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The book cover features a dark, textured background with a prominent, ornate floral border. The border is composed of repeating, stylized floral motifs in each corner and along the edges, creating a rich, decorative frame. The central text is set within a rectangular area defined by a thin, light-colored border.

SCHOOLS OF BUFFALO

J. HENRY WOOD, EDITOR

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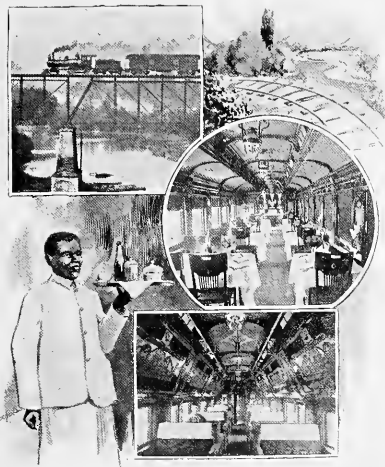
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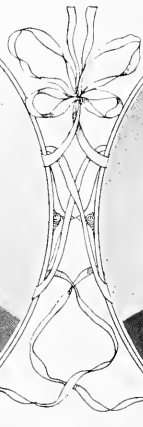
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OLIVER G. STEELE,
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HENRY P. EMERSON,
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SCHOOLS OF BUFFALO.

A SOUVENIR HISTORY AND DESCRIPTION OF THE PUBLIC
SCHOOLS OF BUFFALO.

Edited by J. HENRY WOOD,

Editor of "Municipality and County," "Municipal Buffalo," "Municipal Year Book of the United States," etc.

(Published by MRS. IDA C. WOOD,
31 CHURCH STREET, BUFFALO, N. Y.

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Historical (1807 to 1899), and Department of Public Instruction, pages 1 to 13.

Superintendent of education, grade supervisors, principals, teachers, and special departments, pages 65 to 74.

Illustrations, comprising half-tone engravings from 226 special photographs, and including portraits of Oliver G. Steele (first city superintendent), Jesse Ketchum, former superintendents, the first Board of School Examiners, and a group of former graduates now prominent business men; photographs of Superintendent Emerson, Superintendent of German Chemnitz, supervisors Ida C. Bender and C. Norman Millard, high school principals Vogt, Fosdick, and Detmers, and of seventy-five other principal- and special instructors; also portraits of Mayor Diehl and the Schools Committee of the Common Council, of the present Board of School Examiners, and of the fifteen officers and trustees of the Women Teachers' Association; also views of *every public school in the city*, of Manual Training School and Vacation School classes, of the new schools to be erected in 1899, a map of Buffalo showing the boundary lines of the sixty school districts and location of all schoolhouses, the "living shield," the schoolhouses of 1852, the Chapter House, and many other views.

On the last pages are a few selected advertisements of reliable concerns. On inside back cover is the card of the Equitable Life Assurance Society.

Prices, "Melton" cover, 25 cents; "Princess" cover, 50 cents; cloth-bound, gilt edges, \$1.00.



PUBLISHER.



EDITOR.

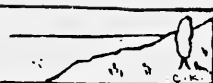
27729 Apr 22 99.

A meeting of the Inhabitance of the Village of Buffalo
 meet on the Twentyninth Day of March Eighteen
 hundred & Seven at Joseph Landon's inn
 By a Vote of Sa meeting Leenas Barker In the Chair
 for the purpos to erect a School House in Sa Village
 by a Subscription of the Inhabitance 30650
 also Voted that Samuel Pratt Joseph Landon
 & Joshua Gillet be a Committee to Receive Sa Money
 & to See that they are Appropriated on
 the School House above mentioned which Subscrip-
 tions are to be paid in by the first Day of June next
 or Such part of it as Shall be wanted by that time

Facsimile of pledge made in 1807 by inhabitants of Buffalo to contribute towards building the first public schoolhouse.



INTRODUCTION



What is now the northwest corner of Pearl and Swan streets, the building of Buffalo's first schoolhouse was commenced in 1807 and completed in 1808, being built by public subscription of money, material, and labor. The subscription list was a pocket memorandum book, the pledge covering the first page, and the subscription, with credits for payments, extended through the book. A full-sized facsimile of the subscription pledge, reproduced by courtesy of the Buffalo Historical Society, is given on page 4. During the War of 1812 almost all the buildings in Buffalo, including the schoolhouse, were burned. After the war a first enterprise was the formation of a school district, in 1815, with Frederick Miller, William Hodge, and Alvin Dodge as trustees. They repaired the old schoolhouse, hired a teacher—S. Fuller,—and in December of 1816 secured an appropriation of sixty dollars to secure a site and hire the teacher another quarter. In 1818 a school tax was levied on real and personal property, valued at \$275,677, which yielded a fund of \$554. The district at that time was coextensive with the limits of the village, and in order to make the one small schoolhouse accommodate the entire community, it was moved about from place to place. Thus the system started and grew under the district organization (the township being the main political division), and continued until 1838. The history of the present system of public schools begins at this point, its three stages of development being the establishment of the city system in 1838, the making of the office of superintendent elective in 1854, and the changes of 1892, one of which was the establishing of the Board of School Examiners.

The village of Buffalo, which had been incorporated as such in 1813, was changed to a city in 1832. The city was divided into five wards, and was authorized to elect annually two aldermen and one assessor from each ward. These aldermen, together with the mayor, constituted the Common Council. The mayor and all other city officers were chosen by the aldermen, and not, as now, by the people at general election. This was changed in 1840, and the office of mayor was made elective.



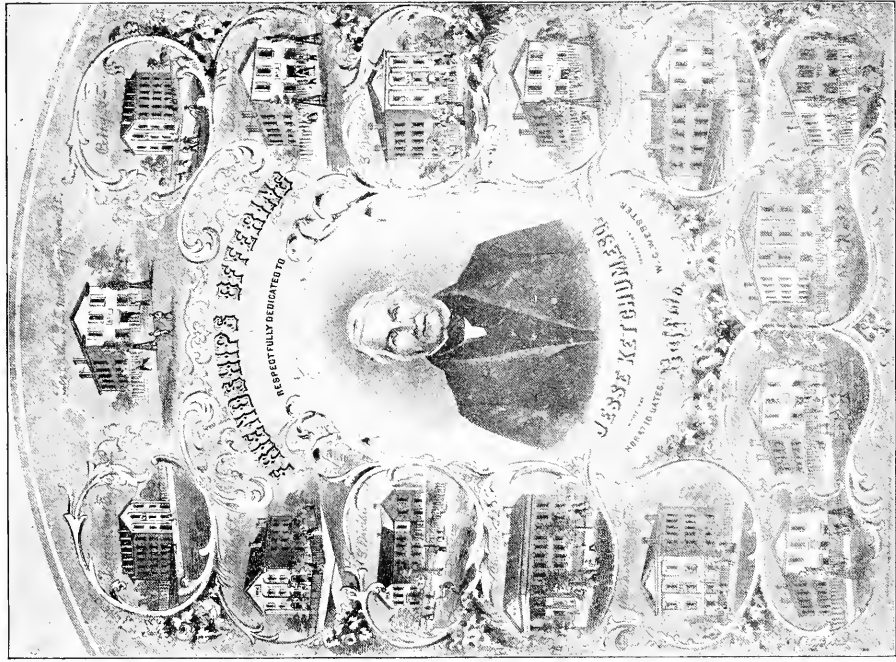
HISTORY-1838 TO 1899

In 1837 the township system was abolished and the control of its own schools placed in the hands of Buffalo's municipal government, making it the first city in the state to support its own schools entirely by taxation. The office of city superintendent of schools was created, this being the first such office in the United States. As in the case of the mayor and other officers, the superintendent was selected by the aldermen. At the time this change went into effect, there were six school districts.

The first city superintendent of schools for Buffalo was Oliver Gray Steele, whose portrait (obtained through the courtesy of the Buffalo Historical Society), is coupled with that of Superintendent Emerson in the frontispiece. Two prior appointments were made, but the appointees refused the office. Mr. Steele was born in New Haven, Connecticut, in December, 1805. He located in Buffalo in 1827, and became prominently identified with the growth of this community. In addition to being superintendent of schools, he was an active member of the Common Council, secretary and president of the Buffalo Waterworks, and for thirty years secretary and manager of the Buffalo Gaslight Company. His first term commenced in 1838, terminating in 1840; his second term covered 1845 to 1846, and his third term 1851. His earnest work for the schools, reorganizing and extending the districts and building new schoolhouses, earned for him the title of "The Father of the Public Schools of Buffalo." From 1838 to 1852 the schoolhouses increased, mainly through Mr. Steele's efforts, from six to sixteen. The picture on page 7 shows the schoolhouses of 1852 complete, most of which were built under Mr. Steele's superintendency.

In 1838 there were in the six districts one hundred and seventy-nine pupils; each school had but one department; and the total amount of teachers' salaries was but \$7,839. Today there are over sixty school buildings in the sixty districts as now laid out; the number of pupils enrolled is 56,726; each school has from seven to nine grades, or departments; there are over twelve hundred teachers; and the pay roll per annum for the teaching and administrative staff is \$787,000.

In the order of their appointment by the aldermen were the following superintendents of schools for Buffalo; viz.: Oliver Gray Steele, 1838; Daniel Bowen, 1840; Silas Kingsley, 1840; Samuel Caldwell, 1842;



GROUP OF ALL SCHOOLHOUSES IN 1852, AND PORTRAIT OF JESSE KETCHUM.



EPHRAIM F. COOK,
1854.

ELIAS HAWLEY,
1844.

JOHN B. SACKETT,
1862.

SAMUEL SLADE,
1868.

JOHN S. FOSDICK,
1866.

JAMES F. CROOKER,
1882.

FORMER SUPERINTENDENTS.



SILAS KINGSLEY,
1840.



JOSEPHUS N. LARNED,
1872.



HENRY K. VIELE,
1850.

FORMER SUPERINTENOENTS

Elias Hawley, 1844; Oliver Gray Steele, 1845; Daniel Bowen, 1846; Elias Hawley, 1847; Henry K. Viele, 1850; Oliver Gray Steele, 1851; and Victor M. Rice, 1852. In 1854 the office of superintendent was changed from appointive to elective.

The Buffalo of 1899 was, in respect to territory and many of its present features of municipal government, created in 1854, the city limits being extended to permit the inclusion of Black Rock. The city was divided into thirteen wards, and many offices theretofore appointive were made elective, including the office of superintendent of schools. Two aldermen from each ward, a mayor, recorder, comptroller, treasurer, street commissioner, attorney, chief of police, and three assessors, were in the list of elective officers.

The first superintendent of schools to be elected by popular vote in Buffalo was Ephraim F. Cook, in 1854. Then followed Joseph Warren, 1858; Sandford B. Hunt, 1860; John B. Sackett, 1862; Henry D. Garvin, 1864; John S. Fosdick, 1866; Samuel Slade, 1868; and Thomas Lothrop, 1870. In 1872 the title of superintendent of schools was changed to that of superintendent of education. Josephus N. Larned was the first to hold the new title, in 1872. After him came William S. Rice, 1874; Christopher G. Fox, 1878; James F. Crooker, 1882; William H. Love, 1892; and Henry P. Emerson, 1893 to the present time. On pages 8 and 9 are portraits of several of these former superintendents.



UPERINTENDENTS OF SCHOOLS were elected by the aldermen under the system which existed from 1838 to 1854. The schools seemed during this period to be satisfactory, according to the standards then existing. But it could not be expected, as the city grew in size and the government became so complex that the people could not understand its inner workings, that the superintendent who had been elected by the aldermen, who were themselves looking for reelection, would furnish a model of independent action, especially in the matter of appointing teachers. At any rate, the people became more and more dissatisfied with this system, and, as a result, the office, in 1854, was made elective by the people. This system lasted without further modification for thirty-eight years, or from 1854 to 1892. There was a superintendent elected by popular vote for a term of two years. Each of the leading parties nominated a candidate in its city convention, generally, as before, one of the school principals. Some of these were men of ability, integrity, and organizing power. But the idea of rotation in office seemed, unfortunately, to have been generally accepted, as it was rare, until within recent years, for

a superintendent to be reelected. The superintendent had power to appoint and dismiss teachers and to recommend to the Common Council such measures, both educational and material, as he deemed to be best for the schools. The best feature about this system was the superintendent's power of appointment and dismissal, but as time passed the intelligent people became convinced that the good effects of this feature were largely destroyed because there was no established standard as to the necessary qualifications of teachers to be appointed. The evils of such a system were mainly two: first, that with the power of appointment in the hands of an elective officer the temptations of favoritism were greater than most men could resist; second, the superintendent was loaded down with responsibility growing out of the business affairs of the schools. It was not possible to repair a furnace or mend a lock without an order from the superintendent. These demands on his time made any real supervision of educational work of the city impossible.

