

# ROCHESTER HISTORY

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City Historian

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## **A Brief History of Rochester Childfirst Network** by Ruth Rosenberg-Naparsteck





Mrs. E. Griffith was one of the founders. Stirred by Rochester's needy children she traveled to Boston to observe an industrial school that became the model for the Industrial School of Rochester that she and other women founded in 1856.

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Cover: The Rochester House at 75 Exchange Street near the Erie Canal was once a fine hotel, but over time, it became a worn down rooming house populated by new immigrants. It suffered a major fire in 1853. Owner John M. French offered his ideal downtown location to the newly formed Industrial School of Rochester for six months rent-free. Three hundred children enjoyed Christmas dinner here in the first year in 1856. In its first year, the School served 264 girls and 272 boys, averaging 75 daily. The Rochester City School District refused to accept children who were unclean or dressed in rags. In its second annual report, the Industrial School noted, "We aim to elevate the children, to give them some ideas of cleanliness and prepare them for the District School." (Illustration from Sketches of Rochester by Henry O'Reilly)

Unless otherwise noted, all photographs are from Rochester Childfirst Network (formerly Rochester Childrens' Nursery)

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The Industrial School of Rochester moved to 133 Exchange Street from the old Rochester House. In 1954 it moved to its present location at 941 South Avenue when the old site was needed for the present Civic Center Plaza, Public Safety Building and Hall of Justice.

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## The Industrial School of Rochester

A century after the establishment of the Industrial School of Rochester, (which became Rochester Children's Nursery, today Rochester Childfirst Network), the *Democrat & Chronicle* recalled, "A class of neglected, destitute... lawless children existed. They roamed the alleys of the town, they pilfered and begged. They were children, who were unable to attend public schools and who had no moral or religious training."<sup>1</sup> The city of Rochester was scarcely two decades old when civic-minded women noticed that these children were without direction or support. In the fall of 1856 Mrs. Ebenezer Griffin visited an industrial school in Brooklyn, making note of how it might serve as a model for the growing city in western New York. Mrs. Ebenezer Griffin, Mrs. David C. Alling, Mrs. Henry A. Brewster, Mrs. Alfred Ely, Mrs. George Ely, Mrs. Gilman Perkins, Mrs. Edwin Scrantom and Mrs. Seth Terry established the Industrial School of Rochester.

In December of 1856 these women established the Industrial School Association. John M. French opened the old Rochester House on Exchange Street so that the women could provide Christmas dinner to 300 children. The new year inaugurated the formal opening of the Industrial School of Rochester. Only a matron, a cook and a teacher were on the payroll. All other help was volunteer. Two women from each of twenty-five Protestant churches taught, visited homes and determined who was eligible to attend.



The playground offered safe, supervised outdoor play for the children attending Rochester Childrens' Nursery. Unidentified children here play in the winter about 1910.

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By April of 1857 the organization was incorporated under New York State with a male Board of Directors to direct the school and a female Board of Managers to administer it. In 1858 the Industrial School purchased the private home of Mrs. Albert G. Smith at 133 Exchange Street and converted it to use as a school.

## **Child Poverty Increases**

"What can be done for the poor children who daily solicit 'cold victuals?'" asked the *Rochester Daily Union*.<sup>2</sup> Children were begging in the streets of Rochester in increasing numbers. While "our citizens are proverbially benevolent, and no one within the limits of this city would suffer for the want of food and clothing if their true situation were made known,"<sup>3</sup> the editor called for the organization of a benevolent society into whose treasury donations could be made trusting they would aid the needy. Rochester's citizens were well aware of children who adopted "begging as a business." The editor complained, "So admirably do these persons dress the 'beggars' that one must really seem hard hearted who can resist their appeals. Many who are really worthy may be turned empty away, because of the difficulty that presents itself in determining the true character and condition of the person seeking aid."<sup>4</sup>

"We need some systematic plan for disbursing our charities and feeding the poor, so that the needy may be supplied and imposition prevented ..., " called the *Rochester Daily Union*.<sup>5</sup> The Poor Committee of the Monroe County Board of Supervisors recommended in 1856 that the present system of temporary relief





Two children enjoy the peaceful autumn weather in front of Rochester Children's Nursery on South Avenue. The corner stone for this new building on South Avenue was laid in 1954. The original carriage house had been remodeled in 1957 and was incorporated into the new complex.

