

WO-586

Worcester High School

Architectural Survey File

This is the architectural survey file for this MIHP record. The survey file is organized reverse-chronological (that is, with the latest material on top). It contains all MIHP inventory forms, National Register nomination forms, determinations of eligibility (DOE) forms, and accompanying documentation such as photographs and maps.

Users should be aware that additional undigitized material about this property may be found in on-site architectural reports, copies of HABS/HAER or other documentation, drawings, and the “vertical files” at the MHT Library in Crownsville. The vertical files may include newspaper clippings, field notes, draft versions of forms and architectural reports, photographs, maps, and drawings. Researchers who need a thorough understanding of this property should plan to visit the MHT Library as part of their research project; look at the MHT web site (mht.maryland.gov) for details about how to make an appointment.

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Last Updated: 03-25-2016

**MARYLAND HISTORICAL TRUST
DETERMINATION OF ELIGIBILITY FORM**

NR Eligible: yes ☐ no ☒

Property Name: Worcester High School Inventory Number: WO-586
 Address: 6270 Worcester Highway (US 113) Historic district: ☐ yes ☒ no
 City: Newark Zip Code: 21841 County: Worcester
 USGS Quadrangle(s): Public Landing
 Property Owner: The Board of Education of Worcester County Tax Account ID Number: 2404002954
 Tax Map Parcel Number(s): 27 Tax Map Number: 48
 Project: US 113 Widening, Phase IV Agency: MD SHA
 Agency Prepared By: Consultant for MD SHA
 Preparer's Name: Jon Schmidt Date Prepared: 01/24/2014
 Documentation is presented in: MIHP Form

Preparer's Eligibility Recommendation: ☒ Eligibility recommended ☐ Eligibility not recommended
 Criteria: ☒ A ☐ B ☐ C ☐ D Considerations: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G

Complete if the property is a contributing or non-contributing resource to a NR district/property:

Name of the District/Property: _____
 Inventory Number: _____ Eligible: ☐ yes ☐ no Listed: ☐ yes ☐ no

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

Description of Property and Justification: *(Please attach map and photo)*

See MIHP form for an architectural description and historic context for the property.

Worcester High School is eligible for the National Register of Historic Places (NRHP) under Criterion A for its association with the history of public education in Worcester County. The school is specifically associated with the education of African Americans and segregated schooling. The school was constructed during 1952 and 1953 at the tail end of a statewide movement to consolidate rural schools that began during the 1930s. It operated as a segregated high school for African Americans from September 1953 through May 1970. When opened, it served as the consolidated secondary school for African American students in Worcester County and replaced a senior high in Snow Hill and junior highs in Berlin and Pocomoke City.

In May 1954, the United States Supreme Court ruled in *Brown v. Board of Education* that the practice of maintaining segregated schools violated the Fourteenth Amendment of the Constitution. Worcester County schools adopted a freedom of choice desegregation plan on July 10, 1956, but the policy was ineffective. No desegregation took place until 1964, when Larry Waples integrated the formerly white Stephen Decatur High School in Berlin. Nonetheless, Worcester High School remained segregated for another six years, a full fifteen school years after *Brown v. Board of Education*. Worcester County schools were the last in Maryland and among the final twenty-five districts in the country to desegregate. During the 1970-1971 school year county

MARYLAND HISTORICAL TRUST REVIEW

Eligibility recommended ☐ Eligibility not recommended ☒
 Criteria: ☐ A ☐ B ☐ C ☐ D Considerations: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G

MHT Comments: Lacks integrity to reflect significance.

Jim Tarlino
 Reviewer, Office of Preservation Services

[Signature]
 Reviewer, National Register Program

2/28/2014

Date

3/6/14

Date

201400560

schools adopted a geography-based plan that desegregated all schools.

Worcester High School is the last segregated school constructed for and attended by African Americans that remains standing on Maryland's Eastern Shore. (The Stephen H. Long School in Pocomoke City was built in 1956, but it is no longer standing.) Although students no longer attend classes at the school, it currently houses the offices of the Board of Education. The school's historic significance is expressed through this continued association with education in Worcester County, which, by extension, contributes to the resource's integrity of feeling. Furthermore, the boundary has been drawn in a way that addresses the resource's historic location and setting. Changes to materials, workmanship and design do not deleteriously impact the resource's significant association with the history of desegregation.

Research conducted as part of this investigation did not identify persons of local, state, or national significance associated with the property. As a result, Worcester High School is not eligible for the National Register of Historic Places (NRHP) under Criterion B.

Worcester High School is a typical example of a school built during the middle of the twentieth century. The design incorporates elongated lines, geometric shapes, buff colors, and large banks of windows. Designed by the Baltimore architectural firm Finney, Wolcott and Associates, the school exhibits few characteristics that distinguish its design from significant examples of school architecture. The building envelope is constructed of concrete block, which was historically exposed at the exterior. The building received an extensive renovation in 1986, during which the original fenestration pattern was altered, windows were removed and new materials were introduced to the façade. As a result, the school does not retain integrity of workmanship, design, or materials. The school is an altered example of a vernacular school built with common materials. For these reasons, Worcester High School is not eligible for the National Register of Historic Places under Criterion C.

Criterion D was not investigated as part of this study.

The boundary begins at the intersection of Worcester Highway and the entrance to the school and follows the tax parcel boundary in a counter clockwise direction around the southern and eastern borders. The historic boundary follows the northeastern border of the tax parcel along Central Site Lane for approximately 1,450 feet until reaching a hedgerow that runs in a southwesterly direction. This hedgerow is the boundary between agricultural fields to the southeast and land graded for the construction of the new school to the northeast. The boundary follows the hedge in a southwesterly direction for approximately 900 feet until it reaches a point where the natural barrier turns in a westerly direction. The boundary follows the hedgerow approximately 600 feet until it reaches the southeastern corner of a parking lot. The boundary then follows the southern boundary of the parking lot road in a westerly direction until it reaches the place of beginning. The boundary includes the school and the surrounding grounds as well as the agricultural fields east of the school, which have been continuously cultivated as part of Worcester County schools' agricultural education program since 1954. The area within the boundary comprises approximately 70 acres.

