

109 Nappadale Street, Village of Woodville (Woodville Elementary School)

Heritage Designation Evaluation

Woodville

PT BLK G PL 119 AS IN VW1044 EXCEPT PT 2, 57R4367 & VT55438; PT
CHURCH LT N/S ARGYLE ST PL 119 PT 1, 57R4367; KAWARTHA LAKES and
PCL BLK G-2 SEC PL 119-WOOD; PT BLK G PL 119 PT 1 57R7358; KAWARTHA
LAKES

PIN: 631479-0379 (LT) and 63179-0002 (LT)

2023



Statement of Cultural Heritage Value or Interest

The subject property has been researched and evaluated in order to determine its cultural heritage significance under Ontario Regulation 9/06 of the Ontario Heritage Act R.S.O. 1990. A property is eligible for designation if it has physical, historical, associative or contextual value and meets any two of the nine criteria set out under Regulation 9/06 of the Act. A heritage evaluation of the property has determined that 109 Nappadale Street has cultural heritage value or interest and merits designation under the Ontario Heritage Act.

1. The property has design value or physical value because it:

i. is a rare, unique, representative or early example of a style, type, expression, material, or construction method:

The property is a representative example of an early twentieth century Beaux-Arts school in Woodville. The property, which was constructed in 1923, displays characteristics typical of early twentieth century Beaux-Arts schools erected in urban and village areas including symmetrical massing with a central hall, and Classical design elements, such as its central pediment. The school is also demonstrative of contemporary trends in educational architecture emphasizing new ideas regarding hygiene, ventilation, and safety incorporated into school design. It is Woodville's only school.

ii. displays a high degree of craftsmanship or artistic merit:

The property displays a typical degree of craftsmanship and artistic merit for a building of this type.

iii. demonstrates a high degree of technical or scientific achievement:

There are no specific technical or scientific achievements associated with this property.

2. The property has historical or associative value because it:

i. has direct associations with a theme, event, belief, person, activity, organization, or institution that is significant to the community:

The property has direct historical associations with the history and development of education in Woodville. The school was constructed between 1923 to replace an older nineteenth century school as part of a wider upgrade of schools across rural Kawartha Lakes in response to a growth in primary education in the early decades of the twentieth century.

ii. yields, or has the potential to yield, information that contributes to an understanding of a community or culture:

The property yields information regarding the development of education in Woodville and the surrounding rural area in the early twentieth century as a public school serving this area of Kawartha Lakes.

iii. demonstrates or reflects the work or ideas of an architect, artist, builder, designer or theorist who is significant to the community:

The school was designed by Lindsay-based architect John Thompson Hornsby who executed an array of Classically-inspired structures in Kawartha Lakes and the wider region throughout the 1920s and 1930s. The school is typical of his approach to Classical architecture which was pared back from its most ornate elements. The contractor for the building was local Woodville contractor T.G. Morrow who constructed a range of buildings in Woodville in the first half of the twentieth century. The school was his first major contract for a public building.

3. The property has contextual value because it:

i. is important in defining, maintaining or supporting the character of an area:

The property helps maintain the historic village character of the community of Woodville as one of its key historic institutional structures. The school is located in a prominent position in the community which is comprised largely of nineteenth and early twentieth century structures and reinforces the character of the area as a local population centre in the surrounding rural townships.

ii. is physically, functionally, visually, or historically linked to its surroundings:

The property is historically linked to its surroundings as part of the late nineteenth and early twentieth century development of Woodville. The property is surrounded by commercial, residential and institutional properties of a similar age and in a range of late nineteenth and early twentieth century architectural styles.

iii. is a landmark.

The property is a landmark in its historic and current role as Woodville Elementary School. It is a well-known and continuously used institutional building which is also located in a prominent position in the village along Nappadale Street and the entrance to the community from the north.

Design and Physical Value

109 Nappadale Street, also known as Woodville Elementary School or has cultural heritage value as a representative example of Beaux-Arts educational architecture in Kawartha Lakes and the only one in Woodville. The building, which was constructed 1923 as a replacement for an older Victorian public school, demonstrates the key characteristics of Beaux-Arts educational design as executed in urban and village areas, including symmetrical massing with a central hall, and Classical design elements. The school is also demonstrative of trends in educational architecture which developed and matured in the late nineteenth and early twentieth century emphasizing new ideas regarding hygiene, ventilation, and safety incorporated into school design. It is Woodville's only school.

School architecture evolved substantially throughout the nineteenth and early twentieth century, as communities across Ontario grew and developed. This was the case in Woodville as it was in other growing communities throughout the province. Many early school buildings were not purpose-built structures and classes often took place in residential structures or churches; at least two small private schools of this type were established in Woodville on the Eldon side of the community in the early 1840s but little is known about them besides that teaching was done out of residential structures. However, as communities became more established, purpose-built structures were quickly erected, often in frame or log and highly utilitarian in design. They were built to serve a pressing need – provision of space for educating children – and lacked any sort of specialized facilities or decorative architectural elements. These early schools were usually constructed by community members without any external input from architects or provincial education officials. The first public school in Woodville was built around 1845 on the Mariposa side of the community and situated in a log building.

