Survey No. QA-489

Magi No.

DOE __yes __no

Maryland Historical Trust
State Historic Sites Inventory Form

1. Name (indicate preferred name)

historic Sudlersville Elementary School (preferred)

and/or common

2. Location

street & number ~~Main STreet~~ 300 Church Street ___ not for publication

city, town Sudlersville, Maryland ___ vicinity of congressional district

state Maryland county Queen Anne's

3. Classification

Category	Ownership	Status	Present Use	
___ district	x public	x occupied	___ agriculture	___ museum
x building(s)	___ private	___ unoccupied	___ commercial	___ park
___ structure	___ both	___ work in progress	x educational	___ private residence
___ site	**Public Acquisition**	**Accessible**	___ entertainment	___ religious
___ object	___ in process	___ yes: restricted	___ government	___ scientific
	___ being considered	x yes: unrestricted	___ industrial	___ transportation
	___ not applicable	___ no	___ military	___ other:

4. Owner of Property (give names and mailing addresses of all owners)

name State of Maryland

street & number telephone no.:

city, town state and zip code

5. Location of Legal Description

courthouse, registry of deeds, etc. Queen Anne's County Court House liber TSP 57

street & number Centreville folio 370

city, town Centreville state Maryland

6. Representation in Existing Historical Surveys

title

date ___ federal ___ state ___ county ___ local

depository for survey records

city, town state

7. Description

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Condition		Check one	Check one
___ excellent	___ deteriorated	___ unaltered	___ original site
___ good	___ ruins	___ altered	___ moved date of move _____
___ fair	___ unexposed		

Prepare both a summary paragraph and a general description of the resource and its various elements as it exists today.

Sudlersville Elementary School (Originally Sudlersville High School) is located in the town of Sudlersville on the west side of Church ~~Main~~ Street and south of the intersection of Main Street and route 300. It is almost identical in plan and elevation to Church Hill Elementary School built in 1916. The original brick building dates to 1914 and additions date to 1953 and 1971. The most distinctive feature of the original building is the brickwork. The Common bond is punctuated by designs laid up in headers while projecting and receding brick courses create shadow lines. The design of the original building incorporates elements both of classicism and of the Prairie School. The hip roof and deep projecting eaves hint at the Prairie School influence. The building is two stories but a cross gable forms a three-story block with a one-story pedimented portico at the main entracne. This central block helps to define the bilateral symmetry and other classical details of the building. The building sets on a rise of land, and a terraced lawn emphasizes the vertical effect of the building's central block. The low hip roof, the wide quoins, and the deep eves give the building its horizontal mass and anchor it to the site.

The east elevation is the primary facade and faces Main Street. This elevation has seven bays divided into three parts. These three parts consist of a three-story central block flanked by two-story wings. The central block is divided vertically into three distinct units by deep quoins. The quoins are eight stretchers long, eight courses wide and rise three full stories. Each quoin is divided from the other by one recessed brick course. The quoins are topped by a stylized Doric entablature: The metopes are blank and the triglyphs have only one chamfered channel and no guttae or muttae. One long, narrow four-over-four window punctuates each set of quoins at the second floor level. The center portion of the central block is recessed one brick course by the projection of the quoins. A shallow pedimented one-story portico articulates the entrance to the building. Two Tuscan columns, which appear to be original, set in antis and support a broken entablature which arches over the doorway. The unembellished frieze of the portico is surmounted by a complex cornice which outlines the pediment as well. Double doors topped by a fanlight set within the portico. The doors have three panels with the top panels glazed in a sunburst design. Three windows set over the entrance portico light the entrance hall. The central window is nine-over-nine and is flanked on each side by a narrower window six-over-six. A row of headers run underneath and above the windows emphasizing the fact that they are a unit meant to light the entrance hall. Above these windows is another set of windows that light the third floor classroom. The central window is a double casement with six lights in each casement. It is flanked on either side by a single casement window with six lights. The

(Continued on &.1)

7.1 Continued
bottoms of the third story windows are united by a row of headers that run the width of the center section between the quoins. The tops of the window are flush to the soffit of the central block's pediment and they break the entablature that rests on the quoins. The entire central block is topped by a pediment with wide eaves and a simple crown molding. Within this classical pediment is one stick-style diagonal brace supporting the ridge pole of the pediment's projecting eave. The tympanum is unadorned except for the large numbers "1916," the date of the building's construction.

Two story wings flank the central block and each has three bays. The first floor of each wing is slightly below grade on all elevations. Each wing terminates in wide, deep quoins identical to those on the central block. Thus, each wing, like the central block, has three distinct units. Six six-over-six windows light the first floor of each wing. A row of headers runs underneath and above the windows uniting them and making them read as one unit functioning to light the room behind them. Above this row of windows is a brick pattern of headers in the shape of a rectangle which serves symbolically to divide the first and second floors. Above this pattern of headers are three pairs of windows lighting the second or principle floor. Each pair of windows is divided by a brick pillar. Each window unit is comprised of a six-over-six window topped by a casement window with six lights which opens into the room fromt he top. These casement windows are now covered over with plywood. A row of headers runs underneath and above all three sets of windows uniting them in their function to light the room behind.