The historic boundary excludes the extensive portion of the tax parcel that was impacted in 2008 by the construction of Worcester County Technical High School. The school is out of context from the remainder of the historic property and is physically set apart by manmade and n

MARYLAND HISTORICAL TRUST REVIEW

Eligibility recommended _____

Eligibility not recommended _____

Criteria: A B C D Considerations: A B C D E F G

MHT Comments:

Reviewer, Office of Preservation Services

Date

Reviewer, National Register Program

Date

Maryland Historical Trust

Maryland Inventory of

Historic Properties Form

Inventory No. WO-586

1. Name of Property (indicate preferred name)

historic Worcester High School (preferred)
other Worcester Cty. High School, Worcester Cty. Career and Technology Center, Worcester Cty. Board of Education

2. Location

street and number 6270 Worcester Highway not for publication
city, town Newark X vicinity
county Worcester

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

name The Board of Education of Worcester County
street and number 6270 Worcester Highway telephone 410-632-5000
city, town Newark state MD zip code 21841

4. Location of Legal Description

courthouse, registry of deeds, etc. 1 West Market Street, Room 104 liber CWN 34 folio 109 etc.
city, town Snow Hill tax map 48 tax parcel 27 tax ID number 2404002954

5. Primary Location of Additional Data

- ☐ Contributing Resource in National Register District
☐ Contributing Resource in Local Historic District
☐ Determined Eligible for the National Register/Maryland Register
☐ Determined Ineligible for the National Register/Maryland Register
☐ Recorded by HABS/HAER
☐ Historic Structure Report or Research Report at MHT
☐ Other: _____

6. Classification

Category	Ownership	Current Function	Resource Count
☐ district	☒ public	☐ agriculture	Contributing
☒ building(s)	☐ private	☐ landscape	Noncontributing
☐ structure	☐ both	☐ commerce/trade	1 4 buildings
☐ site		☐ defense	1 4 sites
☐ object		☐ domestic	1 4 structures
		☒ education	1 4 objects
		☐ funerary	1 4 Total
		☐ government	
		☐ health care	
		☐ industry	
		☐ recreation/culture	
		☐ religion	
		☐ social	
		☐ transportation	
		☐ work in progress	
		☐ unknown	
		☐ vacant/not in use	
		☐ other:	

Number of Contributing Resources previously listed in the Inventory
Zero (0)

7. Description

Inventory No. WO-586

Condition

☐ excellent	☐ deteriorated
☐ good	☐ ruins
☒ fair	☐ altered

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

The property at 6270 Worcester Highway near Newark, Worcester County contains a sprawling one-story school. The building currently houses the offices of the Worcester County Board of Education, though previously served as Worcester High School (for African Americans) from 1953 to 1970 and the Worcester County Career and Technology Center from 1970 to 2008. Deeds and research efforts have documented the dates of construction as 1952 to 1953. The Worcester County Board of Education Facilities Management Plan indicates the building was significantly expanded in 1960 with later additions in 1963, 1968, and 1986.

Situated on a 147 acre tax parcel and oriented toward the west, the school fronts Worcester Highway at a broad setback. The property is almost entirely flat. A few mature trees line parking lots located west and northeast of the school. Two flag poles are located on a knoll just west of the school. At the eastern end of the campus, a mature hedgerow separates the manicured grass lawn from farm fields that are part of the schools agricultural education program. Erected in 2008 directly to the north, Worcester Technical High School is on the same parcel. The vehicular entry to the old Worcester High School was reconfigured when the new school opened. Originally approached via a straight drive, the property is accessed via a traffic signal on Worcester Highway, where a drive curves towards the north and loops around the new school. A straight, narrow spur leads to the old Worcester High School.

The resource on the property is a one-story school constructed in a mid-century style that emphasizes horizontal lines, geometric shapes, flat roofs, and buff colors. The school is composed of two parallel, elongated rectangles – described here as western and eastern wings - connected by a hyphen in the middle. The twelve-bay, western wing features a large, offset kitchen attached at the southern end. The concrete block facade is clad with a smooth coat of stucco. Ornamental concrete block columns clad with stucco project from the façade and divide it into nine bays. The flat roof features narrowly projecting eaves and a plain cornice trimmed with metal flashing.

There are three entrances to the western wing, each sheltered by projecting concrete block walls and situated beneath elongated shed-roof, standing-seam metal awnings that are supported by metal columns. The primary entrance at center is a set of modern two-light, glass and metal doors flanked by four fixed windows. The additional entries at the north and south ends of the main block are paired, two-light glass and metal doors fitted with one-light transoms and flanked by plate glass windows. Fenestration is regular and asymmetrical and consists of seven banks of windows arranged in ribbons of six one-light fixed windows over one-light awning windows. Additional banks of small, fixed windows are situated at the northern and southern ends of the elevation. This fenestration pattern was created during a 1986 renovation.

The stucco-clad kitchen projects forward from the facade of the school. Though comprising only one interior story, the kitchen's roof

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 7 Page 1

is taller than the rest of the school. There are two entries at the southern end of the kitchen section. Both consist of a pair of flat-panel, metal doors fitted with a fixed window and surmounted by a one-light transom. Fenestration is regular and asymmetrical and continues in the manner of the remainder of the façade with three banks of fixed windows situated over one-light awning windows.

The seven-bay south elevation of the kitchen is clad with painted concrete block. There are five entrances spread across the elevation: three are flat-panel metal doors fitted with one-light fixed windows and the fourth a set of flat-panel, metal doors. The final entry is a large, twenty-eight-panel, roll-up garage door that provides access to an interior warehouse. The door is set between projecting concrete block walls and situated beneath a flat-roof awning. Fenestration is regular and asymmetrical and consists of rectangular vents at either side of the garage door. An interior, concrete block chimney pierces the center of the elevation.

The eastern elevation of the western wing consists of the six-bay kitchen section, and the fifteen bay main block. The kitchen section features regular and symmetrical fenestration consisting of vertical banks of three, one-light awning windows. The lone entry is a flat-panel, metal door at the center of the elevation.

The eastern elevation of the main block is divided into two parts by the former culinary arts buildings, which also serves as the hyphen that connects the western and eastern wings of the school. The southern section of the main block is clad with painted concrete block and features original fenestration consisting of one-light awning windows arranged in banks of thirty. A flat-panel metal door with a fixed light is set beneath a shed-roof awning at center. The northern section of the main block is clad with stucco and features an altered fenestration pattern that consists of five, fixed replacement windows. In the bay adjacent to the culinary arts building, a pair of flat-panel, metal doors surmounted by a transom provide access to the interior. A window bay and entry at the northern end of the elevation have been enclosed.

The north elevation of the main block is clad with stucco. The only opening on the elevation is a glass and metal door set beneath a flat-roof awning at the center of the elevation.

The culinary arts building is a one-story, flat-roofed, rectangular building situated between the parallel eastern and western wings of the school. The small, nondescript building is presently vacant. Fenestration is irregular and asymmetrical and consists of fixed windows of various sizes along the north elevation. There are two entries: a pair of flat-panel, metal doors at the center of the south elevation and a flat-panel metal entry at the eastern end of the north elevation. The flat roof features narrow, overhanging eaves and a plain cornice finished with metal flashing.

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 7 Page 2

The eastern wing of the school is slightly longer than its western counterpart and also differs by the presence of the two story maintenance shop at the center of its east elevation. The sixteen-bay, west elevation is divided into nine-bay and seven-bay sections by the culinary arts building. There are two entries on the elevation: a pair of flat-panel, metal doors at the center of the southern end and a pair of flat-panel, metal doors adjacent to the culinary arts building in the northern end. Fenestration is irregular and asymmetrical. The nine-bay section contains five bays of one-light awning windows arranged in vertical banks of various numbers. The northernmost two bays in the southern section and remaining five bays in the northern section feature replacement, one-light fixed windows capped with standing seam metal awnings and fitted with ornamental concrete pilasters.