Thus a system which worked well enough in a small city and under favorable conditions, began to show poorer results as the city increased in size. Thoughtful people saw that things were going wrong; that the schools of the city were, to say the least, not improving; and that they were not regarded with respect by educators in other parts of the state and country. Nearly every winter saw an effort to get bills providing for needed changes through the Legislature, but to no purpose. Finally there came a nonpartisan effort to make an entirely new charter. A commission was appointed by the mayor for this purpose. When, in framing the new charter, the school department was reached, a wide difference of opinion became manifest, some advocating a school board with the power to appoint the superintendent, and some favoring no change at all. These differences of opinion led to a compromise. The superintendent's office, with a term of three years (since changed to four), was continued as elective, and the purely business matters of the schools, such as the care, repair, and erection of schoolhouses, were transferred to the newly created Board of Public Works. As the power of absolute appointment was judged to be unsafe in the hands of an elective superintendent, the Board of School Examiners was provided, consisting of five members appointed by the mayor for a term of five years, whose chief duty was to examine and certify to the qualifications of candidates. The mayor appointed to this board four men and one woman. They understood the damage which had already been done, and were in sympathy with better methods, and the principle of open and honest competition was inaugurated. On page 17 is a group photograph of this first Board of School Examiners.



DEPARTMENT OF PUBLIC INSTRUCTION.



MUNICIPAL affairs in Buffalo are governed in accordance with plans outlined in the amended charter of 1892; viz., by a Common Council composed of one alderman from each of the twenty-five wards, and nine councilmen at large, assisted by nine executive departments. To a School Committee of seven aldermen (see page 22) is delegated the duty imposed by the charter upon the Common Council to "maintain and regulate public schools," this committee's actions being subject to approval by the Common Council. In this way are school districts outlined, new buildings ordered, funds appropriated, duties of superintendent and teachers defined, courses of study authorized, and, in fact, the general management of the schools set forth — *i. e.*, by ordinance passed by the Common Council.

The administrative head of the Department of Public Instruction is the superintendent of education, who is elected by vote of the people every four years. Subject to approval of the Common Council and certain restrictions imposed by the charter, his jurisdiction extends over the entire administration of the system of public schools, and public opinion holds him responsible for the success of the department. He is, however, relieved of much detail in regard to buildings, etc., these and other business matters being in charge of the Department of Public Works, and also in regard to examinations of candidates for positions as principals and teachers, these being conducted by the Board of School Examiners. Otherwise, however, the multitudinous duties connected with the department rest with the superintendent, and whatever degree of success is attained must largely be credited to his ability, judgment, experience, energy, and tact. Under the present superintendency the public schools of Buffalo have steadily improved in efficiency, have kept well in advance of developments in approved methods of teaching, and taken high rank among the leading public school systems of this country. The weak point in this system is the uncertainty of tenure on the part of the superintendent of education. Principals and teachers are sure of holding their positions so long as their work is properly done. A superintendent is also secure so long as there is an aroused public interest, but there will always be danger that in some political upheaval a superintendent who has instituted reforms and whose presence is needed to continue them will be succeeded by another with little practical knowledge of the important interests involved in the school department.



UFFALO is divided into sixty school districts, or units, each district being provided with a primary or grammar school, and placed in charge of a principal. There are now sixty such districts, as shown by the map on pages 20 and 21. As districts grow in population they are again subdivided and new buildings provided. Besides sixty regular district schoolhouses, the city now maintains the Kensington, the Truant, the Central, Masten Park, and West high schools, the school of Practice, and twelve kindergartens. Photographs of the school buildings will be found on pages 50 to 64. Primary schools are those where only the first seven or less grades are taught, while in grammar schools there are eight or more grades. As an organization, the department is composed as follows: superintendent, secretary and superintendent of German, four clerks, five truant officers, two supervisors of grades, sixty-four principals, and twelve hundred assistant principals and teachers, including special instructors in kindergartens, music, penmanship, drawing, manual training, sewing, and physical culture. The total cost of the department yearly is \$908,028, which does not include the cost of buildings, etc. These latter amounted last year to \$400,000. The department is well organized, there being easily traceable connection between all parts, from teacher to superintendent. Each has an important part to carry out, and all work in harmony according to carefully arranged plans. These plans are made by the superintendent, and in their execution he is directly assisted by the secretary, the supervisor of grammar and primary grades, the principals, and the special instructors.

It is not possible for the superintendent to meet twelve hundred teachers and forty or fifty thousand children often enough to exert a sufficient influence upon the instruction given or the progress made. This fact has led to the appointment of two special supervisors or assistant superintendents, whose work is to direct, instruct, and inspire the work of the regular teachers. Thus the grammar-grade and primary-grade supervisors (see page 14) assist the superintendent in having his instructions carried out with the greatest benefit to the pupils and the most satisfaction to the teacher. This is accomplished by personal visits to the classrooms, where the supervisor observes how the teaching is carried on, and, if necessary, takes charge of the class, gives a model recitation, and makes kindly suggestions to the teacher as to improved methods of teaching. Another means of bringing life and interest into the class work is found in the grade meetings, where teachers doing the same kind of work assemble once a month for mutual conference and assistance, led by the supervisor, the whole being under the direction of the superintendent.

(Continued on page 65.)



MATTHEW J. CHEMNITZ.

C. NORMAN MILLARD.

DR. IDA C. BENDER.

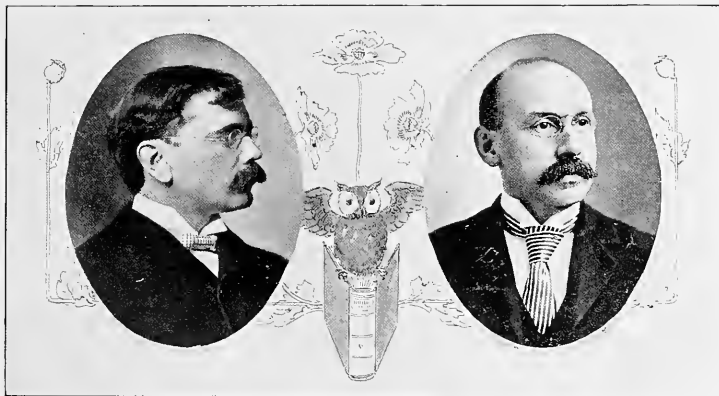
ARTHUR DETMERS.

Matthew J. Chemnitz, superintendent of German and secretary to the superintendent of education. Also in charge of the accounts and statistical records of the department.

C. Norman Millard, supervisor of grammar grades.

Doctor Ida C. Bender, supervisor of primary grades. Miss Bender graduated from the Buffalo State Normal School in 1878, and taught there and in other Buffalo schools. Became principal of the School of Practice in 1887. In 1890 she received the degree of Doctor of Medicine from the University of Buffalo. Is president of the Women Teachers' Association.

Arthur Detmers, principal of West High School. Born in Buffalo, New York. Graduated from Buffalo Central High School in 1883, and from the University of Rochester (A. B.) in 1889. Principal of School Number Forty-six, 1889-'90; instructor in physics, Buffalo Central High School, 1890-'91; head master of Classical Department, same school, 1891-'98; principal of West High School, 1898.

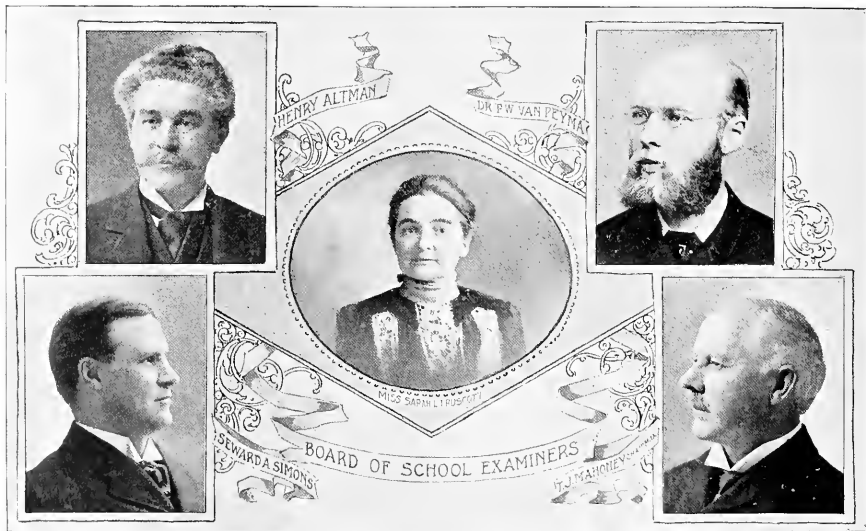


FREDERICK A. VOGT.

FRANK SHELDON FOSDICK.

Frederick A. Vogt, principal of Central High School. Born in Buffalo, New York. Graduated from Central High School, 1881. Principal of School Number Nine, 1881-'83; School Number Twenty six, 1883-'92; teacher of English literature and English history at Central High School, 1892. Appointed principal of Central High School, January, 1893.

Frank Sheldon Fosdick, principal of Masten Park High School. Born in Buffalo, New York. Graduated from Central High School 1868, and from Rochester University 1872 (A. B.), and 1884 (A. M.). Principal School Number Twenty-five, 1873-'78; Number Thirty-three, 1878-'81; Number Thirty-six, 1881-'84; head of classical department, Central High School, 1884-'91; principal of High School Annex, 1891-'97; principal of Masten Park High School since September, 1897.





FIRST BOARD OF SCHOOL EXAMINERS, 1892.

Doctor Conrad Diehl, Henry Altman, William B. Hoyt, Timothy J. Mahoney, Lily Lord Tiff.



OFFICERS AND TRUSTEES OF THE WOMEN TEACHERS' ASSOCIATION.

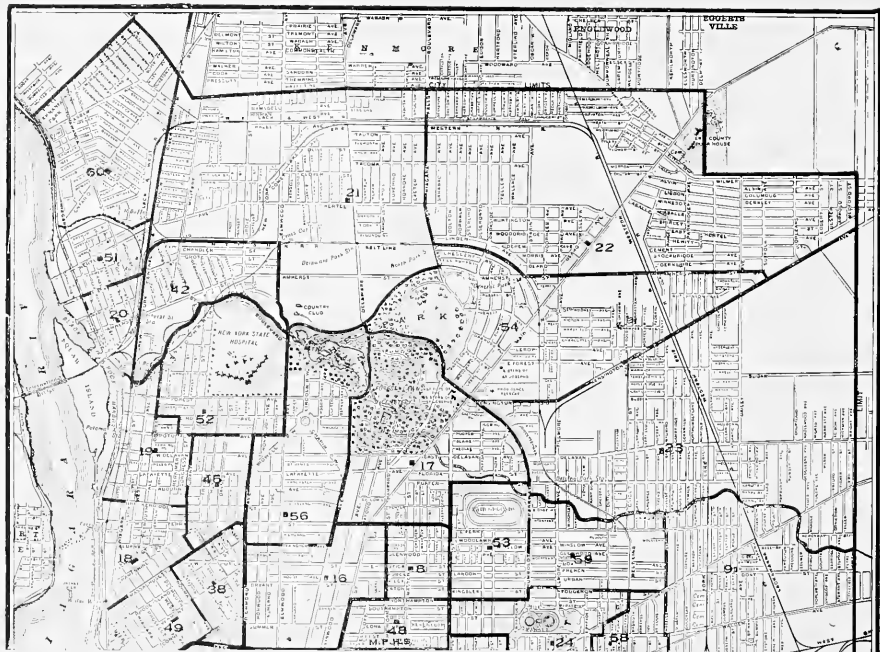


CHAPTER HOUSE.

Owned by
Women
Teachers'
Association.



WILE CO.





A detailed street map of Buffalo, New York, showing the city's layout, including the Buffalo River and various streets. The map is overlaid with thick black lines that delineate sixty distinct school districts, each labeled with a number from 1 to 60. The districts are distributed across the city, with some larger areas in the north and west, and smaller, more densely packed areas in the south and east. The Buffalo River is shown winding through the city, with several bridges crossing it. The map also shows various landmarks, such as the Stock Yards and the Erie & West Buffalo River, and the proposed Ellicott Valley Railroad. The city limit is indicated by a dashed line at the bottom right.

MAP OF Buffalo, N. Y.

