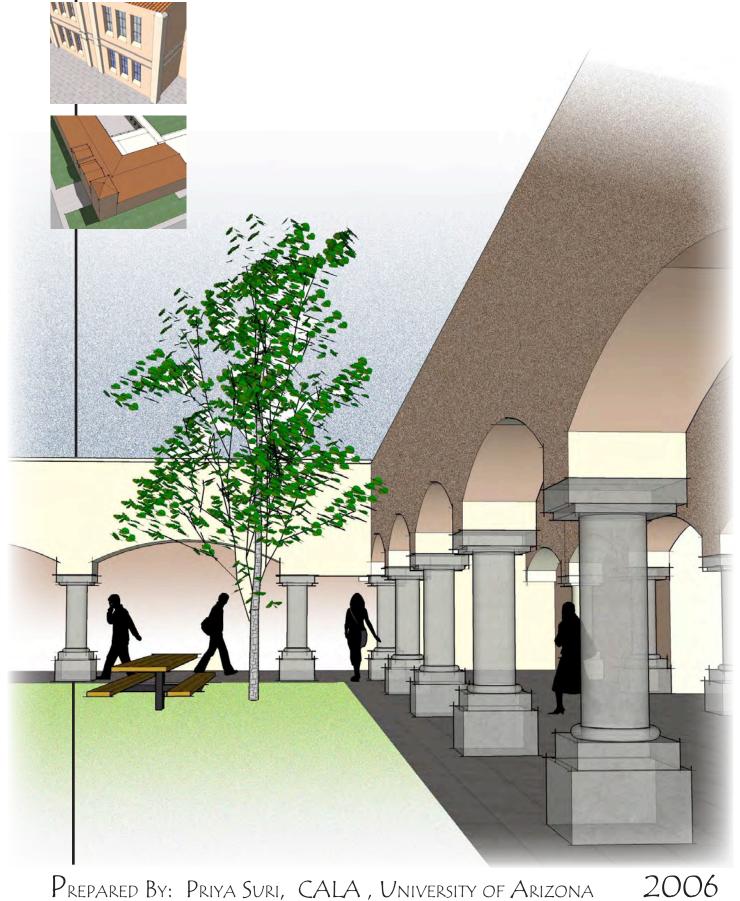
Preservation Master Plan

ANSFELD MIDDLE SCHOOL, TUCSON



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I wish to thank the following individuals for their help and guidance in putting together this document – my instructors Dr. Pat O'Brien and Dr. Barbara Becker for laying down the context for this study. Prof. R. Brooks Jeffery for his advice and help in attaining background information. I am indebted to David Berry, Principal, Mansfeld Middle School for his time and enthusiasm, as well as for the provision of resource materials. Finally I would like to thank many of the teachers and students at Mansfeld who assisted me with my work by showing me around the school and cooperating with the photographic documentation.

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"They are among Tucson's most pleasing architectural treasures, and they are among Tucson Unified School District's oldest schools" ¹, thus ran the opening sentence of a news article in the Tucson Citizen more than a decade ago. Titled 'Class Architecture', this article was one of the many fragmented attempts that have been made in the previous years to acknowledge some of Tucson's finest architectural examples manifested in the form of historic neighborhood schools. This document attempts to assist in this larger goal by preparing a Preservation Plan for one such historic school campus, namely the Mansfeld Middle School in Tucson.

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The study attempts to tie into a context for the preservation of historic neighborhood schools, an issue formally addressed by the National Trust in their seminal study 'Why Johnny Can't Walk to School'² published at the onset of the new millennium. This report reaffirmed the unique character that historic schools impart to the local community and the irreparable loss that can result from misguided decisions to either demolish them in the name of development or renovate them in a manner insensitive to their historic value. As a refreshing alternative the authors advocated for an enthused drive to actively preserve, restore and rehabilitate these vanishing treasures.

Tucson's legacy of housing renowned public educational institutes dates back to the last quarter of the nineteenth century when the first public school was started in a rented adobe building in downtown Tucson in 1868. Over the ensuing years these modest beginnings gave way to the Tucson Unified School District, which presently has more than a hundred schools under its jurisdiction. Mansfeld Middle School forms an important chapter in this developmental history, reflecting significant patterns of change not only in the public education system, but also in the social and economic evolution of Tucson.



Fig. 1. Perspective view of the Mansfeld 'Tower' at the intersection of Mountain Ave. and Sixth St.

