

Mont. : 17-41-31

Sugarland School
Poolesville Vicinity
Private

1925-1930

This one story frame building is the second school house to have stood on this site. The first was probably built in the 1870's when the Black community of Sugarland was founded. Former students and teachers at this school recall much of its history since the late 1800's and make this an important site for the history of Black education in Maryland.

Mont. : 17-46-31

MARYLAND HISTORICAL TRUST

INVENTORY FORM FOR STATE HISTORIC SITES SURVEY

1 NAME

HISTORIC Sugarland School

AND/OR COMMON

2 LOCATION

STREET & NUMBER South side of Sugarland Rd.

CITY, TOWN Poolesville

VICINITY OF

CONGRESSIONAL DISTRICT 3

STATE Md.

COUNTY Montgomery

3 CLASSIFICATION

| CATEGORY | OWNERSHIP | STATUS | PRESENT USE |
|---|---|--|--|
| <input type="checkbox"/> DISTRICT | <input type="checkbox"/> PUBLIC | <input checked="" type="checkbox"/> OCCUPIED | <input type="checkbox"/> AGRICULTURE <input type="checkbox"/> MUSEUM |
| <input type="checkbox"/> BUILDING(S) | <input checked="" type="checkbox"/> PRIVATE | <input type="checkbox"/> UNOCCUPIED | <input type="checkbox"/> COMMERCIAL <input type="checkbox"/> PARK |
| <input checked="" type="checkbox"/> STRUCTURE | <input type="checkbox"/> BOTH | <input type="checkbox"/> WORK IN PROGRESS | <input type="checkbox"/> EDUCATIONAL <input checked="" type="checkbox"/> PRIVATE RESIDENCE |
| <input type="checkbox"/> SITE | PUBLIC ACQUISITION | ACCESSIBLE | <input type="checkbox"/> ENTERTAINMENT <input type="checkbox"/> RELIGIOUS |
| <input type="checkbox"/> OBJECT | <input type="checkbox"/> IN PROCESS | <input checked="" type="checkbox"/> YES RESTRICTED | <input type="checkbox"/> GOVERNMENT <input type="checkbox"/> SCIENTIFIC |
| | <input type="checkbox"/> BEING CONSIDERED | <input type="checkbox"/> YES UNRESTRICTED | <input type="checkbox"/> INDUSTRIAL <input type="checkbox"/> TRANSPORTATION |
| | | <input type="checkbox"/> NO | <input type="checkbox"/> MILITARY <input type="checkbox"/> OTHER |

4 OWNER OF PROPERTY

NAME George Weedon

Telephone #: NOT LISTED

STREET & NUMBER Sugarland Rd.

CITY, TOWN Poolesville

VICINITY OF

STATE, zip code Md.

5 LOCATION OF LEGAL DESCRIPTION

COURTHOUSE, REGISTRY OF DEEDS, ETC. Land Records - Courthouse

Liber #: 918
Folio #: 222

STREET & NUMBER

CITY, TOWN Rockville

STATE Md.

6 REPRESENTATION IN EXISTING SURVEYS

TITLE None

DATE

FEDERAL STATE COUNTY LOCAL

DEPOSITORY FOR SURVEY RECORDS

CITY, TOWN

STATE

7 DESCRIPTION

M:17-41-31

CONDITION

EXCELLENT
 GOOD
 FAIR

DETERIORATED
 RUINS
 UNEXPOSED

CHECK ONE

UNALTERED
 ALTERED

CHECK ONE

ORIGINAL SITE
 MOVED DATE _____

DESCRIBE THE PRESENT AND ORIGINAL (IF KNOWN) PHYSICAL APPEARANCE

This building was constructed in c. 1925-1930 on the south side of Sugarland Road, the second school house to have been built here. It has been converted into a dwelling recently. Tilghman recalls the first school, which he began when he was ten years old in 1903. He continued through its seven grades, finishing when he was seventeen. The following descriptions combine his memories of the construction and design of that school with his memories of school life and give us important glimpses into the history of education in Montgomery County.

