

CONTRIBUTING RESOURCE
MARYLAND HISTORICAL TRUST
INTERNAL NR-ELIGIBILITY REVIEW FORM

Property Name: Church Hill Elementary School Survey Number: QA-490

Property Address: U.S. Rt. 213, Church Hill, northwest side of

Project: Proposed rehabilitation & addition Agency: S/PSCP

Site visit by MHT Staff: no yes Name _____ Date _____

District Name: CHURCH HILL Survey Number: QA- (na)

Listed Eligible hd boundaries drawn by compliance staff--CDBG Comment

Criteria: A B C D Considerations: A B C D E F G None

The resource contributes/ does not contribute to the historic significance of this historic district in:

Location Design Setting Materials

Workmanship Feeling Association

Justification for decision: (Use continuation sheet if necessary and attach map)

According to our records, the Town of Church Hill concurred with the Trust in 1984 that a historic district exists in Church Hill which is eligible for the Maryland Register of Historic Properties. Church Hill elementary school appears to be situated within the northern boundary of this historic district.

Built original as a high school in 1916, Church Hill elementary is a two story brick building which retains a considerable amount of historic integrity in its materials, floor plan, and ornamentation. Two successive additions were constructed on the north elevation in 1953 and 1971, which greatly expanded the massing of the building. The 1916 section is nicely detailed in its brick work, classical entrance, and gabled pavilion. In our opinion, the school building is a contributing resource of the Church Hill historic district for its association with education development in the community. In addition, the 1916 section embodies distinctive characteristics of school buildings of this period.

Documentation on the property is presented in: compliance file "Church Hill Elem"

Prepared by: SMDAarchitects

Lauren Bowlin

Reviewer, Office of Preservation Services

4/14/95

Date

NR program concurrence: yes no not applicable

Alvin B. Roberts

Reviewer, NR program

May 10, 1995.

Date

gms

MARYLAND COMPREHENSIVE HISTORIC PRESERVATION PLAN DATA - HISTORIC CONTEXT

I. Geographic Region:

- Eastern Shore (all Eastern Shore counties, and Cecil)
- Western Shore (Anne Arundel, Calvert, Charles, Prince George's and St. Mary's)
- Piedmont (Baltimore City, Baltimore, Carroll, Frederick, Harford, Howard, Montgomery)
- Western Maryland (Allegany, Garrett and Washington)

II. Chronological/Developmental Periods:

- Paleo-Indian 10000-7500 B.C.
- Early Archaic 7500-6000 B.C.
- Middle Archaic 6000-4000 B.C.
- Late Archaic 4000-2000 B.C.
- Early Woodland 2000-500 B.C.
- Middle Woodland 500 B.C. - A.D. 900
- Late Woodland/Archaic A.D. 900-1600
- Contact and Settlement A.D. 1570-1750
- Rural Agrarian Intensification A.D. 1680-1815
- Agricultural-Industrial Transition A.D. 1815-1870
- Industrial/Urban Dominance A.D. 1870-1930
- Modern Period A.D. 1930-Present
- Unknown Period (prehistoric historic)

III. Prehistoric Period Themes:

- Subsistence
- Settlement
- Political
- Demographic
- Religion
- Technology
- Environmental Adaption

IV. Historic Period Themes:

- Agriculture
- Architecture, Landscape Architecture, and Community Planning
- Economic (Commercial and Industrial)
- Government/Law
- Military
- Religion
- Social/Educational/Cultural
- Transportation

V. Resource Type:

Category: building

Historic Environment: village

Historic Function(s) and Use(s): educational/high school

Known Design Source: _____

Maryland Historical Trust State Historic Sites Inventory Form

1. Name (indicate preferred name)

historic Church Hill Elementary School (preferred)

and/or common

2. Location

street & number Main Street not for publication

city, town Church Hill vicinity of congressional district

state Maryland county Queen Anne's

3. Classification

Category	Ownership	Status	Present Use	
<input type="checkbox"/> district	<input checked="" type="checkbox"/> public	<input checked="" type="checkbox"/> occupied	<input type="checkbox"/> agriculture	<input type="checkbox"/> museum
<input checked="" type="checkbox"/> building(s)	<input type="checkbox"/> private	<input type="checkbox"/> unoccupied	<input type="checkbox"/> commercial	<input type="checkbox"/> park
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input type="checkbox"/> work in progress	<input checked="" type="checkbox"/> educational	<input 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 type="checkbox"/> yes: restricted	<input type="checkbox"/> government	<input type="checkbox"/> scientific
	<input type="checkbox"/> being considered	<input checked="" type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial	<input type="checkbox"/> transportation
	<input type="checkbox"/> not applicable	<input type="checkbox"/> no	<input type="checkbox"/> military	<input type="checkbox"/> 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 9 7199

street & number folio 563 302

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

Survey No. QA-490

Condition		Check one	Check one	
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input type="checkbox"/> original site	
<input type="checkbox"/> good	<input type="checkbox"/> ruins	<input type="checkbox"/> altered	<input type="checkbox"/> moved	date of move _____
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed			

