

FILE-BRIELLE

THE HISTORY OF THE BRIELLE ELEMENTARY SCHOOL

A Paper

Presented to

Mr. Aaron H. Schectman
of the Graduate Faculty of
Monmouth College

In Partial Fulfillment
of the Requirements of the Course
History of American Education 500

by

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December 1970

Board of Education
Elementary School Library
Brielle, New Jersey

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The assistance and cooperation of several people must be acknowledged in the preparation of this paper:

Mrs. Marguerite Beckett, Secretary of the Erielle Board of Education, who permitted me to study the minutes of the Erielle Board of Education from 1919 through 1958, and who introduced me to

Mr. Paul Bennett, Secretary of the Wall Township Board of Education, who permitted me to borrow the only copy available of the Diary of Dr. Robert Laird, Superintendent of Schools in Wall Township from 1851 to 1866, and who checked some details of the transfer of the school from Wall to Erielle;

Mrs. Craig Tufts, secretary to Edward A. Pavlovsky, Administrative Principal, Erielle, who duplicated the diary of Dr. Laird;

the former Board members, Grandin Pearce, Reginald W. Pearce, Raymond L. Gearing, Pauline Walker, Claire French and Raymond Haveman, who dredged up recollections and anecdotes of the early school;

Mrs. Myron L. Taylor, Librarian, Erielle Public Library, who placed the facilities of the Erielle collection she has so carefully made at my disposal.

I. Origins of the Free Public School in New Jersey

Quality education has had an ephemeral existence in New Jersey, and indeed in much of this country. The goal of a free, public common school system was not espoused by this state until 1829, when "An Act to Establish Common Schools" was passed. This bill provided for the establishment of a State School Fund, for election of a school committee of three in each township, for licensing of teachers, provisions of schoolhouses, and proper reports to the State."¹ By 1830 the Legislature had abolished the provisions for a local school committee and for a licensing system for teachers. By 1831 private and parochial schools were permitted to share in the State School Fund, and the concept of free pauper schools had been reinstated.

In 1835, the Governor, in his annual message to the Legislature, declared, "And first, as to our common schools, they are confessedly inferior to those in some of our sister states. The branches taught are most ordinary, mere elements of information. There is no uniformity in the mode or system of instruction.... Many of our teachers are not well qualified.... They are not well compensated."²

In 1838 the Legislature repealed the education legis-

¹Roscoe L. West, Elementary Education in New Jersey: a History, Vol. 7, The New Jersey Historical Series, D. Van Nostrand Company, Inc., Princeton, New Jersey, 1964.

²Ibid.

lation of 1831, and re-enacted most of the provisions of the law of 1829, although licensing of teachers, vested in county officials, was permissive and not required. The first report as required by the provisions of this law was issued in 1839 by the Trustees of the State School Fund.

Even then New Jersey was fractionated by its school districts - 139 townships existed, with over 1200 school districts. Less than 64% of the townships filed reports, representing 78% of the school districts. These reports indicated that only 55% of the eligible children were receiving any formal education. The schools were not free. Tuition charges ranged from \$1.33 per child per quarter in Cape May to \$2.43 in Burlington County.³ When parents could not afford the charges, the school year was shortened, so that the school year ranged from eleven months in Bergen County to two months in Cape May. The law limited township appropriations for education to twice the amount received from the State School Fund, so that tuition was necessary to meet the modest costs of education.

In 1845 a State Superintendent of Schools was authorized, operating on a part-time basis. Reports from town superintendents, required by law in 1846, indicate the "poor conditions of the schoolhouses, the inadequate preparation of teachers, the indifference of the public and the lack of funds."⁴

³ Ibid.

⁴ Ibid.

Buildings were built by volunteers, and financed by contributions, since it was generally held that monies raised by taxation could only be spent on salaries and supplies. The first free school in New Jersey was established in Nottingham Township (now Hamilton) in 1844 under special legislation.

Robert Freeman, Superintendent in Perth Amboy, wrote in 1856, "My idea of a correct system of education is this; that the state legislature should appropriate to each school district a sum sufficient to support a good school at least ten months in the year, and that this amount shall be raised by a direct tax on all the taxable property of the state. We should not then see that miserable condition of schools and school houses which now disgrace many parts of our state...."⁵

In 1866 the State Board of Education was established by the Legislature, and all public monies were reserved for the exclusive use of the public schools. In that year, 20% of the school-age children did not attend school at all, and an additional 25% attended for three months or less. The average per pupil cost of education was \$3.59.

