

United States Department of the Interior
National Park Service



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National Register of Historic Places Registration Form

HISTORIC PRESERVATION OFFICE

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Gregory Primary School

other names/site number _____

2. Location

street & number 157 N. 7th Avenue

☐
☐

not for publication

city or town Long Branch

vicinity

state New Jersey code NJ county Monmouth code 025 zip code 07740

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide X local

Pat Boony Assistant Commissioner - DEP 8/23/12
Signature of certifying official/Title Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

- ☒ entered in the National Register
☐ determined not eligible for the National Register
☐ other (explain) _____

- ☐ determined eligible for the National Register
☐ removed from the National Register

Joe E. Beall 10-24-12
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

Category of Property

(Check only one box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Number of Resources within Property

(Do not include previously listed resources in the count.)

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

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY

REVIVALS – Classical Revival

Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK

TERRA COTTA

roof: SYNTHETIC

other:

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Situated at the southeast corner of Joline and North 7th Avenues in Long Branch, NJ, the Gregory Primary School is a 2-story building designed in the Classical Revival style and constructed in 1924. The building is clad in red brick with terra cotta detailing and a concrete base. On the north, west and south elevations, the building has a brick parapet and a terra cotta architrave, denticulated stringcourse and cap along the roofline. On the west elevation, red brick pilasters separate the bays and are topped by Doric terra cotta capitals. The building has a flat roof with a stepped parapet on the west elevation. The second-floor windows have terra cotta sills and all windows have brick heads. In 1954, a 1-story addition was constructed to the southeast. The addition is clad in red brick and has concrete sills and metal siding along the roofline. The roof of the addition is flat. The Gregory Primary School retains its integrity, as both the overall form and defining architectural characteristics remain intact from the time of construction. The only exterior alteration to either the original building or the addition is the replacement of the windows, which occurred ca. 1990. The building is currently vacant.

Narrative Description

The Gregory Primary School stands on an approximately 2.7 acre lot that is level and trapezoidal in plan (see site plan). It is bounded by North 7th Avenue to the west, Joline Avenue to the north, Hendrickson Avenue to the south and small-scale housing to the east. Landscaping is relatively minimal. To the north, west and south of the building are narrow concrete sidewalks. Along the front elevation, a grassy area with limited landscaping extends from corner to corner (Photograph 1). A central concrete pathway extends from the sidewalk to the front door of the school. A grassy plot with a flagpole interrupts it at midpoint (Photograph 2). To the south of the 1924 building, a paved parking lot defined by a chain link fence lies south of the school. To the south of the 1954 addition is a grassy area, which is also enclosed by chain link fencing and a single tree. To the east of the 1954 addition, another grassy area with three trees at the south end. To the east of the 1924 building is a paved parking lot. To the east of the paved parking lot is a grassy area with no trees. To the north of the building is a paved parking lot with a very small grassy area to the north of the 1924 building and parallel to the sidewalk. Three street trees are located along the length of the elevation. The building stands about one mile west of the Atlantic Ocean and five miles east of the Garden State Parkway. The surrounding neighborhood primarily consists of small-scale residential buildings.

West Elevation

The west (primary) elevation of the 1924 building is eleven bays wide. The first and eleventh bays project slightly from the façade plane (Photographs 1 and 3). They have no openings and are flanked by two brick pilasters. Paired 8-light replacement windows occupy the 1st floor of the second through fifth and seventh through tenth bays (Photographs 1 and 3).¹ Paired 8-light replacement windows with blind 1-panel metal transoms are located on the 2nd floor of the second through fifth and seventh through tenth bays where the replacement windows are smaller than the originals (Figure 1;

¹ Although there are no remaining original windows, a 1940 photograph of the building shows the 1924 building as originally containing 6/6 windows on the 1st floor and 9/9 windows on the 2nd floor (Figure 1).

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Photographs 1 and 3). The entrance is the centered element of the elevation. A double-height Ionic, tetrastyle portico with architrave and pediment surrounds a double-leaf wood door within a paneled wood surround ornamented with wood egg and dart moldings (Photograph 2). A multi-light arched wood window of vaguely Palladian inspiration rests upon the panel above the door. The columns support a terra cotta frieze bearing the words "Gregory Primary School" in bas-relief. The pediment is ornamented with modillions, but the tympanum is empty.

The 1954 addition is four bays wide and substantially recessed from the 1924 building. 9/9 replacement windows are located in the three southernmost bays and there is a single-leaf metal door with a 1-panel metal transom in the fourth bay from the south (Photographs 1 and 8).ⁱⁱ

South Elevation

The south side of the building is composed of the south elevation of the 1924 building to the west and the 1954 addition to the east. The elevation of the 1924 building is nine bays wide. Single and tripartite 8-light replacement windows are located consistently with those of the façade (Photographs 3 and 4).

The 1954 addition is four bays wide and substantially projects from the 1924 building (Photographs 7 and 8). A double-leaf metal door with 1-light, 1-panel metal sidelights and a 4-panel metal transom is located in the first bay from the west. A projecting canopy clad in metal siding is located above the entrance (Photograph 8). Seven adjoined 9/9 replacement windows are located in the three easternmost bays (Photograph 7).

North Elevation

The north elevation reverses the arrangement of the south elevation: the 1924 building to the west (right) and the 1954 addition to the east (left). The 1924 building is nine bays wide. A single-leaf metal door is located in easternmost bay on the 1st floor (Photographs 3 and 4). The entrance is below grade and accessed by concrete steps with a painted pipe metal handrail. Single and tripartite 8-light replacement windows are located consistently with those of the façade and south elevation (Photographs 3 and 4).

The 1954 addition is four bays wide and substantially recessed from the 1924 building. Seven adjoined 9/9 replacement windows are located in each of the three easternmost bays (Photograph 5). A double-leaf metal door with 1-light, 1-panel metal sidelights and a 4-panel metal transom to the east of a 4-light replacement window is located in the northernmost bay. The bay is located beneath a projecting canopy clad in metal siding (Photograph 5).

East Elevation

The east elevation is comprised of the 1924 building to the north and the 1954 addition to the south. The 1924 building is eight bays wide. Double-height, tripartite multi-light replacement windows with 3-panel metal transoms are located in the first through fifth bays from the south (Photograph 6). Shallow brick pilasters separate the bays. A freestanding, hip-roofed, painted brick structure with double-leaf metal doors, which leads to the interior of the building, is located in front of the third bay from the south (Photograph 6). A double-height, multi-light replacement window with a 1-panel metal transom is located in the sixth bay from the south (Photograph 6). A double-leaf metal door with a brick lintel is located on the 1st floor of the seventh bay from the south (Photograph 6). A 4-light replacement window with a 1-panel metal transom

ⁱⁱ The 1954 addition primarily contained 9/9 windows.

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is located on the 2nd floor of the seventh bay from the south (Photograph 6). The northernmost bay has no openings and is clad in red-painted stucco (Photograph 6).

The 1954 addition is two bays wide. The southernmost bay substantially projects from the 1924 building and the northernmost bay slightly projects from the 1924 building. The southernmost bay contains a double-leaf metal door with 1-light, 1-panel metal sidelights and a 4-panel metal transom. The entrance is located beneath a projecting canopy clad in metal siding and up three concrete steps with a painted metal railing (Photograph 7). Paired 9/9 replacement windows are located in the northernmost bay (Photograph 6).

Interior

On the interior of the 1924 building, the classroom spaces on the 1st and 2nd floors are arranged around the north, west and south elevations. These spaces are interspersed with service and administrative spaces, such as libraries and bathrooms. A large, double-height auditorium space encompasses the majority of the west elevation. The classrooms are separated from the auditorium by U-shaped corridors on both floors. The floors are accessed by three stairways.

On the 1st floor, there are six classroom spaces (Photographs 9, 14-16). The finishes include painted drywall, painted brick and painted plaster partitions, linoleum floors, c. 1980 dropped acoustical tile ceilings with mechanical systems above, c. 1980 linear fluorescent lighting, and painted wood baseboards, chair rails, window and door surrounds. Some of the wood doors were replaced in the late 20th century. Other typical classroom features such as original blackboards and storage cupboards are intact. The service and administrative spaces have the same finishes. The 2nd floor has eight classroom spaces arranged in a similar manner and with similar finishes (Photographs 21, 24-26).

The double-height auditorium is the most prominent interior space (Photographs 10 and 11). It has no permanent seating, but there is a wood stage and proscenium at the north end, the latter of which has plaster detailing. The remaining finishes in the space include painted plaster walls, linoleum tile flooring and a dropped acoustical tile ceiling.

The U-shaped hallways on both floors have painted plaster walls, painted concrete floors and dropped acoustical tile ceilings (Photographs 13 and 22). There is also a variety of wood trim, including, baseboards, crown moldings, doors and door surrounds.

The primary stairway is located in the center of the west elevation and is a mirror U-return stairway with painted metal treads, risers, balusters, newel posts and handrails (Photographs 12 and 23). The secondary stairways are located at the northeast and southeast ends of the hallway (Photographs 20 and 27). They are U-return stairways with painted metal treads, risers and handrails. All stairways provide access between the 1st and 2nd floors. There is no elevator. These spaces and elements remain remarkably intact from the original construction of the building.

The interior of the 1954 addition was exclusively used for classroom space. There are four rooms that are located along the north and south elevations and are accessed by a double-loaded corridor that extends from east to west. The hallway has original tiled and painted drywall walls, c. 1980 linoleum floors and dropped acoustical tile ceilings, and original wood doors and wood door surrounds (Photograph 19). The classroom spaces have painted drywall partitions, c. 1980 linoleum floors and dropped acoustical tile ceilings, original wood window and door surrounds and original blackboards (Photographs 17 and 18).

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Integrity

The Gregory Primary School retains a high degree of integrity. Both the overall form and the defining architectural characteristics remain, including its window openings, embellished entrance, and terra cotta detailing. The quality, placement and condition of the construction materials are highly characteristic of the period and also remain wholly intact. Although the 1924 building has unfortunately had its windows replaced, the consistent openings remain, thus effectively conveying the original architectural intent of the building. The construction of the 1954 addition is similarly straightforward as it was adjoined to an unfenestrated brick wall and impacted no adjacent openings or architectural details. Because the building operated as a school from the time it was constructed until 2007, both interiors remain largely intact with no alteration to its configuration. The only alterations involve the addition of contemporary materials, such as dropped acoustical tile ceilings and replacement linoleum tile and the removal of secondary original elements, such as light fixtures.

The location and setting of the building remains intact since the 1924 building was constructed. The design and materials similarly retain their integrity. The workmanship, while expressed in an archetypal period style, is of good quality and in keeping with the trends of the time. The feeling and associations of the building also have a high level of integrity.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ A Owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1924-1962

Significant Dates

1924

1954

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

N/A

Architect/Builder

John N. Pierson and Son (architect)

Braun, H. Irving and Mancuso, James W. (architect)

Period of Significance (justification)

The period of significance begins in 1924 with the construction of the building and ends in 1962, as the building continued to operate as a public primary school within the Long Branch school system.