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

Church Hill Elementary School (Originally Church Hill High School) is located in the town of Church Hill on the west side of Main Street and south of the intersection of Main Street and route 300. It is almost identical in plan and elevation to Suddlersville Elementary School built in 1914. The original brick building dates to 1916 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 entrance. 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 eaves 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 from the 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 entrance 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. Wainscoting 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, six-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)

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

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 checked="" 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 type="checkbox"/> architecture	<input type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates	Builder/Architect
check: Applicable Criteria: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D and/or	
Applicable Exception: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G	
Level of Significance: <input type="checkbox"/> national <input type="checkbox"/> state <input type="checkbox"/> local	

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

Church Hill Elementary School is architecturally and culturally significant to the community of Church Hill. 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 commitment of resources by Queen Anne's County at the turn of the century.

In response to a petition by the citizens of Church Hill for a high school in their area, the Queen Anne's County School Board built the Church Hill School in 1916. George E. Lane, a local building contractor who regularly submitted bids to the Queen Anne's County School Board for work, won the bid. Lane was the contractor for the Sudlersville Elementary School and he designed and built the Stevensville High School (QA 262).¹ The plans and specifications for the Church Hill School were identical to those of Sudlersville Elementary School designed by Brinkloe and Canning and built in 1914. 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 known for his school projects, designed the additions for both the Sudlersville 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)

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

²Ibid. For information on Brinkloe, see Maryland Historical Trust, Vertical Files.

³Ibid.

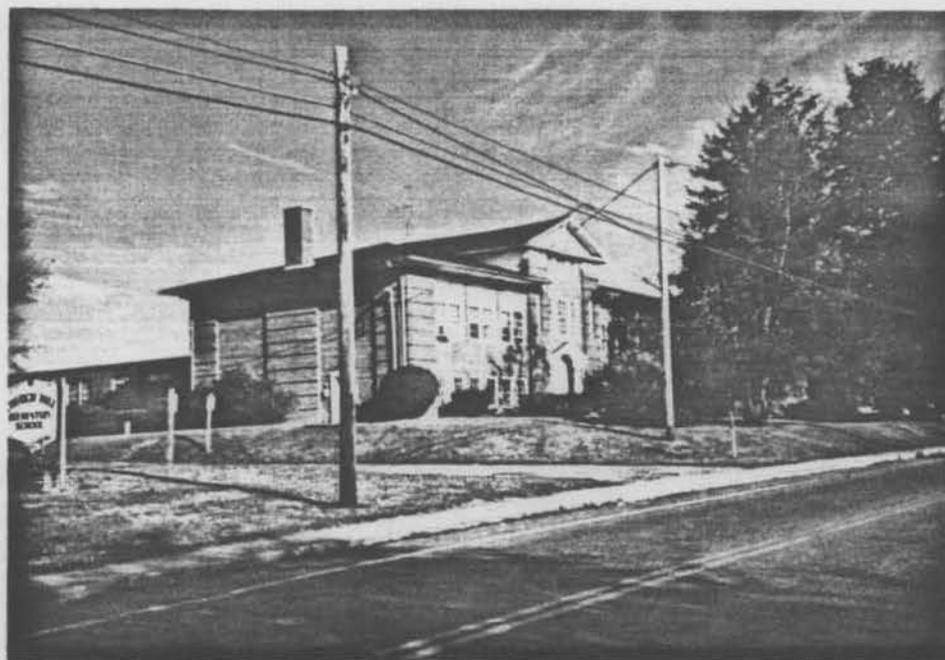
8.1, Continued

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 schools be erected in each district where needed, and that trustees be appointed for each school. Fifty-six white schools 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 Suddlersville 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

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

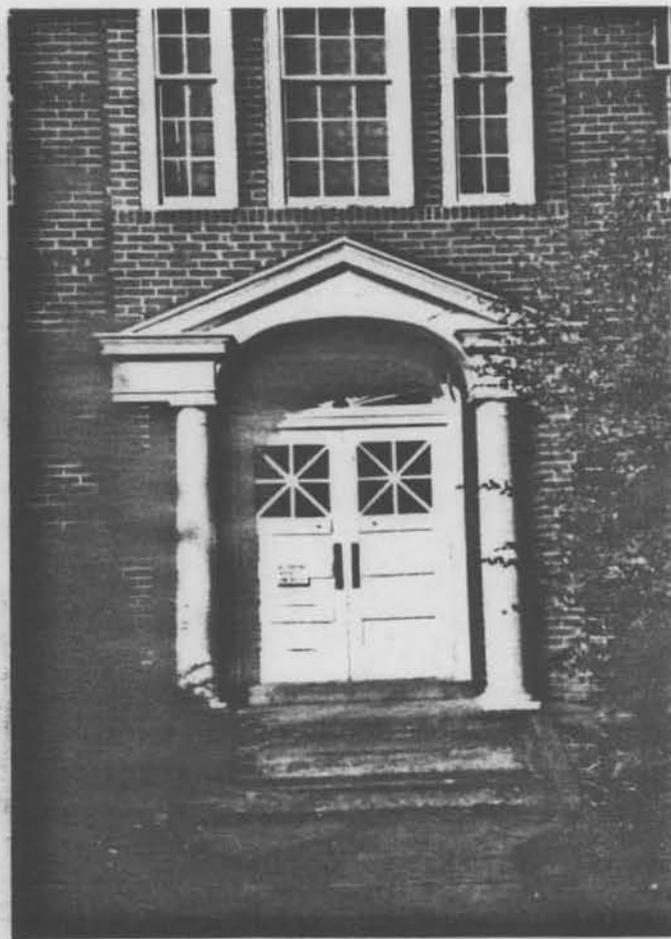
⁵Ibid. pp. 185-223, passim.