Lee recalls that the first school was a one story building with the gable end oriented north towards Sugarland Road. There was a door in the center of the gable end. The building was frame and covered by board and batten siding. The boards being 8" to 10" in width according to Lee, this type of siding was less expensive and quicker to build than horizontal weatherboards.

On the peak of the roof in front was a small steeple with a bell, which was rung every morning by whomever made the fire for the school to alert the community that school was open. It was rung for a good while. The students came, gathered outside, and played in the school yard, Lee said, until the teacher gave the bell "just a good tap" to tell the students that classes were to begin. At the end of recess, the bell was tapped again to tell the students it was time to come in, and also at the end of lunch. Students had an hour for lunch since those who lived close to school went home for lunch.

The school had one room. It was heated by a wood stove placed in the middle of the room. From it a tin pipe ascended to the brick chimney that let out through the roof. Lee recalls that during the cold winter months, coal was burned in the stove. It was furnished by the county. During the warmer months of early spring and late fall, only wood was burned, since it did not give off as much heat.

The arrangement of the desks in the rooms was irrevocable and revealed the authority of the teacher, as did most schools of that time. The students desks were aligned in three straight columns and were screwed to the floorboards so they could not be moved about. Each desk seated two students. They consisted of a seat for the students and a writing table on the back for the students behind, the table was storage space for books and paper of the students. In the front of the classroom was a platform of "about one step up in height" where the teacher's desk stood. It had a slant top which was hinged and could be lifted like a trunk lid. Inside, the teacher kept her books, papers, and class records, and "nobody went in that desk", Lee recalls, but the teacher. Behind the desk was the teacher's "big chair", much bigger than the students' desks, as Lee remembers.

In terms of writing materials, a long blackboard extended across the front of the classroom. Chalk was used and not slate. However, the younger students did use slate "boards" framed in wood, on which they wrote their lessons, it was wiped off. For this purpose, a small bottle of water was kept at the student's desk, and water was sprinkled over the slate, and it was erased with a sponge or cloth. From time to time, as remembered, the students sprinkled one another, but if the teacher found out, "you'd get a whipping".

CONTINUE ON SEPARATE SHEET IF NECESSARY

8 SIGNIFICANCE

| PERIOD | AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW | | | |
|---|--|---|---|---|
| <input type="checkbox"/> PREHISTORIC | <input type="checkbox"/> ARCHEOLOGY-PREHISTORIC | <input type="checkbox"/> COMMUNITY PLANNING | <input type="checkbox"/> LANDSCAPE ARCHITECTURE | <input type="checkbox"/> RELIGION |
| <input type="checkbox"/> 1400-1499 | <input type="checkbox"/> ARCHEOLOGY-HISTORIC | <input type="checkbox"/> CONSERVATION | <input type="checkbox"/> LAW | <input type="checkbox"/> SCIENCE |
| <input type="checkbox"/> 1500-1599 | <input type="checkbox"/> AGRICULTURE | <input type="checkbox"/> ECONOMICS | <input type="checkbox"/> LITERATURE | <input type="checkbox"/> SCULPTURE |
| <input type="checkbox"/> 1600-1699 | <input checked="" type="checkbox"/> ARCHITECTURE | <input checked="" type="checkbox"/> EDUCATION | <input type="checkbox"/> MILITARY | <input checked="" type="checkbox"/> SOCIAL/HUMANITARIAN |
| <input type="checkbox"/> 1700-1799 | <input type="checkbox"/> ART | <input type="checkbox"/> ENGINEERING | <input type="checkbox"/> MUSIC | <input type="checkbox"/> THEATER |
| <input checked="" type="checkbox"/> 1800-1899 | <input type="checkbox"/> COMMERCE | <input type="checkbox"/> EXPLORATION/SETTLEMENT | <input type="checkbox"/> PHILOSOPHY | <input type="checkbox"/> TRANSPORTATION |
| <input type="checkbox"/> 1900- | <input type="checkbox"/> COMMUNICATIONS | <input type="checkbox"/> INDUSTRY | <input type="checkbox"/> POLITICS/GOVERNMENT | <input checked="" type="checkbox"/> OTHER (SPECIFY) |
| | | <input type="checkbox"/> INVENTION | | |

