

11 John Street, Town of Lindsay (Queen Victoria Public School)

Heritage Designation Evaluation

Lindsay

LT 1 S/S JOHN ST, 2 S/S JOHN ST PL 26; LT 1-6 PL 59; PT LT 1 E/S ST. PAUL ST, 2 E/S ST. PAUL ST, 3 E/S ST. PAUL ST PL 26; PT LT 11 N/S QUEEN ST, 12 N/S QUEEN ST, 13 N/S QUEEN ST, 14 N/S QUEEN ST, 15 N/S QUEEN ST, 16 N/S QUEEN ST, 17 N/S QUEEN ST, 18 N/S QUEEN ST PL 15P PT 1 TO 3 57R3934; CITY OF KAWARTHA LAKES

PIN: 63214-0051 (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 11 John 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 the oldest existing public school in Lindsay and is a representative of the transitional period in school architecture between the Victorian and Beaux-Arts styles. Constructed in 1893, the property demonstrates this transition through its jerkinhead roof, brick coursing and cornice, and large sash windows with concrete lugsills.

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:

When it was originally constructed, the school contained a Smead-Dowd heating and ventilation system which was developed around the same period as the school was constructed and was, at the time, the premier system for heating and ventilation in public buildings. It is the first known use of this system in a public building in Lindsay.

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 Lindsay. The school was constructed in 1893 to replace the older East Ward school as the first of a wider upgrade of school facilities in Lindsay in response to a growth in primary education in the late nineteenth and 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 Lindsay in the late nineteenth century as a public school serving the east ward of Lindsay from 1893 onward.

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

The architect of this property is not known. The contractor who erected the property has been identified as John Kells, a local builder, but little is known about the scope or extent of his body of work.

3. The property has contextual value because it:

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

The property defines and supports the character of this area of Lindsay which includes a wide array of historic buildings dating from the late nineteenth and early twentieth centuries. The school is the area's primary institutional building and helps define the character of the area as a historic residential neighbourhood on the east side of Lindsay.

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

The property is historically linked to its surroundings as part of the early twentieth century development of this area of Lindsay which underwent substantial growth throughout the second half of the nineteenth century.

iii. is a landmark.

The property is a landmark as the longstanding public school in this area of Lindsay and for its prominent position on the south side of John Street between St. Paul Street and St. Patrick Street.

Design and Physical Value

11 John Street, also known as Queen Victoria Public School, has cultural heritage value as Lindsay's oldest operating school building. The building, which was constructed 1893 as a replacement for an older public school building serving the East Ward of Lindsay, demonstrates the transition occurring the late nineteenth century from Victorian to Beaux-Arts architecture in school buildings. The original section of the school includes features such as its jerkinhead roof, large sash windows with concrete lug sills, and brick coursing and cornices which show the shift from Victorian to Beaux Arts through an increased use of Classically-inspired design elements and massing. The building, when it was originally constructed, also contained a Smead-Dowd heating and ventilation system which was developed around the same period as the school was constructed and was, at the time, the premier system for heating and ventilation in public buildings. The system demonstrates the technical achievements in heating and ventilation systems occurring in the late nineteenth century and is the earliest known use of this system in Lindsay.

School architecture evolved substantially throughout the nineteenth, as communities across Ontario grew and developed. This was the case in Lindsay as it was in other rapidly urbanizing areas throughout the province. Many early school buildings were not purpose-built structures and classes often took place in residential structures or churches; in Lindsay, for example, the earliest known common school was operated out of the Methodist meeting house on Wellington Street. 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 official public school building in Lindsay was of this type, a frame schoolhouse erected at the northwestern corner of Kent Street West and Albert Street North in 1852.

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 Alexandra 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. School fires were, tragically, common in late nineteenth century schools. The major impetus for increasing awareness about fire safety in schools is often credited to 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. However, this fire was only the most devastating and well-known of many fires in school buildings across North America and, even in the 1880s and 1890s, fire safety was an important consideration in school construction and design. 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 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 where larger buildings and bigger budgets gave substantial scope for architectural experimentation and the integration of a range of design features.