The two-bay, south elevation of the eastern wing is clad with painted concrete block. It features two entries: a flat-panel, metal door at the western end and a pair of flat-panel, metal doors fitted with one-light, fixed windows that are recessed at center.

The fifteen-bay, east elevation is divided into two sections by the maintenance shop. There are two entries at the northern end of the elevation. Both are flat-panel, metal doors fitted with one-light fixed windows. Fenestration is irregular and asymmetrical. The eight bays at the southern end of the east elevation feature the original fenestration pattern consisting of one-light awning windows arranged in vertical banks. The bays at northern end of the elevation feature replacement, one-light fixed windows capped with standing seam metal awnings and fitted with ornamental concrete pilasters.

The two-bay, north elevation of the eastern wing is clad with stucco. Fenestration is regular and symmetrical and consists of pairs of one-light fixed over one-light awning windows that are capped with standing seam metal awnings and fitted with ornamental concrete pilasters.

The maintenance shop projects from the center of the east elevation of the eastern wing. The two-story shop is connected to the school by two one-story hyphens that create a courtyard in the middle. The entry to the five-bay, south elevation in the hyphen is a pair of flat-panel metal doors with one-light fixed windows. Fenestration is irregular and asymmetrical and consists of three-light, glass and metal sash windows.

The seven-bay east elevation of the maintenance shop is clad with stucco. There are six entries, four of which are garage doors. The most prominent of these is a twenty-eight-panel, roll-up door set beneath a flat-roof awning and offset by projecting concrete walls. The remaining are typical one-bay, metal garage doors. The other entries are flat-panel, metal doors with fixed windows in the second

Maryland Historical Trust

Maryland Inventory of

Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 7 Page 3

and seventh bays. Fenestration is regular and asymmetrical and consists of four bays at the second story fitted with one-light awning windows arranged in banks of twenty-one.

The stucco-clad, three-bay north elevation of the maintenance shop has been heavily altered. The dominant feature is the exaggerated entry at center that is marked by large, projecting concrete walls and a standing-seam metal awning. The entry consists of flat-panel metal doors with one-light fixed windows that are flanked by fixed windows. Fenestration is regular and asymmetrical, consisting of fixed, one-light windows capped with standing seam metal awnings and fitted with ornamental concrete pilasters.

There are four one-and-a-half story, outbuildings situated south of the western wing. Constructed of concrete block and clad with stucco, the outbuildings are oriented toward the north. The western two are two-bay, gable front structures. The eastern two outbuildings are three-bay and side-gable in composition. Entries are either metal, garage doors, or flat-panel, metal doors. Fenestration on all the buildings is irregular and asymmetrical and consists of one-over-one vinyl sash.

8. Significance

Inventory No. WO-586

Period	Areas of Significance	Check and justify below		
☐ 1600-1699	☐ agriculture	☐ economics	☐ health/medicine	☐ performing arts
☐ 1700-1799	☐ archeology	☒ education	☐ industry	☐ philosophy
☐ 1800-1899	☐ architecture	☐ engineering	☐ invention	☐ politics/government
☐ 1900-1999	☐ art	☐ entertainment/ recreation	☐ landscape architecture	☐ religion
☐ 2000-	☐ commerce	☐ ethnic heritage	☐ law	☐ science
	☐ communications	☐ exploration/ settlement	☐ literature	☒ social history
	☐ community planning		☐ maritime history	☐ transportation
	☐ conservation		☐ military	☐ other: _____

Specific dates 1954-1969

Architect/Builder Finney, Wolcott and Assoc; Sutter Const.

Construction dates 1953-1954

Evaluation for:

☒ National Register

☐ Maryland Register

☐ not evaluated

Prepare a one-paragraph summary statement of significance addressing applicable criteria, followed by a narrative discussion of the history of the resource and its context. (For compliance projects, complete evaluation on a DOE Form – see manual.)

The history of Maryland's modern public school system begins with the 1864 Maryland Constitution which established the state's first Board of Education. The 1864 constitution was controversial for a variety of reasons and as a result was quickly superseded by a new state constitution ratified in 1867. The new document charged the General Assembly with creating a "thorough and efficient" system of free schools funded by a dedicated source of revenue.ⁱ Prior to this time, all public schools had been locally funded and governed.

Public school development progressed at a varied pace that depended upon the relative importance education in the local community. Under the newly established system, the General Assembly required each county to name an official in charge of schools. In 1868, retired Judge Ephraim K. Wilson was named Examiner and Treasurer of the Worcester County School Board.ⁱⁱ An inventory of the county's physical assets taken in that year included three inadequate elementary schools and three private academies that were willing to transfer property to the county for use as high schools.ⁱⁱⁱ

Maryland's 1867 constitution made no mention of education for African Americans yet segregated school systems emerged almost immediately. From 1865 to 1872, the federal Freedman's Bureau provided funding to localities for the construction and operation of schools for African Americans.^{iv} Like all of Maryland's southern and Eastern Shore counties, Worcester County operated a separate African American school system. Surviving records indicate it was severely underfunded. In 1896, the United States Supreme Court ruling in *Plessy v. Ferguson* upheld the "separate but equal" doctrine and reaffirmed the constitutionality of racial segregation in public facilities.

In 1910, the General Assembly passed legislation requiring each county to hire an African American Supervisor of Colored Schools.^v Worcester County selected Stephen H. Long, the principal of Pocomoke City Grammar School for the position.^{vi} Born in Pocomoke City in 1865 and educated in Boston, Long began his teaching career in Somerset County. A short biography of Long in *Hickory Stick*

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School Continuation Sheet

Number 8 Page 1

to Computer Chip: A History of Public Education in Worcester County, MD, credits him with much advancement in the schooling of African Americans. At a time when African American students were required to attend only through seventh grade, Long advocated attending through tenth grade (a full secondary education at that time). Long also campaigned for a longer school year, better facilities and training for teachers.^{vii} He is also credited with issuing the first graduation certificates to African American students. Long served Worcester County schools until his life was tragically cut short on September 13, 1921.^{i viii}

The early twentieth century brought with it the idea that good government could solve a variety of social problems. One aspect of the progressive reforms implemented by the government was an increased national focus on education. Studies had shown that poor classroom performance was in part tied to inadequate facilities that were determined to be detrimental to learning. A building boom ensued. In 1917, Worcester County allocated \$14,500 for the construction of nine new African American schools in Pocomoke City, Stockton, Old St. Pats, Queponco, Cool Spring, Staggsville, Germantown, Whaleysville, and McMasters.^{ix} After a public outcry, the Pocomoke City *Ledger-Enterprise* accused the school board of courting black voters and the amount of funding was reduced.^x From a modern perspective, the school district was astonishingly fragmented. In 1920 there were sixty-one schools for whites and twenty-five for African Americans.^{xi} Chronically underserved by public funds, schools for African Americans were also financed with money raised by community school booster organizations or donated by philanthropists.