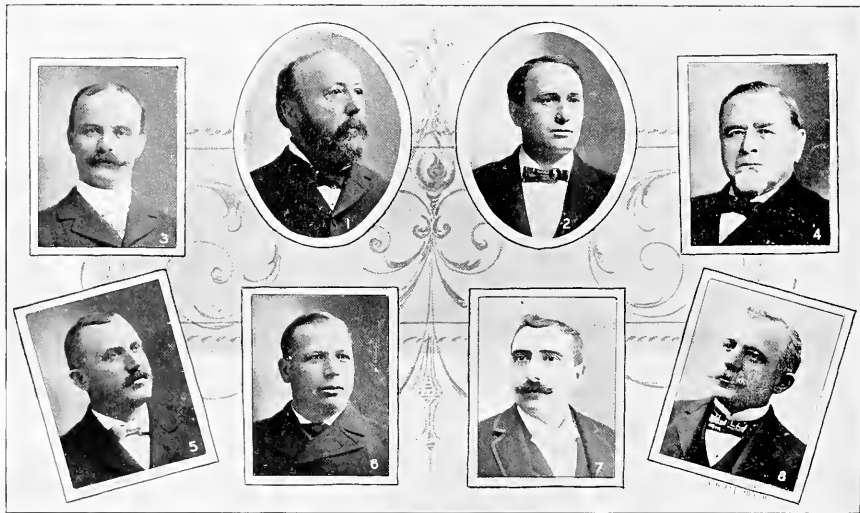
Showing boundary lines and
locations of school buildings in the
SIXTY SCHOOL DISTRICTS
as approved by the Superintendent
of Education.

PREPARED AND ENGRAVED
ESPECIALLY FOR

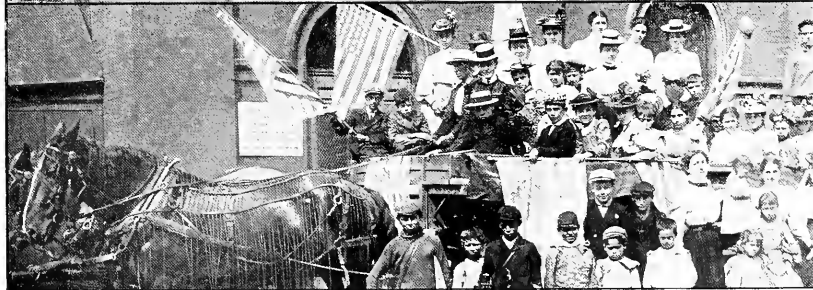
.. Schools of Buffalo ..

J. HENRY WOOD, Editor.

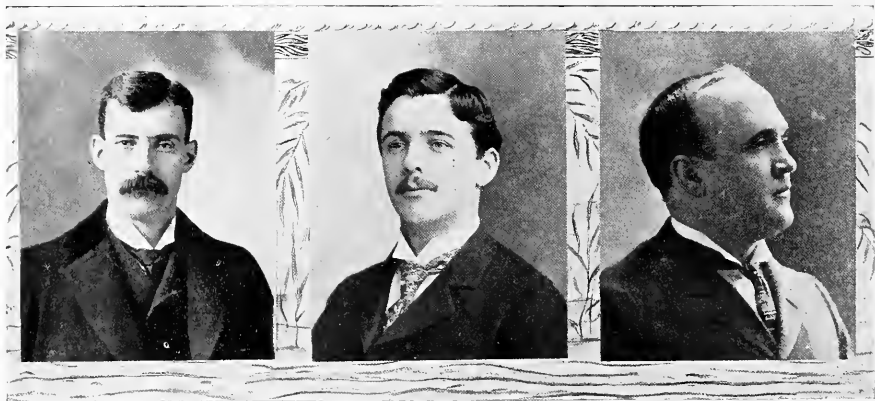
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MAYOR DIEHL AND THE SCHOOL COMMITTEE,
Composed of Aldermen Butler, Striker, Cwiklinski, Smeeding, Schnellbach, White, and Zoeller.



VACATION SCHOOL VIEWS.



FENTON H. DIMMICK.

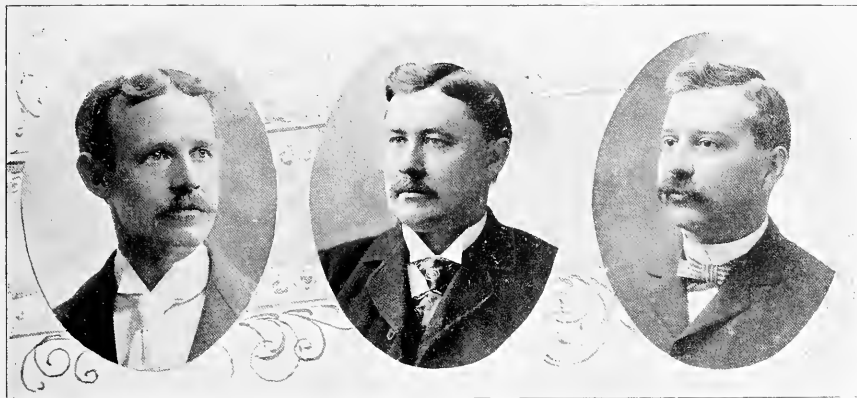
JOHN J. WALSH.

CHARLES L. RYAN

Fenton H. Dimmick, principal of School Number One. Born at Bath, New York. Graduated from Haverling Union School, 1889; attended Cornell University, 1889-'91. Principal of Machias School, 1891-'92; principal School Number Forty-nine, Buffalo, 1892-'97.

John J. Walsh, principal of School Number Two.

Charles L. Ryan, principal of School Number Three. Graduated from Normal School. Has been principal of School Number Twenty-nine, and of Number Seven.



JAMES P. McDONOUGH.

JOHN F. MCGEE.

WILLIAM D. FISHER.

James P. McDonough, principal of School Number Four. Born in Buffalo, New York. Educated in the public schools. Graduated from Buffalo State Normal School. Has been principal of School Number Twenty-eight and School Number Three.

John F. McGee, principal of School Number Five. Born in Buffalo, New York. Graduated from School Number One and Central High School. Appointed principal of School Number Thirty-four in 1889, and transferred to Number Five in 1891.

William D. Fisher, principal of School Number Six. Born in Clarence, New York. Graduated from Parker Union High School, Clarence, 1875. Taught in various public schools in Erie and Niagara counties; secretary Board of School Examiners, 1892-'96; appointed principal of School Number Six, 1896.



FREDERICK HOUGHTON.

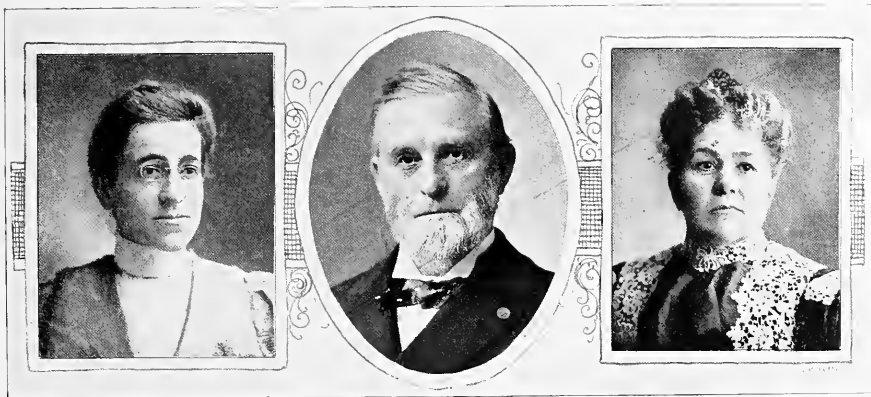
D. F. WALBRIDGE.

ADOLF DUSCHAK.

Frederick Houghton, principal of School Number Seven. Born in Buffalo. Graduated from Buffalo High School, 1887. Appointed principal of School Number Twenty-nine, 1892; Number Twenty-eight, 1895, and Number Seven, 1898.

D. F. Walbridge, principal School Number Eight.

Adolf Duschak, principal School Number Nine. Born in Hungary. Graduated from Lutheran College, Presburg, 1865; attended Vienna University. Came to the United States in 1867. Teacher of Latin, Greek, and German, Williamsville and East Aurora; principal School Number Nine, Buffalo, 1883. Is president of the Principals' Association.



KATHERINE M. HURLBURT.

GEORGE C. STOWITS.

EMMA C. FULLERTON.

Katherine M. Hurlburt, principal of City Training School and of School Number Ten. Graduate of Hartford, Connecticut, High School, 1880, and of Smith College, 1886. Teacher of mathematics, State Normal School, New Britain, Connecticut, 1886-'87; of languages, Hillhouse High School, New Haven, Connecticut, 1887-'89; head of Department of Pedagogy, Normal University, Princeton, Indiana, 1889-'91; principal of Normal Training School, Holyoke, Massachusetts, 1891-'96.

George C. Stowits, principal of School Number Eleven. Was first appointed principal, of School Number Ten, in 1863.

Mrs. Emma C. Fullerton, high school teacher, and assistant principal of School Number Eleven. Commenced teaching in Buffalo schools under Oliver G. Steele's superintendency. Was appointed principal of Number Eleven by J. N. Larned, and held that position twenty years until consolidation of schools.



MARGARET A. BRENNAN.

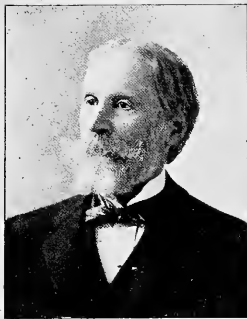
ELIZA C. HEACOCK.

ADELBERT G. BUGBEE.

Margaret A. Brennan, principal of School Number Thirteen. Born in Buffalo, New York. Graduated from Buffalo State Normal School. Appointed teacher by Superintendent Fox, in School Number Twelve; appointed assistant principal of School Number Thirteen by Superintendent Crooker; principal of School Number Thirteen, 1892.

Eliza C. Heacock, principal of School Number Fourteen. Teacher in Buffalo schools, 1887-'93; Central High School, 1893-'96; principal of School Number Twenty-three and School Number Fourteen, 1896-'99.

Adelbert G. Bugbee, principal of School Number Fifteen. Born in Fabius, New York. Graduated from Cortland Normal School, 1883. Principal of Cazenovia Union School, 1884-'87; Central Square High School, 1887-'94, appointed principal of Number Fifteen, 1894.



HENRY F. FULLERTON.



BYRON H. HEATH.



JOHN A. GARY.

Henry F. Fullerton, principal of School Number Sixteen. Has been principal of this school since March, 1864. Comes of New England stock, his ancestors having moved from Vermont to Alden, New York

Byron H. Heath, principal of School Number Seventeen. Born at East Hamburg, New York. Graduated from Hamburg Union School and Academy, 1887; Cornell University, 1891; at Wolfenbüttel, Germany, 1891. Instructor in Cascadilla School, Ithaca, New York, 1892; principal of Hamburg High School, 1892-'96; appointed principal of School Number Seventeen, Buffalo, 1896.

John A. Gary, principal of School Number Eighteen. Born at Alden, New York. Graduated from Albion Academy, Orleans County, New York, in 1869. Taught country schools until 1877; principal of various Buffalo schools since 1877.



ALVIN W. SHEPARD.

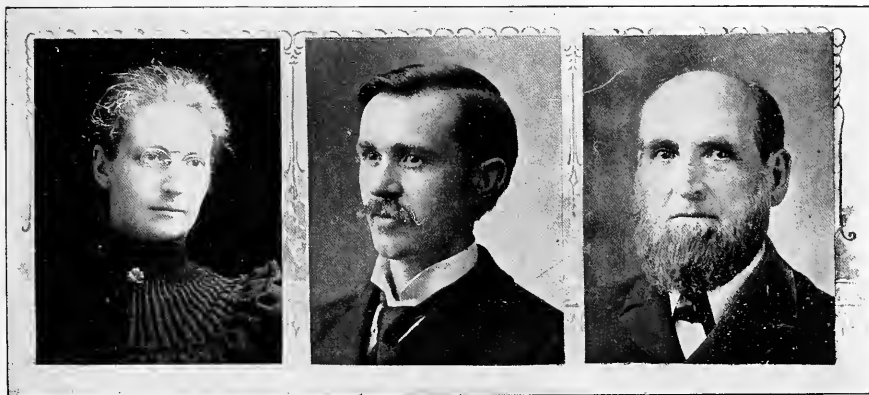
SOPHIE C. BECKER.

M. A. ROOT.

Alvin W. Shepard, principal of School Number Twenty. Born at Evans, New York. Graduated from Angola Union School, 1884; Cornell University (B.S.), 1891. Principal of Plattsburg School, 1891-'92; assistant professor of physics, University of Kansas, 1892-'94; principal of Clifton Springs Union School, 1895; principal School Number Fourteen, Buffalo, 1895-'97.

Sophie C. Becker, principal of School Number Twenty-one. Born in Buffalo. Attended Buffalo schools; holds academic diploma, University of New York. Taught in Buffalo schools fourteen years; appointed principal, 1898.

M. A. Root, principal of School Number Nineteen since 1865. Commenced teaching in country school, 1857; also taught at Albion and served as county school commissioner; ex-president Buffalo Principals' Association. New Number Nineteen is to be a very large and costly building (see page 64).



ADA M. GATES.