Criteria Considerations (explanation, if necessary)

N/A

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Gregory Primary School is significant under Criterion A, Education, as an important elementary institution in Long Branch. The school is also significant under Criterion C, Architecture, as local example of early 20th century Classical Revival academic architecture that embodied contemporary educational programmatic theories and for its association with the New Jersey firm of John N. Pierson and Son. The building remained in continual use as a public elementary school until 2007, at which time a new school was constructed and the building was vacated. The Gregory Primary School is currently vacant and owned by the City of Long Branch Housing Authority.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

A Brief History of Long Branch

Long Branch, New Jersey was established in the early 18th century by a small community of settlers and is one of the oldest seaside resorts in the country. The first summer visitors arrived in the 1760s and, as the town became better known for its natural attractions, increasing numbers of visitors began vacationing there. As the resort gained prominence through the mid-19th century, convenient rail and steamboat lines were built, attracting wealthy citizens of New York and Philadelphia who built grand houses along the beach as their summer residences. Later, Victorian hotels and inns were built along Ocean Avenue to accommodate the growing number of visitors who did not own houses there. Known subsequently as the "Hollywood of the East", the town also attracted famous theatrical actors and actresses who both vacationed there and provided the town with entertainment in the summer months. Long Branch even became a favorite summer retreat of presidents, having hosted Ulysses S. Grant, James Garfield, and Woodrow Wilson among others. This function necessitated a comparable service economy, which was sustained by a year-round community of working- and middle-class residents, many of whom were Italian, Irish and Jewish immigrants. These citizens made Long Branch into a fully functioning town – rather than a temporary resort – with all of the governmental, commercial, and educational institutions necessary for year-round life. By the early 20th century, Long Branch had waned in favor as a vacation spot for prominent New Yorkers and Philadelphians and evolved instead as a solidly middle class community.

Criterion A: Significance in Education

The Gregory Primary School is significant under Criterion A, Education, as an important elementary institution in Long Branch. The Gregory Primary School is the result of a legacy of educational zeal and reform in Long Branch, which lasted from the mid-19th to the early 20th centuries. The school's construction was influenced by national trends in educational reform and school design during this period, but was also the result of local needs and desires for better elementary schools and schooling. Named for one of the most prominent school superintendents in Long Branch's history, Christopher Gregory, the Gregory Primary School played an important role in an educational system that was remarkably extensive, highly regarded and well known for a town of Long Branch's size.

A Brief History of Public Education in New Jersey

The construction of "public" schools in New Jersey, in contrast to other private or parochial schools, originated from a prevailing concern for the education for poorer children throughout New Jersey.ⁱⁱⁱ With a strengthening of democratic

ⁱⁱⁱ Roscoe L. West, *Elementary Education in New Jersey: A History* (Princeton, NJ: D. Van Nostrand Company, Inc., 1964), 11.

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ideals in the United States at the time, "many began to see that a new society could not be formed without a fresh conception of education and its relationship to economic and social opportunities." A debate over the establishment of a public school system thus ensued during the 1800s and 1820s, and ended briefly in 1829 when the New Jersey Legislature passed the "Act to Establish Common Schools." The act was the "first comprehensive school law in New Jersey" and provided a statewide fund to establish an education committee, hire teachers, and build schools in each New Jersey Township.^{iv} A framework for licensing teachers was also established, although this responsibility, like the others, rested in the hands of local communities.^v Strong opposition to the act, especially from affluent religious schools who believed the progress they had made in education would be damaged, resulted in the repeal of the act in 1831. Some aspects of the act, including state funding for education in local townships, were later restored in 1838, but did not have the full effect of the 1829 act. Although there was once again money to build schools and hire teachers, the schools were not free to students and many children continued to be excluded from an elementary education.^{vi}

The debate over public education – especially the provision of free public schools – continued despite this major setback. Local communities like Long Branch proceeded to fund and build schools on their own despite the lack of a state educational system and appropriations that it required. Educators continued to fight for public education by exposing the deplorable conditions of schools and the irregularity of teacher licensing throughout the state. Critics like David Murray, who in his *History of Education in New Jersey* described the extremely poor state of local schools at this time, made enough of an impression on legislators for the issue of education to be seriously reconsidered during the 1844 convention to frame a new constitution for New Jersey.^{vii} Legislators, who had finally been convinced of the values of free schooling, voted to fully restore funding for public education through the State School Fund "for the equal benefit of all the people of the state."^{viii} This assured that all students had access to education, despite their race, class and economic status. One year later, in 1845, the legislature voted to establish a state superintendent of schools with the view of advancing the administrative capacity of the new educational system, and setting up a framework for future state – not local – certification of teachers.^{ix} The second half of the 19th century saw the ongoing development of the public school system and the revision of previously approved methodologies, such as the establishment of the State Board of Education, the substitution of Township Superintendents for County Superintendents, the creation of individual school districts, the specification of funding sources and the requirements for teacher qualifications.^x

A Brief History of Primary Education in Long Branch

In Long Branch, formal education first begins in 1780 when a small schoolhouse was constructed.^{xi} By 1812, the population of the town had grown large enough for another schoolhouse, Primary School No. 1, to be constructed in the Upper Village. These two one-room schools served the community for the next four decades, when the population had become so large and spread out that the town's educational system had to be retooled.^{xii} The presence of these

^{iv} Ira T. Chapman, "Education in New Jersey," in *The Story of New Jersey, Volume I*, edited by William Star Myers (New York: Lewis Historical Publishing Company, 1945), 450.

^v West, 17-19.

^{vi} Nelson R. Burr, *Education in New Jersey: 1630-1871* (Princeton, NJ: Princeton University Press, 1942), 261-262.

^{vii} David Murray, *History of Education in New Jersey* (Washington, D.C.: Government Printing Office, 1899), 136-138. Although the work was not published until 1899, Murray was an outspoken educational reformer throughout the second half of the 19th century.

^{viii} "Court Street School." *National Register Nomination*, 1995, 8:1.

^{ix} West, 26-27.

^x State of New Jersey. *Report of the Commission to Survey Public Education* (1928), 20-21; Chapman, 471-481.

^{xi} This was the town's first formal institution.

^{xii} Federal Writers' Project, *Entertaining a Nation: The Career of Long Branch* (Long Branch, NJ: 1940), 159-160.

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schoolhouses was not only significant because there were no national educational guidelines requiring their construction, but also because their costs were primarily funded not by the Federal, State or City governments, but through the voluntary donations of Long Branch residents.^{xiii} Consequently, it is evident that the education of its children was clearly an early priority for Long Branch. During this early phase of educational development, Long Branch was under the jurisdiction of Shrewsbury Township. It remained as such until 1849, when it became part of Ocean Township.

It was not until the 1850s that Long Branch distinguished itself from surrounding townships in the realm of public education. With the arrival of a new superintendent of schools, Dr. Thomas G. Chattle, educational reform prospered.^{xiv} Like many other New Jersey educators, Chattle took issue with the small, inadequate schools that he encountered on his arrival, citing their lack of good furnishings and equipment. By the 1850s, the one-room schools that had served the community for decades had become too small to serve the ever-increasing population of Ocean Township. Chattle spearheaded a campaign for the construction of new school buildings, as the existing "edifices themselves, however, are generally in a very poor condition, being old, uncomfortable, and ill ventilated."^{xv} This protest was often in the face of opposition from residents who were generally ambivalent about the poor conditions of the existing schools. Chattle was also deeply concerned about the quality of the district's teachers, which he viewed as far poorer than the conditions in which they taught. One of his main goals over his decades long tenure in Long Branch was to require teachers to be licensed – before state certification was available – only if they could pass an examination.

Chattle's efforts were controversial in Long Branch because the floundering local economy in the 1850s and 1860s had convinced Long Branch residents that their tax dollars were better spent elsewhere. However, in 1861, Chattle states, "the interest among citizens in our common schools, I think, is rather on the advance, and Ocean Township bids fair, ere long, to rival any of her sister townships in the intelligence of her instructors and the interest of the inhabitants on school matters."^{xvi} This hope was realized in 1870 when he was finally able to convince the residents of Long Branch to replace the Primary School No. 1 with a new, larger structure.^{xvii} His efforts were also perhaps partially aided by the fact that, in 1867, the Long Branch Commission was formed as the operating body within Ocean Township.

In 1871, he again had success when the State Legislature merged the four school districts surrounding Long Branch under the corporate title of Long Branch, District 85.^{xviii} This brought increased tax revenue that allowed Chattle to begin planning for the construction of Long Branch's largest school to date.^{xix} Long Branch had long required a high school, and it was one of Chattle's goals to finally satisfy this requirement. With Chattle as their leader, the new board of education, which had been established in 1873, voted to build the high school with funds collected from a bond issue. Three years

^{xiii} Roberta Marx Delson, "New Jersey Schools: Recommendations for Conservation of the Legacy." *Historic Preservation Planning in New Jersey: Selected Papers on the Identification, Evaluation and Protection of Cultural Resources*, ed. Olga Chesler (Trenton, NJ: Historic Preservation Office, Department of Environmental Protection, 1982), 190.

^{xiv} Prior to being named superintendent, Chattle had held a variety of positions throughout the New Jersey public school system and was also a medical doctor and a New Jersey State Senator.

^{xv} *Annual Report of the State Superintendent of Public Schools of New Jersey* (Trenton, NJ: np, 1859), np.

^{xvi} *Annual Report of the State Superintendent of Public Schools of New Jersey* (Trenton, NJ: np, 1861), np.

^{xvii} During the construction, another major piece of educational legislation was passed. In 1875, the New Jersey Constitution was amended resulting in an increase of state funding for public schools, the elimination of public school fees, the formalization of school districts and the allocation of funds for public high schools. Federal Writers' Project, 163.

^{xviii} The school districts are described as Numbers 3, 4, 6, and 7 in Ocean Township.

^{xix} Federal Writers' Project, 164.

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later, in July 1876, the school was completed and dedicated at its site on Prospect Street and Morris Avenue in Long Branch.^{xx}

Through the end of Chattle's tenure as superintendent in 1889, several more schools were added to the Long Branch district, expanding the reach of elementary and secondary education to African-American children. These included the Broadway School (Primary School No. 1) in 1890, the North Long Branch School (Primary School No. 3) in 1891, the West End/Norwood School in 1900 and the Liberty Street School in 1903.^{xxi} Chattle's goal of increasing the quality of instruction was also becoming a reality as lesser-trained teachers were forced into retirement and replaced by younger and better-trained teachers. Additionally, the *Annual Report of the State Superintendent of Public Schools of New Jersey* of 1889 stated that, during this period, Long Branch spent \$30.30 on each pupil, more money per pupil than any other city in New Jersey.^{xxii} For all of his efforts, the new high school was named Chattle High School by his successor, Christopher Gregory.

Christopher Gregory arrived in Long Branch from a New York City school to assume the position of superintendent in 1889. One of the first changes to the New Jersey education system that occurred during his tenure was in 1894 when the state "officially changed the school administrative unit from the local neighborhood to the township. ... Such township administrative units could provide funding for the creation of multi-story schools (for consolidated school populations)...."^{xxiii} This not only gave Gregory increased authority over his new district, but also enabled the possibility of increased school construction and therefore in the quality of education in general. It was also in keeping with many of the educational trends that developed at the end of the 19th century, including the growth of schools in urban settings, the appearance of untraditional teaching environments – auditoriums, gymnasiums – and "growth in civic pride attached to the school structure and a consequent concern with hiring the best architects...."^{xxiv} All of these developments directly correlate to the planning, design and final construction of the Gregory Primary School.

Like his predecessor, Gregory had a "progressive approach toward education" and included among his achievements the introduction of such innovations as kindergartens, as well as domestic science and manual training classes.^{xxv} This subsequently earned him and the Long Branch school district national attention during his term as superintendent. In a 1916 article in the *Atlantic Educational Journal*, Gregory himself was asked to describe the success of Long Branch schools, which other educators in New Jersey and around the country had noticed. Gregory believed that successful student retention was based on semi-annual rather than annual promotions of teachers, special classes for students with learning disabilities, and the establishment of the Intermedial School to ease the transition between the lower grammar school and upper high school. When he retired in 1921, Gregory had come to be known as the "conservator of the public support won by Chattle and [the] founder of the system's tradition of academic excellence."^{xxvi} The school system he had fostered was considered by its peers throughout New Jersey to be one of the strongest programs in the state.^{xxvii}

^{xx} "River Street School." *National Register Nomination* (1995), 8:3.