Julius Rosenwald earned his fortune while working for Sears Roebuck and Co., where he served as president from 1908 to 1924. In 1917, he established an eponymous charitable fund that would ultimately provide matching money for nearly five thousand African American schools, among a variety of other projects.^{xii} In 1917, the Worcester County Board of Education actually turned away a \$350 grant from the fund. One source indicates the reason for declining the funds was that the board was not willing to spend money building schools for African American students. Nonetheless, the same study identified eleven schools in Worcester County that were built with assistance from the Rosenwald Fund, in the following communities: Bishop, Curtis, Germantown, Girdletree, Mt. Wesley, Newark, Old St. Paul's, Pocomoke City, Queponco, St. James, and Staggsville.^{xiii}

ⁱ John A. Pilchard, a disgruntled farmer, stabbed Long over a disagreement involving two orphaned boys laboring on his farm. Long had previously discovered the boys were not attending school, and had an orphanage remove the boys from the farm. Pilchard blamed Long for his loss of farm labor and murdered him at Noah Gunby's store in Pocomoke City, down the block from Long's home. Pilchard served only three years for his crime.

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 8 Page 2

Statistics published during the 1920s and 1930s reveal that Long's efforts had been rolled back, were never enacted, or were even more desperately warranted at the time they were implemented. During the 1927-1928 school year, Worcester County spent \$105.43 per white student against a mere \$34.03 per African American Student.^{xiv} That same year, the high school population was 743, of which 81 were African American.^{xv} White students were offered eleven years of education, with high schools in Berlin, Pocomoke City, Snow Hill, Stockton, and Ocean City. By comparison, African American students were offered nine years of education at segregated secondary schools in Pocomoke City, Berlin and Snow Hill.^{xvi} Further emphasizing the disparity in the quality of education, the school year for white students was one full month longer. In 1935, during the depth of the Great Depression, the gap in spending had grown to \$91.46 per white student and \$23.90 per African American student.^{xvii} In another measure of inequality, the Board of Education employed 36 high school teachers to educate 742 white students versus just 4 teachers for 171 African American students.^{xviii}

World War II caused great disruption in the social and cultural institutions. Education was not spared. Financial resources were limited in order to support the war effort and as a result planned building projects were put on hold and teacher salaries were frozen. Absenteeism spiked as many students were needed on farms to maximize yields or replace family members who entered military service. The end of fighting in 1945 eased wartime restrictions on travel and consumption and industries resumed peacetime levels of production. As soldiers returned home, over time society normalized. Population growth at the front edge of the baby boom contributed to a need for new schools. By 1949 enrollment in Worcester County schools had increased to 3,810, composed of 2,418 white and 1,382 African American students.^{xix} A September 1948 report provided an inventory of Worcester County schools. The county operated ten white schools valued at \$621,000 and nine African American schools valued at \$113,000.^{xx} In the simplest terms, white schools were valued nearly five times higher than African American schools. The quality of the all school facilities was quite varied. Some schools were built exclusively with county funds, while others built during the 1910s and 1920s tapped Rosenwald Funds. Schools built with federal assistance from the Civil Works Administration during the 1930s were the most grand, while others were one or two room school houses built at the turn of the century. A steadily growing number of students and aging facilities guided Worcester County toward the national trend of building consolidated schools.

In December 1948, newly hired Superintendent Paul D. Cooper proposed a three million dollar building campaign that included two new high schools: one for whites in Berlin and one for African Americans in Newark.^{xxi} Architects for the two new high schools were named in July 1949. Finney, Wolcott and Associates, a short-lived Baltimore architecture firm, were selected to design the African American school.^{xxii}

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 8 Page 3

Finney, Wolcott and Associates was organized in 1947 when after more than thirty years of independent practice John W. Wolcott joined with fellow architect Eben D. Finney.^{xxiii} According to a real estate announcement in *The Sun*, the firm leased offices at 10 West 25th Street -- one block off the fashionable Charles Street -- in the city's Harwood neighborhood.^{xxiv} Active until 1955, the firm designed public, residential, industrial and commercial buildings. The architects maintained a high level of social standing and as a result, biographical information is readily available in *The Sun* archives. Finney was a graduate of Princeton University, veteran of both World Wars and the son of famed Johns Hopkins surgeon J.M.T. Finney.^{xxv} Wolcott was a Georgia native who graduated from Georgia Tech, attended Johns Hopkins University and settled in Baltimore after suffering a serious car accident in 1921.^{xxvi} Of the two, Wolcott is better known as an independent architect for his work designing several homes in the Roland Park section of Baltimore.

The firm attained a modest level of success and was recognized locally for its 1953 design of Baltimore retailer Stewart's first suburban department store on York Road. Other realized designs include a number of public buildings, most prominently the North Frederick Elementary School (1950-1956), Walbrook Branch of Pratt Library (1954-1957) and an addition to Elkton High School (1955).^{xxvii} The partnership ended coldly in 1955 when Winthrop charged Finney with "certain activities...considered harmful to the partnership business."^{xxviii} Finney bought out Winthrop for \$10,000 and retained possession of the firm's 20 active contracts.

Finney, Wolcott and Associates finished plans for Worcester County's new African American high school in August 1950. The design for the 52,000 square foot school included 28 classrooms, a cafeteria, and a separate auditorium. The site selected for the African American school was a 168-acre farm on the east side of Worcester Highway south of Newark. The campus also included a model farm, utilizing existing buildings on the property purchased for \$14,000 from Walter Dennis.^{xxix} The county issued \$1.5 million construction bonds in hopes they would cover the cost. An additional \$230,000 grant from the General Assembly financed additional school construction projects throughout the county.

Around this time, the Worcester County Board of Education took to renaming their schools. Even though the school system remained segregated, the word "colored" was removed from the title of all African American schools.^{xxx} Thus, while the school was built for African American students, the new school in Newark was given the more egalitarian name of Worcester County High School.² Bids for the construction of the new school were received during October and November 1950. The low bid of \$728,000 vastly exceeded estimates, so the contract was re-advertised in April 1951.^{xxxi} This time the low bid of \$592,000 from William F. Sutter Construction

² The word "county" was informally dropped from the moniker shortly after and infrequently appears in official documentation.