By the second half of the century, school architecture had evolved rapidly, particularly in urban communities where there were funds to invest in new school buildings where industrialization and increasing in population were bringing new prosperity to many communities across the province. Financial security and additional resources, as well as a desire to emanate prosperity and permanence through a rush of civic enthusiasm, led to the construction of a range of new schools in up-to-date architectural styles.

The shift from utilitarian to more architectural design was assisted by two factors: the increasing number of architects in nineteenth century Ontario and the proliferation of pattern books across the province. On one hand, the increasing number of architects in the province in the second half of the nineteenth century, both those who immigrated to the province and those born there, meant that professional design expertise was increasingly available for school design and communities and local school boards hired architects to

design their schools in the latest styles. This was particularly the case in urban areas where more architects were located and where the new schools being constructed in the second half of the nineteenth century were larger than their rural counterparts which were usually one room. Pattern books, on the other hand, provided both knowledge and information to communities where the services of architects were not available, a particular boon for rural and remote communities, but also helped disseminate wider ideas related to technical aspects of design. The importance of pattern books for the development of school architecture in Ontario was much the same as for domestic and institutional architecture, where booms in pattern book availability also assisted in the wide spread of popular nineteenth century architectural styles across the province.

Increasingly, the provincial government was also becoming involved in school construction and design. Ontario's Department of Education was formed in 1876 out of the earlier Department of Public Instruction and, as the government body in charge of education across the province, was active in providing and promoting school design. As the education system across the province became more regularized, so too did the variety of rules, regulations and guidance provided to schools and school boards across Ontario, including regarding architecture. While local schools were not obligated to use the designs provided by the government, they were increasingly required to conform to a variety of regulations regarding school construction and safety and the pattern provided in these texts adhered to the standards set by the Department. These texts generally included a range of guidelines on different aspects of school, as well as example school designs and architectural details that local schools could incorporate into new construction.

One of the major developments in school design in the late nineteenth century was with regard to ideas around the integration of provisions related to health safety into educational architecture. The late nineteenth century had seen the rise of the social reform movement which looked to the health of children as one of its primary challenges, particularly in urban areas where the proliferation of slums and poor quality housing meant that many children were living in abject poverty with little or no access to running water or sanitary systems. Although children in poverty were a primary point of interest for this movement, the importance of children's health was a universal concern. Increased understanding of communicable disease and the impact of the environment on health meant that a variety of strategies and initiatives were developed to address this concern. Reformers of this period saw physical infrastructure as an important indicator and promotor of health through the provision of clean air and comfortable temperatures. Children who lived in warm homes with good air circulation had better health and would grow up into better and more productive members of society. So too it was with

schools where comfortable temperatures in both winter and summer and fresh air circulating throughout the buildings was seen to translate into a better atmosphere for learning and increased educational attainment. The extension of this emphasis on health was on increased sanitation through the provision of clean, preferably indoor, bathrooms and running water. Light was also a factor to increase the ability of students to see and read well and to promote good ocular health; indoor electrical lighting was developing around the turn of the century, but was not widely used under the 1920s meaning that light needed to come from the outdoors through substantial windows in classrooms with high ceilings. This new emphasis on health-related matters translated directly into architectural design choices, such as large windows, bigger classrooms, and provisions for central heating and plumbing. As a result, schools of this period were complex architectural forms with significant mechanical systems and the design of buildings needed to evolve to reflect and support these physical, as opposed to aesthetic concerns. By the time Central School was designed in 1910, these ideas were well integrated into dialogue regarding school design and their use was nearly universal across new schools being designed and built both in Ontario and across North America.

While the health and well-being of children drove design choices around issues such as lighting and plumbing, safety was also a concern, particularly with regard to fire safety. Although concern around fire safety had been taken into account in school design since the late nineteenth century, one of the major drivers in developments in fire safety, in particular, was the 1908 fire at Lake View School in Collinwood, Ohio, a suburb of Cleveland, where 172 children were killed, in large part, due to the architectural design of the building where small exits and hallways and limited point of egress made escaping from the building extremely difficult and a flammable wooden structure made the fire move quickly through the multi-storey late nineteenth century building. This was not the only school fire in turn of the century North America, but certainly one of the most devastating and well-publicized and its tragic outcome put concerns around safety once again to the fore. As a result, an increased awareness of fire safety and the importance of architectural measures to prevent fires from spreading and allowing children to quickly exit school buildings was quickly integrated to educational architectural design, in part by choice but also by new fire safety regulations for public buildings implemented in jurisdictions across North America throughout the next several decades. This awareness translated into certain very specific design features such as the integration of large hallways and unobstructed exits, the increased use of concrete as a fire barrier, particularly between floors, and a move away from wood stoves as heat methods and towards centralized heating using alternative fuel sources. For urban or village schools, where there was more than one classroom, multiple stories and a large number of students, the need

for considering architectural and physical issues with regard to fire safety was an even greater consideration due to the increased complexity of disaster response in a large structure.