Finally, in 1871, the goal of a free public school system was finally reached. A tax of two mills per dollar of property valuation was substituted state-wide for the township tax, and tuition fees were prohibited. This state aid was earmarked for teachers' salaries, fuel, and \$20 for incidentals. Local districts were permitted to levy taxes for

⁵ Ibid.

buildings and repairs, and to enrich teachers' salaries if state aid was not sufficient. In 1876 the Constitution was amended to ensure a free public school system, removed from denominational or private control, and mandated Legislative support for maintenance of this system. While universal literacy was now an accepted goal, quality education had not yet been defined, and the quality of education varied from county to county, and from district to district, according to local aspirations and expectations, local School Board philosophies, and available financial support.

II. Development of the Common School in Monmouth County

In Monmouth County some variations of the pattern developing throughout the remainder of the state could be discerned. The affluence of Monmouth County dates back to colonial times. In the 1680's Monmouth was the wealthiest county in the province, and thus produced the highest revenues.⁶ The Mattisonia Grammar School, a Latin school in Freehold, provided an education for 25 boys in Latin, Greek, English and Psalms, for an annual charge of £ 15 for board and £ 5 for tuition, in the early 1770's. This school was revived again in 1782.⁷

Nevertheless, the harsh life of the early emigrants, the high incidence of violence and disease, and the added trauma of wringing a living from the sea, of coping with

⁶John T. Cunningham, This is New Jersey, Rutgers University Press, New Brunswick, New Jersey, 1953.

⁷William S. Hornor, This Old Monmouth of Ours, Moreau Brothers, Freehold, New Jersey, 1932.

storm and shipwreck, forced education into a secondary position in colonial Monmouth County. The original schools established by the first settlers at Middletown, Matawan and Shrewsbury fell into disuse, and illiteracy flourished in the county.

The Howell Works at Allaire, reflecting the interest of the owner, James P. Allaire, in a free school system, provided for the education of the children of the workers. This school, in operation from 1822 through 1900, at times served more than 100 pupils, as it encompassed the surrounding area, and even included Allaire's children and those of his New York friends. No charge was made for tuition or books, and the curriculum, in Allaire's life, covered the common branches as well as English literature, the classics, Greek, Latin, French and German.⁸ When free public education was finally provided by the state, the building at the Howell Works, which also served as the church, was rented to the school district.

The example of James Allaire at the Howell Works may have encouraged the residents of Brielle in their own quest for quality education. Brielle, formally incorporated in 1919, had been part of Wall Township since 1851. Wall had separated from Howell Township in that year, and so the Howell Works school and the Brielle school were originally in the same district.

⁸ James S. Brown, Allaire's Lost Empire, The Transcript Printing House, Freehold, New Jersey, 1958.

III. A Brief History of Brielle

The existence of a separate community on the north shore of the Manasquan Inlet pre-dates the War for Independence. Union Landing, two miles south of the present Manasquan, marked the site of an excellent harbor, a ship-building industry, and a salt-works. The men of the community combined the role of sea captain in the coastal trade with that of farmer, utilizing the fertile land, the mild climate and the abundance of salt hay as feed and as mulch to minimize the labors of the farm. By 1750 the area had been marked as a depot for commerce to Philadelphia and New York from the pinelands and iron furnaces to the west. In 1778 a British group of Highlanders destroyed the Union Salt Works and burned all the homes in the vicinity with the exception of the Longstreet residence, a Tory home. By 1850 the area was attracting summer visitors, and the "Union House" became a favorite resort for Robert Louis Stevenson, Augustus St. Gaudens, Charles Scribner and the Belasco family. (Osborn Island, a short distance up-river from the Union House, is locally believed to be the physical inspiration for "Treasure Island".)

In 1881 the Brielle Land Association was formed by men from the Union League Club in New York. The Association was intended to promote the development of the railroad from New York to Bay Head, and to promote the development of Union Landing as a vacation and re-

tirement community. The many windmills in the community, used to pump water, and the location on the Inlet, seemed reminiscent of the town of Brielle in Holland, and thus the venerable name of Union Landing gave way to Brielle.