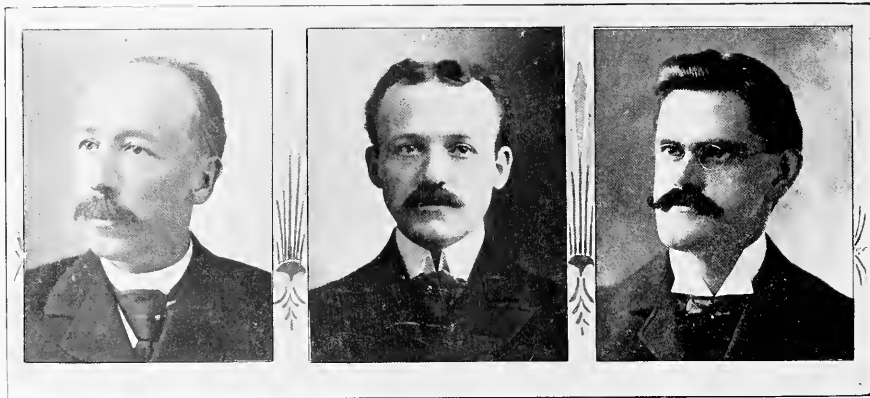
CHANNING E. BEACH.

M. W. SMITH.

Ada M. Gates, principal of School Number Twenty-two. Teaching in Buffalo public schools since 1883, in all grades, including three years of High School work. Appointed principal of School Number Twenty-two, 1896.

Channing E. Beach, principal of School Number Twenty-three. Graduated from Central High School in 1890, and from the Buffalo State Normal School in 1892. Appointed principal of School Number Twenty-one in 1892, and of Number Twenty-three in 1897.

M. W. Smith, principal of School Number Twenty-four. Born in Germany. Has taught in Amherst, Lockport, Lancaster, Tonawanda, and Buffalo.



PRESTON J. HARRIS.

C. P. ALVORD.

JOSEPH KENNEDY.

Preston J. Harris, principal of School Number Twenty-five. Born in Le Roy, New York. Educated at Le Roy Academic Institute. Principal in Buffalo schools since 1888.

C. P. Alvord, principal of School Number Twenty-six.

Joseph Kennedy, principal of School Number Twenty-seven. Born in Buffalo, New York. Educated in Buffalo public schools. Graduated from Central High School, 1892. Appointed principal of School Number Twenty-seven, 1893.



MILFORD KLEIS.

ANNA M. DONOVAN.

THOMAS W. CONNORS.

Milford Kleis, principal of School Number Twenty-eight. Born in Hamburg, New York. Attended Hamburg Union School; graduated from Buffalo State Normal School, 1893. Principal of School Number Two, East Hamburg, 1893-'95, and of West Seneca School, 1895-'98.

Anna M. Donovan, principal of School Number Thirty.

Thomas W. Connors, principal of School Number Twenty-nine. Born in Buffalo, New York. Graduated from Buffalo High School, 1895, and Buffalo State Normal School, 1898.



HERMAN C. DE GROAT.

DR. CHARLES H. SANGSTER.

HENRY E. CHAMBERS.

Herman C. DeGroat, principal of School Number Thirty-one. Born at Owego, New York. Graduated from New York State Normal College, Albany, 1868. Principal of Castile Union School, 1868-'70; Parker Union School, 1870-'80; School Number Thirty-five, Buffalo, 1880-'98; ex-president of Principals' Association; succeeded the late De Forest Baker as principal of School Number Thirty-one, May, 1898.

Doctor Charles H. Sangster, principal of School Number Thirty-two.

Henry E. Chambers, principal of School Number Thirty-three. Born in Buffalo, New York. Graduated from Buffalo High School, 1885. Appointed principal of School Number Thirty-four, February, 1890, and of Number Thirty-three, December, 1892.



WILLIAM J. CANDEE.

WILLIAM A. MACKEY.

CHARLES GOLDSMITH.

William J. Candee, principal of School Number Thirty-four. Born in Buffalo, New York. Graduated from Saint Joseph's College, Buffalo, 1880. Principal of School Number Twenty-eight, 1891; Number Three, 1892; and Number Thirty-four since 1893.

William A. Mackey, principal of School Number Thirty-five. Born in Vineland, New Jersey. Attended Buffalo public schools; graduated from Albany State Normal College, 1890. Principal at Floral Park, New York, 1892-'93, and of Millbrook Union Free School, 1893-'97; principal of Buffalo Schools Number Twenty-one and Number Fifty-three, 1897-'98.

Charles Goldsmith, principal of School Number Thirty-six. Born in Geneseo, New York. Graduated from Geneseo State Normal School, 1880. Principal of Arcade Union School, 1880-'84; East Aurora High School, 1884-'98.



WARREN W. ZURBRICK



N. P. BROWNING

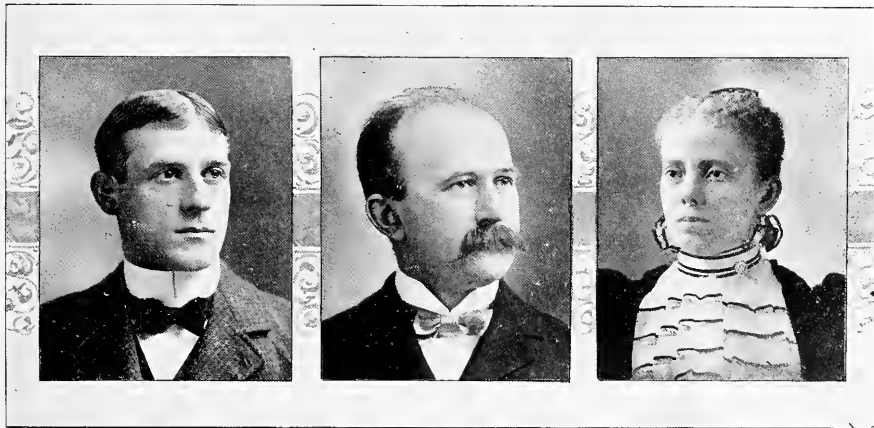


THOMAS MCGREEVY.

Warren W. Zurbrick, principal of School Number Thirty-seven. Born at Lancaster, New York. Graduated from Buffalo High School, 1883. Teacher in district schools, 1883-'87; principal of Number Twenty-one, 1887, also Number Twenty-eight and Number Forty-seven; appointed principal of School Number Thirty-seven in 1892.

N. P. Browning, principal of School Number Thirty-eight. Born at Pendleton, New York. Attended Lockport Union School. Taught in Akron, Williamsville, and Tonawanda Union Schools; superintendent Indian schools, Tuscarora Reservation; principal Suspension Bridge Union School, 1870-'86; appointed principal of School Number Thirty-eight, Buffalo, 1887.

Thomas McGreevy, principal of School Number Thirty-nine. Born at Honeoye, New York. Graduated from Honeoye Union School, 1883; taught, 1884-'85; attended Canandaigua Academy, 1886-'87; graduated from Buffalo Normal School, 1890. Substitute principal of School of Practice, 1890; principal of Lancaster Union School, 1891; appointed to School Number One, Buffalo, 1893.



EDWARD M. ADAMS.

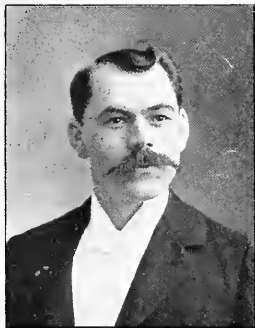
ELI A. RHODES.

IDA G. MCCALL.

Edward M. Adams, principal of School Number Forty. Born in Buffalo, New York. Graduated from Buffalo High School, 1892, and Harvard University (A. B.), 1895. Teacher and sub-principal Buffalo schools, 1895-'97; Principal of Number Forty, 1897.

Eli A. Rhodes, principal of School Number Forty-one. Born in Clarence Center, New York. Attended Parker Union School and Buffalo State Normal School; graduated from University of Rochester (B. A.), 1886. Principal of Webster Classical Union School 1886-'87; Cattaraugus Union School, 1887-'90; Hammondsport Union School, 1891-'96; and School Number One, Buffalo, 1896-'97.

Ida G. McCall, principal of School Number Forty-two. Born in Buffalo, New York. Graduated from School Number Twenty; attended Central High School. Appointed assistant teacher in 1873, and principal of School Number Forty-two in 1883.



FREDERICK W. FISHER.



LOUIS J. KNELL.

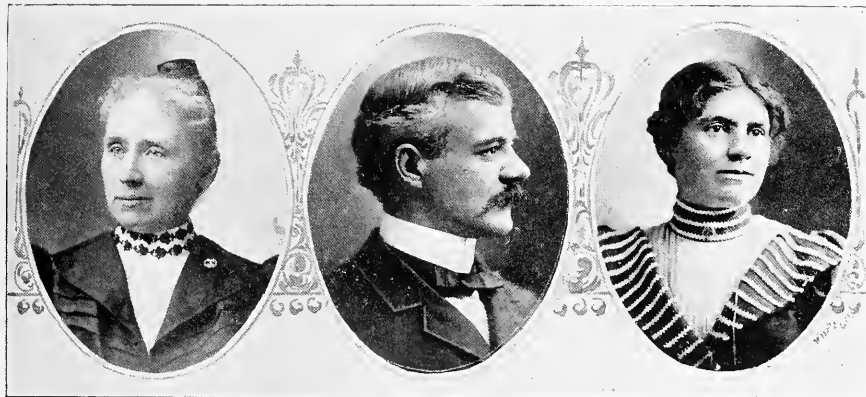


DELMER E. BATCHELLER.

Frederick W. Fisher, principal of School Number Forty-three. Born at South Newstead, New York. Graduated from Parker Union School, Clarence, New York, 1883, and from the Geneseo State Normal School, 1890. Principal of Rushville Union School, 1890-'92; principal of School Number Twenty-eight, Buffalo, 1892-'95.

Louis J. Knell, principal of School Number Forty-four. Born in Buffalo. Graduated from Buffalo High School, 1891; post-graduate, 1892; School of Pedagogy, 1895-'98. Principal of School Number Forty-three, Buffalo, 1892-'95, and of Vacation School at Number Forty-four, 1898.

Delmer E. Batcheller, principal of School Number Forty-five. Born at Stockton, New York. Graduated from Fredonia State Normal School, 1881; postgraduate, Illinois Wesleyan University (Ph. B.). Principal at Gerry, New York, 1881; Perrysburg, New York, 1882; Stockton, New York, 1882-'83; Ripley, New York, 1883-'84; Mayville Academy, 1884-'86; Number Thirty-nine, Buffalo, 1886-'89.



ADELAIDE GRAYBIEL.

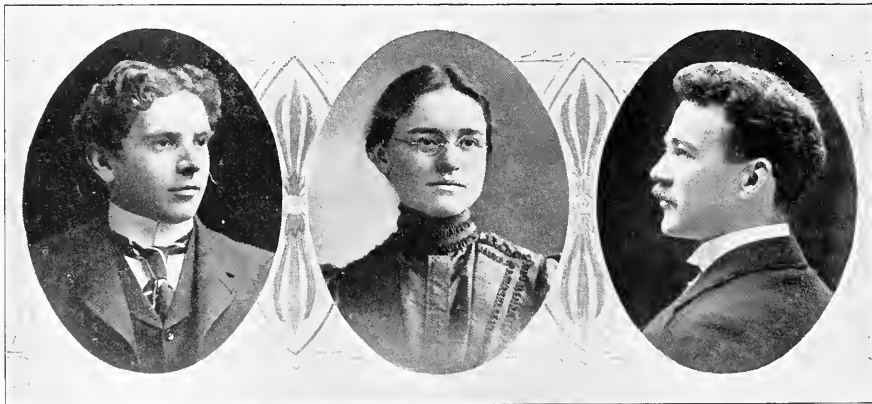
HEWSON H. MOYER

CAROLINE SMITH.

Adelaide Graybiel, principal of School Number Forty six. First president of the Women Teachers' Association.

Hewson H. Moyer, principal of School Number Forty-seven. Attended Saint Catharine's Collegiate Institute, Ottawa Normal School, University of Toronto, and University of Buffalo. Ex-president of Principals' Association. Appointed principal of School Number Forty-seven, 1892.

Caroline Smith, principal of Kensington School. Born in Buffalo, New York. Graduated from Buffalo State Normal School. Teacher in Buffalo public schools, and principal of Kensington School since 1892.



WILLIAM C. WHITE.

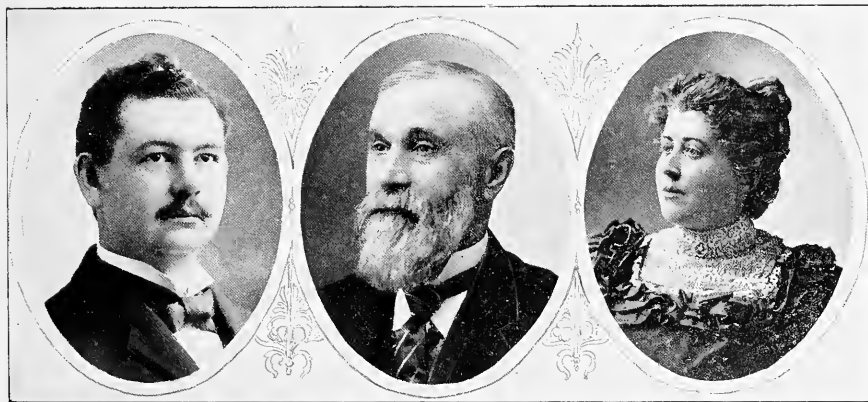
NELLIE GROSVENOR SMALL.