1916 Original Church Hill School

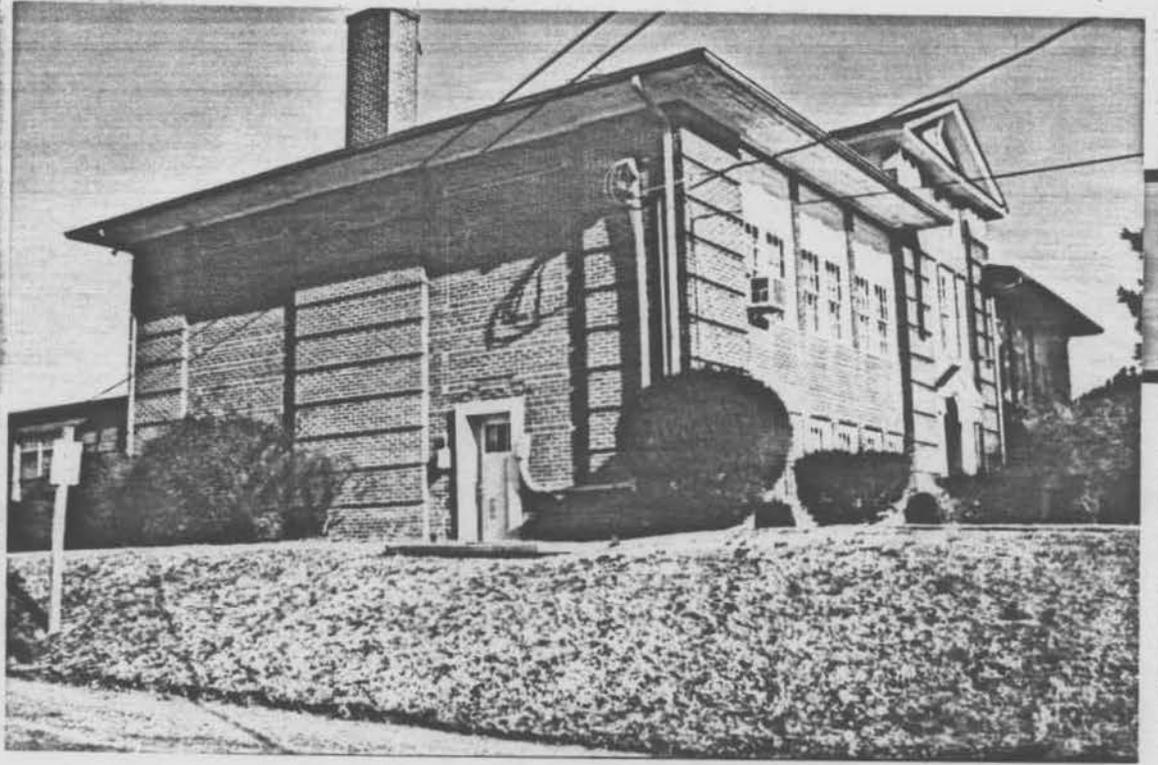


1916 Building - Window Detail



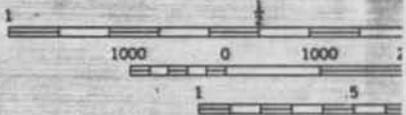
1916 Building - Entrance

QA-490





Mapped by the Army Map Service
 Edited and published by the Geological Survey
 Control by USGS and USC&GS
 Contour lines and drainage in part compiled from aerial photographs taken in 1942. Topography by planetable surveys 1944
 Culture revised by the Geological Survey 1958
 Hydrography compiled from USC&GS chart 548 (1953)
 Polyconic projection. 1927 North American datum
 10,000-foot grid based on Maryland coordinate system
 1000-meter Universal Transverse Mercator grid ticks, zone 18, shown in blue
 Revisions shown in purple compiled by the Geological Survey from



UTM GRID AND 1973 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

CON
 NATIONAL GE
 DEPTH CURVES AND SOI
 SHORELINE SHOWN REPRE
 THE MEAN RA

THIS MAP COMPLIES
 FOR SALE BY U. S. GE
 A FOLDER DESCRIBING TOP

QA-490
Church Hill Elementary
School

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

