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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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer to complete all items.

1. Name of Property

historic name BUFFALO PUBLIC SCHOOL #44 (PS 44)

other names/site number Lincoln School

name of related multiple property listing N/A

2. Location

street & number 1369 Broadway [] not for publication

city or town Buffalo [] vicinity

state New York code NY county Erie code 029 zip code 14212

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [] 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 as set forth in 36 CFR Part 60. In my opinion, the property [] meets [] does not meet the National Register criteria. I recommend that this property be considered significant [] nationally [] statewide [X] locally. ([] see continuation sheet for additional comments.)

Ron David Muey
Signature of certifying official/Title

6-14-2018
Date

DS-10
State or Federal agency and bureau

In my opinion, the property [] meets [] does not meet the National Register criteria. ([] see continuation sheet for additional comments.)

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register [] see continuation sheet
- determined eligible for the National Register [] see continuation sheet
- determined not eligible for the National Register

removed from the National Register

other (explain) _____

[Signature]
Signature of the Keeper

7/27/2018
date of action

Name of Property

County and State

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

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	_____	buildings
_____	_____	sites
_____	_____	structures
_____	_____	objects
<u>1</u>	_____	TOTAL

Name of related multiple property listing

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

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(enter categories from instructions)

EDUCATION/School (elementary)

Current Functions

(Enter categories from instructions)

VACANT

7. Description

Architectural Classification

(Enter categories from instructions)

LATE 19TH & 20TH CENTURY REVIVALS/Renaissance

Revival

Materials

(Enter categories from instructions)

foundation limestone

walls Brick; Terra Cotta; Limestone; Precast concrete

roof membrane

other _____

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets)

Name of Property

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 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 that 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 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 of age or achieved significance within the past 50 years

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested. **NPS #37,370**
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by historic American Building Survey # _____
- recorded by Historic American Engineering Record # _____

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal Agency
- Local Government
- University
- Other repository: _____

Areas of Significance:

(Enter categories from instructions)

ARCHITECTURE

Period of Significance:

1907 - 1930

Significant Dates:

1907; 1930

Significant Person:

N/A

Cultural Affiliation:

N/A

Architect/Builder:

Howard L. Beck (1907); Ernest Crimi (1930)

Name of Property

County and State

10. Geographical Data

Acreeage of Property 2.63 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>17</u>	<u>677656</u>	<u>4751417</u>	3	<u>17</u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>17</u>	<u> </u>	<u> </u>	4	<u>17</u>	<u> </u>	<u> </u>

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Annie Schentag; Kerry Traynor [Edited by Jennifer Walkowski, NYSHPO]

organization kta preservation specialists date 5/3/2018

street & number 422 Parker Avenue telephone 716.864.0628

city or town Buffalo state NY zip code 14216

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location
A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with SHPO or FPO for any additional items)

Property Owner (Complete this item at the request of the SHPO or FPO)

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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. 470 *et seq.*)

Estimated Burden Statement: public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, D.C. 20503

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National Park Service

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Continuation Sheet

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BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Narrative Description

Buffalo Public School #44 (PS 44), also known as the Lincoln School, is located at 1369 Broadway in Buffalo, New York. The parcel is bounded by Broadway to the north, Person Street to the east, and Krupp Street to the west. The building is set back from the sidewalks and surrounded by a grassed lawn. To the south is a large asphalt parking lot. PS 44 is located approximately three miles east of Buffalo's central business district. Broadway features two vehicle lanes and two bike lanes running east/west, is characterized by commercial properties in the area surrounding the school, and with residential areas to the north and south of the street. There are a number of vacant lots on the residential streets.

The three-story, red brick building has a relatively unusual form for schools in Buffalo, and reflects three distinct building phases. The oldest portion of the building faces Krupp Street at the north corner of the site features an "E" type plan, and was designed by Howard L. Beck and constructed in 1907. Ernest Crimi's design enlarged the school in 1930 with an addition to the south and west, resulting in a "block" plan with an internal court space (see "Typical Plan," Figure A, Section 7.6). In 1975 a two-story addition was added at the south end of the court space. Though separated by twenty-years, Crimi's design continued Beck's classical detailing, with engaged brick and terra cotta Ionic pilasters, corner quoins and limestone beltcourses and detailing on the north and west elevations. On the east elevation, facing Person Street, Crimi's design changed to precast concrete detailing and simplified Doric pilasters. The subtle differences between Beck's 1907 design and Crimi's 1930 addition become apparent only through close examination. The plan features a systematized path of double-loaded corridors that traverse the building in a rectangular shape. The classrooms receive light from the exterior walls and from windows looking out onto the court space. A large auditorium, gymnasium, pool and changing rooms are located at the south end of the building. The cafeteria is located at the northeast portion of the building, facing inward towards the court.

North Elevation – Broadway

The Broadway elevation is classically detailed in the Renaissance Revival style with Onondaga limestone and white precast concrete trim set against red brick masonry. The three-story elevation is seventeen bays wide. At the fifth bay from the south the elevation is set back from the plane of the other bays. The elevation features a limestone watertable above a raised basement, and a limestone beltcourse between the first and second floors. The first floor is detailed with brick laid to give a rusticated appearance.¹ Two-story Ionic pilasters, with red terra cotta capitals and bases, sit on top of the beltcourse between each window bay. The capitals support a corbelled entablature, finished with brick egg and dart moulding that extends across the elevation. Above the entablature is a parapet. To the south, the parapet is taller, before stepping down at the eighth bay. The corners

¹ Every seventh course is set back to give the appearance of a deeply raked joint.

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BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

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to the north and south are detailed with brick quoins, while Ionic pilasters turn the corner between the fourth and fifth bays where the elevation steps back. The quoins at the raised basement to the north and south are quarry faced limestone. Within each window opening is a tripartite aluminum replacement unit with fixed, opaque upper sash and sliding lower sash. At the first floor is a limestone sill and lintel. At the second and third floors is a masonry jack arch with limestone keystone. The beltcourse functions as the sill at the second floor windows, while at the third floor the sills are limestone. The windows at the raised basement are aluminum, tripartite sliding units.

There are two entrances facing Broadway: one at the fourth bay from the south, the second at the fourth bay from the north. Both entrance bays project slightly forward beyond the plane of the wall at the first floor and feature paired doors with arched transom, set within a white precast concrete arch and surround. The entrance is completed with a denticulated cornice and iron balconette. Above the entrance to the south is a paired sliding glass replacement window, just below the beltcourse, while an aluminum tripartite unit is located between the first and second floors, indicating the location of a stair landing on the interior. Three small square windows, with a continuous limestone sill complete the bay.

West Elevation – Person Street

The west elevation consists of three parts. To the north is a broad bay with similar detailing as seen on the north elevation; however, there are no windows on this bay. The bay, which is set slightly farther to the west than the rest of the elevation features brick corner quoins at the first and upper stories, and limestone quoins at the raised basement. The watertable and beltcourses visible on the north elevation continue along this bay. Two Ionic pilasters sit on top of the limestone beltcourse, adjacent to the brick quoins.

To the south, the elevation remains three stories for seventeen bays, before becoming a single story. The three-story portion of the elevation is not as tall as the bay to the north, and features simplified detailing. The watertable above the raised basement, and beltcourse between the first and second floors are white precast concrete, in contrast to the red brick. Doric pilasters, with precast base and capital sit on top of the beltcourse between each bay, supporting a simplified precast entablature. Above the entablature is a brick parapet. The first floor is detailed with brick, laid to give a rusticated appearance. The windows in each bay are similar to those on the north elevation, though not as tall. The precast watertable provides the sill for the windows at the first floor. There is no articulation at the head of these windows. The windows on the second floor sit on top of the beltcourse, while those on the third floor have a precast sill. A brick jack arch heads the windows on the second and third floors. There are no windows at the raised basement. At the fifth bay from the south a paired door with rectangular transom enters the building. The entrance is set back within a precast surround. Above the entrance the windows on the second and third floors retain the tripartite organization; however, the window

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opening is not as large. The window openings in the four bays to the south of the entrance are also not as large at the first floor.

The third part of the elevation is a single story in height. This portion of the elevation features smaller aluminum sliding glass windows, with precast sills. Brick quoins mark the corners of the bay.

South Elevation

The south elevation, which faces a parking lot, is utilitarian and consists of a single story portion housing mechanical spaces and the natatorium and a three-story portion set back, where the auditorium is located. Brick quoins turn the corners to the east and west. Simple, brick pilasters, lacking any ornamental detailing define each window bay at the upper floors. There are no windows on the second floor. The windows on the third floor are similar to those on the other elevations; however, the lack articulation at the head. To the east is a brick smokestack.

East Elevation – Krupp Street

The east elevation consists of three parts: a single-story block to the south, and two three-story blocks connected by a recessed entrance bay. The single-story portion of the elevation is utilitarian with industrial metal sash windows. Mechanical spaces are located within this portion of the building.

The three-story blocks feature detailing seen on the north and west elevations. The block to the south is six bays wide, and is detailed with a white precast concrete watertable above the raised basement, and a precast beltcourse between the first and second floors. At the first floor the brick is laid to give a rusticated appearance. Above the beltcourse, and between each window bay at the second and third floors, are Doric pilasters with precast base and capital. A precast entablature, with brick parapet above, extends across this portion of the elevation. Precast corner quoins at the basement, and brick corner quoins above turn the corner at the outer bays. At the bay to the north watertable, beltcourse and brick detailing at the first floor turn the corner and extend back to the recessed entrance bay. The windows on the first floor have paired sliding units with an opaque rectangular transom above. The watertable acts as a sill and there is no articulation at the head of these windows. At the second and third floors are paired aluminum replacement windows with opaque upper sash. The beltcourse provides the sill at the second story windows, while at the third floor the sill is precast. Jack arches head the windows on the second floor and the entablature extends across the heads of the third floor windows. There are no windows at the raised basement.

The recessed entrance bay is three stories tall and features a single story entry accessed up concrete stairs with seven risers. The single story entrance features brick laid to give a rusticated appearance. The entrance has

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paired doors with rectangular transom set back within a precast surround and head. The doors are not original and the transom has been infilled. There are two windows on the second floor and two on the third. The windows feature sliding units with an opaque transom. The sills are precast and a jack arch is located at the head. At the first floor is a paired aluminum window. The Onondaga limestone watertable from the block to the north provides the sill for the window and a jack arch is located at the head. There are no windows at the raised basement.

To the north, the three-story block is detailed with Onondaga limestone trim and Ionic pilasters with red terra cotta bases and capital, organized in a similar manner as the north elevation. A limestone watertable above the basement and beltcourse between the second and third floors extend across the elevation. The first floor is detailed with brick, laid to give the appearance of rustication. At the basement are limestone corner quoins, while at the upper floors are masonry quoins. Each bay on the second and third floors is defined by engaged Ionic pilasters that sit on top of the beltcourse and extend to support a corbelled brick entablature with egg and dart moulding. Above the entablature is a masonry parapet. A band of corrugated metals runs across the elevation at the parapet. The windows are aluminum tripartite units with opaque upper sash. At the first and third floors the sill is limestone. At the second floor the beltcourse provides the sill. Limestone lintels are located at the head of the windows on the first floor, while a jack arch with limestone key heads the windows on the second and third floors. Tripartite sliding windows are located at the basement. The outer bays step forward, giving this portion of the elevation a 'U' shape. There is no fenestration on these bays, except for a window at the raised basement. To the south this block extends back three bays to connect with the recessed entrance.

Interior Court

The interior court is formed by the wall of the 1907 building to the east, the 1930 addition to the north and west and the 1975 addition to the south. A single story, corbie stepped gable bay with camelback tile coping is located to northeast in the court space. An ocular window is located in the parapet of the gable. To the west and north the elevations are three-stories in height. The windows on these elevations have a simple precast sill and lack articulation at the head. To the south, the three story elevation features windows set within brick piers. The brick on this elevation is brown, as opposed to the red brick seen on the other elevations. The floor of the court space is concrete, with shallow stairs navigating slight changes in grade.

Interior

The organization of the plan is somewhat irregular as a result of the 1930 addition to the south and west of the 1907 "E" – type plan. The plan features a systemized path of double-loaded corridors that traverse the building in a rectangle. The corridors are identified as North Corridor (running east/west along Broadway); East Corridor (running north-south along Krupp Street); South Corridor (running east/west adjacent to the parking lot) and

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West Corridor (running north/south along Person Street). To the south of the "South Corridor" are the auditorium, pool and mechanical spaces, each accessed off the first floor. Classrooms are located along the perimeter of the East and North Corridors, while the cafeteria is located at the northwest corner where the two corridors intersect. Classrooms are located on both sides of the "West Corridor." Classrooms and spaces along the perimeter receive light and ventilation from windows facing the street, while those on the interior receive light and ventilation from the internal court space.

On each floor the West and South Corridors do not align with the North and East Corridors. Stairs, located at the northwest corner and southeast corner where the corridors intersect, access each floor. These stairs also navigate the different levels within each floor. The stair located at the entrance to the west on the north elevation only ascends to the first floor. The stair at the entrance to the east on the north elevation and at the entrance along the west elevation access each floor. The ceilings in the East Corridor and adjacent classrooms, and the cafeteria are pressed tin, visible above later dropped ceilings. At the other corridors and classrooms the ceilings are plaster, visible above later dropped ceilings and acoustical tiles. The floors are a combination of terrazzo, vinyl tile and hardwood. Original chalkboards, built-in furniture, wardrobes, and doors with transoms remain extant throughout.