 ¹ 'Class Architecture', Tucson Citizen, August 5, 1993.
² 'Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can't Walk to School'. <u>http://www.nationaltrust.org/issues/schoolsRpt.</u> by Beaumont, Constance E.; Pianca, Elizabeth G. (National Trust for Historic Preservation,

Washington, DC, Oct 2002)

This document is based on the outline for a 'Historic Preservation Plan' developed by the National Trust for Historic Preservation and the American Planning Association in Preparing a Historic Preservation Plan (1994) by Bradford White and Richard Roddewig.³

According to Roddewig and White, the standard preservation plan has the following ten elements:

- Purpose of the Preservation Master Plan and Summary Statement of Historic Preservation Goals
- Definition of the Historic and Archaeological Character of the Campus
- Summary of Past and Present Preservation Efforts
- Summary of Past Survey Efforts
- Explanation of the Legal Basis for Protection of Resources
- Relationship Between Historic Preservation and Zoning, Land Use Ordinances, and Growth Management Policies
- Statement of Public Sector Responsibility for Publicly-Owned Historic and Archaeological Resources
- Statement of Incentives to Assist in the Preservation of Resources
- Statement of the Relationship Between Historic Preservation and the Community Education System
- Goals, Policies, and Implementation Program

While Roddewig and White's outline is most relevant for municipalities undertaking a broad preservation planning effort, it has usually been modified on various occasions in the past, when applying to a historic educational campus.

For the purpose of this study, I therefore referred to Preservation Plans that have been prepared for historic University campuses across the country, to arrive the following modified and tailored list of relevant components.

(The campus Preservation Plans that were reviewed in detail for this purpose were – the 'University of Arizona Preservation Plan, 2006' ⁴ and the 'University of Minnesota Morris Historic Preservation Plan, 2005' ⁵).

- Purpose of the Preservation Plan or Plan Goals.
- Definition of the Historic Character of the Campus.
- Summary of Past and Present Preservation Efforts
- Summary of Past Survey Efforts
- Campus Assessment
- Explanation of the Legal Basis for Protection of Resources
- Statement of the Relationship Between Historic Preservation and the Community Education System
- Plan Implementation Program

These eight components will form the backbone of the following document and will each be studied in various levels of detail depending on the relevancy and complexity of issues.

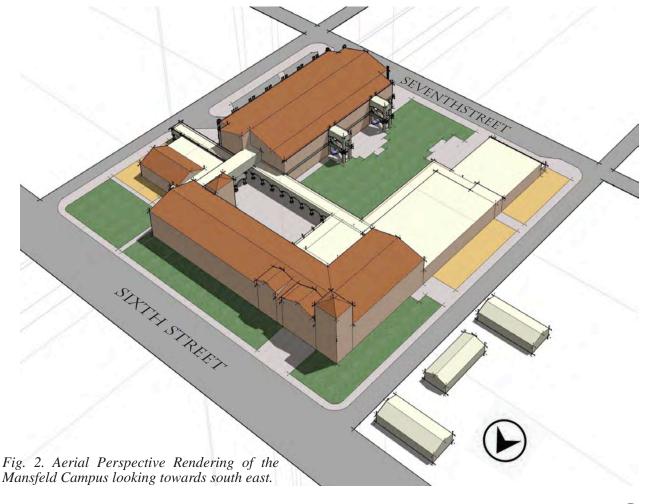
³ Planning Advisory Service Report No. 450.

⁴ Yet to be Published. Prepared by ARG (Architectural Resource Group) Consultants, San Francisco. ⁵ Available online at http://www.mrs.umn.edu/preservation/

• Define the historic character of the Mansfeld Middle School campus.

3.0

- To document and analyze the additions / new incremental development that has occurred at the campus site.
- Describe, understand, and integrate past campus preservation planning efforts;
- To encourage the administration of the Mansfeld Middle School to incorporate historic preservation early into project planning as one of the best ways to ensure creative solutions that minimize adverse effects to historic resources while achieving other goals.
- Determine whether current practices and projected development will encourage and contribute to the continued preservation of resources associated with the history and development of the campus;
- To supply campus planners with information and analysis so that both day-today management and long-range decisions can be made with full knowledge of the significance of cultural resources.
- Finally to provide specific recommendations regarding their treatment and continued maintenance.



