

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 #77 (PS 77)

other names/site number _____

name of related multiple property listing N/A

2. Location

street & number 429 Plymouth Ave [] not for publication

city or town Buffalo [] vicinity

state New York code NY county Erie code 029 zip code 14213

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [X] nomination [] request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements as set forth in 36 CFR Part 60. In my opinion, the property [X] meets [] does not meet the National Register criteria. I recommend that this property be considered significant [] nationally [] statewide [X] locally. ([] see continuation sheet for additional comments.)

Michael Blupch Deputy S/HPO
Signature of certifying official/Title

5/19/17
Date

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) _____

40 Christina ...
Signature of the Keeper

7/24/17
date of action

BUFFALO PUBLIC SCHOOL #77 (PS77)

Erie County, New York

Name of Property

County and State

5. Classification

Ownership of Property
(check as many boxes as apply)

Category of Property
(Check only one box)

Number of Resources within Property
(Do not include previously listed resources in the count)

- private
- public-local
- public-State
- public-Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1	0	buildings
-	-	sites
-	-	structures
-	-	objects
1	0	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

N/A

6. Function or Use

Historic Functions
(enter categories from instructions)

Current Functions
(Enter categories from instructions)

EDUCATION/school

VACANT

7. Description

Architectural Classification
(Enter categories from instructions)

Materials
(Enter categories from instructions)

LATE 19TH & 20TH CENTURY REVIVALS/
Neo-Classical Revival

foundation STONE
walls BRICK
roof MEMBRANE
other

Narrative Description

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

BUFFALO PUBLIC SCHOOL #77 (PS77)

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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

Areas of Significance:

(Enter categories from instructions)

ARCHITECTURE

Period of Significance:

1927-1928

Significant Dates:

1927, 1928

Significant Person:

N/A

Cultural Affiliation:

N/A

Architect/Builder:

Ernest Crimi

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 # 35,030**
- 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: _____

BUFFALO PUBLIC SCHOOL #77 (PS77)

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10. Geographical DataAcreage of Property 1.81 acres**UTM References**

(Place additional UTM references on a continuation sheet.)

1 1 | 1 | 7 | 672902 4751322
Zone Easting Northing3 1 | 1 | 7 | | | | | | | | | | | |
Zone Easting Northing2 1 | 1 | 7 | | | | | | | | | | | |4 1 | 1 | 7 | | | | | | | | | | | |**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 Byname/title Matthew Shoen, Kelsie Hoke, M.Arch, Caitlin Moriarty, Ph.D. [Edited by Jennifer Walkowski, NYSHPO]organization Preservation Studios date 1/27/2017street & number 60 Hedley Place telephone _____city or town Buffalo state NY zip code 14208**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 locationA **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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BUFFALO PUBLIC SCHOOL #77 (PS 77)
Name of Property
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Narrative Description of Property

Buffalo Public School #77 (PS 77) is located at 429 Plymouth Avenue in the North Prospect Hill neighborhood of the City of Buffalo, Erie County, New York. It sits at the center of the block on a lot just north of Rhode Island Street, a secondary north-south traffic artery in this part of town. A few small commercial buildings are present within a two block radius, but the area immediately surrounding the school to the north, east, south, and west is otherwise primarily composed of housing stock dating from the late nineteenth to the early twentieth centuries. Three blocks to the northwest is the late twentieth century Buffalo Public School #30, the local elementary school. PS 77 occupies a parcel approximately one acre in size that stretches the depth of the block from Plymouth Avenue to Normal Avenue. The building is set back forty feet from the street and fronts onto Normal Ave. Planted grass lawns with minimal landscaping surround the front and sides of the building with a large asphalt parking lot at the rear.

Buffalo Public School #77 dates to 1927 and is a three-story, rectangular, brick building in a modest Neoclassical style. It has a courtyard plan with a double-height gymnasium at the northern end and a double-height auditorium at the southern end. The building was designed by Ernest Crimi, an architect responsible for the design of numerous public schools within the Buffalo area.

Crimi appears to have developed a successful and efficient system for the design of school buildings in Buffalo, and, owing to his use of similar plans, sections, and elevations, many of these schools are clearly designed by the same hand. The school buildings he designed were often based on a rectangular courtyard plan containing a double-height auditorium and gymnasium on the shorter sides and classrooms along the longer sides. The remaining central space was variously used as a workshop, atrium, cafeteria, or garden, as the individual needs of the school may have required. His designs are invariably three stories in height and display a modest Neoclassical or Collegiate Gothic style. They employ a first story base supporting upper stories featuring two-story pilasters, paired six-over-six windows, and stone frames with broken pediments surrounding prominent windows. Buffalo Public School #77 retains all of these hallmarks of Crimi's designs and is a fine example of his work. The building was used as one of Buffalo's local public schools until 2007, when it was decommissioned. The building has remained vacant since, although in a secure condition and in very good repair. Despite contemporary updates in the interior and the replacement of the original windows, the school building retains a number of original features and finishes.

Exterior

PS 77 is oriented east-west and is fourteen bays wide by eight bays deep. A projecting auditorium on the north side and a projecting gymnasium on the south side are only two stories in height, while the remainder of the building is three stories. As mentioned above, the school is modestly Neoclassical in style. It was built with a steel structure and a flat roof and is clad in a mottled beige brick laid in Flemish bond. On the exterior, a single

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story brick base sits on a short stone foundation and is capped by a deep, flat, stone belt course. The upper floors of the building are articulated by two-story brick pilasters with stone capitals set in between each bay. In each of the regular bays, large window openings fill the space between the pilasters at each floor. Each opening has a flat stone sill and lintel and sits on a brick spandrel panel; in the third story, the brick spandrel panel is articulated with a diamond diaper pattern. Original plans indicate that the building featured paired, six-over-six, double-hung, wood windows that were replaced in the 1970s with triple, one-over-one, aluminum units. Above, a simple stone cornice and brick parapet wrap the building.

Primary (east) façade

The primary façade is simple and symmetrical. It is composed of a ten-bay center portion with regular bays flanked by two blank bays at either end. In the center portion, the first and last bays project forward slightly, forming pavilions. At the ground floor, each pavilion contains an entrance to the building with double-leaf doors and a quoined stone surround. Above the entrances, the second floor bay contains a single balconied window with a stone frame and broken pediment; in the third story is a square window with a stone frame. The remaining bays of the center portion are as described above. The blank end bays are plain at the ground floor but have a diaper patterned brick motif framed in a contrasting brick in the upper stories.

North elevation

The north elevation contains two regular bays at each end which flank the school's four-bay-wide auditorium space. The auditorium is two-stories in height and projects forward the depth of one bay. Centered on its northern face are four, tall, arched openings. Historic plans show that originally, these openings contained tall, double-hung wood windows with a blind half arched stucco panel above; however, the windows were removed in the 1970s (**Fig. 4**). Currently, the arched portion retains the original stucco and the remaining portion contains aluminum replacement windows with blind transom panels above. Three decorative stone roundels are present above the openings. On the east and west faces of the auditorium, a single door opening framed in flat stone is present, but both have been filled in with plywood.

South elevation

The south elevation is almost identical to the north elevation, although as the projecting portion contains the gymnasium, the windows differ. Here, there are four, tall, rectangular openings and two shorter openings. Each contains an aluminum replacement window in the lower portion and a blind transom panel above. On the east and west faces of the gymnasium, a double door opening framed in flat stone is present but both have been filled in with plywood. To either side of the gymnasium are two regular bays, as on the north elevation.

West elevation

The west elevation fronts onto Normal Avenue, although it is set back approximately 120 feet from the street, creating space for parking. This elevation is identical to the primary façade.

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Interior

The interior of the building is characterized by a courtyard plan with a double-height auditorium located at the northern end, a double-height gymnasium at the southern end, and single-loaded corridors surrounding the courtyard on each side. Identical original staircases are located at both ends of the east and west corridors. On the ground floor, the building is entered on the primary façade via identical entrances at the north and south ends which connect through to the main corridor. Between the entrances are the original administration offices, as well as the library. The courtyard space at the center contains a one-story volume which originally housed the woodshop, some storage space, and two manual training classrooms; along the north and south sides of the courtyard are the bathrooms, utility closets, and additional storage space. The boys' and girls' locker rooms flank the gymnasium in the southeast and southwest corners of the building, respectively, and the remainder of the ground floor space is occupied by five classrooms. On the second floor, the plan is similar, with ten classrooms located along the eastern and western walls and bathrooms, utility space, and faculty rooms along the north and south sides of the courtyard.

As the north and south wings are only two stories in height, the third floor of the building is I-shaped in plan with a courtyard at the center. Twelve classrooms line the north, east, and west walls. Along the southern wall is the kitchen and cafeteria space for the school. The north wing is composed of two large science classrooms which contain original built-in storage cabinets, as well as central island work stations with sinks and gas equipment as well.

