

4010

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 #51 (PS 51)

other names/site number Black Rock Academy

name of related multiple property listing Historic Resources of the Black Rock Planning Neighborhood, Buffalo

2. Location

street & number 101 Hertel Avenue [] not for publication

city or town Buffalo [] vicinity

state New York code NY county Erie code 029 zip code 14207

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 [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.)

R. David Maly
Signature of certifying official/Title
DS/PO

4/17/2019
Date

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

[Signature] Signature of the Keeper _____ date of action 6/3/2019

- removed from the National Register
- other (explain) _____

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
1	_____
_____	_____ buildings
_____	_____ sites
_____	_____ structures
1	_____ objects
_____	_____ 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

Historic Resources of the Black Rock Planning Neighborhood, Buffalo

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; Tudor Revival

Materials

(Enter categories from instructions)

foundation stone

walls Brick; stone

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.

Areas of Significance:

(Enter categories from instructions)

ARCHITECTURE

Period of Significance:

1894 - 1928

Significant Dates:

1894; 1895; 1927; 1928

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

Significant Person:

N/A

Cultural Affiliation:

N/A

Architect/Builder:

William W. Johnson (1894-1895); Ernest Crimi (1927-1928)

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.
- 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: _____

Name of Property

County and State

10. Geographical Data

Acreage of Property 1.56 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>17</u>	<u>671114</u>	<u>4756438</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>
	Zone	Easting	Northing		Zone	Easting	Northing

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 4/17/2019

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 Register of Historic Places
Continuation Sheet**

Section 7 Page 1

BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

County and State

Narrative Description

Buffalo Public School #51 (PS 51), also known as Black Rock Academy, is located at 101 Hertel Avenue in Buffalo, Erie County, New York. The parcel is bound by Hertel Avenue to the north, East Street to the west and Guernsey Street to the east. The building is set back from the sidewalks and surrounded by a grassed lawn approximately 3 feet deep. To the south is an asphalt parking lot at the rear of the building. The site of PS 51 is located approximately five miles from Niagara Square and the central business district. The building is in the Black Rock neighborhood, which contains commercial properties along Hertel Avenue, a primary thoroughfare in the area which runs east/west, and residential properties along the streets running north and south.

Overall, the massing presents two distinct building phases, with the east portion forming a three-story red brick rectangular massing running north-south constructed in 1894 and the west portion forming slightly shorter red-brown brick three-story rectangular massing stretching east-west along Hertel Avenue and turning back to the south. While PS 51 is a single, interconnected building, these two distinct parts of the overall massing are identifiable from the primary elevation on Hertel Avenue.

The oldest portion of the building, facing Guernsey Street at the northeast corner of the site, was designed by William W. Johnson in 1894 and features a simple plan with a single, central, double-loaded corridor flanked by classrooms. In 1927-1928, Ernest Crimi's design enlarged the school with an addition, resulting in an L-shaped plan extending west and south around an auditorium. Separated by over twenty years, the exterior of each portion reflects the popular styles of their eras of construction. Johnson's design features Renaissance Revival style elements, as demonstrated by the raised basement level, dentil detailing at the cornice, overhanging eaves with wood brackets, and simple metal columns between each window in bands of six wood sash windows. On the north elevation, facing Hertel Avenue, Crimi's design exhibits Tudor Revival style elements, as demonstrated through the use of contrasting precast stone, red brick, and detailing around the fenestration set within a darker shade of brick, as well as tabbed surrounds, diamond paned windows, and a shield motif.

The two building phases are apparent from the exterior given the differences in style and material as well as a slight difference in setback and height. Together, the two parts form a plan that is roughly U-shaped, with the double-loaded corridor running along Hertel Avenue and wrapping south to the east and west. The classrooms receive light from the exterior walls, located on both sides of the corridors. A large auditorium and gymnasium are located towards the center of the south end of the 1927-1928 addition. Both in external ornamentation and internal plan, these two portions reflect two distinct eras in the history of school design as it evolved from 1894-1928.

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

County and State

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Exterior

The exterior includes two building portions from different eras, featuring two different styles. This description will divide the exterior discussion based on two phases of construction, which are stylistically distinct, rather than the entire overall elevation: first the 1894 portion to the east, and then the 1927-1928 portion to the west.

East Portion (1894)

The portion to the east dates to 1894 and is classically detailed in the Renaissance Revival style. The north and south elevations are identical, while the east elevation, which originally served as the building's primary entrance before the 1927-1928 addition was constructed, is similar with some variations. The east elevation is symmetrical, contains twin primary entrances and is five bays wide with three stories above a raised basement. The limestone foundation is visible at the raised basement, where basement windows have been bricked in. The outermost bays contain a solid brick wall on all stories, with an additional brick dentil belt course between the second and third stories. Both of these outer bays feature a cast stone sign labeled 'Public No 51 School' set within a corbelled brick square. The second and fourth bays are also identical, with an entrance on the ground floor set within a round wood arch. Above the entrance, fenestration is encased in a two-story brick round arch with dentils atop a stone sill. This fenestration includes three 1-over-1 double hung wood sash windows of diminishing height as they rise. The third story window features a rounded arch at the top. A single double hung wood sash window is also located on each story on both sides of this fenestration, set atop a simple stone sill and set under a brick keystone on the first two stories and an engaged triangular pediment atop the third story window. The central bay features a band of five double hung wood sash 1-over-1 windows on each floor, set atop a single stone sill and separated by metal Doric columns as mullions. On the third story, these windows are each topped with an additional arched window set within a round arch. The flat roof features the same overhanging eaves with wood brackets and denticulated cornice as the north elevation. There is a slight pitch in the roof at the center of this elevation.

The north and south elevations are symmetrical and two bays wide, three stories high above a raised basement. A limestone water table runs above the raised basement, where windows have been bricked but the ghost of their original openings remain. A band of six wood sash windows is located in each bay on each floor. Simple metal columns with small capitals are located between each window. Most of the original 1-over-1 double hung wood sash windows are intact, although some have received replacement panes and additional muntins. There is a flat roof with overhanging eaves and wood brackets, dentil detailing at the cornice, and bands of six windows atop stone sills. The original west elevation is now obscured by the 1920s addition, although the roofline with overhanging eaves and wood brackets is still visible.

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

County and State

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West Portion (1927-1928)

The 1927-1928 portion of the building is located to the west of the 1894 portion and joins the wall of the latter at its west end at a slight setback. The 1927-1928 design is four bays wide and three stories high, with its facade facing Hertel Avenue to the north. It is slightly shorter than the 1894 portion to the east. The first story features precast stone topped with a water table and the upper stories are red brick with precast stone surrounding the fenestration. The main entrance is located in the second bay from the east and accessed from a set of concrete stairs. It features a set of double non-historic doors set within a precast stone surround and concrete piers topped with round arches rise above the entrance on both sides. A single window is located above the entrance on both of the upper floors in this bay, set within a single two-story precast concrete surround with quoins topped with a lintel. A decorative motif is cast into the concrete between the second and third story windows in this bay. The second story window is unique on this elevation, with a diamond pane leaded glass casement windows separated by a single mullion. The third story window matches the rest of the windows on this elevation, with the original 6-over-6 double hung wood sash window intact.

The remaining three bays on the north elevation are identical in form and material. In each of these bays, there is a band of four 6-over-6 double hung wood sash windows with wood muntins and mullions. The windows are set within the precast stone of the first story, and on the upper stories a two-story precast stone surround with quoins contains the windows on the second and third stories. A decorative rectangular stone motif is located near the roofline in each of these bays. Most of the first story windows are partially boarded for security. A gabled parapet rises over this bay, with a precast stone shield motif at the roofline.

The west elevation faces East Street and has a four-bay-wide composition. The south bay consists of a dark red brick wall on the upper stories, with diamond pattern brickwork spanning two stories. The first floor of this bay is precast stone, with a protruding three-sided bay with five 6-over-6 wood sash windows. The remaining three bays are of a lighter red brick, with a concrete belt course delineating the first and second floors. Each of these bays contains several windows on each floor, although the first floor windows are currently boarded but remain intact. All windows are original 6-over-6 double hung wood sash set atop thin concrete sills. The third bay from the south features four windows on each floor, with a single window flanking both sides of a paired window. The second and fourth bays feature the same arrangement, with the addition of a single row of windows towards the outer edges of the building to the south and north. The smokestack at the southwest corner of the building is visible on this elevation at the south end of the 1-story boiler room.

The south elevation faces a parking lot and is utilitarian with little ornament. The 1927-1928 portion is three bays wide on the south elevation with the first two bays presenting a solid brick wall. The two bays to the west

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

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are one bay deeper than the third bay, with original 6-over-6 wood sash windows on the upper two floors above a service entrance on the ground floor, all facing east. The western bay contains a single set of original wood sash windows on the upper floors, with solid wall at the west end. The first story connects to an attached boiler room that is one story with no windows and a flat roof. A brick smokestack is located at the southwest corner. The two portions are connected on this elevation by a solid brick wall with an offset door that accesses a small interior courtyard to the north.