Black History

SPECIFIC DATES 1870's (first school) BUILDER/ARCHITECT

STATEMENT OF SIGNIFICANCE
1925-1930 (second school)

The history of this school has been briefly described in the attached pages which give the perspective of one of its students, Tilghman Lee. There is more to be recorded; an interview with Evelyn Herbert in Martinsburg, whose mother taught at the school would be the next resource. Lee could be interviewed at greater length, too. Perhaps there are still artifacts related to the school in the community or still in the possession of former students. It is important that the history of this school and of others be researched further since these schools played such an important part in the life of the Black community. As Lee's story makes clear, there was a close bond of cooperation between the teachers and the parents of the students, which included aspects of education ranging from discipline to maintenance of the building itself. It is important that the history of these schools -- not only ^{the} its building, but the classroom experience and the school's role in the community -- be recorded.

Note: Interview with Tilghman Lee
 Sugarland Lane
 Poolesville Vicinity
 301-972-8454
 By George McDaniel

CONTINUE ON SEPARATE SHEET IF NECESSARY

9 MAJOR BIBLIOGRAPHICAL REFERENCES

CONTINUE ON SEPARATE SHEET IF NECESSARY

10 GEOGRAPHICAL DATA

ACREAGE OF NOMINATED PROPERTY _____

VERBAL BOUNDARY DESCRIPTION

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE COUNTY

STATE COUNTY

11 FORM PREPARED BY

NAME / TITLE

George W. McDaniel, Surveyor

ORGANIZATION

SRT

DATE

July, 1978

STREET & NUMBER

TELEPHONE

926-4510

CITY OR TOWN

Dickerson

STATE

Md.

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~~
The Shaw House, 21 State Circle
Annapolis, Maryland 21401
(301) 267-1438

SUGARLOAF REGIONAL TRAILS
Box 87, Stronghold
Dickerson, Md. 20753
(301) 926-4510

Sugarland School-Physical Description #7

The punishment depended upon what the student had done. For some offenses, Lee remembers that "you might get two licks" with a ruler or leather strap across the open palm; for worse, ten; and for the worst (which were not identified) ten or more licks were given, at which time the other hand took half the licks. The licks Lee recalls, were not strong enough to bruise, but were to sting your hands and make them sore. Lee says that when you came home, your hands were so sore that it was hard to chop wood or pick up chips for the stove, without your hands hurting. This presented serious problems because if your parents learned that you got a whipping at school, they gave you another one for having gotten one at school.

The school building had three windows on each side. The walls inside were covered with "wainscoting", that is narrow tongue and groove siding. The walls inside and out were whitewashed regularly. Usually the adults in the community did this, while children whitewashed the lower portions since they were not allowed on ladders. Wood shingles covered the gable roof.

The Trustees of the school were responsible for the maintainance and repair of the school in small ways, while the county was to maintain the structure itself. For instance, the Trustees would solicit people in the community to rive shingles and install them to replace loose broken ones.

As for classes, Lee remembers that the one teacher taught the first through the seventh grades. In the first grade, they learned the basic R's, beginning with the alphabet and spelling. The grades were kept separate, Lee recalled, with the teacher instructing one group at a time. The older students did not teach the younger ones as, the older students did in the Martinsburg School, according to Lemuel Graham. Each grade was called separately to the front in Sugarland. They stood up there in line for their lesson. This was called "coming to class", and the students would bring their prepared lessons with them, and the teacher would check it over. The teacher also gave spelling bees. For those who knew the words, or whatever their lesson was, they were able to return to their desks and begin their next assignment, while those who did not know theirs had to stay up front and go over it until they had mastered it. If they still did not get it, they returned to their desks and studied it over a : If you missed too many le sons due to unpreparedness, Lee remembers, you would get punished by losing your recess or perhaps getting a licking.

