) in Massachusetts's Department of Public Safety plan records. By 1900, Waterhouse's occupation was also described as a lawyer. In addition to his long-time membership on the school committee, Waterhouse served as a town assessor and state representative.

Financial records in the 1894 Annual Report detail payments to Mary P. Hill for teaching (she was paid monthly at the rate of \$9 per week). Payments were also made to O. W. Messerve for interior painting; Charles W. Allen for two wood benches (which were placed at the back of the classroom); Barstow Stove Co. for the original wood stove; David D. Nye for grading around the schoolhouse; F. D. Handy for supplies, a committee hearing, wood, and unspecified work on the building; Manitowoc Seating Co. for furniture; A. R. Eldridge for lumber and furnishings; Charles. C. Jones for labor; and Moses C. Waterhouse for furnishings and "superintending building" (possibly construction supervision) (Annual Report 1894: 71). The total cost of the new schoolhouse was \$1,477.30. In 1912, a bell was purchased for the school from Sears, Roebuck and Company at a cost of \$7.52. This is the first record of a bell in the belfry, although the belfry appears to have been part of the building's original construction.

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The schoolhouse originally had an outhouse that was located directly behind the school building on the back property line. This small wood-frame structure had a side-gable roof, girls' and boys' privies on each end, and wood storage in the middle. A vertical-board privacy fence extended between the east elevation of the outhouse building and the back (west) wall of the schoolhouse. The outhouse/woodshed survived until at least 1950; fragments of the foundation are still present in the ground. A modern, pre-fabricated wood storage shed presently stands between the schoolhouse and the back (west) property line.

When the Cataumet Schoolhouse opened in 1894, grades one through eight were taught in the building. One teacher was in charge. In 1905, grades seven and eight moved to the newly opened high school building in Bourne Village. The Annual Report for 1909 candidly observed that removal of the older students improved the work of the younger students and relieved the teachers "of much of that nervous exhaustion and physical strain which is a serious menace to good health and efficient work" (Annual Report 1909: 152).

Grades five and six were moved out of the Cataumet Schoolhouse in 1925, when a new grammar school serving the entire town was constructed in Bourne Village. Pocasset's schoolhouse closed in that year, and five of its students were transferred to the Cataumet Schoolhouse. They were transported in a converted Model T that was devised by the driver, William Howard, who also served as the lighthouse keeper at the Wings Neck Lighthouse.

In 1929, Bourne still operated three one-room schools (at Cataumet, Monument Beach, and Buzzards Bay), but the school superintendent noted that "It is hard to justify their existence" (Annual Report 1929: 134). That same year, the parents of the Cataumet students—including the children from Pocasset who were attending the Cataumet Schoolhouse—and families in the village of Monument Beach petitioned the school department to transfer their children to the new consolidated school at Bourne Village. Cataumet and the other remaining one-room schoolhouses were closed the next year, in 1930. Only the Cataumet and Bournedale one-room school buildings survive on their original sites and significantly intact (see discussion in Twentieth Century Educational Reforms, above).

Teachers at the Cataumet Schoolhouse were typically unmarried local women; most had professional training. The complete list of teachers, the year(s) in which they taught at Cataumet, and their known training (in parentheses) is as follows:

Mary P. Hill, 1894–1895 (Los Angeles Normal School) (Miss Hill had taught in the old schoolhouse in 1893)

Florence M. Meserve, 1895–1896

Fannie E. Perry, 1896–1897 (East Greenwich Academy)

Bertha A. Rogers, 1897–1898 (Pawtucket Training School)

Eloise A. Barstow, 1898–1899 (Boston Normal School)

Sadie K. Chipman, 1899–1904 (Sandwich High School)

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Molly M. Davis, 1904–1905 (Farmington [Maine] Normal School)
Mary C. Fowle, 1906 (Mount Holyoke College)
Lucretia T. Proctor, 1906–1907 (Hyannis Normal School)
Sara F. Parker, 1908 (Hyannis Normal School)
Dorothy Nye, 1909 (Hyannis Normal School)
Elsie M. Stratton, 1910–1912 (Bridgewater Normal School)
Myrta L. Gladwin, 1912–1913 (Bridgewater Normal School)
Florence E. Eldred, 1913–1919 (Hyannis Normal School)
Bernice E. Philbrick, 1919–1920 (Bridgewater Normal School)
Myrta Gladwin Chadwick, 1920–1930 (Bridgewater Normal School)

