

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Paul Laurence Dunbar School

Other names/site number: John Spring Junior High School

Name of related multiple property listing:

John Spring Multiple Resource Area

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 300 W. 2nd Street

City or town: Tucson State: AZ County: Pima

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local

Applicable National Register Criteria:

 X A B C D

Signature of certifying official/Title:	Date
State or Federal agency/bureau or Tribal Government	
In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Fired brick, wood frame, stucco, steel, and concrete masonry units

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, and style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Constructed in 1918 and located at 300 W. 2nd Street in Tucson (City), Arizona, the Paul Laurence Dunbar School (Dunbar School) served as the City's first and only school expressly constructed for African-American students. Prior to the construction of the Dunbar School, the City's first racially segregated school was established in 1913 and was located at the corner of 6th Avenue and 6th Street in an existing building that operated as the Stonecypher Bakery. When completed, the Dunbar School was a narrow, rectangular, single-story American Territorial-style building that was subsequently expanded several times between 1918 and 1966 to accommodate a growing student population. Over this time period, the original core of the school was remodeled to reflect a Mission Revival façade and an I-shaped plan, while the 1950 addition of the Dunbar Junior High (later called John Spring Junior High School) to the west of the original footprint reflected modernist design principles.

In 1988, the 1918-portion of the Dunbar School was listed as a contributing resource to the *John Spring Neighborhood Historic District* (Husband 1987) within the *John Spring Neighborhood Multiple Resource Area*. The entire school was not included in the nomination, as the Dunbar Junior High School addition had not yet reached 50 years of age at the time of that nomination. This nomination seeks to recognize the school in its entirety from 1918–1966, as an individually significant building representative of Tucson's African-American community and the history of local school segregation.

Narrative Description

The following description of the Dunbar School is organized based on the NRHP's Aspects of Integrity (i.e. location, setting, feeling, design, materials, workmanship, and association).

Location: The Dunbar School is located at 300 W. 2nd Street, within tax parcel 117-03-1800, Tucson, Pima County, Arizona. The school is located within the City of Tucson, Section 12, Township 14 South, Range 13 East, Gila and Salt River Base Line and Meridian (*Tucson, AZ* 7.5' USGS topographic quadrangle). The building exists in its original location (Figures 1a-b and 2).

Paul Laurence Dunbar School

Pima County, AZ

Name of Property

County and State

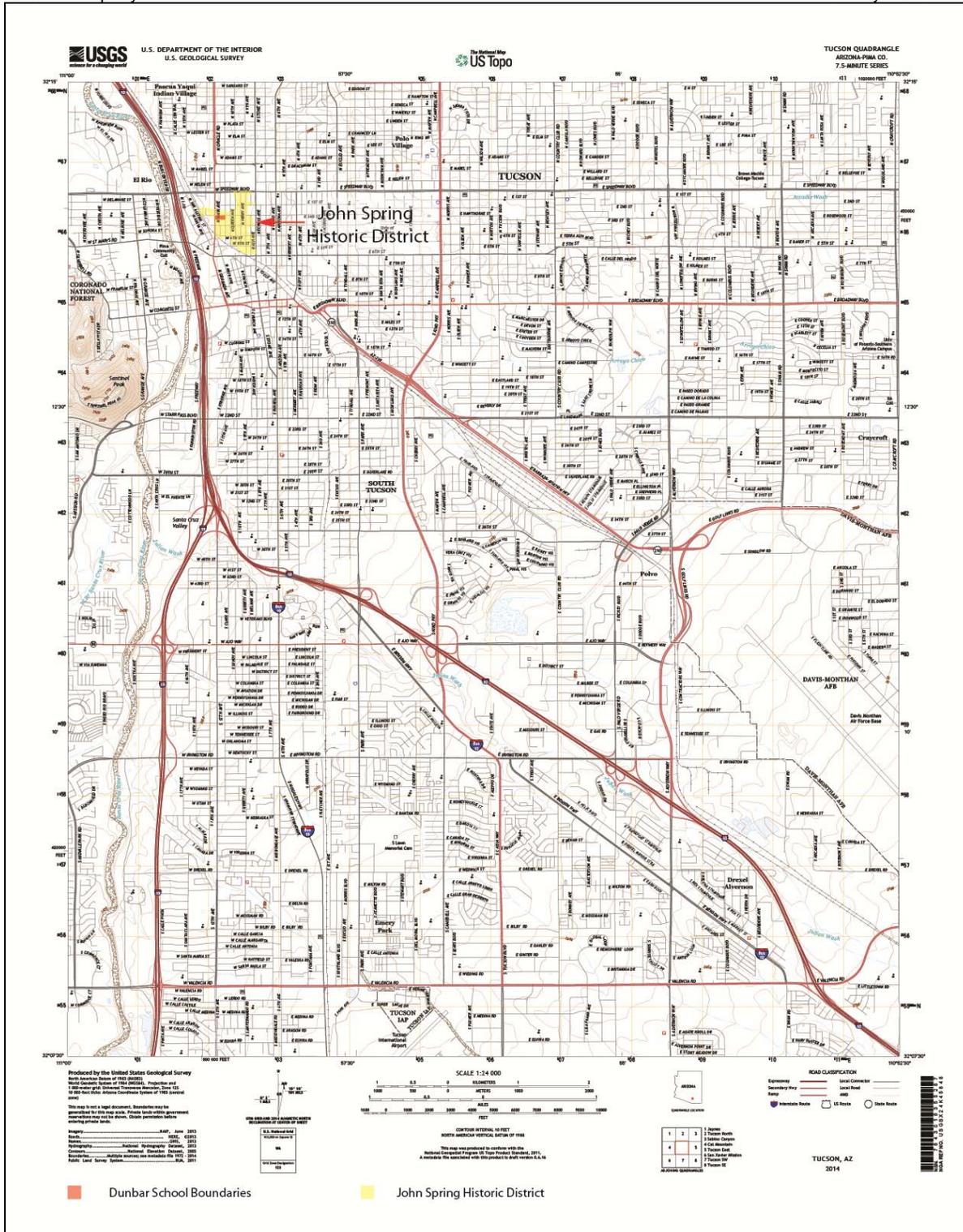


Figure 1a. Location of Paul Laurence Dunbar School as depicted on the Tucson, AZ USGS 7.5' topographic quadrangle.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

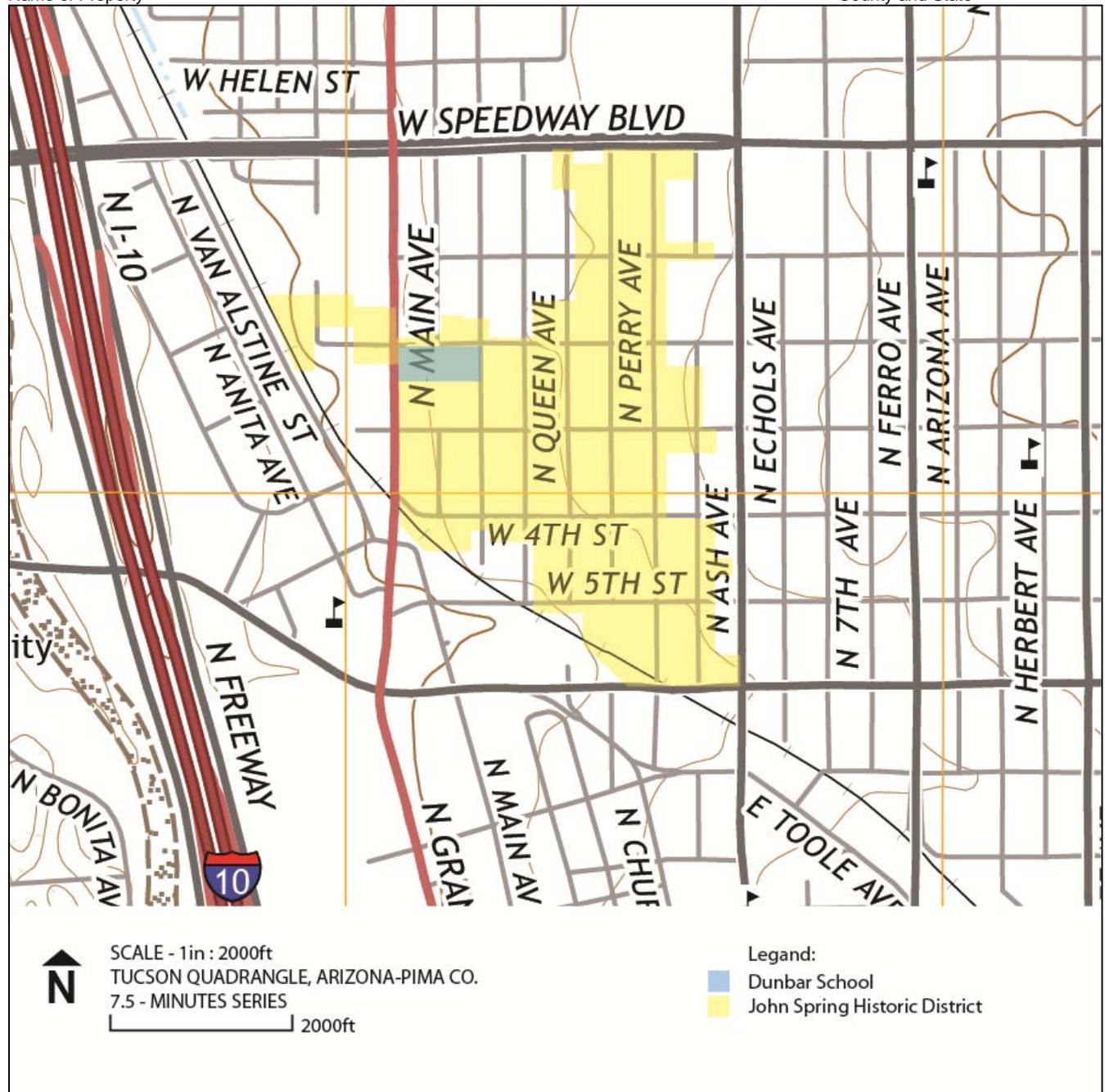


Figure 1b. Detail view of the location of Paul Laurence Dunbar School.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State



Figure 2. Overview of tax parcel 117-03-1800; the Paul Laurence Dunbar School.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Setting: The school is located in a mixed-use area populated by commercial, religious, and residential buildings within the Dunbar Spring Neighborhood, which overlaps the John Spring Neighborhood Historic District. The neighborhood boundaries are Speedway Boulevard to the north, Stone Avenue to the east, 6th Street to the south, and Granada Avenue and the Southern Pacific Railroad tracks to the west. The heart of the neighborhood is largely residential, interspersed with religious properties. Commercial, industrial, religious, and civic properties can be found fronting 6th Street, Stone Avenue, and Speedway Boulevard.

