

49 Glenelg Street West, Lindsay (King Albert Public School)

Heritage Designation Evaluation

Lindsay

LT 10 S/S GLENELG ST PL TOWN PLOT; PT LT 9 S/S GLENELG ST, 9 N/S
MELBOURNE ST, 10 N/S MELBOURNE ST PL TOWN PLOT AS IN, AS IN
TL32333, R273155, TL3468, TL32332 EXCEPT VT96114; KAWARTHA LAKES
PIN: 63228-0089 (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 49 Glenelg Street West 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 Lindsay. The property, which was constructed in 1914, displays characteristics typical of early twentieth century Beaux-Arts schools erected in urban areas such as large banks of windows with lintels and lugsills, a projecting central entrance, and rusticated foundation.

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 Lindsay. The school was constructed in 1914 to replace the older South Ward school as part of a wider upgrade of school facilities in Lindsay 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 Lindsay in the early twentieth century as a public school serving the south ward of Lindsay from 1914 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 William Lindsay, who appears to have had a substantial contracting business in early twentieth century Lindsay but not enough is known about his work to determine how the school fits within his wider practice.

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 one of the area's primary institutional buildings and helps define the character of the area as a residential neighbourhood on the south 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 in the early decades of the 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 at the intersection of Glenelg Street West and Cambridge Street South.

Design and Physical Value

49 Glenelg Street West, also known as King Albert Public School, has cultural heritage value as a representative example of Beaux-Arts educational architecture in Lindsay. The building, which was constructed in 1914 as a replacement for an older public school serving the South Ward of Lindsay, demonstrates the key characteristics of Beaux-Arts educational design as executed in urban areas, including symmetrical massing with a central hall, large banks of windows on upper and lower storeys, 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.

School architecture evolved substantially throughout the nineteenth and early twentieth century, 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. 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 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. By the time King Albert Public School was designed in 1914, the stylistic preference for educational architecture was the Beaux-Arts style and this is the style the new school was built in.

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 adaption 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, specifically those 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, 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 trends in school architecture can be amply demonstrated in the development of King Albert Public School. The current school is a replacement for an older school serving the historic South Ward of Lindsay. Constructed in 1871, the older school was a two-storey brick school constructed in a Victorian style with a steeply pitched gable roof, an ornate belfry, and a central gable over the front entrance. By the early twentieth century, the Board of Education commissioned a report regarding the general condition of Lindsay's schools, including the South Ward School, recognizing that they were not in a good state of repair and that the increasing population of the town meant that upgraded school facilities would be required. In a report prepared in 1909 and reviewed by the Board, it was recommended that of Lindsay's existing schools, both the North Ward and Central School be torn down and replaced and the South Ward School be repaired and enlarged. The architect who prepared the report, N.R. Darrach of St. Thomas, wrote at that time:

The south ward school, while not a very good building, still is of such a shape that it can be improved. If it were higher above ground a basement might be put under it for lavatory and heating purposes. The other thing to do is to build out from the hall a small building in which heating apparatus could be in the base basement, lavatories on the ground floor and teachers' room over on the upper floor. Ventilating shafts would have to be built and rooms, being large, wardrobe screens could be placed in each room, thus providing cloak rooms. New stairs would be required.¹

Darrach's report stipulated that, unlike the rebuilds for the other two schools, the upgrades and repairs to the South Ward School could be accomplished for around \$500.

Both the North Ward and Central Schools were reconstructed between 1910 and 1911 and, around this time, it was decided that, instead of a repair and upgrade project, that a complete reconstruction of the South Ward School also made the most sense, financially and from a long-term facilities point of view. As a result, a new school was erected in 1914, with construction completed for the opening of the new building in January 1915.

As with other school buildings constructed around this time, it was highly representative of the architectural ideas and priorities of the early twentieth century and their execution in urban areas. The school is, by virtue of its location, an urban school and its architecture is reflective of that. From its initial settlement in the 1820s, Lindsay had developed into a thriving regional centre throughout the nineteenth century. The designation of the community

¹ "Report on Four Schools - \$48,000 Required," *The Watchman Warder*, May 13, 1909, 9.

as the county seat alongside economic factors including the evolution into a key regional railway hub and the development of a substantial industrial base throughout the second half of the century meant that it rapid grew from an early mill site to an urban centre. by the turn of the century, around 7,000 people lived in the town, making it by far the largest settlement in then-Victoria County. In accordance with its growing urban station, the architectural fabric of the community developed throughout the late nineteenth and early twentieth century grew to reflect this, with a range of public buildings including schools, churches and commercial buildings designed to contribute to the urban fabric that was perceptibly different from the surrounding rural landscape.