The school term began in September and ended in March, because the older students had to go to work. Lee began the first grade when he was ten years old (1903) and continued until he was seventeen. After finishing school at Sugarland, he planned to continue with his education in a high school in Baltimore, since there was no high school for Black students in the county. The closest ones were in Baltimore and Washington. Most students in this area, if they did go to high school, went to Baltimore. They worked with white families in return for room and board. During the day they attended school. But Lee's plans for education were cut short just after he finished the seventh grade. His teacher, who acted as liaison to Baltimore schools and families, died. A few months later his father died. Since he had to take care of his mother, he took his place on his father's farm.

While this story has been individual in nature, it could be repeated throughout the county and state. Note: For further information on schools, see Evelyn Hood Herbert in Martinsburg. Her mother taught Tilghman Lee at Sugarland School during Lee's younger years, and photograph of her has been copied as part of this survey.

SITE: Sugarland School House

LOCATION:

OWNER'S NAME: George E. Weedon

ADDRESS: 14855 Sugarland Rd., Poolesville, Md. 20837

TELEPHONE NUMBER:

PROPERTY MAP: CS51 p. 910

ACREAGE: 1 ac.

L/F: 948/222

HISTORY:

1) GRANTOR: ^{Board of Education} ~~Catharine and Augustus Webb~~
GRANTEE: George and Alberta Weedon

DATE: Oct. 30, 1940 ACREAGE:
Recorded: Sept 26, 1944
MISC.:

2) GRANTOR: Augustus and Catharine E. Webb

GRANTEE: Board of Education / School Commission of
Montgomery County
DATE: June 12, 1872 ACREAGE: 1 ac.
Recorded: Oct 20, 1879
MISC.:

Samuel Jones
Walter M. Talbott
William T. Jones
or their successors
County School
Commissioners of Mont.
County

3) GRANTOR:

GRANTEE:

DATE: ACREAGE:

MISC.:

L/F 948/222

M:17-41-31

Grantee George and Alberta Weedon

Grantor Board of Education of Mont. County

date Oct 30, 1940 recorded: Sept. 26, 1944

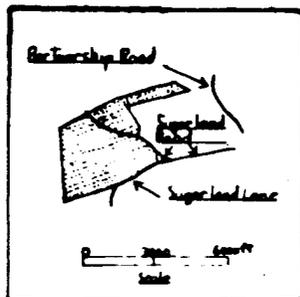
tract: 1 ac.

Board of Education
 District of Columbia
 1940
 26 Sept 1944

George and Alberta Weedon
 Board of Education of Mont. County
 1940
 26 Sept 1944