GEORGE E. SMITH.

William C. White, principal of School Number Fifty-one. Born in Elmira, New York. Graduated from Elmira Free Academy, 1888, and Cornell University (A. B.), 1893. Principal of Rushford Union School, 1893-'94, and of School Number Fifty-one, Buffalo, since 1895.

Nellie Grosvenor Small, principal of School Number Fifty since 1895. Born in Buffalo, New York. Graduated from Buffalo High School, 1884. Teacher in School Number Seventeen, 1886-'95.

George E. Smith, principal of School Number Forty-nine. Born at Middleport, New York. Graduated from Brockport Normal School, 1886. Principal at Middleport, Tonawanda, and Williamsville, 1886-'94; principal of School Number Six, Buffalo, 1894-'96; Number Ten, 1896-'97; Number Forty-nine, 1897-'99.



EUGENE G. HUGHEY.

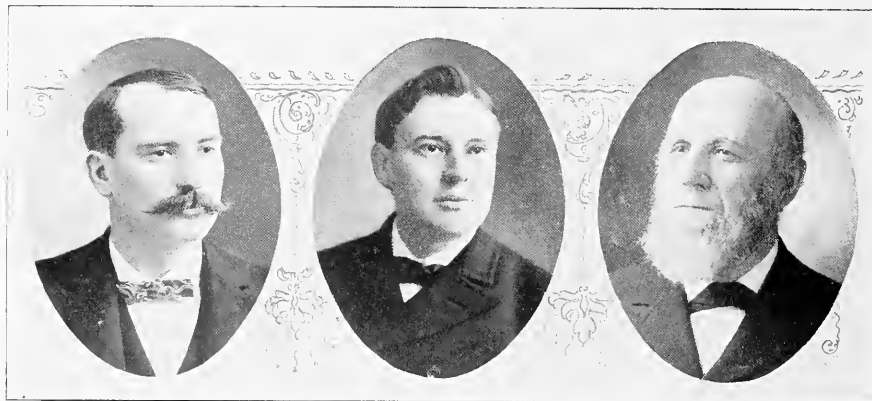
FRANKLIN D. LOVE.

CLARA E. SWARTZ.

Eugene G. Hughey, principal of School Number Fifty-two. Born at Ashford, N. Y. Graduated from Chamberlain Institute, 1886. Principal of East Otto Graded School, 1886-'87. Graduated from Geneseo State Normal School, 1891. Principal of Canase-raga Union School, 1891-'92; Middleport Union School, 1893-'94; appointed to Number Fifty two in 1895.

Franklin D. Love, principal of School Number Fifty three. Born at Albion, N. Y. Educated in Albion High School. Prin-cipal in Buffalo schools since fall of 1863. Died April 3d, 1899.

Clara E. Swartz, principal of School Number Fifty-four. Born in Buffalo, New York. Graduated from Buffalo schools, 1878; Normal School, 1882. Teacher of all grades in Number Twenty for eleven years; also teacher of physical culture and vocal music in all grades; appointed to Number Fifty-four in 1895.



HENRY W. ADAMS.

ORRIN C. BUGBEE.

FRANCIS J. SMITH.

Henry W. Adams, principal of School Number Fifty-five. Born in the town of Marilla, New York. Attended East Aurora Union School; graduated from Genesee Wesleyan Seminary, Lima, New York, 1890. Principal of Alden Union School four years; organized and was appointed principal of School Number Fifty-five.

Orrin C. Bugbee, principal of School Number Fifty-six. Born at Apulia, New York. Graduated from Cortland Normal School, 1884. Principal of Williamsville Union School, 1884-'87; Lancaster Union School, 1887-'89; School Number Thirty-nine, Buffalo, 1889-'96.

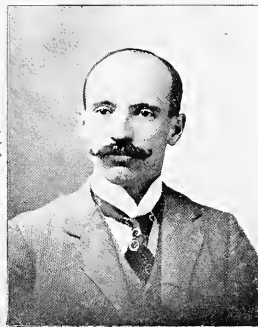
Francis J. Smith, principal of School Number Fifty-seven. Commenced teaching in Buffalo in 1859 and has taught here almost constantly ever since.



CHARLES HILL DE SHON.



CHARLES C. MOREY.

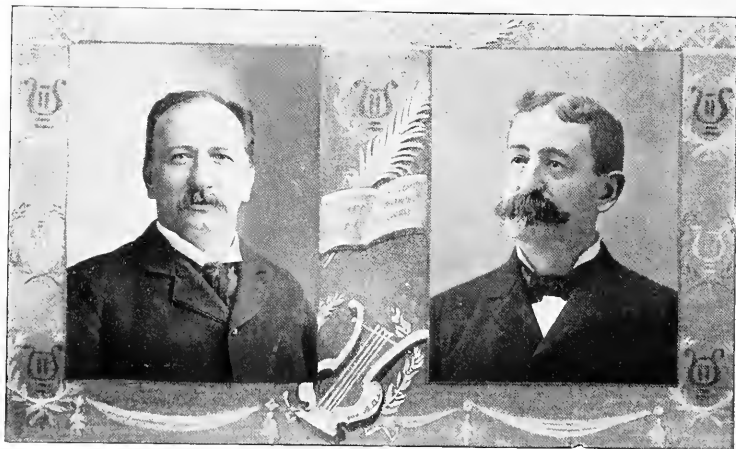


ELMER J. COBB

Charles Hill De Shon, principal of School Number Fifty-eight. Born at South Limington, Maine. Graduated from Nichols Latin School and Bates College, Lewiston, Maine. Principal of School Number Twenty-two, Buffalo, 1880; Number Twenty-five, 1884; Number Seven, 1889; Number Eleven, 1891; Number Fifty-eight, 1897.

Charles C. Morey, principal of School Number Fifty-nine. Born in Ashtabula, Ohio. Graduated from Buffalo High School. Taught district school; attended Teachers' College; served as secretary to Board of School Examiners.

Elmer J. Cobb, principal of School Number Sixty. Born at Cherry Creek, New York. Graduated from Cherry Creek Graded School in 1881. Taught district school. Graduated from Fredonia Normal School in 1888. Principal of Brocton Union School, 1888; Carrolton Graded School, 1894; Dayton Union School; principal of School Number Twenty-nine, Buffalo, 1897; Number Sixty, 1898.



DEPARTMENT OF MUSIC.

Charles F. Hager, Assistant.

Joseph Mischka, Principal.



G. K. DEMARY.

FRED HAMILTON DANIELS.

DANIEL UPTON.

G. K. Demary, principal of the Department of Penmanship. Director of writing and bookkeeping, Medina, 1881-'84; teacher in Bryant & Stratton's Business College, Providence, Rhode Island, 1884-'85; Rochester Business University, 1885-'86; Buffalo Business University, 1886-'90; Buffalo public schools since 1890.

Fred Hamilton Daniels, principal of the Department of Drawing. Born in Worcester, Massachusetts. Graduated from Massachusetts Normal Art School, 1894. Supervisor drawing, Warren, Danvers, and Chicopee, Massachusetts, 1895 to 1897; director Department of Drawing, Martha's Vineyard Summer Institute, 1897-'98.

Daniel Upton, principal of the Department of Manual Training. Born in Lawrence, Michigan. Graduated from Olivet College (B.S.); Cornell (M.E.), 1890. Instructor of drawing, and supervisor of trade schools, New York State Reformatory, 1891-'92; draughting and machinery, 1893; appointed, Buffalo, 1894.



W. C. KRUSE.

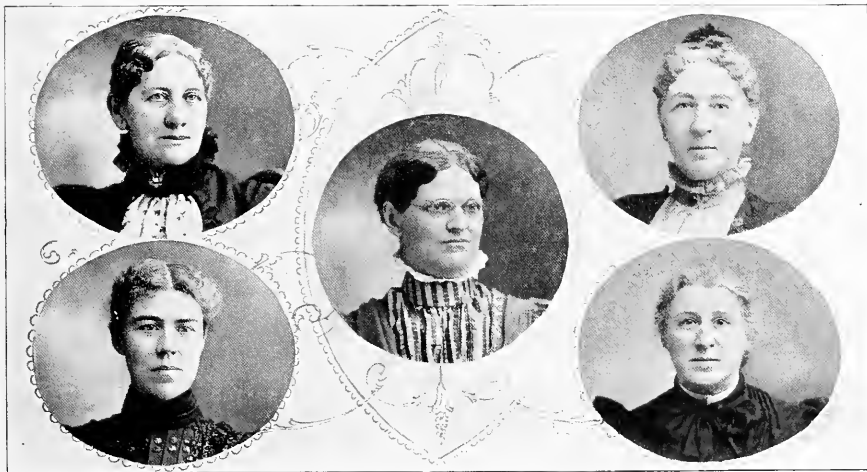
EDITH L. HUSON.

JAMES M. CASSETY.

W. C. Kruse, principal Truant School. Born at East Hamburg. Graduated from Hamilton College (A. B.), 1885. Principal Moravia Union School, 1886-'89; Ogdensburg, 1889-'91; Ridgeville College, 1891-'93; instructor Greek and German, Heathcote School, Buffalo, 1893-'97; principal of Truant School, 1897.

Edith L. Huson, principal of School of Practice. Born at Brant, New York. Graduated from Buffalo State Normal School, 1882. Teacher School of Practice, in all grades, 1886 to 1895, then appointed principal.

James M. Cassety, principal of Buffalo State Normal and Training School. Born near Dunkirk, New York. Graduated from Harvard (A. B. and A. M.), 1856; degree of Ph. D. from Rochester University, 1884. Has been principal of the Normal School for ten years.



ASSISTANT AND DEPARTMENT PRINCIPALS, SCHOOL NUMBER THIRTY-ONE.

Sara M. Hinson.

Anna McDonald.

Ella A. Harvie, Assistant Principal.

Mary E. Spellman.

Elizabeth A. Nelson.



JAY E. STAGG.

LOUISE A. WEBB.

CHARLES R. SKINNER.

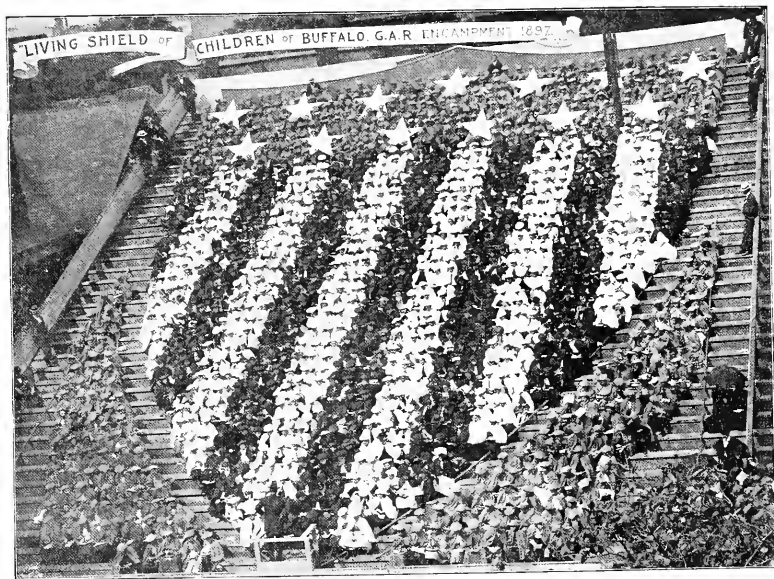
DR. C. W. COLYER.

Jay E. Stagg, teacher of civics, economics, English history, and English literature, Masten Park High School.

Louise A. Webb, pupil Central High School. Designer of cover for SCHOOLS OF BUFFALO.

Charles R. Skinner, State Superintendent of Public Instruction.

Doctor C. W. Colyer, former principal. Early in the fifties he was appointed by Superintendent E. F. Cook to teach in District Eighteen, formerly Black Rock.



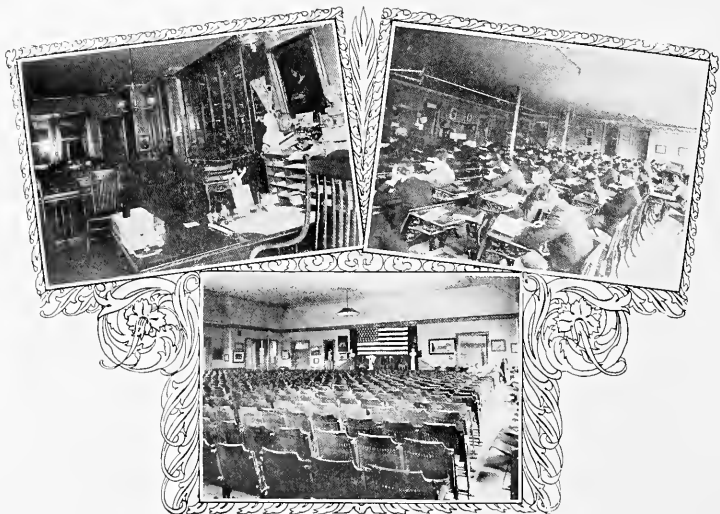
"LIVING SHIELD"—Sixteen hundred pupils representing a national shield in red, white, and blue on line of G. A. R. parade, 1897. Arranged by Department of Music.