The subject property clearly fits within this pattern of development, particularly when compared with the one-room school houses erected in nearby hamlets in Ops, Emily and Mariposa Townships. Its size alone designates it as an urban school, as does its massing and layout. The two-storey design is rarely found in smaller communities and massing around a central hall arranged with two wings clearly suggests an urban location. Its location at the southeast corner of Glenelg Street West and Cambridge Street South further emphasized it massing and urban focussed design where it could be seen from both streets and in the intersection, where it is surrounded by the suburban development of late nineteenth- and early twentieth-century Lindsay.

The school itself displays a range of Beaux-Arts forms and is highly consistent with the trends in school architecture prevalent at the time of its construction. The two-storey structure has a hipped roof with symmetrical massing around a central entrance. It is divided into three bays with a projecting central bay where the entrance is set back and accessed by a set of wide steps. While the school is a simpler version of the style than the other two Beaux-Arts schools constructed around the same time in Lindsay – Central Senior Public School and Alexandra Public School – it still includes a range of decorative features typical of Beaux-Arts school architecture. Namely, these include its rusticated concrete foundation, wide eaves, buff lintels and lug sills, key stones and the large semi-circular transom windows above the central and eastern entrance. Similarly, its large banks of windows are also highly typical of this architectural type and are demonstrative of the wider conversations around health and safety that informed school design. The wide hallways and large classrooms on the interior of the school are also consistent with the emphasis on health and safety to provide space, light, and ventilation to students and teachers.

A report on the architecture of the new school was made in the *Lindsay Watchman-Warder* in December 1914 as the school was nearing completion. The newspaper reported extensively on both the architectural design and the

practical and safety features of the structure, including its large windows, modern furnace and ventilation system, and water fountains. The report read:

The exterior appearance of the new school has been well looked after, the brick being a good red with the woodwork of windows and roof painted a French grey. The visible foundation, which is lacking in the Central school, has not been overlooked in this one, but on the contrary offers a marked contrasted, the large cement blocks standing out boldly. The arches and sills of the windows are also carried out in cement blocks. The roof has been covered with asbestos cement shingles and is absolutely fire-proof, frost-proof and rain-proof.... The school consists of three stories, including the basement, the main floor with rooms for the primary classes and the top storey with rooms for advanced classes. There are four classrooms in all, large, airy, well lighted, well heated and well ventilated, while each room is provided with cloak halls. Immediately above the main floor entrance is located the teacher's private room.... The new school is a credit to the community in every respect or the ability of the contractor, Mr. G.H. Lindsay, as well as the chairman of the building committee. No space has been wasted and the school is up-to-date in every respect.²

It was also noted that the school had been designed in such a way that it could respond to changes in the needs of the local area, with the potential for an addition – which was added in 1951 – and classrooms set aside for kindergarten, as the introduction of kindergarten was being discussed by the local board at this time.

There were four Beaux Arts schools constructed in Lindsay around the turn of the century, and all four remain extant. The earliest of these, Queen Victoria Public School on John Street, was constructed between 1893 and 1894 while the others were constructed in the early 1910s: Central Public School and Alexandra Public School between 1910 and 1911, and the subject property in 1914. All four schools all display similar features, although Queen Victoria is the least similar of the four, likely due to its much earlier date of construction at a time when Victorian styles were transitioning into Edwardian ones. Like King Albert Public School, the other three schools implemented various aspects of Classical design, including rustication, large banks of windows, and rounded entrances, and are clear examples of this stylistic type. The subject property is

² “New South Ward School to be Opened in January – Beautiful Structure in Every Respect,” *The Watchman Warder*, December 31, 1914, 12.

the least ornate and newest of the three twentieth century examples but still provides a representative example of how this building type was executed in Lindsay around the turn of the twentieth century.

Historical and Associative Value

49 Glenelg Street West has historical and associative value in its role as a local public school. Opening in January 1915, the school was constructed as part of a general upgrade of education facilities in Lindsay in 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 South 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. In 1865, a new school was opened on John Street for the East Ward School, serving the area east of the Scugog River, with a school for the north ward later erected 1876. The first school for this particular area of Lindsay, by this time known as the South Ward, was erected 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.