The north and south elevations were originally identical. There were no windows or doors in either facade. Each elevation was divided into five distinct parts: two central, recessed panels flanked by projecting quoins and, in the center, quoin-like brickwork. The quoins are eight stretchers long, eight stretchers wide and each quoin is divided by one brick course. In the middle of the elevation is another projecting course of brickwork, thirteen stretchers wide, that mimicks exactly the look if not the symbolic function of the quoin. Within the recesses of the quoins are panels of patterned brick. Each panel has a rectangular brick pattern of headers that relate to the fenestration of the east facade. One door has been cut in the southeast corner of the south facade and an exhaust vent has been cut into the northwest corner of the north facade.

The west elevation is identical to the east elevation except there is no gabled central block. The west side of the cross gable, which projects eastward to form the central block on the front, ends about a third of the way between the ridge pole and the eave of the hip roof. The deep projecting eave of the hip roof runs the entire length of the west elevation. A central portion of the west elevation is still articulated by quoin-like projections. At the top of this central portion, one brick course from the soffit of the eave, is a pair of casement windows with six lights each, flanked by single casement windows, six lights each all of which light the landing of the back stair hall. The 1953 addition
(Continued on 7.2)

7.2 Continued
begins in the middle of the west elevation and no evidence is visible of the original entrance to the west side of the building.

The interior of the building has been altered, but the original room arrangement, stair locations and other features are discernable. The main entrance is at grade level on the east elevation and is on a landing between the first and second floors. Inside, above this entracne is a shallow balcony which, unlike the one at Sudlersville, is inaccessible. Immediately in front of the entrance is a stair case with a half flight of stairs leading to the second story and a half flight leading to the basement. The staircase is concrete over a steel frame and it replaced the original in the 1953 renovation by Chestertown architect William H. Elliot. The upstairs hall is rectangular in shape. Four classrooms opened onto this hall, two from the north and two from the south. The two rooms to the north are largely intact. Original blackboards remain in place, and although the slate appears to be newer, the chalk trays are original. All the woodwork appears original. Door and window surrounds are simple, unmolded frames. Wainscotting in these rooms is vertical beaded board topped by a plain, unmolded chair rail. A long cloak room with a door at each end opens onto both rooms from the south end. Each cloak room is lighted by a tall, narrow four-over-four window. It is wainscoted with vertical beaded boards and has many of the original coat hooks fastened to the chair rail. Windows in the classrooms are original. Each room has three pairs of windows, sixs-over-six and each is topped by a casement window with six lights that opens into the room from the top. These casement windows has been boarded over with plywood on the outside. Ceilings have been covered with asbestos tile and floors are carpeted.

The south rooms have been combined by taking out the wall between the two rooms. It now serves as a library for the school. The walls of this large room have been covered with sheet panneling, the ceiling has been dropped and the blackboards removed. The cloak room to the west has been divided and a lavatory put in the west side of the cloak room. Otherwise, the rooms on the south are largely intact, with original materials located underneath the modern additions.

The west end of the hall was originally open and had a stair case leading down to the west entrance and the basement, and up to the single third-floor classroom. The west stair well is now enclosed and the stairs to the basement were replaced by the same sort of concrete covered steel frame as found in the east stairhall. The stairs leading to the thrid-floor classroom, however, are original. The staircase has plain, square newel posts at the bottom, on the landing, and at the top of the stairs. The tops of the newels are missing, but one was found in the third-floor classroom. The top of this newel is square on the bottom with an ogee curve on all four sides. From the center of the newel top rises a round scotia topped off by an acorn-shaped finial. The handrail is rectangular slightly rounded on the edges with a slight taper at the bottom and appears to be original. The original
(Continued on 7.3)

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7.3 Continued
balusters are square. The stair ends have an applied wave pattern. The first flight leads to a landing lighted by a row of four casement windows with six lights each. The second flight doubles back and leads to a small landing in front of the third-floor classroom. Two closets open onto the hall from the north and south. Access to the attics over the classrooms is through these closets.

The third-floor classroom appears to retain all its original features. Wooden floor, casement windows, chalkboards and chalk trays, vertical bead board wainscoting with unmolded chair rail, plastered walls, all are original.

The basement originally had the same room arrangement as the second floor but it has been greatly altered. The original wooden floor was replaced with concrete in 1953. The southwest room and part of the southeast room are now a boiler room for the entire building. None of the basement rooms was accessible.