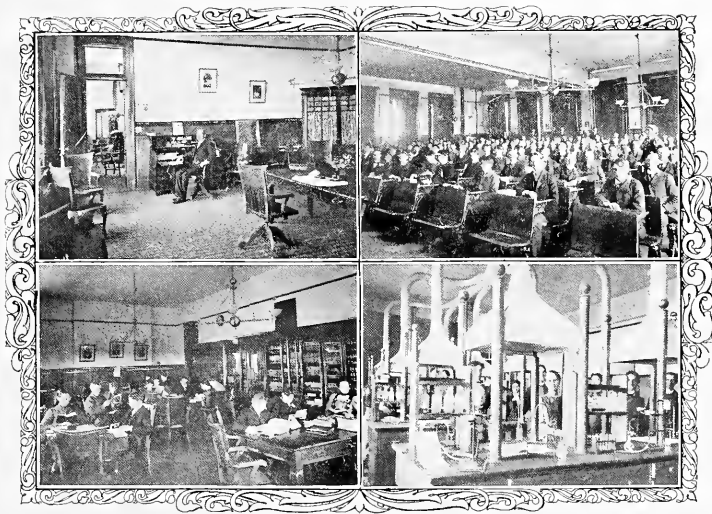
Central High School.



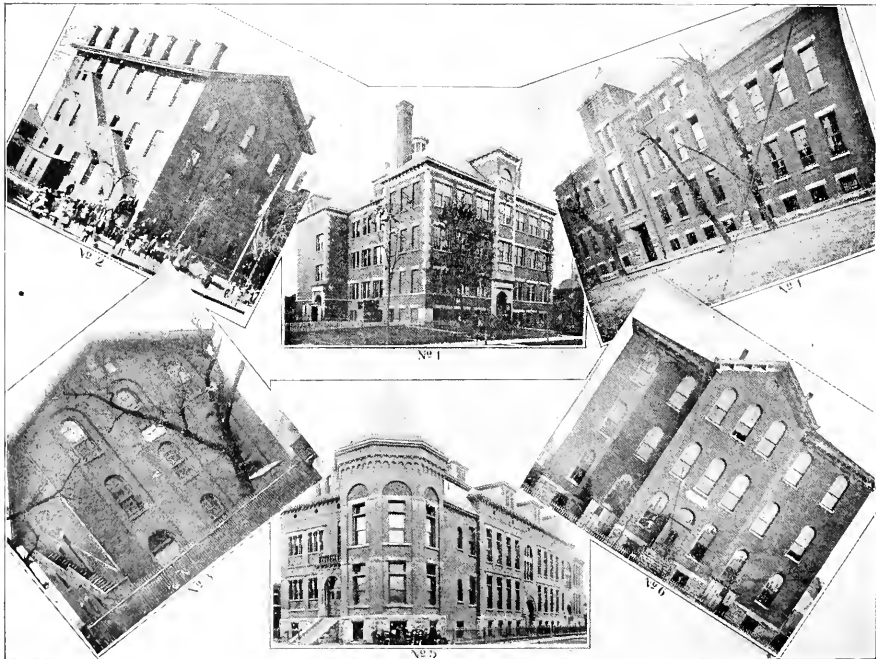
Masten Park High School.

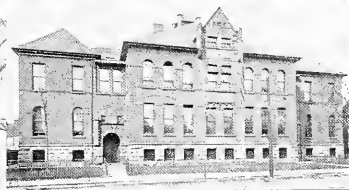
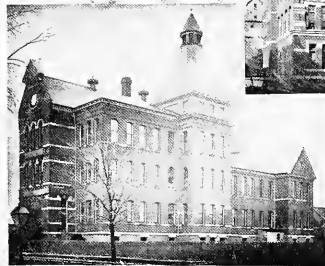
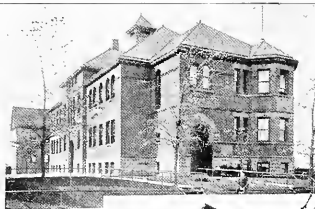
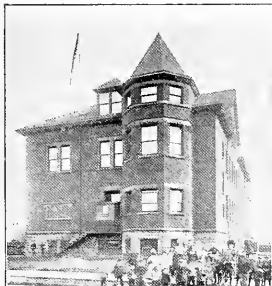


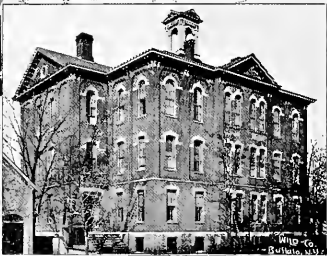
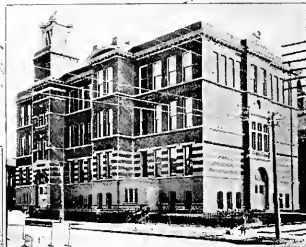
Central High School—Interior views.



Masten Park High School—Interior views.









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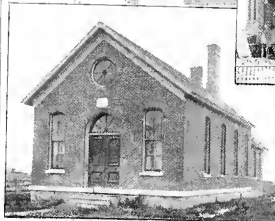
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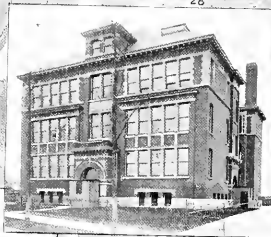
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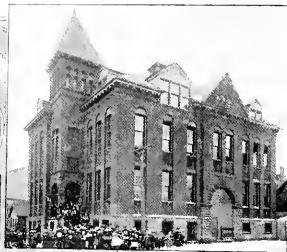
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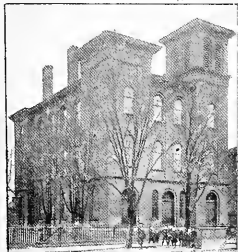
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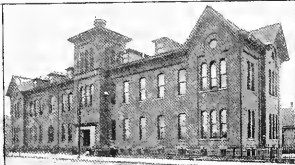
W. B. Co.
Burlington, N.C.



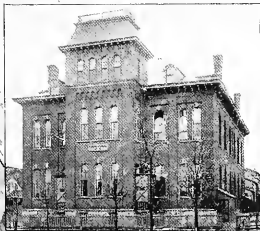
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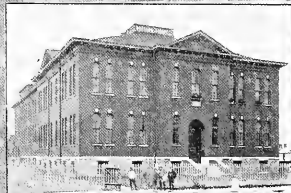
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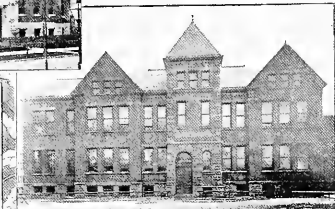




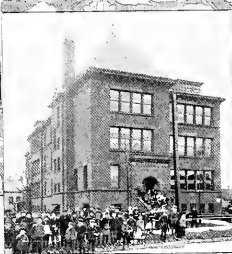
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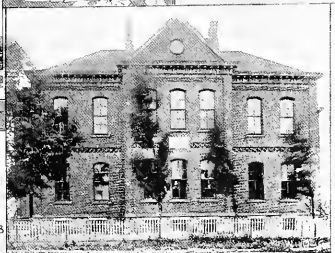
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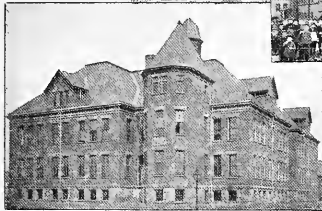
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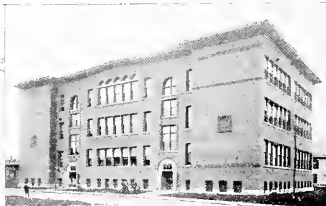


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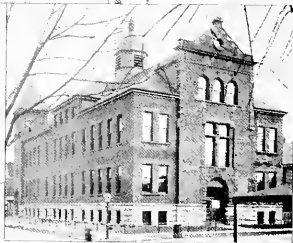
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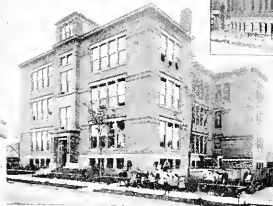
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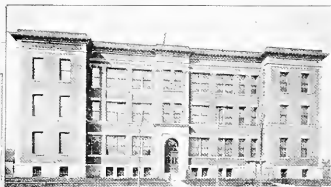
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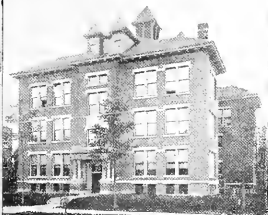
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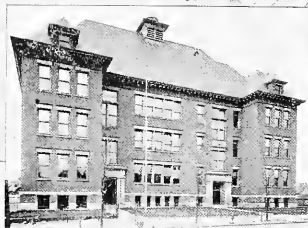
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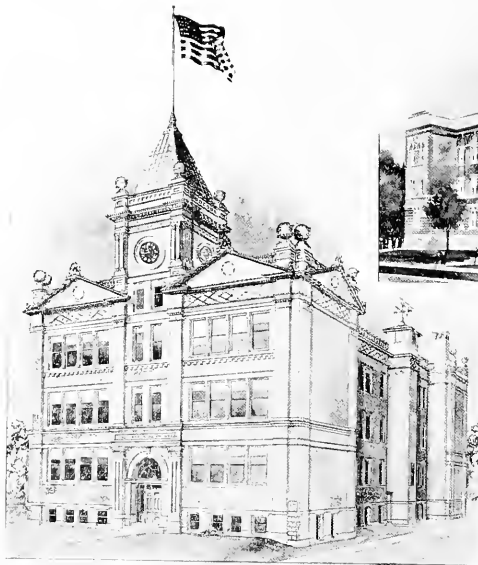
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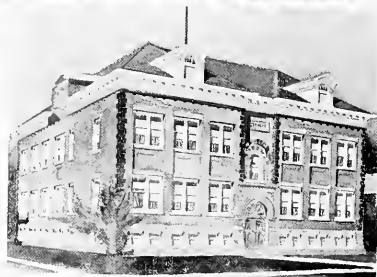


NEW SCHOOLS,

No. 16.



No. 19.



No. 28.

HENRY P. EMERSON, the present superintendent (see frontispiece), was born in Lynnfield, Massachusetts, January 11th, 1847. He attended Phillips Academy, Andover, Massachusetts; graduated from the University of Rochester in 1871, taking first-prize senior essay; was appointed teacher of Latin and Greek in Buffalo Central High School in 1874. In 1883 Mr. Emerson succeeded Ray T. Spencer as principal of the High School, continuing in that position until 1892, when he was elected superintendent.

PRINCIPALS, being each in charge of school districts which are well defined and distinct, are really sub-superintendents. They are responsible for the work of their schools, and in the eyes of parents are at the head of affairs so far as concerns the pupils in their districts. To select a superior corps of principals is one of the important duties of the superintendent, in which he is largely assisted by the Board of School Examiners, who subject applicants for principalships to a special examination, making up an eligible list from which the superintendent selects principals. Upon principals devolves the duty of executing the superintendent's plans, and to the intelligence displayed by them individually in carrying out these ideas must be ascribed much of the success of the schools. So much depends upon principals that any falling off in their personal efforts to produce the best results would soon be followed by marked deterioration in the schools. The principals and superintendent meet once a month to discuss methods, receive suggestions, and exchange ideas and experiences, and this meeting is effective in connecting the various parts of the system and permitting the superintendent to make his views and desires known to the entire department.

THE PRINCIPALS' ASSOCIATION is an important factor in producing uniform work and harmonious action throughout the department. It has also been a useful institution in accomplishing certain purposes which needed just such influence as they wield. This association was organized six years ago. Its purpose is the cultivation of a spirit of fellowship among principals, the promotion of popular interest in the schools, and the advancement of the standard of the profession of teaching in Buffalo. To further this purpose monthly meetings are held, public lectures by prominent men arranged, and other social features adopted. The first president was the late De Forest Baker, followed by Principals De Groat, Moyer, Root, and the present president, Duschak.