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School Continuation Sheet

Number 8 Page 4

of Nescopeck, PA was accepted.^{xxxii} Sutter had recently completed construction of Calvert High School in Prince Frederick. The scheduled completion date was July 1, 1952, but construction delays pushed the opening back more than a year. Built simultaneously by Sutter Construction, the white high school at Berlin called the Stephen Decatur High School was erected for slightly less than \$1.5 million.^{xxxiii} That Stephen Decatur High School cost nearly three times as much to build as Worcester High School may explain the latter school's generally drab appearance. Accompanied by much fanfare, the cornerstone for Stephen Decatur High School was laid on May 16, 1953.^{xxxiv} Local dignitaries including Board of Education officials, the president of the County Commissioners, and Superintendent Paul D. Cooper attended the ceremony. The Snow Hill High School Marching Band also performed. The cornerstone of Worcester High School was laid eight days later without celebration.^{xxxv}

Worcester High School opened in September 1953. The consolidated school replaced junior high schools in Pocomoke City and Berlin and the senior high school in Snow Hill. No other secondary school for African Americans remained in Worcester county. The dedication ceremony took place on January 31, 1954.^{xxxvi} Less than two weeks later, the February 11, 1954 *Worcester Democrat* reported, "The New Worcester High School (colored, grades 7-12) occupied this year has an enrollment, now at capacity, of 591."^{xxxvii} Enrollment was projected to exceed seven hundred by the 1958-1959 school year, meaning the school was too small when it opened and additional classrooms would have to be constructed. By investing more than two million dollars in two new segregated schools, Worcester County committed to maintaining separate school systems. National events would soon prove the commitment to be shortsighted. On May 17, 1954, the Supreme Court issued a unanimous 9-0 decision in the landmark case *Brown v. Board of Education*. The Court's ruling established that the practice of maintaining segregated schools violated the Fourteenth Amendment of the Constitution. The "separate but equal" doctrine in place for nearly sixty years was suddenly illegal.

The Supreme Court decision was met with a variety of initial reactions in Maryland. Governor Theodore McKeldin issued a statement that he was "confident the transition can be brought about in Maryland without confusion and without undue delay."^{xxxviii} This was in contrast to the *measured statement* from Lillie M. Jackson, President of the Baltimore chapter of the NAACP, which thinly concealed her elation. "The Supreme Court has rendered a just decision for which we are grateful. May God bless each and every one of the judges, for whom our respect and admiration remains. Long live our Democracy!"^{xxxix} State Superintendent of Schools Dr. Thomas G. Pullen, wrote that "no immediate drastic changes in our present plan of operation" were foreseen.^{xl} With an eye to the future, he indicated that particular cases would be handled at the local level. He advocated for individual rights to be protected and in a reflection of the language in the decision, called for the removal of "arbitrary and capricious devices."^{xli} Worcester County adopted a wait and see approach. An unnamed member of the Board of Education said he "did not anticipate any change...there may be some gradual change later."^{xlii}

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 8 Page 5

As the decision was dissected and its far reaching implications became clear, some reactions tended towards the extreme. At the end of 1954, the Superintendent's Committee on Desegregation of the Public Schools in Maryland issued a report that amounted to an incendiary criticism of the decision.

The Supreme Court in abolishing segregation in the public schools of this country created a new right for a minority group. By the same action it abrogated a right of the majority group. It is specious to argue that this right of the majority did not exist legally; it has been countenanced as a right for nearly a century...; it is reasonable to expect that integration will cause emotional disturbances in those white children who have lived in a segregated world with as clear a conscience as that of the English, Dutch and New England slave traders who brought the Negroes to America for financial gain.^{xliii}

The report went on to admonish the Court for reaching beyond the Constitutional powers of the judiciary and legislating rights specifically reserved to the states. The report was written by Committee Chair William S. Schmidt. He was superintendent of Prince George's County Schools, where desegregation efforts lagged into the mid-1960s.

On June 7, 1955, the Worcester County Board of Education announced in a page-long memorandum signed by the superintendent that it could not adhere to the Supreme Court decision during the following school year. The county was the first in Maryland to officially state it would not implement the Court's decision.^{xliv}

The Worcester County Board of Education, being a responsible, legally constituted public body, must, of course, make every effort to comply with the decision. It will attempt to end the practice of racial segregation in the schools as soon as practicable. However, the Board is conscious of many conditions which complicate the problem in Worcester County, viz: the large proportion of colored children, the inadequacy of school facilities, etc.

In view of these conditions, and the lateness of the final decision of the court, this Board does not now believe it to be feasible or practicable to attempt any integration of school children during the 1955-56 school year.^{xlv}

This statement inherently implies that the majority of the district's African American schools were inadequate to be attended by whites. There is also evidence that supports the claim of inadequate school facilities. At the time this statement was issued, the Worcester County Board of Education had built two new high schools – Worcester and Stephen Decatur – and was engaged in protracted negotiations to fund the construction of additional high schools in Snow Hill and Pocomoke City^{xlvi}. A sustained boom in population and aging facilities were already challenging the Board of Education. Setting aside the specter of racial prejudice,

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School Continuation Sheet

Number 8 Page 6

desegregation presented another financial hurdle. Still, the school district had at least some money on hand: the district spent \$109,500 to rebuild the (African American) Stephen H. Long Elementary School in Pocomoke City after a suspicious fire in 1956.^{xlvii} And after the funding question was resolved, two new high schools opened in 1958.^{xlviii} Even with four new facilities built the previous five years, meaningful desegregation in Worcester County would not occur for more than a decade.

In the fall of 1955, despite Worcester County's pronouncement to the contrary, desegregation commenced in Carroll, Allegany, Prince George's, Washington, Baltimore, Anne Arundel, Cecil and Montgomery counties.^{xlix} A testament to the diversity of opinions found throughout the state, in February 1956, twenty Worcester County residents presented their Board of Education with a petition requesting that schools be kept segregated indefinitely or until a "southern state could come up with an answer or find a way out." The petition was supported by 5,000 signatures.^l Despite this entreaty, Worcester County was required to file a desegregation plan with the state and on July 10, 1956 adopted a freedom of choice policy.

If any child desires to attend a school other than the one in which he is enrolled or registered or other than the one he would normally attend, his parents may request a transfer by making application to the Board of Education. Application forms...must be filed with the Board of Education not later than August 27, 1956, in order to be considered for the 1956-57 school year. The application must state the reason for the request for transfer....The Board of Education reserves the right to deny such transfers for any good and sufficient reason.^{li}

Note that any mention of race is conspicuously absent from the policy, which was posted in the county's newspaper of record and adopted on an annual basis through the 1969-1970 school year. Parents in Worcester County were additionally required to sign a statement that they had not discussed their intention to transfer their child with anyone outside their immediate family.^{lii} Freedom of choice plans placed the burden of desegregation on African American parents, as parents of white students faced no such requirement to transfer schools. Over time these plans would become symbolic overtures toward desegregation capable of being manipulated to entrench the status quo. Similar policies were adopted in eight of the nine Eastern Shore counties.^{liii} Wicomico was the only county to utilize a geographically based system in which students simply attended the school to which they lived closest.