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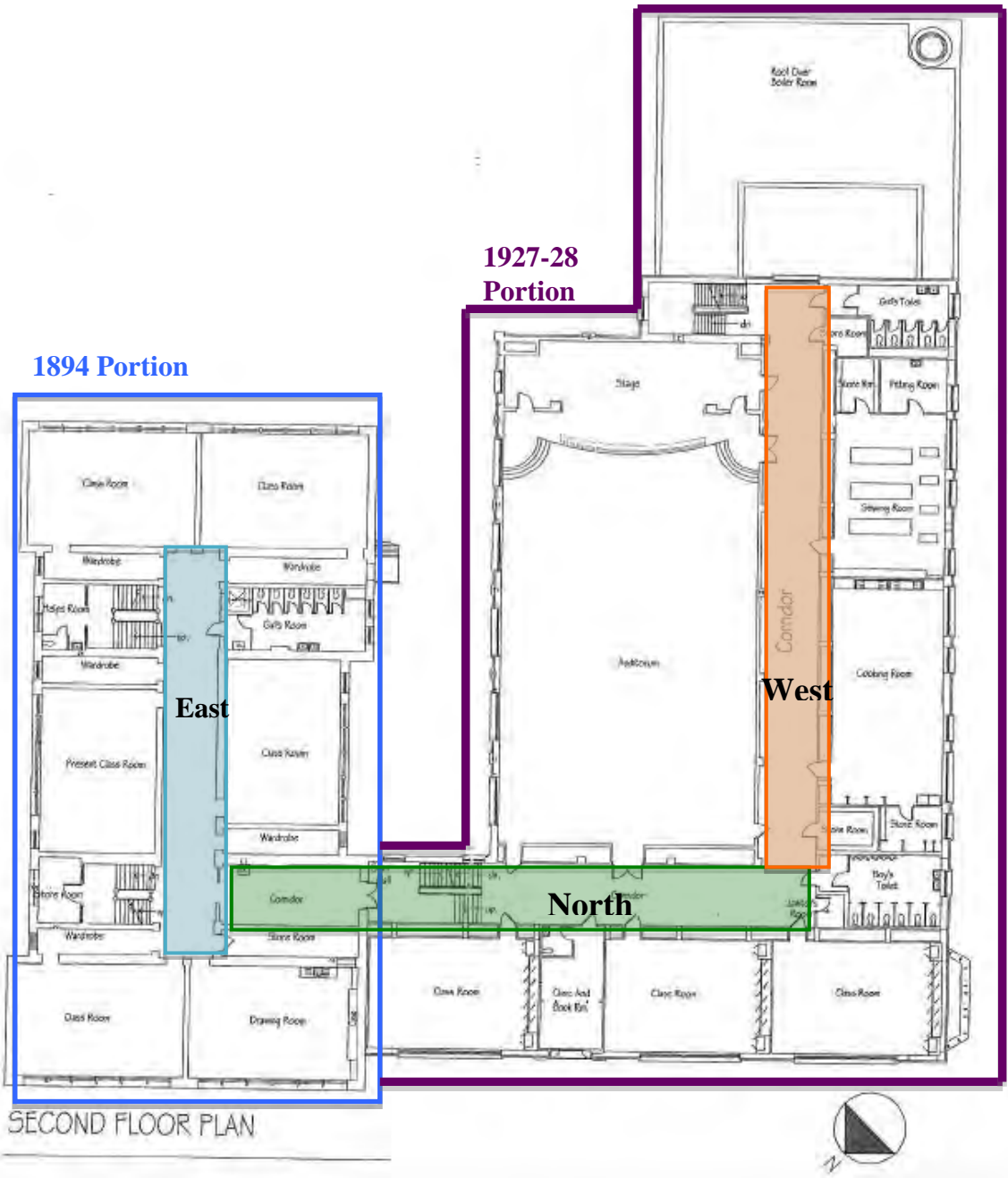
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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

County and State



PLANS
P.S. 51
BLACK ROCK ACADEMY
101 HERTEL AVE.
BUFFALO, NY 14207

SECOND FLOOR PLAN

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

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Name of Property

Erie County, New York

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Interior

The organization of the plan is somewhat irregular as a result of the two stages of construction. The plan features a path of double-loaded corridors that traverse the building in a U-shape. The corridors are identified as West Corridor (within 1927 section; runs north/south along Guernsey Street); North Corridor (connects 1894 and 1927 sections, runs east/west along Hertel Avenue); and East Corridor (within 1894 section, runs north/south parallel to East Street). Classrooms are located along each corridor, with the auditorium and gymnasium accessed from the east side of the East Corridor. The cafeteria is located at the center of the third floor of the 1894 portion, accessed on the south side of the East Corridor. Classrooms are located on both sides of the East Corridor, on the north side of the North Corridor, and on the west side 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 East Corridor does not align with the North and West Corridors, reflecting the different dates of construction and their slightly different heights. Stairs connect these corridors on each floor, located at the west end of the 1927 portion where the corridors intersect. The ceilings in the East Corridor, 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 in the 1894 portion are hardwood, and in the 1927 portion a combination of terrazzo and vinyl tile. Original chalkboards, built-in furniture, wardrobes, and doors with transoms remain extant in many places throughout the entire building.

Entrances & Vertical Circulation

There are four entrances into PS 51: two on the east elevation along Guernsey Street, one on the north elevation along Hertel Avenue, and one at the rear of the building on the east side of the 1927 addition near the boiler room. The primary entrance is on the south north elevation through a set of double doors with sidelights in wood casing and into a foyer with rib vaulted plaster ceiling. With the exception of the primary, south entrance, each entrance leads to a stair. Each of these stairs accesses the basement and all floors.

The east stairwells along Guernsey have simple oak handrails above vertical wood panels, wood newel posts and wood treads and risers that are covered with non-historic material. An oak handrail is also located along the brick wall with wood trim. An enclosed office space is located between each floor, distinguished by wood sash windows and a central wood door with lights. Each landing features a decorative wood bracket at the base of the wood newel post. The stairs to the north on Hertel Avenue and to the west at the rear of the building feature

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

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different materials and forms, as these are part of the 1927 addition. Both of these stairs have simple wood handrails along plaster walls topped with wood trim and terrazzo treads. The landing floors are also terrazzo.

Basement

The basement features the gymnasium, play rooms, locker rooms, storage rooms and mechanical spaces. Play rooms are located to the north and south of the east corridor, with locker rooms and shower rooms along the west side of the east corridor. Stairs at the north and south end of the east corridor lead to the gymnasium to the west. The gymnasium is a single room with a double height volume that goes above grade. It retains the original volume and is lit by bands of 6-over-6 double hung wood sash windows at ceiling height on the east wall only. The boiler room and fan room are located to the south of the gymnasium. The remainder of the basement features storage space or unexcavated areas. The ceilings and floors in the corridors are concrete and the walls are exposed brick. The windows in the east portion of the building have been bricked in, but the gymnasium windows remain intact in the gymnasium.

Corridors, Classrooms and Vertical Circulation

Classrooms are located along the exterior walls of the building, on both sides of the East Corridor, to the north of the North Corridor, and to the west of the West Corridor. The corridors on each floor do not align. The North and West Corridors are located at a slightly lower level than the East Corridor.

East Corridor (1894-1895)

The East Corridor features brick at 2/3 wainscot height, with plaster walls above and tin ceilings above dropped acoustical tile. Painted slate baseboards line the yellow brick wainscot with brown brick at the corners giving the appearance of quoins. The floors have been covered with vinyl tile, but original hardwood remains intact underneath. Original wood doors, with filled transoms, access the classrooms. The brick wainscot continues within the classrooms off the east corridor. Chalkboards with original wood trim are hung on the brick wainscot at a perpendicular angle to the windows. The wainscot continues around the windows, which retain original wood stools, aprons and casing. Tin ceilings are visible within the classrooms above dropped acoustical tile. The classrooms, windows and chalkboards are oriented so that light falls across the student desk from the left. Cloakrooms are located just outside each classroom, and can be accessed from the classroom through a secondary entrance. These cloakrooms are narrow spaces with the same brick wainscot and plaster walls.

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

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A bathroom is located near the southwest corner of the corridor on the first and second floor. The walls are brick and the floors are tile. The windows are historic 1-over-1 double hung wood sash and rise above dropped ceilings. There is no bathroom on the third floor. The plan of the third floor differs slightly from the other floors of this portion of the building, as it does not have a central north-south corridor and instead accommodates the cafeteria. At the center of the third floor, the cafeteria was part of the 1894-1895 construction and may have originally functioned as a small auditorium space before the 1910s. Access to the cafeteria occurs from the south through a set of double wood doors set within an arched transom, now filled. The room contains the same brick wainscot and plaster walls, with a hardwood floor likely intact beneath non-historic tile. The ceilings of the cafeteria are decorative pressed tin, visible above a dropped acoustical tile ceiling. Bands of double hung wood sash windows along the east and west wall are set within original wood casing, stools and small aprons. The south wall includes a small inset recess in the wall under a curved arch, which may have originally been a small stage for presentation. Throughout this portion of the building, stairs located to the east of the main corridor connect the basement through third floor.

North Corridor (1927-1928)

The North Corridor is the easternmost portion of the 1927-1928 addition to the 1894-1895 portion to the east. Entering through the primary entrance to the north through a foyer with rib vaulted plaster ceiling, one encounters built in cabinetry and a bas relief on the north wall of the north corridor. Classrooms are located to the north along the north corridor, facing Hertel Avenue. The walls of the corridor are plaster and acoustical tile has been suspended from the original ceiling. The floors are covered with vinyl tile, with a terrazzo baseboard that suggests that the original floors may have been terrazzo. Original wood doors with filled transoms access the classrooms on the south side of the corridor. The classrooms along this corridor retain original chalkboards and built-in wardrobes and cabinets on plaster walls. The organization of these rooms is consistent with standardized planning where light falls across the left hand of the student. The original 6-over-6 double hung wood sash windows are set within the masonry opening and have wood sills on the exterior wall to the north. A classroom at the northwest corner of the building features an additional bay of original wood sash windows along the west wall.