History of public schools upto the construction of Mansfeld Middle School

As mentioned earlier, the Mansfeld Middle School at 1300 E. Sixth Street, forms a part of the long, eventful history of public neighborhood schools in Tucson that began way back in the 1860's with a petition filed by ten 'public-spirited citizens of Tucson⁶ to the Pima County Board of Supervisors. With humble beginnings in a rented adobe structure in 1868, the earliest public schools in the city were plagued by shortages of funds and qualified teachers. The 3-room Congress Street School, long since demolished, was the first publicly constructed, rather than rented, facility of School District 1. The major construction project at the start of the decade was a new school, a 2story, 2-room brick building near Armory Park, where the present Safford Magnet Middle School is now located. The school was intended from the start to be named for Gov. Anson P. K. Safford, but it was 1904 before the name was formally applied. It was a conscious decision by the Tucson Unified School District to name most of its buildings in recognition of services to the students and employees of the district. The list of school names (Mansfeld being an example) is a roster of honor recognizing men and women who dedicated their lives to the education of children.

Although most of the school buildings before the turn of the twentieth century were not much to talk about in terms of architecture, an interesting passage from the TUSD archives, hints at the importance accorded to school buildings and their maintenance - in 1891, the board declared that dismissal of teachers was possible for "failure to exercise diligence in the preservation of school buildings, grounds, furniture, apparatus, and other school property."⁷. The opening of the University of Arizona in 1891 resulted in a loss of high school students to the university preparatory program. By 1896, the high school department closed, as there were not enough students. The new century marked the beginning of a massive building program for the 30-year-old school district. Overcrowded buildings led the board to construct three new 4-room schools, which the board of 1901 decided should be named after themselves: William C. Davis, Samuel H. Drachman, and Leonidas (Lon) Holladay.

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It was in 1904 that the original or rather first MANSFELD SCHOOl was constructed. This 8-room school building was built next to the Military Plaza School in Armory Park near downtown Tucson. Designed by architects Henry Trost, Rush and Hamilton the original building was not only re-sheathed in the Spanish Colonial Revival style in 1918, but was also renamed as the Safford School. It continues to be so called till the present day.

Consequently in 1930, the name Mansfeld was once again adopted for a new Junior High School building – the present Mansfeld Middle School at 1300 E. Sixth street.

⁶ & ⁷ 'Bridging Three Centuries- The History of Tucson School District 1867 - 1993' By Georgia Cole Brousseau, available at http://www.tusd.k12.az.us/contents/distinfo/history93/history93.html

Jacob Samuel Mansfeld (1832 - 1894) 8

The Mansfeld School is named after Jacob S. Mansfeld, a famous Tucsonan, best known for being the first on the University of Arizona's Board of Regents. Jacob Mansfeld was born in Pasewalk, North Germany, on November 9, 1832.

At the age of 24 in 1856, he immigrated to America arriving in San Francisco. After living in Nevada and Idaho for a decade, he moved to Arizona in 1869 having heard that no news or bookstore existed in the territory. Mansfeld had previously owned and run a bookstore and saw Arizona as an untapped opportunity. He soon opened the 'Pioneer News Depot' that was not only the 'largest bookstore between Los Angeles and Denver' but soon became Tucson's first circulating library.

Consequently, he established the first Public library in the territory in 1883. Mansfeld's civic and cultural interests were varied and numerous, but his primary interest seemed to lie in the establishment of the University of Arizona in Tucson.

According to J.J. Wagner, 'excepting for J.S. Mansfeld, the establishment of the University in Tucson might have been lost'. When Tucson finally "received" the University, Mansfeld, on May 3, 1886, picked out the site and persuaded the owners to give 40 acres of land to the Regents. Mansfeld was chosen the first Regent of the University on May 6, 1886. In 1888, he was elected a Trustee of the Tucson public schools and continued on that position for several years.

With regards to his domestic life, Mansfeld was married to Miss Eva Goldschmidt and had four children. He was also very actively involved in Jewish social and cultural activities in Tucson; Mansfeld's descendants became prime movers behind the Temple Emanu-El. He expired on February 20, 1894 – 'the funeral of J.S. Mansfeld was a profound expression of general grief...the assemblage was probably never larger in Tucson'.



Fig. 3. Photograph of Jacob S. Mansfeld



Fig. 4. Photograph of Eva Goldschmidt Mansfeld, wife of Jacob Mansfeld.

⁸ 'Jacob Samuel Mansfeld', by Granddaughter Leonor Mansfeld, April, 1982.

The Construction of Mansfeld Junior High :

E. Rose, a prominent superintendent of the Tucson Public Schools, was immensely successful at persuading voters to pass bond issues for school-related development work by very wide margins in 1920, 1921, 1927, 1929,1931, and 1935. Funds raised in these elections (totaling \$2,497,000) were spent on a massive long-term building and renovation program for the district's schools. Miles, Ochoa, Roosevelt, Mission View, Borton, Hughes, Richey, Carrillo, Government Heights, El Rio Elementary Schools, a new Tucson High School, Wakefeld, and the Mansfeld Junior High School were constructed at this time.