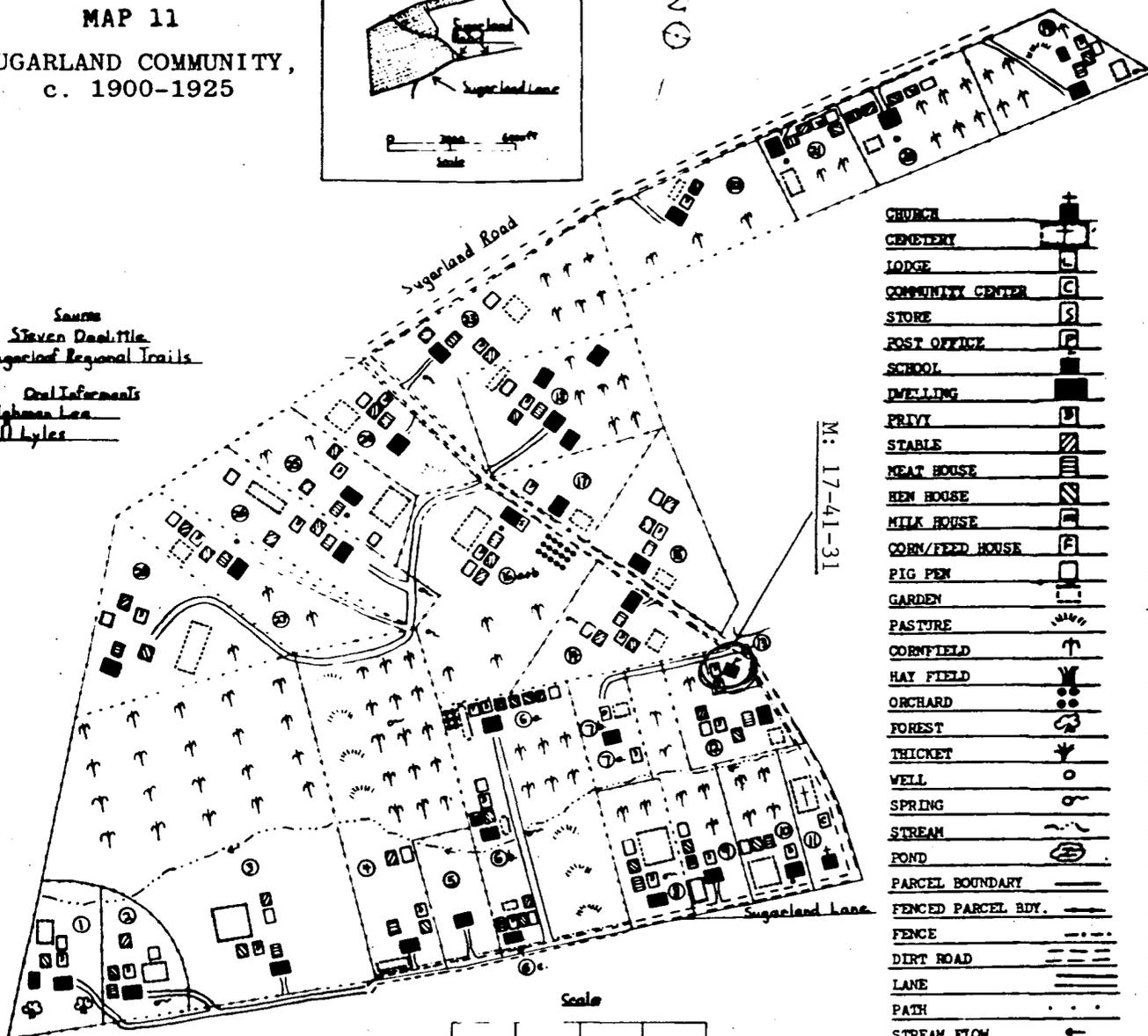
Board of Education
 District of Columbia
 1940
 26 Sept 1944

MAP 11
SUGARLAND COMMUNITY,
c. 1900-1925



Source
Steven Dealittle
Sugarland Regional Trails

Oral Informants
Tilghman Lee
Bill Lyles



Key

| | |
|--------------------|----------|
| CHURCH | [Symbol] |
| CEMETERY | [Symbol] |
| LODGE | [Symbol] |
| COMMUNITY CENTER | [Symbol] |
| STORE | [Symbol] |
| POST OFFICE | [Symbol] |
| SCHOOL | [Symbol] |
| DWELLING | [Symbol] |
| FRY | [Symbol] |
| STABLE | [Symbol] |
| MEAT HOUSE | [Symbol] |
| HEN HOUSE | [Symbol] |
| MILK HOUSE | [Symbol] |
| CORN/FEED HOUSE | [Symbol] |
| PIG PEN | [Symbol] |
| GARDEN | [Symbol] |
| PASTURE | [Symbol] |
| CORNFIELD | [Symbol] |
| HAY FIELD | [Symbol] |
| ORCHARD | [Symbol] |
| FOREST | [Symbol] |
| THICKET | [Symbol] |
| WELL | [Symbol] |
| SPRING | [Symbol] |
| STREAM | [Symbol] |
| POND | [Symbol] |
| PARCEL BOUNDARY | [Symbol] |
| FENCED PARCEL BDY. | [Symbol] |
| FENCE | [Symbol] |
| DIRT ROAD | [Symbol] |
| LANE | [Symbol] |
| PATH | [Symbol] |
| STREAM FLOW | [Symbol] |