The gymnasium is located to the south of the corridor on the basement and first floor, accessed only from the basement level. This gymnasium has brick walls and spans above grade to occupy the first floor as well in a single volumetric space with windows on the east wall. On the upper two floors, the auditorium is located to the south of the corridor. The auditorium is accessed only from the second floor, with two entrances at its north end on the south side of the north corridor, as well as another entrance from the west corridor. The primary entrance occurs through a set of double wood doors at the center of its north end, with a protruding entry bay above the door with wood trim and wood brackets. Today the north end of the auditorium is subdivided by non-historic

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Name of Property

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partition walls in a quarter of the space, but the room would originally have been one single space. The stage, located to the south, is raised four risers above the auditorium floor, with curved steps to the east and west. The floor of the stage is hardwood. The proscenium opening features simple rope mould and panel detailing. The auditorium floor is concrete. There are no chairs remaining. Wood wainscot with a simple chair rail surrounds the space. Above the chair rail the walls are plaster. A simple wood cornice surrounds the room. Acoustical tiles have been glued to the original ceiling.

West Corridor (1927-1928)

The West Corridor runs north-south, with plaster walls and dropped acoustical tile ceilings and plaster ceilings above. The floors have been covered with vinyl tile; however, the baseboards are terrazzo, suggesting that the original floors may also have been terrazzo. The boy's bathroom is located at the northwest corner of each floor, and the girl's bathroom is at the southwest corner of each floor. The bathrooms have brick walls and tiled floors, with marble stall dividers. Each bathroom has a 6-over-6 double hung wood sash window set within wood casing.

Classrooms are located on the west side of the corridor and the auditorium is located on the east side of the corridor. Original six-light wood doors access each classroom. The floors of the classroom have VCT 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 1894-1895 construction, whereas those along the west corridor reflect the 1927-1928 addition and a change in standardized design practices. At the south end of the corridor is a stair connecting the basement through third floors. At the north end of the corridor the corridor turns to connect to the north corridor.

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BUFFALO PUBLIC SCHOOL #51 (PS 51)

Name of Property

Erie County, New York

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Statement of Significance:

Buffalo Public School #51 (PS 51) at 101 Hertel Avenue is architecturally significant under Criterion C in the area of Architecture as an example of a school building that encompass two periods that were essential to the history of school design in Buffalo, NY. Built in two stages, the first in 1894-1895 and the second in 1927-28, PS 51 notably incorporates one of the only remaining intact examples of a nineteenth-century school building remaining in Buffalo, most of which were demolished and replaced by modern schools during the twentieth century. The original portion, designed by William W. Johnson, is characterized by its Renaissance Revival style exterior and has a simple double loaded corridor interior plan typical of the nineteenth-century. The addition to the building designed by Ernest Crimi, the head architect for the city of Buffalo Board of Education, embodies a collegiate Tudor Revival style exterior and interior plan that reflects standardized school planning of the 1920s. Each of the two portions of PS 51 retains a high level of architectural integrity in terms of plan, elevation and materials, which convey the different values emphasized through school design during these two eras. Both of these architects constructed the school based on plans that were commonly accepted during their time, which were subsequently adapted to suit the individual siting, structural and surrounding context of the school. The 1894 portion reflects an emphasis on sanitation and ventilation evident in the presence of attached cloakrooms, high ceilings and corner-lit classrooms. While hygienic concerns were emphasized as a priority in school designs of the late 1890s, concerns for fire safety, prevention, and egress began to dominate school design by the 1920s. This later portion embodies these concerns, seen in the presence of a double loaded corridor, cloakrooms located within classrooms, and a large gymnasium and auditorium. Together these two portions convey an understanding of the “modern” school as it evolved from between the late nineteenth and early twentieth centuries. PS 51 also meets the registration requirements as an example of Public Architecture under the *Historic Resources of the Black Rock Planning Neighborhood, Buffalo, Erie County, NY* Multiple Property Documentation Form (MPDF). The form states that eligible public architecture within the survey boundaries must be “directly associated with a significant historical context; must have been constructed during the period of significance; and must display the distinctive features characteristic to the period of construction.” The building is located within the geographic boundaries of the Black Rock Planning Neighborhood and was built within the MPDF’s period of significance, ca. 1820s-1960. Further, PS 51 is associated with the significant historical context of school design philosophy at two different major periods of significance, first reflecting late nineteenth century values and then also embodying the standardization set forth in the 1920s. Encompassing both the Renaissance Revival and collegiate Tudor Revival styles, the school building maintains a high degree of integrity in plan, materials and design and thus meets these MPDF requirements. The architectural plan, material fabric and stylistic details of the entire PS 51 building encompass two 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 1894, and ends after the newer addition to the building was completed in 1928.

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Neighborhood Context: Black Rock¹

For much of its early history during the first half of the nineteenth-century, the Lower Black Rock neighborhood was a largely unsettled, undeveloped area on the fringe of the growing City of Buffalo to the south. The area near PS 51, north of what is now Hertel Avenue, comprised mostly farms until the late nineteenth century. In 1853, the City of Buffalo extended its boundaries, annexing all of the Town of Black Rock and receiving a new city charter. By the beginning of the 1850s—the canal towpath in Black Rock—at the foot of Amherst, Austin and Hertel—had become a significant manufacturing center with several flour mills, cooperages (barrel factories), and lumber mills. The arrival of the railroads during the mid-nineteenth century fostered the continued economic diversification of Buffalo and Black Rock into a more densely populated, more heavily industrialized area. With industry and community development the population of Black Rock rose from approximately 1,400 in 1855 to 2,200 in 1875.

Although some initial planning occurred in the area shortly after the Civil War-era, it was not until the completion of the Belt Line railroad, which encircled the City of Buffalo in the 1880s, that the Black Rock and Hertel area saw rapid growth and residential development. Already a significant railroad center for the country, in 1883 the powerful New York Central Railroad constructed a new rail line which encircled the city just beyond the areas which were settled and developed at the time. This rail line was known as the Belt Line, as it formed a belt around Buffalo. This Belt Line railroad not only provided for circulation in and around the city, but it was also linked to the New York Central's massive network of rail lines which laced the country. As a result, many industries chose to relocate or construct facilities adjacent to the Belt Line as an easy and cost-effective means to receive raw materials and ship final products. In addition to the freight capacity, the Belt Line railroad also provided city residents an easy transportation system; the conveniently spaced stops on the rail line provided access to any part of Buffalo for the cost of a nickel. Many of the stops were located in sections of the city which were less populated, such as the station at Amherst Street in Black Rock. As a result of the burgeoning industrial growth along the Belt Line in the Black Rock neighborhood, this section of the city became an enclave of immigrant laborers, attracted to settle in the area by the numerous employment opportunities.

Capitalizing on the Belt Line railroad as a means to transport large numbers of people and also quantities of freight and materials, Buffalo's Pan American Exposition grounds were constructed adjacent to the southeast end of the Black Rock neighborhood, on the east side of Elmwood Avenue in 1900 and 1901. Constructed in what had previously been vacant land, the exposition grounds were designed with a large rail station installed at

¹ This section was adapted from the MPDF for the Black Rock neighborhood, as the PS 51 building meets the requirements for Public Architecture within the boundaries. More information on neighborhood context can be found there. Source: Jennifer Walkowski, *Historic Resources of the Black Rock Planning Neighborhood* (Buffalo: Clinton Brown Company Architecture, 2010). State and National Registers of Historic Places: Multiple Property Documentation Form.

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the northern end, linking the fair to the Belt Line and the national rail lines. Following the close of the Pan-American Exposition in late 1901, this entire section of Buffalo experienced tremendous growth and development. Specifically, in the Black Rock neighborhood, the years around the turn-of the twentieth-century witnessed the creation of many of the area's streets, including Chandler and Grote Streets. This was the dawn of a new age of industrial development in the neighborhood. Like the exposition grounds, many of these new industries located along the Belt Line railroad tracks along streets such as Chandler Street and at Amherst Street near Churchill Street. Industries along Chandler Street in 1900 include the Acme Malleable Iron Works (demolished) at Military Road, Buffalo Weaving Company (demolished) near Bridgeman Street, and the Clark Manufacturing Company (demolished).

By the early 1900s, the neighborhood became home to several prominent industrial and manufacturing companies, as well as home to a significant population of immigrant laborers. The Black Rock community attracted many Eastern European immigrants, drawing a significant population of Polish, Hungarians and Ukrainians to the area. This working class immigrant group constructed simple, modest and functional housing in the area, and the housing stock in the neighborhood consisted primarily of small one and one-and-one-half story workers' cottages or two-story multi-family dwellings. The workers' cottages were popular throughout Buffalo's Eastern European-settled areas, including the Hydraulics neighborhood around Seneca and Swan Streets and throughout the East Side communities. This type of small, affordable house was typically front-gabled, wood frame construction with telescoping rear additions for additional space. Workers' cottages afforded working class families their own home while being small and relatively inexpensive. These narrow houses could be built to conform to the typical long, narrow rectangular parcels, common through the city's industrialized and working class areas.

While some initial development and settlement in the Lower Black Rock neighborhood began in the mid-1850s, it was not until the twentieth-century that this neighborhood truly began to flourish. The Belt Line railroad became a source of jobs, business and population growth for the community beginning in the 1880s. Over the next several decades, the community continued to grow as a combination of industrial businesses, churches and public services arose to meet the needs of this population. Schools were established in the vicinity as early as the 1870s, and by the turn of the century they were already overcrowded, attesting to the demand for new facilities to serve this growing community.