One of the reasons for the high turnover of early teachers may have been their low pay. The school superintendent in 1898 observed that “The best thing about our schools is that we have good teachers. One of the worst things is that we cannot keep them” (Annual Report 1898: 139). Little is presently known of the schoolteachers’ lives, but research suggests that their lives reflect the history of Bourne in the late 19th and early 20th centuries. Representative examples follow:

Mary P. Hill (b. 1875) was the daughter of a Provincetown mariner; after leaving the Cataumet Schoolhouse (she continued to teach in Bourne schools), in 1900 she is known to have boarded at grocer Francis K. Irwin’s home opposite the Cataumet train depot. She was married in 1901 to Taylor Holmes, a fisherman and later a caretaker on the Bourne estate of Theodore Lyman.

Florence M. Meserve (b. 1875) was the daughter of Justin Meserve, a grocer. She was married in 1900 to Whitman A. Goetchins, a clerk who later worked as a salesman in a hardware store. By 1910, Florence and her husband had moved away from Cape Cod and had three children.

Sadie K. Chipman (1876–1949) of Sandwich was the daughter of Thomas Chipman, a glass-cutter in that town’s celebrated industry. She remained single and appears to have lived her entire life in Sandwich.

Florence E. Eldred (1892–1984), born in Falmouth, was the daughter of a boat builder and ship owner. She was married in 1921 to Edward M. Johnson, a ship carpenter. Miss Eldred resided in Falmouth while she taught at the Cataumet Schoolhouse; she reportedly took the train to Cataumet and boarded with an area family during the school week.

Born in Connecticut, Myrta Gladwin Chadwick (1890–1952) was married in 1915 to James Chadwick, a Cataumet native; they are both buried in Cataumet Cemetery. Mr. Chadwick (1890–1980) worked as a motorman and retail salesman and served as school custodian while his

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wife taught at the Cataumet Schoolhouse. Mr. Chadwick was later involved with the Cataumet Community Association (see below).

School custodians were sometimes adult men and often junior and senior high school boys. Carol Lawrence, the only known girl to hold this position, worked at the school from 1914 to 1917.

The students who attended the Cataumet Schoolhouse typically lived within walking distance of the building. Average annual attendance ranged between 19 and nearly 30 children between 1894 and 1905, when the school housed grades one through eight. From 1905 to 1925, when grades one through six occupied the Cataumet Schoolhouse, the number of students ranged between eleven and twenty. Enrollment rose to around 30 in the final five years, likely due to the consolidation of grammar schools in the town at that time.

A remarkable characteristic of the student body of the Cataumet Schoolhouse is the number of children who belonged to ethnic minorities, including Native Americans, Portuguese (including immigrants from Cape Verde and the Azores), and African Americans, who often intermarried. A series of annual class photographs taken between 1895 and 1926 shows members of ethnic minorities as early as 1901 (see Figure 2). As many as four to six minority students were represented in four of the years from which class photographs survive, and in 1909 constituted about one-third of the student body at the Cataumet Schoolhouse. Family names of these students included Tobey and Pells (of Native American ancestry) and Silvia (Portuguese).

Bourne schools had three terms (winter, spring, and fall), with two- to four-week breaks between. Many local boys are thought to have attended school only during the winter term and worked for the rest of the year. The Cataumet school year typically began after other town schools, so that its students could help with the cranberry harvest. The town report for 1894, in announcing the official opening date of the fall 1895 term, explicitly stated that "Should cranberry picking seriously threaten attendance, this date may be postponed one week" (Annual Report 1894: 82).