Having been in continuous use as a school and a community education center until just recently, PS 77 is in very good condition and retains a great deal of its original features, both in the larger spaces and in the individual classrooms. Throughout the building each of the hallways has vinyl tiled floors (over original terrazzo) with a terrazzo base, original plaster walls with wood picture rail trim, and a later acoustic tile ceiling with an original flat plaster ceiling above it. All of the hallways are at their original width and the original door rhythm has been maintained. Many of the original, wood, four-panel doors are present with tall, six-light transoms above. In each of the four stairhalls there is an original stair with terrazzo treads, risers, stair landings, and base trim. Instead of a railing, the stairs have a solid, partial height, plaster wall at the sides capped with a molded wood handrail. The walls and ceilings of each stairhall are the original plaster. At the second floor landing, a large window lights the stairhall and is protected by an original, delicate, Neoclassical cast-iron railing.

A typical classroom in PS 77 is twenty-two feet wide by thirty-two feet long with two large banks of windows. Each classroom has original chalkboards with original wood trim on two of the solid walls. In most cases, the remaining short wall contains a run of original students' coat closets framed by an original, built-in, wood cabinet with divided-light glass doors at either end. Dropped acoustic tile ceilings and vinyl-tile flooring have

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been installed throughout, but walls are the original plaster with wood baseboard and picture rail trim. In some of the classrooms original desks, sinks, and other fixtures also remain.

The building's library, offices, and cafeteria spaces are still present but have been updated with modern finishes. The library is located on the east wall of the ground floor. It is twenty-two feet wide by sixty-four feet long and lit by four banks of windows. The library has vinyl tile floors, gypsum walls, and a dropped acoustic tile ceiling with the original flat plaster ceiling above. The remaining shelving and circulation desk date to the 1990s. A supply closet at the south end and a librarian's office at the north end of the room each contain some original built-in cabinets. The main administrative offices for the school are located just north of the library on the east wall and consist of a small reception area and open office space with an enclosed office in the northwest corner. Here the flooring is vinyl tile with a dropped acoustic tile ceiling above, but the walls are the original plaster with original wood chair rail and picture rail. The school's cafeteria is located on the third floor and occupies all of the south side of the building. It is entered on both the east and west ends via doorways from the east and west corridors and lit on the north and south sides by several banks of windows. The flooring in the cafeteria is vinyl tile and an acoustic tile ceiling obscures the original flat plaster ceiling beyond; however, the walls are the original plaster and original wood picture rail wraps the room.

The school's original auditorium space on the north side of the building is fully intact. The double-height room is lit by three, tall rectangular windows on the northern wall with entry doors on both the southern and western walls. The original, wood-paneled, bow-fronted stage is located at the eastern end of the room with rounded steps to either side leading down to the seating level. A simple plaster architrave wraps the stage opening and acts as the proscenium. Two blind arches flank the stage and have inset doorways leading backstage. At the western end of the room is the original balcony seating area. The ceiling and walls of the auditorium are the original plaster with a deep plaster cornice. A terrazzo base surrounds the stage and original wood baseboard and chair rail surround the rest of the room, as well as the area behind the stage. The original hardwood flooring is present on both seating levels and all of the original wood and metal-frame seating remains. At the ends of each row, the seats have decorative, stamped metal ends with the number "77" on them.

On the opposite side of the building, the original gymnasium space is also intact. It is lit by large windows on the south wall with entry doors on the north, west, and east walls. An original sprung hardwood sports floor remains, as do the original painted brick walls and ceiling with exposed steel girders. At the center point of the north and south walls are the original folding wood partition walls and tall wall ladders hang on the east wall. Overhead, all of the original, beehive-shaped, metal and glass light fixtures remain.

Buffalo Public School #77 is an excellent example of an early twentieth century school building that typifies the school designs of prominent, Buffalo school system architect Ernest Crimi and provides an example of an economical, but still elegant, twentieth-century building.

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BUFFALO PUBLIC SCHOOL #77 (PS77)
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Statement of Significance:

Buffalo Public School #77 (PS 77) is locally significant as a good representative example of a standardized school in the North Prospect Hill neighborhood of Buffalo, New York. Located at 429 Plymouth Avenue, the former elementary school was constructed in 1927-1928. The building embodies the full realization of standardized school design at the start of the twentieth century, when New York state and federal guidelines regarding educational architecture began influencing school construction across the state. Indeed, the building's design met those standards so well that the architect, Ernest Crimi, utilized nearly identical plans for several other schools in Buffalo, as the city underwent an educational building boom due to a shortage of adequate instructional spaces at the start of the twentieth century.

PS 77 is locally significant under Criterion C in Architecture for embodying the design principles of early twentieth century school standardization in Buffalo, New York. Built during the height of school construction in Buffalo, PS 77 was one of twenty-four new schools and twenty-six additions built by the Buffalo School District between 1919 and 1929. This rapid school construction reflected post-World War I school building patterns as well as efforts by the Buffalo School District to end the use of unsanitary and unsafe wooden annexes for educating the city's children. Designed by Ernest Crimi, head of the Buffalo School District's Bureau of School Architecture, PS 77 reflects the full standardization of school design in New York State by the 1920s. While many guidelines related to school design were promulgated in the late nineteenth century, it was not until 1904 that laws related to the layout, interior spaces, and circulation patterns in schools were passed. These laws resulted in more uniform school designs across New York State, and PS 77 reflects many of the prevailing guidelines of the era.

These standards, while often pertaining to safety, also contributed to a broader curriculum meant to better engage students. Mandatory education laws enacted in 1894 flooded schools with new students, many of whom were from working class or immigrant families. Educators felt that the needs of these new students could not be met by a traditional academic curriculum, and school designers began to incorporate vocational training facilities within newly built schools. In addition to safety features like decentralized staircases, Crimi's design for PS 77 included a large auditorium, gymnasium, cafeteria, science rooms, and manual training rooms, standardized spaces required by law in New York State educational facilities.

The period of significance for Buffalo Public School #77 is 1927-1928, which encompasses the original period of construction. Ernest Crimi's design for the building reflects national trends of school design in the 1920s, and the building retains nearly all of the original features that demonstrate these standards.

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The North Prospect Hill Neighborhood

Buffalo Public School #77 is located in North Prospect Hill on the west side of the City of Buffalo. North Prospect Hill is bounded by Niagara Street and Prospect Avenue on the west, Porter Avenue and York Street on the south, Fifteenth Street on the east, and Albany and Hampshire Streets to the north.¹ North Prospect Hill was originally part of Black Rock, a settlement formed in 1803 by Peter Buell Porter.² Under Porter's influence, Black Rock competed with the fledgling community of New Amsterdam (later renamed Buffalo) for dominance of trade on the Great Lakes. Porter succeeded in getting Black Rock designated as the port of entry into Western New York in 1810 and worked to promote the construction of a canal from the Hudson River to Oswego, as this route would allow Black Rock to maintain control of a portage route from Lake Ontario to Lake Erie.³ The fortunes of Peter Buell Porter and Black Rock shifted with the election of DeWitt Clinton as governor of New York in 1817. Instead of pursuing the Hudson-Oswego Canal project, Clinton began work on the Erie Canal, selecting Buffalo, instead of Black Rock, as the canal's terminus in 1825.⁴ Because of the Erie Canal, Buffalo became the dominant municipality in Western New York and in 1853 annexed Black Rock into the city boundaries.

In 1860, a horse car line opened in North Prospect Hill, traveling north up Niagara Street into Black Rock.⁵ The initial route proved successful, and by the 1880s, Buffalo had over eleven miles of 'street railways.' The expanding network of street railways transformed multiple communities on the city fringes from rural homesteads into densely packed 'streetcar suburbs.'⁶ Streetcar suburbs like North Prospect Hill, Prospect Hill (NR District 2016), and the West Village (NR District 1980) grew in popularity with upwardly mobile families, and middle class citizens who could now live away from the sooty environs of the factories where they worked. The suburbs offered an air of respectability, without the expense of Buffalo's elite residential streets such as Delaware and Linwood Avenues. The respectability of North Prospect Hill was reinforced in 1870, when Frederick Law Olmsted and Calvert Vaux developed The Front (now known as Front Park) near the waterfront.⁷

The development of The Front encouraged further residential development in North Prospect Hill. During the late nineteenth century, hundreds of homes, primarily modest frame dwellings, were erected, and by the early

¹ Francis Kowsky and Martin Wachadlo, "Reconnaissance Level Survey North Prospect Hill Neighborhood," Cultural Resource Information System, New York State Office of Parks, Recreation & Historic Preservation, <https://cris.parks.ny.gov>.

² Katie Eggers Comeau, "Prospect Hill Historic District," National Register of Historic Places Nomination/Inventory Form, Bero Architecture, Buffalo, April 14, 2016, Section 8, Page 1.

³ Kowsky and Wachadlo, "North Prospect Hill Reconnaissance," 12.

⁴ Ibid.

⁵ Ibid., 18.

⁶ Ibid.

⁷ Ibid., 19.