Buffalo Public School #51 (PS 51)

Buffalo Public School #51 (PS 51) provided elementary education to the Black Rock neighborhood from the late nineteenth century into the twenty first century. PS 51 underwent two major stages of construction and expansion during the nineteenth and twentieth centuries, first in 1894-1895 and then with an addition in 1927-

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1928, reflecting the initial growth of the neighborhood, coupled with further population growth in the Post-World War I era.

Prior to the construction of the school building on the current site in 1894, the community's elementary educational needs were met by PS 20, located at 134 East Street. This school was founded in 1876 but was quickly overcrowded. In order to relieve this congestion, PS 20 constructed a small frame annex at 101 Hertel Avenue sometime in the 1880s, but, by the 1890s, this frame building was also found to be insufficient to meet the growing demand for student accommodation. Mandatory education laws issued in 1894 flooded schools with new students, many of them from working class or immigrant families.

Addressing the need for an alternative to "relieve the badly congested building of that district," architect William W. Johnson was hired to design a new brick school building at the Hertel Avenue site in 1894.² Johnson was born in Buffalo around 1862 and began his career as a pattern maker and planing mill carpenter before entering the practice of architecture in the early 1880s, first in Saginaw, Michigan, and then in Buffalo. He designed several schools as his career gained momentum in the late nineteenth century, including the Elmwood School on Bryant Street (1893), the Gratwick School in Tonawanda, NY (1894). Both of these schools utilized the Smead-Ruttan system of warming and ventilating school buildings.³ In brief, this ventilation system was known as a dry air system that greatly reduced the dependency on steam, partly by combining the waste disposal system with the heating and ventilation of the school building and embracing 'dry closets' that burned restroom waste rather than solely putting it into city sewers.⁴ While trade journals later criticized the system, particularly due to its susceptibility to winds and warm weather, the system remained in use into the early 1900s.⁵ Johnson himself publicly declared it to be "simple in construction and economical both as to first cost and as to maintenance."⁶ He likely used this system in the design for PS 51 in 1894, which he believed, "maintains a warm and wholesome atmosphere, with a sanitary arrangement."⁷ Having designed at least three schools by 1895, including PS 51, Johnson soon became known as a prominent school architect as well as having a more versatile career. Around the turn of the century, he also designed a business block for the Armitage-Herschell Company (1898), two Colonial Revival style frame houses in Lockport (1899), a Gothic style house on Lafayette in the Elmwood Village (1900), and the Gothic Revival style Grace Episcopal Church in Ridgeway, PA (1904). He lived on Mariner Street in Allentown with his wife and daughter for most of his adult life.

² "Eight New Principals," *Buffalo Evening News* (August 6, 1895): 4.

³ "Both Sides Heard," *Buffalo Courier* (March 6, 1893): 2.

⁴ Isaac David Smead, *Ventilation and Warming of Buildings: Upon the Principles as Designed and Patented* (Chicago: H.O Shepard & Company, 1889), 104.

⁵ "The Smead System," *Domestic Engineering and the Journal of Mechanical Contracting* 49 (1909): 53-54.

⁶ "Both Sides Heard," 2.

⁷ "The New Gratwick School," *Buffalo Courier* (Sept 4 1894), 3.

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Initially conceived as an annex and secondary location for PS 20, Johnson's brick school building was identified as PS 51 by the time it opened in 1895, when the school "emerged from a citywide move for greater progressiveness."⁸ While the school was affiliated with PS 20 for several years, PS 51 operated independently as it gradually absorbed PS 20's student population over the next three decades. William C. White, a Cornell educated administrator, was the first principal of the school from 1895-1903. Other principals include William D. Fisher (1903-1917), Alvin W. Shepard (1917-1918), Marion Richardson Fitzpatrick (1918-1923), and Paul Wemsley (1923-1943).⁹ Enrollment was limited to fewer than 100 students in the first years of the school, as it initially functioned primarily to alleviate overcrowding from PS 20.

School administrators and parents frequently emphasized the community spirit of the school, which played a significant role as an anchor for the Black Rock neighborhood. As Paul Wemsley, a president of the school in the 1920s, reflected, "from the beginning it was a real community school."¹⁰ Located on the south side of Hertel Avenue between East Street and Guernsey Street, PS 51 is located in an area that has historically been categorized as a predominantly mixed immigrant neighborhood. Germans predominated in the area, but throughout the nineteenth century there was an increased mixture of Irish, Canadians, French, English and American born residents. As historian Mark Goldman noted in his research on the area, "a long-term resident of East Street, talking about the early twentieth century, stated, 'School 20 on Amherst was as mixed as the United Nations. We were mostly German, that's true. But people forget about how many Canadians we had. And French too.'"¹¹ In order to encourage consistent attendance and provide an easier transition to school for an ethnically diverse population of children in the neighborhood, the school was "among the first to introduce a homelike atmosphere, even to curtains on the windows, and to invite the PTA to visit class demonstrations and entertainment."¹² PS 51 accommodated the children of the neighborhood through this time, serving as a community hub for area citizens.

After the new school was built in 1894, the Black Rock neighborhood continued to grow in the first decades of the twentieth century. From 1894 into the early twentieth century, the 1894 school, the original 1876 school and wooden annexes were all serving the children of this district. Public officials and neighborhood representatives again urged for another expansion of the school; however, they were not successful until the 1920s. In 1916, as one report noted, "the following schools which are for the most part in the congested Italian

⁸ "Childhood Days Recalled at School 51 Celebration," *Buffalo Evening News* (December 11, 1935), 18

⁹ "Childhood Days Recalled at School 51 Celebration," 18.

¹⁰ "Childhood Days Recalled at School 51 Celebration," 18.

¹¹ Mark Goldman, *City on the Edge* (Amherst, NY: Prometheus Books, 2007), 174.

¹² "Childhood Days Recalled at School 51 Celebration," 18.

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or Polish districts, are either filled to their capacity or overcrowded.”¹³ PS 51 was listed among these overcrowded institutions and described 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.”¹⁴ One Black Rock citizen identified the need for an addition in a local newspaper, stating “if any school needs an addition it is School 51, as it is in a fast growing district. Some of the classes are housed in wooden annexes, which are not fireproof and are a menace at their best.”¹⁵ The latter refers to the wooden PS 20 annex on the property rather than the 1894-95 building. This citizen acknowledged the immense growth of the student population in this fast growing district. With the children of the district separated into a wooden annex, the 1894 PS 51 building, and the older 1876 school on another site, there was a demonstrated need to streamline this population into a single larger school building.

By the early 1920s, it became clear that the PS 51 building would need an addition in order to accommodate the neighborhood’s growing student population. In response, construction began on the new school addition in 1927. Designed by Ernest Crimi, the head architect for the Buffalo Board of Education Building Bureau, the new addition was constructed on newly acquired property, purchased for \$10,000 from Katherine M. Vollmer, directly to the west of the nineteenth-century brick school building at Hertel Avenue and Guernsey Street.¹⁶ The nineteenth-century building remained intact on the east end of the property and the new brick and cut-stone addition was connected by a passageway at the east elevation of the new construction. The remaining nineteenth-century PS 20 frame annex building was demolished to make way for the addition. Following Crimi’s plans, the board of education hired C.P. Barnwell as general contractor, Samuel Wright for plumbing and Lawrence Casting for heating in construction, which was complete by 1928.¹⁷

Ernest Crimi was born in 1890 and attended Buffalo public schools and the Technical High School before studying architecture.¹⁸ 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. In 1924, Crimi was appointed as head architect of the Buffalo School District’s architecture division for the board of education, which was responsible for designing virtually all of the new public schools and school additions erected in Buffalo from 1925 into the early 1930s. During his time in this prestigious position, Crimi designed schools throughout the city of Buffalo, including Schools Nos. 6, 17, 28, 39, 51, 53, 71, 72, 74, 75, 76, 77, 78, 80, 81, Burgard Vocational High School and Emerson Vocational

¹³ 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.

¹⁴ Education Department of the State of New York, 37.

¹⁵ “This Mother Favors Addition for PS 51,” *Buffalo Evening News* (November 18, 1926): 12.

¹⁶ “Three School Building Sites,” *Buffalo Evening News* (April 6, 1927): 5.

¹⁷ “Decide to Build an Addition to Public School 51,” *Buffalo Courier-Express* (September 14, 1927): 5

¹⁸ Lee F. Heacock, *The Buffalo Artists’ Register* (Buffalo: Peacock Publishing Company, 1926), 426.

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High School. His design for the 1927-1928 addition to PS 51 is emblematic of his style within the standardized plans used throughout many of these schools.¹⁹

Crimi's addition was designed according to the widely accepted standards of its day, with "sufficient capacity to increase the student enrollment from 600 to 1600 and will relieve congestion in the grammar schools of the Riverside district."²⁰ Several features were included in order to modernize the facilities at PS 51 at this time. The addition contained at least 12 new classrooms, an auditorium seating 600, a teachers' clinic, cafeteria, a gymnasium, shower bathrooms, manual training, domestic science and music rooms, a kindergarten and a new principal's office.²¹ In retrospect, one former student remembered the nineteenth-century building as a dark, noisy place: "Commonplace then were bare floors, screwed down desks and weekly wound clocks that ticked loudly, when four gas jets gave too little light to read."²² In contrast, the new addition represented the latest components and aesthetics of 1920s standardized school design, with plenty of light and air for students.