In public architecture, both in schools and other buildings, the 1880s and 1890s were a period of transition from Victorian, which generally emulated Gothic and medieval precedent, to Beaux-Arts forms, where there was a strong preference for Classical features. The four elementary-aged school constructed in Lindsay throughout the 1860s and 1870s adhered, as far as can be ascertained, to Victorian forms. The Union School, in particular, was highly influenced by medieval forms, including steeply pitched roofs, lancet windows and buttressing. Similarly, the South Ward School was broadly recognizable as Victorian architecture, with a steeply pitched gable roof and its ornate belfry. However, by the 1890s, the preference for these forms had waned, replaced by a preference for Classical massing and styles. This would eventually evolved into the Beaux-Arts style as it was executed in school architecture which was the dominant style for schools in the early decades of the twentieth century and typically used a range of eclectically combined Classical stylistic motifs, heavy masonry and subtle polychromy. This style was used across public buildings in North America but, for school architecture and particularly for schools erected in urban areas, a number of key features emerged within the Beaux-Arts type. These schools were usually multiple storeys and composed with symmetrical massing 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 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.

The current school was erected to replace an older school serving the historic East Ward of Lindsay and was on the cusp of this stylistic transition. The original East Ward School was erected on the site of the present building in about 1865, the first of Lindsay's ward schools. This building was a two-roomed school, but little is know about its architectural specifics. By the early 1890s, however, it was clear that the school was substantially too small for the

number of children living in the ward and it was proposed by the school board that the building be replaced with a new and modern school. Although it appears that this discussion was occurring as early as 1890, it was not until 1893 that the process to begin the construction of a new school for the ward was formally initiated.

The new school was constructed throughout the late summer and fall of 1893 and formally opened in early 1894. Architecturally, the building itself is fairly plain, showing limited decorative features on a rectangular plan; the historic east wing of the school which gives the older section of the school its T-shaped plan, was added in 1922, with the western additions erected throughout the 1950s, 1960s, and 1980s. The 1893 school, which forms the centre of the contemporary structure, included four classrooms on the interior. On the exterior, it was defined by its jerkinhead roof and red brick construction. Each classroom was provided with light through large, paired sash windows with concrete sills and radiating brick voussoirs. The primary decorative elements were executed in red brick, like the rest of the exterior and include coursing in line with the tops and bottoms of the windows on each storey and a stepped cornice along the roofline, as well as a small rusticated foundation below the basement windows. It is not overtly a Beaux-Arts school, particularly when compared to the other three Beaux-Arts schools erected in Lindsay in the early 1910s which demonstrate the exaggerated integration of Classical decorative elements that is typical of this architectural type. However, it demonstrates the move from Victorian to Classical forms occurring in public architecture at this time, with its shallower pitched gable truncated to form a jerkinhead roof, heavier massing, brick coursing and cornices, and the heavy concrete lug sills.

Compared to many late nineteenth century schools, this structure was very plain, even those constructed during this transition period. One of the challenges in the construction of this school was with regard to budget, and this substantially informed the form of the building. In requesting money from the Lindsay Town Council, it was reported by the *Lindsay Watchman* that:

...the Board of Education had taken great pains to arrive at the actual necessity for a new school building, and that in the estimates they were only providing for a plain, substantial building – not one cent to be expended for embellishments. They had however, provided for the property ventilation and heating of the school.¹

The total cost of erecting the school was at just over \$8 000, a small number for a large public building at the time, and this is fully apparent in the

¹ “Left to the Popular Vote – Protestant Freeholders Will Have A Say in the New School Matter,” *The Lindsay Watchman*, July 20, 1893, 1.

architecture of the structure which is sound but plain. However, it is also reflective of the shift occurring in architectural taste in the final decades of the century where the exuberance of Victorian styles, in public buildings as well as in commercial and residential architecture, was being replaced by a soberer aesthetic informed by Classical architecture which would prevail throughout the first several decades of the twentieth century and eschewed the medieval and often highly decorative forms prevalent through the mid and late nineteenth century.