Despite a substantial emphasis on practical elements, school design also evolved aesthetically in the late nineteenth and early twentieth century, generally reflecting the prevalent design trends and popular styles of the day. Although this was also the case in rural areas with one and two-roomed school houses, it was at its most dramatic in urban areas, and larger village and hamlets, where larger buildings and bigger budgets gave substantial scope for architectural experimentation and the integration of a range of design features. In communities such as Woodville, which were growing into important settlements but were not large urban centres, school architecture was still designed to use the most up-to-date trends and features of the day, but often pared back to reflect the size and financial means of the community.

The Beaux-Arts style dominated Canadian school architecture throughout the early decades of the twentieth century. This style, which originated in France in the early nineteenth century, used an eclectic mix of exaggerated Classical forms on generally symmetrically massed structures to create a dynamic, expressive architectural form. While European examples of this style tended to be highly decorative, the adaptation of the Beaux Arts in North America, where it enjoyed a period of popularity from about 1880 to 1920, was more subdued and focused instead on the use of a range of eclectically combined Classical stylistic motifs, heavy masonry and subtle polychromy. This style was used almost exclusively on public buildings, including government buildings, certain types of commercial buildings such as banks, institutional structures like theatres, and schools. This coincided with a period preference for Classical forms in architecture across building types, such as the Edwardian Classical style which evolved from and often overlapped stylistically with Beaux-Arts architecture but was also used in residential structures.

In school architecture, a number of key features emerged within the Beaux-Arts type. These schools were usually multiple storeys and composed with symmetrical massing, but often on H- or U-shaped plans, with a central hall and entrance, although they often included entrances on both the front and side elevations. Almost exclusively constructed in brick, they integrated a range of decorative elements that included a number of eclectic and exaggerated Classical elements, such as cornices along the roofline, columns and pilasters, pediments and substantial entrance surrounds. Most noticeably, they were characterized by large banks of tall sash windows; this feature derived from ideas surrounding ventilation and lighting, not from the Beaux-Arts style more broadly, but quickly became associated with Beaux-Arts school design because of its prevalence across these types of structures. These features were most typically found in urban schools, such as those built

in Lindsay in the early 1910s, but the larger multi-storey structures of this type could often be found in smaller communities, when continuation schools were established or when the community was a central hub for a much larger rural area. Both of these situations were the case in Woodville, which served as the main settlement centre for the surrounding area in both Eldon and Mariposa Townships and because the school, constructed in 1923, also served as a continuation school, with secondary classes offered beginning in 1922.

The present school evolved from a series of structures which themselves are demonstrative of the evolution of school architecture throughout the late nineteenth and early twentieth century. The first log school served the community until 1863 when a red brick school house was constructed. This small school was typical of those constructed throughout rural Ontario in the 1860 and 1870s, executed in red brick with buff brick details and limited architectural features. However, the rapid expansion of Woodville as a population centre for the surrounding rural region throughout the 1860s and 1870s, this school quickly became overcrowded and, in 1874, a new school was erected. This school, the immediate predecessor of the subject property, was two storeys and built in a simplified Victorian style. Executed in white brick, it typified Victorian school architecture with its steeply pitched gable roof, king post gable trusses, tall sash windows and pilasters. The school was designed with holding grammar school classes in mind, and was of a size to facilitate that although this did not come to pass.

By about 1920, the 1874 school was in poor condition. Substantial renovations and repairs had been undertaken to the walls and foundation in 1899 after the school was hit by lightning and more would be required. It was also overcrowded and, to further exacerbate the need for additional space, it was decided that continuation classes would also be held in Woodville. A decision was taken to build a new school, one that was both large enough for the village's growing population and was also reflected the current architectural and safety standards of the day.

The school officially opened on March 12, 1923 and was reported on with high praise for its practical features; very little was said about its architecture or architectural style but this was typical for reports on schools at this time. A report made regarding the opening of the school read:

There was nothing but admiration for and commendation for the excellence of its appearance, its appointments and general adaptability for the purpose for which it was designed. Nothing have been overlooked for the comfort and convenience of the scholars even to drinking fountains on each floor. The building is four-roomed, two for the Public School and two for the Continuation School giving

accommodation in all for about 160 pupils. It has been erected at a cost of \$33,000.00, a proportion of which is borne by the County.... It is lighted throughout with electricity, has the most up-to-date system of ventilation, steam heating, fire protection and sanitary lavatories. Indeed, it would be more difficult to find a more complete establishment in the province and Architect John Hornsby of Lindsay fully deserves the praise passed on his labours.¹

This report accurately reflects the preoccupations of the time with regard to school architecture. A handsome building was desired, but the primary focus was on technical elements and up-to-date health and safety features. These elements were a clear emphasis in the new Woodville school and are demonstrative of the primary priorities in school design during the first decades of the twentieth century.