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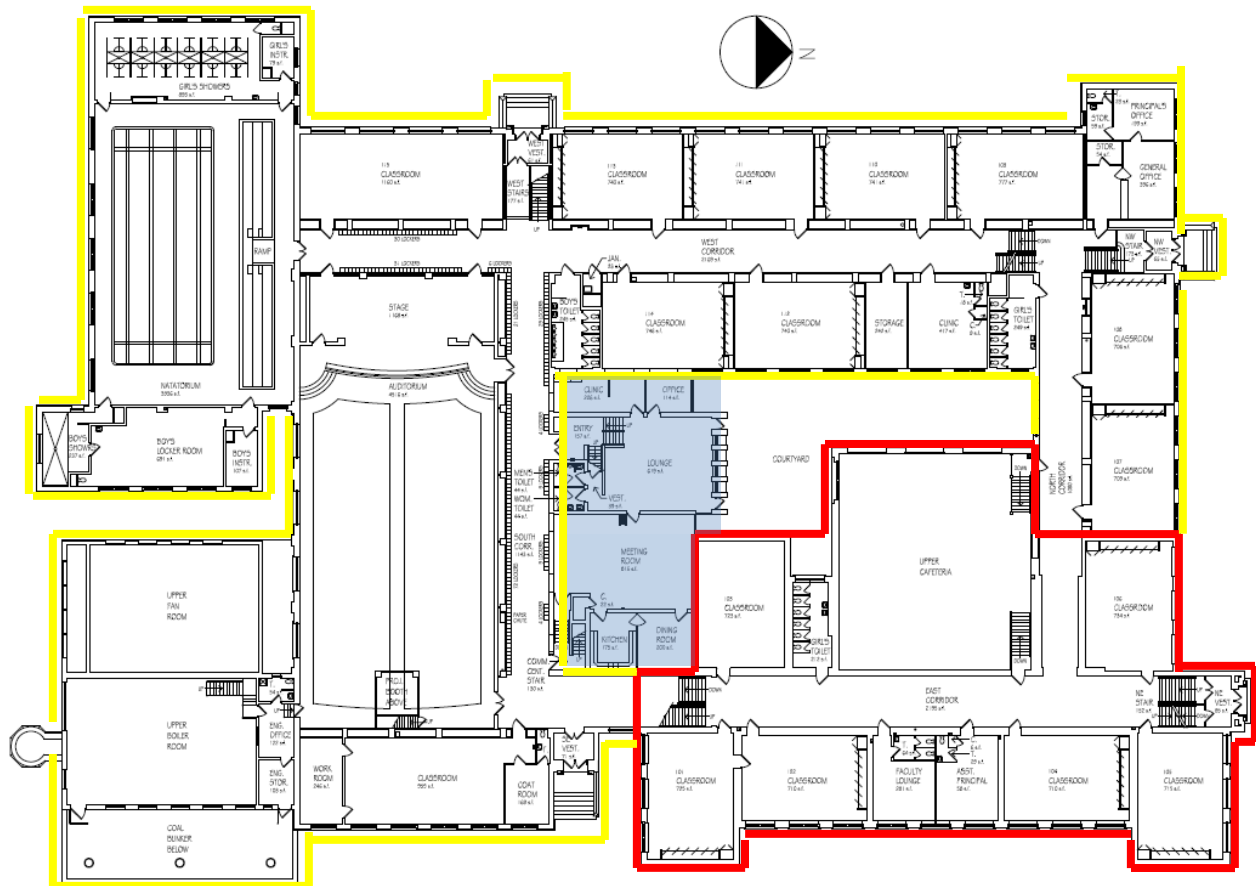
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BUFFALO PUBLIC SCHOOL #44 (PS 44)

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FIRST FLOOR PLAN

Figure A. Typical Plan showing organization of Corridors, Classrooms, Cafeteria, Auditorium and Natatorium. Portion outlined in red was constructed in 1907. Portion outlined in yellow was constructed in 1930. The portion highlighted in blue is the 1975 addition.

Entrances & Vertical Circulation

There are three entrances into PS 44. The entrances to the east and west along Broadway, and to the south along Persons each lead to a stair. The stair to the west on Broadway only accesses the first floor. The stair to the east off Broadway connects the basement through third floors, as does the stair to the south on Person Street.

The stair to the east along Broadway has simple metal baluster rails detailed with a metal oval midway between each pair of rails, simple metal newel posts and oak handrails. An oak handrail is also located along the wall.

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BUFFALO PUBLIC SCHOOL #44 (PS 44)

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The risers are metal and the treads are slate. The stringer is detailed at the base and top with an egg and dart pattern in relief. The walls are plaster above beaded wood wainscot. Decorative pressed tin ceilings are visible at the landings. The floors at the landings have been covered with vinyl composition tile. Aluminum sliding replacement sash are located at each mid-floor landing.

The stairs to the west on Broadway and to the south on Person Street feature similar detailing. The metal pan stairs feature terrazzo treads and alternating metal spiral and square baluster rails, with simple metal newel posts and oak handrail. A simple scrolled metal bracket attaches to the stringer and every eighth baluster rail. The landing floors are terrazzo, although in some locations they have been covered with vinyl composition tile.

There is a change in level on each floor. The South and West Corridors are located at a slightly lower level than the North and East Corridors on each floor. To navigate the change in level a stair is located to the northwest and to the southeast. These stairs also connect the basement through third floors. The detailing at these stairs is the same as the stairs to the west on Broadway and to the south on Person Street.

Basement

The basement features classrooms, mechanical spaces and crawl spaces. Classrooms are located along the outer perimeter of the east and north corridors. Stairs leading up to the cafeteria are located off the east corridor. At the southwest corner of the basement is the pool and equipment room. At the southeast corner are the boiler rooms mechanical spaces. The pool, boiler room and mechanical spaces are visible on the exterior as a single story. The pool is not accessible from the basement. The remainder of the basement features crawl spaces or unexcavated areas. The ceilings and floors in the corridors are concrete and the walls are exposed brick. The floors in the classrooms they are hardwood and the walls are generally plaster, although in some locations the brick remains exposed. In a number of locations the ceilings in the classrooms have been dropped. Original six light paneled stile and rail wood doors, chalkboards, with original wood trim, and built in cabinets remain extant in a number of locations. The original windows have been replaced aluminum sliding sash.

Corridors, Classrooms and Circulation

In addition to the basement, classrooms are located on the first, second and third floors. They are generally located on both sides of the West Corridor; to the north of the North Corridor, facing Broadway and to the east of the East Corridor facing Krupp Street. The corridors on each floor do not align. The North and East Corridors are located at a slightly higher level than the South and West Corridors.

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East Corridor

The East Corridor features beaded wood wainscot, with plaster walls above and tin ceilings above dropped acoustical tile. The floors have been covered with vinyl tile. Terrazzo baseboards remain visible along the corridor suggesting the floor was also originally terrazzo. Original wood doors, with transom access the classrooms. The beaded wood wainscot continues within the classrooms off the east corridor. Above the wainscot are chalkboards with original wood trim. The wainscot continues around the windows, which retain original wood stools, aprons and casing. Built-in furniture and wardrobes remain extant within the classrooms. Tin ceilings are visible within the classrooms above dropped acoustical tile. The classrooms, windows and chalkboards are oriented such that light falls across the student desk from the left.

The girl's bathroom is located at the southwest corner of the corridor on each floor. The walls and floor of the bathroom are tile. At the windows the tiles curve to negotiate the change in plane between wall and window. In addition to classrooms this corridor accesses the cafeteria on the first floor, which is located to the northwest. Also on the first floor are smaller offices facing east, towards Broadway. At the south end the corridor connects with the auditorium on the first floor. Also to the south on the first floor are paired six-light doors leading to a vestibule and the entrance along the east elevation.

Stairs located toward the south end of the corridor connect the basement through third floor and also navigate the change in level that occurs within the corridor on each floor. At the north end of the corridor is a stair accessing the basement through third floor and the entrance at the northeast corner of the north elevation

West Corridor

The west corridor features plaster walls and dropped acoustical tile ceilings, with plaster ceilings above. In some locations, acoustic tiles have been glued to the plaster ceiling. The floors have been covered with vinyl tile; however the baseboards are terrazzo suggesting that the original floors were also terrazzo and likely remain extant. Within the corridor, adjacent to the boy's bathroom at the southeast corner on each floor are tiled niches to accommodate water fountains. The boy's bathroom features ceramic tile floors and brick walls. The brick is curved at the window opening within the bathroom. This corridor connects with the pool to the south and with the auditorium stage located to the southeast on the first floor. At the south end of the corridor is a stair connecting the first through third floors. At the first floor a short corridor at this location, with terrazzo floors and baseboard, leads to paired six light wood doors and the vestibule at the entrance on the west elevation.

Classrooms are located on either side of the corridor. Original six-light stile and rail paneled wood doors with transom, dating to the 1930 addition, access each classroom. The classrooms to the east have windows that open

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to the court space, while those to the west face Person Street. The floors of the classroom have been covered with vinyl composition tile and the ceilings have been lowered with acoustical tile. The plaster ceiling remains visible above. Otherwise the classrooms retain a high level of integrity. Chalkboards, with original trim; built-in cabinets and wardrobes remain extant. The windows in the classrooms along the West Corridor are set within the masonry opening and have brick sills, in contrast to the windows in the classrooms along the East Corridor that are detailed with wooden aprons, stools and casing. This detail reflects the different construction periods. The windows detailed with wood trim are part of the 1907 construction, whereas those along the West Corridor reflect the 1930 addition and a change in standardized design practices. Each classroom is organized with regards to the placement of chalkboards and wardrobes such that light from the windows falls across the left hand of the student so as not to cast a shadow when writing.

On the second floor a large classroom is located on either side of the West Corridor. Built-in cabinets and chalkboards with original wood trim remain extant in these spaces. The floors have been covered with vinyl composition tile, the walls are plaster and a dropped, acoustical tile ceiling has been added. Above the acoustical tile the ceiling is plaster. The windows fit within the masonry opening and feature a simple brick sill.

At the north end of the corridor is a stair connecting all floors, including the basement. This stair also descends to connect with the North Corridor, navigating the change in level within each floor. At the far end of the corridor on the first floor is a stair leading down to a vestibule and the entrance to the west along the north elevation. The paired, six-light doors at the vestibule and single light paired doors at the entrance are original. The arched transom is no longer extant.

North Corridor

Classrooms are located to the north along the North Corridor, facing Broadway. To the south, at the west end is a girl's bathroom and to the east is a door leading to the cafeteria. Across the corridor from the girl's bathroom is a tiled niche where a water fountain is located. Also along this corridor on the south wall are paired windows facing the court space. The walls of the corridor are plaster and acoustical tile have been suspended from the original ceiling. The floors have been covered with vinyl tile; however, a terrazzo baseboard suggests that the original floors were terrazzo. The classrooms along this corridor retain original chalkboards and built-in wardrobes and cabinets. The windows are set within the masonry opening and have brick sills. The floors are covered with vinyl composition tile. The organization of the room is consistent with standardized planning where light falls across the left hand of the student.

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BUFFALO PUBLIC SCHOOL #44 (PS 44)

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South Corridor

The south corridor features plaster walls and a dropped acoustical tile ceiling. The floors have been covered with vinyl composition tile; however, terrazzo baseboards suggest the floor was also terrazzo and remains extant underneath. Lockers, set within the plane of the wall line the corridor suggesting that this is an original condition. To the southwest the corridor accesses the auditorium stage, while to the southeast it accesses the auditorium on the first floor. To the north, on the first and second floors, the corridor connects to an addition added outside the period of significance. The two-story contemporary addition features exposed brick walls and brick piers with glass in between facing the court space.

On the third floor aluminum replacement sliding window sash with brick sills are located on the north wall along the corridor. The windows look out onto the roof of the contemporary addition and the court space.

Auditorium

The auditorium is located to the south on the first floor. An entrance to the southwest at the South Corridor accesses the stage, while an entrance to the southeast leads to the auditorium floor. Paired, paneled wood doors at both entrances remain extant. The stage, located to the west is raised four risers above the auditorium floor, with curved steps to the north and south. The floor of the stage has been covered with vinyl composition tile. The proscenium opening features simple rope moulding and panel detailing. The auditorium floor is concrete. The wood chairs remain extant. Non-historic aluminum replacement windows are located to the south, raised above the adjacent single story mechanical buildings. Wood wainscot with a simple chair rail surrounds the space. Above the chair rail the walls are plaster. A simple cornice surrounds the room. Acoustical tiles have been glued to the original ceiling. The lights are not historic.

Natatorium

The natatorium is contained within the single story portion of the building located at the southwest corner. The "depth" of the pool is housed in the basement. The walls in the natatorium are brick and the pool is tile. Non-historic multi-light fixed metal sash windows are located to the south within original masonry openings. The original ceiling is covered with acoustical tile. To the north, on either side of the entrance corridor are built-in bleachers. Wood bench seats, supported by metal brackets line the three treads of the concrete "seating" steps. The bleachers, to the east and west of the entrance corridor are contained within buff masonry wing walls finished with a speckled concrete cap. To the east of the pool is the girl's locker room and to the west is the boy's. The locker rooms have a buff tile floor and brick walls.

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Gymnasium

The gymnasium is located above the auditorium on the third floor. Non-historic windows on the south elevation provide natural light into the gymnasium. The walls of the gymnasium are brick and the floors are hardwood. Acoustical tile has been added at the ceiling. The locker rooms are located on the second floor accessed from the gym by a set of stairs to the east and west. The girl's locker room is located to the east, while boy's is to the west. The walls in the locker rooms are brick and the floors are tile.

Cafeteria

The cafeteria extends into the court space at the northeast corner of the building. This space was part of the 1907 construction and originally functioned as the gymnasium/auditorium space. The volume is contained within a corbie step, or crow step, gable roof, visible on historic photos and from within the court space. Given its historic function, and the necessity for tall ceilings, the space extends below the first floor level and is accessed from the basement via a set of stairs the go up, and from the North and East Corridors via a set of stairs that go down. The ceilings of the cafeteria are decorative pressed tin, visible above a dropped acoustical tile ceiling. The floors are concrete and the walls are plaster. Replacement aluminum window sash on the south and west walls look out into the court space.

Third Floor Apartment

An apartment is located at the southwest corner of the third floor. It is likely that the building caretaker stayed in this unit, which features a bedroom, bathroom, sitting room and fireplace with brick firebox, tile hearth and wood mantle and surround. Built-in book shelves are located on either side of the fireplace. To the south of the living room is a large room that functioned as a home economics class. The floors of the apartment have been covered with vinyl composition tile, and the plaster ceilings with acoustical tile. The walls are plaster. The windows are replacement aluminum sliding sash units with wood aprons, stools and casing.

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Statement of Significance:

Buffalo Public School #44 (PS 44) is architecturally significant as an example of the developing ideas of early twentieth-century standardized school design in the city of Buffalo's East Side neighborhood. Located at 1369 Broadway Street, the school was constructed in two main stages. Commissioned by the City of Buffalo and the Board of Education, the northeastern portion of the school was designed first by the city's Building Bureau architect, Howard L. Beck, in 1907-1909, and then the remaining portions were subsequently designed by the city's Board of Education architect, Ernest Crimi in 1930. While each part of the building was commissioned and designed by different architects, the overall plans of the building were adapted from standardized plans that were used throughout many schools in Buffalo throughout the early twentieth century. Given that the building consists of these two major parts, one from 1907-1909 and one from 1930, PS 44 demonstrates the evolution of school design through the early twentieth century.

PS 44 is eligible under criterion C in the area of Architecture as an excellent example of standardized school design in the first three decades of the twentieth century. During this time, school design was believed to play an important role in the education, health and safety of the student. Classroom size, daylight, ventilation, room finishes, heating systems, corridor size, circulation and fireproof construction were all designed to standards that would benefit the physical, mental and moral health of the student. The plans, siting, and material fabric of PS 44 were designed according to these requirements in order to enhance student exposure to natural light, hygienic practices and certain educational values put in place by state and federal school guidelines during the 1900s-1930s. While hygienic values were emphasized as a priority in school designs of the early 1900s, concerns for fire safety, prevention and egress began to dominate school design in the 1920s. As the building was constructed in two stages during this era, the architecture of PS 44 thereby encompasses both of these distinctive periods in the twentieth-century history of public school design in Buffalo, NY.

The building retains a high level of integrity in plan and elevation. The period of significance begins in 1907, when the oldest remaining portion of the school was constructed by Howard Beck, and ends in 1930 after the construction of the addition by Ernest Crimi was completed. This era encompasses all major, significant architectural developments at the school.