In 1896, the school committee adopted a daily schedule of morning class time from 9 to noon, a lunch break, and an afternoon session from 1:15 to 4 pm, with a fifteen-minute recess in each class session. At the Cataumet Schoolhouse, the short morning recess permitted students to play at the back of the schoolyard; the mid-day break allowed for lunch and recess in the front yard—often an organized game, such as baseball. Students who lived close enough walked home for lunch. Desks inside the classroom were arranged in east/west columns that faced the teacher's desk at the east end of the classroom. Three of the existing desks are original to the building; others of the period were added during the 21st century restoration of the building. One segment of blackboard was assigned to each grade. The southeast corner of the classroom featured a water dispenser for the refreshment of the students; its original shelves are extant. A former student who attended the Cataumet Schoolhouse in the late 1920s recalled that water was provided from a keg with a spigot and was brought by the janitor each morning from the Cataumet Laundry next door.

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The entry vestibules at the front corners of the building each had (original or early) a wash basin and rows of hooks on the walls for hanging student lunch pails and coats. A few of the original hooks survive in the girls' entrance (southeast corner of the building); the wash basins were removed at an undetermined time. During most of the building's use as a school, the boys' entrance (northeast corner) also had a wood box attached to the west wall, used for fueling the heating stove in the classroom. A local historian reports that the front doors of the schoolhouse originally swung inward, but were re-hung to swing outward for better emergency egress following the Triangle Shirtwaist Factory fire in New York City in 1911—where nearly 150 workers died, largely unable to safely escape the buildings.

The neighborhood around the Cataumet Schoolhouse remained primarily agricultural in the first half of the 20th century, with sparse residential development still clinging to County Road. A wood-frame commercial laundry operated on the adjacent parcel to the north by 1919, and a gas station and convenience store were located adjacent to the school on the south in the 1930s.

After the Cataumet School closed in 1930, the property served from 1934 to ca. 1960 as a lively social and recreational center for the neighborhood. As reported in a local newspaper in October 1934,

“Cataumet anticipates an active social season this Fall and Winter. Plans are well under way for organizing a Community Club composed of young and old, particularly the young folks who are interested in having some wholesome fun in the community. More than 25 wide awake citizens met Monday night at the little school to discuss plans for the club.

“The meeting was opened with a brief message from Mrs. Maurice Johnson, member of the School Committee[,] who expressed the hearty approval of the School Committee in an undertaking of this kind. Mrs. Johnson stated the building might be used for social and recreation purposes so long as it did not conflict with school use. The school [committee] does not wish to give up the building since it may be needed for educational purposes in the future. It cannot, however, be used for business purpose nor be defaced in any way.”
(Bourne Archives, “Cataumet Community Association folder, 82.4-14 (1934-1956)”)

The first Board of Directors of the new Cataumet Community Association included Frances K. Irwin, George Pettee, Selectman John A. Lewis, Mrs. Fred W. Fuller, and Mrs. R. S. Handy. The founding officers were James A. Chadwick (husband of former Cataumet teacher Myrta Gladwyn Chadwick), president; Fred W. Fuller, vice-president; and Mrs. Dorothy Ward, secretary-treasurer. These eight leaders were all Cataumet residents, and seven of them lived on County Road. As reported in the 1930 and 1940 federal censuses, their occupations are representative of the village in this period. Frances Irwin was a grocer and a storekeeper in a general store, and served as postmaster; George Pettee was a sign painter; John Lewis owned a poultry farm in addition to his service as selectman; and James A. Chadwick was a salesman in a grocery store. (Chadwick's wife Myrta Gladwin Chadwick had taught school in this building in

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the 1920s.) Of the three women involved in running the Community Association, Elsie Fuller was the wife of Frederick W. Fuller, a salesman in a grocery store; Mary Handy was married to Robert S. Handy, whose occupation was listed in the 1940 census as "proprietor"; Dorothy Ward was married to Fredrick [sic] Ward, who was employed as a wool sorter in a wool factory.

The Cataumet Community Association assumed responsibility for maintaining the schoolhouse, held its meetings in the building, and sponsored numerous social events and activities here. These included dances and theatrical performances for young people; meetings of the Pocasset Grange, Civil Defense, Town Affairs Committee, Young Neighbors Club (a group of young married people), Boy Scouts, and Girl Scouts; day care programs and a dancing school; and several church congregations (Seventh Day Adventists, Christadelphians, and the Church of Latter Day Saints) before they constructed their own buildings.