From a contemporary perspective, the school fits well within scope the Beaux-Arts educational architecture and displays key features typical of this architectural type, although some of these features have been modified since its original construction. The school itself is relatively simple and is built on a rectangular plan with a projecting frontispiece and hipped roof. Its primary Classical elements appear on its front elevation and on the frontispiece itself which contains a large central entrance with double doors surmounted by a half-round transom. The projecting bay is topped by a pediment with return eaves and includes a large tripartite central window, also topped by a half round segment. The entrance also includes a barrel vaulted portico with cast columns and wide stairs. Like many other schools of this type, it includes a rusticated foundation, but it is executed out of pressed concrete which was gaining popularity over stone in the 1920s and 1930s. The school originally included an ornate belfry, but this has since been removed. This interpretation of the style, when compared to schools of a similar type from the 1900s and 1910s, for example, is highly simplified, but reflects both the size of Woodville as a smaller settlement centre without the financial resources of a community like Lindsay to build something highly ornate and the trend towards more pared back versions of Classical structures in the 1920s and the 1930s and the adoption of stripped back classicism in public buildings in the interwar period.

One of the notable features on this building is the change in window style from other Beaux-Arts schools. Most Beaux-Arts school had large banks of sash windows stretching across the length of each classroom to ensure adequate lighting in each room at a time. However, while the windows in the Woodville school are large as is typical of this architectural style, the windows on the front of the school are either in singles or pairs and reflect shifts in school

¹ Quoted in *Woodville: The Friendly Village*, 47.

architecture throughout the 1920s and 1930s; with the increased introduction of reliable electricity in schools across the province, schools were no longer reliant on natural light to ensure classrooms were appropriately illuminated and a shift began to occur to smaller banks of windows, as in demonstrated in this building. The windows, however, remain executed in the style typical of Beaux-Arts schools with a heavy buff lintel and lug sills which here are executed in brick and the larger banks of windows typical of this style do appear on the rear facing side of the structure.

The Woodville school typifies school architecture during this period as it was executed in settlement areas where larger buildings – as opposed to the one- or two-roomed school houses built in more rural area – predominated with a strong preference for the Beaux-Arts style. However, it remains a unique building both in Woodville and in Kawartha Lakes. Within Woodville, it is the community's only school and, architecturally, is significant to the community for this reason, representing both educational architecture in the village and as an example of Beaux-Arts architecture. Within Kawartha Lakes more broadly, there are several other examples of Beaux-Arts schools executed in urban communities, but those that are exact are located in Lindsay and built at an earlier period. As a result, they are substantially more ornate and the Woodville school is the only school in a settlement area showing the transition between the Beaux-Arts style of the early decades of the century and the pared back Classical schools of the 1930s, exemplified by the Fenelon Falls High School, constructed in 1932 and Hornsby's only other known commission in Kawartha Lakes.

Historical and Associative Value

109 Nappadale Street has historical and associative value in its role as a local public school. Opening in 1923, the school was constructed to replace an older Victorian school house and to accommodate both growing population of Woodville and the surrounding area and continuation classes for secondary students. It yields information regarding the development of education in Woodville and rural Eldon and Mariposa Townships in the early decades of the twentieth century and the role of Woodville as a settlement around for the surrounding rural region. The property also has significance as the work of Lindsay-area architect John Thomson Hornsby who operated in the area in the 1920s and 1930s and executed a range of Classically-inspired public and private commissions throughout Kawartha Lakes and the wider region.

Education evolved substantially through the nineteenth and twentieth centuries both in Lindsay and across Ontario. Formal education in Ontario, then Upper Canada, reached back to the late eighteenth century with the passage of the Schools Act in 1799 which established the ability create schools and requirements for teacher certification. In this early period, most schools were fee-paying or associated with religious organizations, or both, meaning

that education was very much not universally accessible to children across the province. The first tuition free, non-denominational school, known as a common school, opened in Niagara in 1804, but the requirement to pay tuition for schooling remained for much of the first half of the nineteenth century, and participation in education remained low because of it. Most students in the early century were from upper and upper middle class background, located in urban areas and attending fee-paying schools.