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to the poor should be abolished and substituted instead with a system modeled after the Poor Laws of England, replacing the Poor Farm with an Indigent Work House and dividing those in need into three classes: the sick, the insane and the laboring poor. The present two Poor House buildings were proposed to be used as a hospital and insane asylum while a new construction would be the Indigent Work House. With the discontinuance of farm labor, the Committee recommended selling off part of the Poor Farm.

The *Union & Advertiser* reported that the Committee feared creating a new class of working poor, "...the poor tax of the county has increased in fourteen years from \$10,000 to \$30,000 and the paupers have increased in the same ratio. Fearing that this alarming state of things will result in reducing many who are now tax payers to pauperism, the Committee advises that the system of temporary relief-except to the sick poor- be dispensed with entirely, and in lieu thereof a work house system be established similar to that of England."<sup>6</sup>

In this climate of increasing poverty, the editor of the *Rochester Daily Union* called "for the sake of perspicuity" for the owner of the Rochester House to offer three or four unoccupied rooms to establish an industrial school. Every begging child can be sent to this central location from anywhere in the city. The editor proposed "a cooking department, where food simply, but in a wholesome manner, should be prepared. An eating room, provided with tables and stools, with a full supply of plates, knives, forks and spoons, and the requisite dishes. Let the children assemble at 8 am each day, and when they have taken their breakfast, let them go into the school and there occupy their time in learning to read, making and repairing garments to be given to the needy."<sup>7</sup>



From 1862 to 1893 some students were resident at the then Industrial School of Rochester. During epidemics the school was closed to protect the residents. Girls were taught sewing, cooking and domestic skills that could prepare them for the workplace and ensure their homes would be sanitary. Some girls were placed in homes throughout the area.

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## The Industrial School Becomes a Reality

The second article of the constitution of the Industrial School of Rochester reads:

“The objects of this association are to gather into the school vagrant and destitute children, who from the poverty or vice of their parents, are unable to attend the public schools, and who gather a precarious livelihood by begging or pilfering, to give them means of moral and religious duty, to instruct them in the elements of learning and in different branches of industry, and enable them to obtain an honest and honorable support, and to become special members of society.”<sup>8</sup>

Over the next few years fundraising efforts included a Strawberry Festival in June and a Thanksgiving solicitation in November. One woman who had recently arrived in the city and who became an active supporter remarked, “I never knew a place where there are so many charitable institutions as there are in Rochester.”<sup>9</sup>

John P. French offered the use of the Rochester House at 54 Exchange Street for six months. Over the years the hotel had deteriorated from a once fine canal side hotel to a boarding house for newly arrived, poor immigrants. A serious fire had occurred in the old hotel, but many rooms were still useable. The *Union & Advertiser* reported, “The free use of sufficient rooms in the Rochester House,



Older girls were taught cooking and safe food handling in a time when many diseases were spread from lack of such training. At the turn of the century Rochester City Health Officer George Goler was struggling to require inspection of dairy farms and licensing of milk sellers as well as prevention of other diseases through education of sanitary practices. Notice the gas burner under each pot on the elevated pipe rack. Gas cooking was considered modern for its even, controlled heating. The chandelier above appears to be a candleabra. In 1898 Mechanics Institute, now Rochester Institute of Technology, started free cooking lessons at the Nursery.