West of the school stands the former Friendship Baptist Church, and to the north and east of the school stands the Holy Family Church. The tax parcel in which the school resides is L-shaped and includes open parking to the south. The long-axis (north-south leg) of the parcel is composed of a paved basketball court, parking with trees and tree wells, and a small L-shaped fenced park in the southeast corner of the parcel (Figure 3). The park is populated with native plants, a ramada, tables, and playground equipment. The park and playground were established in the late 1990s, and are utilized by the neighborhood.



Figure 3. Overview of south elevation and basketball court along 11th Avenue, facing north-northwest (2018) (AZ_PimaCounty_DunbarSchool_0001).

Feeling: Historically, the neighborhood was interspersed with civic, religious, and educational buildings representing a number of architectural styles that catered to the neighborhood's residents and reflected the ethnic and racial diversity of the neighborhood. The Dunbar School continues to reinforce the district's residential diversity, and its architecture reflects its former use as an educational institution.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Design and Materials:

Together, the footprint of the Dunbar School (11,150 sq. ft) and Dunbar Junior High (34,702 sq. ft) (renamed John Spring Junior High School in 1951) is slightly I-shaped, and they include two distinct buildings constructed over several decades between 1918 and 1966 (Figure 4 [see Section 8, Page 14 for details of construction sequencing and continuation sheets for illustrations]). Historically these buildings were once physically connected by a hallway along the north elevation, effectively making the Junior High School an addition to the 1918-portion of Dunbar School when it was first constructed. That hallway connection however, has since been removed, and today the school property contains two individual buildings.

The oldest portion of the school is located within the northeast section of the parcel and was constructed between 1918 and 1940. The 1918 building was a rectangular American Territorial-style, single-story building with brick walls and a shingled gable roof with exposed eaves and rafter ends. The façade included one on-center, north-facing entrance abutted by a hipped porch roof supported by brick columns on a concrete slab foundation. An identical entrance and porch were positioned near the northeast corner of the north elevation. A total of six tall wood sash windows flank the primary entrance. The building was constructed by Doe & Graf, local general contractors, who were awarded the bid by the Tucson School Board (Fahr ed. 1967). The result was a modest building with two classrooms (Figure 5).

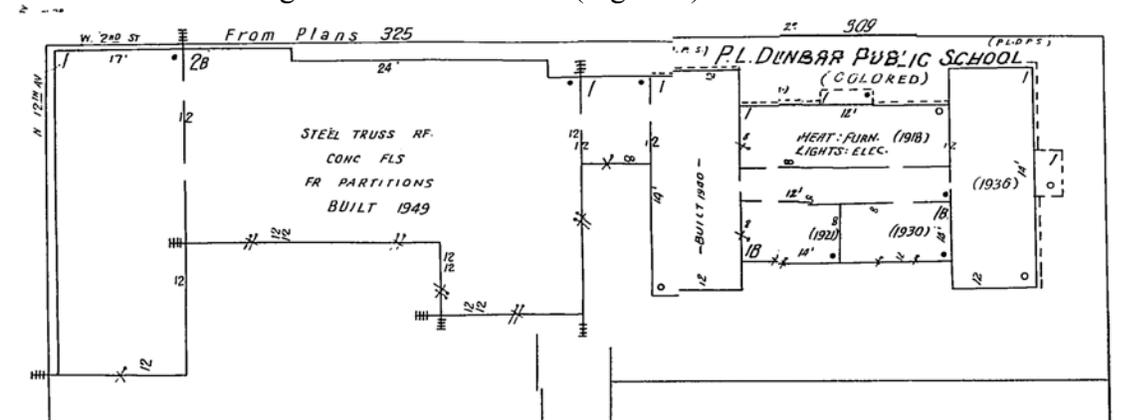


Figure 4. Detail of the 1949 Sanborn fire insurance map showing the sequence of Dunbar School additions until 1949 (the 1966 library addition is not depicted; note the hallway connection between buildings [since removed]).

In 1921, the first of many additions to the school began (Figure 6). Between 1921 and 1940, Tucson architect (and later, mayor) Henry O. Jaastad was commissioned to remodel the existing school, and provide appropriate additions to accommodate an increasing student population. Four subsequent expansions resulted in a barbell-shaped footprint converted to reflect a Mission Revival appearance, including refashioning the exterior of the original 1918 building. By the 1940s, the Dunbar School included east-to-west oriented rectangular buildings with a central breezeway, abutted by classroom wings on each end (see Continuation Sheets).

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State



Figure 5. Historical image of the first iteration of the Dunbar School, north elevation (1918). Image courtesy of the Arizona Historical Society, Tucson.



Figure 6. Historical image of the Dunbar School as it appeared in 1921, north elevation. Image courtesy of the Arizona Historical Society, Tucson.

The Mission Revival portion (or east wing) of the school has brick walls sheathed in stucco throughout, with shingled hipped roofs and primary entrances on-center on the north and east elevations. Secondary entrances are located on the north elevation of each wing and face toward each other across the length of the façade. The entrances have arched openings and are capped by hipped roofs. The primary entrances are protected by porches supported by stucco-sheathed brick piers. The piers rise to an arched parapet covered in red fired brick, and are abutted by a red fiber cement shingle gable roof. The porch contains a star-shaped niche or quatrefoil at the top of the parapet, and narrow openings with metal grills flank the arched porch opening. The porches are accessible by concrete steps bounded by low concrete railings. Windows are

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

composed of multi-lite tall metal casement windows evenly-spaced across the façade and south elevation (Photograph 7).



Figure 7. Overview of the north elevation of the 1918 Dunbar School, view facing south (2018) (AZ_PimaCounty_DunbarSchool_0002).

In 1948, additional land was purchased immediately to the west of the Dunbar School, and a contract was authorized for the construction of new junior high school (Fahr ed.1967). Once again, Henry O. Jaastad was retained as the chief architect for the newest addition to the existing school. Rather than continue the Mission Revival style of his earlier design, Jaastad chose to create a modernist building with no ornamentation or historical references to his earlier work. Completed in the summer of 1950, the west wing of the Dunbar School—the Dunbar Junior High—is a two-story U-shaped brick and concrete building with a low-pitched roof surrounded by a boxy parapet (Figures 8 and 9) (*Arizona Daily Star* 17 August 1950).

The walls are a mix of concrete block, steel trusses, and fired brick. The fired brick is exposed along the first floor, east elevation, and portions of the south elevation. On the west and south elevations, reinforced concrete slabs are visible between floors, and appear as concrete ribbons across these sections of the building. The remaining sections of exterior walls are sheathed in stucco and rest on a concrete slab foundation. Banks of metal casement windows stretch across the north elevation; are centered on the west elevation; the southwestern corner of the south elevation and the upper and lower stories across the remaining elevations. Entrances include two recessed entries on the north and south elevations surrounded by window walls; a recessed entry on the east elevation; and a raised entry abutted by concrete steps on the west elevation. In 1966, a library building designed by a local architectural team of Robert Swaim and Bill Cook, AIA, was added to the southeast corner of the interior of the U-shaped courtyard. This addition features a boxy plan with covered walkways, low-pitched roof, and concrete slab foundation. The library addition mirrors the 1950s portion of the school in color, materials, and massing.

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State



Figure 8. Overview of the north elevation of the 1950 Dunbar/John Spring Junior School portion of the Dunbar School, view facing east-southeast (2018)(AZ_PimaCounty_DunbarSchool_0003).

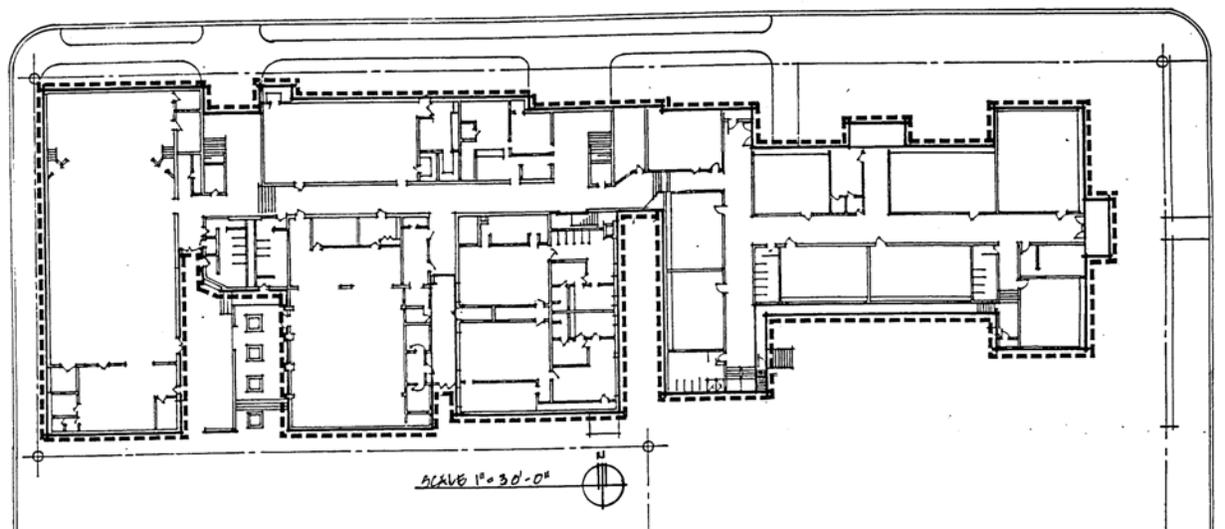


Figure 9. Overview of the floor plan of the Dunbar School as it appeared in 1995. The connection between buildings has since been removed. Image courtesy of Poster Frost Mirto.