School Building in Buffalo

The first building erected for educational purposes in Buffalo was built in 1807 at the intersection of Swan and Pearl Streets. The structure was burned, along with just about every other building in Buffalo, during the War of 1812. In the 1820s, school was typically held in rented storefronts and unused buildings. The 1830s saw the

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construction of small one or two room school houses.² When Buffalo was incorporated as a city in 1832, it had “six small public schools in which tuition was only partly free. They were open but a few months in each year; the lowest wages were paid to teachers and not half the children of the city attended any school.”³

In 1837, the position of Superintendent of Education was created by Buffalo Common Council legislation. The first two superintendents resigned because they held no real power. Oliver G. Steele accepted the position and convinced the Common Council and the New York State Legislature to grant him more power. In 1839, Steele managed to get a law passed making education free. His administration resulted in an increase in enrollment from one hundred and seventy-nine students in 1838 to six thousand three hundred and sixty-eight in 1853. In the same period, the number of teachers rose from seven to ninety-four. The Buffalo school system was the first in New York State to employ a superintendent and to provide free education.⁴

There were three periods of intense school construction in the nineteenth century. Four new school buildings were constructed from 1838- 1839 as a result of the new school laws. The second period occurred directly after the annexation of Black Rock into Buffalo in 1854. The annexation increased the size of the city from 4.5 square miles to 42 square miles. The school that would later become PS 44 emerged around this time, when a one-story, two-room wood structured was built in 1860 as a primary annex to School 25, which was located on Lewis Street.⁵ The school emerged in this location because “there was need for a school in that Broadway locality as there was no school for children of the new settlers arriving in the area.”⁶ Louis Knell was the school’s first principal, serving in this position for about 30 years, until 1899.

In the first decade of the twentieth century the Buffalo school system continued to grow. The third period of heavy school construction occurred between 1880 and 1900, when Buffalo’s student enrollment almost doubled.⁷ In 1898 Buffalo had a population of 383,000 people and there were eighty-five school districts in the city, each with their own building. By 1910 Buffalo’s population had risen to 423,715 people. Annual reports from the 1910s reveal that several schools were already overcrowded by this time. In response, nine new schools were constructed during this decade.

The construction of new schools increased in the 1920s, when the city began an intensive effort to design, erect and provide a streamlined system of schools in response to Buffalo’s booming population. Resuming these efforts with new vigor after World War I, the city of Buffalo commissioned 24 new school buildings and 26

² G. Morton Weed, *School Days of Yesterday: The Story of the Buffalo Public Schools* (Buffalo, N.Y.: Buffalo Board of Education, 2001), 12.

³ *Annual Report of the Superintendent of Education of the City of Buffalo, 1914-1915*

⁴ Ibid.

⁵ Weed, *School Days...*, 58.

⁶ Ibid

⁷ Ibid

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additions to existing school buildings during the 1920s.⁸ In 1925 alone, 12 schools were being built and 4 were in the planning process. William B. Ittner, who was hired as a consulting architect for the City of Buffalo during this time, attributed this construction boom in school building to “the ban on building during the war, the increased enrollments, the demand for increased facilities and the excessive building costs, together with bonding limitations.”⁹ By 1930, the Buffalo Municipal Research Bureau reported that the City of Buffalo, “spent about \$20,000,000 in the erection of its public school buildings from 1925-1930, and expects to spend large sums for like use each year for an indefinite time to come. The building of new schools, the enlargement of school buildings and the replacement of old and unfit structures, may be looked on as a more or less continuous program.”¹⁰ The neighborhood surrounding PS 44, in Buffalo’s ninth ward, followed this trend, requiring significant expansion to accommodate population growth in the ward from 1900-1930.

This program was conducted by the City of Buffalo and the Board of Education, in conjunction with architects that were specifically hired to design a set of standardized plans that could be adapted to suit many of the new schools simultaneously. In the first decade of the program, Howard Beck served as the city architect, designing and constructing schools such as No. 56 (1909, extant) and No. 44 (1907-1909) into the early 1920s. Beck worked as a member of the Associated Buffalo Architects, a group comprised of leading architects such as E.B. Green, Duane Lyman and Max Beierl that worked together on multiple public buildings for the city of Buffalo. Beck and the Associated Buffalo Architects designed several schools into the 1920s, until an incident during the construction of School No. 68 resulted in the withdrawal of future contracts. In 1924, an inspector discovered that the concrete foundation of school No. 68 was compromised due to poor design and construction. As a result, the Board of Education subsequently negated their contract for the school’s design, as well as any future contracts, with the Associated Buffalo Architects.¹¹ Within two months of this decision, the Board of Education created their own building bureau and appointed Ernest Crimi as its head architect. Working with James F. Gill, the head structural engineer, and William B. Ittner, a consulting architect from St. Louis, Crimi continued to design most of the school buildings for the city of Buffalo Board of Education into the 1930s. With portions of the building designed in 1907-1909 by Beck and others designed in 1930 by Crimi, PS 44 thereby encompasses both of these critical building periods for the design of public schools in Buffalo.

Standardized School Designs for Cleanliness and Safety

All will agree, however, on the main things that are desirable – plenty of space about the building, well-kept grounds, a good building as completely fireproof as the resources available will

⁸ Buffalo Municipal Research Bureau, *Report of the Buffalo School Survey* (Buffalo, 1931), 136.

⁹ William B Ittner, “The School Building Program,” *The American School Board Journal* 62 (National School Boards Association, 1921), 52.

¹⁰ Buffalo Municipal Research Bureau, 136.

¹¹ *Common Council Proceedings* (1930), 2550.

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admit, ample light everywhere, an abundance of fresh air, surrounding both the classroom and outside of it that shall foster an appreciation of what is good and what is lovely, and every possible opportunity for the development of a good healthy mind and body for the child to work with.

American School Hygiene Association, 1907

In the late nineteenth century, the population in industrial cities like Buffalo increased dramatically. As cities, such as Buffalo, passed legislation that provided tuition free education the number of students attending schools increased. At the turn of the century Edmund March Wheelwright published *School Architecture: A General Treatise for the use of Architects and Others*, considered at the time to be the leading source on “modern” standards for school design.¹² Additionally, period literature such as the *School Hygiene*, 1901; *American School Board Journal*, 1902; *Proceedings of the First, Second and Third Congresses of the American School Hygiene Association*, 1907, 1908 & 1909, and the *American School Building Standards*, 1910 provided design standards with attention to the functional and hygienic qualities of the design.

Wheelwright’s work was considered the seminal piece written in the United States concerning school design when it was published in 1901. He studied elementary school design in Germany, Austria, Switzerland, France, Scandinavian Countries and England, in addition to the United States. Issues regarding building orientation; school yards; entrances; staircases; flooring; finishes; toilet rooms; classroom size; gymnasiums; assembly halls; fire-proof construction; heating, ventilation and sanitation, and aesthetics were all discussed. He proposed that the school should be sited on a dry location, away from the industrial city and on a large enough site to prevent “shadowing” from adjoining buildings. A center entrance for visitors to the school was desired, while there should be “separate entrances to the basement for each sex, and there should not be less than two exits from the first floor, and not less than two staircases from the top to the first floor of every school.”¹³ Stairs constructed out of masonry or metal were desired, with a width of five feet. The best width for a classroom window was determined to be four-feet between jambs, with window stools set three or four feet about the floor to “prevent students from looking out.” The height of the windows “should come as near the ceiling as the finish will permit, and the finish, if any, should not exceed 6 ins. in width.”¹⁴ The desire was to have the greatest amount of light and ventilation, and no shadows across a student’s desk. For this reason, the standard was for light to come from the left, assuming most children are right-handed. The basement was to be raised above grade to allow for windows. The surfaces in the school were to be designed in a way that kept them free from dust, as “it is wellnigh as important to take precautions against dust lodgment and the use of absorbent surfaces

¹² Edmund March Wheelwright was a Fellow Boston Society of Architects and a Fellow American Institute of Architects. He was the city architect in Boston, Massachusetts from 1891-1895.

¹³ Wheelwright, 1901.

¹⁴ Ibid.

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in a school as it is in a hospital.”¹⁵ In keeping with maintaining hygiene, wardrobes that are well ventilated to hang damp outer clothing and put dirty shoes were recommended. The basement was considered a better location for outer clothing and dirty shoes. Wheelwright considered the aesthetic of the school to be of great importance: “Few people now maintain that a pleasing architectural effect is an unimportant consideration, and that a beautiful school is not a factor in the education of the young.”¹⁶

School Hygiene, also published in 1901, considered “the schoolroom the unit in planning a school building. ...and the building should be a number of schoolrooms, properly disposed, and not a whole cut up into schoolrooms, whose size and arrangement are dependent upon the size and shape of the building.”¹⁷ Unlike Wheelwright’s publication, specific standards were given in *School Hygiene*. “These standards are the results of investigations and repeated experiments, in which lighting, heating, ventilating, the needs of the child as to eye, and ear and other physical requirements, have been considered.”¹⁸ Each student was required to have fifteen square feet of floor space and two hundred cubic feet of air space, and the “size of the schoolroom should be 30 ft. in length, 25 ft. in width, and 13 ft. in height, to accommodate not more than 48 pupils.”¹⁹ The dimensions determined by the distance light will carry from the side of the room; the distance a pupil can see without eye strain, and the distance the teacher’s voice would be clearly audible. The amount of transparent glass admitting light and for ventilation was determined to be from one-fourth to one-sixth of the floor space of the room. As with Wheelwright, it was determined that the direction of the light should be from the left to avoid shadows cast by the student’s hand. The objection to placing windows in the rear of the classroom was that light would weaken and injure the teacher’s eyes. The height of the window sill off the floor was set at four-feet to avoid reflections from the top of the desk, and to prevent the light from being at eye level. Further, in order to maximize light the window was to continue to the ceiling, with six-inches left for trim. Differing from Wheelwright, the *School Hygiene* publication felt that it is a “serious deprivation” when children are unable to look out the window, since the child is “interested in the outer world, no matter what it may chance to be, and it has an important contribution for him in many particulars, which must not be cut off even in the schoolroom.”²⁰ The color recommended for the walls was light greenish gray since it was determined to be the most “restful” for the eyes, and the ceilings were to be white since that provided the most reflection.

After consideration of the classroom, *School Hygiene* then looked at the school building as a whole. Fireproof construction was a major issue resulting in the recommendation that schools be constructed out of brick or stone, with as many interior walls constructed out of brick as possible. The siting of the school should be open to allow for as much sunlight to enter and free circulation of air, since “rooms shut in by neighboring buildings

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ *School Hygiene*, 1901.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ *School Hygiene*, 1901.

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exert a depressing influence upon the minds of those obliged to occupy them. ... [and] sun not only imparts cheerfulness, but is nature's purifier ... arresting the spread of infectious diseases."²¹ It was also recommended that the school be no more than two stories above grade since "buildings three and four stories high, as is often the case, there is a strain imposed in climbing so many flights of stairs, which is injurious to all pupils, and especially to girls."²² To allow egress from the building in case of fire two stairs, at either end of the building, five-feet wide and constructed out of steel with slate treads was recommended. Further, "one stairway should be assigned to boys and another to girls, [as] separate stairways in mixed schools are a right of the community on moral grounds."²³ Red oak was recommended for the floors, and any cornices, moulding or ledges where dust might collect were not recommended as an interior finish. Although steam heat was the most economical, hot water systems were preferred because the heat from hot water radiators was considered to be more easily regulated and less intense. *School Hygiene* also discussed the importance of ventilation, citing the build-up of carbon dioxide and odor as being unhealthy.

In 1902 the *American School Board Journal* stated that "modern school architecture has advanced to a stage of development quite proportionate to the advancement of the modern school itself. ... The greatest possible attention is paid these days to proper methods of ventilation, of heating and of lighting...Attention must also be paid to acoustic properties in school rooms."²⁴ Additionally, the appearance of the building was considered to part of a child's education; "it cannot be doubted that the appearance, the good adaptation to its purposes, and the general attractiveness of the school building plays a very important role."²⁵ The aesthetic and function of the building was also determined to "exert good influence on the architectural standards of the neighborhood and of the entire city."²⁶ In 1904, New York State became the first state in the country to require the review of all new school building plans.²⁷ Standardization and building codes thereby became an institutionalized practice with increasing influence over school design in the following decades.

In 1907, "The American School Hygiene Association" was formed. The objective of the association was to research and promote discussion of the problems of school hygiene, and to improve the hygienic conditions surrounding children during school life.²⁸ "School buildings are not erected without the direction of expert architects. The recognition of the technical expert in medical lines is just as necessary as it is in architectural lines."²⁹ It was not just the classrooms, accommodation for toilets and clothing, adequate ventilation, lighting

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ *School Board Journal*, 1902.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Suzanne Lichtenstein Warren, "The American School Building: 1890-1920" (master's thesis, Cornell University, 1985), 192.

²⁸ *Proceedings of the Congress of the American School Hygiene Association*.

²⁹ Ibid.

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and heating that needed to be considered regarding hygiene; it was determined that “aesthetics is closely related to hygiene – for the mental attitude of the child affects his health, and an honest and healthy appreciation of whatsoever things are lovely is a distinct physical gain for him.”³⁰ The relationship among health, hygiene and aesthetics in the design of entrances, stairs and corridors; classrooms and wardrobes; light and ventilation and fire proof construction were studied by The American School Hygiene Association and recommendations made. As was the case in Wheelwright’s publication separate entrances were desirable, with the stairs, not less than five-feet, constructed out of a material that would “not readily wear dusty or slippery.” Terrazzo was considered to be inexpensive and easily cleaned and therefore desirable in corridors. The lighting in the classroom was considered to be important since “few things are more important hygienically than conditions which do not put an undue strain on the eyes.”³¹ The colors used in the room was also given consideration since it “effects the beauty of the room as a whole ... [and] the mental attitude of the child as it affects its health with which one is concerned in trying to give him pleasant surroundings. ...light warm brown for wood work and tones of brown-green or buff of some depth harmonizing with this up to the seven foot line, and above this very light walls – in warm gray-green for sunny aspects and a warm buff for the less sunny rooms.”³² Exercise was also considered a necessary component for the “physical, mental and moral faculties of the pupils.”³³

In 1910 the literature regarding school design, construction and hygiene was disseminated in *American School Building Standards*. The author, Wilbur Thoburn Mills made “no claim of originality for most of the matter contained in the work”, acknowledging help received from Edmund M. Wheelright, Rolla C. Carpenter, R. Clipston Sturgis, among others who were also cited in previous publications. Mills work codified the narratives of previous publications, while maintaining that “design unquestionably affects, for better or worse, the health, happiness and morals of the pupils, to say nothing of the educational work carried on therein.”³⁴ Mills discussed the classroom; its size; lighting; window design; wall finishes; and blackboards. He also described the general character and appearance of the building, including site; building height; entrances and exits; stairs; corridors; flooring; coatrooms; heating and ventilation and fireproof construction. While he did not present any new information, he did provide details that the architect could use to meet the given standards. Mills discussed the importance of the auditorium not just for the school, but also for the community and recommended that they have a stage, level floors, and a gallery that could be accessed from the second floor. The gymnasium was also recommended as being an important part of the child’s development. It was considered best to locate the gymnasium in the basement so it could be sound-proof and to have adjacent locker rooms and bathing rooms.

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

³³ Ibid.

³⁴ Mills, 1910

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Maintaining cleanliness was considered part of sanitation, and standards for toilet rooms, ventilation and finish materials that were easily cleaned was discussed. Smaller improvements were also introduced as part of this hygienic program as well, making tangible changes to the daily lifestyle of students. PS 44, for instance, was one of the first in the city to install a modern drinking fountain. As early as 1900, the school received a drinking fountain, which made the evening news: “There is a new and unique device, in the shape of a drinking fountain at School 44, which is shortly to be introduced in other public institutions...Unlike the drinking cup system, it cannot spread communicable diseases.”³⁵ This emphasis on hygiene, which was so essential to school design in the early twentieth-century, could be seen in the presence of this new ‘technology’ as well as in architectural plans.