During the period when the Community Association occupied the schoolhouse, the property was only minimally altered. The very first vote of the Cataumet Community Association was to direct the electrification of the building. Later that fall (1934), local electrician Herbert W. Porter installed four ceiling lights and one electrical outlet in the classroom, one ceiling light in the center of each entrance vestibule, and one exterior light (extant) over the south entrance door. The most conspicuous alteration to the property was the addition of a public tennis court along the street frontage in 1940. This project was sponsored by the Girl Scouts and the Cataumet Community Association; WPA and Town funding may also have been involved, but have not been confirmed. In 1944, the schoolhouse's belfry was damaged by a hurricane and removed, and in 1947, plumbing was installed in the building. The Cataumet Community Association disbanded ca. 1960 due to dwindling membership.

From 1960 to 1999, the Bourne School Committee re-occupied the building for school department storage. Interest in restoring the building as a schoolhouse began as early as 1988. In 1999 the Cataumet Schoolhouse Preservation Group (CSPG) incorporated as a non-profit organization and acquired a lease for the building and responsibility for its maintenance. The CSPG is composed of local residents whose mission is to preserve and maintain the schoolhouse building; increase knowledge of and preserve the history of the schoolhouse, the village, and the town; and promote educational, cultural, and recreational programs and activities.

Over the last 17 years, the CSPG has undertaken a steady program of building repairs and restoration with careful attention to authenticity and detail. A building conditions assessment was prepared in 2000 by Historic Building Architects, LLC and the Department of City and Regional Planning at the University of Pennsylvania. Guided by the recommendations in this report, asphalt-roof shingles were replaced with wood shingles; limited areas of wood wall shingles were replaced (approximately 75% of the shingles are original); trim was repaired; and the exterior and interior were painted. (The exterior color scheme—grey walls with white trim—is based on early 20th-century photographs and surviving paint layers.

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The belfry was reconstructed in 2003 based on historic photographs, with an antique bell (donated by the Bourne Society for Historic Preservation) that is the same Sears, Roebuck & Co. model as the original. A reproduction of the original outhouse was constructed in 2008–2009, based on historic photographs; it was placed off to the side of the schoolhouse because of modern zoning (setback) requirements. At the same time, a removable metal ramp was purchased to provide handicapped access into the schoolhouse; it is set up on an as-needed basis. An antique heating stove was installed in the northeast corner of the classroom (2012), where the similar original stove was situated, and a new gas heating system was installed in the attic (2015).

The 1893 trough, which served both the school and passersby, remains on the property but in a somewhat different location. After being hit by a snowplow, the trough was removed from the property for safekeeping in the 1940s or 1950s (possibly 1946). It was returned to the schoolhouse site ca. 2005, where it was initially installed under a hydrant along County Road; it was moved to its present position ca. 2015 due to concerns about future damage from snowplows and other vehicles.

The Cataumet Schoolhouse Preservation Group operates the property as a venue for community events and visits by local students, who are given a full day, hands-on experience of turn-of-the-20th-century schooling. Fundraising, social, and cultural events held at the schoolhouse include a summer lecture series on local history, an antique car show, a boat-building class, holiday programs (including a haunted house and Christmas sale), art shows, craft shows, flea markets, cookouts, and weddings.

Architectural Significance

The Cataumet Schoolhouse is a comparatively rare example of the one-room schoolhouse building type that was ubiquitous in the 19th century, and it is one of only two intact examples in Bourne. Its surviving and nearly contemporaneous sister, the Bournedale Village School (1897; NRIND 2013), is remarkably similar in plan, form, and finishes, but is more eclectically styled and has been significantly altered on the interior. The Cataumet Schoolhouse's wealth of intact interior materials and finishes is remarkable. Missing and deteriorated features have been carefully restored based on close examination of existing physical evidence, historic photographs, and documentary research.