Interior finishes in the building include polished concrete floors, smooth plastered walls with green ceramic tiles along the lower half of the walls, arched openings between partition walls, long hallways with banks of classrooms accessible via wood doors with large single lites; acoustical tile on ceilings, and globe and trough lighting. Classroom furnishings include chalkboards that run the length of each classroom, built-in shelving below window sills and individual wood cubicles for storing students belongings (Figures 10 and 11). Some classrooms in the oldest part of the building contain linoleum tile over wood floors. By 1950, the school contained 23 classrooms, offices, and a cafeteria/auditorium (Figure 12).

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

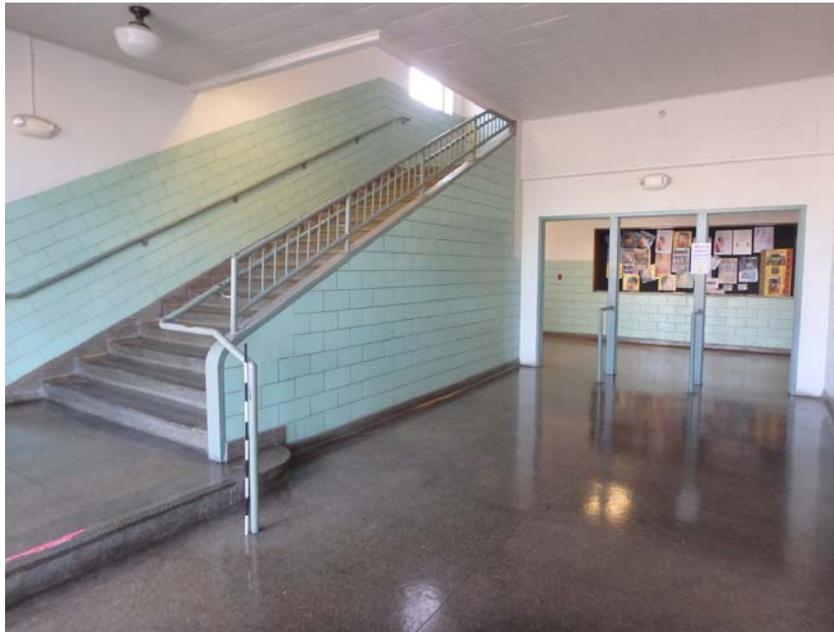


Figure 10. Overview of a foyer within the Junior High school portion (west wing) of the Dunbar School, view facing east-southeast (2018) (AZ_PimaCounty_DunbarSchool_0004).



Figure 11a (left) and 10b (right). Detail of interiors within the east wing of the Dunbar School (2018) (AZ_PimaCounty_DunbarSchool_0005 and 0006).

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State



Figure 12. Overview of the 1950s cafeteria/auditorium, view facing north-northwest (2018) (AZ_PimaCounty_DunbarSchool_0007).

The development of the Dunbar School occurred in a sequence of phases from 1918 through 1966. Similarly, the rehabilitation of the Dunbar School also has unfolded over many years and in a sequence of phases. The improvements to Dunbar/John Spring School were accomplished over a span of 23 years (1995–2018). Presently the school property serves as the home of a magnet school and a vocational school, and the future home of a museum dedicated to African Americans in Tucson. The project phases and the design and construction content of that work is as follows (all of the work was designed by Poster Frost Mirto) (see Continuation Sheets for illustration of construction sequencing):

1. 1995-1996:
 - a. Acquisition of the property from Tucson Unified School District No. 1 for appraised value.
 - b. A community-based programming process to determine future uses for the site.
 - c. A Master Plan for site development.
2. 1996-1998
 - a. Replacement of the substandard roof structure, including new roof trusses, new seismic roof/wall connections, new diamond-shaped fiber-cement shingles to match and replace the diamond-shaped cement-asbestos shingles (with appropriate remediation of the hazardous material).
 - b. Reconstruction of the previously-removed Mission-Revival porticos on the north and east side. These replacements were done as per the original drawings using well-documented identical detailing and materials in consultation with Arizona State Historic Preservation Office.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

- c. Construction of site improvements including a new parking lot on the south-central portion of the school; a new community garden on the southeast corner of the site; a new community playground on the east-central portion of the site, and a new neighborhood outdoor basketball court north of the playground.
3. 1998-2004
 - a. Improvements to the main auditorium on the western side of the site (1948 John Spring portion of the building.)
4. 2007-2008
 - a. Rehabilitation of a portion of the second floor of the John Spring portion of the school.
 - b. Improvements to the patio between the auditorium and the library.
 - c. Installation of window shade/solar panels on the south side of the second floor of the John Spring portion of the school.
5. 2009-2011
 - a. Major interior renovation of the Dunbar portion of the school.
 - b. Removal of the connector between the two-story John Spring portion and the older Dunbar portion in consultation with Arizona SHPO. This included a reversal of the roof form on the northwest corner of the Dunbar School bringing it back to its 1941 configuration. This allowed for several key advantages: 1) it allowed for the Dunbar segregation story to be told apart from the 1951 desegregation story, 2) it opened a connection between 2nd Street and the parking lot, and 3) it allowed for an ADA accessible entry to the historic Dunbar School to the east.
6. 2018-current
 - a. Rehabilitation of the remaining John Spring portion of the building to complete the full renovation and use. Work remaining includes: completion of interior classrooms on Dunbar School, rehabilitation of the southeast corner of the first floor of John Spring portion of the school, renovation of the basement under the Dunbar portion, and site improvements south of the Dunbar portion of the school.

Workmanship: The 1918–1940-era portions of the Dunbar School present a Mission Revival-style envelope with ornate entrances on the north and east elevations that are composed of stucco-sheathed brick piers rising to an arched parapet capped in red fired brick, abutted by a red asphalt shingle gable roof. The porch contains a star-shaped niche at the top of the parapet, and narrow openings with metal grills flank the arched porch opening (Figure 13). The 1949-1950 addition of the Dunbar/John Spring Junior School to the west of the original footprint reflects modernist features, most notably large banks of windows across the majority of the north elevation and a recessed entry flanked by window walls. The interior of both the Dunbar Elementary School and Dunbar/John Spring Junior School include green ceramic tiled walls and arcaded entries, as well as light-filled classrooms with tall windows that stretch the length of each classroom. The interior of the Dunbar School includes several doorways capped with fanlights or transom windows.

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State



Figure 13. Detail of restored primary entrance of the north elevation, view facing south (2018) (AZ_PimaCounty_DunbarSchool_0008).

Association: The Dunbar School is associated with Tucson's African-American community and the history of local school segregation. The two primary building episodes (1918–1940 and 1949–1950) chronicle the school's transition from segregation to integration; from changing architectural styles, to changing the name of the school to de-emphasize its past as a segregated institution, to the removal of revivalist architectural features by its architect.

The 1918–1940-era Dunbar School presents a revivalist façade, a style that harkens back to a romanticized Spanish heritage. Revivalist architecture by its very nature is nostalgic, and seeks to soften the hard edges of the past. While revivalism was regionally and nationally popular during the mid-20th century, the popularity of the style corresponds with a time when questions of equality were largely ignored in the public consciousness. On the other hand, the 1950s junior high building is a striking contrast to its neighbor. The design of the Dunbar /John Springs Junior High is ahistorical, and its streamlined features present a forward-looking aesthetic that corresponds with the emergence of the civil rights movement.

Currently, each building houses educational and cultural entities, including being home to a future museum dedicated to Tucson's African-American community. The current use of these buildings is in keeping with the educational mission of the school. Together, these stylistically different buildings tell the story of the school's cultural and historical changes over time, and each stands as a testament to the endurance and contributions of Tucson's African- American community.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ETHNIC HERITAGE

Period of Significance

1918-1966

Significant Dates

1918, 1921, 1930, 1936,

1940, 1950, 1966

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

African American

Architect/Builder

Doe and Graf (builders 1918)

Henry O. Jaastad (1921-1950 additions)

Robert Swaim and Bill Cook (1966 addition)

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Named after a 19th-century African-American poet, the Paul Laurence Dunbar School, located at 300 W. 2nd Street in Tucson, Arizona, was the City's first and only school built expressly for Tucson's African-American student population. The school operated as a segregated institution from 1918 to 1951 and as an integrated school under the leadership of Arizona's first African-American principal of an integrated school, Morgan Maxwell, from 1951–1978. The school is eligible for National Register of Historic Places listing under Criterion A in the areas of Education and Ethnic Heritage. The property is eligible at the local level of significance based on its association with Tucson's African-American community, history of local school segregation, and as the only school built for African-American students in Tucson. The school's period of significance spans 1918–1966, encompassing the date of original construction through the last construction episode undertaken at the school and falls within the 50-year age criterion.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Early Years, 1909–1936

For several decades, African-American students in Tucson attended local schools with students of other races and ethnicities. While seemingly progressive, given the political climate at the time, Tucson's schools were integrated largely in response to low population density. By 1909 however, the Territorial Legislature enacted a law permitting the segregation of students "of the African race from pupils of the White race, and to that end (school districts) are empowered to provide all accommodations made necessary by such segregation" (Fahr ed.1967). Even after the law was passed, school segregation was not enforced, and no school was set aside for pupils of the "African race." The following year, 41 African-American students were enrolled in grades 1 through 8 in local schools, with none of the 41 enrolled in high school or in a segregated school. With statehood in 1912, the Arizona legislature adopted restrictive racial policies, and the days of school integration were over. A year later, an unnamed group of African-American men and women submitted a petition to the Tucson school board (later Tucson School District No. 1). The details of the petition were not recorded, but it is presumed that the group requested a school for their children. By the fall of 1913, Tucson's first "Colored School" was established (Fahr ed.1967, *Arizona Daily Star* 18 September 1913). The school board did not immediately build a school for African-American pupils, however, and instead leased a commercial building at 215 E. 6th Street (now 221 E. 6th St) for \$35.00 a month (Fahr ed.1967). The school did not at this time have a formal name, and was simply referred to as the "colored school."

The school's first teacher and principal was Professor Cicero Simmons (Figure 14). Simmons was a graduate of and instructor at Tuskegee Institute, the University of Arizona (purportedly the first African American to graduate from the University of Arizona), and attended the University of Michigan for two years before moving to Arizona with his wife Emma. The Simmons'

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

purchased a home at 332 E. 5th Street (now listed in the NRHP as a contributing property to the 4th Avenue Commercial Historic District) and resided there until Cicero's death..