The first priority of the new school, by far, was the provision of a safe, uncrowded and healthier learning environment for East Ward children. In line with the emphasis on health and safety at the time, the budget for the new buildings was predicated on providing enough space for the growing number of children living in the East Ward, but also providing them with a clean, hygienic and safe school. Up-to-date mechanical systems were seen as something worth spending money on as they would not only provide a good place for children to learn, but were also seen as reducing child mortality rates in the community. This included sanitary facilities connected to town water, as the year the school was constructed was also the year that town water was connected to Lindsay's schools. Air circulation, however, was the main concern for the school board and community at large, including the provision of heating and ventilation. As it was reported in the *Watchman* in July 1893:

The building proposed to be erected will be one of the most modern class with the best possible system of ventilation and heating – the Smead-Dowd system – and in every way suitable. Is it not a fact that we have no public school building up to the mark in the town? Too great attention cannot be paid to the health of the little folk while at school. Our schools should be as healthy and attractive as our houses.²

This emphasis was highly representative of late nineteenth century attitudes towards health and safety in schools. As noted in the report, one of the notable aspects of the new school was its use of the Smead-Dowd heating system. The heating systems in Victoria schools varied widely but were often very poor; these could include coal fires furnaces with limited air circulation, or woodstoves directly in classrooms. These systems, while providing heat in the winter months, did not provide heat in an even and circulated manner; they were also a huge fire hazard. At a time when fresh air and good circulation of both hot and cold air within a school was seen as integral to good health and the prevention of disease, this was problematic both from the perspective of students' comfort and also with regard to wider idea about the promotion of

² "The East Ward School," *The Lindsay Watchman*, July 20, 1893, 5.

good health in schools. In response to this issue, various initiatives were developed to create better heating systems.

One such system was developed, in part, by Cobourg inventor Henry Ruttan to whom several mid-century patents were issued for various heating and ventilation systems. These patents were purchased by Massachusetts engineer Isaac Smead who was himself a heating and ventilation expert and who, using Ruttan's inventions in combination with his own work, went on to develop the Smead-Dowd System, effectively a warmed air furnace whereby fresh air was drawn into a building, heated and circulated throughout the structure; gauges in individual rooms allowed for occupants to control the temperature room by room. It was marketed as being more efficient, easier to control and better and providing consistent heat than the types of systems it replaced. This self-contained system, while still burning coal, was also less of a fire hazard because the coal fire was smaller and more contained within what was dubbed the air warming apparatus. This was a substantial technological change from most mid-nineteenth century heating systems and the desire to use it at the new school was repeated multiple times throughout the early planning phases for the project because of its role as a healthier and also more efficient heating source.

Smead's system was first released commercially in the late 1870s and was adopted as the primary heating method for many new public buildings in both Canada and the northern United States built throughout the 1880s and 1890s. While it was widely used in larger public buildings, by far its biggest market was for schools, as recognized by Smead in his 1886 book, *Warming and Ventilation of Buildings*, where he discusses his system almost exclusively in relation to the heating and ventilation of school buildings. One of the challenges with the Smead system, however, was that it was very difficult to retrofit existing buildings to accommodate it as it required a substantial mechanical system of vents and ducts, as well as a place for the furnace itself, to operate and inserting this type of infrastructure in existing buildings was not always feasible. As a result, the construction of new school was often the impetus to adopt this type of system, as it was at the new East Ward School, and its use in this building is the earliest known use in a property in Lindsay.

While the original portion of the school is representative of school architecture at the end of the nineteenth century, the shift occurring in school architecture can be seen in the 1922 east wing which was well integrated into the older portion of the building but has some distinct architectural differences. In particular, large banks windows with heavy lintels have replaced the singular windows in the classrooms, as was typical in school design in the 1910s and 1920s. A Classically-styled entrance was also added with a barrel-vaulted portico and semi-circular transom window. These modifications are consistent with the other reconstructed public schools in Lindsay, all of which

were erected in the Beaux-Arts style in the early 1910s, with Central Public School and Alexandra Public School completed between 1910 and 1911 and King Albert Public School completed several years later in 1914. Queen Victoria is the least similar of the four school constructed during this period, and also the oldest, but demonstrates the changing attitudes towards educational architecture in the late nineteenth century, particularly with regard to health and safety concerns and is representative of turn of the century school architecture in Lindsay.

Historical and Associative Value

11 John Street has historical and associative value in its role as a local public school serving the historic East Ward of Lindsay. Opening in early 1894, the school was constructed as the first new elementary school forming part of a general upgrade of education facilities in Lindsay that began in the late nineteenth century and continued into the early twentieth century related to the expansion of the education system and growth in public school pupils. It yields information regarding the development of education in Lindsay throughout the late nineteenth and early twentieth century in Lindsay as a long-standing public elementary school in the community, serving the suburban East Ward of the town.