On November 24, 1961, Worcester High School was accredited by the Middle States Association of Secondary Schools and Colleges.^{liv} It was the second high school in the county to receive the distinction. By this time the school had been enlarged twice to accommodate a growing student population. Additions in 1957 and 1961 expanded the school by more than 20,000 feet.^{lv} While progress desegregating schools was made elsewhere in the state, schools in Worcester County remained segregated. Eastern Shore counties retrenched and only nominal desegregation occurred during the late 1950s and early 1960s. As late as 1962, seven Eastern Shore counties remained segregated.^{lvi}

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School Continuation Sheet

Number 8 Page 7

In April 1964, the Maryland State Department of Education issued a report titled *Status of Desegregation in Maryland Public Schools*. It examined the state's progress at the county level and included a February 1963 letter signed by Worcester County Superintendent Paul S. Hyde. The letter is a stark admission of the district's lack of progress. Hyde rather bluntly admitted, "There has been no integration of races in the classrooms in this county."^{lxvii} Making a point that progress had been made in the ten years since *Brown v. Board of Education*, Hyde went on to write, "Negroes are employed on the central office clerical staff." Real progress was indeed being made, however, as the separate white and colored teachers' associations were integrated at the end of 1963.^{lxviii} While the professional organizations were integrated, faculties would remain segregated until 1966.

Students in Worcester County did not experience any desegregation until September 1964, when seventh grade student Larry Waples transferred into the previously white Stephen Decatur High School in Berlin.^{lix} In that year, Queen Anne's County and Worcester County were the last school districts in the state to desegregate. In advance of the 1965 school year, ninety-five African American students transferred into schools formerly attended only by whites.^{lx} Even as these initial inroads were being made, the desegregation efforts of Worcester County schools were resoundingly criticized in a 1966 report to the United State Commission on Civil Rights written by the Maryland State Advisory Committee of the State Board of Education.

Similar to the earlier 1964 report, this document benchmarked the progress of school districts in the state's fourteen southern and Eastern Shore counties. Prior to drafting the report, hearings were held in October 1965 in Easton and Prince Frederick. Although invited to attend the Easton meeting, Worcester County Superintendant Paul S. Hyde withdrew the night before the hearing without explanation.^{lxi} No official report was submitted by the Board of Education. Instead, Reverend George T. Jackson, President of the Worcester County National Association for the Advancement of Colored People (NAACP) provided details. Jackson offered his view that the district's policy to desegregate by freedom of choice "would never result in integration of Worcester County schools."^{lxii} Jackson reported that African American parents reported being afraid of losing their jobs if they insisted on further desegregation.

The report included statistics for the 1964-1965 school year, when Worcester County operated seventeen schools. Of these, eight were integrated to some extent and two were attended exclusively by white students.^{lxiii} The student population of 6,112 was composed of 3,555 white students and 2,557 African American students. Only 105 African American students were spread among the eight desegregated schools. The remaining 2,452 attended one of seven schools for African American students, including Worcester High School. Out of 269 total teachers, 100 were African American and none were employed on biracial staffs.^{lxiv} Twelve years after the *Brown v. Board of Education* decision, Worcester County was essentially operating a segregated school system.

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 8 Page 8

Arguing that freedom of choice plans did not encourage desegregation, the report implored the US Commission on Civil Rights and United States Office of Education to reject these plans as insufficient. The hope was that change could be affected via federal oversight that required districts to remove subversive devices and leadership that advocated equality among staff and students. Along with these and other significant recommendations at the state level, several small changes enacted locally during 1966 would finally move Worcester County schools toward desegregation. Around the time the status report was made public, the federal Office of Education sent letters to Worcester and five other Eastern Shore counties.^{lxxv} The letters issued a mandate for these counties to meet federal school desegregation standards. While representatives from Queen Anne's Talbot and Kent counties travelled to Washington to meet with federal officials, at least initially officials from Worcester County vowed inaction.^{lxxvi} While research revealed no specific link to desegregation, Paul S. Hyde would leave his position as superintendent before the start of the 1966-1967 school year. Hyde was replaced by Robert W. Gaddis, formerly the Supervisor of High Schools in Cecil County.^{lxxvii} Gaddis set in motion Worcester County's first steps toward desegregating the faculty when he assigned three African American teachers to schools attended by white students. Also, in preparation for full desegregation and to accommodate general increases in the student population, the Board of Education allocated approximately \$7 million for building new middle schools in Berlin, Snow Hill, and Pocomoke City.^{lxxviii}

After corresponding in spring 1966, federal "compliance teams" spent the following summer on the Eastern Shore working with local administrators to make advancements toward integrating schools.^{lxxix} Since its passage in 1964, the Civil Rights Act granted the federal government the authority to withdrawal funding from districts that did not demonstrate significant progress toward desegregation.^{lxxx} During their stay, federal agency officials wielded this cudgel for the first time. In one instance, the threat of withholding a mere \$25,000 prodded Somerset County to work towards increasing its paltry 5% integration rate.^{lxxxi} Talbot, Dorchester and Worcester counties remained intransigent. Despite the plans laid earlier in the year, the *Baltimore Sun* still described Worcester County's attitude towards desegregation as "almost complete disengagement."^{lxxxii}

In March 1967, after much prodding by the Office of Education, Charles, Kent, Queen Anne's and St. Mary's counties announced their intention to switch from freedom of choice to a geography-based plan for the following school year.^{lxxxiii} Having adopted such a plan in 1962, by the fall of 1967 Wicomico County boasted 68% integration.^{lxxxiv} Worcester County schools, at that time integrated via freedom of choice, were an estimated 17% to 20% desegregated.^{lxxxv}

Two years later, in 1969 the US Department of Health, Education and Welfare issued the edict that freedom of choice plans were no longer compliant. In Maryland, only Worcester and Dorchester counties still employed the outmoded policy. Prior to the following school year, Worcester County secured a \$200,000 federal grant, opened three new middle schools, and finally adopted a geography

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School Continuation Sheet

Number 8 Page 9

based segregation plan.^{lxxvi} As schools slowly desegregated under the freedom of choice plan, during the five years before Worcester High School was closed, minority enrollment dropped from 1000 to 600.^{lxxvii} As part of the realignment, Worcester High School would now house the county's fledgling vocational and technical training program.^{lxxviii} African American students at the previously segregated Worcester High School were divided among the desegregated high schools in Berlin, Pocomoke City and Snow Hill. No unusual bussing was required to achieve balance in Worcester County schools and no racial incidents were reported.^{lxxix}

Nonetheless, the transition did not go smoothly. Due to construction delays, the opening of Snow Hill Middle School was delayed until November 1970. That meant transferring middle school students to the formerly segregated Worcester High School, which had been renovated to accommodate the county's new vocational program, maintenance shop, and offices of the Board of Education. Similar delays in the opening of Pocomoke City Middle School caused students to be scattered among three different schools.^{lxxx} Curiously, none of the new schools had kitchens. Lunches were prepared at a central cafeteria at the old Worcester High School and distributed countywide until 2008.^{lxxxi}

After September 1970, Worcester County no longer operated any segregated schools. However, they were required to file desegregation status reports with the State Board of Education and federal Office of Education for several years. As late as 1973, the Worcester County Board of Education was one of 200 school districts nationwide cited by federal officials for a lack of progress toward desegregation.^{lxxxii} According to statistics from that year, the county's student population was 44% African American. Out of thirteen schools, twelve were determined to be equitably integrated, but one maintained a greater than fifty percent African American enrollment.^{lxxxiii} The issue was minor and quickly rectified, but because of past inaction the federal government still threatened to revoke funding.