^{xxi} State of New Jersey, *School Building Survey, 1927* (Trenton, NJ: Department of Public Instruction, 1928), 210. Also in 1903, the Long Branch Commission separated from Ocean Township to become the City of Long Branch.

^{xxii} *Annual Report of the Board of Education and the Superintendent of Public Instruction of New Jersey* (Camden, NJ: S. Chew, 1890), 49.

^{xxiii} Delson, 194.

^{xxiv} Delson, 194.

^{xxv} Federal Writers' Project, 165.

^{xxvi} Federal Writers' Project, 159.

^{xxvii} Federal Writers' Project, 165.

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Gregory was succeeded by Charles T. Stone, who was formerly the principal of four schools in Maine and Connecticut, as well as of the New Brunswick High School and the Chattle High School.^{xxviii} When Stone was appointed, there were six elementary schools, including the Broadway School, the Garfield School, the North Long Branch School, the Liberty Street School, the West End/Norwood School and the Branchport School. The majority of these were 3-story brick buildings that had an average capacity of several hundred students.^{xxix} By 1928, after the construction of the Gregory Primary School, there were only five elementary schools, including the Broadway School, the Garfield School, the Liberty Street School, the West End/Norwood School and the Gregory School.^{xxx} The North Long Branch School became a combined Junior High and Elementary school in the mid-1920s. Additionally, the Branchport School was closed, presumably because it was a small frame building that could not provide for the "health and well-being of the pupils."^{xxxi} Stone, who was known as a "modernizer of the old ways of teaching and builder of new structures of learning," most significantly contributed to the public education of Long Branch by overseeing the construction of the new Long Branch Senior High School, which was completed in 1927 for a cost of \$683,000.^{xxxi} This school was regarded as "the apex of the educational system" in Long Branch and was studied by various organizations throughout the county.^{xxxi} Stone retired in 1936.

Building History and Function

The Gregory Primary School is the result of a legacy of educational zeal and reform in Long Branch, which lasted from the mid-19th to the early 20th centuries. The school's construction was influenced by national trends in educational reform and school design during this period, but was also the result of local needs and desires for better elementary schools and schooling.

Prior to the construction of the Gregory Primary School, the most recent elementary school construction occurred in 1903 with the Liberty Street School, which was exclusively for African-American students. By the late 1910s, however, there was an increased demand across the state for "more complete educational facilities than those with which [they] were satisfied in years past."^{xxxi} One-, two- and three-room schoolhouses were consequently consolidated, allowing pupils to be more effectively grouped by ability, and for more effective instruction and better equipment and facilities.^{xxxi}

These increased needs eventually culminated in the desire for a new school, the first mention of which occurred at a meeting on the Board of Education in May 1922. Thomas P. Fay addressed the Board of Education on behalf of the Long Branch Commissioners suggesting that the site bordered by Joline, 7th and Hendrickson Avenues would be an

^{xxviii} "Prof. Charles T. Stone." *New York Times* (5 June 1942): 17.

^{xxix} State of New Jersey, *School Building Survey, 1922* (Trenton, NJ: Department of Public Instruction, 1923), 86.

^{xxx} State of New Jersey, *School Building Survey, 1927*, 210.

^{xxxi} State of New Jersey, *School Building Survey*, 210; "Meeting Minutes", *Long Branch Board of Education*, May 1922. Fay was a prominent lawyer in Long Branch. The location is approximately ½ mile from the commercial core of Long Branch and in the center of an established residential neighborhood.

^{xxxi} "Meeting Minutes", *Long Branch Board of Education*, February 1923. In 1921 and 1922, the Board of Education spent \$290,000 on the construction of temporary school buildings. "Meeting Minutes", February 1923.

^{xxxi} Federal Writers' Project, 159, 166.

^{xxxi} Federal Writers' Project, 166.

^{xxxi} American Educational Research Association. "School Buildings, Grounds, Equipment, Apparatus and Supplies." *Review of Educational Research* (December 1932): 370.

^{xxxi} Chapman, 496.

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appropriate one for a new school.^{xxxvi} Not only would this school accommodate the displaced children from the closed Branchport School, but it would also provide a conveniently located school in a growing neighborhood in northwest Long Branch. At the time, the school closest to northwest Long Branch was the Liberty Street School, which was approximately .5 miles away from the proposed site of the Gregory Primary School. The North Long Branch School was approximately 1.5 miles away and the Broadway School was approximately 1 mile away. Clearly, this was a neighborhood that could greatly benefit from this new construction.

In December 1922, \$125,000 was consequently allocated for the construction of a new elementary school and Leon Cubberly was selected as the architect.^{xxxvii} Because of budget constraints, Cubberly's design did not contain an auditorium, which was considered to be "a serious loss" to both the children and the community in general.^{xxxviii} In February 1923, the Board of Education surveyed the lot bordered by Joline, 7th and Hendrickson Avenues and purchased it in March 1923 for \$10,000.^{xxxix} Construction was slated to begin in the fall of 1923.

In September 1923, John N. Pierson was called before the Board of Education to present alternate plans for the school building. Presumably, it was the loss of the auditorium space that no longer proved satisfactory. When Pierson's design accommodated the programmatic requirements within the allotted budget, he officially replaced Cubberly as the building's architect.^{xl}

On September 18, 1923, an additional \$15,000 was unanimously approved by the Board of Education for the construction of the Gregory Primary School, bringing the total acquisition and construction costs to \$140,000.^{xli} Less than one month later, a \$90,993 contract was awarded to the G.W. Mercer Construction Company of Perth Amboy and John N. Pierson and Son, also of Perth Amboy was cited as the architect.^{xlii} A local newspaper article noted that John N. Pierson also designed buildings for the New Jersey Trust Company and the Long Branch Banking Company, both of Long Branch, as well as a number of schools throughout New Jersey.^{xliii} Richard C. Warwick was selected as the plumber with a contract for \$3,119.50; George W. Stillwell was selected to install the heating and ventilation systems for \$11,037; and Henry Mielke was selected as the electrician with a contract for \$3,980.^{xliv}

On February 6, 1924, a local newspaper article stated, that "the new primary school which is being built at Long Branch will be known as the Gregory Primary School, in honor of Christopher Gregory, who was superintendent of the Long Branch schools for thirty years."^{xlv}

^{xxxvi} "Meeting Minutes", May 1922. Fay was a prominent lawyer in Long Branch. The location is approximately ½ mile from the commercial core of Long Branch and in the center of an established residential neighborhood.

^{xxxvii} Cubberly was a local architect whose wife was a member of the Board of Education. He designed the 1929 addition to the North Long Branch School (NR 1999).

^{xxxviii} "Meeting Minutes", *Long Branch Board of Education*, December 1922. Cubberly stated that an auditorium would cost an additional \$30,000.

^{xxxix} "Meeting Minutes", February 1923. The land was owned by B. Drummond Wooley.

^{xl} "Meeting Minutes", *Long Branch Board of Education*, September 1923.

^{xli} "Ordinance Appropriating \$15,000 More for Primary School Passed Last Night." *Long Branch Daily Record* (24 October 1923): 1.

^{xlii} "Education Board Awards Contracts for New Buildings." *Long Branch Daily Record* (20 November 1923): 1.

^{xliii} "Education Board Awards Contracts for New Buildings."

^{xliv} "Meeting Minutes", *Long Branch Board of Education*, November 1923.

^{xlv} "New School Named." *Red Bank Register* (6 February 1924): 20.

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Construction was completed in less than a year and the new school was dedicated the "Gregory Primary School" on October 24, 1924 (Figure 1). 600 people attended the dedication, including former Superintendent Gregory, for whom the school was named, the Mayor of Long Branch, members of the Board of Education, several of the City Commissioners and the County Superintendent of Schools.^{xvi} Charles T. Stone, speaking at the dedication, said that the new school was "a monument to the school system of Long Branch to have such a splendid elementary building for the teaching of the fundamentals of education. ... [The building additionally taught] the need of obedience, to love one another, the great necessity of work, as the road to high success, how to cultivate their pleasures with a view to aiding themselves and to develop great moral character."^{xvii} Although perhaps overly sentimental, his words attest to the regard in which the school was held within its community.

The original building had eleven general classrooms, one kindergarten classroom in the southeast corner, a library, an auditorium with a stage at the north end, a principal's office, a teacher's room, a boys' and a girls' bathroom and several storage areas and boiler rooms.^{xviii} Many of the classrooms contained built-in wardrobe and storage spaces that remain intact today. From this time until the addition to the building was completed in 1954, the Gregory School educated approximately twenty percent of the children in Long Branch.

As might be expected at a local elementary school, the Gregory Primary School operated as a community gathering space as well as an educational facility. Local newspapers of the time cite it as the location for meetings of the Monmouth County Better Schools Council, the Cub Scouts, the Parent-Teacher Association, the Monmouth County Council of Parents and Teachers, as well as for specific events such as community plays and college speaker series'.^{xix}

In March 1954, mention was first made of the possibility of constructing an addition to the southeast of the original building. This was likely because the Board of Education estimated that the Gregory Primary School would have fifty-one new students in 1954; sixty-eight in 1955; forty-nine in 1956; sixty in 1957; and seventy-two in 1958.ⁱ This was also in keeping with school construction trends throughout New Jersey, where "more money was spent on school construction in the first four years of the 1950s than in the 1930s and 1940s combined."ⁱⁱ

Designed by local architects H. Irving Braun and James W. Mancuso, the addition was completed in November 1955 for \$194,330 (Figure 2).ⁱⁱⁱ Conrad Hanson was the general contractor and William F. Conklin installed the heating and ventilation systems.ⁱⁱⁱⁱ Although the design was compatible with the Classical Revival style 1924 building, it also reflected the spare aesthetics of Modernist design, which were in keeping with the a desire to minimize construction costs.^{lv}

^{xvi} "Hundreds Present at Gregory Primary School Dedication." *Long Branch Daily Record* (25 November 1924): 1.

^{xvii} "Hundreds Present at Gregory Primary School Dedication", 6.

^{xviii} Kindergarten was formally introduced in New Jersey in March 1900. West, 92.

^{xix} *Red Bank Register* (1924-1965).

ⁱ "Meeting Minutes", *Long Branch Board of Education*, April 1954.

ⁱⁱ Howard L. Green, *Classrooms Struggle: A History of School Construction in New Jersey* (New Jersey: Preservation New Jersey, 2011).

ⁱⁱⁱ "Meeting Minutes", *Long Branch Board of Education*, July 1954; "City Board Approves Two School Additions." *Red Bank Register* (29 July 1954): 4.

ⁱⁱⁱⁱ "Meeting Minutes", *Long Branch Board of Education*, September 1954.

^{lv} Green, np.

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The addition contained eight classroom spaces accessed by a double-loaded corridor. The two rooms in the southwest corner were specifically designated as kindergarten classrooms. This designation was particularly important as there were seventy-eight kindergarteners in the 1955-1956 school year, too many for the single Kindergarten classroom in the original building.^{iv}

Another reason for the expansion of the school arose from a change in state law regarding public education. In 1953, the Beadleston Act was passed, which expanded the special education opportunities for un-served or under-served children with physical or mental disabilities. Although laws of this kind had been in place in New Jersey since 1911, they were not actively followed or enforced. The new law provided state aid to fund the programs and presented more stringent guidelines, including providing teams of professionals – psychologists, social workers, specialists – to assist in the educational process. It was particularly notable in Long Branch because Alfred N. Beadleston was the State Senator from Monmouth County when the act was written.