IV. The Brielle Elementary School

The original school house in Brielle was located on Old Bridge Road (now Route 70). It began functioning as a one-room school, under Benjamin Pearce, apparently around 1835.

The Diary of Dr. Robert Laird, Superintendent of Schools for Wall Township from 1851 through 1866, provides the earliest available records of the school in Brielle.⁹

The total enrollment in 1851 was 82 children, but only about 26 were in regular attendance. Dr. Laird's examination in that year indicated "all the branches in a progressive state" under Mary Jane Osborn, and he was "gratified with the school and the examination". This was a distinct contrast to his remarks about some of the other schools in the district. The salary of a male teacher at that time was \$80 per term, and of a female teacher, \$35 to \$40 per term; taxation was based upon a cost of 57¢ per child.

⁹The diary of Dr. Laird is appended to this report through the courtesy of Mr. Paul Bennett, Secretary of the Wall Township Board of Education, and of Mrs. Craig [redacted], secretary to Mr. Edward Pavlovsky, Administrative Principal, Brielle.

By 1856 the original one-room building was considered inadequate, and so a new two-room building was erected on SchoolHouse Road. The construction was financed by private contribution, and the school was considered one of the "best-arranged" in the district, governed by E.M. Hyde, a "well-qualified teacher".

A few "dame" schools operated in Brielle at various times, and the Gerlach Academy for Boys, a military school located on Union Lane, operated from 1882 through 1907, until it burned to the ground.¹⁰ However, as the character of the community slowly changed to that of a vacation and retirement community, and as the coastal trade was supplanted by the railroads, the year-round residents of the community found themselves financially pressed to support a school for their own children.

In 1916 Wall Township authorized the issuance of bonds for the construction of a new school on the corner of Union Lane, and this building was first used in 1919, by the newly incorporated Borough of Brielle. Miss Eva Voorhees was named principal of the school at an annual salary of \$1,050, and for this sum she also taught the fifth, sixth, seventh and eighth grades. Miss Mary Bailey was chosen to teach the primary grades, at an annual salary of \$900. Dr. W.S. Tilton

¹⁰ Archives of the Brielle Public Library.

was appointed school physician at a salary of \$40 per year, and promptly recommended the vaccination of the school children.¹¹

The old school house was moved from SchoolHouse Road to the Frazer Farm on Rankin Road, where it was used as a chicken coop and a grain storage bin until it burned to the ground "on the night the Mohawk sank off Manasquan", in 1935.¹²

(Brielle apparently was quite susceptible to spectacular fires, and lost in this way the "Union House", the railroad station, and many of the older residences and landmarks.)

However, Miss Voornees spent the winter of 1920-1921 trying to get heat installed in her room. After many complaints to the Board heat was installed in September 1921 at a cost of \$88.

In 1921 bonds in the amount of \$15,500 issued by Wall Township for the school were assumed by the Brielle Board of Education. An educational program was initiated by the Board for the benefit of the prospective women voters of the Borough, and tuition for students living outside of Brielle was established at \$10 per year for the primary grades and \$15 per year for the upper grades. High School students from Brielle attended Manasquan High School on a sending district basis, at a tuition cost of \$75 per year.

¹¹ Minutes of the Brielle Board of Education, August, 1919.

¹² Recollections of Mr. Grandin Pearce, who served on the Brielle Board of Education from 1920 until 1950, and who is one of the oldest native residents of Brielle, at the age of 89.

In 1922 notes in the amount of \$1600 were issued to finance the installation of indoor plumbing, a drinking fountain, and electricity for lighting in the school building. The school was also painted in this year, at a cost of \$130. Since no provision was made to paint the outhouses, the contractor "very kindly donated the time and paint for this purpose".

Miss Hazel E. Houston replaced Miss Bailey as the primary teacher in 1920, and served for three years. Despite parental objections, her contract was not renewed in June, 1923, apparently since she would then have earned tenure.

A third teacher was added in 1922 for the primary grades. Enrollment for the 1923 school year was 93 pupils, a figure that grew very slowly until after World War II. The building was used regularly on Sunday for community services conducted by Mr. James Dusenberry, and for Sunday School, led by Mrs. Dusenberry and Miss Anna Kroh. The Boy Scouts were first organized in Brielle, under Mr. O'Malley, in February 1924, and were given permission to use the school.