The Cataumet Schoolhouse employs a standard 19th-century design for one-room schoolhouses, with a large, single classroom finished with dark wainscoting and illuminated by two large, widely spaced windows on each long side; separate entrances for girls and boys; and a prominent belfry. The building's form, design, and materials are typical of late 19th-century, one-room school buildings in Massachusetts, and its design is relatively modest. However, the Cataumet Schoolhouse demonstrates a stylish attention to detail in the door and window hoods, belfry, paneled doors, and interior trim. The unassuming yet thoughtful and carefully crafted nature of the schoolhouse is characteristic of Cape Cod architecture. The schoolhouse significantly continues to function as a public meeting space and retains its character-defining features on both

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The non-profit organization that operates and maintains the Cataumet Schoolhouse today is dedicated to preserving the building and using the site to promote the history of Cataumet Village and of the town of Bourne as a whole. Educational and cultural programming is active throughout the year. It is hoped that listing in the National Register of Historic Places will increase the understanding of and appreciation for this important civic building, and attract additional sources of funding for the maintenance and improvement of the property.

Cataumet Schoolhouse
Name of Property

Barnstable, MA
County and State

9. Major Bibliographical References

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Cataumet Schoolhouse

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Name of Property

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- Harrington, Mary Kate and L. Zambenardi for Public Archaeology Laboratory, Inc. MHC Form B for Cataumet Schoolhouse, 1200 County Road Bourne (BOU.71). 1999.
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- _____. *Reconnaissance Survey Report*, towns of Bourne, Mashpee, Sandwich. Boston, Mass.: Massachusetts Historical Commission, Office of the Secretary of State, 1984.
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- Moscaritolo, Paul (Cataumet Schoolhouse Preservation Group). Personal interview, April 2017.
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_____. Town of Sandwich, Massachusetts, in *Atlas of Barnstable County*, Massachusetts.
Boston, Mass.: 1880.

York, John. (Cataumet Schoolhouse Preservation Group). Personal interview, June 2017.

Previous documentation on file (NPS):

- ____ preliminary determination of individual listing (36 CFR 67) has been requested
- ____ previously listed in the National Register
- ____ previously determined eligible by the National Register
- ____ designated a National Historic Landmark
- ____ recorded by Historic American Buildings Survey # _____
- ____ recorded by Historic American Engineering Record # _____
- ____ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
- ____ Other State agency
- ____ Federal agency
- Local government
- ____ University
- Other

Name of repository: Bourne Archives; Cataumet Schoolhouse Preservation Group

Historic Resources Survey Number (if assigned): BOU.71

10. Geographical Data

Acreeage of Property less than one acre

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 41.67031 Longitude: -70.60840

2. Latitude: Longitude:

Cataumet Schoolhouse
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Barnstable, MA
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Verbal Boundary Description (Describe the boundaries of the property.)

Town of Board Assessor's Parcel 51.2-25-0.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the entire parcel historically associated with the Cataumet Schoolhouse. Legally recorded property lines define the edges of the property.

11. Form Prepared By

name/title: Wendy Frontiero, preservation consultant, with Betsy Friedberg, National Register Director

organization: Massachusetts Historical Commission

street & number: 220 Morrissey Boulevard

city or town: Boston state: Mass. zip code: 02125

e-mail betsy.friedberg@sec.state.ma.us

telephone: 617 - -727 - 8470

date: June 2019

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Cataumet Schoolhouse
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Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Cataumet Schoolhouse

City or Vicinity: Bourne

County: Barnstable State: Mass.

Photographer: Wendy Frontiero

Date Photographed: April 2017

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

- Photo 1 of 6. Schoolhouse: East façade and south elevation, camera facing northwest.
- Photo 2 of 6. Schoolhouse; north (side) and west (rear) elevations, camera facing southeast.
- Photo 3 of 6. Schoolhouse and tennis court, camera facing northwest.
- Photo 4 of 6. Watering trough at front of schoolhouse, camera facing northwest.
- Photo 5 of 6. Schoolhouse interior: East wall of classroom with entrance vestibules beyond (boys' entrance on left of image, girls' entrance on right), camera facing east.
- Photo 6 of 6. Schoolhouse interior: West and north walls of classroom, camera facing northwest.

