

49 King Street East, Village of Bobcaygeon (Bobcaygeon School)

Heritage Designation Evaluation

Bobcaygeon

PT LT 10-11 RANGE 7 PL 11 VERULAM AS IN R336999

2024



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 King Street East 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 unique example of a two-storey Victorian school house in both Bobcaygeon and Kawartha Lakes more broadly. Constructed in 1873 to replace an older school house, it is one of the only surviving two storey Victorian schoolhouses in the region, as many were replaced in the early twentieth century with new Beaux-Arts structures. The property displays architectural features typical of Victorian school design including polychromatic brickwork, rounded arches, and decorative coursing.

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

The property displays a typical degree of craftsmanship 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 associations with the history and development of education in Bobcaygeon as its former schoolhouse. Constructed in 1873 to replace an older school in the village and expanded in 1899 to accommodate the village's growing population, it served the community as both an elementary and high school into the twentieth century. It closed in 1956.

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 history of education in Bobcaygeon as its former schoolhouse which served local students from 1873 and 1956. It also yields information regarding the demographic growth of the village in the late nineteenth century as new facilities were

constructed to serve a growing population. As one of the largest schools in the region, it demonstrates the growing role of Bobcaygeon as a regional centre throughout the second half of the twentieth century.

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

The designer or builder of the school is not known.

3. The property has contextual value because it:

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

The property supports the diverse historic landscape of Bobcaygeon's main island which include a diverse array of historic properties dating from the late nineteenth century onwards. This collection of properties, including the subject property, support the small town historic landscape of Bobcaygeon by defining and maintaining its overall character.

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

The property is historically linked to its surroundings as part of the historic landscape of the main island of Bobcaygeon which includes a range of properties constructed in the second half of the nineteenth century. It is historically linked to its surroundings as part of this development which occurred as the village experienced a wave of property in the final decades of the century.

iii. is a landmark.

The property is a landmark as the former Bobcaygeon Schoolhouse. It occupies a prominent location along King Street East and is substantially larger than the surrounding structures in the immediate area. It is well-known and recognized in the community.

Design and Physical Value

49 King Street East, also known as the Bobcaygeon School, has design and physical value as a representative, but rare, example of a two-storey Victorian schoolhouse in Kawartha Lakes. The building, which was constructed in 1873 as a replacement for an older school demonstrates the key characteristics of Victorian school design as executed in urban environments including two-storey construction, steeply pitched gable roofs, polychromatic brickwork, rounded arches and decorative coursing. The school is demonstrative of trends in educational architecture in the late nineteenth and early twentieth century that emphasized new ideas regarding hygiene, ventilation and health into school design. It is one of only a small number of surviving two-storey urban Victorian schools in Kawartha Lakes as many were demolished in the early twentieth century in favour of Beaux-Arts replacements.

49 King Street was constructed to serve Verulam School Section 6, that covered Bobcaygeon, in 1873. It was not, however, the original school. The first school serving the central part of the village, as opposed to the government settlement of Rokeby on the north side of the Bobcaygeon River, constructed from log at some point in the late 1850s or early 1860s. Little is known about this early structure. However, by the 1870s, the population of Bobcaygeon had boomed from its mid-century levels and a new school was needed to educate its growing school aged population, resulting in the erection of the subject property.

Early schools across Kawartha Lake, and Ontario generally, often had little in the way of architectural detail and were primarily utilitarian structures built using frame or log construction. Like the Bobcaygeon school, many of these early schools were built in log and were very rudimentary in both their design and construction. However, by the end of the nineteenth century, school architecture was changing across the province, as communities became more established and financially secure and often demanded better school facilities than a log shanty or hut. With additional resources and security, communities began to build schools in accordance with contemporary building trends and styles. As a result, school architecture underwent a substantial change in many communities throughout the second half of the nineteenth century, from utilitarian to substantially more considered and architectural.

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.

The growing availability of pattern books also allowed communities and schools to build in popular styles, often without hiring an architect and simply relying on local builders. For remote and rural communities, pattern books were a significant boon in school construction as it allowed them to have a school in an up-to-date architectural fashion with various amenities and features without having to find and pay for an architect. 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, including areas where professional architectural expertise was not always available.

Unlike other building types, books regarding architectural design for schools were increasingly available directly from the government, as opposed to from private sources, although books authored privately by architects were still common in the late nineteenth and early twentieth century. 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.