Mills also provided the state school codes governing the construction of school building. The New York Law contained the provisions cited by previous scholars, including the requirement of fifteen square feet of floor space and two hundred cubic feet of air space for each student in a classroom. The law also required thirty cubic feet of pure air every minute per pupil. The plans and specifications had to be approved by the commissioner of education and had to “show in detail the ventilation, heating and lighting of such building.”³⁶ The law required that the plans and specifications show that provisions were made “to facilitate egress in cases of fire or accident and to afford requisite and proper accommodations for public protection in such cases.”³⁷ As the earlier, eastern portion of the building was constructed in 1907-1909, PS 44 in Buffalo was designed with these hygienic ideals and requirements in mind.

The concern for fire safety also played a significant role in designing public schools during the early twentieth century. As early as 1902, fire prevention was among those listed by the school board as concerns for design, which stated, “There must be easy means of access and exit. Fire protection must be adequate.”³⁸ While student safety had already been a design consideration in the early 1900s, concern for fire prevention and rapid egress became particularly pronounced in the years following World War I. Public spaces became the focus of new attention to school design between 1910 and 1920. Formerly treated as sites of unwanted lingering, these spaces came to be seen primarily for their use in emergency situations.³⁹ A heightened attention to fire safety emerged at this time, which had previously been overshadowed in practice by a prioritization of sanitation concerns.⁴⁰ Two tragic fires, in Collingswood, Ohio in 1908 and Peabody, Massachusetts in 1915, prompted more direct attention to fire safety regulations.⁴¹ In response to these tragedies, advocates promoted well-defined corridors and easy exit strategies, re-envisioning school corridors and auditoriums in the process.

³⁵ “Sanitary Fountain,” *Buffalo Commercial* (April 5 1900), 12.

³⁶ *Ibid.*

³⁷ *Ibid.*

³⁸ *School Board Journal*, 1902.

³⁹ Caitlin Moriarty et. al, “Depew High School,” *National Register of Historic Places* (NR No. 16000593: November 11, 2015), 8.6.

⁴⁰ Warren, 203.

⁴¹ *Ibid.*, 207.

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Smaller corridors and ground-floor auditoriums became commonplace during this time, replacing the open corridors that now seemed to enable the spread of fire. Ground level auditoriums replaced upper floor assembly spaces, and open hallways were enclosed. Each of these approaches emphasized fire prevention and efficient egress in case of an emergency, rather than the airy, expansive spaces that previously emphasized school hygiene.

At PS 44, the design of the 1930 addition reveals many of these concerns. Crimi's addition to the building emphasized enclosed circulation routes, forming a decentralized square that could provide a cohesive flow through the building while also enabling the isolation of each corridor during the event of a fire. A large auditorium was placed on the ground floor, rather than on the floors above, further encouraging an efficient exit strategy in event of a fire emergency. While Beck's portion of the building reflected a design emphasis on school hygiene, Crimi's addition provides insight into the evolution of school design concerns that emphasized fire safety and circulation patterns. In this sense, PS 44 demonstrates the history of school design through multiple significant eras.

PS 44

PS 44 provided elementary education to the Broadway area of Buffalo's East Side neighborhood from the late nineteenth century into the twenty-first century. Providing elementary education on Buffalo's East Side since 1869, PS 44 underwent many stages of expansion and construction during the nineteenth and twentieth centuries. The school was first built as a primary annex to PS 25 on Lewis Street, with a small, simple wooden structure housing students as early as 1869. By 1893, this wood building could not accommodate student demand in the neighborhood. As one publication described, "There is a little, antiquated frame schoolhouse at the corner of Broadway and Person Street, where primary classes are taught. Like every school at East Buffalo, No 44 is overcrowded and it has been found necessary to rent an annex, which annex is located at the corner of Broadway and Mohr Street."⁴² At this time, the registration at PS 44 was 390 pupils, with an average attendance of about 275. Mandatory education laws in 1894 flooded schools with new students, many of them from working class or immigrant families. The neighborhood also continued to grow more generally during this time as well, as an influx of new residents continued to populate the area. Already PS 44 was in need of expansion, and as one article urged, "a large and better schoolhouse is needed in this district, so little time should be wasted in providing for the needs of the district."⁴³ In 1895, a 3-story brick, steam-heated school was built on the site, as well as a two-room cottage that was later used to house the school janitor.⁴⁴ This building, although

⁴² "A Broadway School" *The Buffalo Courier* (June 10, 1894).

⁴³ Ibid.

⁴⁴ "Loyalty is Main Keynote..."; Weed, *School Days*, 58.

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demolished in 1929, continued to accommodate the school's expanding student population into the early 1900s. By 1899, 1350 pupils were registered at PS 44.⁴⁵

Located on the south side of Broadway Street between Person Street and Krupp Avenue, PS 44 is located in an area that has historically been categorized as a predominantly Polish neighborhood. Populated by a large number of immigrant families, many of them from Poland or other parts of Eastern Europe, the neighborhood became a "one of the most thickly populated sections of the city by the twentieth century."⁴⁶ Reflecting back on this area during nineteenth century from the perspective of the twentieth century, the Buffalo Municipal Research Bureau, a local government agency organized to survey various public services, described the PS 44 neighborhood in 1931:

The enrollment in this school consisted largely of students of Polish parentage. The school was greatly handicapped in doing standard elementary school work owing to the persistence of the Polish language and customs in the home and the community. For these and other reasons these schools had a disproportionate amount of retardation. It was for the relief of this situation that the principal of the school south the establishment of the new type of school within its own institution. The school had a sufficiently large group of retarded pupils to fill to capacity the provisions made at that time for the beginnings of what is now known as the Burgard vocational high school.⁴⁷

Despite the prejudices contained in this description, the high percentage of foreign-born or raised students did present a challenge to teachers providing elementary education at PS 44. In response, PS 44 was one of the first in the city to integrate vocational training into their curriculum. The school prided itself on being "the first in Buffalo to organize a cooking class, a benchwork department for the boys and typewriting and shorthand classes. It was here also, that the first weekly school paper, the Lincoln School Herald, saw the light in 1908, and also the first vocational school of printing was started in 1910, which since has developed into the great Elm Vocational School."⁴⁸ With different vocational programs eventually leading to the establishment of two different vocational schools in Buffalo- the Burgard and Elm schools- PS 44 played a direct role in innovating the Buffalo public school system in the early twentieth century.

⁴⁵ A.B. Floyd, *The Ins and Outs of Buffalo: The Queen City of the Lakes* (Buffalo: A.B. Floyd, 1899), 47.

⁴⁶ Buffalo Municipal Research Bureau, 134.

⁴⁷ Ibid

⁴⁸ "Loyalty is Main Keynote in School No 44 Activities," *The Buffalo Times* (Jan 2, 1927).

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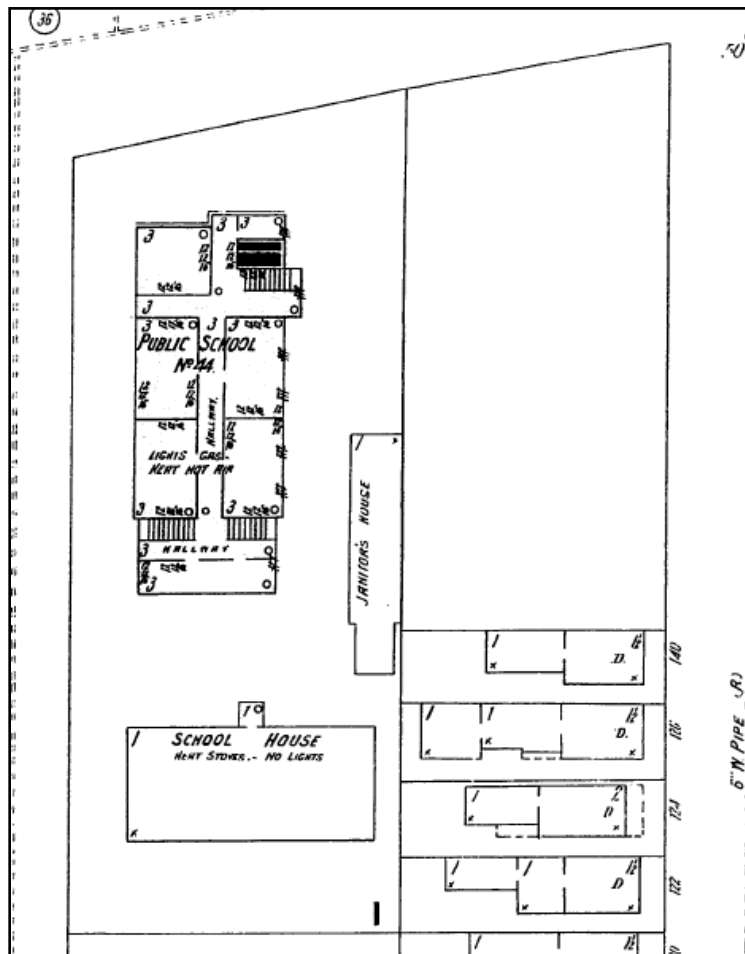


Figure 1. *Sanborn Fire Insurance Map, 1900.* Volume 5, Sheet 471. Note the siting of the school facing Broadway Street, with the eastern portion of the block still vacant. The 1-story building was the 1869 wood frame building, and the other fronting Broadway was the 1890s building. These buildings have all been demolished.

In 1907, construction of another building began at PS 44. Designed by city architect Howard L. Beck, the construction of the 20-room brick building occurred at the southeast corner of Broadway Street and Krupp Avenue, on newly acquired property directly to the east of the nineteenth-century brick school building at Broadway Street and Person Street. The nineteenth-century building remained intact on the west end of the property at this time, as did the 1-story janitor's house. The new building was constructed a short distance away from these older buildings, connected by a passageway at the west elevation of the new construction. The *Sanborn Fire Insurance Map* from 1917 indicates the relationship between the new building and the old buildings, as well as demonstrating the overall plan of the new construction, which emphasized a central corridor running on a north-south axis with stairwells at each end. A large auditorium occupied the majority of the western portion of the new building, as well as a carpenter shop for vocational training. Six classrooms lined

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the east end of the building on each of the three floors, greatly expanding the functional space of PS 44 at this time.

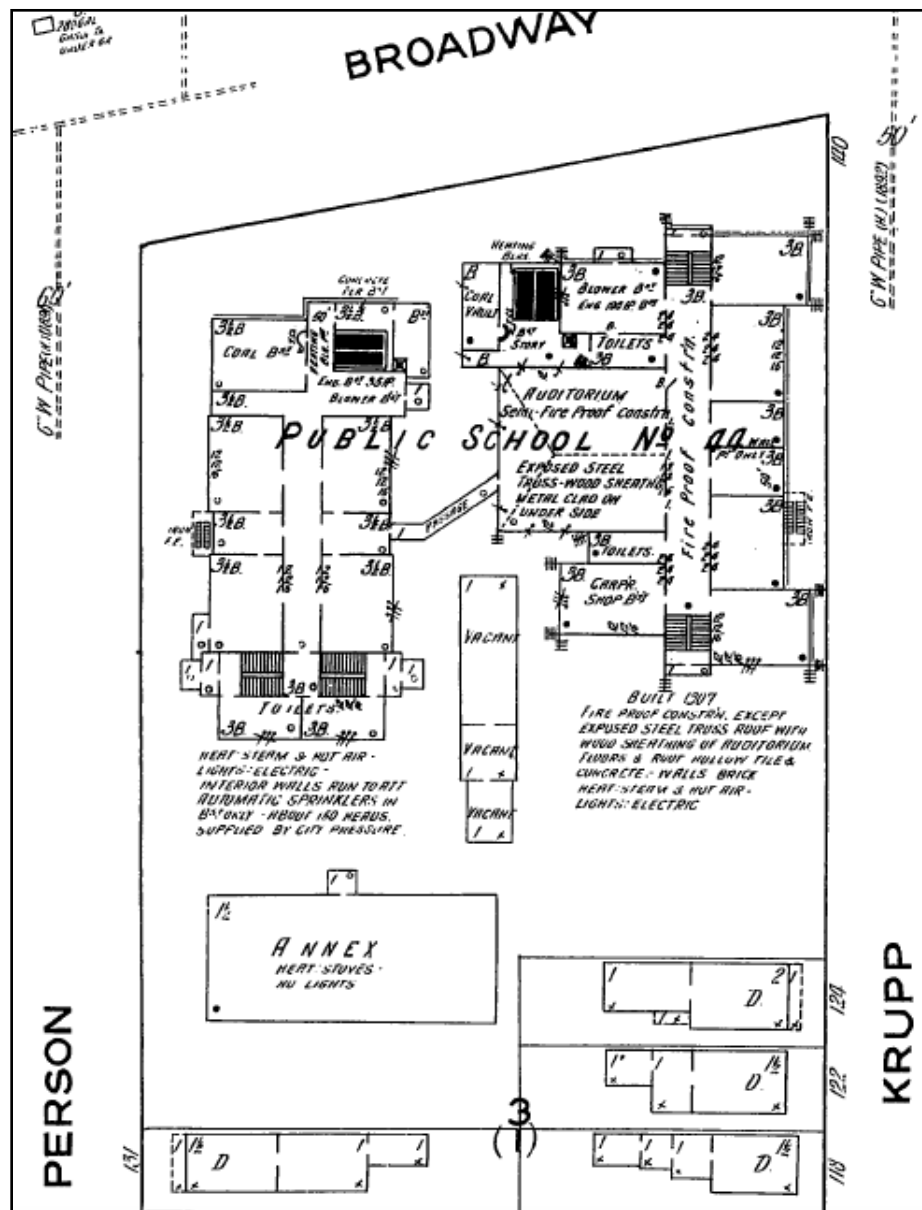


Figure 2. Sanborn Fire Insurance Map, 1917. Volume 6, Sheet 592. Overview of 1907 portion of the building. Note on overview Beck's addition to the school towards the east, designed as a separated building with a passageway connecting to the older building. The eastern building shown on the detail was later absorbed into the 1930 addition, while the west building was demolished.

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Shortly after the new building was completed, a ceremony was held to celebrate its opening in 1909, which also renamed PS 44 the 'Lincoln School.' The dedication ceremony took place on February 12, 1909, the 100-year anniversary of President Abraham Lincoln's birth, and featured several speeches by the superintendent, principal and the building's architect Howard Beck. Describing the building in his speech, Beck stated, "this building has been erected and equipped with care. It is fireproof and modern in every detail, it is the best school in the city and one which will last for generations."⁴⁹ Newspapers praised Beck's design, claiming that it "furnishes the latest contribution to the many fire structures devoted to education in this city."⁵⁰ Today, this 1907-1909 addition is still intact at PS 44, forming the east wing of the building.