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1890s much of the neighborhood had been built up.⁸ The homes built in North Prospect Hill reflect the middle class nature of their occupants. Architects did not design the majority of the homes; instead, the designs often came from planning catalogues. Often, young working class families built small cottages on their lots with the intention of replacing them with larger two-story duplexes once more money had been accrued. This led to many building lots containing two residences, a large primary residence and an ‘alley house,’ the lot’s original cottage, pushed to the rear of the building lot and used as a rental property.⁹

The growth of North Prospect Hill is reflected in census data taken between 1890 and 1920, data which reflects the expansion of the streetcar suburb. In 1890, the Eleventh Ward, which encompassed all of Black Rock from Porter Avenue to the Scajaquada Creek, with Main Street as the eastern boundary and Lake Erie as the western, had a total population of 30,304.¹⁰ By 1910, the city ward maps were redrawn and North Prospect Hill lay within the Twenty-Second Ward. Porter Avenue again bound the ward in the south, but Albany Street and Fifteenth Street served as its northern and eastern boundaries. Although the ward was a fraction of its previous size, the population of the Twenty-Second Ward was still 12,136.¹¹ In the 1920 census, North Prospect Hill was within the Twenty-Fourth Ward and had a population of 19,279.¹² The growth experienced by North Prospect Hill in the 1910s and 20s reflected the growth of Buffalo during this period. The city’s industry and efficient transportation network opened neighborhoods to young families who’d previously rented their living quarters elsewhere. In North Prospect Hill, the population growth of the 1910s and 20s was spurred primarily by Italians and Italian-Americans who flocked to the area to purchase or build homes.

In the 1920s North Prospect Hill saw an influx of middle-class Italian families which congregated due to the area’s reasonably priced houses and building lots.¹³ The new arrivals spurred business in North Prospect Hill, opening grocers, barbershops, movie theaters, and other commercial establishments, primarily around Connecticut Avenue. Italians and Italian-Americans brought neighborhood stability and growth to North Prospect Hill, growth that by 1926 made it necessary for the Buffalo Public School System to plan a new school, PS 77, for the neighborhood’s children.

⁸ Ibid.

⁹ Ibid., 22.

¹⁰ U.S. Department of the Interior, *Report on the Population of the United States: Eleventh Census, 1890* (Washington, DC: Government Publishing Office, 1890), 246.

¹¹ U.S. Department of the Interior, *Report on the Population of the United States: Thirteenth Census, 1910* (Washington, DC: Government Publishing Office, 1910), 197.

¹² U.S. Department of the Interior, *Report on the Population of the United States: Fourteenth Census, 1920* (Washington, DC: Government Publishing Office, 1920), 263.

¹³ Kowsky and Wachadlo, “North Prospect Hill Reconnaissance,” 33.

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History of Buffalo Public Schools & School Construction in the 1920s

In 1837, Buffalo became the first city in New York State to enact legislation creating a public school system.¹⁴ The legislation was passed due to the efforts of Oliver Gray Steele, who was president of the Buffalo Waterworks and manager of the Buffalo Gaslight Company. Steele served as the city's school superintendent for three different terms in 1838, 1844, and 1851.¹⁵ By 1839, enrollment in city schools had increased from 179 to 1,500 students, and Buffalo encouraged further enrollment by making education free to all children under the age of sixteen. To provide free education, Steele divided the city into fifteen districts and levied a school tax in each district.¹⁶

Buffalo's public school system grew rapidly after the Civil War, especially near the end of the nineteenth century. In 1853, New York State passed its first mandatory education law dictating that children attend school, though it was not enforced. A stronger version of the law was crafted in 1894 and required children between the ages of eight and twelve to attend school.¹⁷ Because of this legislation, new students coming from immigrant and working-class neighborhoods quickly overwhelmed Buffalo's school system.¹⁸ In 1893, Buffalo initiated construction of seven new schools, each located south of Hertel Avenue, and took a progressive step by providing textbooks, free of charge, to the student body.¹⁹ By 1899, Buffalo schools were educating 56,000 students and between 1881 and 1910, the school district constructed forty-three new elementary schools.²⁰

Nationwide, there was a major school shortage at the start of the 1920s, largely due to the recently ended First World War. When America entered the war in 1917, the federal government issued a moratorium on domestic construction projects. As a result, the Buffalo School District did not have the materials necessary to undertake appropriate repairs, renovations, or new construction to the city's school infrastructure. By 1920, poor attempts to expand existing buildings and delayed efforts to repair aging schools resulted in drastically inadequate school environments. Taking stock of the problem in 1925, Herman DeGroat, former principal at Schools 31 and 35, stated:

All kinds of makeshifts were adopted in days past to avoid the expense of erecting new schoolhouses. Wooden annexes were built. Private homes and empty stores were rented, all ill adapted or wholly unfit for school purposes. In some districts old schoolhouses that should have been replaced by new ones were patched up and retained for use. So long was this course

¹⁴ G. Morton Weed, *School Days of Yesterday Buffalo Public School History* (Buffalo: Buffalo School Board, 2001), 5.

¹⁵ *Ibid.*

¹⁶ Roysin Bennet Younkin and Albert Rex, "Public School #60." National Register of Historic Places Nomination Form. MacRostie Historic Advisors, Buffalo, May 6, 2014, Section 8, Page 1.

¹⁷ Younkin and Rex, "Public School #60," Section 8, Page 2.

¹⁸ Suzanne Warren, "The American School Building: 1890-1920" (master's thesis, Cornell University, 1985), 110.

¹⁹ Younkin and Rex, "Public School #60," Section 8, Page 5.

²⁰ *Ibid.*, Section 8, Page 2-4.

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continued that fully one-fourth of the School Children of Buffalo were crowded into these unsuitable structures.²¹

The school district addressed this deficiency in school infrastructure with a massive post-war school building campaign. Between 1919 and 1929, the city commissioned twenty-four new school buildings, including PS 77, and twenty-six additions to existing school buildings.²² In 1925 alone, twelve schools were in the process of being built, with four more in the planning process.²³ Over \$8,607,000 in work was scheduled for the years 1928 and 1929 alone.²⁴ School enrollment peaked in the 1930s, when Buffalo claimed 95,000 enrolled students, though that number declined with overall population numbers in the following decades.²⁵

School Designers

Between 1919 and 1929 the Buffalo School District began a multi-million-dollar school building campaign in response to the issues of overcrowding in their largely inadequate facilities. William B. Ittner, a nationally recognized expert in school design, served as a consulting architect on the school district's building campaign. Outside of Buffalo and his native St. Louis, Ittner designed schools and served as a consulting architect in cities like Colorado Springs, Colorado; Waterloo, Iowa; Gary, Indiana; and Niagara Falls, New York.²⁶ The school building campaign he oversaw in Buffalo can be divided into two phases, the first occurring between 1919 and 1924 and the second from 1924 to 1929.

Although Ittner served as a consultant for the Buffalo School District, it seems that his involvement in the design and construction process was very limited. Ittner provided drawings for several standardized schools, with each hypothetical design corresponding to a different type of school. Additional design services and construction of Ittner's schools were carried out between 1919 and 1924 by a cooperative association of local architects known as the Associated Buffalo Architects (ABA). The ABA was an ambitious collaboration of roughly fifty local architects that came together under Ittner's direction to provide the Buffalo School District a convenient method of utilizing local professional architects and their facilities.²⁷ Members of the ABA included locally known architects like E.B. Green and Duane Lyman. The Buffalo School District commissioned the

²¹ Herman C. DeGroat, "Building Activities of the School Department of Buffalo," *The School Magazine* 7, no. 5 (1925): 175.

²² Younkin and Rex, "Public School #60," Section 8, Page 3-4; Paul McDonnell, "School Reconstruction – Buffalo's Largest Historic Preservation Project. Ever.," *Buffalo Rising*, <https://www.buffalorising.com/2012/06/school-reconstruction-buffalos-largest-historic-preservation-project-ever/>.

²³ "\$8,607,000 School Work Scheduled," *The Buffalo Evening News*, January 6, 1928, 10.

²⁴ *Ibid.*

²⁵ "Says Federal Figures are Not Accurate," *The Buffalo Courier-Express*, November 11, 1930, 13.

²⁶ "Colorado Springs," *The Colorado School Journal* 37, no. 7 (1922): 42; Brandon J. Brockway, *Waterloo* (Charleston: Arcadia Publishing, 2011), 68; "Building Notes," *The School Executive* 50 (1930): 251.

²⁷ William B. Ittner, "The Buffalo School Building Program," *The American School Board Journal* 62 (February, 1921): 52-58.

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ABA to design Public Schools 3, 11, 31, 45, 64, 65, 66, 68, 70 and Bennett High School.²⁸ However, the collaboration came to an end in 1924, when the Buffalo School District canceled all of its contracts with the ABA after a city inspector discovered the concrete work of PS 68, an ABA built school, was so defective and brittle that the school could not be opened for fear of its collapse.²⁹ The dissolution of the ABA spurred a second phase of school construction, occurring between 1924 and 1929.

In June 1924, a month after cancelling all of the ABA contracts, the Buffalo School District established its own in-house architecture department. The second phase of school construction in Buffalo was managed by the architecture department, which was headed by Ernest Crimi, another local architect. As the supervising architect of the school district's architecture department, Crimi was tied to the construction of schools 31, 66, 68, 69, 71, 72, 74, 75, 76, 77, 78, 79, Peckham Vocational School, and Bennett High School.³⁰ Crimi worked for the school district until the Great Depression curtailed school construction projects across the nation.