Figure 1: Cataumet Schoolhouse, 1919
(Photo by Florence Eldred, courtesy of Woods Hole Museum)

Figure 2: Cataumet Schoolhouse students in 1910
(courtesy of Town of Bourne Archives)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Cataumet Schoolhouse
Name of Property

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Figures



Figure 1. Cataumet Schoolhouse, 1919
(Photo by Florence Eldred, courtesy of Woods Hole Museum)

Cataumet Schoolhouse
Name of Property

Barnstable, MA
County and State



Figure 2. Cataumet Schoolhouse students in 1910
(courtesy of Town of Bourne Archives)

Cataumet Schoolhouse
Name of Property

Barnstable, MA
County and State

Photographs



Photo 1. Schoolhouse: East façade and south elevation. Camera facing northwest.



Photo 2. Schoolhouse; north (side) and west (rear) elevations, camera facing southeast.

Cataumet Schoolhouse
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Photo 3. Schoolhouse, outhouse, and tennis court. Camera facing northwest.



Photo 4. Watering trough at front of schoolhouse, camera facing northwest.

Cataumet Schoolhouse
Name of Property

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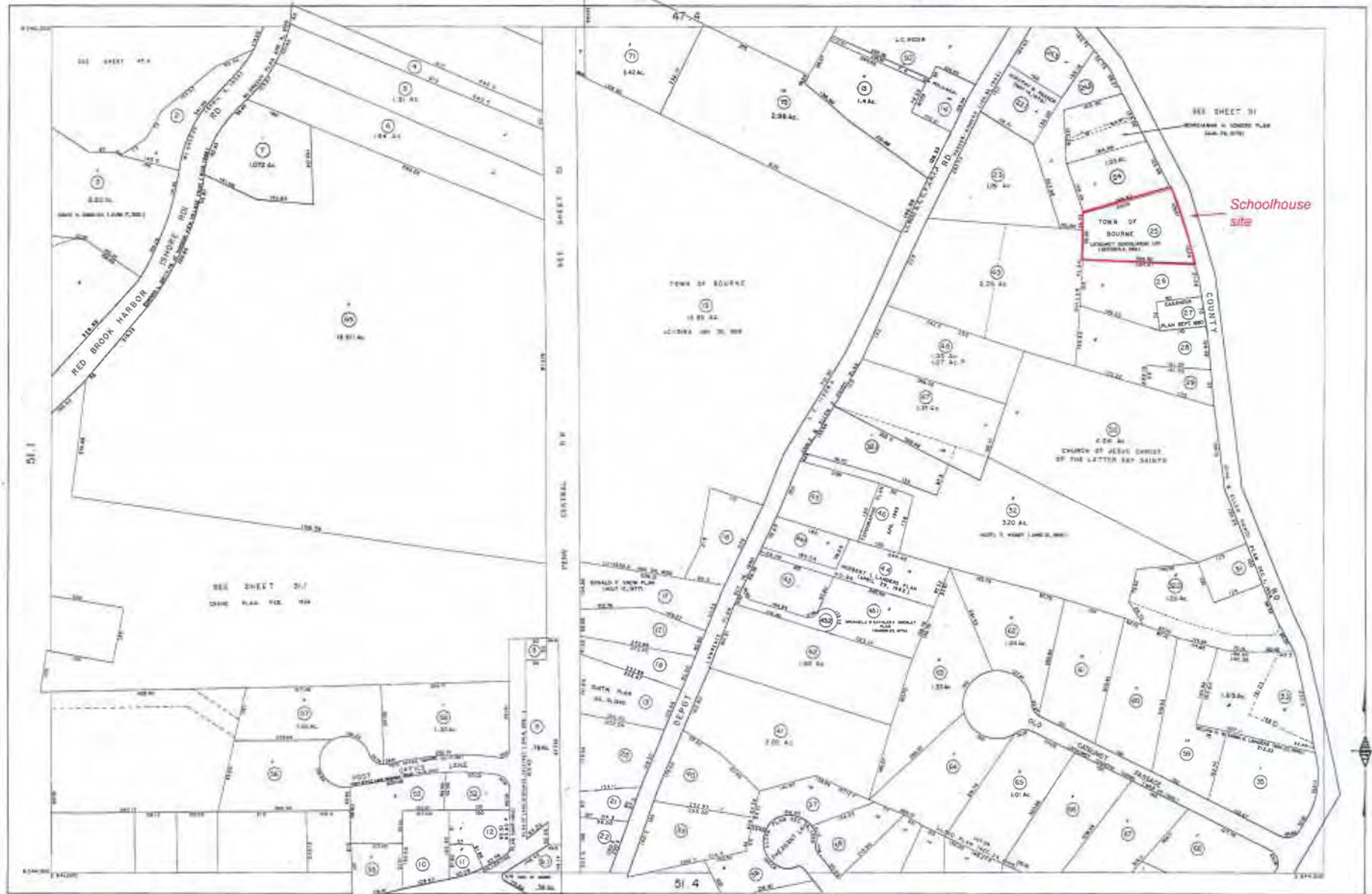