The junior highs were a new addition to the Tucson Public schools, and were composed of the seventh, eighth and ninth grades. The primary purpose behind their creation was to ease the strain on the Tucson High School, which had a population of 1,846 students before the establishment of the junior high system. It dropped to 1,259 with the change.

On January 10, 1929, the School Board signed an agreement with Samuel J. Mansfeld, Monte Mansfeld, Hannah Landa and Phyllis Sanders (the four children of Jacob S. Mansfeld) for the land on which Mansfeld Junior High School is located at 1300 E. Sixth Street. The Mansfelds sold the land for \$20,000, which was considerably less than its appraised value, on the stipulation that any school constructed there would be known as "Mansfeld School."

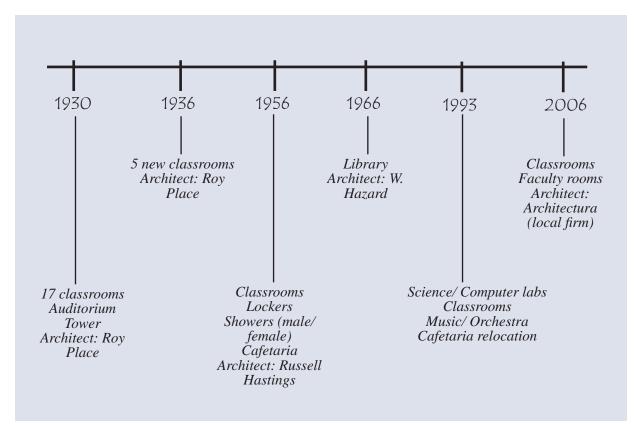
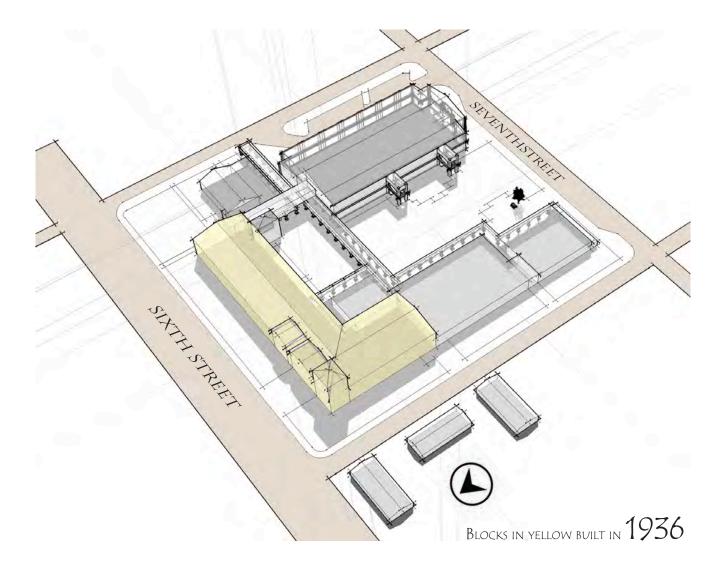


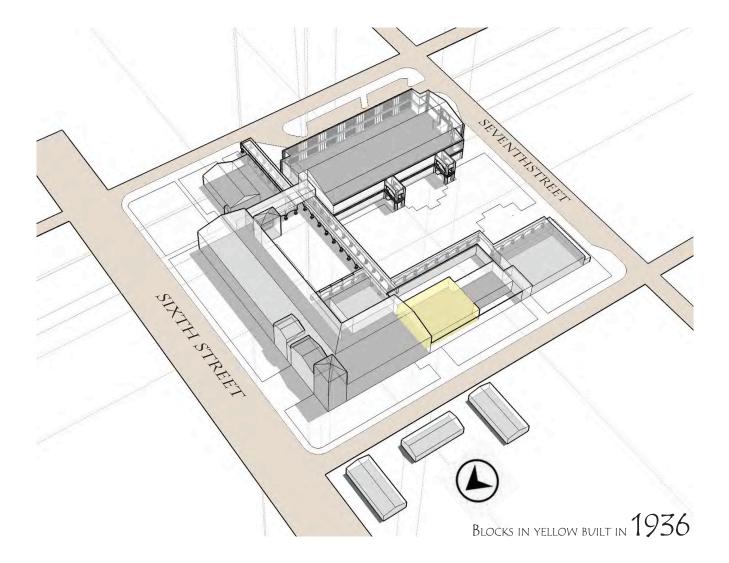
Fig. 5. Timeline of the various additions made to the Mansfeld Campus

The original designs were prepared by famous Tucsonan architect Roy Place in 1929 and the construction was done in 1930. The builder was J.J. Garfield and the school '..was built for \$147,000 – which did not include plumbing, heating and furnishings'. The original building had 17 classrooms.