The schools constructed during both periods, while directed by different agencies, based their designs around the standards mandated by New York State and the guidance received from Ittner himself. Speaking on the ABA and their building plans, Ittner described the layouts of interior spaces by the school type rather than by each individual school building. Each school type (e.g. intermediate, elementary, and primary) was designed with a common base plan and a set number of classrooms and specialized rooms in the form of gymnasiums, auditoriums, and cafeterias.³¹ Ittner's proposed designs removed basement classrooms, bringing all rooms to grade, and provided students with adequate light and air, with open classrooms to maximize exposure to sunlight.³² Ittner's focus on light and airflow reflected popular attitudes on sanitation at the turn of the twentieth century that emphasized natural light and air as key components to the healthy development of a young mind.

Crimi's designs during the second building period maintained health and safety components but added emphasis on modern methods of mental and physical educational training.³³ Crimi schools followed a standardized plan that included gymnasiums, auditoriums, cafeterias, manual training rooms, and vocational arts facilities.³⁴ The ideas of school standardization, both in building requirements mandated by New York State and theories of

²⁸ "Contract Signed, To Proceed with New School Plan, *The Buffalo Courier*, August 13, 1919, 1.

²⁹ "Calls for Grand Jury Action on Defects at School No. 68; Cancels Architects' Contracts," *The Buffalo Courier*, July 9, 1924, 7.

³⁰ DeGroat, "Building Activities of the School Department of Buffalo," 176-177. While schools 31, 66, 68, and Bennett High School were commissioned projects for the ABA, they were not built prior to 1924. After the cancellation of the ABA's contract, Crimi oversaw their construction. Of the schools Ernest Crimi built, schools 31 (212 Stanton Street), 66 (780 Parkside Avenue), 68 (796 East Amherst Street), 69 (69 School Street), 71 (104 Lang Avenue), 72 (71 Lorraine Avenue), 74 (126 Donaldson Road), 75 (57 Howard Street), 76 (315 Carolina Street), 77 (429 Plymouth Avenue), 78 (321 Olympic Avenue), 79 (225 Lawn Avenue), Bennett High School (2885 Main Street), and the Peckham Vocational School (1405 Sycamore Street) are still extant.

³¹ William B. Ittner, "The Buffalo School Building Program," 52.

³² *Ibid.*, 53.

³³ DeGroat, "Building Activities of the School Department of Buffalo," 175.

³⁴ *Ibid.*, 176.

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health and modern education extolled by teaching experts, impacted the Buffalo School District's decade long building campaign between 1919-1929. PS 77 was designed by Ernest Crimi towards the end of this building campaign and reflects the tenets of standardized school design as well as Crimi's approach to building schools.

Buffalo Public School 77: A Neighborhood School

As noted previously, the Buffalo School District constructed PS 77 in 1927-1928 to satiate the overwhelming demand for new classroom space in North Prospect Hill. The school, designed to serve students in grades K-8, was built at a cost of \$500,000 and contained "30 classrooms, double shops, domestic science and art rooms, cafeteria, kindergarten, double gymnasiums, and an auditorium with a seating capacity of 500."³⁵ Prior to the school's construction, private residences occupied the land, eighteen of which were demolished to make room for the school.³⁶

In 1929, the second full year PS 77 operated, 1,030 students attended the school.³⁷ In addition to a regular slate of primary school coursework, the Buffalo School District utilized PS 77 in the 1920s and 1930s for English language education and citizenship courses for adults, furthering the school's ties to the growing Italian neighborhood.³⁸ In 1929, the school held a graduation ceremony in the auditorium to celebrate the achievements of 800 women who had completed courses in English and basic citizenship.³⁹ The graduation exercises and ceremonies are not surprising given the concentration of Italians and Italian-Americans living in North Prospect Hill in the 1920s.⁴⁰ Additionally, PS 77 was used as part of a neighborhood lecture series sponsored by the Buffalo Museum of Science. In 1929, the science museum offered a set of four lectures at PS 77 on an eclectic group of topics that included: architecture, Spain, Hawaii, and the history of Yellowstone National Park.⁴¹ These lectures were open to the public and were a consistent feature of PS 77's extracurricular activity throughout the earliest years of its existence. Spaces like the auditorium demonstrate not only how the standardization of school designs provided enrichment and supplemental education for students, but community spaces that offered benefits to local residents as well.

PS 77 in the Context of Crimi's other Schools

Ernest Crimi was one of the most prolific school builders in Buffalo's history. His work between 1924 and 1929 highlighted many of the salient features of standardized school design and ensured that the city's growing

³⁵ "Board of Education Plans New Buildings Costing \$1,038,000," *Buffalo Courier-Express*, March 29, 1927, 5.

³⁶ "To Auction House," *Buffalo Courier-Express*, September 1, 1926, 20.

³⁷ "47, 359 Children Enroll in Elementary Schools," *Buffalo Courier-Express*, September 11, 1929, 13.

³⁸ "Foreign Born Classes Close with Programs," *Buffalo Courier-Express*, March 18, 1929, 8.

³⁹ *Ibid.*

⁴⁰ At least one more graduation exercise for newly minted citizens was held at PS 77 in 1946.

⁴¹ "Science Museum Lecture Series to Open Tuesday," *Buffalo Courier-Express*, November 17, 1929, 4.

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population of school age children would be taught in appropriate school buildings. With a rapid production schedule driving work forward, Crimi repeated layouts and architectural embellishments. As a result, several of Crimi's schools are extremely similar. In particular, Crimi's design for PS 77 was identical to that of PS 76 on Carolina Street (extant). The successful integration of these schools into their communities led to the construction of PS 78 and PS 79 (both extant) based on the same design as well.⁴²

PS 77 and the three other nearly identical schools represent the standards that defined school design across the country and in Buffalo. Each school is three stories tall and rectangular in shape. They feature auditoriums and gymnasiums on the side elevations with manual training facilities in the center. Corridors and classrooms run the length of each building's primary and rear façades, exposing the classrooms to the greatest amount of sunlight. Aesthetic features are also repeated, including a very noticeable diamond patterning in the brickwork along the corners of each building. The repetition of aesthetic features and interior layouts highlights the role standardized designs played in the school building program between 1924 and 1929. Crimi executed one standardized design in the construction of schools 76 through 79, rapidly erecting the buildings to meet the needs of the Buffalo School District and the city's growing population of schoolchildren. The major architectural features of each school reflect tenets of standardized school design, both legally mandated by New York State and professionally advised by educational building experts like Ittner.

Standardized School Design

The standards that guided PS 77's design developed over several decades at the turn of the twentieth century, and, as a result, schools emerged as a distinct building typology between 1900 and 1930. Prior to this, schools were treated as extensions of the domestic sphere, an association conveyed in the term *schoolhouse*, which was replaced by *school building* in the literature as education became affiliated with civic life instead.⁴³ A variety of factors, including health and safety concerns, and the changing role of schools in local communities, spurred the formalization of standard practices into prescriptive legal regulations during the first three decades of the twentieth century. In 1904, New York State became the first state in the country to require the review of all new school building plans.⁴⁴ At the national level, the National Education Association established a Committee on Standardization of Schoolhouse Planning in 1917, advocating for a uniform standard and regulation of school buildings.

The progression of school design and standardization in the United States followed both scientific theories and lessons from experience. Over the course of the early twentieth century, guidelines first targeted student health,

⁴² PS 76 is now the Hermon Badillo Bilingual Academy. PS 78 is located at the corner of Olympic and Burlington Avenues and is still utilized as a public school. PS 79 is located on Lawn Avenue and is currently used by Catholic Health Laboratory Services.

⁴³ Warren, "The American School Building," 192.

⁴⁴ *Ibid.*, 104.

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and then promoted more rigorous fire safety and a diversified curriculum. Concurrently, schools increasingly came to be considered public institutions that served their community by creating democratic citizens and providing public meeting space. All of these concepts impacted the shape, layout, and aesthetic of school buildings through such decisions as the placement and size of windows, access, circulation patterns, and architectural style.

In the first decade of the twentieth century, school advocates promoted measures of sanitation with light and ventilation guidelines. Design standards included formulas for air exchange, classroom size, and ideal ratios for lighting based on the size of windows compared to floor area. For instance, the New York State law of 1904 required that school buildings provide 30 cubic feet of air per student per minute.⁴⁵ Such formulaic drivers of design resulted from scientific beliefs such as the “Carbon Dioxide Theory,” which attributed the spread of disease to an overabundance of expired air. The legacy of such late-Victorian theories persisted in school guidelines into the 1920s, even after their underpinnings were debunked by greater understanding of contact contamination. Additionally, the theme of sanitation extended beyond air circulation to building materials and interior finishes. Architects promoted materials that were “durable and easy to clean.”⁴⁶ This included wood or tile floors and smooth, painted walls with simple detailing that would not collect superfluous dust.

Another key development in this phase of school design was the reorientation of school buildings in the public imagination as civic institutions. As public bodies gained more oversight of school construction and school buildings were used for night classes and community gatherings, the buildings developed into more than contained settings of classroom education; they became assets to their local communities. This sentiment was embedded in school floor plans and architectural styles. High schools had a variety of room sizes to accommodate diversifying curriculums and night classes. Large auditoriums, mandated in New York State by 1916 for schools containing over eight classrooms, served as grand public places.⁴⁷ Architects increasingly employed the same neoclassical aesthetics for school buildings that they used for town halls, libraries, and other civic buildings, marking the school as a “full-fledged public entity.”⁴⁸ Prior to 1900, architects designed schools with asymmetrical plans and pitched roofs, but by 1910, they employed flat roofs and symmetrical plans common to neoclassical designs.