Simmons was highly recommended by Booker T. Washington and was noted for "[having] been very active in the work of uplifting his race in Phoenix and on his departure for Tucson yesterday he received some very flattering press notices" (*Arizona Daily Star* 18 September 1913). When he was hired, Simmons earned \$90 a month and was responsible for teaching primary through high school classes. Although he would teach high school curriculum to students who requested it after the school day had ended, there was no high school in Tucson for African Americans. Despite *de jure* segregation in Tucson's elementary and junior high schools, African-American pupils could attend Tucson High School, a school with a mixed student population.



Figure 14. Image of a young Cicero Simmons in his graduation gown as published in the July 1922 issue of *The Crisis* magazine, a publication of the National Association for the Advancement of Colored People (NAACP).

Simmons faced a number of obstacles during his tenure at both schools. A portion of Simmons' salary went towards paying for telephone service, one dollar of which the school board offered to contribute towards the \$3.00 a month bill. In 1916, Simmons' salary was increased to \$95.00 per month in place of hiring an assistant to help him teach the school's 19 students as well as to "compensate" him for any high-school students that wanted to enroll in classes (Fahr ed.1967). Simmons was obligated to make do with subpar educational materials and outdated books, and at the same time serve as the school's sole instructor, administrator, building manager, and master multiple subjects from first grade through high school.

The student population was relatively low in the early years of the school, but the numbers were not a true reflection of Tucson's African-American population. Between 1913 and 1918, the low attendance was partially a response to the inadequacy of the building housing Tucson's segregated school. Many families boycotted the school, and attendance fluctuated, but eventually

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

more families began sending their children to school and, by 1917, 66 students were enrolled (University of Arizona n.d.).

In 1917, the school board donated land it owned at 300 W. 2nd St for the construction of a “Colored School.” The board called for bids, and the winning bid was awarded to local construction firm Doe and Graf for \$5,969 (Fahr ed.1967). Less than a year later the two-room Territorial-style school was completed, and the board adopted the name Paul Laurence Dunbar in honor of the nationally-recognized African-American poet.

In 1921, a two-room basement was completed to accommodate manual training and home economics, and additional rooms were added to the school in 1930, 1936, and 1940 (Fahr ed. 1967; *Arizona Daily Star* 10 November 1935). During this period, architect Henry O. Jaastad was hired to oversee and draft plans for each new addition, and remake the school in the popular style of the day—Mission Revival. The increasing footprint of the school also corresponded with the hiring of new teachers. Simmons continued as the school’s principal and primary instructor until his death in 1927. During the latter part of his tenure he was finally provided assistance with the hiring of teacher Mable Bland, but he passed away before he could witness the further expansion of the school (Fahr ed.1967).

According to the *Arizona Daily Star* (24 June 1932), as of the 1932–1933 school year, Dunbar School had five teachers: William Hulson, Anna Nelson, Julia Taylor, Grace Williams, and Beatrice Hammond, all of whom worked under the leadership of Principal W.A. Perry (Dunbar Junior High School 1939). Mr. Perry was followed by principals Benjamin James and William Hudson. By 1935, however, Dunbar School was bursting at the seams, with an enrollment of 210 students from grades 1 through 9, with only four classrooms and six teachers. The Dunbar School was in need of a larger facility and petitioned the school board—now Tucson School District No. 1—to provide two additional rooms (*Arizona Daily Star* 10 November 1935). In 1940, the school was expanded to include the additional two classrooms. That same year, Morgan Maxwell, a graduate of the University of Kansas, was hired as the new principal of the school (Figure 15).

New Leadership, 1940–1951

Maxwell and his wife Kathryn moved to Tucson in 1940 from Marana, Arizona, where they previously taught African-American students, many of whom were the children of farm laborers who had moved out west for work (*Arizona Daily Star* 5 February 2006). Like his predecessors, Maxwell was a well-respected member of the local African-American community and he began his tenure at Dunbar School speaking to the need for personal empowerment and responsibility (*Arizona Daily Star* 24 March 1940).

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

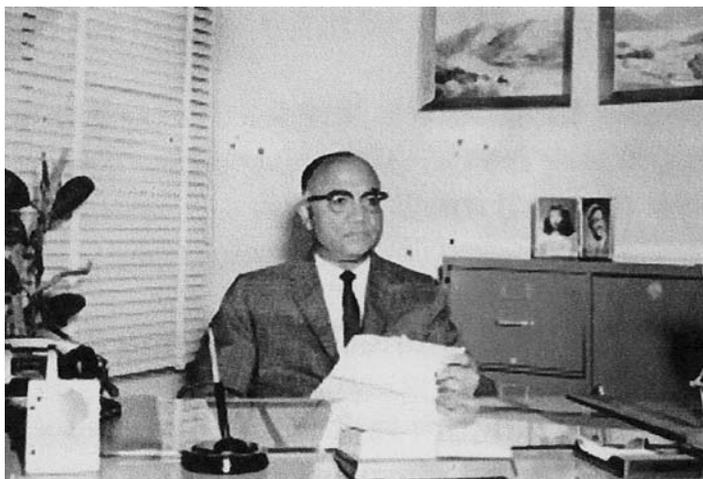


Figure 15. Image of a Morgan Maxwell Sr. Image reprinted in the *Arizona Daily Star* 5 February 2006.

Maxwell reinforced these ideas through beautification programs at the school, including planting trees and grass, starting music classes with school-provided instruments, entering students in district competitions, demanding updated textbooks and school supplies from the school district, as well as enacting a low-cost lunch program to keep families and the school from asking for assistance from the district (*Arizona Daily Star* 24 March 1940 and 5 February 2006). Support for these changes sometimes required drastic measures, such as burning the old textbooks to force the school board to provide new ones (*Arizona Daily Star* 5 February 2006). Maxwell's greatest interest was in championing education as a means to advancement and as a way out of poverty (Figure 16).



Figure 16. 1946 graduating class of Paul Laurence Dunbar School (8th grade). Image courtesy of (<http://parentseyes.arizona.edu/esteban/educationalopportunities.html>).

According to former students, one of the ways that Maxwell helped instill the love of education in his pupils was by providing examples of successful African Americans. Simmons had also

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

encouraged his students by papering the classroom walls with images of successful people, and Maxwell was able to build on that idea by bringing those success stories to the classroom. Because many students could not afford to attend shows and concerts or faced discriminatory restrictions limiting attendance, Maxwell brought world-class performers, educators, scientists, and artists to the school, all of whom were African American. Opera singer Marian Anderson, Nobel Peace Prize recipient Ralph Bunche, singer Lena Horne, General Benjamin Davis, and poet Langston Hughes were just some of the exalted guests that came to Dunbar School during Maxwell's tenure (*Arizona Daily Star* 5 February 2006).

Maxwell also held the school staff to higher standards than other schools in the district, including requiring that all teachers have at least a master's degree to teach at the school. Because so few jobs were available to well-educated African Americans at the time, Maxwell was able to actively recruit from a pool of highly qualified candidates (*Arizona Daily Star* 5 February 2006). One such educator was a former neighbor and student of Maxwell's from his time in Kansas. Charles Todd was recruited via a letter asking him to come teach at Dunbar School. Todd held two undergraduate degrees in both mathematics and art education and a master's degree in fine art. He accepted Maxwell's offer and taught at Dunbar School both during and after segregation, with a teaching career lasting 30 years (*Arizona Daily Star* 5 February 2006).

The school also boasted an impressive list of alumni who went on to careers in law, medicine, education, science, and the arts. One of the most active former students and school valedictorian was Cressworth Lander (Figure 17). Lander headed the City of Tucson's Community Services Department after working in Washington, D.C. for the Federal Aviation Authority under President Clinton. He was a tireless advocate for minorities, the elderly, and fair housing. The auditorium at Dunbar School was named in his honor (*Arizona Daily Star* 10 February 2015). Other notable alumni include renowned jazz photographer Charles Stewart, children's author Sadie Pitts, and Maxwell's own children, son Morgan Maxwell Jr. and daughter Kathryn Dixon. Maxwell Jr. was a successful real estate developer and a tireless civil rights advocate who helped integrate the cafeteria at the University of Arizona with backing from Stewart and Morris Udall. Kathryn worked for Senator Barry Goldwater, was appointed to the Arizona Women's Commission, and successfully challenged racial profiling within the Tucson Police Department and helped rid the race identifier on traffic citations (*Arizona Daily Star* 5 February 2006).

Over the first eight years of Maxwell's tenure, the student population continued to grow, and once again the modest school, which lacked a cafeteria, auditorium, and enough classrooms space for the hundreds of students now in attendance, was in need of an expansion. Maxwell petitioned the school district, and in 1948 additional land west and adjacent to Dunbar School was purchased for \$20,000 (Fahr ed.1967). The district requested an architect to design the new junior high school, and Jaastad was once again awarded the contract. When completed by the early fall of 1950, Jaastad had designed a modernist junior high school for \$375,000. This included 12 new rooms and remodeling of the old building, including removing portions of his earlier design along the west elevation of the original school building. The finished school had 23 classrooms, offices, and a much needed cafeteria-auditorium combination (Fahr ed.1967).

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State



Figure 17. Image of a young Crossworth Lander walking in downtown Tucson, ca. 1930s. Image reprinted in the *Arizona Daily Star* 10 February 2015.

The Next Chapter, 1951–1978

In 1951, the Arizona State Legislature passed legislation that allowed for voluntary integration within Arizona schools. This legislative opening was taken up quickly by the Tucson School District (Lawson 2000). District Superintendent Robert Morrow, who had openly opposed segregation, took the opportunity to desegregate Tucson schools, a move that preceded the United States Supreme Court decision in *Brown v. Board of Education* by three years. Morrow's decision was largely met with a positive community response, but in his effort to eradicate the evil of segregation, he also misguidedly sought to remove all vestiges of Dunbar School's association with Tucson's African-American community (*Arizona Daily Star* 21 March 1951).