Regardless of the expansion of the school facilities in 1909, the years surrounding World War I continued to bring a population increase to the PS 44 district. While the census reports indicate a population of 16,177 in the ninth ward in 1900, that number increased to 20,147 by 1910.⁵¹ Public officials and neighborhood representatives again urged for another expansion of the school, although they would not be successful for another decade. In 1916, as one report identified, "the following schools which are for the most part in the congested Italian or Polish districts, are either filled to their capacity or overcrowded."⁵² Listing PS 44 among these overcrowded institutions, the report identified the school as a "typical case of a school with inadequate lots," where "sites of satisfactory size for a single original building are now crowded because of the erection of additional structures not anticipated when the site was purchased."⁵³ Overcrowding continued to be an issue for PS 44 into the 1920s, when the average membership at the school was 1513 pupils and average attendance was 1386. By 1930, PS 44's ward reported a population of nearly 30,000, indicating a dramatic population growth over these years.⁵⁴ This growth generally reflected the overall growth of Buffalo during this time.

The school hired a new principal, John P. Sherrard in 1926, who began to lead the campaign for a new school building addition in earnest. Principal Sherrard, along with "a group of leading Broadway citizens, took up the cudgels for the erection of a new school or the construction of an addition to the newest of the three present buildings."⁵⁵ Describing the conditions of the school in the 1920s, a local newspaper stated, "The present outlay of buildings on the School 44 grounds includes a comparatively new brick building which houses the upper grades, a 38 year old brick building housing the 1st, 3rd, 4th and 5th grades, and a frame ex-glue factory, in which the second grade is housed. It is the old brick building on which [Sherrard and the advocates]

⁴⁹ "Lincoln school is Dedicated" *Buffalo Evening News* (Feb 13, 1909).

⁵⁰ Ibid.

⁵¹ Bureau of the Census, *Twelfth Census of the United States: 1900* (Washington DC: United States Government, 1900), lxxvii; Bureau of the Census, *Thirteenth Census of the United States: 1910* (Washington DC: United States Government, 1910), 350.

⁵² Education Department of the State of New York, *Examination of the Public School System of the City of Buffalo* (Albany: University of the State of NY, 1916), 37.

⁵³ Ibid.

⁵⁴ Bureau of the Census, *Fifteenth Census of the United States: 1930* (Washington DC: United States Government, 1930), 326.

⁵⁵ "Council Financers Approve School 44 Annex Bond Issue" *Buffalo Evening News* (Dec 19, 1928), 15.

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concentrated in their fight for a new addition.”⁵⁶ Sherrard argued, “It is one of the most needed school improvements in the city of Buffalo. There has never been a time since the construction decades ago of the old brick annex [c.1895], then the main school building [1909], that every child in the school has had a decent seat. There have been times when the pupils were seated in aisles and cloakrooms.”⁵⁷ In 1927, “a citizens committee protested to the Board of Educations that conditions in the school were bad. This was freely admitted but the Board told them nothing could be down in 1927. We [the Board] promised to take care of the matter in 1928, and we are going to.”⁵⁸ Efforts to secure a bond for a new building continued in 1928, when the district’s Councilman, Michael Ruskiewicz, joined in the fight for a new addition. As part of his strategy, the Councilman “called the attention of the Board to the fact that classes were taught in damp basements and termed the entire structure a fire-trap.”⁵⁹ While politicians resisted the term ‘fire-trap,’ they acquiesced to the need for improvements in the late 1920s. December 1928 marked “the beginning of the end of a battle that lasted for more than three years,” when they finally obtained “approval by the Council finance committee of a proposed \$580,000 bond issue for the construction of a new addition to School 44 at Broadway and Person Street.”⁶⁰ Immediately upon approval it was announced that the “school board will have plans and specifications prepared and the school will be built. It is expected that work will get underway about next fall.”⁶¹ As head architect of the Board of Education at this time, Ernest Crimi was responsible for adopting standardized plans for use at PS 44 in early 1929.

Simultaneously, others began to set about acquiring land for a playground at PS 44 in 1929. As reports acknowledged that “there is no playground available anywhere in the neighborhood for the younger children,” efforts to expand the property boundaries of PS 44 to include space for a playground were prioritized at this time.⁶² Councilman Ruskiewicz proposed “the purchase of additional land adjoining School 44, bounded by Persons, Krupp and the other end of Ashley streets.” This purchase, however, would require acquiring and then demolishing multiple dwellings in the area, as “On that land adjoining the school there are 16 houses. Nearly all of the houses are on 30 foot lots.”⁶³ By November 1929, the Common Council approved the purchase of these properties with public funds and they were accordingly demolished or moved to the other side of the playground near the railroad.⁶⁴

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ “School 44 Slated for ’28 Scrapheap,” *Buffalo Evening News* (Feb 7, 1928), 3.

⁵⁹ “Council Financiers...,” 15.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶² “Junior League Members to Be At Hearing,” *Buffalo Courier Express* (Jan 14, 1931), 12.

⁶³ “City Playgrounds Held Inadequate” *Buffalo Evening News* (Feb 1, 1929), 1.

⁶⁴ Ibid.; *Common Council Proceedings* (1929), 1523, 2206, 2413, 2613.

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Plans for the new addition to PS 44 were underway throughout 1929. The building was “designed to accommodate some 1600 pupils housed in basements and temporary quarters” during the construction phase.⁶⁵ Plans for the new building indicated, “the addition will be attached to the western end of the upper grades building, and a complete new heating, ventilating and plumbing system will be installed for both buildings. The old brick annex and the frame ex-glue factory will be torn down.”⁶⁶ Workers identified, “the first task will be to tear down the present building,” referring to the nineteenth century annex. While this was done, the children were temporarily, “housed in portables on the school site or in portables which may be placed on other property which the school board owns on Bailey Avenue.”⁶⁷

Several features were included in order to modernize the facilities at PS 44 at this time. Asked to include a swimming pool, Crimi subsequently adjusted the plans to feature this new, modern, hygienic feature.⁶⁸ The addition was also planned to contain “an assembly room, cafeteria, music, domestic arts and sciences rooms, health clinic, manual training shops, gymnasium and classrooms. It will be used for the 4th, 5th, 6th, 7th and 8th grades, and the present upper grades building will be used to house the primary grades.”⁶⁹ These upgrades required securing additional bonds, as it was discovered that including these features would raise “construction costs to exceed \$650,000 when certain alterations of the old building to connect the annex are made.”⁷⁰ Once these finances were secured, construction began in late 1929 and the new building was completed by 1930.

The new addition called for significant changes to the buildings at PS 44. The earlier 3-story brick building, built in the nineteenth century, was demolished at the western end of the property, as were the 1.5-story annex at the south end and the 1-story janitor’s house. A handful of residential dwellings were also demolished at the south end of the property along Krupp Avenue to accommodate space for a new playground. The addition was designed to incorporate the 1907 building into its plan, expanding the new construction along the southern and western areas. The 1907 auditorium was converted into cafeteria space and a newer, much larger auditorium was built to the south of the old building in the addition. The south end of the addition also included a swimming pool, locker room, classroom space and boiler rooms. Substantial expansion also occurred at the west end of the property, where a wing of classrooms and double loaded corridor ran along the north-south axis, mirroring that originally present in the 1907 building to the east. This effectively doubled the number of classrooms from the 1907 building, with at least six new classrooms on each of the three floors in the west wing alone. Office spaces occupied the northwest corner of the addition and stairwells increased circulation at the northwest and southwest ends of the building. The resulting effect of this 1930 addition greatly transformed the overall plan and massing of the building, creating a rectangular shape that combined the older 1907 building at

⁶⁵ “School and Civil Service Boards Nearing Showdown,” *Buffalo Evening News* (Nov 12, 1929), 32.

⁶⁶ “School 44 Slated for ’28 Scrapheap,” 3.

⁶⁷ *Ibid.*

⁶⁸ *Common Council Proceedings* (1929), 537.

⁶⁹ “Council Financers,” 15.

⁷⁰ “School and Civil Service Boards Nearing Showdown,” 32

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the eastern end, extended its length southwards, and then essentially doubled its space westwards. An inner courtyard was also created from this addition, providing an open, public space at the center of the school at the junction between the old and new portions of the building. Many of Crimi's school buildings throughout the city were typically based on a rectangular courtyard plan containing a double-height auditorium and gymnasium on the shorter sides and classrooms along the longer sides. This is evident at PS 44, where he incorporated a courtyard in the space where the old building met the new addition. The plan reflects the importance placed on created shared spaces at the heart of the building, with outward facing elevations present a different face to the surrounding city.

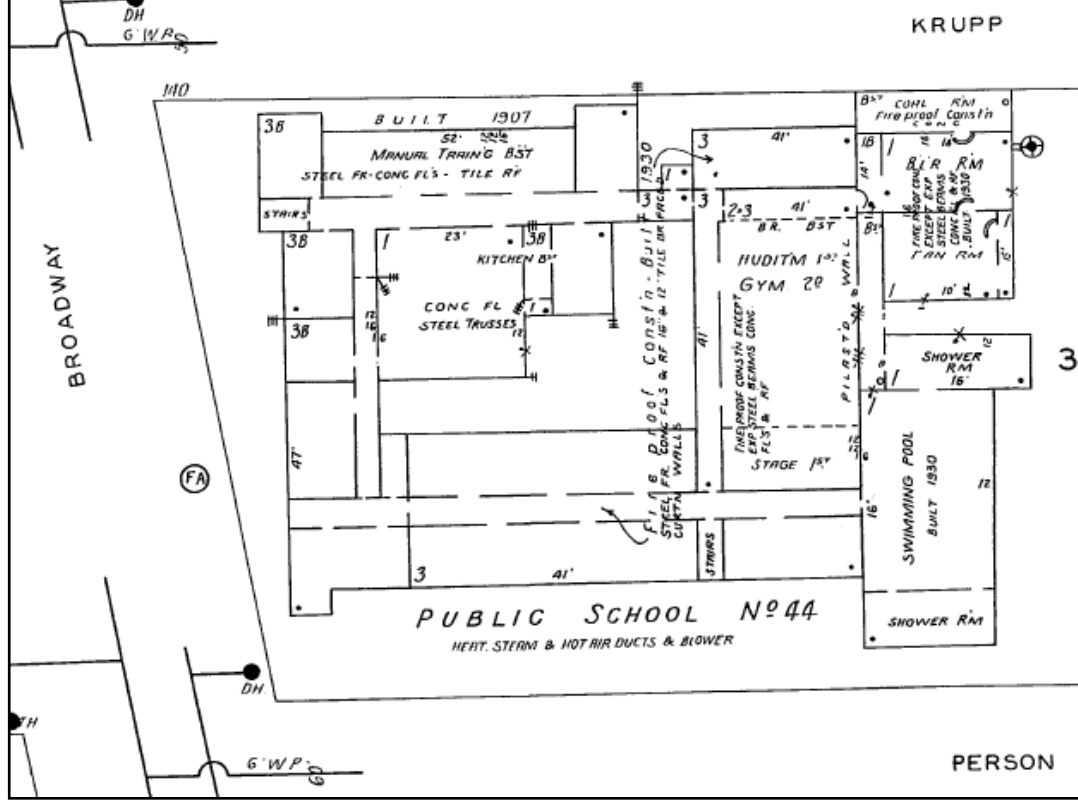


Figure 3. *Sanborn Fire Insurance Map*, 1939, Volume 7, sheet 719. The south and western portion of the building is the new addition designed by Crimi, the northeast portion was designed by Beck in 1907.

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At the time the school was considered the most modern example of school design in the city, and was an excellent example of the application of the new standards in school design. As the new addition was constructed during the era of substantial school building throughout the city, the design for the building followed many of the standardized plans that had been established by the Associated Buffalo Architects (ABA) during the early 1920s.⁷¹ The ABA, as well as consulting architect William B. Ittner and Board of Education architect Ernest Crimi, developed multiple plans that could be adapted to each school throughout the 1920s. As Ittner recognized, “The buildings have been standardized in their plan, construction and finish, to the end that through such duplication minimum costs may be attained.”⁷² Commissioning these plans, the school board recognized that “standardization of plans and specifications is eminently wise” in the context of multiple similar school building projects, as using these “small economies many times repeated, foot up into a huge total saving.”⁷³ Although they were commissioned by different organizations, both the ABA and Crimi based their designs around the standards mandated by New York State and the guidance received from consulting architect William B. Ittner.⁷⁴ Ittner’s standardized designs removed the basement classrooms that many had experienced at PS 44, providing students with adequate light and air, providing maximum exposure to sunlight in classrooms.⁷⁵ Ittner’s focus on illumination and air circulation reflected popular attitudes on hygiene that emphasized natural light and air as key components to the healthy development of a child’s mind.

Two typical floor plans for new schools emerged at this time, evidenced below in Figure 4. Often identified as the ‘block type’ plan and the ‘flexible ‘E’ type’ plan, these variations were adopted in the construction of new schools citywide during the 1920s. By 1930, when the addition to PS 44 was constructed, most reports advocated for the use of the E type plan due to its flexibility to accommodate future expansions. As the Buffalo Municipal Research Bureau reported, “Many cities suffer from having made the mistake of inflexibility in the planning of older buildings. Schools that at one time were thought to be large are later found to be too small. Hence the additions to school buildings are usually a...botched job; and any beauty found in the original architectural design is more or less lost because...proper thought was not given to possible future needs when the school was built.”⁷⁶ Favoring the ‘E type plan’ for its ability to accommodate future construction without significantly disrupting the design of the original building, the Buffalo Municipal Research Bureau identified the differences between these plans and their impacts on school building during the 1920s.

⁷¹ The ABA was a local collective that consisted of several architects, including E.B. Green, Duane Lyman, Frederick Backus and Max Beirel. From 1921-1925, they designed at least 9 public schools in the city of Buffalo. Crimi was not a member of the ABA and instead was affiliated with the Board of Education directly.

⁷² William B. Ittner, “Buffalo School Buildings,” *The American School Board Journal* 62 (February, 1921), 54.

⁷³ Buffalo Municipal Research Bureau, 136.

⁷⁴ Matthew Shoen, Kelsie Hoke and Caitlin Moriarty, *Buffalo Public School No. 77*, National Register of Historic Places (NR NO. 100001361; Jan 27, 2017), 8.6.

⁷⁵ Ittner, 52.

⁷⁶ Buffalo Municipal Research Bureau, 134.