Photo 5. Schoolhouse interior: East wall of classroom with entrance vestibules beyond (boys' entrance on left, girls' entrance on right). Camera facing east.



Photo 6. Schoolhouse interior: West and north walls of classroom. Camera facing northwest.

Cataumet Schoolhouse, Bourne (Barnstable Co.), MA



AERO SERVICE
 Philadelphia, Pennsylvania 19103
 PREPARED FOR THE TOWN OF BOURNE
 FOR TAX PURPOSES ONLY
 NOT TO BE USED FOR CONVEYANCE

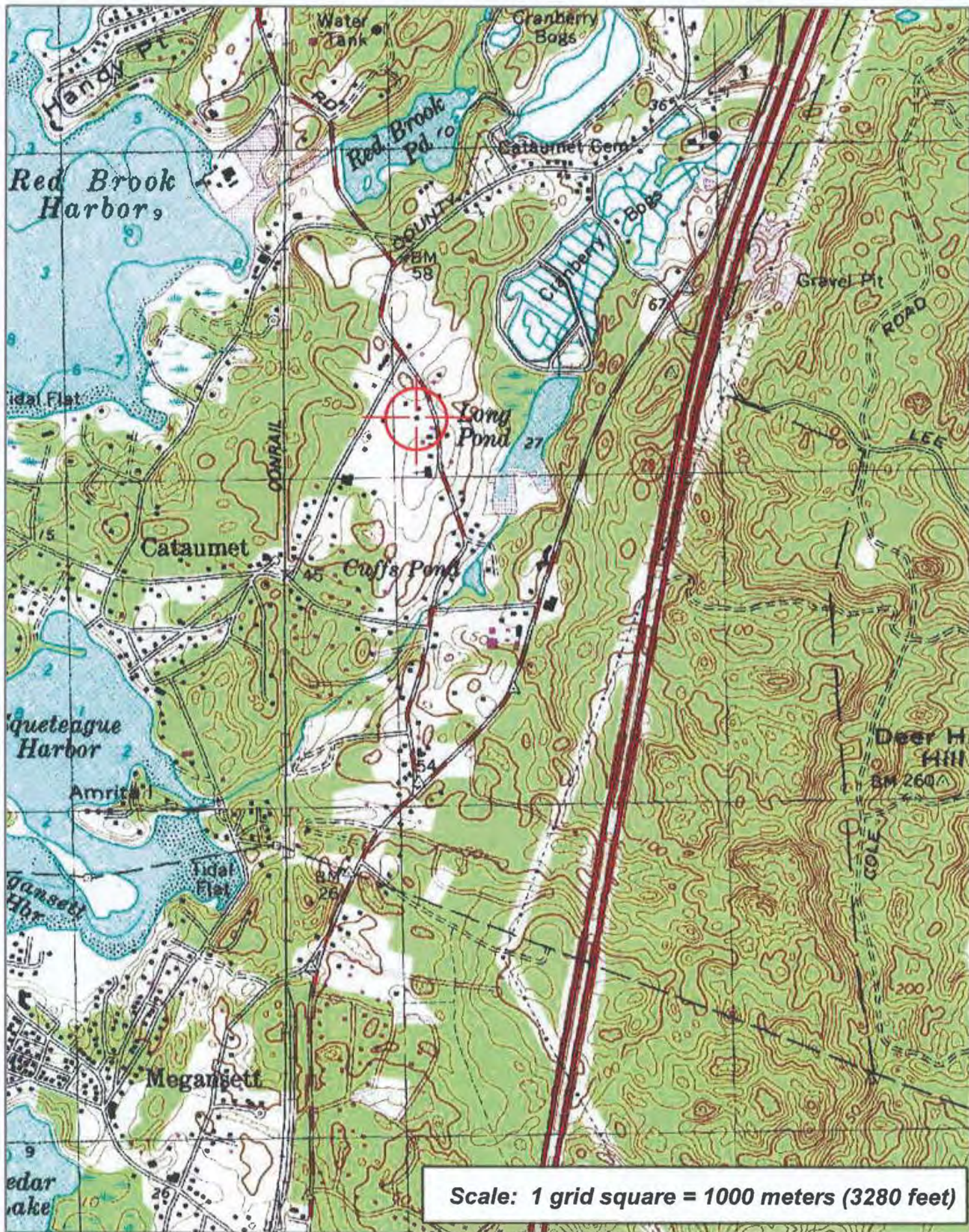
DATE OF REVISION 03/17
 DATE OF COMPLETION MAY 6, 1979 DATE OF PHOTOGRAPHY APRIL 16, 1979
 PROPERTY DATA FROM 1953 RESEARCH, FIELD RECONNAISSANCE AND RECORDS PLATS
 BEST AVAILABLE BASED ON THE BARNSTABLE COUNTY PLUMB RECORDS SYSTEM