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have been proffered until the first April next. This will answer for this winter and afford ample opportunity to test this plan of usefulness. The design at present is to have the entire city co-operate, and for this object as central a location as could be secured, has been obtained.”<sup>10</sup>

On Thanksgiving day, the 150 students were served turkey, chicken pot pie, corned beef, vegetables, biscuits and butter, pumpkin, mince and apple pies, cakes and gingerbread. That first Christmas, before the institution was even formally opened, it served Christmas dinner to about 300 needy children. New Year's Day another bountiful meal was served.

The community responded to the needy from the city and countryside. A review of the donations and donors show that people gave generously of what they had in the amount that they could afford-- sometimes it seems-- rivaling the “widow's mite.” How the Industrial School preserved so much in-season harvest is not known. Maybe some fruits and vegetables were canned, dried or stored in a fruit cellar, but it is recorded that it was all gladly received and eaten by hundreds of needy children.



Children listen as the teacher reads to them. In 1926 teachers specially trained in early childhood education taught kindergarten. Children learned to pay attention and socialize in preparation for city schools. Teachers learned about childhood development and more scientific teaching methods.

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Other recorded donations include wood and coal for heating, flour and bundles of new and used clothing as well as material for making clothes, boots and shoes, furniture, crockery, cooking and serving dishes and eating utensils, books, pencils, paper and other school supplies, hardware such as pails, door locks, washboards, nails, hammers and such. Others gave of their time and talents or from their businesses such as six months free rent of the Rochester House from J. M. French, use of Cornithian Hall from William A. Reynolds, printing and advertising from Curtis, Butts & Co., C. P. Dewey and Al Strong & Co. Dr. Avery vaccinated 27 children. Mr. Tully donated a coal scuttle, scoop and dipper and the services of two men to install coal stoves. A. J. Pixon repaired and varnished the sofa.

Donations from nearby towns included a bag of home-grown beans from Elizabeth Gavin, "a little girl taken from the 'Home for the Friendless.'" The Union Grays, a Rochester militia, donated fifteen uniform coats. Groceries came from several church womens groups while fifty cards of gingerbread came from the boys of the House of Refuge, a state boys' reformatory in Rochester.

The plan was to ... "become a channel of direct communication with the poor, free from imposition, and yet of such a character that all who really need aid can have their necessities supplied."<sup>11</sup> Certainly their establishment was necessary to fill the needs of a growing poor population and the withdrawal of aid from the County.



About 1890 children play together as one child holds a rattle up for another in a bassinet.

In 1858 the Industrial School of Rochester moved to Mrs. Albert G. Smith's private home at 133 Exchange Street near Court Street. Her low sale price of \$2,800 afforded the School a fine central location close to mass transportation lines and the work places of those served by the Nursery. (In 1924 the Industrial School of Rochester became the Rochester Children's Nursery, recently becoming Rochester Childfirst Network). It remained at that location until 1954 when future construction of the Public Safety Building prompted its relocation to a four-acre parcel on South Avenue, the former three-story mansion of box manufacturer Henry P. Neun. The property was originally a part of the Ellwanger & Barry Nursery. The Neun carriage house was preserved, added to and connected to the newly constructed school that stood where once the Neun mansion had been at 941 South Avenue. Play areas, an enclosed courtyard, large windows and airy classrooms helped to set the Nursery apart from others.

### **“Poverty Prevented is Better Than Poverty Endured”**

The Industrial School met with early success in both drawing children through their doors and transforming them into useful citizens with a good education, filled bellies and warm clothing. Their very success was feared to reduce donations among visitors who might think the problem of child welfare was under control. The school advocated for children, saying “poverty prevented is better than poverty endured.”<sup>12</sup>

On one donation day in 1868, the doors were opened to visitors to observe the work of the Industrial School. One lady remarked, “It does not seem possible that these can be pauper children.”<sup>13</sup>





Through the wall of glass the Sensory Garden allows children to enjoy the outdoors and nature regardless of the weather while reading.