While core tenets for a healthy environment and public function continued to inform school design, efficiency became a driving factor in the second decade of the twentieth century. The National Education Association (N.E.A.) likened the school building to an industrial plant that should be strategically planned to eliminate

⁴⁵ Ibid., 119.

⁴⁶ Ibid., 135.

⁴⁷ Ibid., 223.

⁴⁸ Ibid., 190.

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wasted space.⁴⁹ Extending beyond the existing dimensions suggested for physical elements such as windows, the N.E.A. sponsored studies to determine “optimum proportions” for the area devoted to particular uses within a school.⁵⁰ Subsequent reports suggested that no more than 12 percent of a school be devoted to administration, 50 percent to instruction, and 20 percent to stairs and corridors. While the N.E.A. published formal reports to promulgate such findings, these additional guidelines and ratios did not significantly impact school design practices, in part because the studies analyzed existing buildings and therefore served to reinforce existing conditions rather than suggest alternatives.⁵¹

The most significant change in school design between 1910 and 1920 concerned public spaces; formerly treated as sites of lingering, they came to be seen primarily for their use in emergency situations. This transition occurred alongside a heightened attention to fire safety, which despite being a topic of concern for some time, had been overshadowed in practice by sanitation concerns.⁵² Two tragic fires, in Collingswood, Ohio, in 1908 and Peabody, Massachusetts, in 1915, prompted more direct attention to fire safety regulations.⁵³ Advocates promoted well-defined corridors and easy exit strategies, re-envisioning school corridors and auditoriums in the process. Because of their openness, atriums, wide corridors, and third floor auditoriums were commonplace in the waning era of privileging light and air circulation. In the new zeitgeist of fire safety, the same characteristic was deemed hazardous, associated with the chimney effect and a confusing and perilous exit down multiple stories. Ground level auditoriums replaced upper floor assembly spaces, and open hallways were enclosed. The transition to more defined hallways benefited emergency exit patterns, but it also compromised the practice of using the corridor as an elegantly curated gallery space. The civic value of schools was perhaps no more obvious than in schools like the 1907 E.E. Joralemon-designed Oneonta High School in Oneonta, New York, which featured open corridors lit by skylights above a central staircase and adorned with paintings and statues.

In the third decade of the twentieth century, governing bodies further codified common practices of school design established over the previous twenty years. 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 classrooms.⁵⁴ While architects continued to use Classical and Gothic styles for school buildings, they simplified their use of detailing, perhaps in conjunction with burgeoning modernist discourse. Also during this era, experts ceased to promote the use of basements for instructional purposes.⁵⁵

⁴⁹ Ibid., 202.

⁵⁰ Ibid.

⁵¹ Ibid., 203.

⁵² Ibid., 135.

⁵³ Ibid., 207.

⁵⁴ Ibid., 260.

⁵⁵ Ibid., 263.

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Ernest Crimi's work on PS 77 clearly incorporated these standards of design. The thirty-room school features a first floor auditorium, as mandated by New York State, as well as decentralized hallways to provide safer conditions during a fire evacuation. Further, all of the school's classrooms feature large windows to allow for maximum light exposure. The school also contains a large gymnasium, a newly mandated design feature. Gymnasiums were mandated in the wake of World War I to ensure that the nation's young men were receiving the physical training they needed to achieve basic fitness for the army.⁵⁶ Fitness and physical activity were also deemed important to ensuring mental health and physical vigor, key to avoiding decadence and moral decay, a major anxiety for parents in the 1920s.

PS 77's manual training room and laboratory spaces highlight the variety of classes offered at the school and the changing ideas about how best to educate children. The manual training rooms were an important feature in the 1920s, as many children would not continue schooling past the eighth grade. Educators believed it was important to provide introductory courses to all students at the cusp of leaving school and vocational offerings were made available to middle school students uninterested in the traditional educational curriculum. Conversely, the laboratory spaces served as a place to introduce children bound for high school to the curriculum they would soon encounter.

While the school's cafeteria was not a legally mandated space, its presence is also representative of the transformation in thinking that occurred during the era of school standardization. As schools became public spaces, educating all of the children in a community, educators realized it would be necessary to provide those children who couldn't go home for lunch with food and a place to eat. The cafeteria in PS 77 was never built with the intention of serving more than a fraction of the school's proposed 1,200 students. The room is clearly designed with the assumption that only part of the school's population would use the cafeteria each day, while the remaining students would return home to eat lunch. The presence of these spaces in PS 77 demonstrate the role standardized design played in the school's construction and the changing ideas about education that came with schools taking on an increasingly diverse student body.

Ernest Crimi (1890-1955)

Ernest Crimi was born in Buffalo in 1890 to Peter Crimi and Isabel Bolough. He attended public schools and the Technical High School before starting his architecture career.⁵⁷ Crimi worked with the notable architectural firm Green & Wicks (later Green & Hopkins) for ten years and partnered with his colleague from Green & Hopkins, William Harries, for five years. Crimi also studied with landscape architect Bryant Fleming. In addition to his architectural interests, Crimi was an avid singer and, among other accolades, he was the solo

⁵⁶ Ibid.

⁵⁷ Lee F. Heacock, *The Buffalo Artists' Register* (Buffalo: Heacock Publishing Company, 1926), 426.

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tenor with the Trinity Chorus, Guido Chorus, Delaware Avenue Baptist Church, and Church of the Ascension between 1917 and 1922.

Crimi served as secretary of the Buffalo Chapter of the A.I.A., and he penned a letter to the Buffalo City Council in 1922 on behalf of the organization asking the city to select a local architect for impending municipal buildings.⁵⁸ Perhaps because of this lobbying to the city, Crimi was selected to be the first supervisor of school architecture in 1924.⁵⁹ Under Crimi's supervision, the Buffalo School District completed dozens of schools, including PS: 6, 17, 28, 39, 53, 67, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, Burgard Vocational High School and Peckham Vocational School. In addition to his school construction, Crimi also designed commercial buildings, the All-High Stadium, and redesigned Lafayette Square.⁶⁰ Ernest Crimi left Buffalo in the 1930s and moved to California, where he died of a heart attack at the age of 64.⁶¹

Conclusion

Buffalo Public School #77 is significant as a 1920s school building constructed with standardized design principles developed at the start of the twentieth century. Built in 1927-28 by Ernest Crimi and the Buffalo School District's Architecture Department, the school features a number of highly intact spaces that reflect the building's use and period of construction. The school features an auditorium, gymnasium, cafeteria, manual training facility, and science labs. Administrators felt that each of these spaces was crucial for student development. Additionally, these spaces reflect the legal standardization of school design. New York State mandated that schools include an auditorium and gymnasium, places of physical and mental enrichment. The laboratories, manual training rooms, and cafeteria all reflect the curricular changes brought about during the era of school standardization. The former rooms offered students new opportunities to study subject materials that interested them, and the latter provided space to eat lunch for pupils who were unable to go home mid-day.

With more students attending school in the 1920s, the design of the school needed to change. PS 77 represents those changes in its highly intact interior spaces and outward facing architecture. The school is representative of Ernest Crimi's work and of school standardization in Buffalo during the city's biggest period of school construction.

⁵⁸ *Common Council Proceedings of the City of Buffalo* (Buffalo: The City of Buffalo, 1922), 1095-1096.

⁵⁹ "Board Creates 2 Bureaus to Erect School Buildings," *The Buffalo Courier*.

⁶⁰ "Obituaries: Ernest Crimi," *The Buffalo Courier Express*, September 2, 1955, 12.

⁶¹ *Ibid.*

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Verbal Boundary Description

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

Boundary Justification

The nomination boundary encompasses what is the current legal property boundary, which also corresponds to the historic property associated with this resource.