In March 1924, one Robert Underhill was suspended from school on the grounds of impudence. His principal crime seemed to have occurred in February, when he cut his work into Valentines and left it on the teacher's desk.

School was recessed for the month of December 1925, as the result of a scarlet fever epidemic, and a school nurse was hired from the Monmouth County Organization for Social Services, to provide ten days service per year at

a cost of \$100. The MCOSS continued to provide nursing services to the Brielle School until September 1969, when a full-time school nurse was employed by the Board.

In 1923 the janitor, Mr. George Western, was employed on a full-time basis at a salary of \$75 per month, an increase of \$45 per month over his original salary. He was charged to keep the building neat and clean, not only as a credit to the Borough, but as an adjunct to the character-building of the children. The Parent-Teacher Association, organized in March 1923, donated and installed playground equipment as their first contribution to the school.

By 1927 the school again was becoming overcrowded, and in 1928 a bond issue of \$46,000, authorizing the construction of three new classrooms, was proposed and defeated. A new issue for \$18,500, for two rooms was defeated by two votes, and finally an issue of \$17,000 was approved. In 1931 an additional issue of \$12,500 proved necessary to ease the overcrowding. A fourth teacher was added in 1932.

In 1928, Board member Grandin Pearce proposed to the County Superintendent that a combined High School for all districts between the Shark River and the Manasquan River be built. This proposal may bear fruit before it celebrates its 50th Anniversary.

In October 1928, city water and a telephone were installed.

Brielle appeared to weather the Depression fairly well, although the recollections of both the minutes and the former Board members interviewed becomes understandably hazy at this point. Borough employees, including teachers, were paid in scrip during part of 1934, and the 1934-1935 budget was reduced, with expenditures cut to the bone. The teaching staff was rehired at no increase in salary, and a note was issued to meet the tuition debt of the students attending Manasquan High School.

The 1936 budget totalled \$12,497, including \$6,400 for salaries, for three teachers and a teaching Principal. A fifth teacher was hired in 1938.

Board members from this period recollect, in a few cases with great pride, how the teaching staff, with the custodian, sifted the ashes to reclaim usable coal for the furnace, and how soap chips were remilled.

In 1939 the Board, anticipating the growth of the community, initiated negotiations for the purchase of the Rankin Farm, adjacent to the school on Union Lane. However, the Borough had not yet recovered from the effects of the Great Depression. In March 1941, a Children's Dentistry Project Advisory Committee was formed, to treat the dental needs of those children who were unable to afford treatment. The MCOSS was asked to sponsor the project, and the P.F.A. volunteered to provide the necessary administrative co-ordination. Throughout the Spring, a surplus food program operated for the benefit of needy children.

The enrollment of the school at this time included 47% "colored" and 53% white, and sentiment was expressed that the new school should be built so that segregated facilities would be provided for Brielle. Plans for such school facilities were actually submitted in April, 1941, and this ghost of an issue haunted the Board and the Borough for at least a decade. It is very much to the credit of those Board members whose children were in attendance at the school that they resisted these proposals, in their quest for quality education. (The Board, at this point, was of course totally Caucasian.)

World War II intervened, and not until 1944 was the Board able to purchase a small parcel of the Rankin property, 150' x 200', for \$1,500.

In 1942 the Draft Board borrowed the use of the school for a three day weekend, and promptly set into motion the machinery for drafting new Board member Dr. Joseph Jordan.

In June 1942 Principal Matteson requested permission to combine his classes so as to provide one hour of free time each week to observe other classes experiencing reading difficulties.

In December 1942 a Federal hot lunch program was proposed, but was abandoned when all W.P.A. projects were cancelled. At the same time, the Board authorized Principal Matteson to build with Custodian Brewer a combined manual training room and kitchen by partitioning Mr. Matteson's

office. A sum of \$50 was appropriated for the effort.

Enrollment at this date stood at 112, and was 61% white.

A very strong plea by the Principal in March 1943 resulted in a 10% bonus for the teachers, if the money could be made available. (Borough employees had just been granted a 15% bonus.)