8. Significance

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Period	Areas of Significance—Check and justify below			
___ prehistoric	___ archeology-prehistoric	___ community planning	___ landscape architecture	___ religion
___ 1400–1499	___ archeology-historic	___ conservation	___ law	___ science
1500–1599	___ agriculture	___ economics	___ literature	___ sculpture
___ 1600–1699	___ architecture	___ education	___ military	___ social/ humanitarian
___ 1700–1799	___ art	___ engineering	___ music	
___ 1800–1899	___ commerce	___ exploration/settlement	___ philosophy	___ theater
___ 1900–	___ communications	___ industry	___ politics/government	___ transportation
		___ invention		___ other (specify)

Specific dates **Builder/Architect**

check: Applicable Criteria: __A __B __C __D
and/or
Applicable Exception: __A __B __C __D __E __F __G

Level of Significance: __national __state __local

Prepare both a summary paragraph of significance and a general statement of history and support.

Sudlersville Elementary School is architecturally and culturally significant to the community of Sudlersville. A combination of classical and Prairie School elements make the structure distinctive. The brickwork is particularly notable. The building of the school was part of a larger state initiative to improve Maryland's elementary and secondary school systems and as such represents a significant change in community values and committment of resources by Queen Anne's County at the turn of the century.

In response to the Assembly's action, the Queen Anne's County School Board built the Sudlersville High School in 1914. George E. Lane, a local building contractor who regularly submitted bids to the Queen Anne's County School Board for work, won the bid. Land was the contractor for the Church Hill High School and he designed and built the Stevensivlle High School (QA 262).[1] The plans and specifications for the Sudlersville School were used two years later for the school in Church Hill. Brinkloe and Canning and designed Sudlersville High School. William M. Brinkloe was a Delaware architect who moved to Easton, Maryland in 1906. Brinkloe designed both commercial and residential buildings in a variety of styles for clients in Maryland, Virginia and Washington D.C.[2] The eclectic quality of the school buildings in Church Hill and Sudlersville attest to his versatility in styles and types. Brinkloe's partner on this project, Canning, is unknown at this time. William Elliott, a Chestertown architect know for his school projects, designed the additions for both the Sudelersville and Church Hill schools in 1953. The architect for the 1971 addition at Church Hill is unknown at this time.[3] (Continued on 8.1)

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[1]Queen Anne's County Board of Education, Minute Book 1902-22, pp. 169, 207, and 223.

[2]Ibid. For information on Brinkloe, see Maryland Historical Trust, Veritcal Files.

[3]Ibid.

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8.1, Continued

In 1892 the Queen Anne's County Board of Education, in compliance with an act of the Assembly, ordered that the county be divided into districts, that land be purchased and shools be erected in each district where needed, and that trustees be appointed for each school. Fifty-six white shools and twenty-one schools for black children were established in the county by 1900. The high schools at Suddlersville and Church Hill were in many ways the culmination of a twenty-year effort by the Queen Anne's County Board of Education to improve and broaden educational opportunity in the county.[4]

Like many school buildings in the early years of the century, the school at Church Hill became a center for community life. Literary clubs, debating societies, drama clubs and other school-centered organizations served both to educate the children and to draw the community into an educational and Social environment. Newly instituted agriculture courses sought to augment old farming methods learned at home and in order to implement the latest scientific school commissioners approved night classes in the high schools, presumably for adult literacy classes. The schools continue to be a source of community pride and tradition. The alumni association for Sudlersville High School, for example, was founded in 1917, three years after the school opened, and it remains active today in the preservation of the school building.[5]

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[4]Queen Anne's County Board of Education, Minute Book 1902-1922, pp. 1-20.

[5]Ibid. pp. 185-223, passim.

9. Major Bibliographical References

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10. Geographical Data

Acreage of nominated property _____

Quadrangle name _____ Quadrangle scale _____

UTM References do NOT complete UTM references

	Zone	Easting	Northing		Zone	Easting	Northing
A				B			
C				D			
E				F			
G				H			

Verbal boundary description and justification

List all states and counties for properties overlapping state or county boundaries

state	code	county	code
state	code	county	code

11. Form Prepared By

name/title Clifton C. Ellis, Architectural Historian

organization Maryland Historical Trust date 12 August 1995

street & number 601 Old BAllard Road telephone 804-979-1785

city or town Charlottesville state Virginia 22901

The Maryland Historic Sites Inventory was officially created by an Act of the Maryland Legislature to be found in the Annotated Code of Maryland, Article 41, Section 181 KA, 1974 supplement.

The survey and inventory are being prepared for information and record purposes only and do not constitute any infringement of individual property rights.

return to: Maryland Historical Trust
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Sudlersville Elementary School

Mary McCarthy
Spring/Summer 2003
Digital color photo on file at MHT