The new South Ward School was intended to serve the growing suburban area in the south part of Lindsay. Early neighbourhoods in Lindsay had formed near Kent Street West and in the area near the Scugog River, but, by the second half of the nineteenth century, had spread south and west to the area where the school is located. Residential growth was increasing to the south of the downtown core and new homes were being constructed in this area. The 1875 Bird's Eye View map shows the development of this area of Lindsay just four years after the first school was constructed; it can be seen in the location of the present building at the southeast corner of Glenelg Street West and Cambridge Street South. The area in which the school is located is not as densely populated as some of the older areas of the community, such as the neighbourhoods in closer proximity to the Scugog River or immediately north of the downtown; the block on which the school sits only contains five residential structures, but it is clear that new growth is happening in this area by the variety of houses on the surrounding blocks. As a result, there were an increasing number of children in the area who required accommodation for school instruction. The school was built to serve this growing area and the families establishing their homes there and was built in 1871 at a cost of just over \$980.

By the turn of the century, 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 and 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 and early twentieth 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.

In Lindsay, several of the older schools, including the South Ward School, were falling into a state of poor repair and were in desperate need of upgrades or replacement; they were also not suitable for the needs of students, teachers

and the local school board to delivery the evolving school program. Concerns about the safety of the central, north and south ward schools had been raised as early as 1902 and reconstruction was discussed as early as that date as the preferred option. This was not an uncommon problem across Ontario where many Victorian schools were not sufficient for the modernization of education occurring at this period and also had substantial physical issues, whether due to poor initial construction or the increasing cost of repairs.

In 1909, a report was commissioned by the Board of Education from St. Thomas architect N.R. Darrach to address concerns with four of Lindsay's five public schools; this did not include the East Ward School which had already been replaced in 1893 with a larger structure. Darrach concluded that, unlike the Central and North Ward Schools for which he recommended demolition, the South Ward School was in sufficiently good repair that renovations and upgrades to its physical plant, namely its heating and ventilation systems, were sufficient investments into the school for it to be usable; the other school addressed in the report, Lindsay Collegiate Institute, was also slated for mechanical system upgrades and expansion. However, the school board and town council disagreed and, in 1910, it was decided that all three public schools should be demolished and replaced, with the Central and North Ward schools slated for reconstruction in 1910 and 1911 and the South Ward school several years later.

Construction for the new South Ward School was slated to begin in spring 1914 with the intention of completing the new school for the beginning of the school year in September. Reports in early 1914 stated that:

The structure, according to reports, with be a magnificent one, and though some delay has been experienced in its erection before the coming summer, it will comment itself to the ratepayer so highly that they will all agree it was well work waiting for. Most of the present material in the school building will be used, which will bring the cost of the new structure down to a moderate value...with the coming of fall 1914, south ward pupils may look forward to having all the conveniences and comforts which can possibly be supplied in a seat of learning.³

In reality, the school's construction, completed by local contractor George Lindsay at a cost of approximately \$16,000, was delayed and it opened in January 1915. Although it continued to be referred to as the South Ward School, it was quickly named after King Albert I of Belgium, who was widely admired at the time for his response the German invasion of Belgium in the fall

³ "New South Ward School Will Be Right Up-to-Date," *The Watchman-Warder*, January 15, 1914, 1.

of 1914. The school was broadly commended for its construction and its up-to-date systems, and was also seen as part of the wider progress and development of Lindsay. At this time, the provision of top quality education, which included the provision of modern and safe schools, was seen as an important marker of community improvement and representative of the progress and state of affairs in a community. As a reporter in the Watchman-Warder reported:

This will be a red letter in event in the history of the town of Lindsay.... As a town, Lindsay is educationally speaking, one of the best in the dominion. With a population of some 8,000, the town has a Collegiate Institute, the accommodation of which was recently increased and a splendid gymnasium added thereto, but which at the present time, is overcrowded. The Central school building is new, a large and up-to-date-school. The Alexandra school in the north ward is also a new structure and thoroughly modern. The Victoria school in the east ward has been renovated from time to time and can also compare favourably with schools in other towns and cities. The Separate school in recent years has been extensively alternated and improved, and now a beautiful four-roomed school has been erected in the south ward, in order that the boys and girls of Lindsay may have the very best education possible.⁴

The erection of King Albert Public School was the culmination of a significant period of investment in Lindsay's schools throughout the first two decades of the twentieth century with the construction of new schools for the south, north and central areas, as well as an expansion of the collegiate institute. For the town, the culmination of this investment with the completion of the new school was a substantial achievement and representative of the community's focus on good education for its children, a significant point of pride of early twentieth century communities. From this time, the school served the elementary population of the area 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 south end of Lindsay.