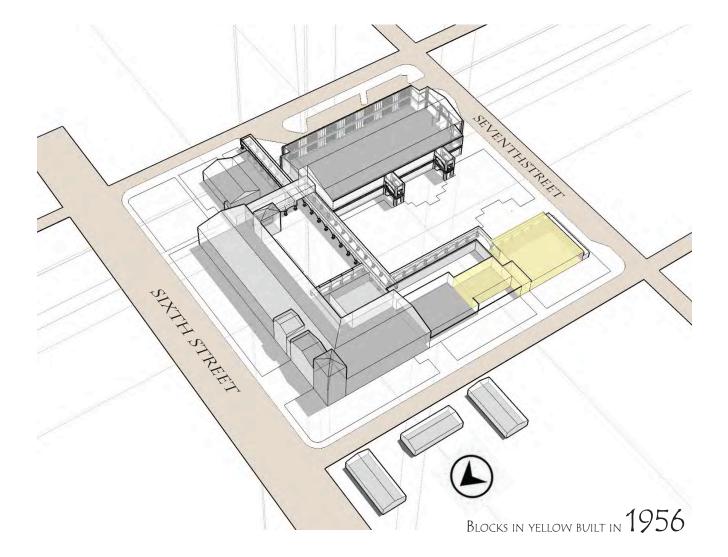
The highlighted buildings in the figure below illustrate the structures that were constructed in 1930. This includes the L-shaped structure that stands on the intersection of Sixth Street and Mountain Avenue, with the distinctive Mansfeld tower at the corner. The auditorium on the west was also part of the original structure.



The first addition to the original building was made in 1936. This composed of a rectangular building to the south of the L-shaped arm of the original structure. It composed of five additional classrooms. These additions were designed by the firm of architect Roy Place and were in tune with the original structure. However, in a subsequent renovation much later in 1993, this structure was torn down to be replaced by a larger building.



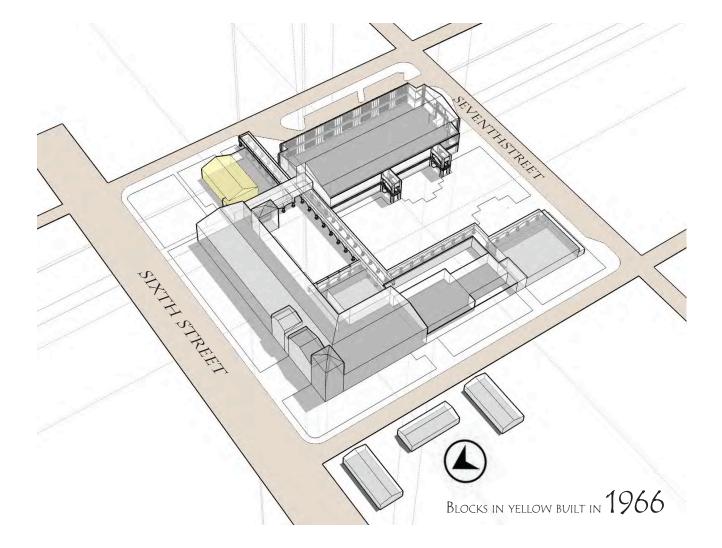
A substantial remodeling and addition to the Mansfeld building was subsequently made in the 1950's by borrowing adjacent land lying to the south of the Mansfeld building. This site located at 1200 E. Seventh Street was occupied by a 1911 school building called the Mary J. Platt School. Built by the Methodist Episcopal Church as a private school, the building went out of use in the 1928. It was in 1936 that the District School Board leased the land and buildings from the missionary society to be used as an annex for the Mansfeld Junior High. Initially the building was used only for the hot lunch program and storage space. However, in 1948 a furor arose over whether the building should be torn down or renovated. Finally, in 1953, the building was torn down and the land was utilized for construction another addition to the south of the 1936 Mansfeld building. Classrooms, lockers and showers for male and female students were housed in the new addition. Russell Hastings was the architect of the 1956 addition and remodeling.