In spite of opposition by Maxwell and other leaders in the African-American community, Morrow moved forward with renaming Dunbar School. Upon integration, it was no longer Paul Laurence Dunbar School but was renamed in honor of Tucson's second territorial school teacher, John A. Spring (Lawson 2000). The move was endorsed by Superintendent Morrow, who stated in the local paper that he wished to "wip[e] the slate clean," noting that "its name is tagged as a segregated school," and in order for Mexican American and Anglo American children to now attend the school, "we want to eliminate the taint of the idea of segregation entirely" (*Arizona Daily Star* 21 March 1951). In short, Morrow believed that successful integration at Dunbar School could not happen if it retained its historic name and association.

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

While Dunbar School did not retain its historic name, the school did retain Maxwell as principal. The following school year, Maxwell took charge of the John Spring Elementary and Junior High School (*Tucson Daily Citizen* 14 May 1951). He was the first African American to become principal of an integrated school in the state of Arizona (*Arizona Daily Star* 5 February 2006). In 1961, the entire school was converted to a junior high, and elementary students were bused to either Davis or Roosevelt elementary schools. In 1966, architectural firm Swaim and Cook were retained to construct a library addition to the south elevation of the west wing at a cost of \$43,842 (Fahr ed.1967).

In spite of the fact that legal or *de jure* segregation was prohibited, *de facto* segregation was still alive and well within Tucson's school district. In 1968, the U.S. Department of Health, Education and Welfare (HEW) was called in to investigate the district's racial imbalance after several complaints were filed. The following year, the HEW report stated that the Tucson School District No. 1 (later Tucson Unified School District [TUSD]) was in violation of federal compliance for school integration under the 1964 Civil Rights Act that called for minority children—and in the case of Tucson, namely Hispanic and African-American children—have access to equal education commensurate to that available to Anglo American students (Brousseau 1993, Lawson 2000). A lawsuit filed by the NAACP followed the HEW report, with the courts finding in favor of the NAACP. In 1978, following a federal desegregation order, the school was closed permanently.

For nearly two decades the school sat largely vacant, used only for storage. In 1988, a portion of the building, the 1918–1940s-constructed east wing, was listed as a contributing resource to the John Spring Neighborhood Historic District (Husband 1987). The entire school was not included in the nomination, as the Dunbar Junior High School addition had not yet reached 50 years of age at the time of that nomination. This nomination seeks to recognize the school in its entirety from 1918–1966, as an individually significant building representative of Tucson's African-American community and the history of local school segregation.

The designation of the building did little to change its status, however, and it continued to deteriorate from deferred maintenance. In 1995, led by alumnus Johnny Bowens and others, the not-for-profit Dunbar Coalition purchased the school for \$25.00 from TUSD. Since that time, the coalition has been working with a series of grants, donations, and Pima County bond funds to rehabilitate the building for a museum and library dedicated to African-American history, while at the same time finding compatible, income-generating alternatives for the remaining space within the building.

Conclusion

Although the Dunbar School and, later, the Dunbar Junior High School have distinct architectural styles, distinct periods of construction, and even distinct histories, the story of segregation in Tucson cannot be told without each of these buildings. By nominating the entire Dunbar School facility, and not just a portion of the school, a richer history emerges. While the school's history is locally significant, it is also interwoven with the larger national conversation about race in the 20th century; a conversation that was being led in part by prominent African

Paul Laurence Dunbar School

Name of Property

Pima County, AZ

County and State

Americans Booker T. Washington and W.E.B. DuBois, both of whom had differing ideas about the role of education for African Americans.

Professor Simmons was a former graduate, instructor, and mentee of Booker T. Washington at the Tuskegee Institute. Washington noticeably had some influence in Simmons' educational philosophies, in that during his tenure he held vocational training classes at the school in the manner of Tuskegee; he was not overtly political and could deftly navigate through an Anglo American school board without upsetting the status quo. Maxwell's educational policies also seem to have been shaped by prominent African-American scholars and educators, most notably W.E.B. DuBois. Maxwell believed that education was the key to leadership, that his students should have equal access to a quality education, that they work towards self-empowerment, and that they may agitate when necessary. Even though Maxwell was sometimes not considered political enough by his own community, he was not afraid to push back in the name of his students (*Tucson Daily Citizen* 18 January 1950). At the most basic level, the educational philosophies of Simmons and Maxwell shaped curriculum, even shaping the very architecture of the school, but at the core if it all, these ideas shaped the students who went to Dunbar School, and by association they shaped their role in and impact on Tucson's history.

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Arizona Daily Star

- 1913 "Negro School to Open Doors Next Monday." 18 September 1913.
- 1932 "Teaching Staff Named by Rose." 24 June 1932.
- 1935 "School Board Tells of Need." 10 November 1935.
- 1940 "School Principal Insists on School Making Its Way Alone." 24 March 1940.
- 1950 "Dunbar Junior High Is Nearing Completion." 17 August 1950.
- 1951 "Board Wants Only Wide City Streets." 21 March 1951.
- 2006 "Maxwell's Way. 5 February 2006.
- 2015 "Cressworth Lander, Tucson Housing Advocate Dies." 10 February 2015.

Brousseau, Georgia Cole

- 1993 "The Desegregation Question" In *Bridging Three Centuries: The History of Tucson Unified School District 1867-1993*. Tucson Unified School District, Tucson.

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Dunbar Junior High School
1939 *Graduating Exercises, Dunbar Junior High School, Tucson, Arizona. W.A. Perry, Principal. Tucson, Arizona.*

Fahr John H. (editor) and James Cooper
1967 *The First Hundred Years: The History of Tucson School District 1, 1867-1967. Tucson Unified School District, Tucson.*

Husband, Eliza
1987 *John Spring Neighborhood Historic District National Register of Historic Places Nomination Form. Eliza Husband, Tucson.*

Lawson, Harry
2000 *A History of African Americans in Tucson: An Afrocentric Perspective. Henry Lawson, Tucson.*

Poster Frost Mirto
1995 *The Dunbar Project. Poster Frost Mirto, Tucson.*

Sanborn Fire Insurance Maps
1949 Tucson, Arizona. Sheet 21.

Tucson Daily Citizen
1950 "School Board Find's League's Charges against Maxwell are Without Foundation." 18 January 1950.

1951 "Maxwell to Remain as Dunbar School Principal." 14 May 1951.

University of Arizona
n.d. In the Steps of Esteban In *Through our Parents's Eyes*. Accessed February 16 2018 at <https://www.tucsonaz.gov/preservation/national-register-historic-districts>

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): 161-33 and 160-33 (from John Spring MRA 1985 survey)

10. Geographical Data

Acreeage of Property 2.31 acres (entire tax parcel).
The building footprint is exactly 1.0 acre _____

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

- | | |
|---------------------------|------------------------|
| 1. Latitude: 32°13'56.46" | Longitude: 110° 58'46" |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|------------------|-------------------|
| 1. Zone: 12 | Easting: 0502214 | Northing: 3566202 |
| 2. Zone: 12 | Easting: 0502088 | Northing: 3566199 |
| 3. Zone: 12 | Easting: 0502214 | Northing: 3566246 |
| 4. Zone: 12 | Easting: 0502088 | Northing: 3566245 |

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Verbal Boundary Description (Describe the boundaries of the property.)

The Dunbar School is located at 300 W. 2nd Street, in Tucson, Pima County, Arizona. The property being nominated only includes the Paul Laurence Dunbar School composed of two school buildings (that were previously attached) that encompasses a single 1.0-acre footprint within tax parcel. The entire tax parcel is over two-acres, but is not included in this nomination.

Boundary Justification (Explain why the boundaries were selected.)

The boundary only includes the footprint around the Dunbar School (both the elementary school and junior high school). The school was chosen for this nomination rather than all resources located within the tax parcel. The remaining facilities, structures, and landscape inside the southern section of the parcel cannot be definitively linked to the development of the school and therefore do not reflect a direct association with the educational history of the school. Instead, these resources share a closer relationship to the surrounding neighborhood and are community resources, rather than school resources.

11. Form Prepared By

name/title: Jennifer Levstik (historian) and Corky Poster (architect)
organization: Poster Frost Mirto and Logan Simpson
street & number: 317 N Court Avenue
city or town: Tucson state: AZ zip
code: 85701
e-mail cposter@postefrostmirto.com; jlevstik@logansimpson.com
telephone: 520-882-6310
date: 5/9/18

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location. See Section 8
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map. See Section 8
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Paul Laurence Dunbar School

City or Vicinity: Tucson

County: Pima State: Arizona

Photographer: C. Dillahunty and unknown

Date Photographed: 01/18/2018

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 16. (Recent photographs only)

0001:

Overview of south elevation and basketball court along 11th Avenue, facing north-northwest (2018) (AZ_PimaCounty_DunbarSchool_0001).

0002:

Overview of the north elevation of the 1918 Dunbar School, view facing south (2018) (AZ_PimaCounty_DunbarSchool_0002).

0003:

Overview of the north elevation of the 1950 Dunbar/John Spring Junior School portion of the Dunbar School, view facing east-southeast (2018) (AZ_PimaCounty_DunbarSchool_0003).

0004:

Overview of a foyer within the Junior High school portion (west wing) of the Dunbar School, view facing east-southeast (2018) (AZ_PimaCounty_DunbarSchool_0010).

0005 and 0006:

Detail of interiors within the east wing of the Dunbar School (2018) (AZ_PimaCounty_DunbarSchool_0006 and 0006).

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

0007:

Overview of the 1950s cafeteria/auditorium, view facing north-northwest (2018)
(AZ_PimaCounty_DunbarSchool_0007).

0008:

Detail of restored primary entrance of the north elevation, view facing south (2018)
(AZ_PimaCounty_DunbarSchool_0008).

0009 and 0010:

Overview of primary façades (north elevation) of the 1918 building looking towards the 1950 junior high building (AZ_PimaCounty_DunbarSchool_0009 and 0010).

0011:

Overview of east elevation of the 1918 building, view facing south-southwest (AZ_PimaCounty_DunbarSchool_0011).

0012:

Overview of south elevation of the 1918 building, view facing northeast (AZ_PimaCounty_DunbarSchool_0012).

0013:

Overview of west elevation of the 1918 building, view facing north (AZ_PimaCounty_DunbarSchool_0013) (note the connection between the buildings was removed during the 2002 rehabilitation project and the west elevation was restored).