At the Gregory Primary School, this new requirement necessitated the creation of a special education class conducted by Grace Tucker, beginning in the school year 1954-1955.^{vi} At that time, it was the only class of its kind in the district.^{vii} The special education class was likely located in the Gregory Primary School for a number of reasons. The more practical of these being that as the new addition was recently completed, the school presumably had the additional space necessary to accommodate an extra class of students.

Prominent Graduates

Perhaps the most prominent and renowned graduates of the Gregory Primary School were the Thornton Sisters, five young women from a local African-American family who achieved considerable national fame as a performing group. Their father, Donald E. Thornton had also attended the Gregory Primary School and was determined that his daughters would have the same excellent education. To this end, he deliberately moved his family from another part of Long Branch and constructed a house at 174 Ludlow Street in order to be in the proper school district to attend the Gregory School.

Composed of five sisters – Jeanette, Linda, Rita, Donna and Yvonne – who all attended the Gregory Primary School, the Thornton Sisters began performing in 1955 in colleges, universities and other venues along the East Coast.^{viii} Not content with small venues, the Thornton Sisters also played on Ted Mack's Amateur Hour and repeatedly at the Apollo Theater in Harlem. At the Apollo Theater, they won the theater's amateur night six times in a row. The Thornton Sisters were also the subject of the best-selling book and award-winning film entitled *The Ditchdigger's Daughters* (1997), which details their early history in Long Branch along with their rise to fame.

The sisters, however, were not content to confine their successes solely to music. Jeanette received a PhD in Psychology and an M.D. in Psychiatry; Linda is an Oral Surgeon and a Captain in the U.S. Army; Rita is a lawyer with a PhD in Environmental Science; Donna was a court stenographer; and Yvonne is an Obstetrician / Gynecologist.^{lix} Yvonne was

^{iv} "Meeting Minutes", *Long Branch Board of Education*, October 1955.

^{vi} The meeting minutes refer to this as a "C.P. class." At the time, this was the generic shorthand for referring to special education classes.

^{vii} "Meeting Minutes", *Long Branch Board of Education*, August 1955.

^{viii} Elizabeth Thornton was the sixth sister, but she was not in the band. She went on to become a registered nurse.

^{lix} "Janitor and His Six Daughters Proved 'We Can.'" *Ebony* (September 1977): 33-34.

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also "the first black woman in the United States to be Board-certified in High-Risk obstetrics and to be accepted into The New York Obstetrical Society."^{ix}

Criterion C: Significance in Architecture

The Gregory Primary School is significant under Criterion C, Architecture, as a largely intact, local example of early 20th century Classical Revival academic architecture that embodied contemporary educational programmatic theories and for its association with the New Jersey firm of John N. Pierson and Son.

A Brief Description of Early 20th Century Educational Theory as It Pertains to School Architecture

One of the first attempts at codifying the design of primary schools came in 1841 when educator Henry Barnard published *School House Architecture*. The book was concerned with all aspects of school design, including location, size, light, ventilation, furniture, and arrangements for the teacher. His main goal was to provide a healthy atmosphere for students and teachers, one that would be conducive to both learning and instruction.^{bdi} Although based on his observations of schools in New England, the treatise became an instant success and went on to influence school construction throughout the United States for the rest of the 19th century. In fact, the New Jersey state superintendent of schools requested the state legislature to provide every township in the state with a copy of Barnard's book.

Although one-room schools were constructed throughout New Jersey through the end of the 19th century, some larger, more sophisticated schools appeared, particularly in larger towns and urban settings.^{bdi} Most of these followed the simple Barnard pattern that had been developed decades earlier.^{bdi} However, by the turn of the century, it became apparent that the one-room school was an outdated and inadequate model for proper education. Social and demographic trends were outpacing education in the United States, and as the population of school-age children was growing quickly, fewer and fewer children under age eighteen were working in factories or other industrial settings. This meant a much greater need for schools to educate children, beginning a campaign of school construction that became particularly strong after the end of World War I when construction prices decreased.^{bdi}

The Gregory Primary School was constructed in 1924 and was designed by architects John N. Pierson and Son, a firm known particularly for their work on academic buildings throughout New Jersey. As a Classical Revival style building that was clad in red brick with terra cotta detailing, the Gregory Primary School is both representative of the major stylistic trend of Revivalist school design in the early 20th century and follows Pierson and Sons' tendency toward Revivalist styles.^{bvi} The appeal of this style was that the plans were simple and could be applied to a variety of building types and functions. The Gregory Primary School is representative of this with its symmetrical façade and floor plan, prominent and columned portico, denticulated pediment, simple pilasters and centered Palladian window. The design of the school not only established it as a formal institution, but also simultaneously rendered it accessible through its aesthetic familiarity.

^{ix} "Yvonne S. Thornton, M.D., M.P.H." <http://www.doctorthornton.com/biography.htm>. Accessed on April 26, 2011.

^{bdi} Henry Barnard, *School House Architecture: A Report* (Hartford, CT: State of Connecticut, 1842), 6.

^{bdi} Examples of these include Public School No. 2 in Paterson, NJ and Scotch-Plains School No. 1 in Union County, NJ.

^{bdi} Delson, 194.

^{bvi} William Roger Greeley, "The Fourth Dimension in Schoolhouse Design." *The Architectural Forum* 36:4 (April 1922): 127.

^{bvi} Green, np.

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The Gregory Primary School is also representative of an early 20th century movement to redefine and standardize school design nationwide. As the population of school-age children continued to grow, educators in New Jersey, and in the United States in general, began an effort to reform the educational system. They believed that teachers and schools were "the agency of society organized to provide for children a series of experiences which develop knowledge, habits, skills, attitudes and appreciations needed for fullness and richness of living and which will put into their possession the experiences and achievements of the race."^{lxvi}

In many ways, this was most effectively realized through rethinking the way in which schools were designed, in order to maximally provide for both "the health and comfort of pupils."^{lxvii} The more pervasive of these design approaches included being in a central location with adequate indoor and outdoor space.^{lxviii} The school should be no more than two stories and should refrain from excessive ornamentation and detailing. Moreover, the use of "good circulation, centralized administration, fire safety and ease of maintenance" as well as copious sunlight, a double-loaded corridor, separated auditorium with exterior exits, and built-in blackboards and coat closets was necessary.^{lxx} There was also the acknowledgement that, as many of these communities continued to grow, the ideal school would be positioned to easily allow for the construction of an addition with minimal disruption to the students.^{lxx} These tenets were so strongly believed that, by the 1920s, New Jersey had "established particularly strict standards for improved spatial organization, lighting, ventilation, fireproofing and design efficiency...."^{lxxi}

At the Gregory Primary School, many of these elements can be clearly identified, including the school's height, stairway locations, corridor width and configuration, auditorium, classroom size, blackboards and coat closets. Moreover, the design of the auditorium was particularly indicative of Pierson's adherence to these principles. As with many contemporary schools, the schools were designed to double as community centers and, as such, the auditorium had publicly accessible entrances, allowing for use that neither disrupted daily operations nor that was possible when the school was not in session.^{lxxii} Even the position of the school on the lot, fronting North 7th Avenue with ample open space to the east, allowed for the potential of future expansion and allayed the concerns of the community that "while a building may be sufficiently large for the purpose today by another year or two the population of the community will increase to such an extent that it will be too small."^{lxxiii} As such, the building is effectively a physical manifestation of early 20th century educational theory.

In 1927, the state of New Jersey undertook a survey of existing schools and scored them using the minimum building code standards with regard to safety, health and comfort.^{lxxiv} The Gregory Primary School received a score of 95.8 out of 100 when the average score in the state was a 75.8.^{lxxv} From this alone it is clear that the Gregory Primary School is an example of early 20th century school design.

^{lxvi} State of New Jersey. *Report of the Commission to Survey Public Education*, 33.

^{lxvii} Green, np.

^{lxviii} May Ayers, Jesse F. Williams and Thomas D. Wood, *Healthful Schools: How to Build, Equip and Maintain Them* (Cambridge, MA: The Riverside Press, 1918), 6.

^{lxx} "River Street School," 8:6; W. Pope Barney and Roy W. Banwell, "Suburban Elementary School." *The Architectural Forum* (January 1935): 37.

^{lxxi} Ayers, 16.

^{lxxii} "North Long Branch School (Primary No. 3)." *National Register Nomination* (1999), 8:6.

^{lxxiii} Green, np.

^{lxxiv} Burton H. Albee, "Two Unit Schoolhouses." *School Board Journal* 53:2 (August 1916): 26.

^{lxxv} State of New Jersey, *School Building Survey, 1927*, 5.

^{lxxv} State of New Jersey, *School Building Survey, 1927*, 52, 6.

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When the Gregory Primary School was constructed, there were four other schools that exclusively instructed elementary school students: the Broadway School (Primary School No. 1), the Garfield School, the Liberty Street School and the West End School.^{lxxvi} The North Long Branch School, although originally an elementary school, was educating both elementary and middle school students by the mid-1920s. Of these schools, only the North Long Branch School at 469 Church Street (1891, NR 1999) (Figure 3) and the Broadway School at 540 Broadway (1890) remain. Both schools have an identical Romanesque Revival style design with heavy brick facades, detailed brickwork, symmetrical openings, steep gabled roofs and prominent chimneys. There is consequently a marked contrast between these 19th century schools and the large windows, terra cotta detailing and open spaces of the 20th century version. The Gregory Primary School is the only extant elementary school in Long Branch that dates to the early 20th century and therefore the only building that is emblematic of early 20th century architectural and educational building trends.

John N. Pierson and Son

John Noble Pierson (b. 1854) was born in New York and lived subsequently in Chicago and Indianapolis, where he was cited as being "identified with terra cotta manufacturing interests."^{lxxvii} By the 1880s, Pierson had returned east and was working for the Perth Amboy Terra Cotta Company, later known as the Atlantic Terra Cotta Company, which was the "was the largest producer of architectural terra cotta in the world" during the first quarter of the 20th century.^{lxxviii} His most prominent project with this firm was designing the architectural terra cotta details on the Brooklyn Historical Society (1875, NR 1991).^{lxxix} In c. 1905, Pierson established his own architectural firm – John N. Pierson and Son – with offices in Metuchen and Perth Amboy and he remained with the company until his death.^{lxxx}

From its founding, John N. Pierson and Son specialized in school architecture and he came to be known as "one of New Jersey's leading scholastic architects" and "an expert in school construction."^{lxxxi} Because of the rigorous building requirements mandated by the local school boards, this type of specialized architectural firm was not uncommon.^{lxxxii} Some of the larger school boards even retained a full-time architect on staff.^{lxxxiii} It was also common for a firm to concentrate on locations within a moderate distance from its office, which likely explains why so much of Pierson and Son's work was confined to New Jersey. By the mid-1910s, the firm had erected "something like two million dollars' worth of new school buildings in New Jersey in the past three or four years, most of them in small or moderate sized communities and all at moderate cost."^{lxxxiv} A 1921 advertisement for the company states, "Architects, School House Specialists. Over Eighty Schools in Ten Years."^{lxxxv}

^{lxxvi} State of New Jersey, *School Building Survey*, 1927, 210.

^{lxxvii} Francis Bazley Lee, ed., *Genealogical and Memorial History of the State of New Jersey* (New York: Lewis Historical Publishing Company, 1910), 698.

^{lxxviii} "A. Hall and Sons Terra Cotta." http://en.wikipedia.org/wiki/A._Hall_and_Sons_Terra_Cotta. Accessed on February 24, 2011;

"Atlantic Terra Cotta Company." <http://www.lib.utexas.edu/taro/utaaa/00038/00038-P.html>. Accessed on August 30, 2011.

^{lxxix} "The Brooklyn Historical Society." *National Register Nomination* (1991), 7:13.