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BUFFALO PUBLIC SCHOOL #77 (PS77)

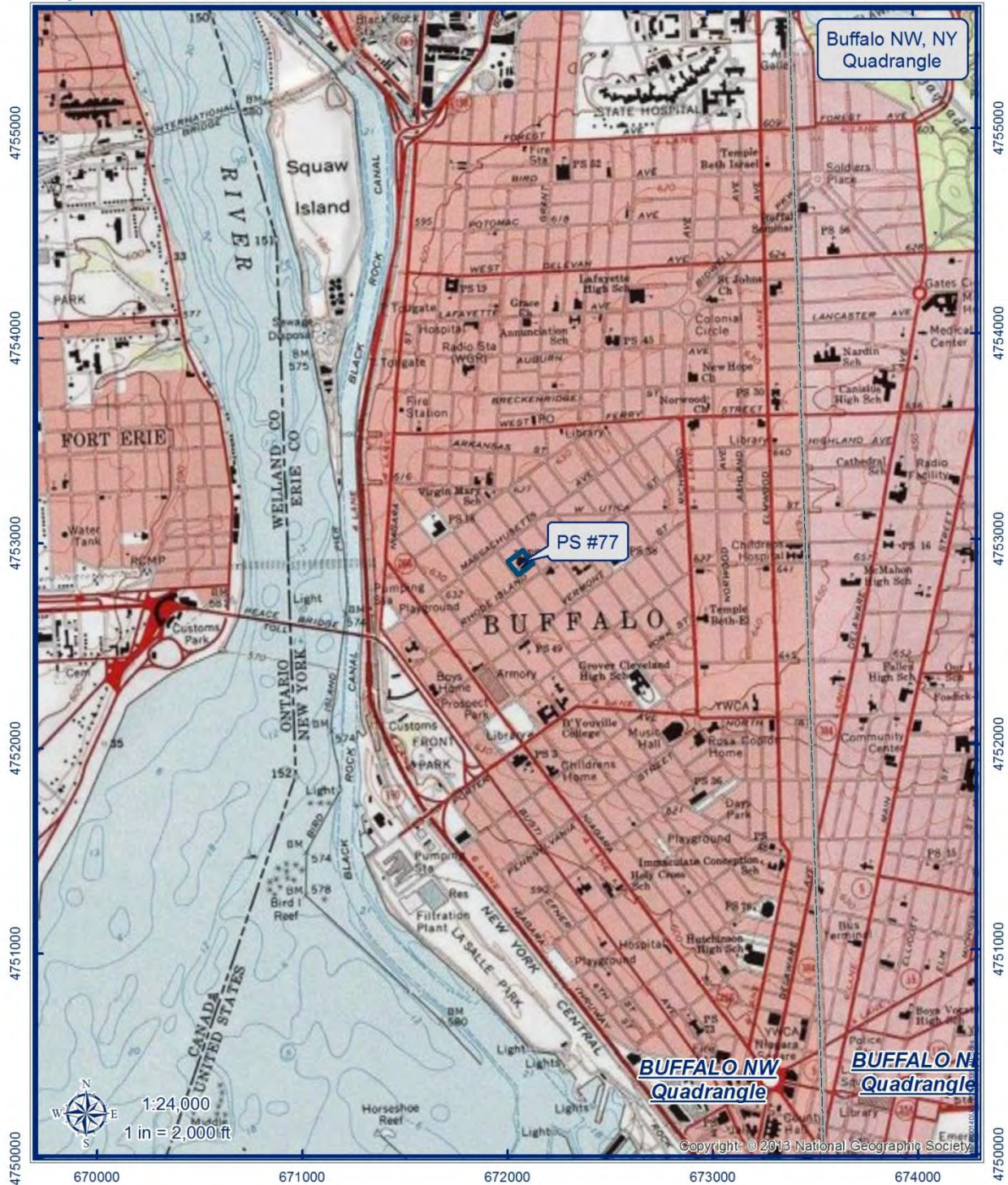
Name of Property

Erie County, New York

County and State

Buffalo Public School # 77 (PS 77)
City of Buffalo, Erie Co., NY

429 Plymouth Avenue
Buffalo, NY 14213



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

0 5501,100 2,200 Feet



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Buffalo Public School # 77 (PS 77)
City of Buffalo, Erie Co., NY

429 Plymouth Avenue
Buffalo, NY 14213



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



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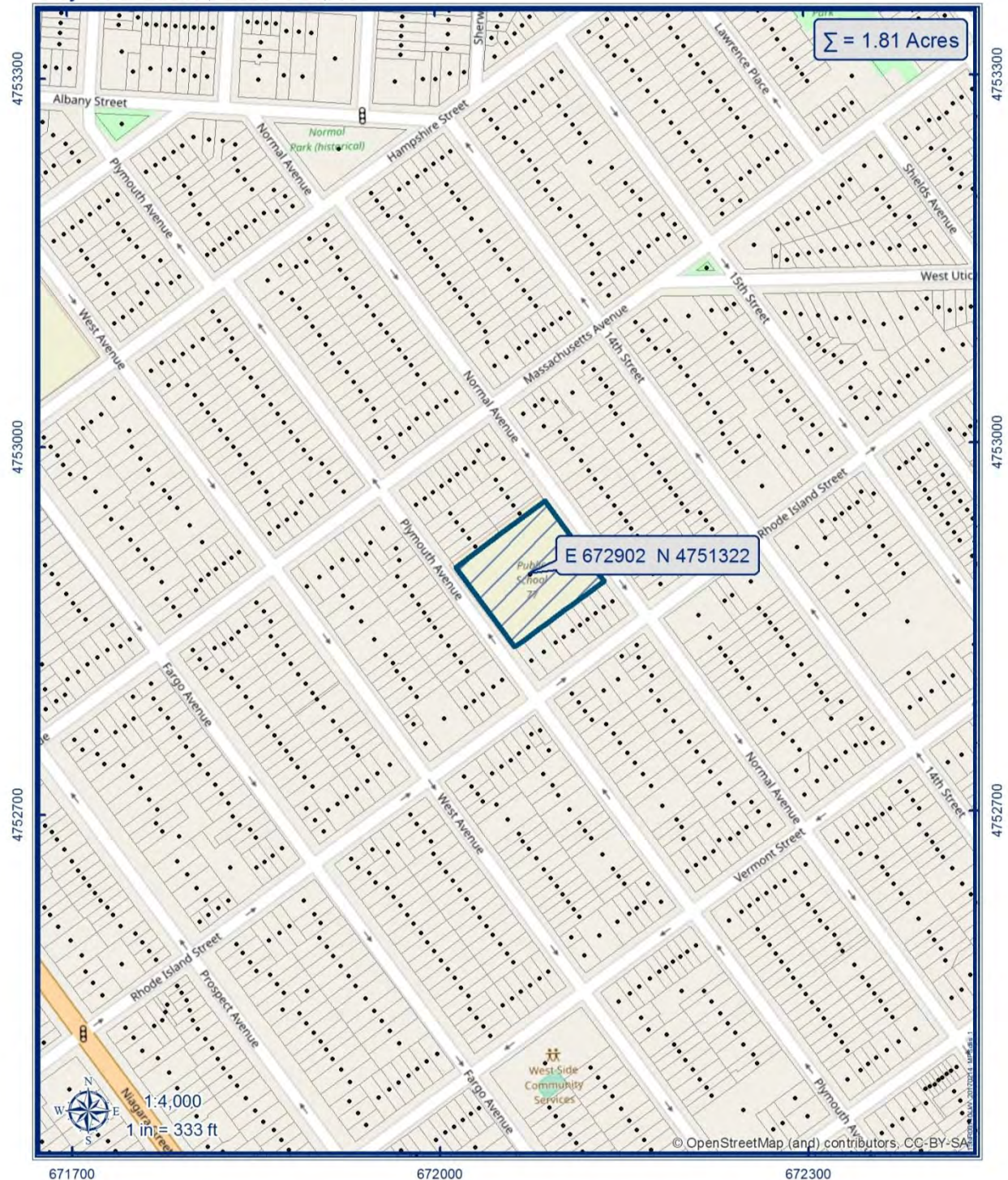
Name of Property

Erie County, New York

County and State

Buffalo Public School # 77 (PS 77)
City of Buffalo, Erie Co., NY

429 Plymouth Avenue
Buffalo, NY 14213



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



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Additional Information

List of Photographs

Name of Property: Public School #77 (PS77)
City or Vicinity: Buffalo
County: Erie
State: NY
Name of Photographer: Mike Puma and Derek King
Date of Photographs: May 2017
Number of Photographs: 12

NY_Erie County_Public School #77 (PS77)_0001
West elevation, camera facing southeast.

NY_Erie County_Public School #77 (PS77)_0002
West elevation, camera facing northeast.

NY_Erie County_Public School #77 (PS77)_0003
East elevation, camera facing southwest.

NY_Erie County_Public School #77 (PS77)_0004
East elevation, camera found northwest.

NY_Erie County_Public School #77 (PS77)_0005
1st floor stairwell, camera facing southwest.

NY_Erie County_Public School #77 (PS77)_0006
1st floor classroom, camera facing northeast

NY_Erie County_Public School #77 (PS77)_0007
Staircase on first floor looking into basement-level shop classrooms, camera facing east.

NY_Erie County_Public School #77 (PS77)_0008
Basement-level shop classrooms, camera facing southeast.

NY_Erie County_Public School #77 (PS77)_0009
Auditorium, showing proscenium and stage, camera facing south.

NY_Erie County_Public School #77 (PS77)_0010
1st floor Auditorium, showing seating, rear doors, and mezzanine, camera facing north.

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NY_Erie County_Public School #77 (PS77)_0011
1st floor Gymnasium, camera facing south.

NY_Erie County_Public School #77 (PS77)_0012
3rd floor science classrooms, camera facing east.