Nevertheless, the provincial government increasingly took interest in ensuring that education was provided to communities across the province. The early eighteenth century saw a significant growth in population in the province, including more families, in part due to the influx of United Empire Loyalists in the late eighteenth century, in combination with migration from Britain and Ireland. By 1816, the Common Schools Act had been passed which created school boards and enabled local communities to build schools and hire teachers through local trustee, effectively enabling the development of local, municipally-led education efforts with rules and standards enforced by the province. 1841 saw the passage of the Education Act which created a provincial superintendent to oversee education across Ontario and to allow municipalities to collect taxes from the parents of school aged children to help support schools, in addition to both government grants and tuition. In 1846, a new version of the Common Schools Act was passed which allowed municipalities to tax their entire tax base to fund school and, crucially, to make schools free, although fees were still allowed to be charged. By 1871, the School Act was passed, mandating universal free education and, by extension, compulsory attendance now that fees were no longer an issue.

By the middle of the century, access to education was vastly improved across the province, including in rural areas and villages, as a result of these changes made at the provincial level and the growing recognition that the education of children across the province was an important area of concern for the provincial government. While, in general, urban students had greater access to educational opportunities, and particularly secondary schooling and higher education, the government recognized that the majority of Ontario's population was located in its villages and rural hinterlands and the standards, regulations and funding structures in place in urban areas were also in place in rural areas.

Despite these advances, providing schooling in rural areas was not easy. The reality of the rural agricultural economy meant that children were needed to assist their parents with farming, particularly at certain times of years and their attendance was not guaranteed. Large areas with low population density made for school sections with very large catchment areas where getting to school could be challenging for many students. Teachers were not always willing to come to rural areas, although the ability to attract teachers increased

as local children came up through the system and some trained to become teachers themselves. Rural schools also generally combined all grades into one or at most two classes due to the small number of children who attended them, giving rise to the ubiquitous one room school house associated with nineteenth century schooling and making the experience of going to school very different for urban and rural children. This was also the case in villages such as Woodville which, despite its growing importance as a local population centre throughout the nineteenth century, was still very much a rural community with a substantial reliance on the rural agricultural economy and significant links – in society, family and business – to the surrounding rural area. Nevertheless, rural education developed and grew throughout the nineteenth century, and by the early 1900s, the majority of children were attending public schools in or near to their own communities.

It was in this context that the school in Woodville developed. The first educational instruction in the township began in the early 1840s as a community began to develop at the location of the present village. The village lies on the border between Eldon Township to the north and Mariposa Township to the south, both of which were first surveyed in the late 1820s, with settlement beginning around that time and into the early 1830s. The land in Eldon which currently forms a large portion of Woodville was purchased by Eldridge Robinson Irish around 1832 and a settlement began to form in the area, known as Irish's Corners. Soon, several stores, a blacksmith's shop and tavern were established in the nascent settlement. Early schools were established at this time in people's homes; at least two private schools were known to have operated in the community in the early 1840, although little is known about them. In accordance with provincial direction, school sections in both Mariposa and Eldon Townships were established by the District of Colborne Council in 1842; powers regarding education would later be transferred to Victoria County, after its creation as the United Counties of Peterborough and Victoria in 1854, and the local township council and the Local Superintendents of Schools in Mariposa and Eldon. School sections were gradually formed throughout the 1840s and 1850s, but periodically rearranged throughout the following decades in response to changing demographic patterns throughout the township.

Woodville, due to its location straddling the border of the two townships, was established as a union school section, taking in students from both sides of the village. The first official school for the section was constructed in 1845 on the Mariposa side of the village and was a small log building with a single room, much like many early log schools in communities across Ontario. By 1863, it had been replaced by a new brick schoolhouse on the Eldon side of the community. Like its predecessor, this was a one room schoolhouse but of a

more substantial size and permanence and was known locally as “the Little Red School House.”

However, Woodville of the second half of the nineteenth century was a rapidly growing village. In 1854, a post office was established in the settlement and its name changed from Irish’s Corners to Woodville. Throughout the 1860s and 1870s, the community continued to grow with new businesses and industry springing up there as it rapidly developed into a centre for the surrounding rural region. In 1878, when Woodville was made a police village, it was home to a grist mill, two foundries, a cheese factory, a planing mill, and a sash and door factory, along with three hotels and a range of stores and other businesses. The arrival of the railway, the Toronto and Nipissing line which was built from Toronto north to Coboconk in the early 1870s, further consolidated its role as a local population centre and it was incorporated as a village in 1884, with its peak population reaching 556 people in 1886.

With this growth, the one-room schoolhouse was no longer sufficient to serve Woodville’s needs. In fact, it had rapidly been outgrown by the local school aged population and, for a number of years, students were taught in both the school and a log structure next door. In 1874, a new two-storey school was constructed with the intention that a grammar school would be established there, although this did not happen as provincial approval was not forthcoming. Grammar schools, at the time, were the equivalent of secondary education and had been regulated beginning in the mid-nineteenth century with the goal of providing a higher classical education to bright, adolescent pupils, although by the early 1870s, they were transitioning to a model more like the high schools of the twentieth century. They were most often established in urban centres and larger communities although a grammar school had been opened in Oakwood in 1858.