TOWN OF BOURNE
 MASSACHUSETTS
 SCALE: 1" = 100' ±

LEGEND	
---	County line
---	Town line
---	Military reservation line
---	Water service line
---	Commuter line
---	Origin of lot
---	Property line
②	Map parcel number
②	Original lot number
②	High school condition
②	Plan Amendment
②	Revised same area
②	Revised same area
②	Revised same area

PROPERTY MAP
 SHEET 51.2

Cataumet Schoolhouse, Bourne (Barnstable Co.), MA







1893







UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Cataumet Schoolhouse

Multiple Name:

State & County: MASSACHUSETTS, Barnstable

Date Received: 7/1/2019 Date of Pending List: 7/19/2019 Date of 16th Day: 8/5/2019 Date of 45th Day: 8/15/2019 Date of Weekly List:

Reference number: SG100004268

Nominator: SHPO

Reason For Review:

- | | | |
|---|--|--|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input checked="" type="checkbox"/> Other | <input type="checkbox"/> TCP | <input checked="" type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 8/15/2019 Date

Abstract/Summary AOS: Architecture, Education, Social History; POS: 1894-1969; LOS: local
Comments:

Recommendation/ NR Criteria: A & C
Criteria

Reviewer Lisa Deline

Discipline Historian

Telephone (202)354-2239

Date 8/15/19

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



The Commonwealth of Massachusetts
William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

June 24, 2019

Kathryn Smith
Deputy Keeper
Acting Chief, National Register of Historic Places
Department of the Interior
National Park Service
1849 C Street NW, Stop 7228
Washington, DC 20240

Dear Ms. Smith:

Enclosed please find the following nomination form:

Cataumet School, Bourne (Barnstable County), Massachusetts

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. The owners of the property were notified of pending State Review Board consideration 30 to 75 days before the meeting and were afforded the opportunity to comment.

Sincerely,

A handwritten signature in blue ink that reads "Betsy Friedberg".

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Tom Guerino, Town Administrator, Town of Bourne
Wendy Frontiero, Consultant
Peter J. Meier, Chair, Bourne Board of Selectmen
Elmer Clegg, Chair, Bourne Planning Board
Chair, Bourne Historical Commission