definition of campus historic character

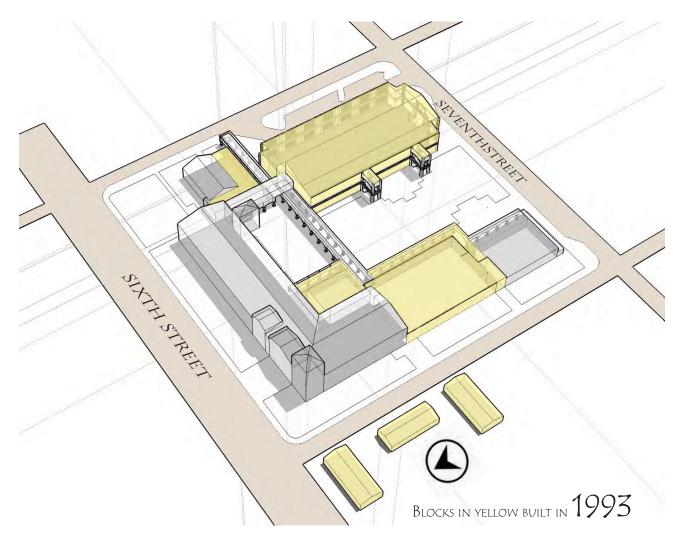
1966 :

Having practically hit the southern edge of the site on the west side, with periodical additions, the next building was constructed in the north east corner in 1966. Housing the library, this one-storied, gable-roofed block is considerably set back from the Sixth Street on the north. The space generated by this set back is utilized as a green and holds the distinctive 'Mansfeld' marquee sign. The original footprint of the library was a rectangular hall with the longer side facing north, however a later addition to the south side in 1993 resulted in a row of smaller offices leading to a roughly square profile. Wm. Hazard was the architect for the library addition.



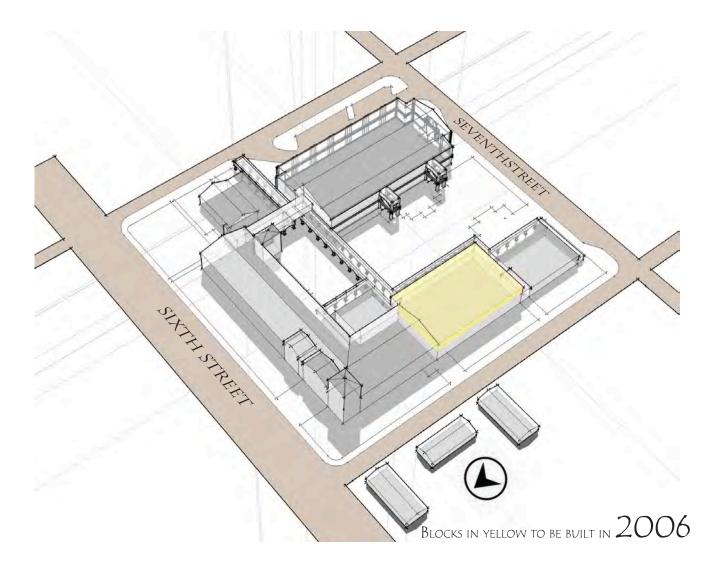
The Mansfeld School underwent a number of changes in the ensuing decades. A wholesale change occurred in the 1980s when all the "junior high schools" became "middle schools" and Mansfeld came to be known as the Mansfeld Middle School. The growing needs of the school due to increased enrollment and evolving technologies had necessitated a number of changes that had continued to be incorporated in a piece meal manner. In 1993, a substantial two-story block was constructed in the rear eastern part of the side. Considerably larger in proportions than the earlier structures, this building contains a combination of science & computer laboratories along with classrooms on the first and second floors.