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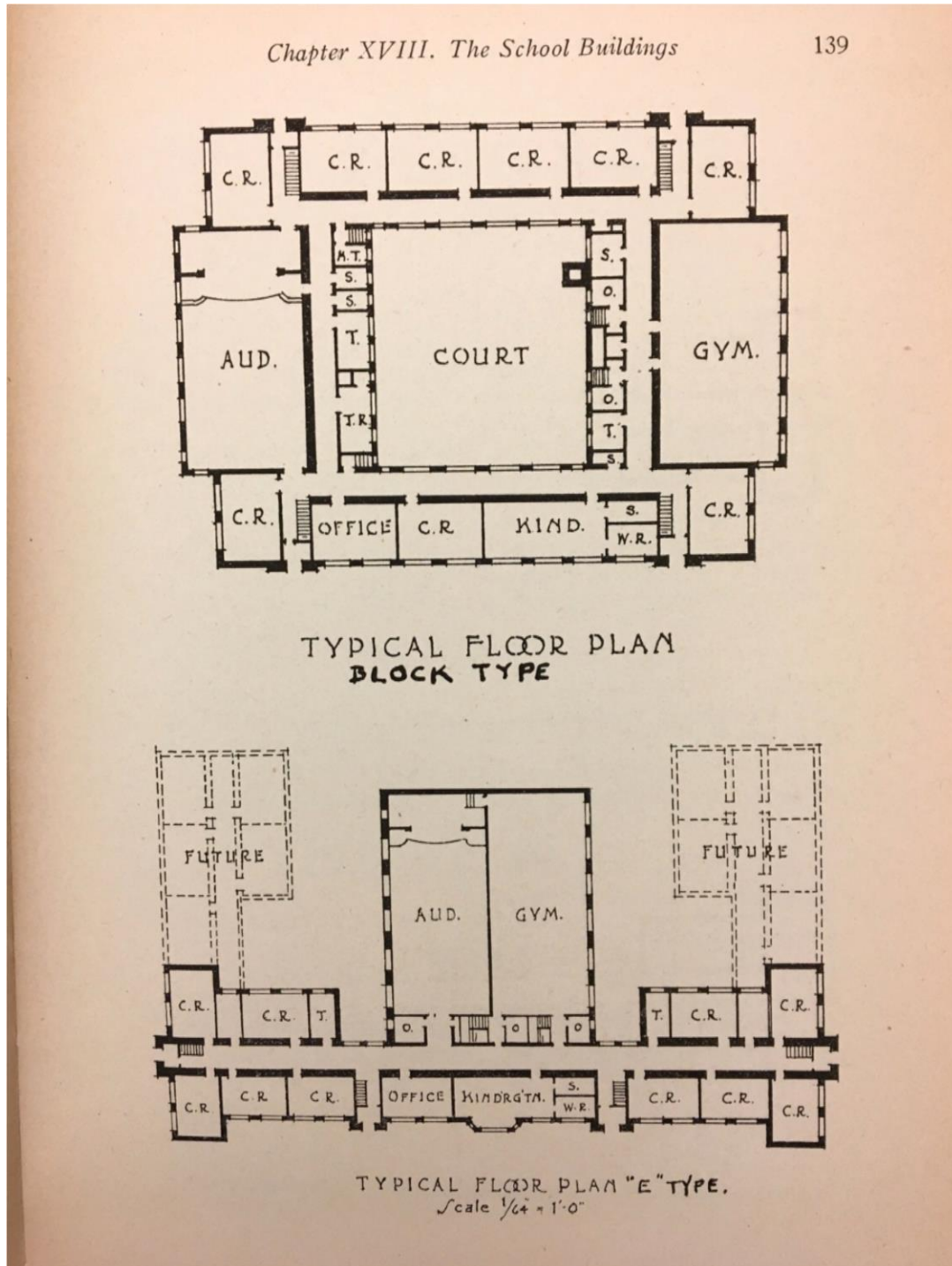


Figure 4. Standardized plans for typical school buildings in Buffalo. From Buffalo Municipal Research Bureau, 1931.

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The plan for the addition to PS 44 adopted a block type plan, although it joins at its east end to the older 1907 building which utilized something more akin to an E type plan. Perhaps because Crimi was not commissioned to build a new school building, but rather an addition to an existing one, he did not adopt the E type plan that was recommended at the time. His use of the block type plan, however, enabled him to install a systematized path of double-loaded corridors that traversed the building in a rectangular shape and provided multiple exits and stairwells that ensured the safety of the students, as fire egress was a prominent concern at the time. Furthermore, by allowing for shared open space at the juncture of the old and new buildings, Crimi created an internal courtyard that aligned with the central courtyard seen in the standardized block type plan. These adjustments demonstrate the ways in which Crimi utilized these standardized plans as a guideline, while still allowing for the individualization of the addition, particularly in its relationship to the 1907 building.

Despite the adoption of these standardized plans, the design for PS 44 also featured ornamental details that individualized the building. As Ittner insisted, "This standardization has not been carried to the exterior treatment of the buildings...each one of the buildings has been designed by a Buffalo architect, working within the limitations fixed by the consulting architect and in spite of such limitations, each building has been given an architectural individuality."⁷⁷ At PS 44, the presence of engaged brick pilasters with ionic columns, brick quoins and stone belt coursing exemplifies the application of stylistic details to these otherwise standard designs, lending a unique architectural identity to the school while also constructing the addition at an affordable cost.

Inside, features such as the gymnasium and pool met the requirements for a hygienic school environment. The swimming program at PS 44 was praised, like many, for its incorporation of a swimming pool. As one article stated, "The introduction of swimming into the curriculum of the public schools physical training department must be regarded as another step forward. The hygienic aim of all forms of bodily exercise like swimming, which is excellent from a physiologic, hygienic, as well as an educational stand point [and] the effect of this ideal exercise on character, the development of courage and will power."⁷⁸ The fireproof construction, with concrete floors and roof and masonry walls met the New York Law.

After the Period of Significance

PS 44 continued to provide elementary education to the Broadway neighborhood on Buffalo's east side for several more decades. During the 1930s and 1940s, school construction practices continued to codify the values embedded in hygienic designs over the previous twenty years. As Suzanne Warren has suggested, "School buildings did not undergo dramatic physical changes during this era," though technological advances such as artificial lighting eased the need for the specific fenestration previously required to illuminate

⁷⁷ Ittner, 54

⁷⁸ Burkhardt, 1913

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classrooms.⁷⁹ The surrounding community demographics shifted substantially after World War II, when the neighborhood began to be characterized as a predominantly African American community rather than a Polish one.⁸⁰ In 1975, the courtyard of the school was structurally changed, with rooms built for use as a community center. Other physical changes to the building also occurred after the period of significance, such as the installation of dropped ceilings for acoustic remediation and replacement windows in some areas.

In 1976, school desegregation laws went into effect citywide, bringing significant changes to the school system and to PS 44. With approximately 3305 students bussed to schools in other neighborhoods in the year 1976 alone, the shuffling of the student population in order to increase diversity throughout city schools made a substantial impact on the city of Buffalo public school system. Ten schools closed in 1976-1977, and their student populations were merged with other schools in an attempt to enhance the racial balance of the system. At this time, PS 44 was converted to the Academy program as part of these desegregation efforts, which combined preschool, kindergarten and elementary grades with students in grades up to grade 8. By 1978, 8,305 students were bussed throughout the Buffalo public school system, making it one of the largest and most advanced desegregation efforts in the nation.⁸¹ As a result of this bussing, fourteen more schools had closed by 1980 due to the change in student population numbers. One year later in 1981, the city of Buffalo received an additional \$7.4 million in Federal desegregation funds, the most per student for any system in the country.⁸² By 1985, the city court proclaimed Buffalo's desegregation system a success, and the *New York Times* hailed this program as "a national model...the most successful in the country."⁸³ Considering the task achieved, the court lifted the mandate to desegregate schools in 1987.

PS 44 continued to function as an educational institution throughout this time and into the twentieth century, even though its original elementary school program had substantially changed during this time. From 2006-2013, the Buffalo Alternative High School operated from the PS 44 buildings, serving grades 9-12. The building is currently vacant.

Notable Figures

Howard L. Beck

Howard L. Beck was born in 1874 and grew up in Niagara Falls, New York where his father William was a U.S. Customs Officer.⁸⁴ Beck did not receive a formal architectural education, rather he apprenticed as a

⁷⁹ Suzanne Warren, "The American School Building," 260.

⁸⁰ Mark Goldman, *City on the Edge*, 282.

⁸¹ Michael Winerip, "School Integration in Buffalo is Hailed as a Model for U.S." *New York Times* (May 13, 1985).

⁸² *Ibid.*

⁸³ *Ibid.*

⁸⁴ Federal Census, 1880.

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draughtsman in the office of Buffalo architect W.H. Archer between 1893 and 1896. By 1897 he is listed in the Buffalo City Directory as an inspector in the city's Bureau of Buildings division and by 1903 he had been promoted to architect for the Bureau of Buildings. Although Beck held this position until 1930, it was not until 1917 that he was formally given registration to practice as an architect in New York State.⁸⁵ In 1898 he married Ida F. Beck. The couple had no children and according to census records never owned a house. After they got married they resided at 334 Bryant Street until 1909 and then moved to 55 Manchester Place. In 1920 they moved to 594 Parkside Avenue. Howard, who was a Lieutenant Colonel in the Spanish American War died on November 25, 1937.⁸⁶

As architect for the city Beck designed numerous buildings including schools, police stations, fire stations, and miscellaneous municipal buildings. Some of those buildings include: Hook & Ladder No. 10 at 731 Southside Parkway (1907); Hook & Ladder No. 11 at 636 Fillmore Avenue (1908); Hook and Ladder No. 12 at 395 Amherst Street (1913); Engine 36 Firehouse at 1655 Elmwood Avenue (1913), School No. 60 (1913); the City Barn on Hudson Street (1920); a detention center on West Ferry Street (1920), and a number of buildings in Olmsted's Park and Parkway System (NR listed) including the Point of the Meadow Shelter House, Delaware Park (1926); the Bandstand, Cazenovia Park (1926); the Casino, Martin Luther King Park (1926) and the Skating Warming House, Cazenovia Park (1926).

Beck's buildings tend to be stylistically consistent with major trends at the time of their construction. Hook & Ladder Nos. 10, 11 & 12 are similar front facing, Dutch-gable roof buildings with an arts and crafts sensibility. Engine 36 is a much larger arts and crafts building with broad overhanging eaves and outriggers and hose-tower. PS 60 lacks the ornamental detailing of PS 56, where corner quoins, an embellished center entrance and denticulated cornice are the only decorative motifs in an otherwise standardized plan. Beck's design at PS 56 is interesting in his use of both classical and Egyptian motifs. Though standardized and consistent with period publications in terms of classroom layout, window design, corridor width, hygiene and fireproof construction, Beck's use of a decorative tin ceiling in the corridor space seems somewhat unhygienic with crevices to hold dust and dirt in an otherwise modern school.

Ernest Crimi

Ernest Crimi was born in 1890 and attended Buffalo public schools and the Technical High School before studying architecture.⁸⁷ He was a student of the landscape architect Bryant Fleming and began his career with the renowned firm of Green and Wicks, later Wicks and Hopkins, for about ten years before partnering with architect William Harries for five years.

⁸⁵ Annual Report of the Education Department, 1917

⁸⁶ Proceedings of the United Spanish War Veterans. Beck served with Company B, 202 NY Infantry

⁸⁷ Lee F. Heacock, *The Buffalo Artists' Register* (Buffalo: Peacock Publishing Company, 1926), 426.

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In 1924, Crimi was appointed as head architect of the Buffalo School District's architecture division, which was responsible for designing many of the new schools and school additions erected in Buffalo during the late 1920s and early 1930s. During his time in this prestigious position, Crimi designed schools throughout the city of Buffalo, including Schools Nos. 6, 17, 28, 39, 53, 71, 72, 74, 75, 76, 77, 78, 80, 81, Burgard Vocational High School and Emerson Vocational High School. His design for the 1930 addition to PS 44 is emblematic of his style within the standardized plans used throughout many of these schools. Crimi moved to California in the late 1930s, where he remained until he died of a heart attack at the age of 64.⁸⁸

Summary

PS 44 retains a high level of integrity in plan and elevation, thereby conveying historic meaning and an understanding of the "modern" school designed in the first three decades of the twentieth century that considered standardized components. The aesthetics of the design served as an influential component of a child's physical, mental and moral health, in addition to building orientation, classroom size, corridor size, stairs, lighting, heating, ventilation, and fireproof construction. The building meets National Register Eligibility Criterion C, in the area of Architecture as an excellent example of the standardized typology designed by Howard L. Beck and subsequently by Ernest Crimi, both architects for the City of Buffalo Bureau of Buildings at different times. Each of these architects constructed buildings for the school based on standardized plans that were subsequently adapted to suit the individual siting, structural and surrounding context of the school. As a result, the architectural plan, material fabric and stylistic details of the entire PS 44 building encompass multiple building periods that were essential to the history of school design in Buffalo, NY. The period of significance is defined by the construction date of the earliest portion of the building remaining, in 1907, and ends with the construction of the major addition to the building, completed in 1930.

⁸⁸ Obituaries: Ernest Crimi," *The Buffalo Courier Express*, September 2, 1955, 12.

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United States Department of the Interior
National Park Service

National Register of Historic Places
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Section 9 Page 2

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 9 Page 3

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

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**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section 10 Page 1

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Verbal Boundary Description

The boundary is indicated with a heavy line on the attached maps with scale.

Boundary Justification

The boundary is drawn to include the present building on the original parcel associated with this building, encompassing land both historically and presently associated with the school.

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Section 10 Page 2

BUFFALO PUBLIC SCHOOL #44 (PS 44)

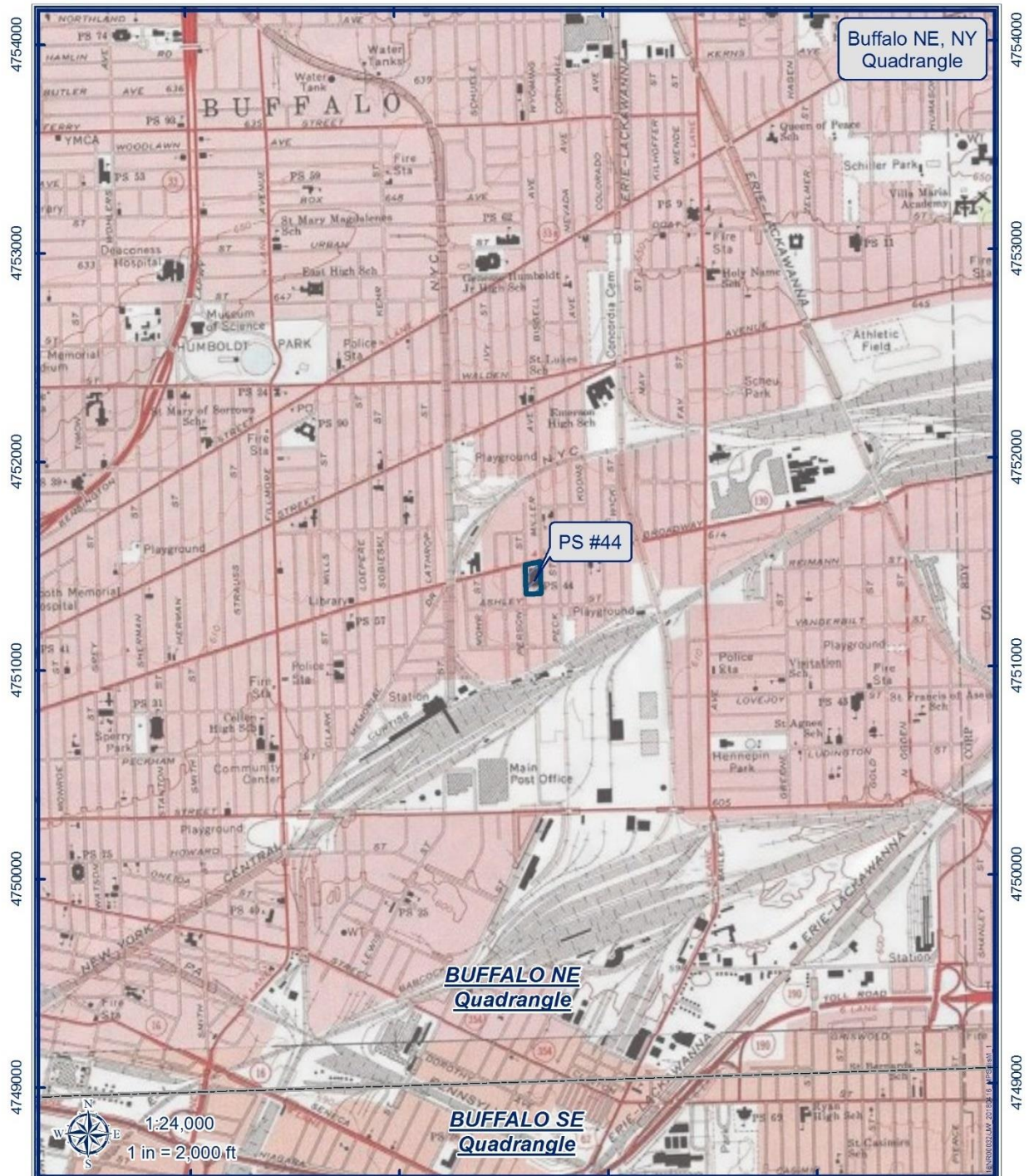
Name of Property

Erie County, New York

County and State

Buffalo Public School #44 (PS 44)
City of Buffalo, Erie Co., NY

1369 Broadway
Buffalo, NY 14212



Coordinate System: NAD 1983 UTM Zone 17N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