0014:

Overview of the north elevation of the 1950 junior high school building, view facing southwest (AZ_PimaCounty_DunbarSchool_0022).

0015:

Overview of the west elevation of the 1950 junior high school building, view facing northeast (AZ_PimaCounty_DunbarSchool_0023).

0016:

Overview of the south elevation of the 1950 junior high school building, view facing north-northeast (AZ_PimaCounty_DunbarSchool_0016).

0017:

Detail of 1966 library along the south elevation of the 1950 junior high school building, view facing northeast (AZ_PimaCounty_DunbarSchool_0017).

Paul Laurence Dunbar School
Name of Property

Pima County, AZ
County and State

0018:

Detail of a classroom in the 1918–1940 Dunbar School, view facing southwest
(AZ_PimaCounty_DunbarSchool_0018).

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Figure 18a (top) and b(bottom). Overview of primary façades (north elevation) of the 1918 building looking towards the 1950 junior high building (AZ_PimaCounty_DunbarSchool_0009 and 0010).



Figure 19. Overview of east elevation of the 1918 building, view facing south-southwest (AZ_PimaCounty_ DunbarSchool_0011).



Figure 20. Overview of south elevation of the 1918 building, view facing northeast (AZ_PimaCounty_ DunbarSchool_0012).



Figure 21. Overview of west elevation of the 1918 building, view facing north (AZ_PimaCounty_DunbarSchool_0013) (note the connection between the buildings was removed during the 2002 rehabilitation project and the west elevation was restored).



Figure 22. Overview of the north elevation of the 1950 junior high school building, view facing southwest (AZ_PimaCounty_DunbarSchool_0014).



Figure 23. Overview of the west elevation of the 1950 junior high school building, view facing northeast (AZ_PimaCounty_ DunbarSchool_0015).



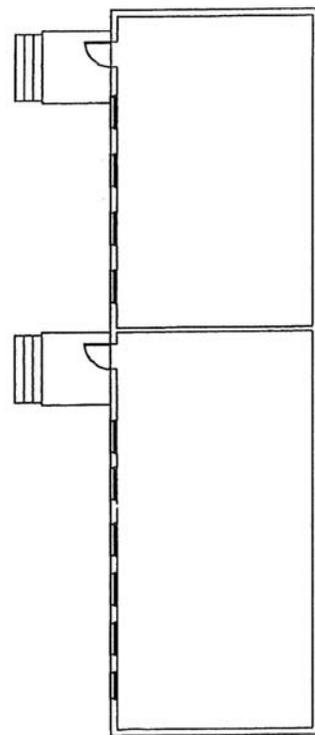
Figure 43. Overview of the south elevation of the 1950 junior high school building, view facing north-northeast (AZ_PimaCounty_ DunbarSchool_0016).



Figure 25. Detail of 1966 library along the south elevation of the 1950 junior high school building, view facing northeast (AZ_PimaCounty_ DunbarSchool_0017).

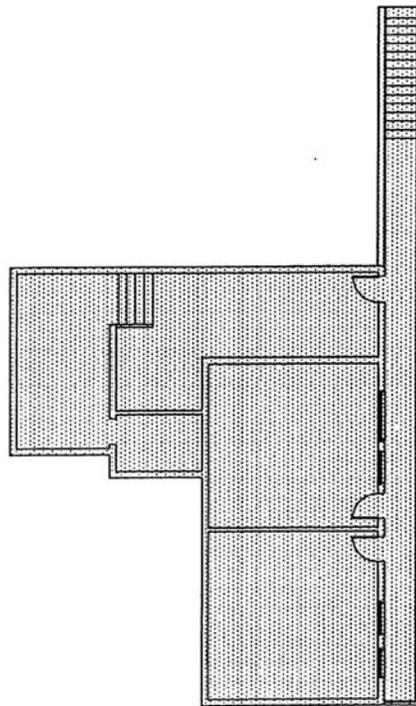


Figure 26. Detail of a classroom in the 1918–1940 portion of the school, view facing southwest (AZ_PimaCounty_ DunbarSchool_0018).



1918 Stage I: Original school was built.
*Total Area = 2108 sf.

Figure 27. Main floor of the Dunbar School as it appeared in 1918. Illustration provided by Poster Frost Mirto (1995).



BASEMENT

1921

1921 Stage II: One classroom, a washroom on main floor and two classrooms in the basement, were added.
* Addition Area = 6098 sf. Total Area = 8204 sf.

Figure 28. Basement addition at the Dunbar School in 1921. Illustration provided by Poster Frost Mirto (1995).

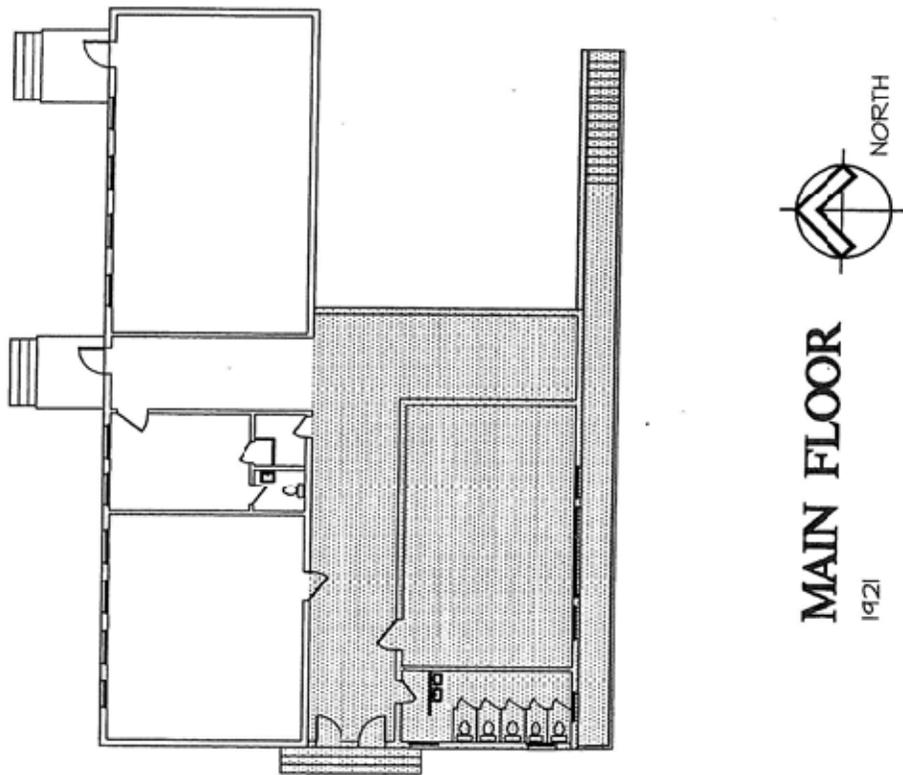


Figure 29. Main floor addition at the Dunbar School in 1921. Illustration provided by Poster Frost Mirto (1995).

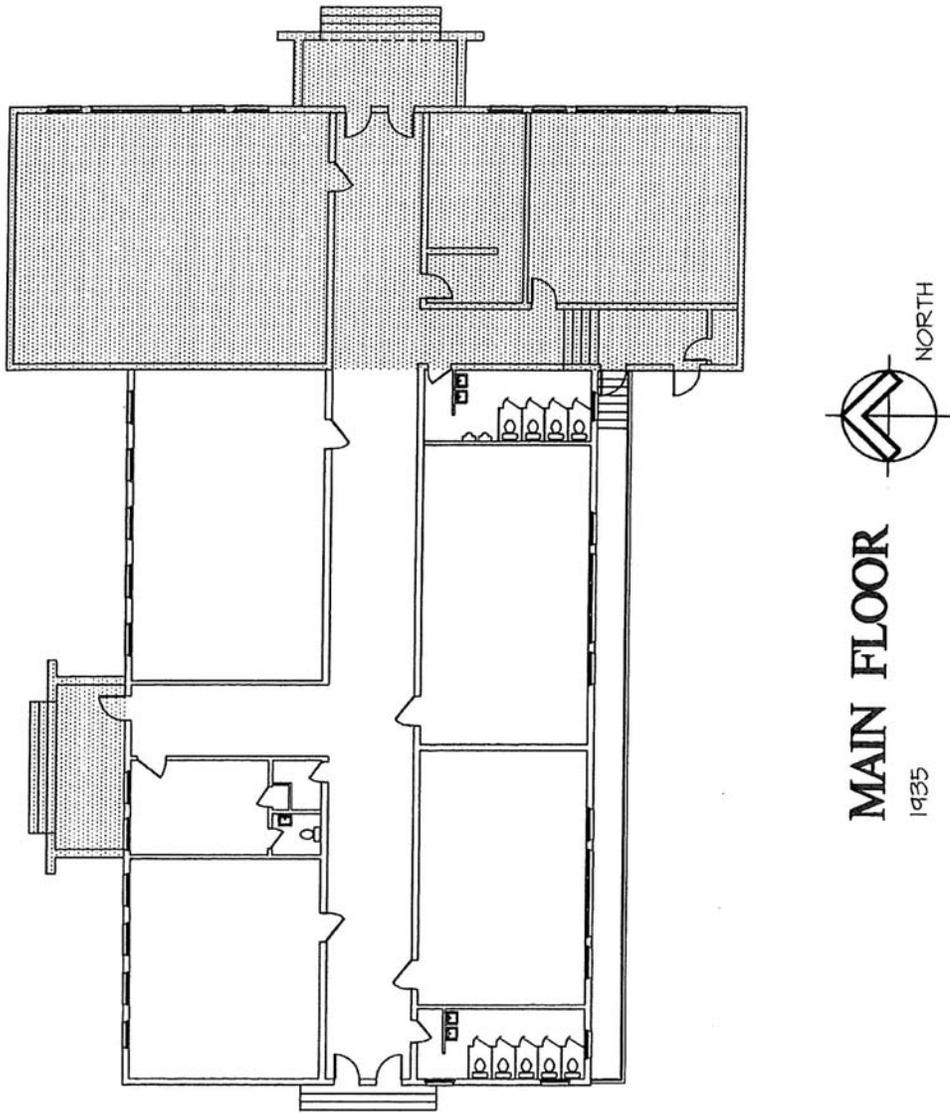
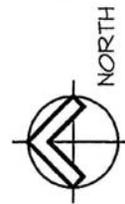
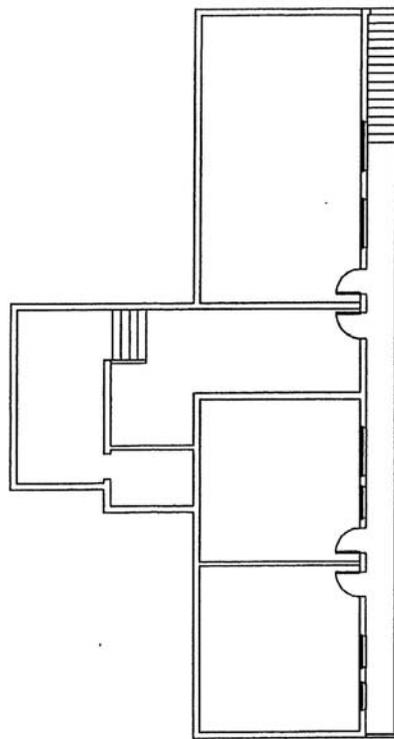