At the time the school was considered 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.²³ 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 thru such duplication minimum costs may be attained."²⁴ Commissioning similar plans from Crimi, 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."²⁵ 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.²⁶ Ittner's standardized designs removed the basement classrooms that many had experienced at PS 51, providing students with adequate light and air,

¹⁹ "Ernest Crimi," *The Buffalo Courier Express* (September 2, 1955): 12.

²⁰ "Work on School 51 Addition is Started," *Buffalo Evening News* (September 20, 1927), 16.

²¹ "Work on School 51 Addition," 16.

²² "Dim Past Recalled as School Observes Golden Jubilee," *Buffalo Evening News* (Sept 17, 1945): 2.

²³ The ABA was a local collective that consisted of several architects, including E.B. Green, Duane Lyman, Frederick Backus and Max Beierl. 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.

²⁴ William B. Ittner, "Buffalo School Buildings," *The American School Board Journal* 62 (February, 1921): 54.

²⁵ Buffalo Municipal Research Bureau, *Report of the Buffalo School Survey* (Buffalo: Department of Education, 1931), 136.

²⁶ Matthew Shoen, Kelsie Hoke and Caitlin Moriarty, *Buffalo Public School No. 77*, National Register of Historic Places Nomination, 2017, 8.6.

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providing maximum exposure to sunlight in classrooms.²⁷ 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.

One of the typical floor plans for new schools emerged at this time, evidenced in the figure below. Often identified as the 'flexible 'E' type' plan, this variation was adopted in the construction of new schools citywide during the 1920s. By 1927-1928, when the addition to PS 51 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."²⁸ 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. The plan for PS 51 resembles approximately half of this plan, with an east and west wing and the gymnasium and auditorium placed at the rear. While the building does not form an E plan it forms a smaller version of this plan, a U-shaped plan.

The plan for the addition to PS 51 adopted something akin to an E type plan by utilizing the preexisting east corridor. 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 full E type plan that was recommended at the time. His use of a U-shaped plan, however, enabled him to install a systematized path of double-loaded corridors that traversed the building in a shape that 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 near the juncture of the old and new buildings, Crimi created a small internal courtyard for interior light. 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 1894-95 building.

²⁷ William B. Ittner, "The School Building Program," *The American School Board Journal* 62 (National School Boards Association, 1921): 52.

²⁸ Buffalo Municipal Research Bureau, *Report of the Buffalo School Survey*, 134.

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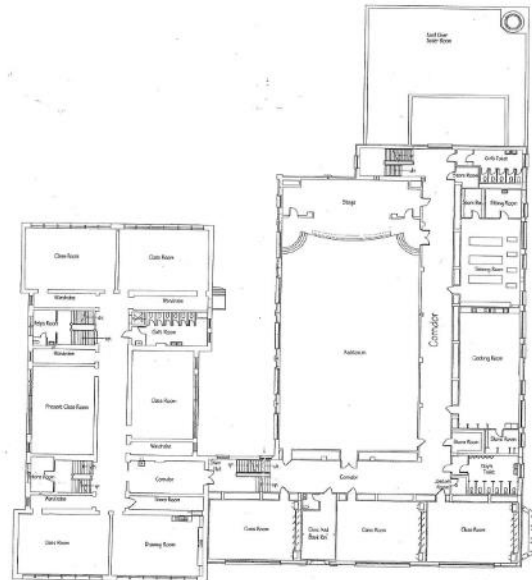
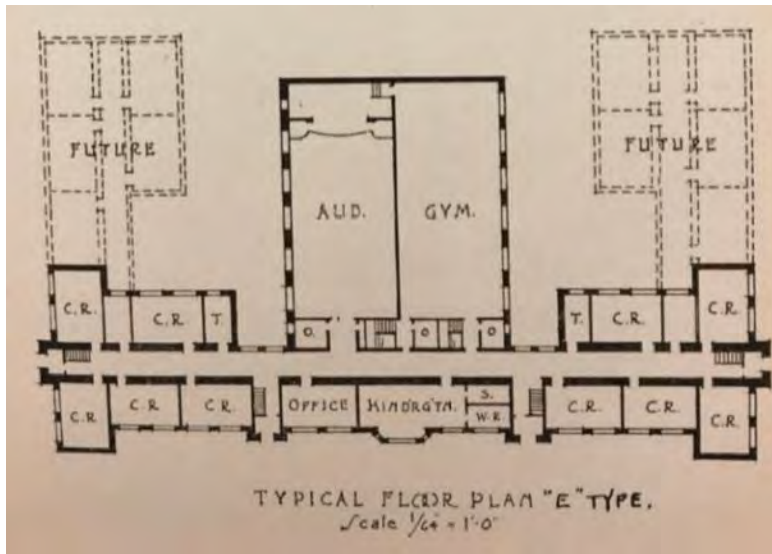


Figure 1. On the left, a standardized E -shaped plan for typical school building in Buffalo. From Buffalo Municipal Research Bureau, 1931. On the right, the plan for PS 51.

Despite the adoption of these standardized plans, the design for PS 51 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.”²⁹ At PS 51, the presence of precast stone details, metal Doric mullions and wood brackets exemplifies the application of individual stylistic details to these otherwise standard designs, lending a unique architectural identity to the school in both portions. As such, the PS 51 building was designed to accommodate a growing Black Rock community by utilizing the ideals of school design as they evolved from the late-nineteenth into the early twentieth century.

School Building in Buffalo

School construction in Buffalo is well described in the National Register nominations for Buffalo Public Schools Nos. 24, 44, 56, 57, and 77, which provide more in depth context of the overall history of school building in Buffalo. As they note, there were three periods of intense school construction in the nineteenth century. The years 1838 and 1839, as a result of the new school laws, saw an increase in school buildings from seven to thirteen. 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 Black Rock/Riverside area constructed schools around this time, with School 20 at 134 East Street established in 1876

²⁹ Ittner, 54.

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(demolished). Like many others, this frame school building was soon so congested that a new, brick school was required to accommodate the neighborhood students. This is when the frame annex, also known as School 20, was constructed a few blocks away at the future site of PS 51 on Hertel Avenue to accommodate additional student services.

The third period of heavy school construction occurred between 1880 and 1900, when Buffalo's student enrollment almost doubled.³⁰ In the late nineteenth century the population in Buffalo increased dramatically. Buffalo passed legislation that provided tuition free education in the 1890s, and the number of students attending schools increased at that time. Free text books were introduced into the Buffalo school system in 1893, enabling students throughout the city to gain easier access to required materials despite their economic position.³¹ Due to a combination of factors, including these initiatives and overall population growth, Buffalo required the construction of several more schools to accommodate more students. As one newspaper reported, "The opening of 7 large new buildings at the beginning of the 1895 term is something that has not been accomplished before in the history of the department...together they will accommodate over 500 pupils, and it is hardly necessary to say that no such event has happened before in this city."³² The original section of PS 51 was constructed during this era, along with six other new schools that were built in the years surrounding 1894-1895. Initially established as additional space for PS 20 next to its frame annex at 101 Hertel Avenue, the new brick school building was also known as PS 51 and soon began to absorb many of PS 20's students, becoming a independent school of its own. The original frame PS 20 annex was originally maintained as a manual training shop and janitor quarters until 1926.³³ Over time, PS 51 absorbed its population entirely, which led to the closing of PS 20 in 1935.

The construction of new schools increased in the early twentieth century. Nine new schools were constructed during the 1910s, and 24 new school buildings and 26 additions to existing school buildings during the 1920s.³⁴ In 1920s, the city began a streamlined effort to design, and erect a standardized system of schools in response to Buffalo's booming population. 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."³⁵ 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

³⁰ Ittner, 54.

³¹ "Childhood Days Recalled at School 51 Celebration" *Buffalo Evening News* (December 11, 1935):18.

³² "Eight New Principals," *Buffalo Evening News* (August 26, 1895): 4.

³³ "School 51 Plans 40th Birthday," *Buffalo Evening News* (December 9, 1935): 1.

³⁴ Buffalo Municipal Research Bureau, *Report of the Buffalo School Survey*, 136.

³⁵ Ittner, 52.

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of school buildings and the replacement of old and unfit structures, may be looked on as a more or less continuous program.”³⁶ In Black Rock, PS 51 was part of this trend, requiring significant expansion to accommodate population growth in the neighborhood since 1900. When the substantial addition designed by Ernest Crimi was constructed at PS 51 in 1927-1928, three schools existed within the limits of the Black Rock/Riverside community: “School 51 with an enrollment of 800; School 60 with more than 1300 students, and School 65 with 800 pupils.”³⁷

This citywide 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, extant) into the early 1920s. Beck worked as a member of the Associated Buffalo Architects, a group composed of leading architects such as E.B. Green, Duane Lyman and Max Beierl, who 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 (ABA).³⁸

After the ABA disbanded in 1924, the board of education created its own building bureau and appointed Ernest Crimi as its head architect by 1925. Working with James F. Gill, the head structural engineer, and William B. Ittner, a consulting architect from St. Louis, Crimi designed virtually all of the public school buildings for the city of Buffalo Board of Education into the 1930s, including the PS 51 addition.

School Design: From the Late-Nineteenth Century to the Early Twentieth Century

The two periods of construction for the PS 51 building represent the evolution of school design from the late nineteenth century to the early twentieth century. When the school building was first designed in 1894, its layout and form reflected late-nineteenth-century concerns regarding hygiene that were already becoming outdated by the early twentieth century. The 1927-1928 addition brought the school into the twentieth century, addressing fire safety concerns while also providing better artificial lighting, shorter ceilings, and a standardized style of aesthetic design common throughout most of Buffalo’s public school buildings from the 1920s.