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 newer communities, such as Lindsay, which were quickly developing during this period 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. Communities such as Lindsay which were rapidly developing and growing as a result of increased settlement, urbanization and industrialization were in the middle between rural communities, where limited population growth and density made the provision of schooling challenging, and urban communities where many schools had already developed in this period and, for these mid-sized communities, schools needed to grow and develop very rapidly to serve a growing urban population.

The first known common school in Lindsay opened in about 1841 in the Methodist meeting house on Wellington Street. Provisions for education in the community since its informal establishment at the end of the 1820s are not fully known but it is likely that in Lindsay, as elsewhere, classes were held informally in private homes and in association with religious instruction through Sunday schools. This first structure was acknowledged as a temporary location; while classes were taught there during the week, the Methodists continued to hold their meetings in the building on Sundays. By 1852, however, Lindsay had grown substantially and it was decided that a purpose built school was now required, particularly given the ability of local government to tax to fund education. This was a frame school and there is little known about what it looked like, but it was located at the corner of Kent Street West and Albert Street North.

The 1850s, 1860s, and 1870s in Lindsay were a time of massive growth. The arrival of the railway in 1857, as well as the establishment of Victoria County with Lindsay as its administrative centre, attracted new businesses and residents to the community throughout these decades and the population boomed, making the need for new schools with space for more children imperative. Lindsay was quickly becoming a much more urban centre with a concentrated main street along Kent Street West, rebuilt in 1861 after a fire that destroyed much of the older building stock, and industrial establishment including lumber, shingle and grist mills as well as a tannery, foundry, carriage

and wagon manufacturers and a brewery. By 1871, the population of the town had reached just over 4 000 residents, in just over forty years of settlement, and continued to grow into the early twentieth century.

In 1863, a new school was constructed at the site on Kent Street, known as the Lindsay Union School as it combined both common and grammar school streams into a single building; this included secondary instruction to reflect Lindsay's growing stature as the county seat and the demands of its citizens for good and comprehensive education for their children. This was a substantial structure and housed all of the grades in a range of classrooms. A new multi-roomed school certainly marked Lindsay out as an urban centre compared to the communities in the surrounding rural areas where one-roomed school houses still predominated. At the same time, schooling provisions were being made for Lindsay's growing suburban areas with the erection of new ward schools, both due to population increases and new development as well as the introduction of compulsory school attendance across the province in 1871. At the same time, the local school board were in the process of establishing a dedicated secondary school for older students and, in 1889, Lindsay Collegiate Institute opened at the corner of Kent Street West and Adelaide Street North, adjacent to the Union School.

A school for the East Ward, and the predecessor to the current school, was constructed in 1865 on the south side of John Street. Early neighbourhoods in Lindsay had formed near Kent Street West and in the area south of the Scugog River, but, by the second half of the nineteenth century, had spread north and east of the river to the area that became known as the East Ward. Residential growth increased rapidly in this area in the middle decades of the century as new homes for working families in Lindsay's expanding industries. The eastern area of the town had a substantial population of French-Canadians working in the lumber industry, a substantial part of the local economy, and was known locally as "the French village." The 1875 Bird's Eye View map of Lindsay shows the development up to 1875, ten years after the East Ward School was constructed. The East Ward, while not fully built out, contains a substantial number of small homes, many of which were built throughout the 1850s and 1860s, and is an older suburban area than the areas to the north and south of Kent Street West. However, growth was still occurring in this area, with new families with children moving into the area and accommodation for schooling was increasingly required.

By 1890, Lindsay was well-served by four public elementary and one secondary school in addition to facilities for Catholic students at St. Dominic's School and the convent school run by the Sister of St. Joseph on Russell Street East. The provision of good quality, free public education was an important concern at this time both in Lindsay and throughout Ontario for its role in shaping children into the morally-upstanding and hardworking citizens of

tomorrow; not only was school seen as providing important technical skills, it was also viewed as a central social pillar within a community and having good schools for children to attend and learn was a substantial focus for leaders at the local and provincial level. However, the population of the community continued to increase as Lindsay had grown into both a regional railway hub and industrial centre. In particular, the closing decades of the nineteenth century, as well as the first decades of the twentieth, saw the beginnings of a substantial rural exodus in many areas of the province, including much of Kawartha Lakes as the children of farmers decided to seek jobs in town and the lumber industry, which had driven the rural economy in many part of the region, collapsed, leading to more people seeking jobs in urban communities. At the same time, attendance at schools in urban centres was relatively high and continued to grow in the late nineteenth century as more parents obeyed with the requirement to send their children to school full time. Once again, Lindsay and its school trustees needed to face the reality of needing to provide more space for its growing student population.