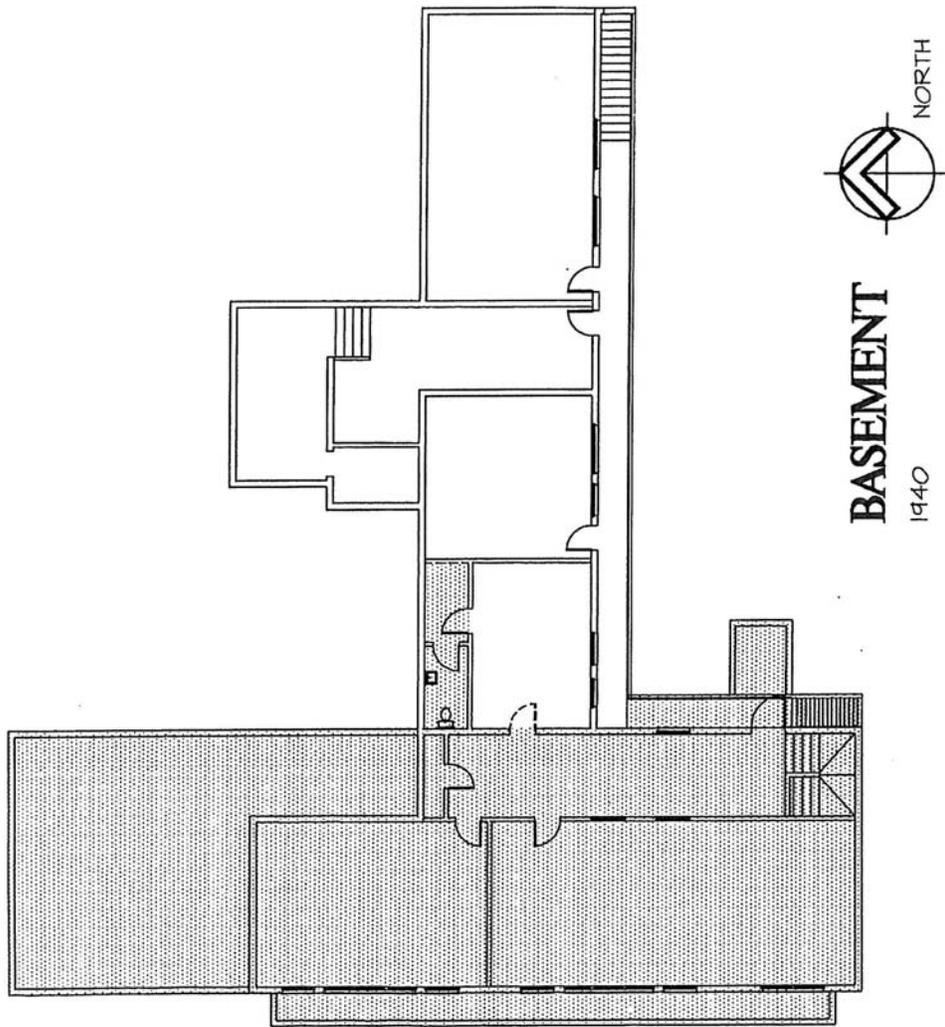
Figure 31. Main floor addition at the Dunbar School in 1935. Illustration provided by Poster Frost Mirto (1995).



BASEMENT
1935

1935 Stage IV: Two classrooms, one shop and the east entrance were added. Also the exterior was refinished.
* Addition Area = 2759 sf. Total Area = 16,496 sf.

Figure 32. Basement addition at the Dunbar School in 1935. Illustration provided by Poster Frost Mirto (1995).



1940 Stage V: Two classrooms and a washroom main floor and two classrooms in the basement were added.
 * Addition Area = 5272 sf. Total Area = 21,768 sf.

Figure 33. Basement addition at the Dunbar School in 1940. Illustration provided by Poster Frost Mirto (1995).

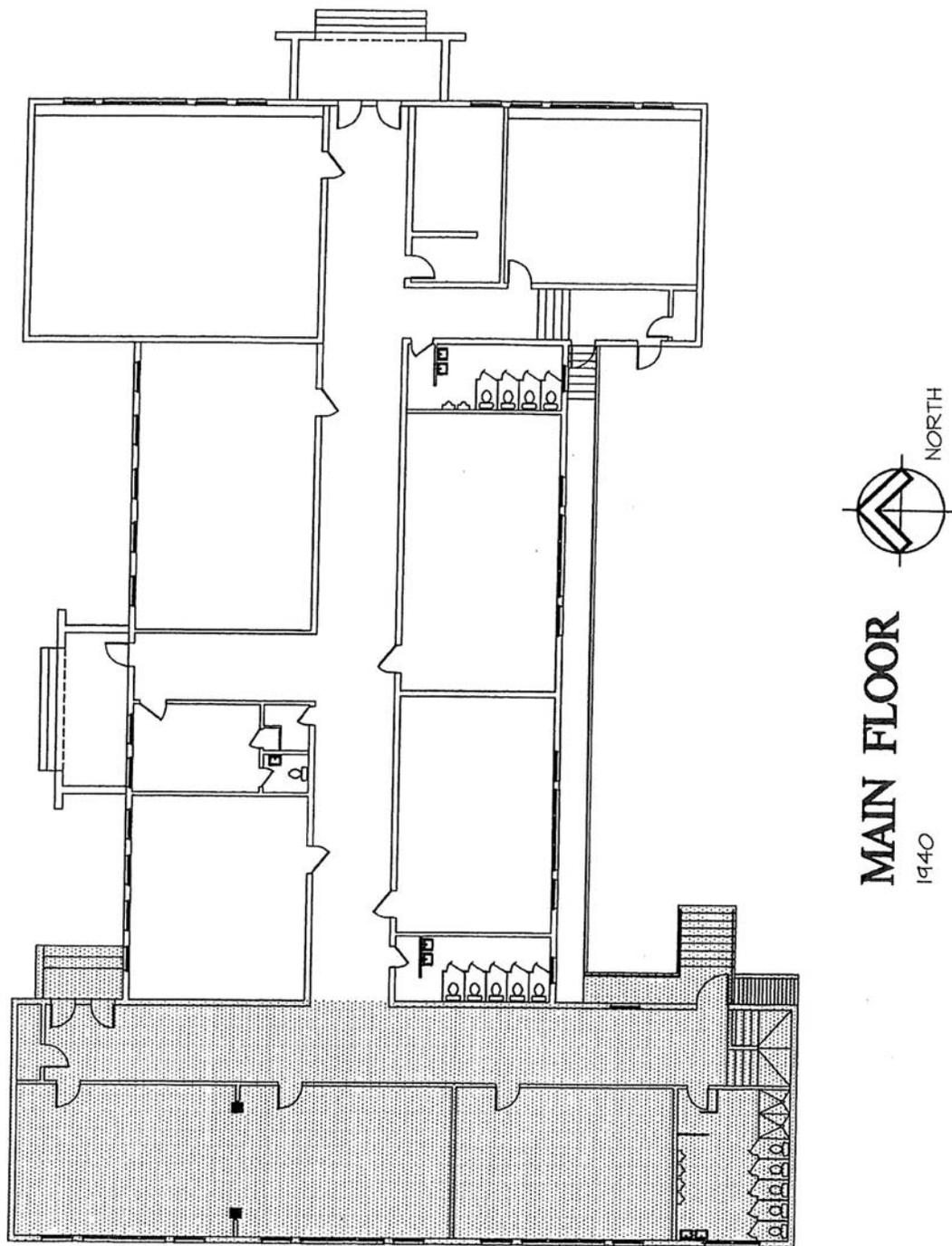
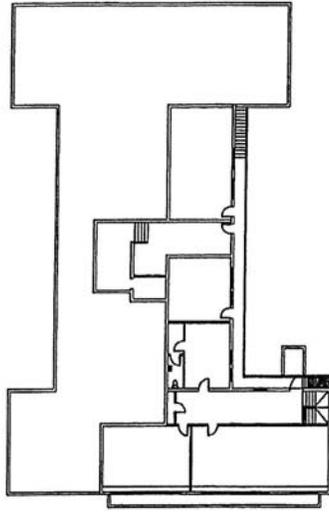


Figure 34. Main Floor addition at the Dunbar School in 1940. Illustration provided by Poster Frost Mirto (1995).



BASEMENT

1948

- 1948** Stage IV: Twelve new rooms were added and the old school was remodeled. At the end of the renovations and addition, there was a total of 23 rooms, a cafeteria and an auditorium. From this date on Dunbar School was known as John Spring School.
- 1951** Segregation ended.
- 1961** John Spring School became a Junior High School.

Figure 35. Basement of the John Spring Junior High School as it appeared in 1948. Illustration provided by Poster Frost Mirto (1995).