³⁶ Buffalo Municipal Research Bureau, *Report of the Buffalo School Survey*, 136.

³⁷ “Work on School 51 Addition is Started,” *Buffalo Evening News* (September 20, 1927), 16.

³⁸ *Common Council Proceedings* (Buffalo: City of Buffalo, 1930), 250.

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Urban School Design in the Late Nineteenth Century

As one of few school buildings from the 1890s remaining in Buffalo today, the east portion of PS 51 is a good example of this transitional era of school design. The oldest remaining portion of PS 51 was constructed at a time when school design theory was rapidly changing at the end of the nineteenth century. There is substantially more variation amongst elements from school buildings from the 1890s, as “tendencies to regulate and standardize certain features had not yet begun.”³⁹ After 1900, there was a “marked increase in efforts to establish standards, to define certain practices as optimal and others as undesirable,” so it becomes easier to identify particular characteristics that categorize many school buildings after this time.⁴⁰ Schools constructed during this decade tend to represent a mixture of nineteenth century ideals at the cusp of new twentieth century standardization trends.

Overall, many of these late-nineteenth-century features reflected a design emphasis on maintaining proper hygienic practices. 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 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.”⁴¹ 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 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. This is the case in the orientation of classrooms in PS 51. 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 in a school as it is in a hospital.”⁴² In keeping with maintaining hygiene, wardrobes that are well ventilated to hang damp outer clothing and put dirty shoes were recommended.

Around the turn of the century, several publications emerged as part of a broader movement to identify common architectural concerns, solutions and ideals in school design. Many of these ideals had already appeared in school buildings from the 1890s, but they had not yet been identified and streamlined in standardized plans and theories. Early-twentieth-century volumes emphasized the importance of ventilation and lighting in regards to hygiene, identifying specific ways in which school buildings could promote a clean environment for education.

³⁹ Suzanne Warren, “Context Study: The Schools of New York State,” (Ithaca, submitted to NYSHPO: August 1990), 1.

⁴⁰ Warren, “Context Study,” 1

⁴¹ Edward Richard Shaw, *School Hygiene* (London: MacMillan & Co., Ltd. 1901), 17.

⁴² Edmund March Wheelwright, *School Architecture* (Boston: Rogers & Manson, 1901), 41.

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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.⁴³

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. Multiple entrances were desired, as 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.”⁴⁴ *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.”⁴⁵ 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.”⁴⁶ Common elements of 1890s school design included: rectangular or square classrooms, cloakrooms in or adjacent to each individual classroom, usually two entrances into each classroom, unilateral or bilateral lighting from windows was the only source of illumination in classrooms, which occasionally had built in shelving.⁴⁷ Playrooms were becoming common, typically segregated by sex and located in the basement. Teacher’s rooms were typically small and “sometimes located off stair landings.”⁴⁸ If an assembly room was present, it was usually small and located on the top floor of the building.⁴⁹ In terms of circulation, a central stairwell was common, along with a symmetrical plan that often had a central corridor.

The building included a cloakroom attached to each classroom, which was a typical late-nineteenth-century design before sanitation theories advocated for placing the cloakrooms away from the students in the basement or cabinetry. Located off a double loaded central corridor with two decentralized stairwells accessing each floor, the rectangular classrooms with unilateral lighting feature two entrances. Playrooms were located in the basement, teacher rooms were located off stair landings and a small assembly room/cafeteria was located on the top floor of the building. Furthermore, the building reflects a late-nineteenth century design approach typically

⁴³ 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.

⁴⁴ Wheelwright, 12.

⁴⁵ Shaw, 14.

⁴⁶ Shaw, 17.

⁴⁷ Warren, “Context Study,” 12.

⁴⁸ Warren, “Context Study,” 12.

⁴⁹ Warren, “Context Study,” 12.

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aligned with ‘germ theory,’ which suggested that germs preferred dark, damp places and as a result contributed to sickness.⁵⁰ In an effort to provide plentiful illumination and ventilation, late-nineteenth-century schools often included large transom windows and doors that are affiliated with a pre-mechanical air filtration system. Despite these germ theories being later disproven, the older portion of PS 51 still features the tall ceilings with pressed tin, filled transom windows and attached cloakrooms that are associated with late-nineteenth-century school design. These elements are indicative of typical commonalities amongst school buildings from the 1890s, and therefore the east portion of PS 51 represents a holdover of late nineteenth century school designs, with concerns for hygiene reflected in its arrangement of cloakrooms, classrooms and lighting schemes.

Standardized School Design in the Early Twentieth Century

When the PS 51 building was originally built in 1894-1895, it was designed according to these late-nineteenth century ideas about school design. During and shortly after the time the school was built, newly identified standards in school design led to the development of an entire typology related to school construction. 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.”⁵¹ 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.”⁵² 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.”⁵³ In 1904, New York became the first state in the country to require the review of all new school building plans.⁵⁴ Standardization and building codes thereby became an institutionalized practice with increasing influence over school design in the following decades.

Around this time, fireproof construction became a major concern. Schools began to recognize the need for a second, decentralized staircase for fire safety, and PS 51 incorporated this before some other schools. While student safety had already been a design consideration around the turn of the century, evidenced by the two decentralized staircases in the east portion, the concern for fire prevention and rapid egress became particularly pronounced in the years following World War I. Two tragic fires, in Collingswood, Ohio, in 1908 and Peabody, Massachusetts, in 1915, prompted more direct attention to fire safety regulations. In response to these tragedies, advocates promoted well-defined corridors and easy exit strategies, re-envisioning school corridors

⁵⁰ Warren, “Context Study,” 117.

⁵¹ *American School Board Journal*. New York: Wm. Geo. Bruce, Publisher. 1902.

⁵² *American School Board Journal*, 1902.

⁵³ *American School Board Journal*, 1902.

⁵⁴ Suzanne Warren, “The American School Building: 1890-1920” (Master’s thesis, Cornell University, 1985), 192.

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and auditoriums in the process. 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.

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. 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.”⁵⁵ 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.

In addition to fire safety measures, the continued concern for hygiene and sanitation led to the rise of new design responses from the 1900s-1920s. 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.⁵⁶ It was not just the classrooms, but also accommodations for toilets and clothing, adequate ventilation, lighting 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.”⁵⁷ 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.”⁵⁸ Maintaining cleanliness was considered part of sanitation, and standards for toilet rooms, ventilation and finish materials that were easily cleaned was also discussed.

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

⁵⁵ Shaw, 17.

⁵⁶ *Proceedings of the First, Second and Third Congresses of the American School Hygiene Association* (Springfield: American School Hygiene Association, 1910).

⁵⁷ *Proceedings of the Congress of the American School Hygiene Association*.

⁵⁸ *Proceedings of the Congress of the American School Hygiene Association*.

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contained in the work,” acknowledging help received from Edmund M. Wheelright, Rolla C. Carpenter, and R. Clipston Sturgis, among others, who were also cited in previous publications. 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.

At PS 51, the design of the 1927-28 addition reveals many of these twentieth-century concerns. Crimi’s addition to the building emphasized enclosed circulation routes, forming a U-shape that could provide a cohesive flow through the building while also enabling the isolation of each corridor during the event of a fire. Since New York State didn’t require school buildings to contain a public space for students and communities until 1916, the 1894-95 portion of the school lacked a significant public space, aside from a small cafeteria, in its original plan.⁵⁹ The rear portion of the 1927-1928 addition contained a large gymnasium-auditorium, reflecting a need for both a physical education space as well as a gathering space that had been identified in the early twentieth century. The gymnasium was placed in the basement for soundproofing, and the auditorium on the second floor. The plan featured a central corridor flanked by classrooms, each with windows on only one side. While Johnson’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 51 demonstrates the history of school design through two significant eras, from the 1890s to the 1920s.

After the Period of Significance

PS 51 continued to provide elementary education to the Black Rock neighborhood on Buffalo’s north 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 historian Suzanne Warren has suggested, “School buildings did not undergo dramatic physical changes during this era,” although technological advances such as artificial lighting eased the need for the specific fenestration previously required to illuminate classrooms.⁶⁰ The surrounding community demographics shifted substantially after World War II, when the neighborhood began to experience a loss in population due to suburban flight. Some 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. These features typically were installed in the 1970s in an attempt to maximize energy efficiency in schools during the energy crisis.

⁵⁹ Warren, “The American School Building...,” 223.

⁶⁰ Warren, “The American School Building,” 260.

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In 1976, school desegregation laws went into effect citywide, bringing significant changes to the Buffalo school system and to PS 51. With approximately 3,305 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 51 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.⁶¹ 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.⁶² 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."⁶³ Considering the task achieved, the court lifted the mandate to desegregate schools in 1987. By the 1990s, the majority of the student population at PS 51 was black, with a sizeable Hispanic community as well.

PS 51 continued to function as an educational institution throughout this time and into the twenty-first century, even though its original elementary school program had substantially changed during this time. Due to a change in population and citywide school restructuring, the school closed in 2005. It was used as temporary school space for the Math and Science Technology Prep school in the early 2010s and is currently vacant.

Summary

Buffalo Public School #51 (PS 51) is significant as a school building with a high level of integrity in design, materials and plan and conveys historic meaning and an understanding of the evolution of the "modern" school from 1894-1928. The school's design, including its building orientation, classroom size, corridor size, stairs, lighting, heating, ventilation, and fireproof construction, served as an influential component of a child's physical, mental and moral health. The building is an excellent example of the standardized typologies employed by William W. Johnson and subsequently by Ernest Crimi, who was the head architect for the city of Buffalo Board of Education. Both of these architects constructed the school based on plans that were commonly accepted during their time and which 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

⁶¹ Michael Winerip, "School Integration in Buffalo is Hailed as a Model for U.S.," *New York Times* (May 13, 1985).