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BUFFALO PUBLIC SCHOOL #77 (PS77)

Name of Property

Erie County, New York

County and State

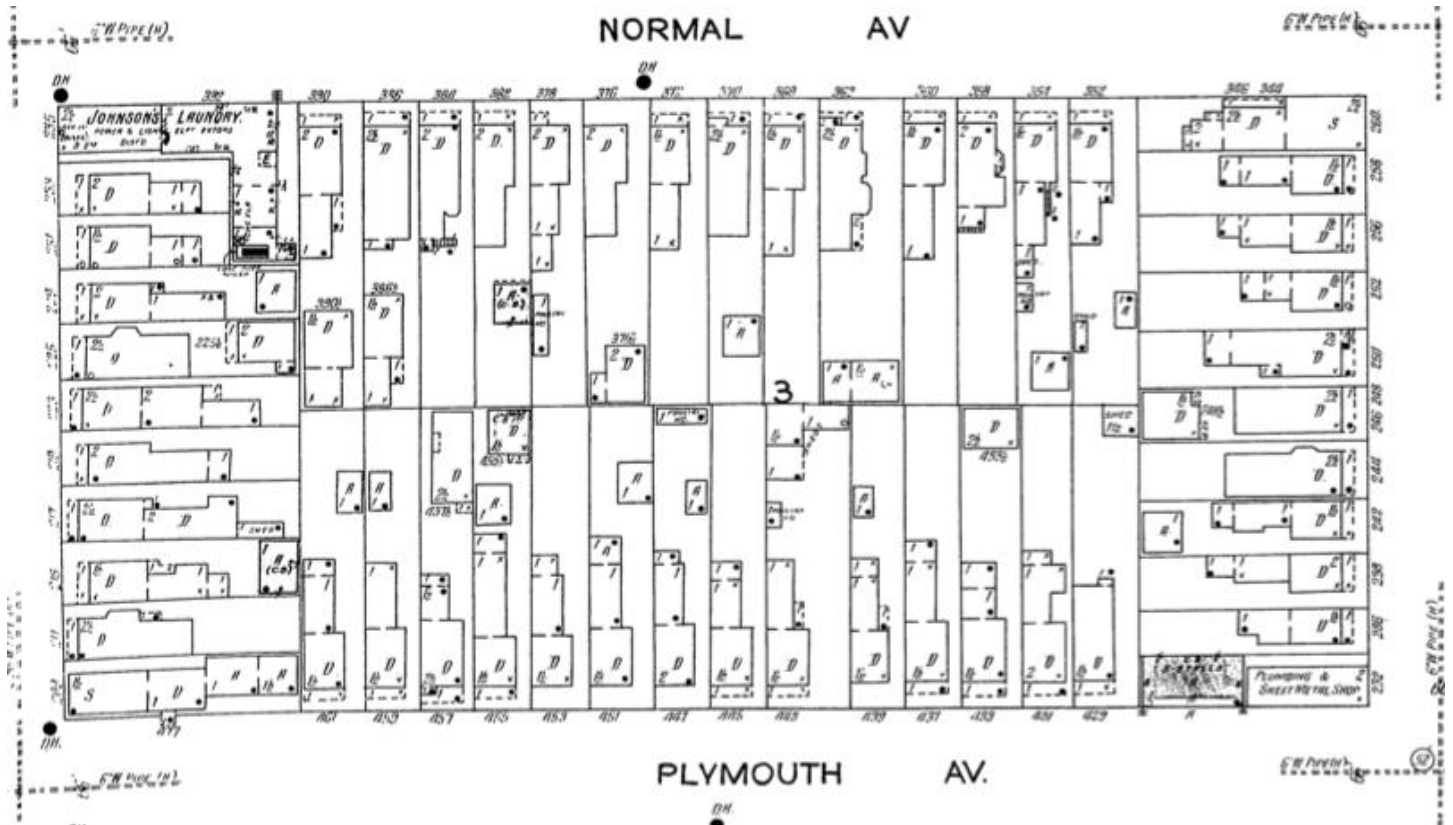


Figure 1: Sanborn Fire Insurance Map (1925)
Showing neighborhood prior to the construction of PS 77
Sanborn Fire Insurance Map, Buffalo NY, 1916-1940 vol. 1A, Sheet 118

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 11 Page 4

BUFFALO PUBLIC SCHOOL #77 (PS77)

Name of Property

Erie County, New York

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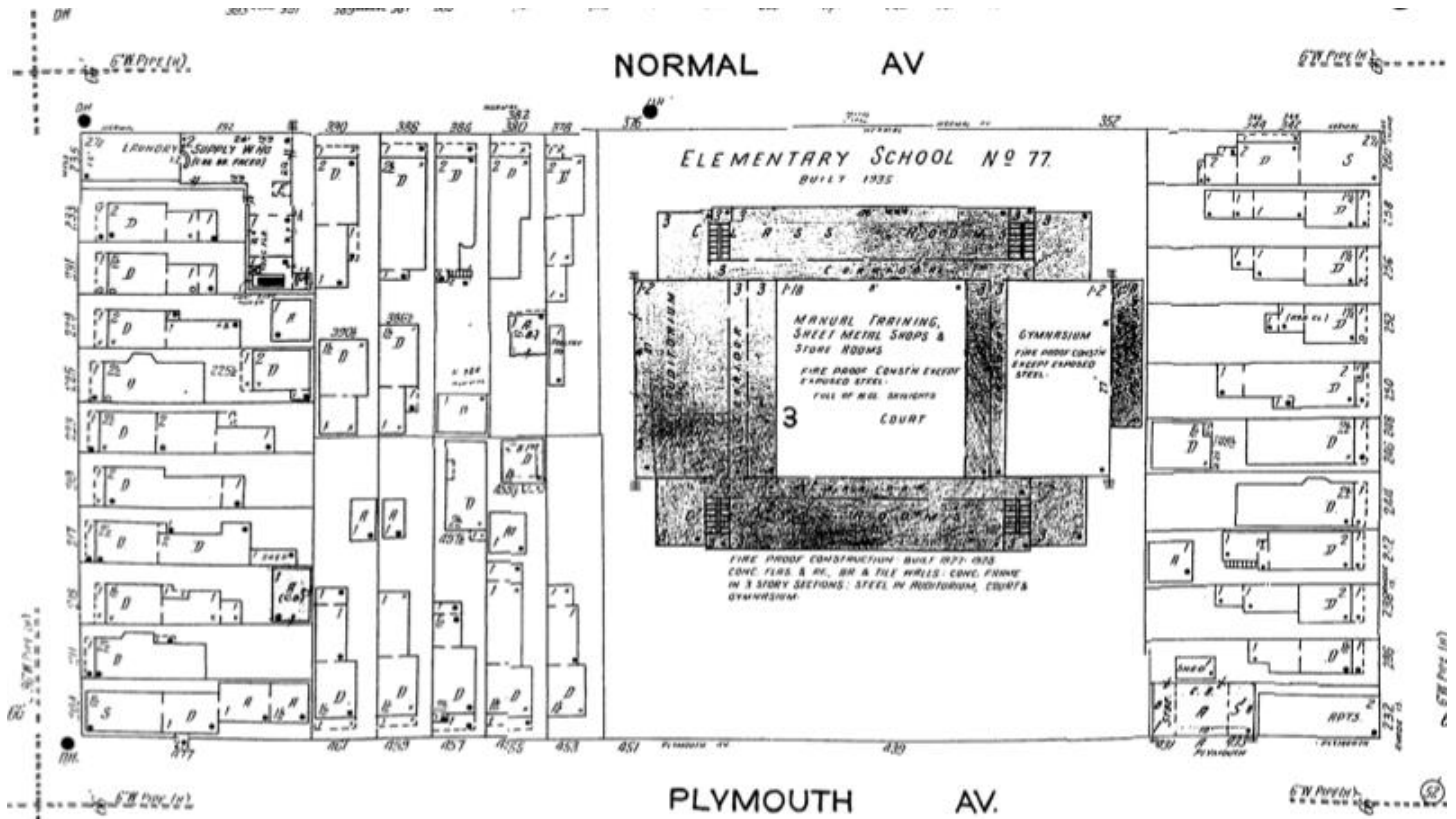


Figure 2: Sanborn Fire Insurance Map (1944)
Showing School 77 in Neighborhood context
Sanborn Fire Insurance Map, Buffalo NY, 1925-1951 vol. 1A, Sheet 118.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 11 Page 5

BUFFALO PUBLIC SCHOOL #77 (PS77)
Name of Property
Erie County, New York
County and State