The school served well for the remainder of the nineteenth century and into the early twentieth but, by 1920, it was clear that the building needed to be replaced as it was showing its age and needed extensive repairs; it was also overcrowded. At the same time, the community began to discuss the idea of creating a consolidated school which would take in students from both the village and the wider rural area to offer a broader curriculum, better facilities, and, overall, better schooling for rural children than the existing patchwork of one-room school houses were able to provide. This scheme recognized and attempted to address some of the challenges of rural schooling in Ontario where many schools in rural areas had few resources, limited facilities, and, often, poorly constructed buildings due to their limited financial resources and small tax-payer base. The first of these consolidated schools was founded near Guelph and students were transported to it by horse-drawn vans. In Woodville, it was proposed to amalgamate the school sections within a five-mile radius of

the village in both Mariposa and Eldon Townships and build a new facility in Woodville to house them.

While public meetings and information sessions were held throughout 1920 and 1921, a vote of the ratepayers in both Woodville and the surrounding impacted school sections ultimately rejected the proposal. Woodville, however, was still left in need of a new school so it was once again proposed that the community establish a secondary school, which at this time were known as continuation schools in rural areas. In 1921, fees had been abolished for public high schools and were now substantially more accessible. Further, in 1896, the province had allowed public elementary schools to offer continuation classes, namely the provision of high school level classes in public schools in rural areas where it was challenging for local students to travel to an established high school; these classes were not abolished until the 1950s. Continuation classes were held in larger rural schools across Ontario and were a substantial boon for adolescent students in rural areas who wanted to continue their education but for whom transit to the nearest largest community was not, at this time before the advent of widespread bussing, feasible.

At this time, students from Woodville who wanted to attend high school had to travel to Lindsay, a significant distance. Lindsay Collegiate Institute had been established in 1889 and, by the early 1920s, was substantially too small for the number of students who were attending it, as they were coming from both Lindsay and the surrounding rural areas where secondary classes were not available. An addition was built onto the high school between 1922 and 1923 to increase the ability of the structure to house the student population, but the issue of students travelling into Lindsay from rural areas remained and the support – both financial and political – was there for larger villages outside of Lindsay to establish continuation classes locally. For example, continuation classes were offered in Little Britain from 1924 and attracted students from across the school sections of southern Mariposa Township.

At the same time, changes were happening in Ontario across the province. In particular, while local school boards still retained substantial control over operations, the province continued to regularize and standardize educational provisions. Some of these changes were curricular. The late nineteenth and early twentieth century saw a broadening and diversification of the curriculum through the introduction of additional studies in areas such as art, science, and physical education and health, particularly for older students; some of these subjects required dedicated and specialized spaces, or at minimum, space of some variety to undertake these activities. The education of teachers was also regularized to ensure that teachers had a basic level of professional qualification before entering into the classroom and to normalize standard pedagogical methods and subject matter. More specifically related to the

physical plant of schooling, the turn-of-the-century saw also increased requirements at a provincial level for specific building standards, particularly with regard to health and safety issues such as ventilation, lighting, heating and exits and egress, to ensure that students were attending safe and healthy schools that were conducive to learning. More mundane things were also required, such as storage space for the increasing number of textbooks and other learning resources required for schooling.

With these factors in mind, it was decided that a new school would be erected in Woodville, beginning in 1922, to house new and updated facilities for elementary aged children and to hold continuation classes in the community for the first time. A plot of land was purchased from the Eldon Agricultural Grounds and a design commissioned from architect John Thompson Hornsby. The building was opened officially in March 1923 with two classrooms for elementary aged students and two for the continuation students.

The school continued to operate for the next thirty years as a combined elementary and continuation school until, in 1954 when continuation classes were abolished across the province, high school students were bussed first to Lindsay and then, in 1960, to Fenelon Falls. This was reflective of widespread changes and discussions occurring at a provincial level regarding the provision of secondary education and the special educational needs of adolescents, particularly through documents such as the “Porter Plan” devised by then-minister of education Dana Porter. This was a trend replicated across Ontario with the consolidation of secondary education in specialized facilities in larger communities.

In addition to the abolition of continuation classes, the 1950s, 1960s and 1970s brought major changes for rural education across Ontario. The combination of an increased school aged population as a result of the baby boom and infrastructure funding in the postwar period resulted in substantial consolidation of schools throughout the province but particularly in rural areas. It was during this period that most one and two room rural schools closed in favour of larger, centralized facilities where there were no longer multi-grade classrooms and where up to date facilities were available; in addition to being able to provide a more comprehensive education, it was also recognized that many older school buildings, particularly those which had not been updated since the late nineteenth century, were not conducive learning environments.