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Fortunately, a member of the School's Visiting Committee overheard the remark and explained," You would think differently if you should go with me and visit them at their homes. And so it is, they come to us looking placid, meager, forlorn, and after continuing their attendance here for a while through wholesome and abundant diet which they receive daily, the wise discipline, salutary restraints and warm clothing and shelter have furnished to them, they become transformed, as it were and are as well-looking a set of children, as fat and nourishing, as are to be seen anywhere, and many a poor mother comes to our Matron with the glad story of gratitude for the blessed privileges of the Industrial School."<sup>14</sup>

By 1868 one hundred children were attending the Industrial School of Rochester. Though the School had never before received funds from the City School District, it appealed to the School Board that year stating: "The class of children taught and aided at said school [Industrial School] is a class which, on account of their poverty, the want of books, clothing &c. [etc] are excluded from the Common Schools by the rules thereof and, but for the Industrial School, would go wholly untaught. They are the most needy of all other children in the city,.... " the petition continued at great length to respectfully request two teachers to fill the needs unmet by the City's Common Schools.<sup>15</sup>



Two children sit on a popular turtle sculpture in 1954 when the Rochester Children's Nursery first opened its doors at 941 South Avenue.

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## Reaching Beyond the School

Hygiene was only one of the subjects taught to the students at the Industrial School and one of the most important. In a century when cities were densely populated, communicable diseases were easily spread and little understood by most people, public sanitation was imperfect, foods were often tainted or improperly stored and epidemics sometimes carried away scores of people in one visit.

In January of 1858, a teacher traveled to the home of one of her students to inquire about his absence and learned that he had been sick and had just died.<sup>16</sup> In 1868 the Industrial School of Rochester proudly announced that it had lost only one student, a little four-year-old girl who died of scarlet fever. The matron brought several of the children to her home to sing to her familiar songs she had sung at school.<sup>17</sup>

One little boy came to the School desperately needing help. Just before Christmas in 1856, this young black orphan child named George DuBois followed some other children to a Sabbath School, where on Sunday children were offered brief classes. Learning that George had been an orphan since birth, the teachers at the Sabbath School referred him to the Industrial School where he became a resident. Undernourished and in poor health, the School took him in, but five months later, he died. Eighty-six Industrial School children attended



Six children pose for a photograph in the Nursery about 1890.

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this orphan boy's funeral. In five months from a destitute orphan to a young man mourned by nearly one hundred people

## **The Civil War Comes Home**

"...neither our brave boys who went, or we who were left at home, had time to sit down and calculate on the conflict to be met, or its effects. Ere we were aware, the struggle was upon us.... So with us, we had no time to prepare for the return wave, whose troubled waters cast up mire and dirt. In fact, we know little of the practical effects of war, that we could not appreciate the certainty of this return wave...." They thought the "foe" dead, but so much more to do to bring employment and wellness to soldiers and poor families.<sup>18</sup>

The war was nearly ended and Rochester's citizens were looking forward to the return of their soldiers when the banks of the Genesee River overflowed causing the worst flood in the city's history to the present. Snow melt and warm rains combined in the hills south of the city forcing the river and its tributaries beyond capacity. Whole trees were carried downriver and pushed through the buildings on the Main Street bridge like battering rams. Basements and first floors of businesses were filled with dirty, swiftly moving river water. Goods were carried over the falls and out to Lake Ontario. The north/south flowing Genesee Valley Canal and the east/west flowing Erie Canal carried flood waters throughout the city. There were fears that explosions would occur in the gas street lamps or in businesses because the gas company workers could not reach the shut-offs. The



About 1910 the nursery children receive a helping hand from a staff person while eating. A nurse and dietitian ensured that the children had a healthy diet and playful exercise. Note the rocking horses that encourage motion.

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Industrial School, centrally located in the downtown, also took in water.

The women who carried the workload of the Soldiers' Aid Society soon realized they were the same women who carried other civic responsibilities including running the Industrial School, the hospitals, churches and other charities. Their energy and resources were wearing thin and the burdens were taxing though willingly carried.