By March 1944 attendance at the school, still fluctuating around the 100 pupil mark, was distributed 56% "colored", 44% white. Talk still raged about a new facility, and in 1945 the septic system had to be completely overhauled, on an emergency basis. The purchase of the small piece of Rankin property permitted an athletic field and playground to be built, and hard times were apparently easing, for \$1,000 was appropriated for this in 1947. An art teacher was engaged for one day per week, and employment of a music teacher on the same basis was authorized.

In 1950 the balance of the Rankin property, seven acres and an eight room house, was purchased for \$18,500, paid in cash.

The Brielle Library Association leased the Rankin House in February 1951, and the Library, which had been housed in Mrs. Strong's home on Longstreet Avenue, stayed in the Rankin House until 1954, when it moved to its present site in the Municipal Building.

The little brick schoolhouse had by this time become

too small for the community, and by 1952 the third grade was on split session, and Rankin House was being used for Kindergarten and first grade. In September 1953 grades six, seven and eight were placed on split session, and a bond issue of \$180,000 was passed for a five classroom building and an all-purpose room. Rankin House was sold for \$500, and was moved to its present location on the southeast corner of Union Avenue and Union Lane.

In September 1954 the new school on Union Lane was opened, apparently built in a matter of five months. Enrollment was approximately 220, and kindergarten, first, second, third and eighth grades were housed in the new building. Grades four, five, six and seven stayed in the older building. By 1955 the economies and speed of construction were being evidenced in the new building. The roof leaked badly (and finally had to be replaced in 1969), the auditorium floor, for which maple had been rejected, buckled and had to be replaced. However, in February 1955 each grade for the first time had its own individual teacher.

By 1956 the Borough Council had expressed interest in the old school building, and the architect proposed that the school be planned to ultimately include eighteen to twenty rooms, built in units of six or eight, and that an additional gymnasium or all-purpose room also be provided. A bond issue of \$234,500 passed in 1956 provided for the construction of eight new classrooms, and placed Brielle in debt for \$50,000

over its combined municipal and school debt limit.

In 1958, when all the children were finally under one roof, enrollment had risen to 304.

The Borough Council, which had been meeting on the second floor of the fire house, then claimed the old school house for its growing needs. The old building was still not finished as a school, for rapid overcrowding sent the sixth grade back to the "new" Municipal Building, until the third addition to the school was completed in 1962. This addition of six classrooms brought the total of classrooms available to nineteen, and housed a student population of 381.

The rapid growth of the community has not yet slowed, but the character of the town is undergoing a subtle change. As the older residents of the town die or move to Florida, their homes are being purchased by younger families with school-age children. The market value of these homes, and of new ones being built, demands a certain degree of affluence from the purchaser, and this purchaser, in turn, is demanding a certain quality of education for his children.

As enrollment grew to 574 in 1968, the nineteen classrooms in the school building were augmented by the rental of two portable classrooms and one kindergarten in the Church in Brielle. The need for a fourth addition became imperative, and plans to add ten more classrooms, a two-station gym, and a 10,000 volume school library and audio-visual center, at a cost of \$677,000, were approved by the voters in January, 1969.

Two fourth grade classes went back to the Municipal Building in 1969 to avoid split sessions, and the kindergarten moved to the Curtis House on Green Acres property. By September 1970 all the out-lying legions were back in the school building, and morale was high.

The physical appearance of the Brielle Elementary School has certainly changed - from a one room school house in 1835, to the shoddily built, poorly designed building of 1919, to the complex, functional building of twenty-nine classrooms and ancillary rooms, from the staff of two to the staff of forty-six, including one full-time art teacher, one vocal music teacher, one instrumental music teacher, two reading instructors, a Learning Disabilities Specialist, a Librarian and two physical education instructors - but each step logically proceeded from the one before. The latest addition should cope with the projected "saturation level" of the Borough, and now the attention of the Board and the community is turned to its High School problems.

Brielle, as has been noted before, operates as a sending district to Manasquan High School, in conjunction with Sea Girt, Spring Lake and Spring Lake Heights. This arrangement means that each sending community must pay the stipulated tuition for the students it sends, but has no representation on the Manasquan Board of Education, and no voice or political impact that must be recognized that

Board, Brielle, with the largest contingent in Manasquan High, has felt for many years not only the theoretical injustice of this position, but also the practical problem of being unable to cope with complaints made by parents of students in Manasquan High to the Brielle Board of Education. Problems of overcrowding, of curriculum, of guidance, of educational philosophy and goals have led Boards in Brielle since 1928 to explore other options available for its high school students.