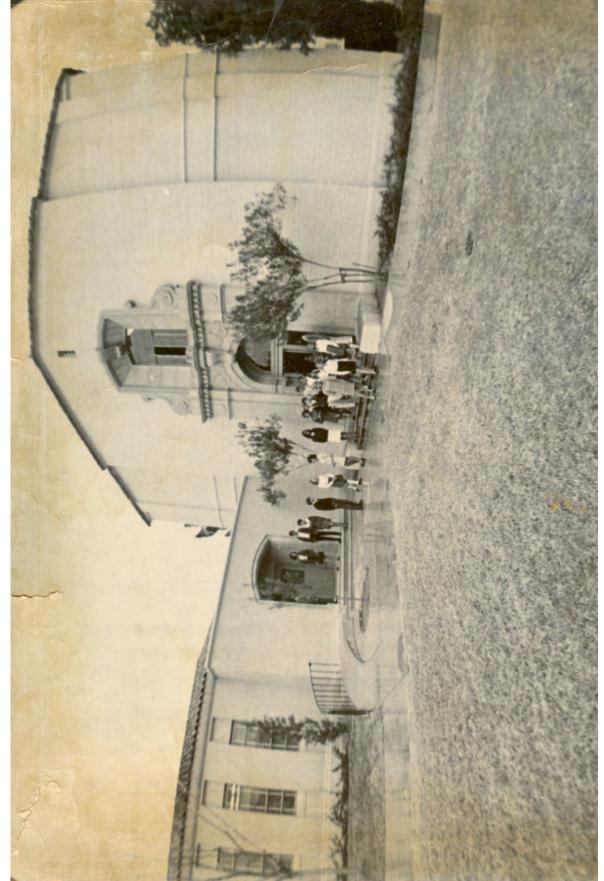
The two-story building block constructed in 1936 in the eastern half of the site, as well as another block constructed in 1955 to the south of the preceding one were demolished in this approximately \$5.8 million, 1993 renovation. Instead they were replaced by a larger one-story rectangular building block. The new building housed rooms for music, performance and orchestra. The cafeteria was relocated by building another smaller block to the east of the 1930 auditorium building. Also there was considerable debate at the time to repaint the exterior walls in an attempt to bring them back to its 'original shade of mild, dusty pink'. It is believed that over decades of renovations and additions the original color gave way to the present 'vivid, howling pink' (also popularly referred to as the Pepto-Bismol pink!). However, no changes were ultimately made to the external color at the time.



2006 (Ptroposed) :

Yet another addition to the Mansfeld complex is planned to be executed in the summer of 2006. A local Tucson firm of architects- 'Architectura' has already prepared the architectural drawings for this addition. It proposes building an additional story over the 1993 block in the western half of the site, which itself was raised on the site of an earlier 1936 structure. The new addition will comprise of 6 new classrooms, toilets and a couple of teachers rooms.





Important Architects and Designers :

Roy Place (1887-1950):

Before moving to Tucson in 1917, Roy Place worked in the firm of Sheply, Rutan and Coolidge in California- the architects who were responsible for the Romanesque Revival at the Stanford University Campus. In Tucson, Place is accredited with some of the finest buildings on the University of Arizona campus. 'His use of the Renaissance and Spanish Colonial Revival styles was typical of the period, but also exhibited a high level of craft and graceful formal compositions.⁹ His other most prominent building is the Pima County Courthouse building in downtown Tucson that has acquired a landmark status within the last decades. As with the University buildings, Place had created a distinct vocabulary for institutional architecture, very well evident in his designs for the Mansfeld School.



Fig. 6. Photograph of Roy Place, architect, Mansfeld Junior High

⁹ A Guide to Tucson Architecture Anne M. Nequette & R. Brooks Jeffery, 2002

Important People associated with Mansfeld :

Frank Borman:

A hero of the American Space Odyssey, Frank Borman led the first team of American astronauts to circle the moon, extending man's horizons into space. He is internationally known as Commander of the 1968 Apollo 8 Mission. Frank Borman retired from the Air Force in 1970, but is well remembered as a part of this nation's history, a pioneer in the exploration of space He received the Congressional Space Medal of Honor from the President of the United States. In March 1993, he was inducted into the U.S. Astronaut Hall of Fame.

Frank Borman was born in Gary, Indiana, and was raised in Tucson, Arizona where he attended the Mansfeld Junior High. He moved on to earn a Bachelor of Science degree from the U.S. Military Academy, West Point, in 1950 and a Master of Science degree in Aeronautical Engineering from the California Institute of Technology in 1957. He completed the Harvard Business School's Advanced Management Program in 1970.



Fig. 7. Photograph of Frank Borman, distinguished alumni Mansfeld Junior High

John Denver:

One of the world's best-known and bestloved performers, John Denver earned international acclaim as a songwriter, performer, actor, environmentalist and humanitarian. John's music has spanned three decades, outlasted countless musical trends, and garnered numerous music awards and honors, including a 1996 Induction into the Songwriter's Hall of Fame, and in 1993, the prestigious Albert Schweitzer Music award.



Fig. 8. Photograph of John Denver distinguished alumni Mansfeld Junior High

The son of a U.S Air Force officer, John's artistic journey began after the family moved to Tucson, where at age eleven, he was given his grandmother's guitar. John eventually took up guitar lessons and joined a boy's choir, which led him at age 20 to take matters into his own hands and pursue his dream of a career in music. While in Tucson John attended the Mansfeld Middle School.

In 1963 he struck out on his own, moving to Los Angeles to be in the heart of the burgeoning music scene. It was during this time that Henry John Deutschendorf Jr. was urged by friends to change his name if a recording career was to be in his future. His friends suggested the name John Sommerville, but he ultimately took his stage name from the beautiful Rocky Mountain capital city of Colorado, his home state.