^{lxxx} The son was Aylin Pierson who continued his father's tradition of academic architecture and was the sole school architect for Monmouth County in the middle of the 20th century. Charles E. Gregory. "Sweetness and Light." *Long Branch Daily Record* (16 August 1951): 1. Aylin Pierson was also the "youngest licensed architect in the State of New Jersey" in 1907. "Current News Section." *The American Architect and Building News* 1670:92 (28 December 1907): 39.

^{lxxxii} Randall Gabrielan, *Piscataway Township* (Charleston, SC: Arcadia Publishing, 2001), 77; "Aylin Pierson." *The Perth Amboy Evening News* (no date): np.

^{lxxxiii} "River Street School", 8:6.

^{lxxxiv} Ayers, 14.

^{lxxxv} Albee, 76.

^{lxxxvi} "School Architects Directory." *School Board Journal* 7:55 (April 1919): 13.

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Between the 1910s and the 1930s, Pierson completed numerous school buildings and additions including Woodbridge High School in Woodbridge, NJ in 1911; a high school in Flemington, NJ in 1914; a grade school in Bound Brook, NJ in 1914; the Harrison Avenue High School in North Plainfield, NJ in 1915; a 3-story school in Perth Amboy, NJ for \$100,000 in 1915; a 2-story brick high school in Middlesex Borough, NJ in 1917; an addition to the Whittier School in Dunellen, NJ in 1919; a 2-story high school in Matawan, NJ for \$125,000 in 1920; the 1- and 2-story, brick Aldene Elementary School in Rosselle Park, NJ in 1920 (Figure 4); an addition to the Perth Amboy High School on State Street in Perth Amboy, NJ in 1921; a 2 ½-story school in Linden, NJ in c. 1920; a 2-story high school in Somerville, NJ in 1922; the Keansburg Public School in Keansburg, NJ in 1922 (Figure 5); a \$92,000 addition for a school in Shrewsbury, NJ in 1924; a school in Fair Haven, NJ in 1926; a public school in Keyport, NJ for \$225,000 in 1927; an addition to the schoolhouse in Tinton Falls, NJ in 1928; the Englishtown High School in Manalapan Township in 1930; the New Market High School in Piscataway Township in 1930; the Jamesburg High School in Jamesburg, NJ for \$165,000 in 1931 (Figure 6); a 2-story grade school in Darien, CT for \$150,000 in 1931; the Junior High School in New Monmouth, NJ in 1934; the Grade School in Navesink, NJ in 1934; an addition to the school in Keyport, NJ in 1935 and the Rumson-Fair Haven High School in Rumson, NJ in 1936 (Figure 7).^{booxvi} Almost all of these commissions resulted in brick Revivalist style buildings with terra cotta detailing.

John N. Pierson and Son also undertook several non-academic projects including a Colonial Revival style residence for Dr. Andrew Eagon in Rossville, Staten Island in 1908; the 2-story, Perth Amboy Hardware Company in Perth Amboy, NJ in 1915; the publishing building for the Perth Amboy Evening News Company in Perth Amboy, NJ in 1919 (Figure 8); the First Baptist Church in Perth Amboy, NJ in 1923; the 4-story Raritan Building in Perth Amboy, NJ ca. 1925; the 4-story Perth Amboy Trust Company in Perth Amboy, NJ in 1929; the Perth Amboy National Bank in 1931 and the Middlesex County Tuberculosis Hospital in 1936 (Figure 9).^{booxvii}

H. Irving Braun and James W. Mancuso

H. Irving Braun (1885-1962) and James W. Mancuso (1912-2007), the designers of the 1954 addition, were local architects who often collaborated on local civic buildings, including the Hobart Manor Senior Citizens Center in Long Branch, which was begun in 1958.

H. Irving Braun was born in neighboring Red Bank, New Jersey in 1885 and moved to Long Branch in 1923. His most significant independent work was a nearly 7,000 square foot shopping center on Broad Street in neighboring Shrewsbury.^{booxviii}

^{booxvi} "The History of Woodbridge Middle School." www.woodbridge.k12.nj.us/History_of_WMS.pdf. Accessed on August 30, 2011; "Index of the New York Architectural Terra Cotta Company." www.columbia.edu/cu/lweb/img/assets/8897/NYATCC_bids_index.XLS. Accessed on February 24, 2011; "Buildings." *Engineering and Construction* (14 July 1915): 31; "Building and Construction News Department." *American Contractor* 38:47 (24 November 1917): 45; "Machinery Market and New of the Works." *The Iron Age* 110:9 (31 August 1922): 575; "Fair Haven's School." *Red Bank Register* (12 May 1926): 1; "Yesteryear." http://newstranscript.gmnews.com/news/2005-06-21/Front_page/018.html. Accessed on February 24, 2011; "School Board Approves Plans for New Building." *Red Bank Register* (12 January 1927): 18; "Tinton Falls School." *Red Bank Register* (4 April 1928): 1; Gabrielan, 77; "Jamesburg High School." <http://www.jamesburg.net/jhsaa/history.html>. Accessed on February 24, 2011; "Connecticut." *Engineering News Record* 107 (1931): np; "School Business in Middletown." *Red Bank Register* (17 January 1934): 1.

^{booxvii} "Building News." *The American Architect* 94:1716 (11 November 1908): 19; "Buildings." *Engineering and Construction* (27 October 1915): 31; "Index of the New York Architectural Terra Cotta Company"; "Aylin Pierson"; "Aylin Pierson, Architect, Dies." *Red Bank Register* (28 July 1955): np; "Original Cost of Half-Million Dollar Hospital Leaps to \$825,000 in Orgy for County Spending." *Woodbridge Independent* (9 October 1936): 1.

^{booxviii} "H. Irving Braun." *Red Bank Register* (17 December 1962): 2; "Proposed Shopping Center in Shrewsbury." *Red Bank Register* (22

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James W. Mancuso lived in Monmouth County, New Jersey for the majority of his life. Two of his most significant independent projects were a senior citizens housing project on Rockwell Avenue in Long Branch, which was completed in 1965 and an addition to the Monmouth County Courthouse, which was completed in 1966.^{bxxix}

Developmental history/additional historic context information (if appropriate)

N/A

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Gregory Primary School
Name of Property

Monmouth County, NJ
County and State

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Gregory Primary School

Monmouth County, NJ

Name of Property

County and State

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Previous documentation on file (NPS):

☐ preliminary determination of individual listing (36 CFR 67 has been requested)
☐ previously listed in the National Register
☐ previously determined eligible by the National Register
☐ designated a National Historic Landmark
☐ recorded by Historic American Buildings Survey # _____
☐ recorded by Historic American Engineering Record # _____
☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

☐ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☒ Other

Name of repository: Long Branch Free Public Library

Gregory Primary School
Name of Property

Monmouth County, NJ
County and State

Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of Property Approximately 2.7 acres
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>18T</u> Zone	<u>585289E</u> Easting	<u>4462448N</u> Northing	3	<u></u> Zone	<u></u> Easting	<u></u> Northing
2	<u></u> Zone	<u></u> Easting	<u></u> Northing	4	<u></u> Zone	<u></u> Easting	<u></u> Northing

Verbal Boundary Description (Describe the boundaries of the property.)

The boundary of the Gregory Primary School is shown as a dotted line on the accompanying map entitled "Gregory Primary School: Site Plan with National Register Boundary."

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the entire parcel on which the building is situated and historically associated with the nominated property. No historically associated resources have been excluded.

11. Form Prepared By

name/title Logan I. Ferguson, Senior Associate
organization Powers & Company, Inc date July 10, 2012
street & number 211 N. 13th Street, Suite 500 telephone (215) 636-0192
city or town Philadelphia state PA zip code 19107
e-mail logan@powersco.net

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**

Gregory Primary School
Name of Property

Monmouth County, NJ
County and State

- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

The following information pertains to every photograph:

Gregory Primary School
157 N. 7th Avenue
Monmouth County, NJ
Robert Powers
February 2011
Powers and Company, Inc.

Inks Used: Epson ClariaA Hi-Definition Inks
Paper Used: Epson Ultra Premium Photo Paper
Printer Used: Epson Stylus Photo 1400

Photograph #	Description of Photograph
1.	South and west elevations, view northeast
2.	West elevation, Entrance detail, view east
3.	North and west elevations, view southeast
4.	North elevation, view south
5.	North elevation, view south
6.	East elevation, view west
7.	East and south elevations, view northwest
8.	South elevation, view northeast
9.	1 st floor, view west
10.	1 st floor, Auditorium, view south
11.	1 st floor, Auditorium, view north
12.	1 st floor, Stairway, view northeast
13.	1 st floor, Hallway, view south
14.	1 st floor, view northwest
15.	1 st floor, view southwest
16.	1 st floor, view east
17.	1 st floor, view west
18.	1 st floor, view west
19.	1 st floor, Hallway, view west
20.	2 nd floor, Stairway, view west
21.	2 nd floor, view east
22.	2 nd floor, Hallway, view south
23.	2 nd floor, Stairway, view west
24.	2 nd floor, view north
25.	2 nd floor, view southwest
26.	2 nd floor, view east
27.	2 nd floor, Stairway, view west

Gregory Primary School
Name of Property

Monmouth County, NJ
County and State

Property Owner:

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

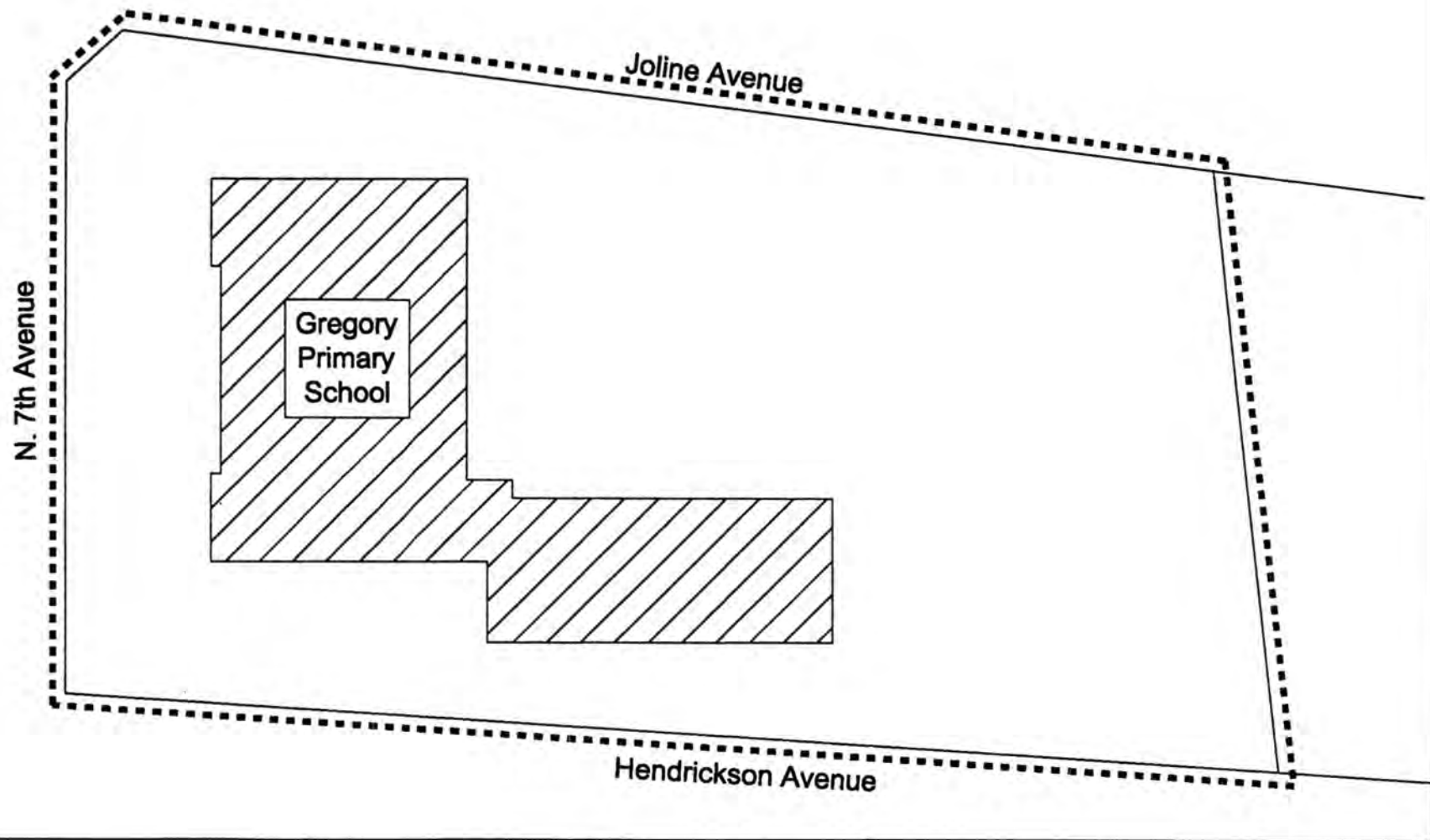
Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C Street, NW, Washington, DC.