In 1970, Worcester High School was renamed the Worcester County Career and Technology Center. Amid a district-wide rebuilding plan, the school received a facelift in 1986. Renovations included replacing windows, upgrading the exterior envelope of the building and adding a new entry at the northeastern corner. More recent alterations include replacing the roof in 1998, adding high speed internet in 2000, and upgrading the HVAC system in 2002.^{lxxxiv} The building housed the county's vocational and technical programs until November 2008, when the neighboring Worcester Technical High School opened. Building the new school required the demolition of an auditorium, greenhouses, and a machine shed used to store agricultural implements. At one time a sprawling 82,000 enclosed square feet, the Worcester High School campus has been reduced to approximately 50,000 enclosed square feet. The Board of Education occupies approximately 38,000 square feet for administrative and storage space.^{lxxxv} The remainder of the building has been mothballed.

Maryland Historical Trust Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 8 Page 10

Please refer to the determination of eligibility form for the National Register assessment for this property.

9. Major Bibliographical References

Inventory No. WO-586

See Continuation Sheet

10. Geographical Data

Acreage of surveyed property 146.92 acres
Acreage of historical setting ~70 acres
Quadrangle name Public Landing

Quadrangle scale: 1:24000

Verbal boundary description and justification

Please refer to the determination of eligibility form for the boundary description and justification.

11. Form Prepared by

name/title	Jon Schmidt, Senior Architectural Historian		
organization	MD SHA Consultant	date	January 21, 2014
street & number	707 N Calvert Street	telephone	410.545.2899
city or town	Baltimore	state	MD

The Maryland Inventory of Historic Properties 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
Maryland Department of Planning
100 Community Place
Crownsville, MD 21032-2023
410-514-7600

Maryland Historical Trust

Maryland Inventory of Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 9 Page 1

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Maryland Historical Trust

Maryland Inventory of

Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 9 Page 2

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Maryland Historical Trust

Maryland Inventory of

Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 9 Page 3

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Maryland Historical Trust

Maryland Inventory of

Historic Properties Form

Inventory No. WO-586

Worcester High School
Continuation Sheet

Number 9 Page 4

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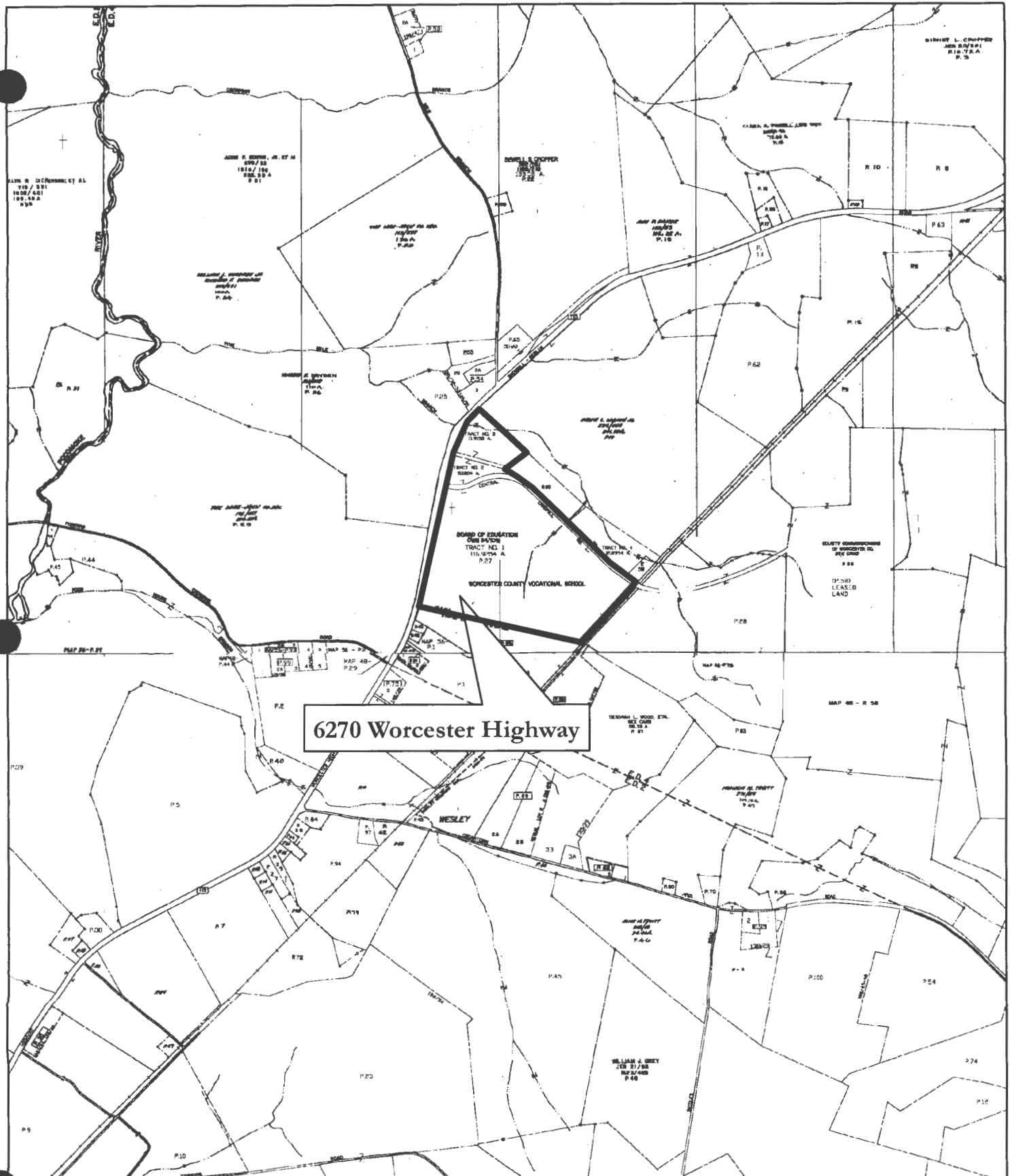
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Cultural Resource Location Map