The burdens of the soldiers were greater when they returned home to find employment temporarily in short supply, businesses damaged or destroyed, families broken and sometimes personal challenges of lost limbs and damaged souls.

"There are many children in the school who have a strong claim upon the sympathies of everyone. They were made fatherless for the sake of the country."<sup>19</sup> The same women volunteers who served in the Soldiers Aid Society found themselves assisting the School at 76 Exchange Street. One example is Maggie V. who came to the school already motherless. Her father left her in the care of someone who was too poor to care for her so she brought her to the school. Her father later could not be located and was assumed killed, but when the boys came home, he was among them. He had been quite worried about his daughter but could not communicate being in a hospital himself. When he learned that his daughter had had good care, he rejoiced and offered to pay the school five shillings a week.



In the 1890s when this photograph was taken, young boys attended city schools in the morning and took manual training in the afternoon. They learned caning, clay modeling, carpentry, wood carving, paper cutting and folding and mechanical and free-hand drawing. In 1892 about 100 students attended the Industrial School.

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In 1866, a year after the ending of the Civil War, the adjoining lot was purchased as a playground. Nearly a century later in 1954, a new property was purchased at 941 South Avenue. Distant from the temptations and bustle of the city, the property offered four acres of rolling wooded banks. The existing house on the property was burned; but the stone carriage house, for older students, was converted for use as an annex to the single-story newly constructed school. To preserve the tranquility, the entryway was surrounded by gardens and glass walls that opened a garden view from inside as well.

In February 1868 G. H. Perkins, treasurer of the Industrial School of Rochester, received a check for \$5,974.80 in a bequest from Morris Kingsbury, a farmer from Mendon whose own five children and wife had passed away before him. The school speculated that perhaps he had experienced hunger and destitution himself, having lost his parents to death as a young boy. The idea that someone would leave a bequest to the Industrial School, made the women of the board especially happy, thinking that the welfare of the School would outlast their own work. President C. J. Hayden and Secretary Edwin Scrantom had both earned their places in Rochester's business and industrial world. They hoped that this legacy left by Morris Kingsbury would open the eyes of others to the good that remained to be done.





In 1942 one woman at the Nursery instructs two students in woodwork.

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## Changing With the Needs

The Industrial School of Rochester had a keen eye for the needs of the community and was able to remold itself to meet those needs. Only two years after its establishment as an industrial school, it realized a need for resident care as well. In *A History of Monroe County, New York, 1788-1877*, Mrs. Seth H. Terry, one of the school's founders, related a story:<sup>20</sup>

"A homeless colored boy, who slept in an old shanty, found his way to the Industrial School, exposure at night induced consumption and a home was given him in the institution. Frightened children would ask for a shelter, as intemperate parents were abusing them at home, and they would be harbored until the hour of peril was over. When they would return to their wretched abodes."

## Funding The School

In the 1890s the emphasis of the Industrial School of Rochester was to provide the students with a vocation to help them lead productive lives. Ida Barnard, the school's principal, noted the need for trained girls, "How many people have not been tried with incompetent servants, who even when told and shown the proper manner of doing things still persist in their own way by force of habit?

"Therefore, I feel it strongly that we must work with these girls while they are still young."<sup>21</sup>



There has always been a need for a cookie tester. One boy in 1956 demonstrated his qualifications for the job to the woman baking at the nursery.

While the vocational education taught a needed job skill, it was hoped that the more versatile development of character would serve the child no matter what his or her calling. The 1917 *Annual Report* noted that the training was meant as much to teach a job skill as “to awaken in the child a moral sense which will distinguish between good and evil and an ambition to make of himself a self-respecting member of society.”<sup>22</sup>

An early annual report notes that....”these destitute children who have absolutely none of the ordinary comforts of life, have found others to help who are more needy than themselves. Since our country has entered the war (WWI), they have been sewing for the Red Cross and making what they could for the suffering children of Belgium and France...Each little girl gave two cents to help buy cotton for the quilts and pledged herself not to spend any pennies for chewing gum during the duration of the war....”<sup>23</sup>