In Eldon Township, the process of school consolidation actually began in the mid-1940s with the closure of Grant’s School (Mariposa School Section 5) in 1945. Enrollment was low and the building, constructed in 1869, was condemned resulting the students from that school section having to travel to Woodville for their education. By the 1960s, however, township school boards across Kawartha Lakes, and later the Victoria County Board of Education, were

actively closing rural schools and developing new consolidated schools in central locations, although not without fierce opposition from the rural school sections who did not want to lose their local facilities or bus their children a distance everyday. As a result, many of the one-room school houses across Kawartha Lake did not close until well into the 1970s.

Woodville was a natural location for a consolidated school with rural children already travelling there from some areas. In 1965, several other school sections in northern Mariposa and southern Eldon were closed and the children bussed to Woodville. In 1973, the balance of the rural schools in the area were closed with Woodville becoming the consolidated school for this area. Unlike in other areas both in Kawartha Lakes and elsewhere, where brand new school was often constructed, it was decided in Woodville to retain the 1923 building and expand its footprint with the addition of a gymnasium and additional classrooms. The newly-christened Woodville Elementary School officially opened in 1973 and has remained functioning in that capacity since that time, showing the progress of education in rural Kawartha Lakes from the nineteenth to the twenty-first century.

The school also has historical value as an example of the work of Lindsay architect John Thompson Hornsby. Very little is definitively known about Hornsby or his work but through an examination of this and other structures erected by him, a fuller picture comes to light. Hornsby was born in Glasgow in 1887 and came to Canada in 1910 before settling in Montreal. After returning from service in the First World War, Hornsby settled in Lindsay where he began his practice as an architect. He would later move to Peterborough and then Ottawa where he finished his career with the federal government.

During his period in Lindsay and Peterborough, Hornsby operated his own practice, on his own and in conjunction with John T. Allan and appears to have undertake a number of substantial public commissions in the region. These include the Fenelon Falls Post Office (1936), Knox Presbyterian Church in Oshawa (1927), an expansion of the Lindsay Gaol (1927), and new buildings for Raybestos in Peterborough (1932). He undertook a number of commissions for school architecture including the subject property, his early commission, the Fenelon Falls High School (1932), the Port Perry High School (1926) and a new school for Whitby Township School Section 5 (1925). Smaller projects including residential architecture, such as 57 Albert Street North in Lindsay (1933) and the W.G. Morrow Mausoleum in Peterborough's Little Lake Cemetery (1935), designed in conjunction with Peterborough architect W.R.L. Blackwell. The full scope of Hornsby's work is not known, but he is referred to in some places as the County Architect, suggesting that his architectural influence was more wide-spread and significant with regard to the built fabric of the region that is currently recognized.

Although Hornsby's projects are diverse in their type and scope, they are bound together by his preference for and execution of the Classical style. The majority of Hornsby's projects from his period of operation in Lindsay and Peterborough are executed in a pared back version of Beaux-Arts and Neo-Classical style, emphasizing the classical nature of these designs with symmetrical massing and bold, but plain, classical elements including pilasters and pediment, while discarding the more ornate parts of the style prevalent throughout the 1900s and 1910s. The Woodville school is a representative example of his work, demonstrating how he adapted the preference for Classical architecture in the first half of the twentieth century to a range of public and private commissions across Kawartha Lakes and the wider region.

The contractor for the school was T.G. Morrow, a local of Woodville for whom the school was his first major public commission. As with Hornsby, the full scope of Morrow's work is not known, although it is known that he completed projects in Woodville and the surrounding area from the 1920s into the 1950s, including a number of public and municipal structures, including the local arena. It is also known that he worked with Hornsby on a number of occasions and the two men appear to have formed a good working relationship.

Contextual Value

109 Nappadale Street has contextual value as a local landmark and an important part of the village character of Woodville. The property is surrounded by other residential, institutional and commercial structures of a similar age in a variety of architectural styles which, taken together, form a cohesive historic landscape. The property maintains and supports this village character and is historically linked to its surroundings as part of this development.

Woodville developed at the border of Eldon and Mariposa Townships beginning in the 1830s as a settlement known as Irish's Corners and grew organically for the next several decades. By the middle of the century, it had assumed its current village form and the village plan from 1861 shows it much as it appears now with King Street as its main east-west thoroughfare flanked by John Street to the south and Queen and Argyle Streets to the north. Nappadale Street was the primary north-south road, with Church Street, Stuart Street, Agnes Street and Union Street located to the east and forming the square and rectangular blocks that characterize the community. The majority of these lots were developed in the late nineteenth and early twentieth century and a substantial portion of this historic building stock remains extant. Similarly, only a limited amount of more contemporary development has occurred with small subdivisions and new lots established primarily outside of Woodville's historic core.