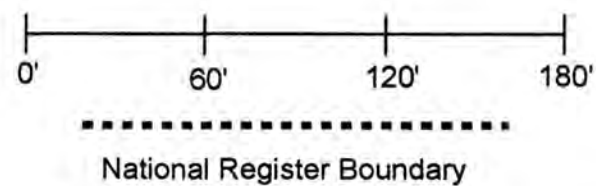
name Long Branch Housing Authority

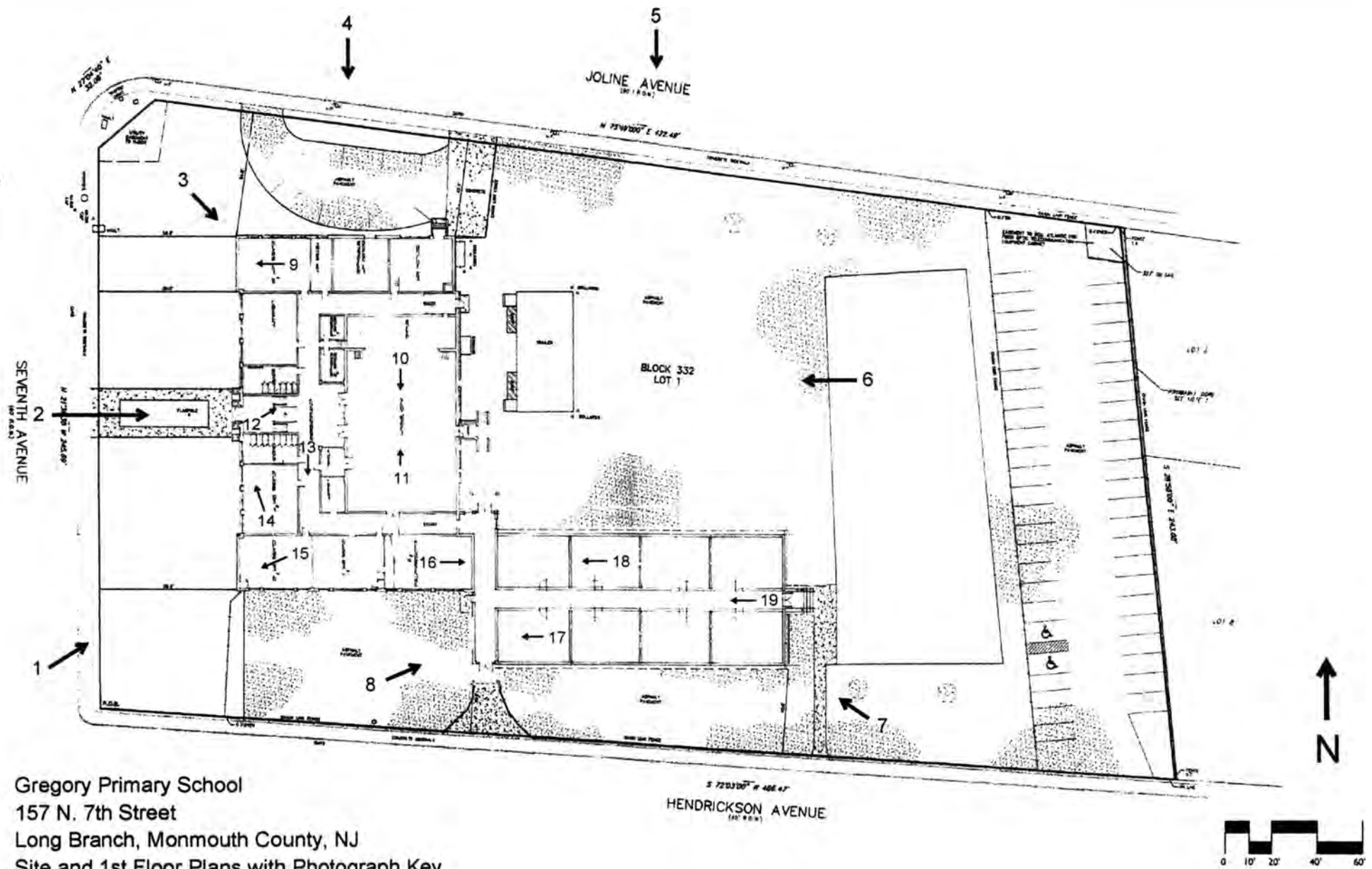
street & number Administration Building, 2 Hope Lane, P.O. Box 337 telephone _____

city or town Long Branch state NJ zip code 07740

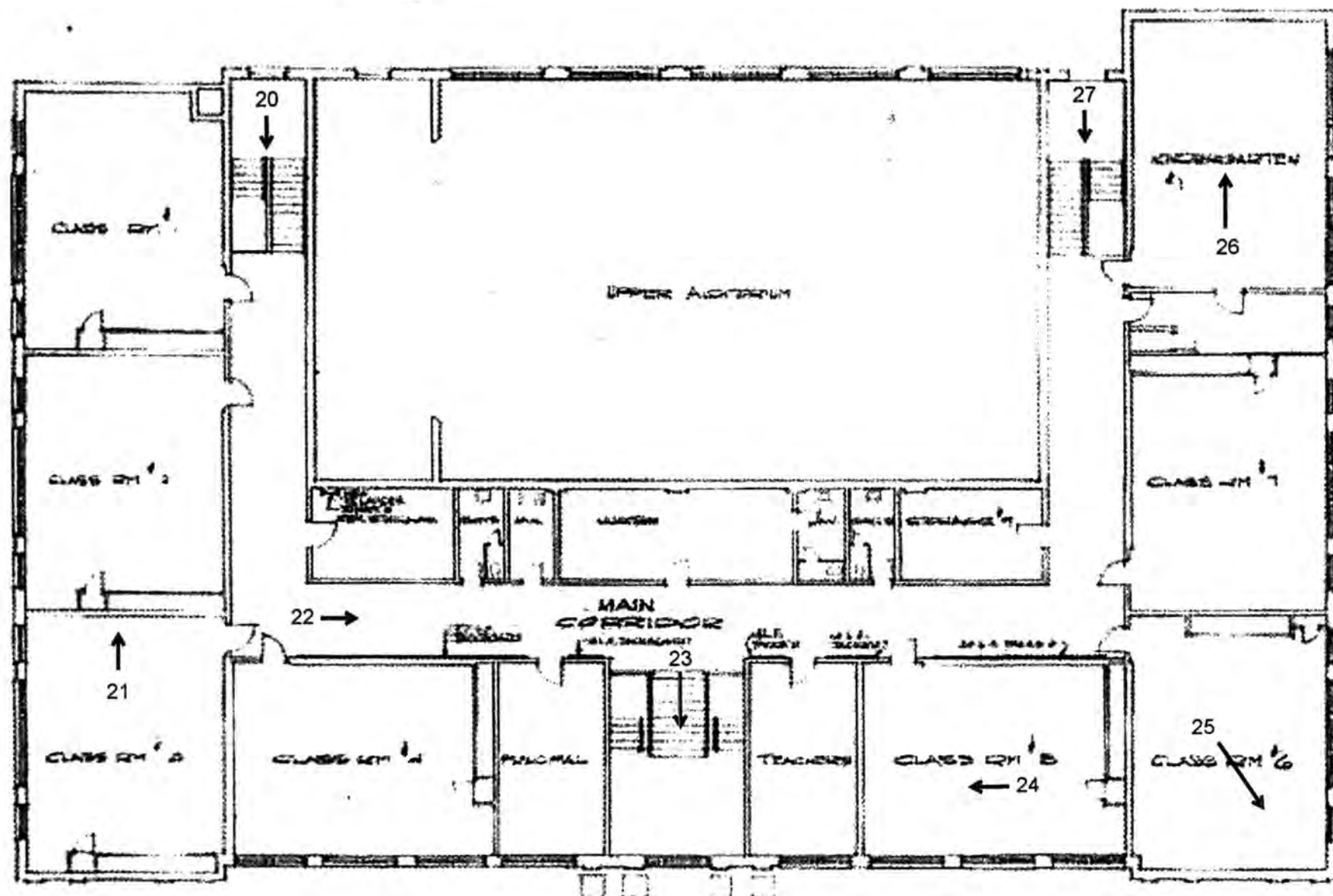


Gregory Primary School
157 N. 7th Avenue
Monmouth County, NJ
Site Plan with National Register Boundary





SCALE
1/8" = 1'-0"



Gregory Primary School
157 N. 7th Street
Long Branch, Monmouth County, NJ
2nd Floor Plan with Photograph Key

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Gregory Primary School
Name of Property Monmouth County, NJ
County and State N/A
Name of multiple listing (if applicable)

Historic Images Page 1

Index:

Figure #	Description of Figure
1.	Gregory Primary School, Long Branch, NJ. West and south elevations, view northeast, c. 1940. Federal Writers' Project, <i>Entertaining a Nation: The Career of Long Branch</i> (Long Branch, NJ: 1940), 162.
2.	Gregory Primary School, Long Branch, NJ. Elevation drawings, 1954 addition. Courtesy of the Long Branch Board of Education.
3.	North Long Branch Primary School (Church Street School), 469 Church Street, Long Branch, NJ, c. 1900. The gable roof was destroyed by fire in 1920. http://www.historiclongbranch.org/town.htm . Accessed on August 30, 2011.
4.	Aldene Elementary School, Roselle Park, NJ, 1920. http://images.schoolinsites.com/cache/Site_432/496f89eb6d1f81af033f1531cf3db281.jpg . Accessed on August 30, 2011.
5.	Keansburg Public School, Keansburg, NJ, 1922. Randall Gabrielan, <i>Keansburg</i> (Charleston, SC: Arcadia Publishing, 1997): 76.
6.	Jamesburg High School, Jamesburg, NJ, 1931. http://www.jhsaa.org/topbanner.jpg . Accessed on August 30, 2011.
7.	Rumson-Fair Haven High School, Rumson, NJ, 1936. http://activerain.com/blogsvie/2187803/blue-ribbon-school-nomination-for-rumson-fair-haven-high-school . Accessed on August 30, 2011.
8.	Perth Amboy Evening News Company, Perth Amboy, NJ, 1919. http://www.panoramio.com/photo/22799811 . Accessed on August 30, 2011.
9.	Middlesex County Tuberculosis Hospital, Middlesex County, NJ, 1936. http://www.rooseveltcarecenter.com/images/RCCbuildingFeath_1.gif . Accessed on August 30, 2011.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)