Not everyone did well financially in the “roaring twenties.” The School realized that many working parents could not meet the needs of their children and needed the assistance of social workers. These caseworkers selected students after meeting with the parents and getting to know the students, their motives and behavior. While parents were encouraged to express their feelings and be otherwise assisted by caseworkers, the students ate, played, rested and studied together. The School became a conduit for health, education and social workers to come together to make the students well-rounded and able to meet the demands of the modern world. These changing responses to the needs of the children prompted a change of name in 1924 from the Industrial School of Rochester to Rochester Children’s Nursery.



These children enjoy each other's company at dinner around 1910 at the Industrial School of Rochester. Note that most of the boys are wearing ties and dress shirts. In 1919 grade school children were sent to the city schools while kindergarten and nursery students remained at the School. Children attending city schools returned to the School for lunch and supper. There must have been wonderful stories of the day to share over dinner.

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In 1927 it was noted in the Nursery's history that "Proper diet to correct and prevent nutritional disturbances is chosen carefully. All children under five years of age are required to rest for three hours each day."<sup>24</sup>

In 1924 the Community Chest provided sixty per cent of the revenue necessary to meet expenses, while thirty per cent came from parents and agencies. Ten per cent came from an endowment.

## **The Great Depression**

The Depression of the 1930s brought additional strain to the families and children of the Rochester Children's Nursery. As in the rest of the nation unemployment in Rochester was higher than it had ever been. Parents struggled to keep their families together, to keep a roof over their heads and to keep food on the table.

The Council of Social Agencies conducted a study that profiled the students and families using the services of the Rochester Children's Nursery. Several mothers brought their children to the Nursery for more than three years because six of the women were widows and sole support for their children, four mothers had husbands with irregular work and three women had husbands with inadequate income.



A young girl tosses a bean bag as her classmates watch. Did she overshoot or did her concentrating gaze require the bag to land on a square? Games like these taught concentration, coordination, focus and teamwork.

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In the prior two decades the Children's Nursery had taken on a larger role in child welfare moving from meeting the physical needs of a child to recreational, medical, educational and material needs of the child and the family. The study validated the Nursery's sense that "the parent whose child is in the day nursery is sincerely trying to be self-maintaining....These parents are determined to keep their children with them and do not want to fall into the quicksand of dependency."<sup>25</sup>

## Our Children's Heritage

Rochester Childfirst Network is the third oldest early care and education center in the nation after Graham Windham in Brooklyn in 1806 and St. Vincent's Home-Tacony in Philadelphia in 1855. A 1960 Report of Reaccreditations to the Child Welfare League of America, Inc. determined that "The Rochester Day Nursery [Rochester Children's Nursery] operates an exceptional program of education combined with social work, medicine and psychiatry.[psychologist]"

In 1954 the new school was built at 941 South Avenue that featured a modern kitchen, bathrooms and four large playgrounds on more than four acres of land. A garden in an enclosed courtyard brings peace amid the city's streets. Glass walls bring the peace of the garden indoors. In 1968 a one story multi-classroom



Mrs. John Craig Powers was president of the Rochester Children's Nursery from 1916 to 1928 and the daughter of Mrs. Gilman Perkins, one of the founders.

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addition was built joining the original charming carriage house to the 1954 school building. The carriage house, built in 1864 continues to be used as a classroom.

In 2006 about 180 children attend the Rochester Childfirst Network [RCN] at the South Avenue location. Another 4,000 children are served off site in family childcare homes and through special education services. From six weeks of age to twelve, children can enroll in the Toddler and Preschool Program, Universal Pre-Kindergarten, PreSchool Special Education Program, onsite and off, a Before and After School Youth Program that emphasizes character development and healthy lifestyles, and a Backyard Adventures Summer Camp. Nourishing meals are offered along with physical activities and creative crafts.