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. Kindergarten was also introduced during this time; the first public kindergarten was opened in Toronto in 1883 and gradually spread throughout urban areas of the province by 1900, although it was by no means universal until the second half of the twentieth century. 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.

By 1890, it was clear to the Board of Education, the Town Council, and local residents that the East Ward School was massively overcrowded. The population of the area had increased substantially from 1865 when the school was originally construction, something that is evident from a view of the Fire

Insurance Plan of Lindsay completed in 1898, where the change in density from the 1875 map is exceedingly clear. At a time when provincial law allowed for up to 50 pupils per room, the East Ward School had two classrooms, meaning its maximum capacity was 100. That being said, in 1893, there were 125 children attending the school with another 44 children from the ward attending other schools in Lindsay because of capacity; these schools too were at or nearing capacity. By the summer of that year, the Board had decided to proceed with the erection of a new school for the East Ward and approached the Town Council for funding to the amount of \$7 800. The Board was sure of public support; in their deputation, the members of the Board presented Council with a petition including over 250 signatures of ratepayers within the town. Although Council supported the initiative, it was ultimately put to a popular vote of Protestant freeholders in Lindsay who, as the Board predicted, were overwhelmingly in favour of the new school and eager to provide appropriate facilities for the education of their children.

Construction for the school began in late summer 1893 with John Kells as the contractor for the project; Kells was, at that time, a local contractor working in Lindsay but little is known about the scope of his work in the community. Construction was ongoing throughout the fall of that year before the new school opened in early 1894. It was a point of pride for the East Ward neighbourhood and became the first of a series of new schools, and school expansions, completed over the next several decades. It was, and remains, Lindsay's first modern elementary school as the community moved out of the Victorian period with a growing population and an increasing appreciation for the provision of good educational facilities for local children.

It was renamed Queen Victoria Public School in the early twentieth century at the suggestion of the school's students who were encouraged to find a name for their school. From the time its construction, the school served the elementary population of the area, with several expansions throughout the twentieth century, and continues to do so, although, in 1955, it was converted into a kindergarten to grade 6 school with the conversion of Central Public School into a senior school where all Lindsay's grade 7 and 8 students attended. In this capacity, then, as now, the structure was and remains a central community space and important educational facility in the historic east ward of Lindsay.

Contextual Value

11 John Street has cultural heritage value as part of the historic landscape of Lindsay's historic East Ward which includes a substantial collection of late nineteenth and early twentieth century architecture. The area is primarily residential and the school contributes to its suburban character as the neighbourhood school which was constructed at around the same time as a substantial portion of the surrounding houses. The property is also a local

landmark as a long-standing public school in Lindsay and the main institutional structure in Lindsay's historic East Ward.

Lindsay initially developed around Kent Street and the area near the Scugog River and the original mill site in that area but, by the second half of the nineteenth century, was rapidly expanding both north and south of Kent Street, as well as on the eastern side of the river. This part of Lindsay had not been originally included in the townsite but was rather part of the Purdy Tract, the two lots in Ops Township granted to miller William Purdy as part of his land grant for establishing the local mill. Unlike the commercial and industrial areas that developed in conjunction with residential areas in the oldest part of the town, this area was primarily residential, although there were large industrial developments along the Scugog River which are no longer extant. Grid pattern blocks were established in the mid-century and houses began to be constructed in this area when it was integrated into the incorporation of Lindsay in 1857. The area quickly evolved into a diverse suburban landscape with houses in a range of sizes and styles typical of the late nineteenth and early twentieth century. This area primarily evolved into an area of worker's housing for families whose breadwinners worked in local industry and the majority of homes were vernacular in style, with limited decorative detail and utilitarian design in mind. Development continued in the early decades of the twentieth century with new homes erected throughout this area, still primarily in vernacular styles, giving it a well-established and mature suburban character. This pattern of development has survived to the present day with the majority of residential properties in this area of a historic character, with some newer residential structures constructed from the mid-twentieth century to the present day also present in the area.