⁴ "New South Ward School to Be Opened in January," 12.

Contextual Value

49 Glenelg Street West has cultural heritage value as part of the historic landscape of Lindsay's historic South 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 one of the primary institutional structures in the town's historic south end.

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. Unlike the commercial and industrial areas that developed in conjunction with residential areas in the older part of the town, this area was primarily residential. Grid pattern blocks were established south of Kent Street in the mid-century and houses began to be constructed in this area. 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. Unlike the area to the north of Kent Street West where larger and more substantial homes were erected by Lindsay's professional and business classes, this area typically contained more modest Victorian homes, including a range of vernacular single family homes as well as terraced housing. Development continued in the early decades of the twentieth century with new homes in the Edwardian and Revival styles erected throughout this area, 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.

A number of institutional structures were also erected in the southern part of the town in the area where the school is located. All of these institutional structures were religious and educational structures. This includes the subject property as well as another school, St. Dominic's School, constructed by the local Catholic parish at the southwest corner of Lindsay Street South and Russell Street West. Three churches were also constructed in the general area of the school: St. Mary's Roman Catholic Church erected between 1858 and 1859 just to the east of the neighbourhood in the original settlement area of Lindsay, St. Paul's Anglican Church erected on Russell Street West in 1885, and Bethel Evangelical Missionary Church erected on William Street South in 1935. At present, the old St. Dominic's School has been demolished, with a new Catholic school, St. Mary's, constructed in 1954 next to the church, but the other institutional structures remain in situ.

In this context, the subject property is one of the key institutional buildings of this area and supports and maintains its 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 and early twentieth century when the community expanded southwards 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.

The property is also a local landmark as the school serving Lindsay's historic south ward. The school has been in continuous operation since 1915 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 at the intersection of Glenelg Street West and Cambridge Street South and has significant viewscales along and from these two 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

49 Glenelg Street West, also known as King Albert Public School, has cultural heritage value as a representative example of Beaux-Arts educational architecture in Lindsay. The building, which was constructed in 1913 as a replacement for an older public school serving the South Ward of Lindsay, demonstrates the key characteristics of Beaux-Arts educational design as executed in urban areas, including symmetrical massing with a central hall, large banks of windows on upper and lower storeys, 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.

Historical and Associative Value

49 Glenelg Street West has historical and associative value in its role as a local public school. Opening in January 1915, the school was constructed as part of a general upgrade of education facilities in Lindsay in 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 South Ward of the town.

Contextual Value

49 Glenelg Street West has cultural heritage value as part of the historic landscape of Lindsay's historic South 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 one of the primary institutional structures in the town's historic south end.

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 Lindsay.

- Two storey red brick construction
- Rectangular plan
- Symmetrical massing
- Projecting front bay including:
 - Recessed central entrance
 - Stairs
 - Single windows
- Hipped roof
- Wide eaves
- Rusticated concrete foundation
- Entrances including:
 - Double doors
 - Rounded transoms
 - Radiating voussoirs with keystones
- Fenestration including:
 - Banks of classroom windows
 - Single windows
 - Basement windows
 - Lug sills
 - Lintels
- Polychromatic decorative elements