⁶² Winerip.

⁶³ Winerip.

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details of the entire PS 51 building encompass two building periods that were essential to the history of school design in Buffalo, NY.

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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 original parcel associated with this building, which was historically owned and occupied by PS 51. The historic boundaries are identical to the parcel boundaries today, and this boundary reflects its historic function and design as a public school beginning with the period of significance in 1894.

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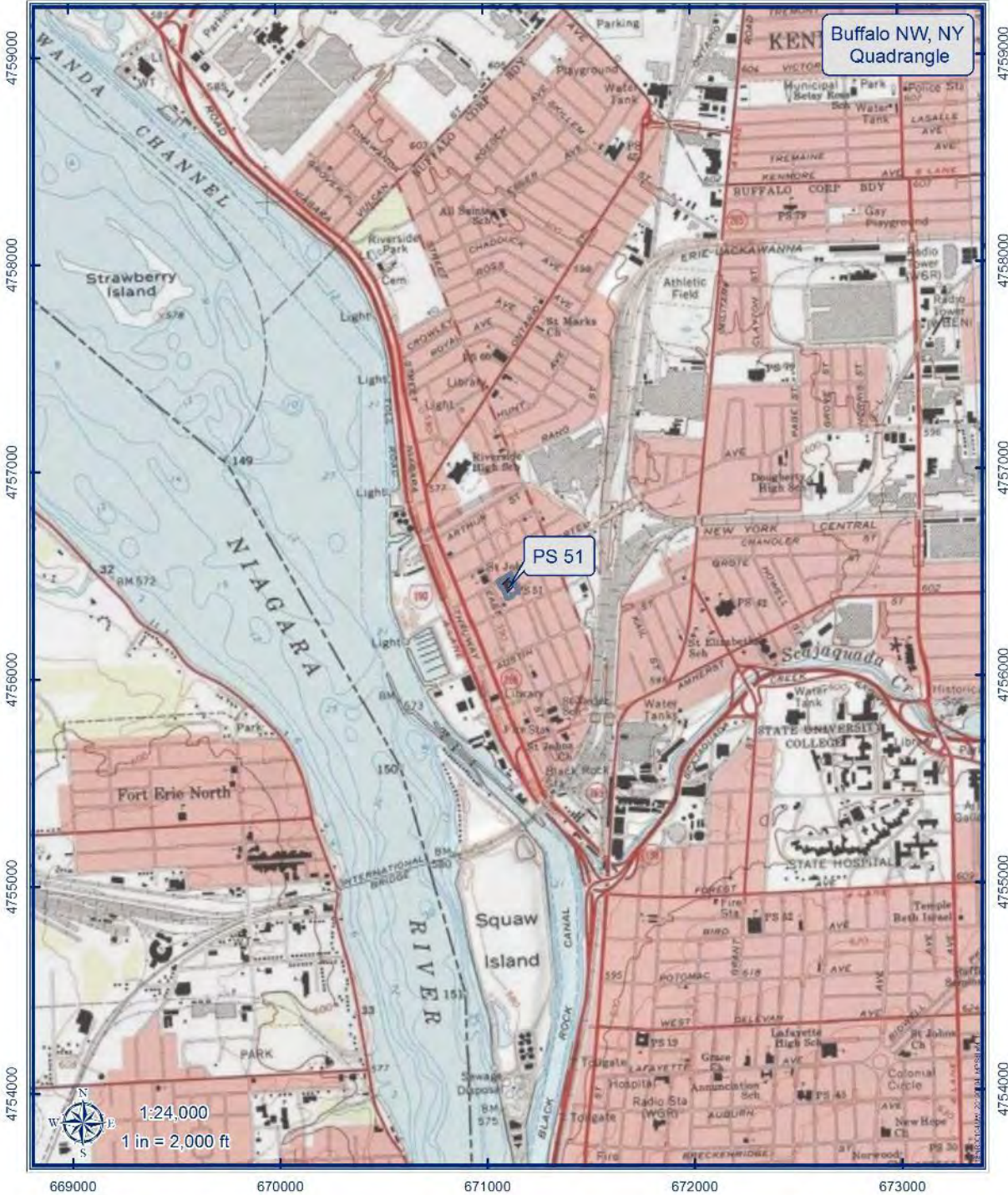
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Buffalo Public School #51 (PS 51)
City of Buffalo, Erie Co., NY

101 Hertel Avenue
Buffalo, NY 14207



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



Public School #51



**Parks, Recreation
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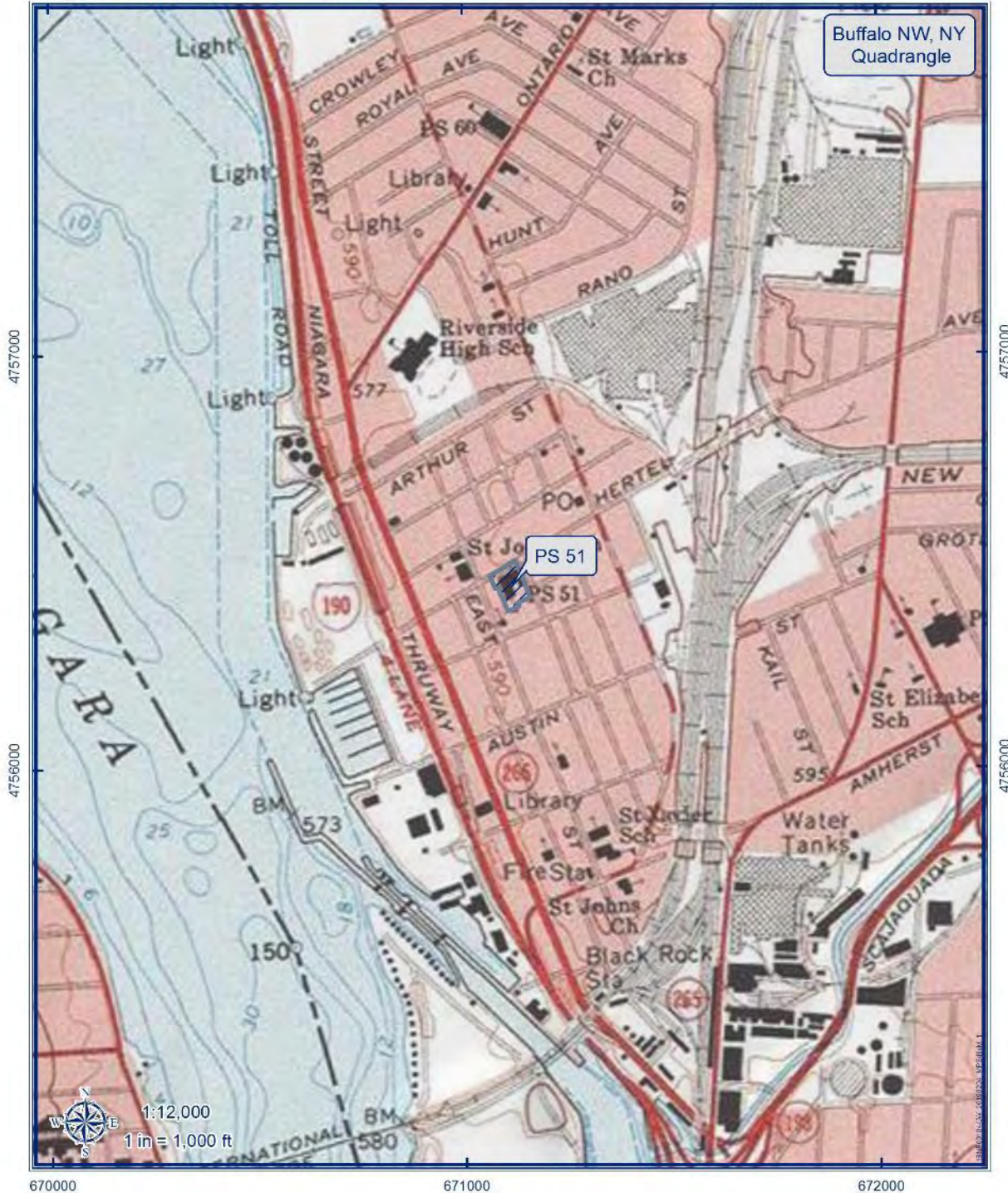
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Buffalo Public School #51 (PS 51)
City of Buffalo, Erie Co., NY

101 Hertel Avenue
Buffalo, NY 14207



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



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Buffalo, NY 14207



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



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Additional Information

Photo Log:

Name of Property: Buffalo Public School #51 (PS51)
City or Vicinity: Buffalo
County: Erie
State: New York
Name of Photographer: kta preservation specialists
Date of Photographs: December 2018
Location of Original Digital Files: kta preservation specialists: Buffalo, NY 14216

NY_Erie County_Buffalo Public School #51 (PS51)_0001

North and partial east elevations looking southwest from the intersection of Hertel Avenue and Guernsey Street. Note 1894 portion of building to the east and 1927-1928 addition to the west.

NY_Erie County_Buffalo Public School #51 (PS51)_0002

North elevation looking southeast from Hertel Avenue. Note 1894 portion of building to the east and 1927-1928 addition to the west.