The 1858 Annual Report notes “This enterprise had its birth in the midst of a winter of unusual severity, the high price of provisions also making a strong draft on its scantily filled treasury, and the pressure in the money market during the autumn rendering its very existence precarious. We have received no permanent fund; and till some appropriation is made, must rely solely for support on the contributions of the charitable,...”

A new community of donors and supportive citizens has arrived in the 21st century, some of whom have descended from the founding members and supporters. A reflection on the original donations in 1856 emphasize the pioneer, hands-on nature of founding the Industrial School of Rochester, while today, though still much needed, a more practical funding for the school comes from parent fees, United Way, Monroe County Department of Social Services and Department of Health, New York Department of Education and various grants and contributions. The Rochester Childfirst Network continues to fill a great need in the greater Rochester community.

## **Timeline**

1857 - Incorporated on April 15, 1857 as the Industrial School of Rochester chartered “to gather into the school vagrant and destitute children who from the poverty and vice of their parents are unable to attend public schools, and who gather a precarious livelihood by begging or pilfering....”

1858 - Moved to home of Albert G. Smith at 133 Exchange Street from Rochester House.

1865 - Women of the Soldiers Aid Society realize their community service crosses over in the Industrial School of Rochester.

1867 - State Orphan Asylum Fund begins support of the Industrial School of Rochester

1918 - Industrial School is one of 36 Rochester area agencies to be supported by the Rochester Community Chest, today's United Way.

1924 - Rochester Industrial School becomes Rochester Children's Nursery changing its focus from vocational training.

1954 - Rochester Children's Nursery relocates on a four-acre site on South Avenue.

1957 - Carriage house on South Avenue site is renovated for school-age children.

1968 - One story multi-classroom building built adjoining the former carriage house which was used as a kindergarten

1980 - Special Education services begin through the state education department.

1981 - Family Childcare homes begin to be served through a Federal Food Program and Training.

2005 - New Additions built and facility upgraded.

2006- Rochester Children's Nursery is located on the four-acre site on South Avenue that operates out of a one-story multi-function classroom building. Large playgrounds and an enclosed courtyard garden take advantage of the four acres.

## Acknowledgements

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## Endnotes

1. *Democrat & Chronicle* January 6, 1957.
2. *Rochester Daily Union*, December 1, 1856, pg.3,col.2.
3. Ibid
4. Ibid
5. Ibid
6. *Union & Advertiser* December 11, 1856, pg. 3, col. 1
7. *Rochester Daily Union* December 1, 1856, pg. 3, col.2
8. *Union & Advertiser*, January 10, 1868, pg. 2, col. 5; *First Annual Report* January 2, 1858
9. *Union & Advertiser* January 10, 1868, pg. 2, col. 5
10. *Union & Advertiser* December 11, 1856, pg. 3, col.1
11. Ibid
12. *Union & Advertiser*, January 10, 1868, pg. 2, col. 5
13. Ibid
14. Ibid
15. *Union & Advertiser* March 6, 1868, pg 4, col. 3
16. 1858 *Annual Report*, page 14
17. *Union & Advertiser* January 10, 1868, pg. 2, col. 5
18. *Soldiers Aid*, 1865, pg 16  
(newsletter in the collection of the Rochester Childfirst Network collection)
19. Ibid
20. Terry, Seth H., article in *A History of Monroe County, New York, 1788-1877*, W. H. McIntosh, printed 1877, Evert, Ensign & Everts, Phila., Pa.
21. *Times-Union* January 21, 1984
22. Ibid
23. Ibid
24. Ibid
25. Article from 1939 *Democrat & Chronicle* scrapbook in collection of Rochester Childfirst Network