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 Lindsay

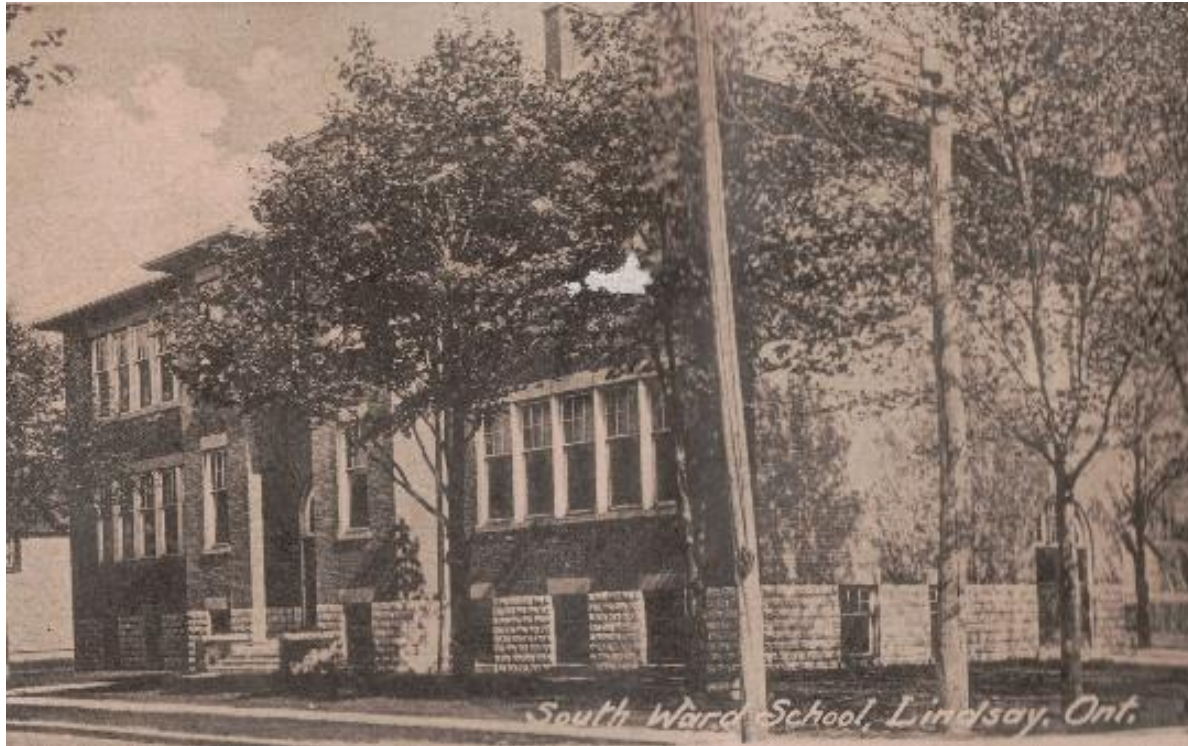
Contextual Attributes

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 South Ward.

- Location at the intersection of Glenelg Street West and Cambridge Street North
- Orientation towards Glenelg Street West

- Views of the property from Glenelg Street West and Cambridge Street North
- Views of the surrounding historic properties from the school and grounds

Images



Historic Postcard







Bibliography

Axelrod, Paul. *The Promise of Schooling: Education in Canada, 1800-1914*. Toronto: University of Toronto Press, 1997.

Canadian Contract Record. 1890-1933.

Capon, Alan. *Historic Lindsay*. Belleville: Mika Publishing, 1974.

Danylewycz, Marta and Alison Prentice. "Teachers' Work: Changing Patterns and Perceptions in the Emerging School Systems of Nineteenth- and Early Twentieth-Century Central Canada." *Labour/Le Travailleur* 17 (1986): 59-82.

Gidney, R.D. *From Hope to Harris: The Reshaping of Ontario's Schools*. Toronto: University of Toronto Press, 1999.

Henry, Neil. *Complete Storey of the Collinwood School Disaster and How Such Horrors Can Be Prevented*. Cleveland: N.G. Hamilton Publishing, 1908.

Hodgins, J. George. *Hints and Suggestions on School Architecture and Hygiene*. Toronto: Ontario Department of Education, 1886.

Houston, Susan E. and Alison Prentice. *Schooling and Scholars in Nineteenth-Century Ontario*. Toronto: University of Toronto Press, 1991.

Kirkconnell, Watson. *County of Victoria: Centennial History*. 2nd edition. Lindsay: County of Victoria Council, 1967.

Johnson, Dana. *Going to School in Ontario: The Urban Primary School, 1850-1930* (Ottawa: Parks Canada, 1983).

Lindsay Architectural Conservation Advisory Committee. *"Bless These Walls": Lindsay's Heritage*. Lindsay: Blewett Printing, 1999.

Lindsay Post. 1908-1914.

Lindsay Watchman-Warder. 1899-1915.

O'Connor, Vern. *Lindsay's Roots: Past and Present*. Lindsay: 1985.

Prentice, Alison. *The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada*. University of Toronto Press, 1977.

Robinson, Ralph. *Educating Victoria County: A Local History of Public Education*. Lindsay: Tri-M Publishing, 1987.

Stamp, Robert. *The Schools of Ontario, 1876-1976*. Toronto: University of Toronto Press, 1982.