In 1969, with the report of the Committee to Study the next steps of regionalization and Consolidation of School Districts (the so-called Mancuso report), many districts felt that the politically difficult to obtain but necessary regionalization would be mandated by the state. The report, which evaluated "the state's responsibility for equal quality educational opportunities and the local school district's responsibility to the state" recommended that "a reduction in the number of school districts in New Jersey would provide a better educational program for all the young people in the state".¹³

New Jersey is one of the six states in the nation with more school districts in 1966 than in 1945; in 1932 New Jersey's school districts represented .4% of the nation's total, and in 1966 the figure had risen to 2%.

¹³Ruth H. Mancuso, Chairman, the Committee to Study the next Steps of Regionalization and Consolidation of School Districts, letter to Dr. Carl L. Marburger, Commissioner of Education, State of New Jersey.

The Committee recommended that:

- a) all school districts be organized on a K-12 basis;
- b) enrollment should include a minimum of 3,500 pupils;
- c) boundaries should recognize natural geographic, social and economic community, to avoid creation or perpetuation of racial imbalance;
- d) a county master plan should include all school districts.

The Committee also recommended a County Reorganization Commission, a State Commission on School District Reorganization and a Bureau of School District Organization within the State Department of Education.

The machinery for accomplishing reorganization was carefully described, and the necessary legislation was drafted and introduced. However, 1969 was a gubernatorial election year in New Jersey, and the incumbent was a "lame duck". We are still waiting for the implementation of the Mancuso report.

Brielle, having lost almost two years in attempting to create a regionalized high school district, now found that Manasquan was so badly overcrowded that the high school would go on split sessions in 1971, and with faint indication that the voters of Manasquan would support a bond issue to enlarge the high school for the benefit of the surrounding towns. (With a high school enrollment of 1300, approximately 225 live in Manasquan.) Talks are now in progress, led by the Vice President of the Brielle Board of Education, and including representatives of Boards from Point Pleasant to

Bradley Beach. The political realities are such, however, that once an agreement among the boards is arrived at, acceptance by the voters and construction of facilities places the resolution of Brielle's high school problems at least three years in the future.

V. Summary

Brielle, with the state and the nation, has made great progress in its search for quality education. The right of each child to a free public school education has been expanded to the goal of the full utilization of each child's talents. Special education, tutorial programs, counseling and guidance, individualized instruction all work toward this goal. Plans for a remedial gym program, for home economics and shop classes, should further the efforts towards this goal. Adequate physical facilities have been provided, and every effort is made to obtain a mentally healthy, prepared and motivated teaching staff, and to create good teacher morale.

However, recognition must be given to the fact that the school operates as the agent of the parent, that the influences and aspirations of the family have the most direct and long-lasting effect upon the child. Until we educate our students to be parents as carefully as we educate them to be teachers, lawyers and engineers, the school must be prepared to cope with the traumas caused in the home.

APPENDIX

I. The Role of the Parent-Teacher Association in the Brielle School

The P.T.A. has made various tangible contributions to the Brielle School over the years, including:

1924 - school piano; 1926 - physical examinations of new students; 1927 - a series of cooking lessons for seventh and eighth grade girls; 1928 - two magic lantern, 1929 - football uniforms; 1931 - helped plan and provide for new kitchen in the school basement; 1934 - new stage curtains; 1936 - Harry Q. Mable Manual Training Department was inaugurated; 1941 - a project to provide dental care for the children was sponsored and funded in part by the P.T.A.; this project continued for almost a decade, until state programs absorbed the project; 1950 - \$318 provided for athletic equipment, and contributions were also made to insurance; 1951 - new curtains for the stage; 1953 - record player and magazine subscriptions; 1954 - World Book Encyclopaedia; 1955 - Foundation planting for the new building; 1956 - \$200 for large projection screen for the auditorium; 1957 - a scholarship program was initiated providing \$500 for the highest-ranking Brielle resident graduating from Manasquan High School. This program was later expanded to provide an additional \$250 to the Brielle resident graduating from Manasquan and continuing with a trade or technical school. The new teacher's room was furnished by the P.T.A. in 1962, and card tables were purchased in 1963. Band Uniforms were provided in 1964, and continuous contributions were made to

to the scholarship fund and to various programs. In 1969 \$500 was appropriated for a film loop projector and film loops, and in 1970 a tape recorder for the reading program, an art lending library, and soccer and cheerleader uniforms were provided.