#### PROVISIONS, GROCERIES, &c.

A. Reynolds & Son, bar of soap, 1 doz. candles, bag of rice, shoulder of pork, lard, pork, cheese, butter, salt, turneps, potatoes, codfish, 13 chickens and 4 turkeys; S. F. Witherspoon, salt pork, apples and potatoes, each three times, peaches twice, pumpkins, pork, squashes, tomatoes, 6 mackerel, 17 lbs. of cheese and meat; Messrs. Brewster, peaches, ham and codfish; H. Brewster & Co., a bbl. potatoes and dried beef; Moulson, Munn and Wilbur, meat for soup; Mr. Moulson, 50 lbs. of corned beef and 10 lbs. of candles; Mr. Law, \$3.00 worth of meat; Mr. W. Dagg, meat; Mr. Ashly, roast and boiled beef, bread and meat pies; T. Newton, ham and lb. of tea; G. C. Buell, smoked meat, fish, and 1 doz. white fish; E. H. Munn, bbl. of potatoes, bush. do., 24 lbs. of rice, a pork bbl., meat and bag of salt; J. Cochrane, 1 bbl. of potatoes, a quantity of salt pork and mackerel; S. H. Terry, 300 lbs. of rice, 4 gallons molasses and 2 chickens; Mrs. Craig, soap and bbl. of potatoes; Mr. Herrick (Greece) 112 lbs. of buckwheat; Mrs. Wilkinson, 50 lbs. do.; J. M. Whitney, 2 bushels corn meal; Mr. Howe, bbl. of bread and crackers, and 102 loaves of bread; J. Culross, \$1.00 worth of crackers; Mr. Caldwell, 20 loaves of bread; S. G. Andrews, bbl. of bread, crackers and meats; Union Grays, meats, cakes and crackers; St John's Sabbath School, cakes and meats; a fine donation of food, twice from the ladies of Plymouth Church, and from the ladies of the Unitarian and Brick Churches, once each; the boys of the House of Refuge, 50 cards of gingerbread; Mrs. Louis Chapin, ginger cookies; Mr. Upton, 5 loaves of bread, 6 candles and beans; Mrs. Alfred Ely, 2 chicken pies, cakes, apples, quinces, pears and tea; Mrs. E. Pond, fish; Mrs. W. W. Ely, vegetables several times; Mrs. S. Miller, box of soap, 3 bushels of potatoes, peaches and melons;

#### THE TOWN OF BRIGHTON.

Mrs. Lorana Nutt, corn and apples; Mrs. Isabel Nutt, corn; Mrs. David Hagaman, sweet apples; Mrs. Harriet Hagaman, apples; Mrs. Hantley, potatoes; Mrs. S. C. Thorn, carrots, turnips and squashes; Mr. Wallace, potatoes, squashes and cabbages; Mrs. Edmonds, a pumpkin and squash; Mrs. Samuel Seeley, potatoes, beets, carrots and cabbages; Elizabeth Galvin, (a little girl taken from the "Home of the Friendless,") a bag of beans, the fruit of her own labor; Mr. French, potatoes and cabbages.

#### THE TOWN OF HENRIETTA.

Mrs. Wilson, cabbage and apples; Mrs. Fargo, a pumpkin; Mrs. Leggett, a pumpkin and cabbages; Mrs. E. Little, cabbages, beets, pork, and corned beef; Mr. Calkins, flour and cracked corn; Mr. Colvin, a cabbage and 3 pecks beans.

#### THE TOWN OF BERGEN.

Collected by Miss M. O'Donoghue, 33 bushels potatoes, 6 do. turnips, 15 do. apples, 8 do. corn, 5 do. wheat, 3 do. beets, 2 do. beans, 2 do. onions, 2 do. corn meal, 2 do. carrots, 1 do. buckwheat, 1 barrel flour, 20 pounds pork, 9 do. butter, 8 do. cheese, 6 do. candles, 3 do. sugar, 20 cabbages, several pumpkins, pepper, quantity of needles, thread, tape, combs, clothes-pin and gloves.

Above: Page from First Annual Report

Back cover: Rochester Childfirst Network at 941 South Avenue in 2006. RCN is a not-for-profit agency dedicated to advancing the quality of early education and care in Western New York, through leadership, advocacy, and innovative direct services to children.