 Buffalo Public School #44

 NEW YORK STATE OF OPPORTUNITY
Parks, Recreation and Historic Preservation
Division for Historic Preservation

United States Department of the Interior
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BUFFALO PUBLIC SCHOOL #44 (PS 44)

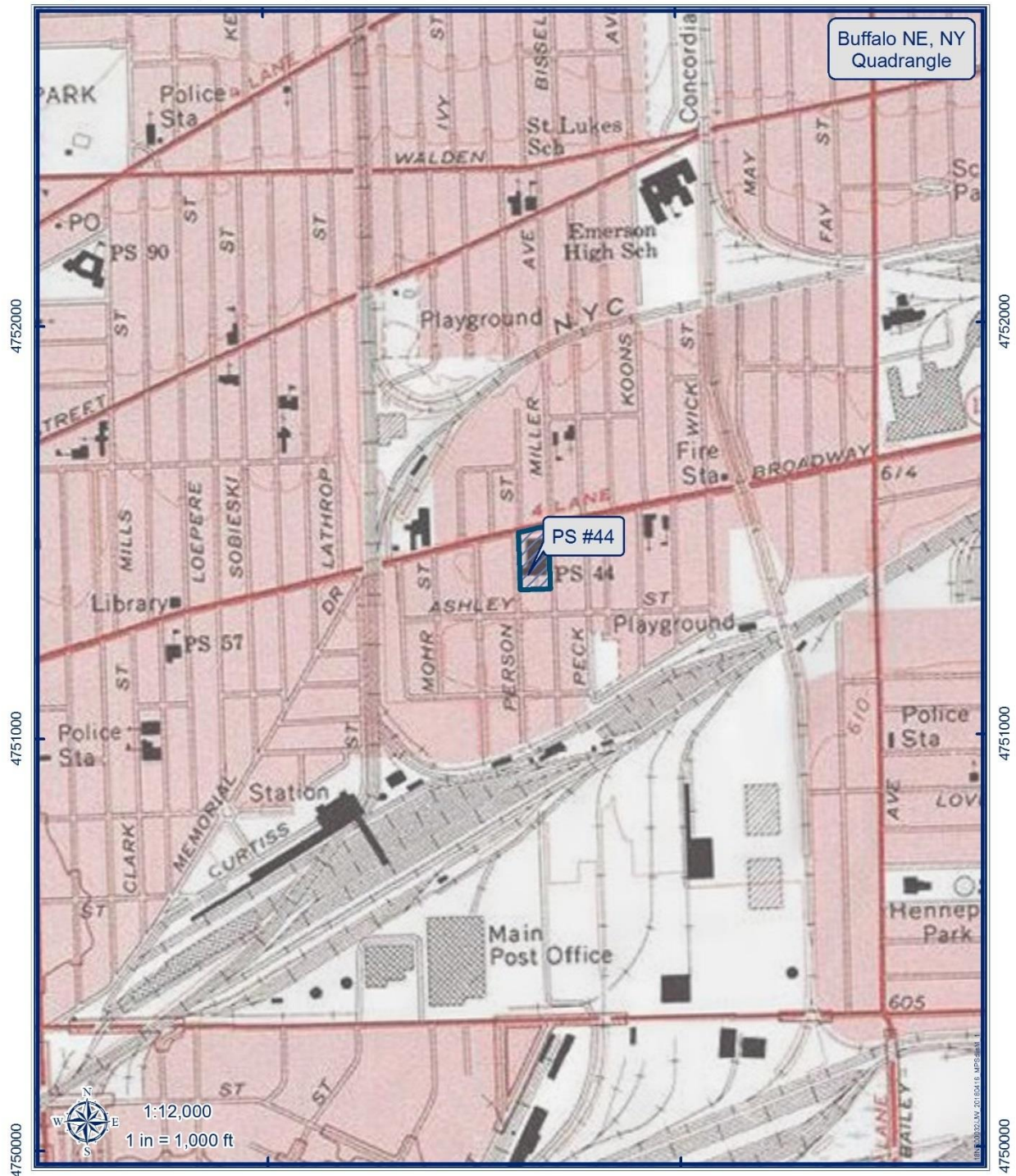
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Buffalo Public School #44 (PS 44)
City of Buffalo, Erie Co., NY

1369 Broadway
Buffalo, NY 14212



Coordinate System: NAD 1983 UTM Zone 17N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



 Buffalo Public School #44

 Parks, Recreation and Historic Preservation
Division for Historic Preservation

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National Park Service

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Section 10 Page 4

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property
Erie County, New York
County and State

Buffalo Public School #44 (PS 44)
City of Buffalo, Erie Co., NY

1369 Broadway
Buffalo, NY 14212



Coordinate System: NAD 1983 UTM Zone 17N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



 Buffalo Public School #44

 NEW YORK STATE OF OPPORTUNITY
Parks, Recreation and Historic Preservation
Division for Historic Preservation

United States Department of the Interior
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National Register of Historic Places
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Section 10 Page 5

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Buffalo Public School #44 (PS 44)
City of Buffalo, Erie Co., NY

1369 Broadway
Buffalo, NY 14212



Coordinate System: NAD 1983 UTM Zone 17N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



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BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Section 11 Page 1

Additional Information

Photo Log:

Name of Property: Buffalo Public School #44 (PS 44)
City or Vicinity: Buffalo
County: Erie
State: New York
Name of Photographer: kta preservation specialists
Date of Photographs: May, 2017
Location of Original Digital Files: kta preservation specialists Buffalo, NY 14216

NY_Erie County_Buffalo Public School #44 (PS 44)_0001

North elevation looking southwest from across Broadway. Note the change in parapet height marks the location where the 1930 addition was added to the east. The addition features similar detailing to the 1907 portion of the building on this elevation.

NY_Erie County_Buffalo Public School #44 (PS 44)_0002

East elevation and partial north elevation looking southwest from the intersection of Broadway and Person Street

NY_Erie County_Buffalo Public School #44 (PS 44)_0003

Looking north showing south elevation. Single story portion to the east houses mechanical space; single story portion to the west houses the natatorium and the auditorium is housed in the three story portion. This portion of the school was constructed in 1930.

NY_Erie County_Buffalo Public School #44 (PS 44)_0004

Looking northeast showing west elevation from across Krupp Street.

NY_Erie County_Buffalo Public School #44 (PS 44)_0005

Looking southeast from Broadway showing partial west and north elevations.

NY_Erie County_Buffalo Public School #44 (PS 44)_0006

Looking south from North Corridor, 3rd floor showing corbie stepped gable at 1907 cafeteria, west elevation of 1907 classroom wing, north and east elevations of 1930 addition, and roof and partial north elevation of 1975 addition.

NY_Erie County_Buffalo Public School #44 (PS 44)_0007

Looking southwest toward stair at East Corridor leading up towards 2nd floor and down towards portion of East Corridor located at a lower level. Note terrazzo floors and treads and metal newel posts and decorative baluster rails with brackets.

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National Park Service**

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Section 11 Page 2

BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

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NY_Erie County_Buffalo Public School #44 (PS 44)_0008

Looking southeast into classroom at southeast corner behind auditorium. Note original chalkboard, VCT floors, dropped acoustical tile ceiling.

NY_Erie County_Buffalo Public School #44 (PS 44)_0009

Looking west into Auditorium, 1st floor located to the north of the South Corridor. Note original seating, proscenium opening plaster walls, and cornice. Acoustical tiles have been glued to the ceiling. Non-historic windows.

NY_Erie County_Buffalo Public School #44 (PS 44)_0010

Looking west into gymnasium, 2nd floor.

United States Department of the Interior
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BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Historic Images

Figure 5. Depicting the 3-story brick annex building for PS 44 in 1898. Building is now demolished.
From *History of Germans in Buffalo* (1898), 93.



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National Park Service

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Section 11 Page 4

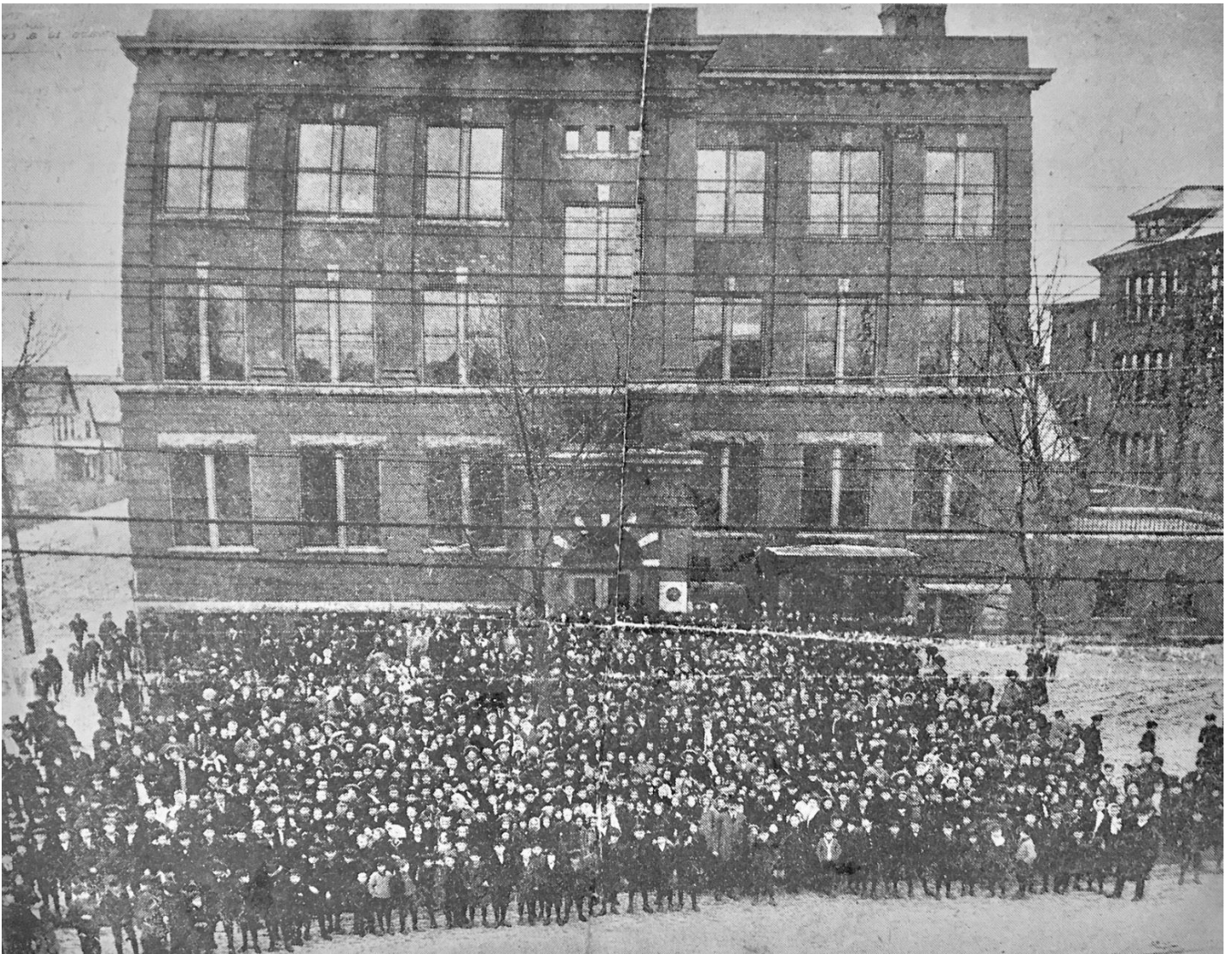
BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Figure 6. Illustrating the completion of the 1907 addition to the school, designed by Howard Beck, in 1907. The older building (c.1890s) is partially visible to the west (now demolished). From "Lincoln School is Dedicated," *Buffalo Evening News* (Feb 13, 1909), 1.



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Section 11 Page 5

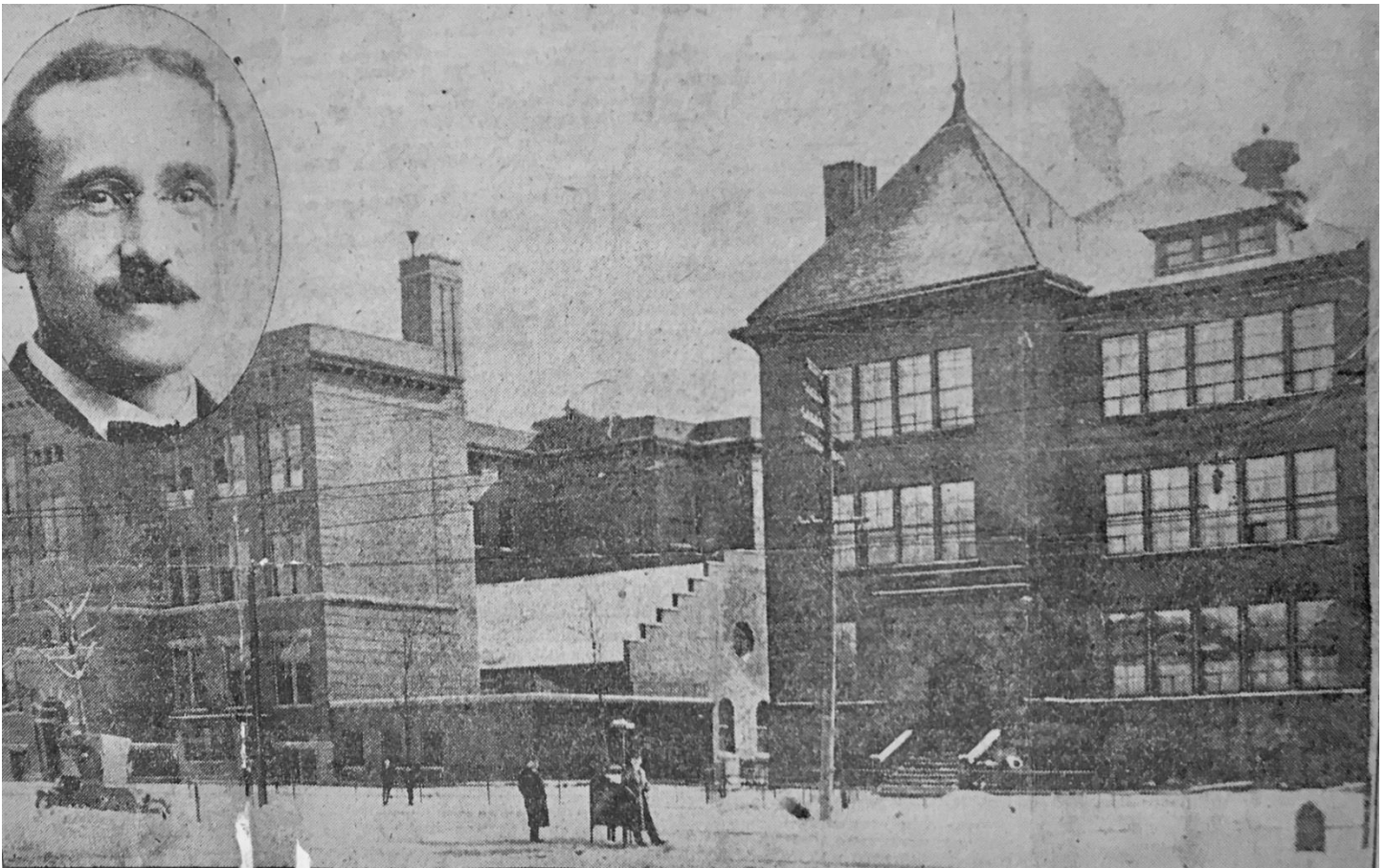
BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Figure 7. View of the Beck annex to the school in 1909. The building on the right is the older annex, now demolished. The view of the Beck addition, looking southeast, reveals the area where the 1930 addition would later create the courtyard. From *Buffalo Evening News* March 21, 1909.