6270 Worcester Highway

Tax Map 48, Parcel 27

Worcester County

USGS Public Landing Topo Quad

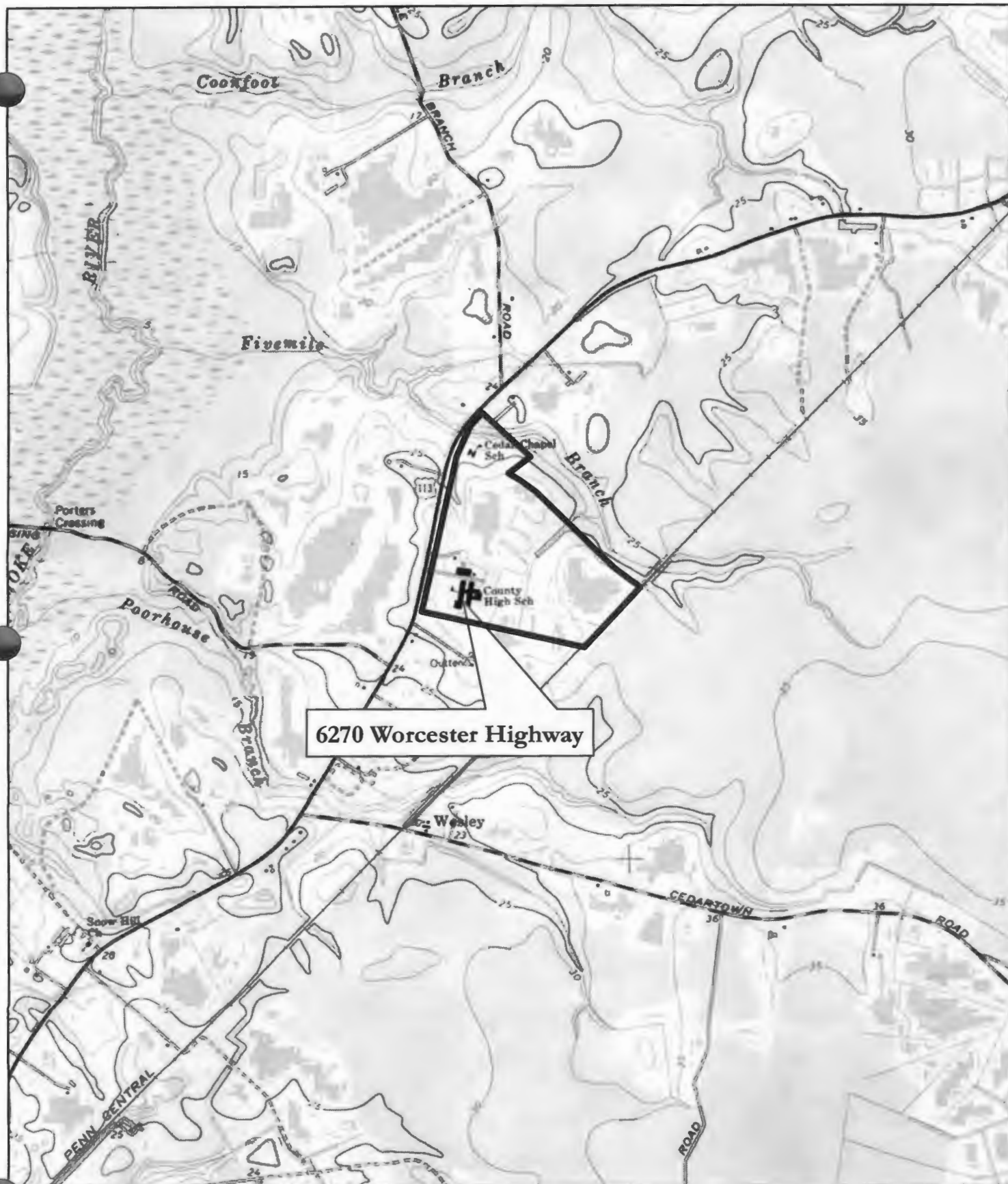
December 18, 2013

1:24,000

0 1,250 2,500 5,000 Feet



Cultural Resource Location Map



6270 Worcester Highway

Tax Map 48, Parcel 27

Worcester County

USGS Public Landing Topo Quad

December 18, 2013

1:24,000

0 1,250 2,500 5,000 Feet

Maryland State Highway Administration
Cultural Resources Section
Photo Log

Project No.: WO635B21

Project Name: US 113 Phase IV

MIHP No.: WO-586

MIHP Name: Worcester High School

County: Worcester

Photographer: Jon Schmidt

Date: December 11, 2013

Ink and Paper Combination: Epson UltraChrome pigmented ink/Epson Premium Luster Photo Paper

CD/DVD: Verbatim, CD-R, Archival Gold

Image File Name	Description of View
WO-586_2013-12-11_01	View of the entry to Worcester High School at the center of the west elevation, looking east.
WO-586_2013-12-11_02	View of the west elevation, looking northeast.
WO-586_2013-12-11_03	View of the south elevation, looking north.
WO-586_2013-12-11_04	View of the southern end of the east elevation, looking northwest.
WO-586_2013-12-11_05	View of the mechanics' workshop at the center of the east elevation.
WO-586_2013-12-11_06	Detail view of the modernized northern end of the east elevation, looking southwest.



WO-586

WORCESTER HIGH SCHOOL (Colored)

WORCESTER COUNTY, MD

PHOTOGRAPHER: JON SCHMIDT

DATE: DECEMBER 11, 2013

DIGITAL FILE: MD SHA

VIEW OF THE ENTRY TO WORCESTER HIGH SCHOOL (Colored) AT
THE CENTER OF THE WEST ELEVATION, LOOKING EAST.

WO-586-2013-12-11-01.TIF

#1/6



WO-586

WORCESTER HIGH SCHOOL (LOWRED)

WORCESTER COUNTY, MD

PHOTOGRAPHER: JON SLAMINT

DATE: DEC. 11, 2013

MD 9416

DIGITAL FILE: VIEW OF WEST ELEVATION, LOOKING EAST.

WO-586-2013-12-11-02.TIF

2/0



W0-586

WORCESTER HIGH SCHOOL (COLORED)

WORCESTER COUNTY, MD

PHOTOGRAPHY: JON SCHMIDT

DATE: DECEMBER 11, 2013

DIGITAL FILE : MD SHA

VIEW OF SOUTH ELEVATION, LOOKING NORTH

W0-586 - 2013-12-11-03. TIF

#3/6



W0-586

WORCESTER HIGH SCHOOL (COLORED)

WORCESTER COUNTY, MD

PHOTOGRAPHER: JON SCHMIST

DATE: 12/11/13

DIGITAL FILE: MDSHA

VIEW OF SOUTHERN END OF EAST ELEVATION, LOOKING NORTHWEST.

W0-586 - 2013-12-11-04.TIF

#4/6



WO-586

WORCESTER HIGH SCHOOL (COLORED)

WORCESTER COUNTY, MD

PHOTOGRAPHER: JON SCHMIDT

DATE: December 11, 2013

DIGITAL FILE: MD SHA

VIEW OF THE MECHANICS' WORKSHOP AT THE CENTER OF EAST ELEVATION,
LOOKING WEST.

WO-586 - 2013-12-11_05.tif

#5/6



W0-586

WORCESTER HIGH SCHOOL (COLORED)

WORCESTER COUNTY, MD

PHOTOGRAPHER: JON SCHMIDT

DATE: DECEMBER 11, 2013

DIGITAL FILE: MID SHA

VIEW OF MODERNIZED NORTHERN END OF EAST ELEVATION,
LOOKING SOUTHWEST.

W0-586-2013-12-11-06.TIF

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