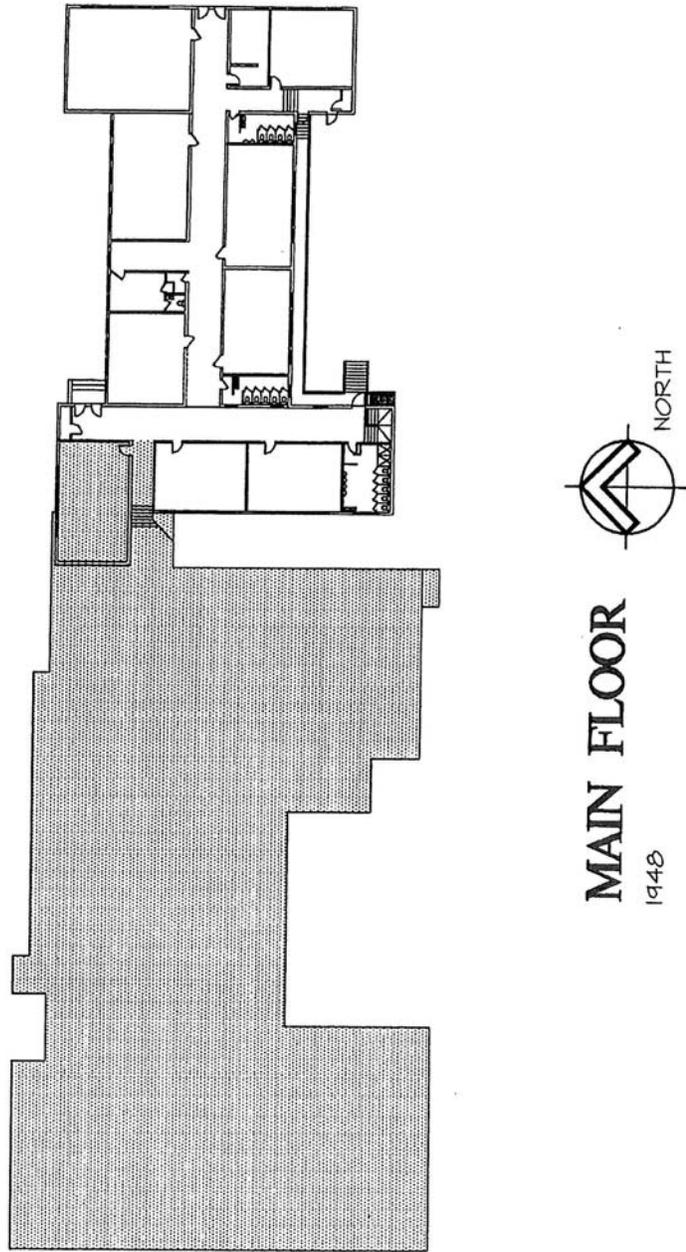


Figure 36. Main Floor of the John Spring Junior High School as it appeared in 1948. Illustration provided by Poster Frost Mirto (1995).

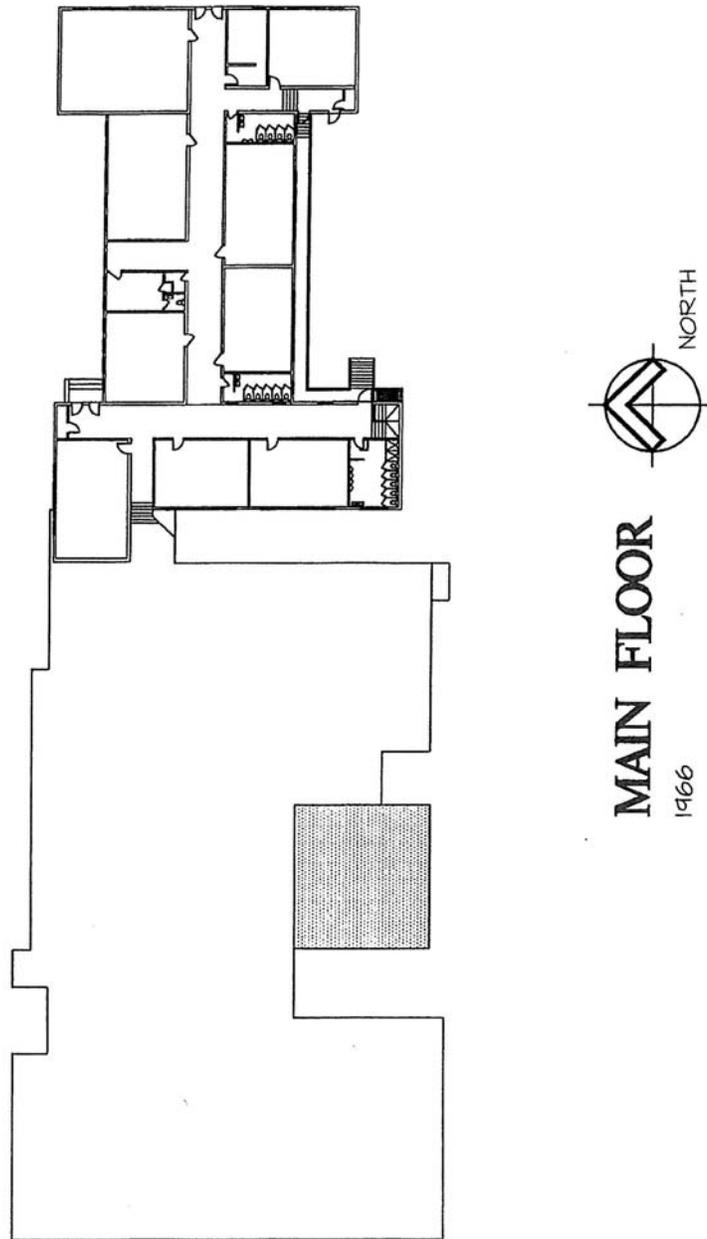
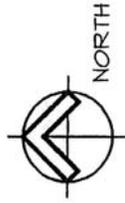
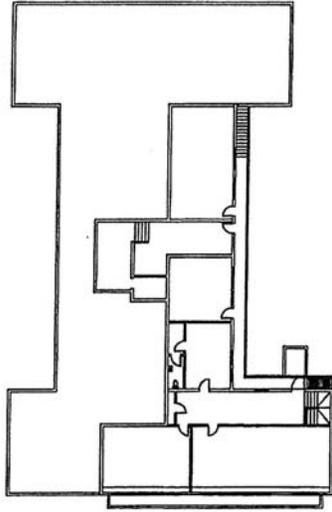


Figure 37. Main Floor addition of the John Spring Junior High School in 1966. Illustration provided by Poster Frost Mirto (1995).



BASEMENT

1966

1966 Stage VII: Last addition, the library was added.

1974 To remove all traces of racism John Spring Junior High was closed. Total Area = 51,248 sf.

Total area for Dunbar School 21,768 sf. (west wing)
 Total area for John Spring Junior High (1948 addition) 29,480 sf. (east wing)

OVERALL TOTAL AREA 51,248 sf.*

* The total gross area for the West Addition was calculated from information provided in TUSD Building Audit (please refer to Appendix G).

Figure 38. Basement addition of the John Spring Junior High School in 1966. Illustration provided by Poster Frost Mirto (1995).

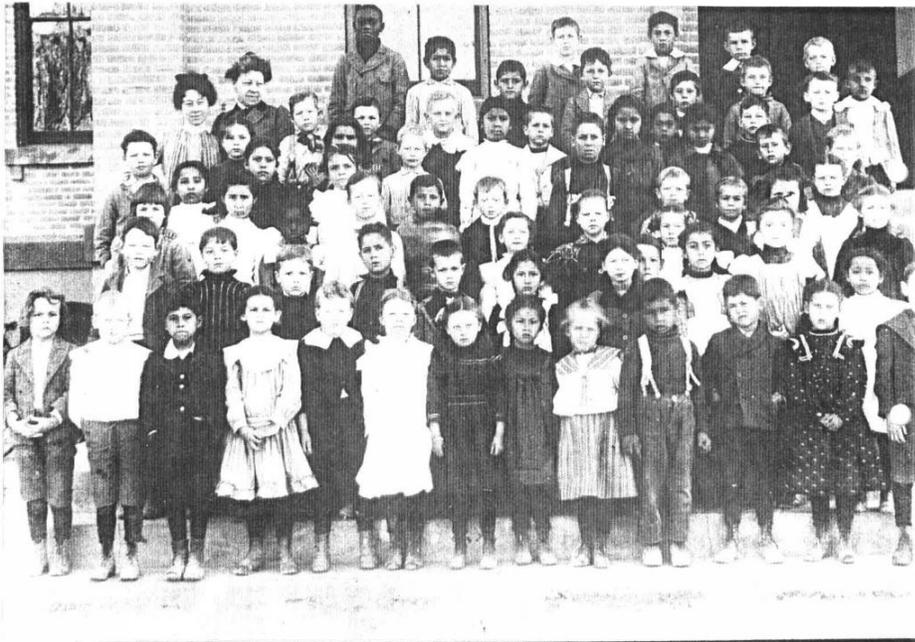


Figure 39. Image of an integrated Tucson classroom before segregation, ca. 1900s. Image courtesy of Poster Frost Mirto.



Figure 40. Image of Principal Cicero Simmons (far left) with class of students in front of the Dunbar School ca. 1920s. Image courtesy of the Dunbar Coalition Archives.



Figure 41. Image of upperclassman in front of the Dunbar School ca. 1930s. Image courtesy of the Dunbar Coalition Archives.



Figure 42. Image of teacher and student during a home economics class ca. 1940s. Image courtesy of Poster Frost Mirto.



Figure 43. Image of a homeroom class along the west elevation of the Dunbar School ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 44. Image of the Dunbar Junior High School Drum and Bugle Corps ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 45. Image of the Dunbar Junior High School Drum and Bugle Corps marching in a parade ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 46. Image of teacher with students standing in the front of the Dunbar School ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 47. Image of teachers with students along west elevation of the Dunbar School ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 48. Image of students with Principal Morgan Maxwell Sr. standing along west elevation of the Dunbar School ca. 1940s. Image courtesy of the Dunbar Coalition Archives.



Figure 49. Image of teacher with students standing along west elevation of the Dunbar School ca. 1950s. Image courtesy of the Dunbar Coalition Archives.



Figure 50. Image of students standing along west elevation of the Dunbar School, April 3, 1950. Image courtesy of the Dunbar Coalition Archives.



Figure 51. Image of Nancy Brooks-Horn's first grade class standing in front of the Dunbar School, c. 1951. Image courtesy of the Dunbar Coalition Archives.