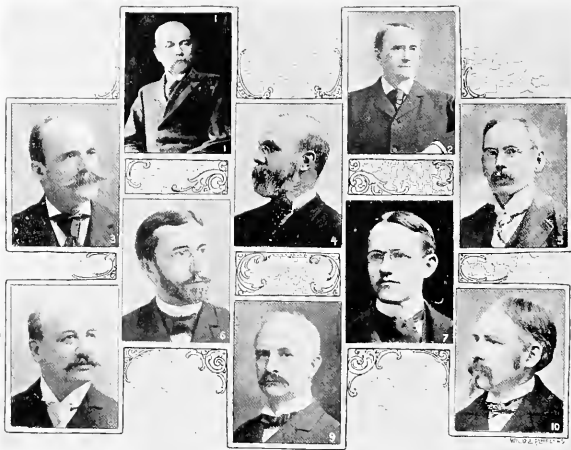
ELLEN K. BAKER,

Teacher of drawing during the administration of Supt. Rice.



MILLARD FILLMORE,

Teacher in Buffalo schools, 1822-'23.



PORTRAITS OF TEN GRADUATES FROM CENTRAL HIGH SCHOOL.

George D. Emerson (1863), George Clinton (1865), William C. Cornwell (1866), Louis H. Knapp (1866), Arthur W. Hickman (1868), Millington Lockwood (1869), Martin Clark (1874), Ernest Wende (1874), William L. Marcy (1876), and Loran L. Lewis, Jr. (1884).

TEACHERS. "As is the teacher, so is the school." The city maintains a training school for teachers, located at School Number Ten, in charge of Katherine M. Hurlburt. To secure a position as teacher, the candidate must have already taught for three years, or, in lieu of such experience, have graduated from a city training school after a thirty-eight weeks' course, or from a state normal school. Admittance to the training school must be preceded by a three years' course and graduation from a high school or academy approved by the state superintendent. After this, applicants are subjected to examination by the Board of School Examiners, and the names of those who qualify are submitted to the superintendent of education. It then remains for the superintendent to select from this list those who have the best teaching power. This can be determined in part by ascertaining the record which the applicant made in the normal school (see page 70) or in the high school and in the training school, or as a teacher where previously employed. There is also a record made while the applicant has acted as substitute, submitted by the principal, the supervisor, or as personally observed by the superintendent. After appointment the teacher is still under training, receiving instruction at grade meetings and suggestions from the superintendent and supervisors, as well as special instruction from the special teachers. This careful selection and training must necessarily tend to produce successful teaching.

SPECIAL INSTRUCTORS. The special studies that are being added to the public school course require the employment of special teachers. These, in Buffalo, are as follows: nine kindergarten teachers, four music teachers, one teacher of penmanship, three drawing teachers, seven sewing teachers, one physical culture teacher, and one manual training teacher. These teachers are not restricted to one class or school, but are required to cover the entire department. In some instances they do not very often come into personal contact with pupils, but impart instruction to teachers, who, in turn, transmit it to the classes. In such cases the special teacher maintains general supervision over the work, visiting each school and testing the work of the teachers as demonstrated by the proficiency of the pupils.

Having provided schoolhouses and teachers, the city's next duty was to furnish necessary books and supplies. If pupils were obliged to provide themselves with the complete outfit now necessary, the burden would be heavy. Foreseeing this, the present superintendent early induced the Common Council to furnish free text-books and other supplies. This permits more prompt organization of the schools at the beginning

of terms, saving at least two weeks' time in a year, which delay cost the city forty thousand dollars, or more than the amount now expended for free books. Books are now bought at wholesale prices, reducing the cost per book and enabling each book to serve several successive pupils. Children are no longer kept from school by inability to procure books, and doubtless the increase of eighteen thousand in school registration since 1893 is, to a considerable degree, due to this change in the system.

IN 1891 well-known citizens formed the Buffalo Free Kindergarten Association, the purposes in view being to emphasize the necessity of systematic early training of children and the value of the kindergarten as an agent in that direction. The supreme importance of such training is recognized, as is the danger of beginning too early the formal work of the school. It is the work of the kindergartens to provide such training for children between the ages of three and six years, the aim being to supply conditions favorable for free development of all the child's powers, at the same time cultivating habits of self-reliance, self-control, obedience, and consideration for the rights of others. This association established kindergartens, and, with slight monetary assistance from the city, maintained a corps of teachers until 1898, when the ten schools so established were formally taken over by the Department of Public Instruction, thus relieving the association of their management and expense. There are now twelve kindergartens operated by the department, under the supervision of Miss Ella C. Elder, who is assisted by a corps of selected teachers.

PHYSICAL TRAINING has been a part of the school work since 1892. It consists of movements of gymnastic value, graded to suit the ages of pupils and arranged to meet the conditions in the schools. These exercises are taught, by a special instructor, to the regular teachers, who take the exercises themselves that they may be prepared to teach them in their own classrooms. All movements are taken to words of command or to counts. In the first and second grades gymnastic stories and games are used, bringing into action the head, arms, trunk, and legs, and combining play with bodily exercise. Systematic physical training begins in the third grade, and is carried through the nine grades. The work of each teacher is supervised and judged from results as displayed by the proficiency of pupils. "Systematic physical exercise has its sufficient reason in its aid to a graceful use of the limbs, its development of muscles which are left unused or rudimentary unless called forth by special training, and for the help it gives to the teacher in the way of school discipline."



NOTE singing, or the learning of songs by imitation, has been changed during the past few years to note singing, and pupils are now taught to read and sing a musical composition scientifically. Singing is taught by the regular teacher under supervision of a special teacher, who, with three assistants, imparts instruction to the regular teacher, and periodically inspects the results of such teacher's work in the classroom. The teacher sings the major scale to the children, which they sing in turn. No other aid is invoked but the pitch pipe and the voices of the teacher and pupils. When mastered, the seven steps of the scale are shown in their relation to the fundamental step and to each other, by simply singing these steps from a cleverly designed chart. This makes that which the child already knows more attractive, and expands the thought he has in mind until it reaches the one the teacher would convey. This chart is supplemented by readers, allowing theory to be absorbed inductively. After an experience of five years the results are satisfactory.

JESSE KETCHUM MEMORIAL FUND. The memory of Jesse Ketchum is honored by a memorial fund, established in 1871, by the conveyance to the city of Buffalo of a fund of ten thousand dollars. This fund is managed by a board of trustees composed of James M. Smith, Doctor Horace Briggs, and J. N. Larned. Under careful management the fund has grown to sixteen thousand dollars. In his later years Jesse Ketchum became much interested in the public schools of Buffalo and one of their most generous patrons. On his frequent visits he would leave substantial tokens of his interest to stimulate pupils to do good work. In this same line the trustees award and distribute annually gold and silver medals to meritorious pupils. These medals are intended as incentives to diligent study, correct deportment, and good behavior, thus promoting faithful application to studies, cheerful obedience to teachers, and careful observance of the rules of the schools.



HOWEVER much may have been the opposition to the teaching of sewing prior to its introduction in the public schools of Buffalo in 1896, it has now disappeared. The method of teaching sewing is to present to the child, on a demonstration frame, each of the eight stitches in plain sewing, in the order of their strength, beginning at the weakest, basting. These the child practices on a small piece of cloth. When the stitches have been learned, the course progresses with the French seam, patches, gussets, the hemming of table linen, the making of buttonholes, etc. Each child has an individual workbox, and is supplied with printed rules, needles, thread, pins, a measure, thimble, and cloth. To these some add, at their own expense, cushion, emery, and scissors. Talks are given by the teachers on the growing of cotton, thread making, and the manufacture of the various articles used by the pupils, and specimens are shown to illustrate these talks. Every moment of the course is consumed in giving the correct idea of the work, and special effort made to stimulate the desire to continue and perfect their work at home. Sewing is now taught, by seven special teachers, in the fifth and sixth grades, and the teachers recommend that it be extended to the seventh grade, making a three years' course.

NORMAL SCHOOL TRAINING is furnished in Buffalo at the State Normal and Training School, Normal Avenue, with Doctor Cassety in charge as principal. The school was established in 1867, and is built upon ground donated for that purpose by Jesse Ketchum. The principal building was erected in 1869-'70 by the city of Buffalo and the county of Erie, jointly, at a cost of one hundred thousand dollars. The ground and building were then transferred to the state of New York, the consideration being that the state thereafter should maintain upon the property a normal school. Tuition and use of text-books are free. The design of normal schools is to furnish trained teachers for the public schools of the state. Candidates for admission to the school must be at least sixteen years of age. They are admitted by appointment of the state superintendent of public instruction, subject to examination, upon the recommendation of school commissioners and city superintendents of schools.

THE SCHOOL OF PRACTICE is maintained by the city at the Normal School, for the purpose of giving the graduating classes of that institution an opportunity to practice the methods and theories of teaching which they acquire in the Normal School. It is essentially a city school, different from the other public schools only in that pupils come from various parts of the city instead of from a specified district. In results it ranks with other grammar schools.



LIKE other special subjects, penmanship is taught under the supervision of one instructor, who at grade meetings assigns to the teachers the work for their classes and carefully explains the method of instruction. Vertical writing is taught, lessons being given three times a week. The pupils receive their instruction from the grade teachers, who teach according to the directions given them by the supervisor. The improvement in the work of this department has been marked, during the last two years. This is due largely to the interest and painstaking care of the principals and teachers and to the important fact that they exact from their pupils the same care in the preparation of all written exercises that they require in the regular writing lesson. The improvement under this teaching is shown by the accompanying facsimile of an average test. The first two lines were written by a fourth-grade pupil in September, 1897, and the last two lines by the same pupil in June, 1898.

Do your best, your very best.

Do your best, your very best.

Do your best, your very best.

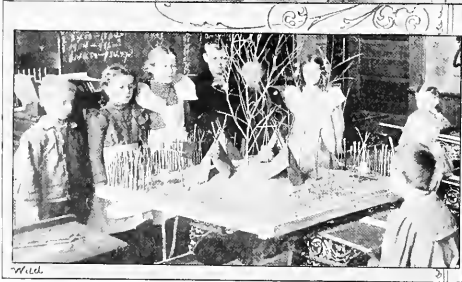
Do your best, your very best.

MANUAL TRAINING. On pages 72 and 73 are five views of manual training classes and work as carried on in the schools. The younger children in the primary grades are constructing scenes and articles about which they read in class. Clay modeling and cardboard exercises are given in connection with regular reading lessons. Above the fifth grade, boys advance to construction in thin wood, or jackknife work, cutting out useful articles from their own designs. In the eighth and ninth grades and high-school classes, the boys are taught bench work. Though boys taking this course lose one and one half hours of regular school work per week, they do not fall behind in their studies. On the contrary, they show improvement in their application to regular class work, and acquire a confidence and self-reliance which is of material assistance in mastering their lessons.



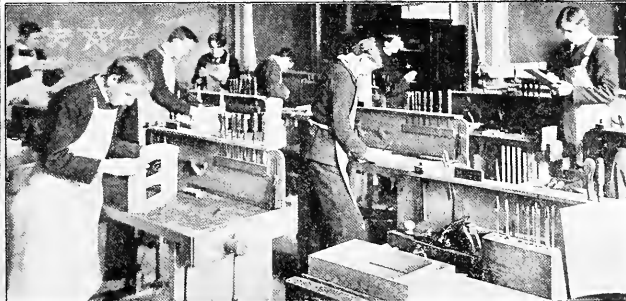
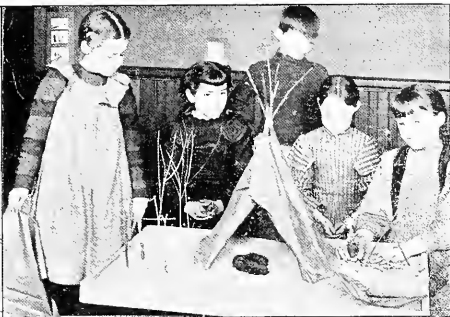
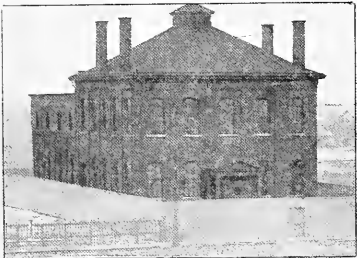
HIGH SCHOOL CLASS IN
MANUAL TRAINING.

—
CARDBOARD WORK.



MAKING INDIAN VILLAGES AT SCHOOL No. SEVEN.