| | |
|-------------------------------|-----------|
| 1. JAMES BECKWITH HSTD. | 3.00 AC. |
| 2. TILGHMAN BECKWITH HSTD. | 4.00 AC. |
| 3. JOHN ADAMS HSTD. | 12.00 AC. |
| 4. LEWIS GARNETT HSTD. | 14.00 AC. |
| 5. PETER JACKSON HSTD. | 3.00 AC. |
| 6a. PATRICK HERRON HSTD. | 17.00 AC. |
| b. LUKE HERRON HSTD. | |
| c. ROBERT HERRON HSTD. | |
| 7a. NATHAN JOHNSON HSTD. | 3.00 AC. |
| b. POST OFFICE | |
| 8. JOHN HIGGINS HSTD. | 4.00 AC. |
| 9. JOE CURTIS HSTD. | 6.00 AC. |
| 10. EASIL DORSEY HSTD. | 4.00 AC. |
| 11. ST. PAUL'S M.E. CHURCH | 1.00 AC. |
| 12. HORACE JACKSON HSTD. | 2.00 AC. |
| 13. SUGARLAND SCHOOL | 1.00 AC. |
| 14. SAM BEANDER HSTD. | 6.00 AC. |
| 15. THOMAS NICHOLS HSTD. | 10.00 AC. |
| 16a. BENJAMIN SPARROUGH HSTD. | 14.75 AC. |
| b. SUGARLAND STORE | |
| 17. CHARLES JACKSON HSTD. | 4.50 AC. |
| 18. LUKE LYNCH & FAMILY HSTD. | 10.00 AC. |
| 19. WILLIAM TAYLOR HSTD. | 3.00 AC. |
| 20. LLOYD COATES HSTD. | 4.00 AC. |
| 21. SAMUEL JOHNSON HSTD. | 4.00 AC. |
| 22. JOHN DIGGS HSTD. | 4.00 AC. |
| 23. JOHN BRANISON HSTD. | 11.00 AC. |
| 24. RAF BRANISON HSTD. | 6.00 AC. |
| 25. PHILLIP JOHNSON HSTD. | 6.00 AC. |
| 26. ISAAC BELL HSTD. | 10.00 AC. |
| 27. SAMUEL LEE HSTD. | 5.00 AC. |
| 28. LEVI HALL HSTD. | 10.00 AC. |

DWELLINGS AND OUTBUILDINGS NOT DRAWN TO SCALE
HSTD. = HOMESTEAD PROP. = PROPERTY



Beallsville 521

Poolesville 390

Dawsonville 305

Sugarland 317

M: 17-41-31
Sugarland School

Seneca 15' Quad, 1908, Reprinted 1925

Island

Blockhouse

Blue Bridge

METROPOLITAN

Bucktail

326

Seneca

Ev

339

352

387

POTOMAC

CHESAPEAKE

MARYLAND VIRGINIA

Van Deventer

ONID

CANAL

Tenfoot l Sharpshin l

RIVER

MONTGOMERY CO

DOUGLASS CO

Lowes Island

LEESBURG

Block Pt

STERLING QUADRANGLE
VIRGINIA-MARYLAND
7.5 MINUTE SERIES (TOPOGRAPHIC)
SW/4 SENECA 15' QUADRANGLE

M: 17-41-31
5562 III NE (GERMANTOWN)

291 25' 2 310 000 FEET (VA.)

292

293

POOLESVILLE 3 MI 77° 22' 30"

39° 07' 30"

DAWSONVILLE 1.5 MI
WASHINGTON, D.C. 25 MI

530 000 FEET
(VA.)