The majority of extant buildings in the core of the village date from the late nineteenth and early twentieth century and are constructed in a range of historic architectural styles popular during this period. Most of these structures are single family residential properties, with a historic downtown commercial core located along King Street. 109 Nappadale is one of the historic institutional properties located in the community, alongside the Woodville Town Hall, St. Anthony's Roman Catholic Church, Woodville United Church and Knox Presbyterian Church. Taken alongside the other historic properties in the community, it forms part of this historic hamlet landscape and is historically linked to its surroundings as part of the late nineteenth and early twentieth century development of the community. It supports the historic character of the community in its date of construction, its architectural style and location on a large lot within the core of the historic settlement.

The presence of the school as part of a built up area of the township helps define its character as a village within a larger rural area. The concentration of buildings within Woodville and the presence of both institutional and commercial structures help differentiate the community from its rural surroundings which follow traditional Ontario agricultural patterns. The school is a contributing feature to this village character and helps reinforce the nature of Woodville as a built up area within the wider landscape of rural Mariposa and Eldon Townships. It is a key built heritage feature of the hamlet landscape which supports its role as a local population centre in western Kawartha Lakes, both historically and in the contemporary context.

The property is also a local landmark as the local elementary school. The building has operated as a school beginning 1923 and continues in that capacity in the present day. As its educational facility and key public building, the building is a well-known institutional structure in Woodville. It is also located in a prominent location in the village along Nappadale Street, the primary entry point into Woodville from the north which transitions into County Road 46 outside the limits of the village. It is highly visible from Nappadale Street and Argyle Street which runs along the southern side of the property. Its distinctive Classical architecture reinforces its landmark status as an architecturally unique building within the community.

Summary of Reasons for Designation

The short statement of reasons for designation and the description of the heritage attributes of the property, along with all other components of the Heritage Designation Brief, constitute the Reasons for Designation required under the Ontario Heritage Act.

Short Statement of Reasons for Designation

Design and Physical Value

109 Nappadale Street, also known as Woodville Elementary School or has cultural heritage value as a representative example of Beaux-Arts educational architecture in Kawartha Lakes and the only one in Woodville. The building, which was constructed 1923 as a replacement for an older Victorian public school, demonstrates the key characteristics of Beaux-Arts educational design as executed in urban and village areas, including symmetrical massing with a central hall, and Classical design elements. The school is also demonstrative of trends in educational architecture which developed and matured in the late nineteenth and early twentieth century emphasizing new ideas regarding hygiene, ventilation, and safety incorporated into school design. It is Woodville's only school.

Historical and Associative Value

109 Nappadale Street has historical and associative value in its role as a local public school. Opening in 1923, the school was constructed to replace an older Victorian school house and to accommodate both growing population of Woodville and the surrounding area and continuation classes for secondary students. It yields information regarding the development of education in Woodville and rural Eldon and Mariposa Townships in the early decades of the twentieth century and the role of Woodville as a settlement around for the surrounding rural region. The property also has significance as the work of Lindsay-area architect John Thomson Hornsby who operated in the area in the 1920s and 1930s and executed a range of Classically-inspired public and private commissions throughout Kawartha Lakes and the wider region.

Contextual Value

109 Nappadale Street has contextual value as a local landmark and an important part of the village character of Woodville. The property is surrounded by other residential, institutional and commercial structures of a similar age in a variety of architectural styles which, taken together, form a cohesive historic landscape. The property maintains and supports this village character and is historically linked to its surroundings as part of this development.

Summary of Heritage Attributes to be Designated

The Reasons for Designation include the following heritage attributes and apply to all elevations, unless otherwise specified, and the roof including: all

façades, entrances, windows, chimneys, and trim, together with construction materials of wood, brick, stone, stucco, concrete, plaster parging, metal, glazing, their related building techniques and landscape features.

Design and Physical Attributes

The design and physical attributes support the value of the property as an representative example of an early twentieth century Beaux-Arts school in Woodville.

- Two-storey red brick construction
- Rectangular symmetrical massing
- Hipped roof
- Wide eaves
- Chimneys
- Projecting frontispiece including:
 - Pediment with return eaves
 - Central entrance with half-round transom
 - Barrel-vault awning
 - Pilasters
 - Brackets
 - Stairs
 - Stepped knee wall
- Fenestration including:
 - Paired and single windows
 - Lintels
 - Lug sills
 - Central window with half round transom
- Rusticated concrete foundation

Historical and Associative Attributes

The historical and associative attributes support the historical value of the property as a local public school which has remained in operation since the early twentieth century.

- Association with the history of education in Woodville and Eldon and Mariposa Townships

Contextual Attributes

The contextual attributes of the property support the value of the property as a local landmark and as a contributing feature to the historic village landscape of Woodville.

- Location at the intersection of Nappadale Street and Argyle Street
- Orientation towards Nappadale Street

- Views of the property from Nappadale Street, Argyle Street, and the Woodville baseball diamond
- Views of surrounding historic properties from the school and its grounds

Images





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