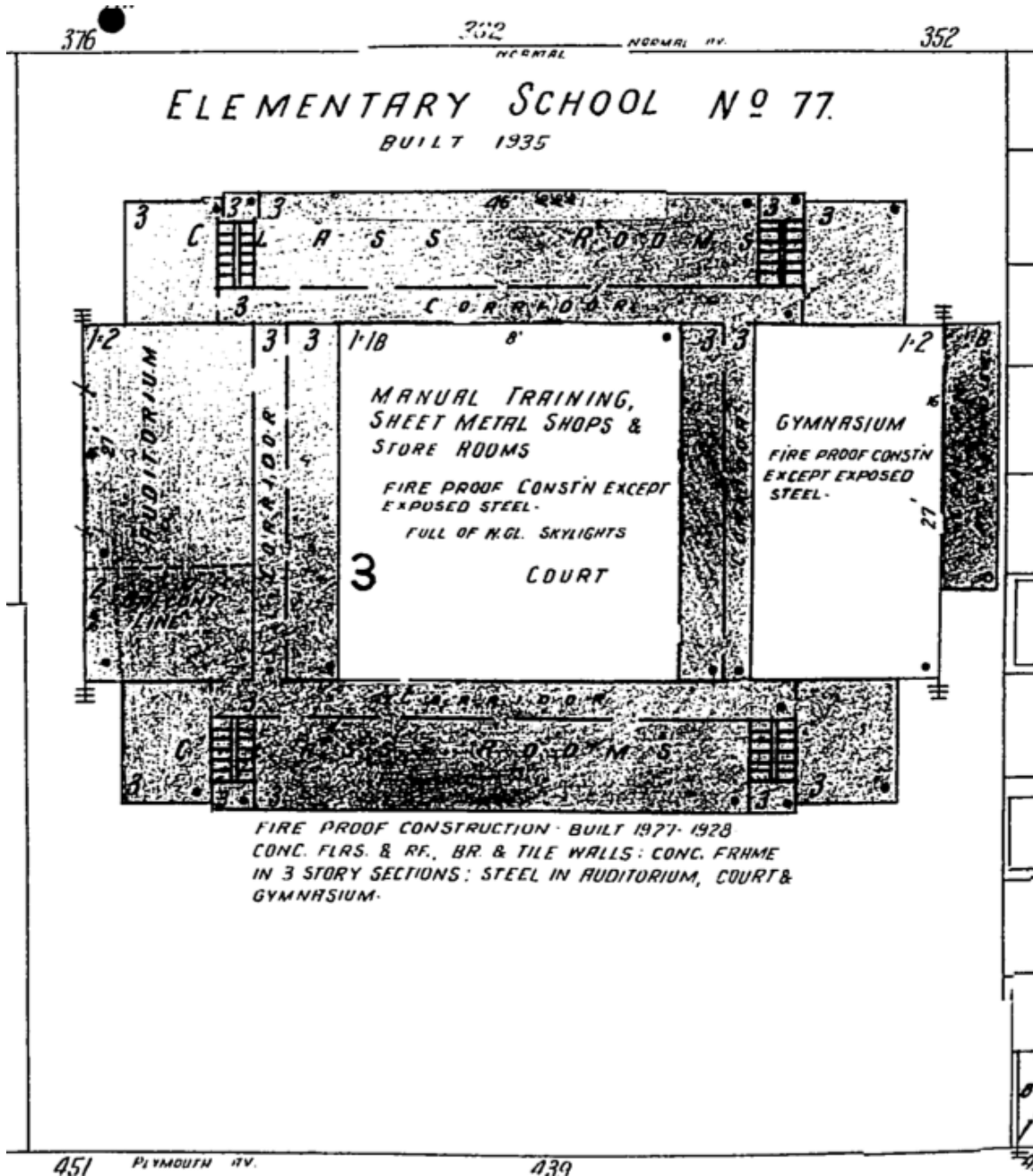


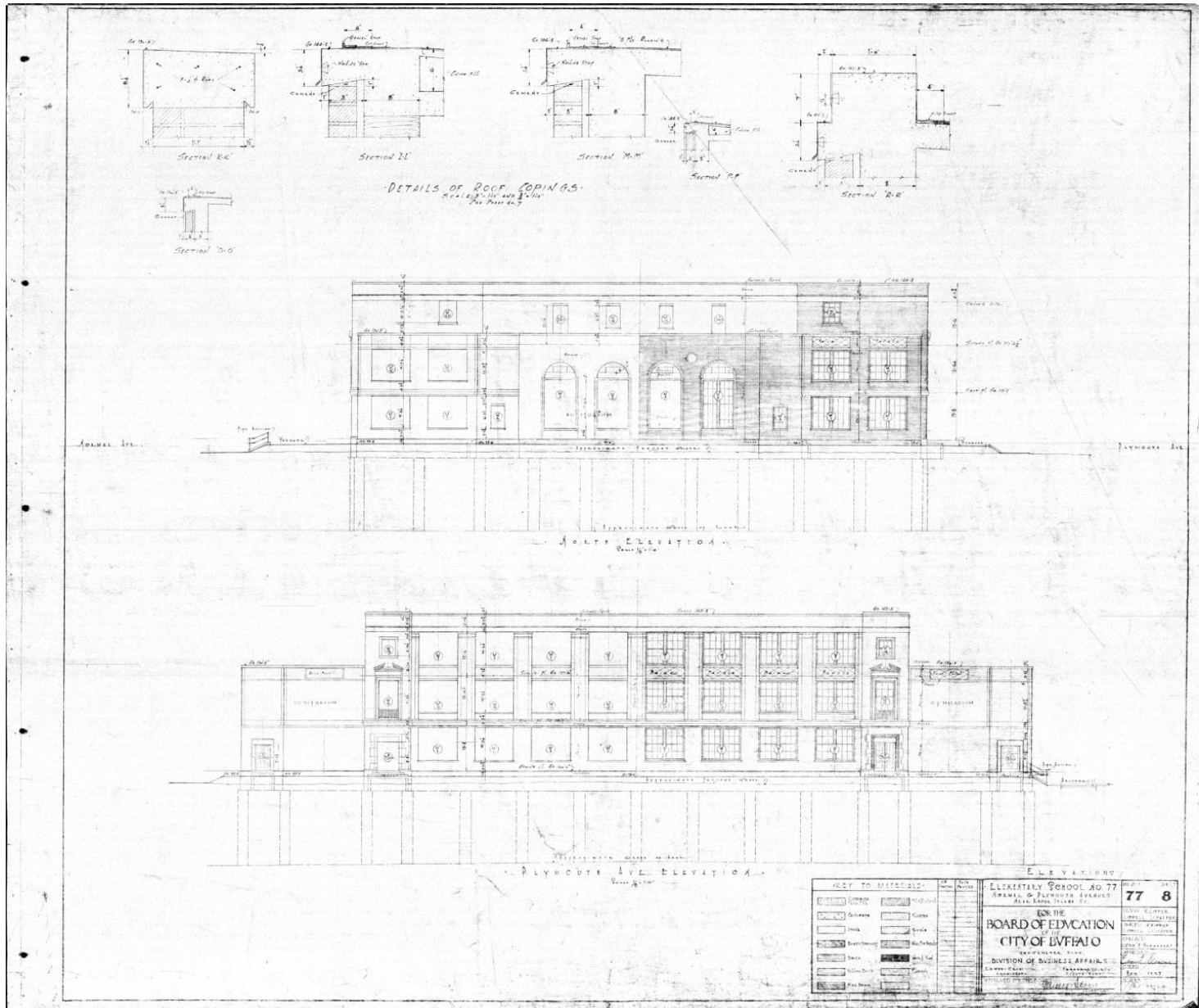
Figure 3: Sanborn Fire Insurance Map (1944)
Showing detailed depiction of School 77
Sanborn Fire Insurance Map, Buffalo NY, 1925-1951 vol. 1A, Sheet 118.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section 11 Page 6

BUFFALO PUBLIC SCHOOL #77 (PS77)
Name of Property
Erie County, New York
County and State



**Figure 4: 1927 Plans for Public School #77
Plymouth Avenue and North Elevations**



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COMMUNITY SCHOOL

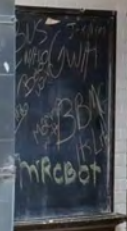
WPA



















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: 6/9/2017 Date of Pending List: 7/18/2017 Date of 16th Day: 8/2/2017 Date of 45th Day: 7/24/2017 Date of Weekly List: 7/27/2017

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 7/24/2017 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.



CITY OF BUFFALO
BUFFALO PRESERVATION BOARD
65 NIAGARA SQUARE, ROOM 901 CITY HALL
BUFFALO, NEW YORK 14202-3394



BYRON W. BROWN
Mayor

PAUL McDONNELL, AIA
Chair

Michael Lynch, P.E., AIA
Division Director, Division for Historic Preservation
New York State Parks, Recreation & Historic Preservation
Peebles Island State Park
P.O. Box 189
Waterford, N.Y. 12188-0189

February 22, 2017

RE: National Register Nomination of PS 77

To Mr. Lynch:

This letter expresses the support of the Buffalo Preservation Board for the listing of Buffalo Public School #77, 429 Plymouth Avenue, on the National Register of Historic Places. The Board kindly asks for a waiver of its 60-day review period.

This will help ensure that this important example of Buffalo's history and architecture is properly rehabilitated and maintained for generations to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul McDonnell".

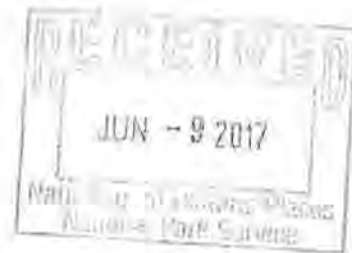
Paul McDonnell
Chairman



**Parks, Recreation
and Historic Preservation**

ANDREW M. CUOMO
Governor

ROSE HARVEY
Commissioner



2 June 2017

Alexis Abernathy
National Park Service
National Register of Historic Places

Mail Stop 7228

1849 C Street NW
Washington DC 20240

Re: National Register Nomination

Dear Ms. Abernathy:

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

Bagg's Square East Historic District, Oneida County
Buffalo Public School 77, Erie County
Underhill-Acker House, Westchester County
United Presbyterian Church of Davenport, Delaware County

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

Sincerely:

Kathleen LaFrank
National Register Coordinator
New York State Historic Preservation Office