4332

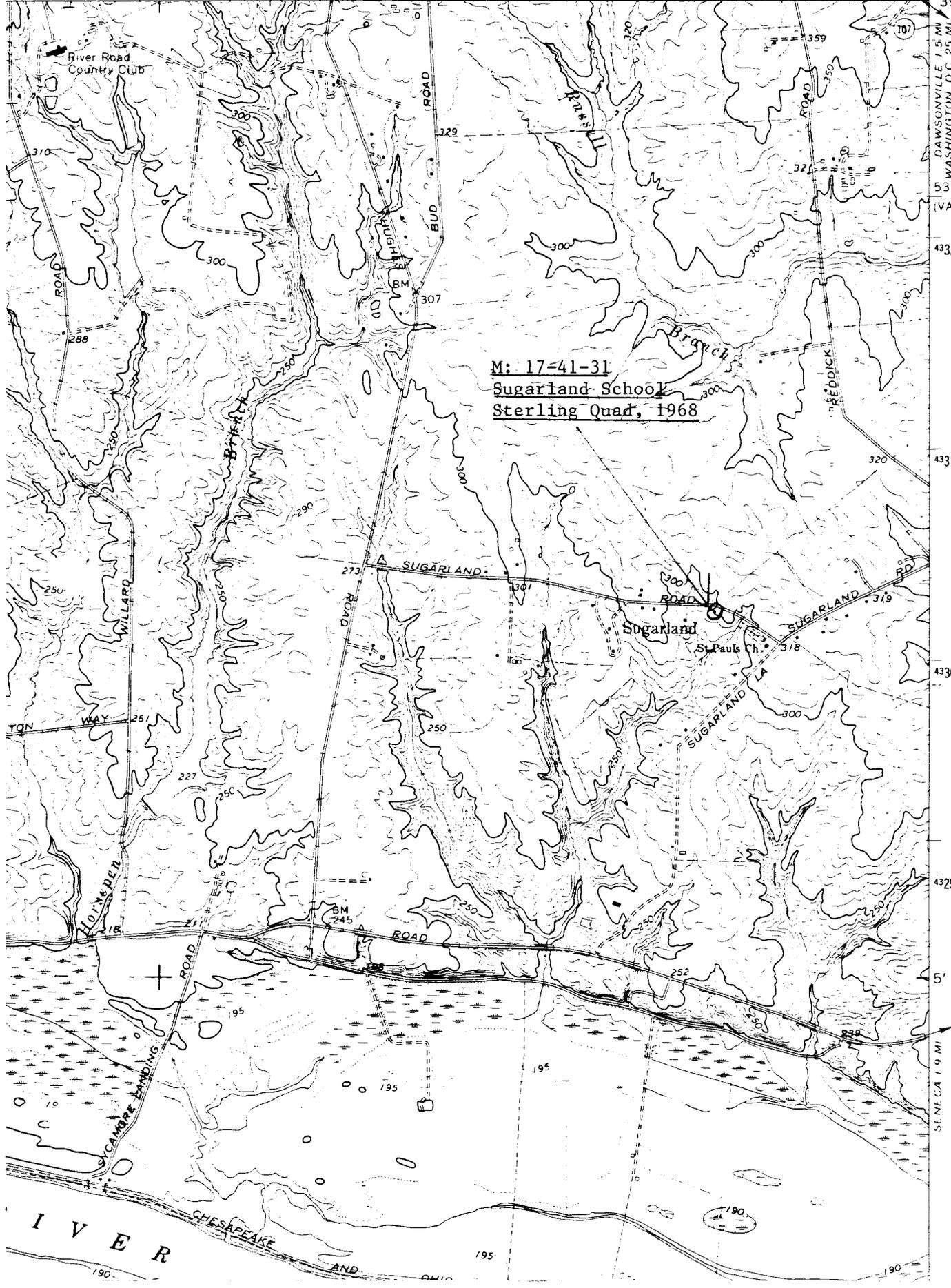
4331

4330

4329

5'
SENECA 1 9 MI

M: 17-41-31
Sugarland School
Sterling Quad, 1968



IVER
CHESAPEAKE
AND