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BUFFALO PUBLIC SCHOOL #44 (PS 44)

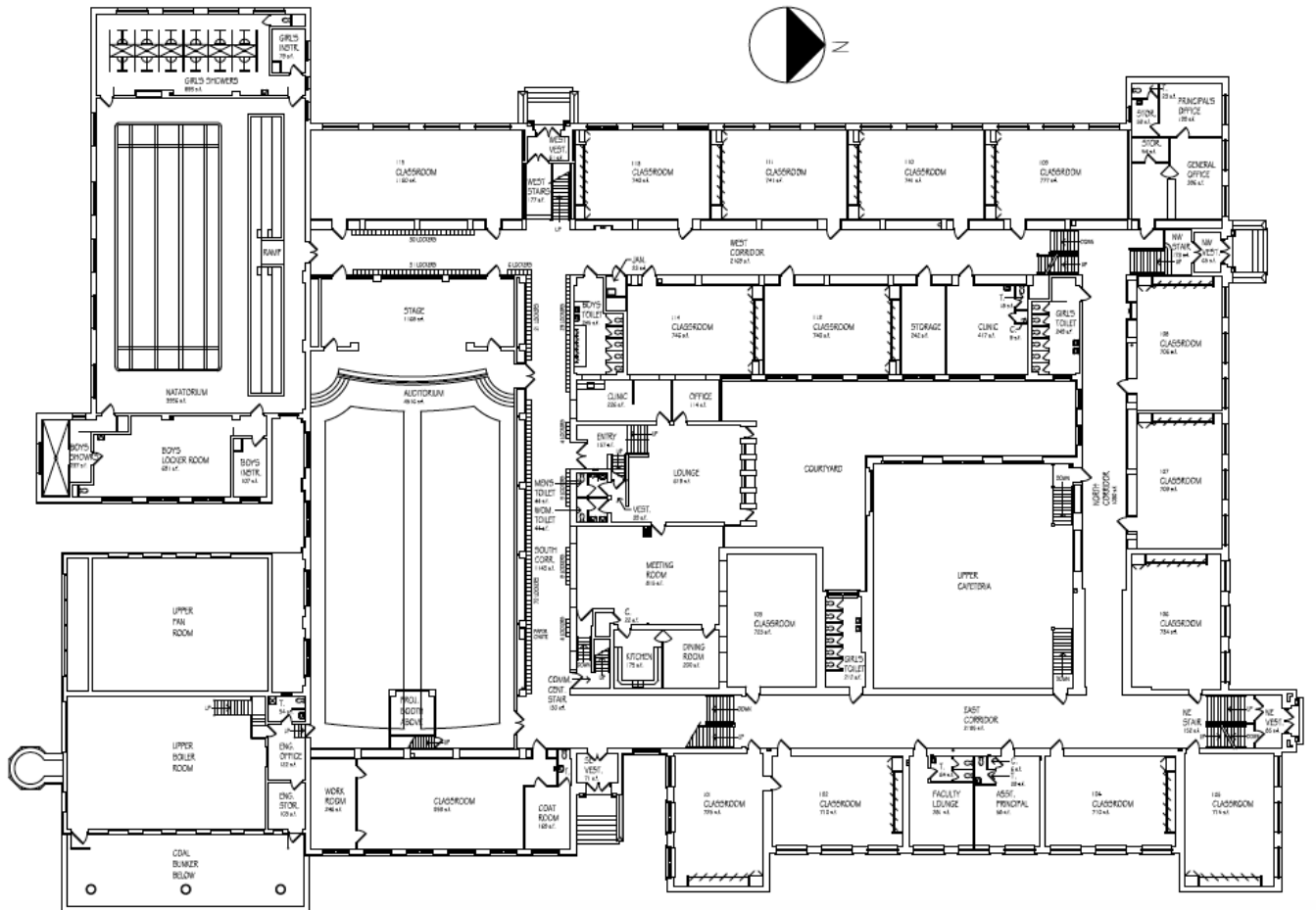
Name of Property

Erie County, New York

County and State

Section 11 Page 6

Existing Conditions at PS 44, Floor 1



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National Park Service

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Continuation Sheet

Section 11 Page 7

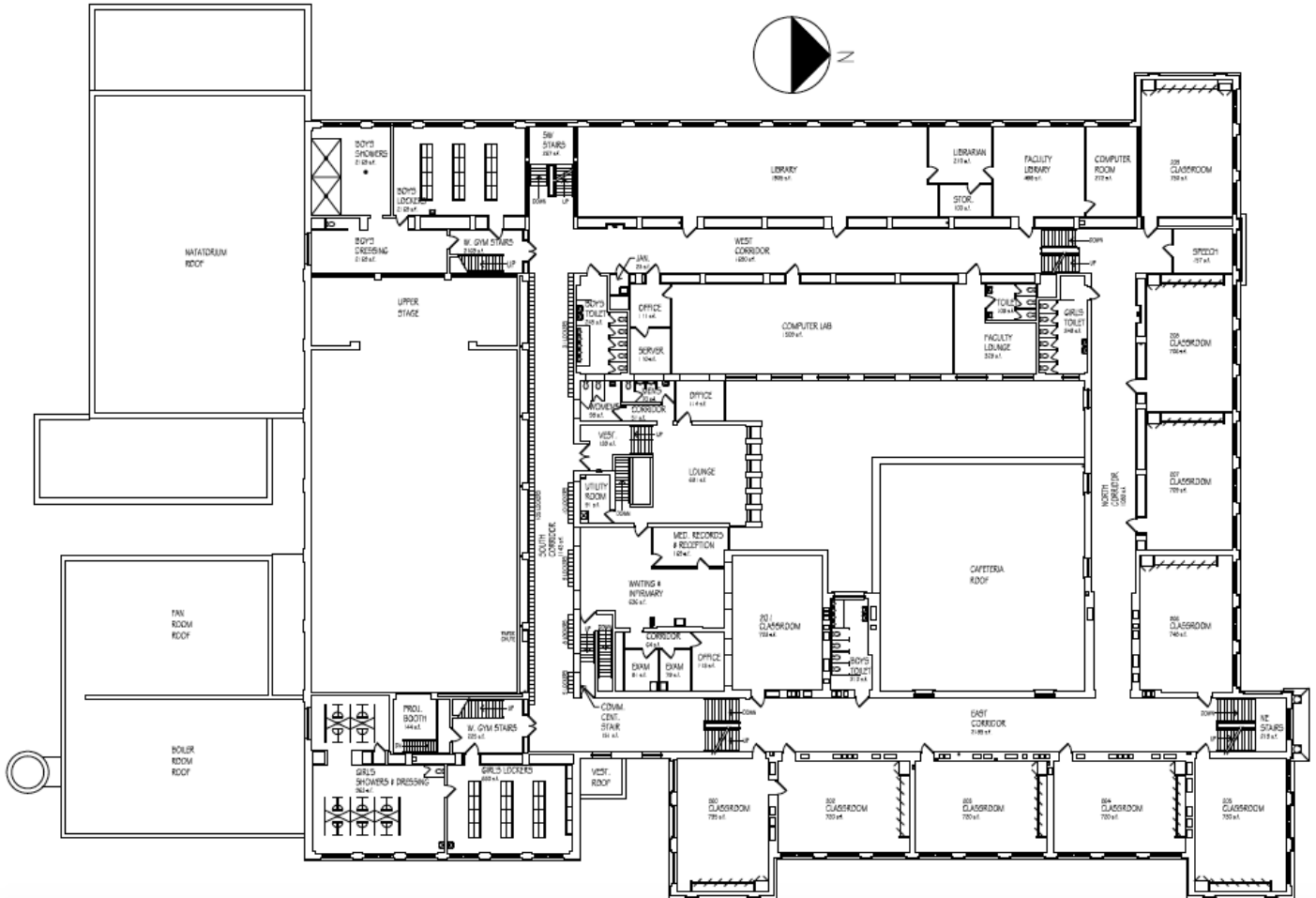
BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Existing Conditions at PS 44, Floor 2



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National Park Service

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Section 11 Page 8

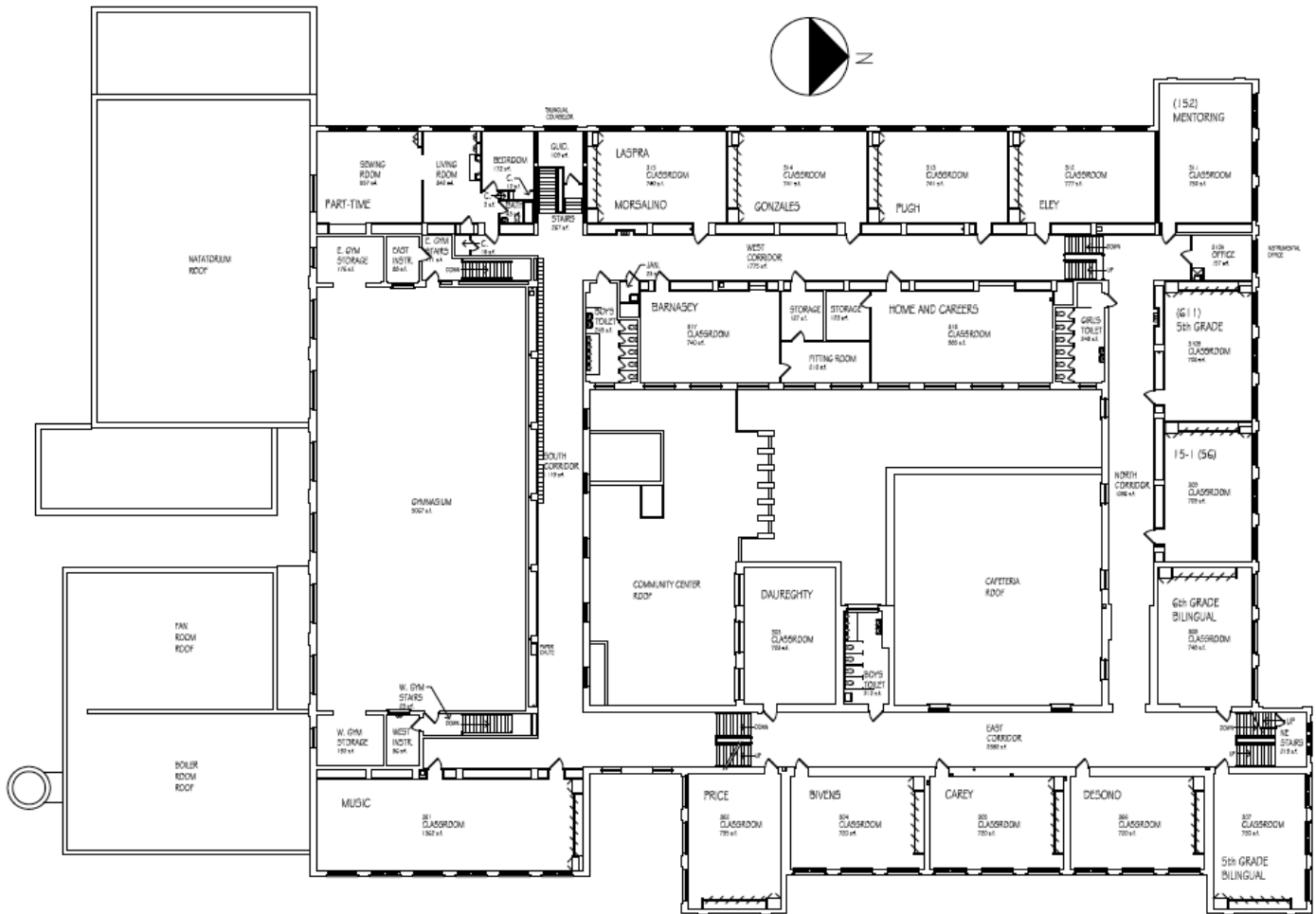
BUFFALO PUBLIC SCHOOL #44 (PS 44)

Name of Property

Erie County, New York

County and State

Existing Conditions at PS 44, Floor 3





ACADEMY
SCHOOL 44









ACADEMY
SCHOOL #44











UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 6/19/2018 Date of Pending List: 7/9/2018 Date of 16th Day: 7/24/2018 Date of 45th Day: 8/3/2018 Date of Weekly List: 7/27/2018

Reference number:

Nominator:

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 7/27/2018 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Alexis Abernathy Discipline Historian

Telephone (202)354-2236 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



**Parks, Recreation
and Historic Preservation**

ANDREW M. CUOMO
Governor

ROSE HARVEY
Commissioner



15 June 2018

Alexis Abernathy
National Park Service
National Register of Historic Places

Mail Stop 7228

1849 C Street NW
Washington DC 20240

Re: National Register Nominations

Dear Ms. Abernathy:

I am pleased to submit the following ten nominations, all on disc, to be considered for listing by the Keeper of the National Register:

Amagansett U.S. Life-Saving and Coast Guard Station, Suffolk County (U.S. Government Lifeboat Stations, Houses of Refuge, and pre-1950 U.S. Coast Guard Lifeboat Stations)

St. Stephen's Roman Catholic Church Complex, Erie County [note: no longer owned or used as a religious institution]

Fuller Shirt Company Factory, Ulster County
Immanuel Union Church, Richmond County
Buffalo Public School #57 (PS57), Erie County
Buffalo Public School #44 (PS 44), Erie County
Pine Hollow Cemetery, Nassau County
Wollensack Optical Company, Monroe Company
Faith Missionary Baptist Church, Erie County

Wardenclyffe Laboratory, Suffolk [note, while Wardenclyffe is technically a district, there is only one owner, who supports the nomination; please see the file of supporting documentation, which contains more than 9,500 expressions of support for this nomination]

Please feel free to call me at 518.268.2165 if you have any questions.

Sincerely:

Kathleen LaFrank
National Register Coordinator
New York State Historic Preservation Office