NY_Erie County_Buffalo Public School #51 (PS51)_0003

Looking south from across Hertel Avenue showing north elevation of 1927-1928 addition.

NY_Erie County_Buffalo Public School #51 (PS51)_0004

Looking southeast from Hertel Avenue showing partial north and west elevations of 1927-1928 addition.

NY_Erie County_Buffalo Public School #51 (PS51)_0005

Looking southeast from East Street showing west elevation of 1927-1928 addition.

NY_Erie County_Buffalo Public School #51 (PS51)_0006

Looking north showing partial south elevation and west elevation. Note 1894 portion of building to the east and 1927-1928 addition to the west.

NY_Erie County_Buffalo Public School #51 (PS51)_0007

Looking north showing partial north elevation of 1927-1928 elevation and north elevation of 1894 portion of the building.

NY_Erie County_Buffalo Public School #51 (PS51)_0008

Looking northwest from Guernsey Street showing east elevation of 1894 portion of the building.

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NY_Erie County_Buffalo Public School #51 (PS51)_0009

Looking southwest from Guernsey Street showing east and north elevations of 1894 portion of the building.

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County: Erie
State: New York
Name of Photographer: Carmina Wood Morris
Date of Photographs: December 2018
Location of Original Digital Files: Carmina Wood Morris Buffalo, NY 14216

NY_Erie County_PS 51_0010

Looking south toward stage and proscenium opening in auditorium, 1927-1928 addition. Note plaster cornice detailing at ceiling and curved steps accessing stage.

NY_Erie County_PS 51_0011

Looking northwest showing side entrance into auditorium. Note plaster cornice detailing.

Name of Property: PS 51
City or Vicinity: Buffalo
County: Erie
State: New York
Name of Photographer: kta preservation specialists
Date of Photographs: December 2018
Location of Original Digital Files: kta preservation specialists: Buffalo, NY 14216

NY_Erie County_PS 51_0012

View looking south west showing arched openings along west wall of corridor, 1894 portion of building. Note polychromatic brick detailing to articulate corners and decorative tin ceiling above non-historic acoustical tile.

NY_Erie County_PS 51_0013

Looking west showing corridor in 1894 portion of building and doors connecting to 1927-1928 addition. Note polychromatic brick detailing to articulate corners and decorative tin ceiling above non-historic acoustical tile.

NY_Erie County_PS 51_0014

Detail of wood stair and offices on landing in 1894 portion of building. Note polychromatic brick detailing to articulate corners and transition from corridor to stair.

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NY_Erie County_PS 51_0015

Typical classroom, 1894 portion of building. Note wood detailing and brick below chair rail similar to brick in corridor.

NY_Erie County_PS 51_0016

Looking south along corridor, 1927-1928 addition. Auditorium is located behind wall to the west.

NY_Erie County_PS 51_0017

Detail of stair and newel post, 1927-1928 addition, from landing between 2nd and 3rd floors. Note terrazzo floors.

NY_Erie County_PS 51_0018

Classroom, typical, 1927-1928 addition.

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Buffalo Public School #51 (PS 51)
From Schools of Buffalo Edited by J. Henry Wood (1899)

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

**National Register of Historic Places
Continuation Sheet**

Section 11 Page 5

BUFFALO PUBLIC SCHOOL #51 (PS 51)
Name of Property
Erie County, New York
County and State



Buffalo Public School #51 (PS51) (1908)

From Buffalo (N.Y.). Department of Public Works, "School No. 51, Guernsey Street School," B&ECPL Digital Collections, accessed January 24, 2019, <http://digital.buffalolib.org/document/1796>.

Note the addition of fire escapes to help promote fire safety from the upper floors, on what appears to have been the back of the building, especially after many devastating school fires occurred throughout the country around this time.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

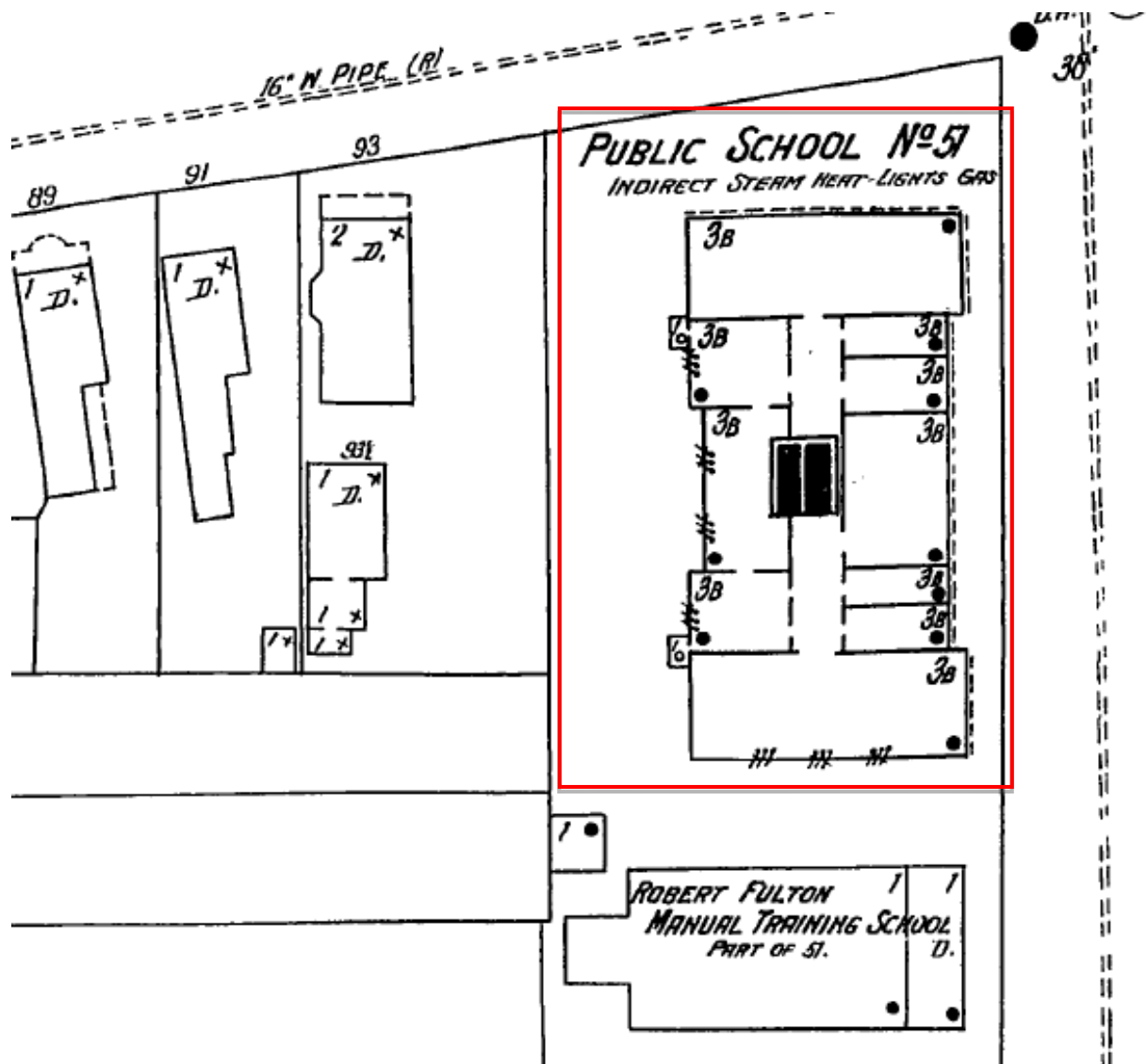
Section 11 Page 6

BUFFALO PUBLIC SCHOOL #51 (PS 51)
Name of Property
Erie County, New York
County and State

Historic Maps

Sanborn Fire Insurance Map, 1900. Volume 4, Sheet 359.

Building outlined in red is the east portion of the present day building, constructed in 1894-1895. The frame building to the south was the former annex, demolished in the 1920s.



**United States Department of the Interior
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Continuation Sheet**

Section 11 Page 7

BUFFALO PUBLIC SCHOOL #51 (PS 51)
Name of Property
Erie County, New York
County and State

New Century Atlas, 1915. Note only the 1894-1895 portion has been constructed at this time.





ONE WAY
HERTEL

55





BLACK ROCK ACADEMY
100 WEST BROADWAY 404-894

Main School
and
Temporary
Location



BLACK ROCK ACADEMY
100 STATE STREET, NEW BRUNSWICK, NJ 08901

Math, Science
and
Technology Dept.
TEMPORARY
LOCATION



1913

1913

1913





ONE WAY
←

TEL

GUERNS







ONE WAY
←

TEL

GUERNS





NO OPEN FLAMES
NEVER TO EXCEED
510





EXIT





Don't forget to...
Make up work
Save your grade!

Review	1/24
Practice	1/25
Test	1/26

Linear Function
y = mx + b
m = slope
b = y-intercept

Example: y = 2x + 3





EXIT ▶



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: 4/23/2019 Date of Pending List: 5/9/2019 Date of 16th Day: 5/24/2019 Date of 45th Day: 6/7/2019 Date of Weekly List: 6/7/2019

Reference number:

Nominator:

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input checked="" 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 6/3/2019 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

ERIK KULLESEID
Acting Commissioner



19 April 2019

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 three nominations, all on disc, to be considered for listing by the Keeper of the National Register:

Buffalo Public School #51 (PS 51), Buffalo, Erie County
Seneca Plumbing and Heating Company Building, Buffalo, Erie County
First Presbyterian Church of Lewiston and Lewiston Village Cemetery, Lewiston, Niagara County

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