The P.T.A. has generally been a unifying force in the community, providing opportunities for all the groups within the Borough to unite socially and in service to the children.

II. Brielle School Board Members - 1919 - 1958

James Brewer (1st President)	8-1, 1919 - 1934	
Mrs. R.A. Donnelly (Madeline) (V.P.)	1919 - 1939	
William DeBow	1919 - 1920	
Harry K. Kreh (Became District Clerk, 1920)	1919 - 1920	
Mrs. Isaac Leighton (Laura)	1919 - 1934	
Mrs. Frederick Newman	1919 - 1921	
Wheaton I. Pearce (Custodian School Funds)	1919 - 1925	
John S. Rankin	1919 - 1920 1943 - 1944	
Harry Van Ness (District Clerk, 1920-26)	1920 - 1929	
Grandin J. Pearce	1920 - 1950	
William Liming	1920 - 1924	
Edward C. Stires	1920 - 1940	
Howard N. Folk	1920 - 1923	
Mrs. W. Standish Nichols (Florence)	1921 - 1934	
E. Harrison Cassel	1922 - 1924	
Paul V. Morris	1923 - 1929	
Fred Watts (District Clerk, 1927-40)	1924 - 1940	(Died in office)
Wilber A. Potter (District Clerk, 1940-43)	1925 - 1953	
Reginald N. Pearce	1926 - 1952	
Mrs. E.G. Underhill (Elizabeth)	1927 - 1952	
Austin Allen	1928 - 1944	
Mrs. Henrietta Elmer	1929 - 1936	
Harry Sauer	1936 - 1947	
Stanley Clayton	1939 - 1943	
Mrs. Alfred Armos (Elizabeth)	1939 - 1942	

Mrs. Mary J.V. Strong	1940 - 1951
Dr. Joseph C. Jordan	1942 - drafted.
Harold L. Hoffman	1943 - 1949
Harry J. Turner (District Clerk, 1943-51)	1944 - 1953
Mrs. Alice Laehder	1945 - 1955
Ernst I. Franck	1947 - 1949 (Died in office)
Evan B. Strauss	1949 - 1952
Leroy K. Mack	1949 - 1965
Raymond E. Gearing (District Clerk, 1951-58)	1950 - 1958
G.W. Van Dyke	1952 - 1958
Mr. Robert Schuessler	1952 - 1954
Mrs. Alexander Walker (Pauline)	1952 - 1957
Mrs. Claire E. French	1953 - 1968
Richard H. Jones	1953 - 1955
Herbert Schor	1953 - 1970
Raymond L. Hageman	1954 -
Lloyd E. Harding	1954 - 1966
Ferdinand Kuef	1955 -
E. Melvin Underhill	1955 - 1970 (Died in office)

III. Trielle Board of Education as of December, 1970:

Myron L. Taylor, President	Robert E. Ferrell
George A. Wall, Vice President	Mrs. Barbara Irwin
Dr. Robert Spagnoli	George Lund
Mrs. Anne Bruce	Charles Sarnasi
Dr. Robert M. Evans	

ADDENDUM TO BRIELLE SCHOOL BOARD MEMBERS

George E. Lund
Frederick W. Herman
Alfred W. Morgan
Bernard Kaiser
Myrtle Stavres
Charles Paul Sarnasi
Philip C. Shaak
Frederick A. Kierner, Jr.
George A. Wall
Dr. Robert Spagnoli
Barbara Irwin
Ann Bruce
Dr. Robert Evans
Ronald Matthews
Robert Ferrell
Myron L. Taylor
Raymond Hageman
Herbert Schor
Leroy Mack
Claire French
Ferdinand Knef
John R. Zilai
Harold Quist
Mary Frostick
Theodore Carpenter
Richard Watts
Pauline Walker
Walter Mercy
John Hennon

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