Historic Images Page 2

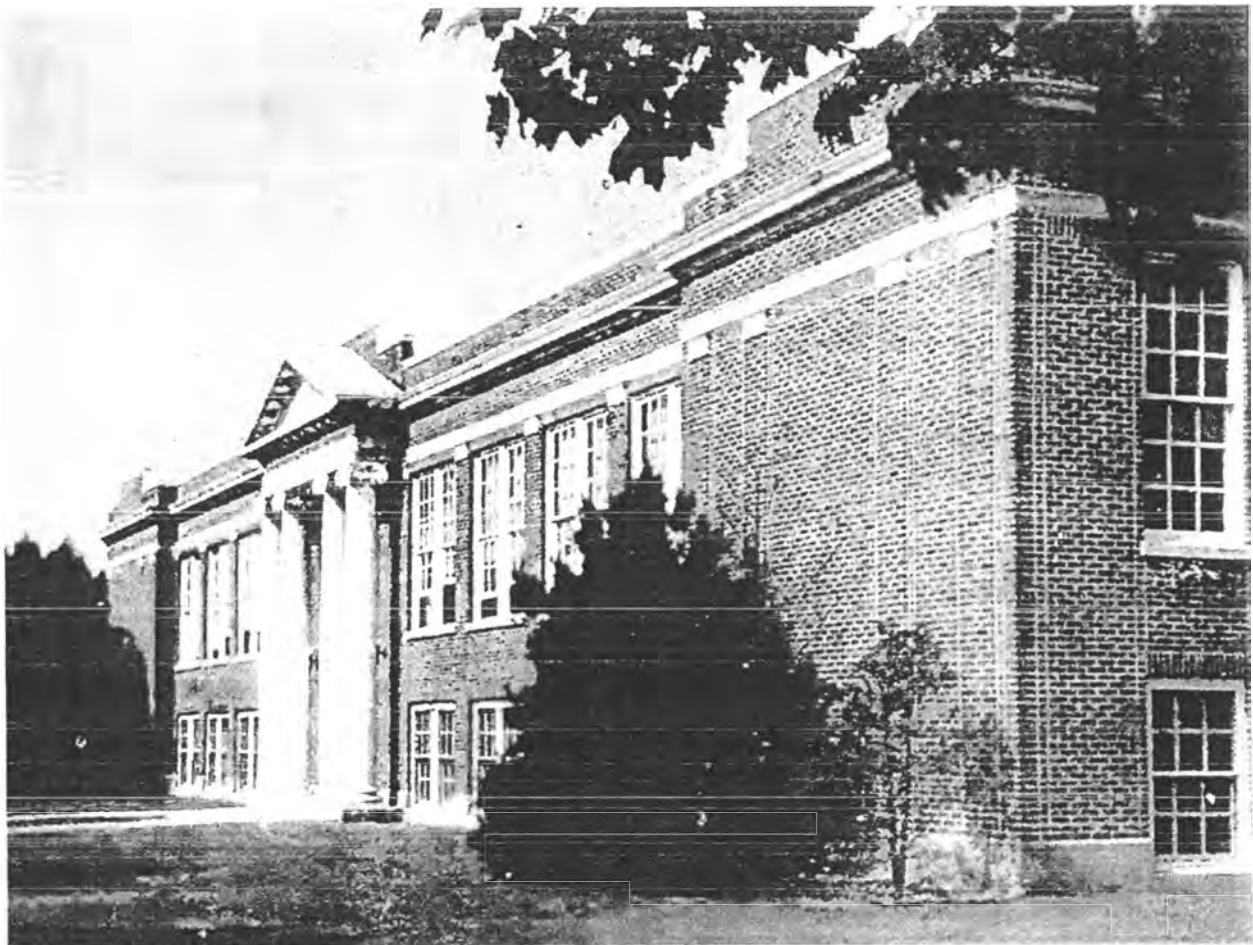


Figure 1 – Gregory Primary School, Long Branch, NJ. West and south elevations, view northeast, c. 1940. Federal Writers' Project, *Entertaining a Nation: The Career of Long Branch* (Long Branch, NJ: 1940), 162.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic Images Page 3

Gregory Primary School
Name of Property
Monmouth County, NJ
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N/A
Name of multiple listing (if applicable)

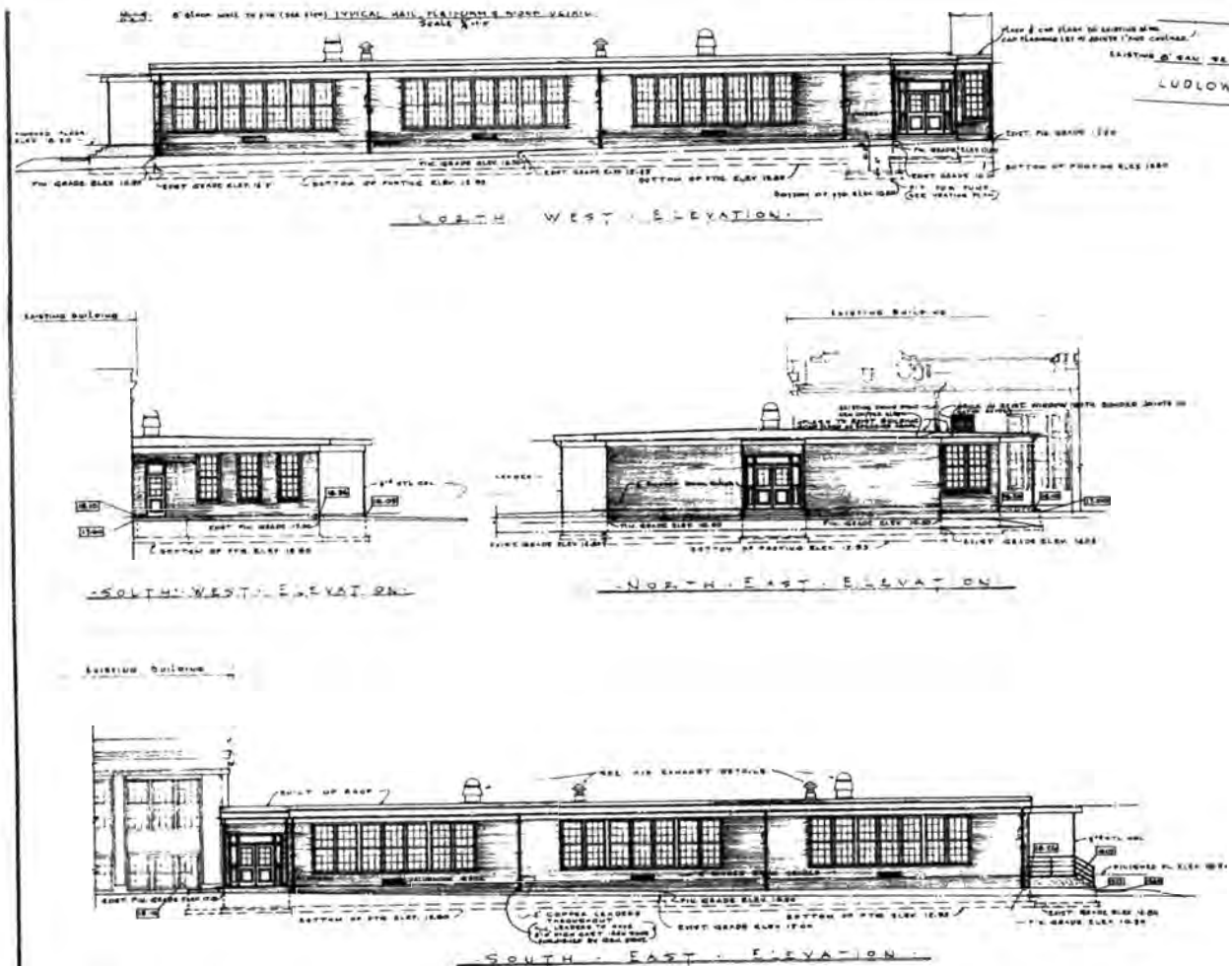


Figure 2 – Gregory Primary School, Long Branch, NJ. Elevation drawings, 1954 addition. Courtesy of the Long Branch Board of Education.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic Images Page 4

Gregory Primary School
Name of Property
Monmouth County, NJ
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N/A
Name of multiple listing (if applicable)



Figure 3 - North Long Branch Primary School (Church Street School), 469 Church Street, Long Branch, NJ, 1891. The gable roof was destroyed by fire in 1920. <http://www.historiclongbranch.org/town.htm>. Accessed on August 30, 2011.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)

Historic Images Page 5



Figure 4 – Aldene Elementary School, Roselle Park, NJ, 1920.

http://images.schoolinsites.com/cache/Site_432/496f89eb6d1f81af033f1531cf3db281.jpg. Accessed on August 30, 2011.

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

**National Register of Historic Places
Continuation Sheet**

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)

Historic Images Page 6



Figure 5 – Keansburg Public School, Keansburg, NJ, 1922. Randall Gabrielan, *Keansburg* (Charleston, SC: Arcadia Publishing, 1997): 76.

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

**National Register of Historic Places
Continuation Sheet**

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)

Historic Images Page 7

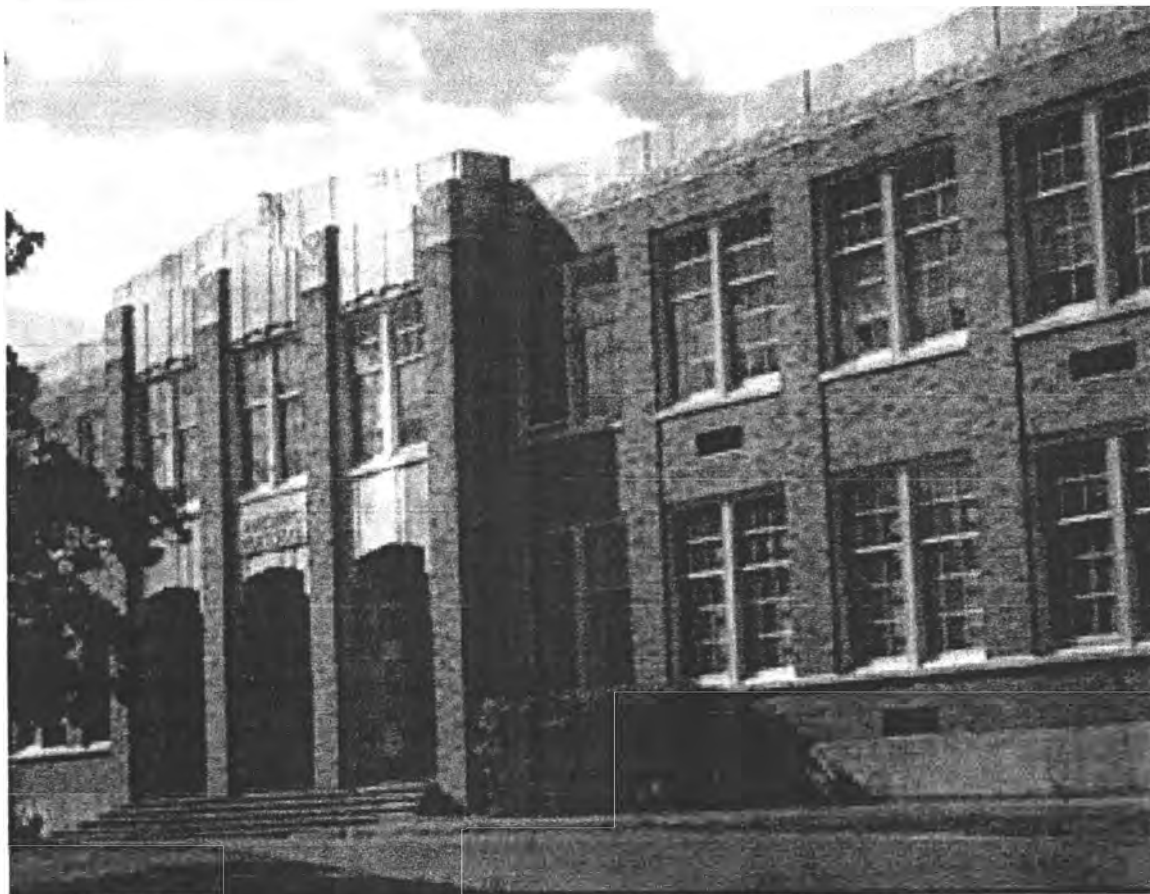


Figure 6 – Jamesburg High School, Jamesburg, NJ, 1931. <http://www.jhsaa.org/topbanner.jpg>. Accessed on August 30, 2011.