1.
TRUANT SCHOOL.

2.
*INDIAN WORK AT
SCHOOL No. SEVEN.*

3.
*HIGH SCHOOL CLASS
IN MANUAL TRAINING*



OW to cure truancy is the problem solved at the Truant School (see picture of building on page 73) by Principal Kruse. To this school are sent truant pupils, and there they are kept until the "going to school" habit is cultivated. The school was opened in 1897, and has so far had two hundred "patients," most of whom have proved its efficiency by their regular attendance at school after being released. Upon entering the school, each boy is given a bath, hair-cut, and an entire outfit of clean clothes. Under careful supervision, and subject to strict rules, the boy is taught useful habits, correct manners, and regular school lessons. A daily routine is laid out, comprising the care of his own person, kitchen and dormitory work, school exercises, recreation, and evening study and entertainment. The institution is a complete home, and for the time being the boys are maintained at public expense. The state inspectors, upon their official visits to the institution, expressed themselves as highly pleased with the management and work of the school, it approaching their ideal more nearly than any other institution of its kind in the state, because of the homelike life and relations brought about by having the principal and his family, together with all the other employees of the institution, live with the boys. From the first, care is taken and efforts made to secure the good will of the unfortunate boy, that, once thoroughly secured, means good results. He is under the watchful eye and wholesome influence of some attendant in his play as well as his work, thus giving him little or no opportunity for mischief or foul language, yet the boy is never given the idea that the institution is a prison with bolts and bars, but rather that it is a home with kind but firm discipline. Corporal punishment is rarely resorted to, as it is found that much more can be accomplished in some other way.

THE VACATION SCHOOL idea is still a new one in the system of public instruction, but the Buffalo department is alive to its importance. At Schools Number Two and Number Forty-four some self-sacrificing teachers opened and maintained vacation schools for the benefit of children who otherwise would not fare well during the summer days when the regular school is closed. Time, labor, and money were thus contributed, and a system put into operation whereby children received attention and teaching. The work of the schools is largely manual, and is varied by excursion trips, the popularity and usefulness of which is attested by photographs shown on page 23. The funds necessary to conduct this work come from private subscription, and are procured through the combined efforts of the Principals' Association and the Women Teachers' Association.

THE WOMEN TEACHERS' ASSOCIATION OF BUFFALO was organized in September, 1889. It is the object of the association to promote the welfare of the public schools, to cultivate a spirit of sympathy and good will among teachers, to improve the character of the work done in the schools, to develop the abilities and resources of individual members, to create in the community at large a deeper sense of the dignity of the teacher's profession and the importance of the interests which teachers represent. In June, 1893, the association was incorporated, and in 1895 it purchased the Chapter House in Johnson's Park and so provided itself with a permanent home (see views on page 19). Active membership is confined to the women who teach in the Buffalo public schools, the annual dues being two dollars. Life membership, through which teachers secure permanent interest, even after marriage or retirement from active service, requires payment of fifty dollars. There are at present six hundred and twenty-five active, thirty-two life, and eight honorary members. Its officers for the current year (with corresponding number in photograph on page 18) are as follows: Doctor Ida C. Bender (1), president; Doctor Amelia Earle Trant (2), first vice-president; Mary Navagh (3), second vice-president; Agnes M. Baldwin (4), Harriet E. Bull (5), and Martha M. J. Unholz (6), secretaries; Harriet A. Gies (7), treasurer. The board of trustees is composed as follows: Kate Letterman (8), Anna S. McGowan (9), Adelaide Graybiel (10), Sara M. Hinson (11), Ada M. Kenyon (12), Lucy F. Lander (13), Isabel McKenna (14), Isabel Ryan (15).

THE WOMEN TEACHERS' MUTUAL BENEFIT ASSOCIATION was organized in 1891. Any woman actively engaged as a teacher in the schools of Buffalo may become a member upon the payment of an initiation fee of two dollars. The annual dues are one dollar, and an assessment of one dollar is paid upon the death of a member. At the death of a member the beneficiary receives a sum equal to one dollar for every member of the association. There are at present three hundred and sixty members. The bank account is over thirteen hundred dollars, and more than two thousand dollars has been paid out to the beneficiaries of deceased members. The following-named are the officers for the year 1899: board of directors, Isabella M. Ryan (president), Harriet Given, Elizabeth Edge, Nellie Coughlin, May McKee, Nellie R. Benedict, Margaret Carr, Anna B. Schamel, Kate Letterman, Kate E. Porter (financial secretary).

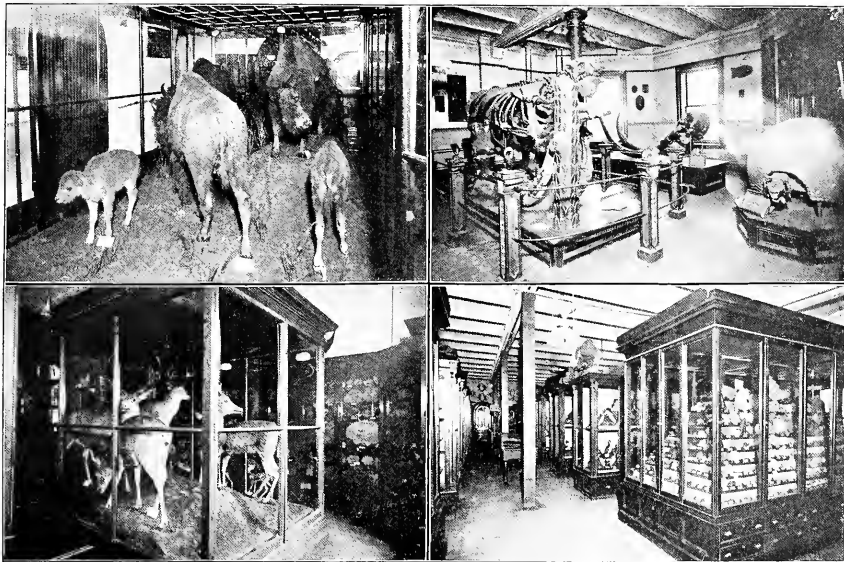
DRAWING is taught as a special department, and with what successful results is evidenced by the cover design and decorative initials used in this book, all of which were made from drawings furnished by pupils receiving instruction under the supervision of this department.

SOCIETY OF NATURAL SCIENCES. Incorporated 1863. Maintains a free public museum covering the field indicated by its name, and further seeks to interest and instruct the people through the media of lectures and publications. The collections of the society, some of which are pictured on page 77, are valuable adjuncts to school work, and have been designated by Superintendent Emerson a part of the school department. It is allowed five hundred dollars yearly from the school department appropriation, and this permits the arrangement of special courses of popular science lectures, and also enables the mineralogy classes of the high schools to use the collection of mineral specimens owned by the society. The society is located in the basement of the public library building, but hopes to possess a more suitable home. Doctor Roswell Park is president. Teachers and pupils are invited to join the society.

LIBRARIES IN SCHOOLS. An experiment full of promise of great success is being tried in the schools. The appropriation allowed by the state for the accumulation of libraries in schools is, in ten Buffalo schools, turned over to the Buffalo Public Library, and the latter in return furnishes an ample supply of books to such schools. This enables the use of a vast selection of books at a very small expense, and is proving popular in the schools where the plan is in operation.

A RETIREMENT FUND is being accumulated from a levy of one per cent per annum of all salaries to the teaching staff, and such contributors become entitled to support from such fund as follows: Female teachers who have taught in the public schools twenty-five years, and male teachers for thirty years, may draw from this fund an amount not to exceed half their salary at time of retirement, the maximum sum being six hundred dollars. The fund and its administration is in charge of a board of trustees composed of the mayor, superintendent, the chairman of the Board of Examiners, the president of the Women Teachers' Association, and the president of the Principals' Association.

EDUCATION OF DEAF-MUTE CHILDREN is carried on in Buffalo at the Le Couteulx Saint Mary's Institution, which is under state control. This institution has a splendid home (see page ii.), and is conducted by Sister Mary Anne Burke, principal, under supervision of a board of trustees, presided over by the Reverend P. S. Gilmore. The course of education embraces all branches, from kindergarten to oil painting, and is productive of gratifying results.



VIEWS OF COLLECTIONS OF THE SOCIETY OF NATURAL SCIENCES.

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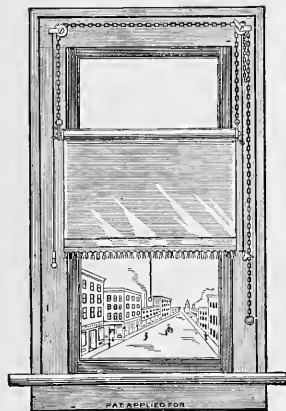
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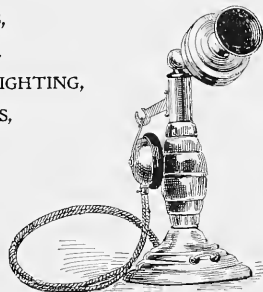
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UNDER THE CHARGE OF THE SISTERS OF SAINT JOSEPH. SISTER MARY ANNE BURKE, PRINCIPAL.

NIAGARA FALLS POWER IN BUFFALO.

Electric power, or energy, is now successfully transmitted to Buffalo from Niagara Falls, a distance of twenty-two miles. So far as it is used in Buffalo, this transmitted power is distributed by the Cataract Power and Conduit Company, of Buffalo, whose officers are as follows: George Urban, Jr., president; W. B. Rankine, secretary and treasurer; Charles R. Huntley, vice-president and general manager. It is brought from the power house at Niagara Falls to the city line of Buffalo on overhead wires, but at that point is transferred underground in conduits and connected with the power house of the Buffalo Street Railway Company, and the transformer houses of the Conduit Company, where the latter breaks the heavy current of eleven thousand volts into smaller currents that are made available for various commercial uses.

Buffalo has reserved about eight thousand horse power of this new power, as follows:

Street railway service,	2,000	Electric lighting,	3,000
Grain elevators operation,	1,500	Flour mills, dry docks, and malhouses,	1,100

The distributing company operates under a notable charter from the city of Buffalo, and has reduced its charges for power to a practical schedule. For instance:

An eighty horse-power motor running ten hours per day, taking an average of sixty horse power per day, would in twenty-five days per month consume current as follows: $60 \times 10 \times 25$ equals 15,000 horse-power hours, or, reduced to units, 11,200 units. On this basis the charge per month would be as follows:

Charge for service, demand of 80 horse power, at 75c.,	\$60
Charge for power, 10,000 units, at .008c.,	80
1,200 units in excess of 10,000, at .0075c.,	9
Total,	\$149

which is equivalent to \$22.35 per rated horse power per annum.

The company delivers a two thousand two hundred volt alternating current to the customer. The unit is the kilowatt hour, equivalent to one and one third horse-power hour. The service charge is for the maximum power called for per month, one dollar per unit of kilowatt equaling seventy-five cents per horse power, and in addition to this there is a meter charge per unit for actual amount of power consumed. This ranges from two cents to .0064 cents per unit, according to quantity.

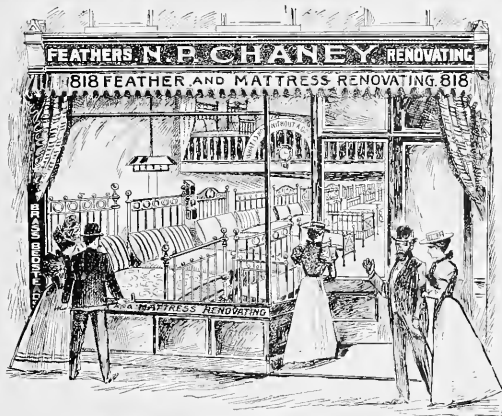
The Electric Lights of Buffalo

There is probably no city better lighted, as a whole, than Buffalo, and certainly not many streets in any city are as well and artistically illuminated as is Main Street. From the docks to Virginia Street, double arc lights of handsome style are erected every two hundred feet, alternately on each side of the street.

As a lesson in practical municipal government, pupils may obtain a great deal of interesting information from a careful study of the electric lighting system, its cost and operation. These arc lights are furnished to the city by the **BUFFALO GENERAL ELECTRIC COMPANY**, at the rate of \$100 per annum, and there are now one hundred and eighty-three of these lamps in operation. Each lamp is rated at two thousand candle power capacity, requiring four hundred and fifty watts of electrical energy to produce the required brilliancy. They are lighted and extinguished on schedule time, the hours lighted per night varying with the seasons. The total number of hours lighted per year per lamp is four thousand. The power which generates the electric current for the lamps is now transmitted from Niagara Falls, the current being conveyed to the lamps by underground cables laid in conduits.

Electric lighting demands a steady, never failing source of power. Heretofore, the company has depended on its steam plants; it now has also electrical power from the falls, and, as a further precaution, will install a mammoth storage battery, capable of storing power (two thousand horse power) sufficient to run the city lights for several hours in case of trouble with the power plants.

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12-inch globe, bronze base,	. . .	5.00
8-inch globe, oak base,	. . .	1.90
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6-inch globe, oak base,90

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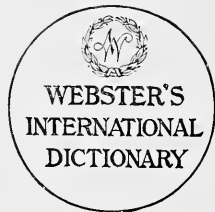
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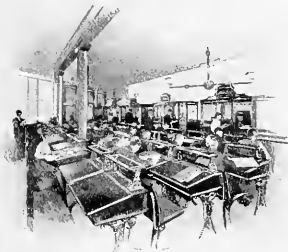
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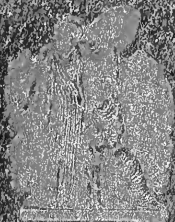
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