The subject property is the primary institutional building in this area of Lindsay and, with the exception of several smaller commercial buildings along Queen Street, is one of the only historic non-residential buildings in this area of the community. As its local public school, the building supports and maintains its historic suburban character. Schools such as this one were constructed in neighbourhoods across the province to serve local children and provided a nucleus of the suburban community. Similarly, the school is historically linked to its surroundings as part of the development of this area of Lindsay between the late nineteenth century when the community expanded on the eastern side of the Scugog River into this area. It is surrounded by homes of a slightly older and similar vintage and is consistent in age and style to its contemporary properties; its more simplified style, compared with other turn of the century schools in Lindsay, is also in keeping with the vernacular architectural forms in the surrounding residential area.

The property is also a local landmark as the school serving Lindsay's historic east ward. The school has been in continuous operation since 1893 and is

prominently placed in a suburban neighbourhood where the vast majority of the surrounding structures are residential. Despite its visual coherence with the surrounding residential area, its size and function set it apart from its neighbours. It is prominently placed on the south side of John Street, occupying nearly the entire north half of the block, and has significant viewscales along this street, as well as from St. Patrick and St. Paul Streets, making it a major point of visual interest in the community. The building was recognized at the time of its construction as a key institutional structure in the community and is widely recognized as such to the present day.

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

11 John Street, also known as Queen Victoria Public School, has cultural heritage value as Lindsay's oldest operating school building. The building, which was constructed 1893 as a replacement for an older public school building serving the East Ward of Lindsay, demonstrates the transition occurring the late nineteenth century from Victorian to Beaux-Arts architecture in school buildings. The original section of the school includes features such as its jerkinhead roof, large sash windows with concrete lug sills, and brick coursing and cornices which show the shift from Victorian to Beaux Arts through an increased use of Classically-inspired design elements and massing. The building, when it was originally constructed, also contained a Smead-Dowd heating and ventilation system which was developed around the same period as the school was constructed and was, at the time, the premier system for heating and ventilation in public buildings. The system demonstrates the technical achievements in heating and ventilation systems occurring in the late nineteenth century and is the earliest known use of this system in Lindsay.

Historical and Associative Value

11 John Street has historical and associative value in its role as a local public school serving the historic East Ward of Lindsay. Opening in early 1894, the school was constructed as the first new elementary school forming part of a general upgrade of education facilities in Lindsay that began in the late nineteenth century and continued into the early twentieth century related to the expansion of the education system and growth in public school pupils. It yields information regarding the development of education in Lindsay throughout the late nineteenth and early twentieth century in Lindsay as a long-standing public elementary school in the community, serving the suburban East Ward of the town.

Contextual Value

11 John Street has cultural heritage value as part of the historic landscape of Lindsay's historic East Ward which includes a substantial collection of late nineteenth and early twentieth century architecture. The area is primarily residential and the school contributes to its suburban character as the neighbourhood school which was constructed at around the same time as a substantial portion of the surrounding houses. The property is also a local

landmark as a long-standing public school in Lindsay and the main institutional structure in Lindsay's historic East Ward.

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 a late nineteenth century school representing the transition from Victoria to Beaux-Arts educational architecture occurring around this period.

- Two storey red brick construction
- Rectangular plan
- Symmetrical massing of the original structure
- Jerkinhead roof
- Stone foundation
- Brick coursing
- Brick cornice
- Fenestration including:
 - Paired and single windows
 - Lug sills
 - Radiating voussoirs
- 1922 addition including:
 - Banks of classroom windows
 - Entrance with semi-circular transom
 - Barrel Vaulted portico
 - Lintels
 - Lug sills
 - Gable roof

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 late nineteenth century.

- Association with the history of education in Lindsay

Contextual Attributes

The contextual attributes of the property support the value of the property a

local landmark and contributing feature to the historic suburban landscape of Lindsay's historic East Ward.

- Location at the south side of John Street
- Orientation towards John Street
- Views of the property from John Street, St. Paul Street and St. Patrick Street
- Views of the surrounding historic properties from the school and grounds

Images







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