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

**National Register of Historic Places
Continuation Sheet**

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)

Historic Images Page 8



Figure 7 – Rumson-Fair Haven High School, Rumson, NJ, 1936.

<http://activerain.com/blogsvew/2187803/blue-ribbon-school-nomination-for-rumson-fair-haven-high-school>. Accessed on August 30, 2011.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Historic Images Page 9

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)



Figure 8 – Perth Amboy Evening News Company, Perth Amboy, NJ, 1919.
<http://www.panoramio.com/photo/22799811>. Accessed on August 30, 2011.

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

**National Register of Historic Places
Continuation Sheet**

Historic Images Page 10

Gregory Primary School
Name of Property
Monmouth County, NJ
County and State
N/A
Name of multiple listing (if applicable)



Figure 9 – Middlesex County Tuberculosis Hospital, Middlesex County, NJ, 1936.
http://www.rooseveltcarecenter.com/images/RCCbuildingFeath_1.gif. Accessed on August 30, 2011.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Gregory Primary School

MULTIPLE
NAME:

STATE & COUNTY: NEW JERSEY, Monmouth

DATE RECEIVED: 9/07/12 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 10/24/12
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12000880

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

☒ ACCEPT ☐ RETURN ☐ REJECT 10-24-12 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.





















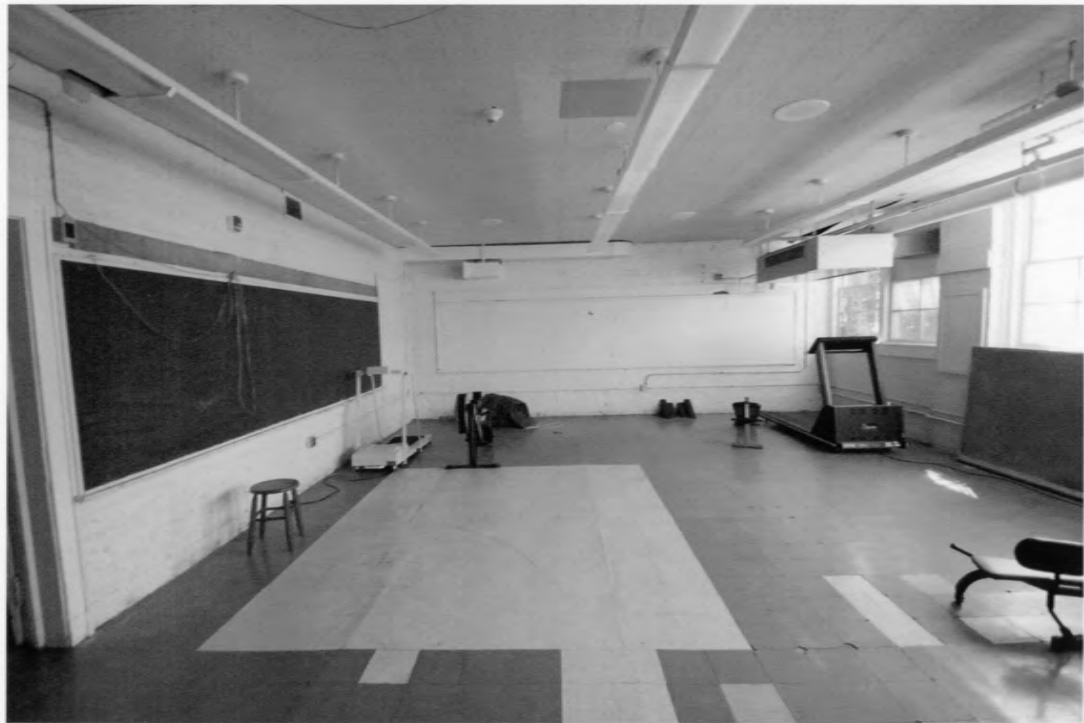
























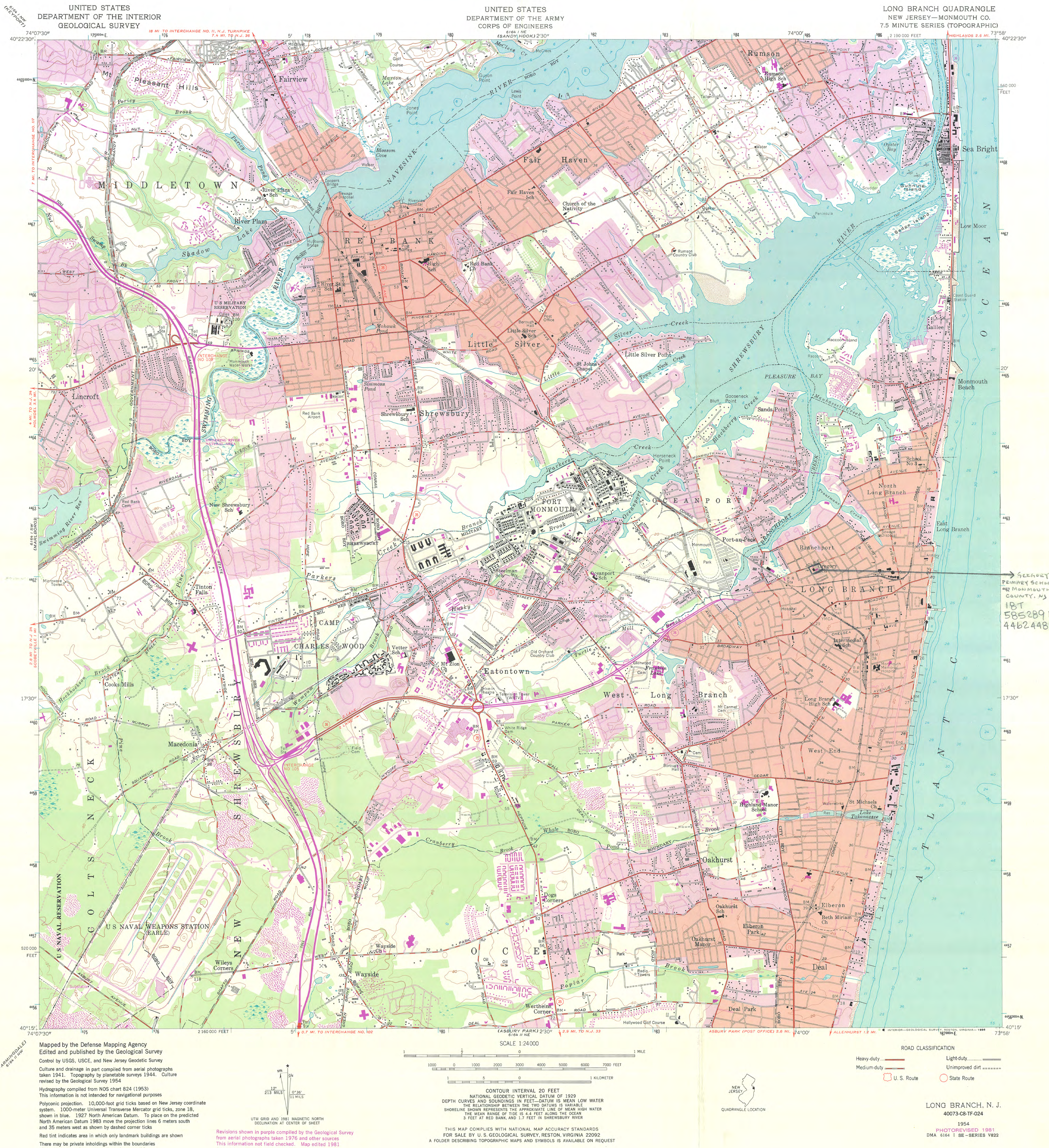












UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

UNITED STATES
DEPARTMENT OF THE ARMY
CORPS OF ENGINEERS

LONG BRANCH QUADRANGLE
NEW JERSEY—MONMOUTH CO.
7.5 MINUTE SERIES (TOPOGRAPHIC)

Mapped by the Defense Mapping Agency
Edited and published by the Geological Survey
Control by USGS, USCE, and New Jersey Geodetic Survey
Culture and drainage in part compiled from aerial photographs
taken 1941. Topography by plane-table surveys 1944. Culture
revised by the Geological Survey 1954
Hydrography compiled from NOS chart 824 (1953)
This information is not intended for navigational purposes
Polyconic projection. 10,000-foot grid ticks based on New Jersey coordinate
system. 1000-meter Universal Transverse Mercator grid ticks, zone 18,
shown in blue. 1927 North American Datum. To place on the predicted
North American Datum 1983 move the projection lines 6 meters south
and 35 meters west as shown by dashed corner ticks
Red tint indicates area in which only landmark buildings are shown
There may be private inholdings within the boundaries
of the National or State reservations shown on this map

Revisions shown in purple compiled by the Geological Survey
from aerial photographs taken 1976 and other sources
This information not field checked. Map edited 1981
Purple tint indicates extension of urban areas

CONTOUR INTERVAL 20 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
DEPTH CURVES AND SOUNDINGS IN FEET—DATUM IS MEAN LOW WATER
THE RELATIONSHIP BETWEEN THE TWO DATUMS IS VARIABLE
SHORELINE SHOWN REPRESENTS THE APPROXIMATE LINE OF MEAN HIGH WATER
THE MEAN RANGE OF TIDE IS 4.4 FEET ALONG THE OCEAN
3 FEET AT RED BANK, AND 1.7 FEET IN SHREWSBURY RIVER
THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U. S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

ROAD CLASSIFICATION
Heavy-duty ——— Light-duty ———
Medium-duty ——— Unimproved dirt ———
U. S. Route ——— State Route ———

LONG BRANCH, N. J.
40073-C8-TF-024
1954
PHOTOREVISED 1981
DMA 6164 I SE—SERIES Y822



State of New Jersey

DEPARTMENT OF ENVIRONMENTAL PROTECTION
NATURAL AND HISTORIC RESOURCES

Office of the Assistant Commissioner
MAIL CODE 501-03A
PO Box 420
Trenton, New Jersey 08625
609-292-3541/Fax: 609-984-0836



BOB MARTIN
COMMISSIONER

CHRIS CHRISTIE
GOVERNOR

KIM GUADAGNO
Lt. Governor

August 17, 2012

Mr. Paul Loether, Chief
National Register of Historic Places
National Park Service
Department of the Interior
Washington, D.C. 20240

Dear Mr. Loether:

I am pleased to submit the nomination for the Gregory Primary School, City of Long Branch, Monmouth County, New Jersey, for National Register of Historic Places consideration.

This nomination received unanimous approval from the New Jersey State Review Board for Historic Sites. All procedures were followed in accordance with the regulations published in the Federal Register.

Should you want any further information concerning this application, please feel free to contact Daniel D. Saunders, Administrator, New Jersey Historic Preservation Office, Mail Code 501-04B, P.O. Box 420, Trenton, New Jersey 08625-0420 or call him at (609) 633-2397.

Sincerely,

Rich Boornazian
Deputy State Historic
Preservation Officer