Stanley Feldman :

Stanley Feldman was appointed as Justice of the Arizona Supreme Court in 1982, and served as Chief Justice from 1992 to 1997. He serves on the Board of Directors for the Conference of Justices, and is a member of the Arizona Judges Association, Board of Editors of the State Constitutional Commentary, National Advisory Council of the American Committee for the Weizmann Institute of Science, and the Northern Advisory Board of the Arizona Cancer Center. Justice Feldman's previous associations include: Anti-Defamation League of Tucson and B'nai B'rith; Tucson Jewish Community council Board; Pima County Bar Association Board President; State Bar of Arizona Board of Governors President; American Board of Trial Advocates President; Supreme Court Committees on Rules and Civil Procedure and Uniform Instructions; and the Arizona Advisory Committee to the United States Commission on Civil Rights.

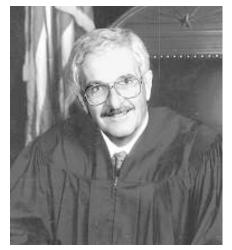


Fig. 9. Photograph of Stanley Feldman, distinguished alumni Mansfeld Junior High

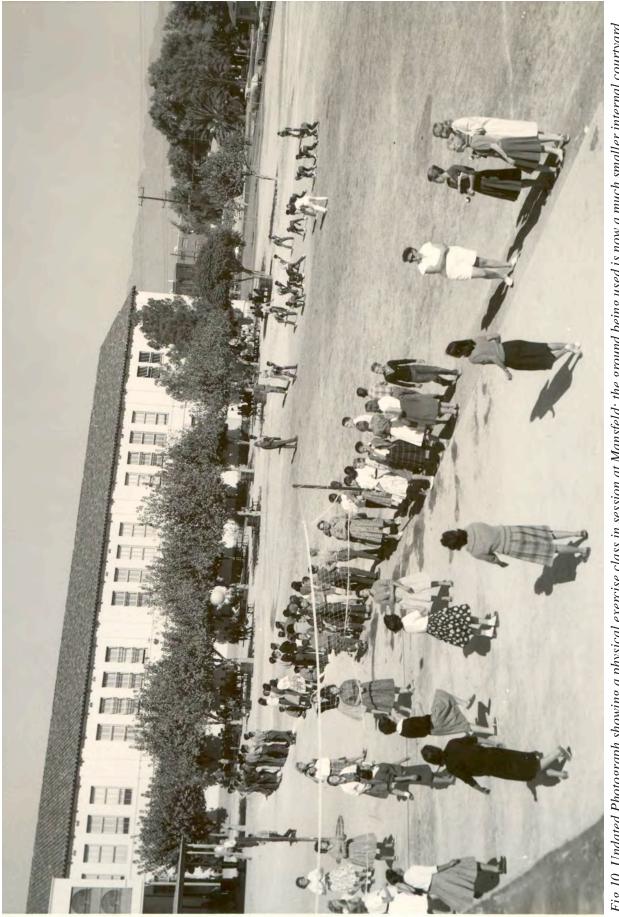


Fig.10. Undated Photograph showing a physical exercise class in session at Mansfeld; the ground being used is now a much smaller internal courtyard , surrounded by newer building blocks.



Fig. 11. Historic Photograph of the main entrance, north facade.



Fig.12. Historic Photograph of the north facade. Note the old signange 'Mansfeld Junior High'

Summary of past & present preservation & survey/documentation efforts

As has already been indicated the Mansfeld campus has witnessed a number of redevelopment projects focusing on building additions and remodeling. Although none of these was an exclusively designed preservation project for existing buildings, opportunities to do so were exercised to varying extents with each redevelopment. The most significant attempts were made in the redevelopment of 1993. It is imperative that any new projects must be initiated only after their impact assessment on existing buildings. Also pressing preservation concerns in the old buildings should be rectified with each subsequent redevelopment project.

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A significant step in this direction was initiated with a survey conducted by the students of a Preservation Studio at the University of Arizona in 1993. The survey was a comprehensive inventory of TUSD (Tucson Unified School District) facilities, built before 1953. Mansfeld Middle School was studied as one of the roughly 45 schools in this category. Standard Arizona State Historic Property Inventory forms were prepared for each school providing basic descriptive information. The buildings were then graded based on age, architectural significance, integrity and association with important people. This survey identified Mansfeld Middle School as an eligible candidate for all the above reasons and recommended the initiation of the National Register nomination.