In addition to architectural details, government design books put a significant emphasis on the comfort and safety of students, particularly through the provision of appropriate heating, ventilation and light, which were often lacking in earlier nineteenth century schools. Log schools, in particular, could be damp, poorly constructed and dark and were not particularly conducive for long periods of instruction. Children's safety was an important part of design for the government and certainly top of mind for parents as well. This included ideas around fire safety and having sufficient and accessible egress, particularly in schools that were larger than one room, and well as ideas surrounding appropriate sanitation. Many early schools did not have running

water and their privy facilities could be extremely unsanitary, leading to increased disease amongst children.

Alongside these concerns were new foci on the provision of adequate heating and ventilation, which were also seen as important health and safety issues. The late nineteenth century saw the rise of the social reform movement which looked to the health of children as one of its primary challenges; the primary point of reference for this movement was urban slums where children lived in poor health and often dirty and cold conditions as a result of abject poverty, but the need for an emphasis on children's health was seen as a universal 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. 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, where possible.

One of the primary drivers of these new ideas was J. George Hodgins, a protégé of Egerton Ryerson in the early years of public education in Ontario who later served as the Deputy Minister of Education from the foundation of the department until 1890. The first, *The School House: Its Architecture, External and Internal Arrangements*, was published first in 1857 and again in 1876 and the second, and more well-known, *Hints and Suggestions on School Architecture and Hygiene*, in 1886. A third publication, *School Room Decoration: An Address to Canadian Historical Societies*, came out in 1900, but was more focussed on promoting aspects of Canadian history in the classroom than actual architectural design.

Hodgins' primary focus was safety and comfort and strongly condemned the majority of schoolhouses in Ontario, particularly those in rural areas which he found to be generally unsafe, uncomfortable, too small, and ugly. The majority of his guidance concerned specific and practical elements of the school's physical plant. These included items such as having large windows to ensure good lighting and ventilation, central heating, large classrooms with enough room for all of the students, and sanitary privies and water sources. For many nineteenth century schools, these were significant and real safety concerns and Hodgins was not the only author to address them. However, as a key

government official, his direction in this regard helped propel communities in both urban and rural Ontario towards building schools with appropriate facilities in this regard.

However, Hodgins' was also concerned with aesthetics, not from the view point of promoting specific architectural styles or design elements, but based on the widespread nineteenth-century belief that physical space had an impact on the morals and values of society. On a more practical level, he believed that a pleasant, aesthetically-pleasing school made for a better and more conducive learning environment for children, allowing them to get more out of their education. He was a strong advocate for ensuring that schools, as a major community structure, helped to elevate the overall character and aesthetics of a town or village and were a well-built and well-designed landmark in communities across the province.

To support, a range of designs were included in Hodgins' books. Some of these were very practical, and not aesthetically-focussed, designs for classroom layouts, heating systems or privy vaults that were integral to Hodgins' focus on school safety and comfort. However, he also includes a range of architectural renderings for schools of different sizes and locations to help promote his vision of aesthetically-pleasing school architecture. While there are a range of designs in both books using a variety of design features and layouts, a number of trends is noticeable, particularly his preference for the prevalent Victorian architectural trends of the day, as most of the schools fit neatly into the wider stylistic preferences of the second half of the nineteenth century with features that would not be out of place on other commercial, public or residential structures.

Architecture classified as Victorian is diverse and eclectic, but falls outside one of the primary, and more rigid, stylistic types of the second half of the nineteenth century, such Gothic Revival, Italianate, or Queen Anne styles. While many architects and builders across both rural and urban Ontario chose to construct new buildings in one of the more defined architectural styles of the day, others chose to take different elements from different styles and mix them to create what is now known generically as the Victorian style; although this term is often used to refer to any building outside of the major styles constructed between about 1840 and 1900, its use extended up until around 1910, when a shift to more consciously Classical forms emerged.

Victorian architecture generally included a mix of both Classical and Gothic motifs and was applied to a range of building types, although it was, by far, the most common in residential properties. Most of these buildings were relatively simple in their overall plan – often a basic rectangular or L-shaped plan – but were dressed up with a range of decorative features and motifs to provide the embellished and ornamented aesthetic prevalent in Victorian design. While

eclecticism was one of the defining features of Victorian architecture, there were a number of key features which were common and found across many different examples this architectural style, and on diverse structures with regard to size, location, and use.

The one of these major elements was the use of polychromatic brickwork. While many Victorian buildings were constructed in stone or wood, and thus did not incorporate this feature, the increasing use of brick in building construction, due to the rise in mass produced bricks, throughout the nineteenth century made it more and more common in Ontario communities. To add additional embellishment to these structures, bricks of different colours were used to create decorative details on the structure; the combination of red brick with buff brick details became pervasive across the province in the late nineteenth century. This sort of colourwork could be used extensively to create a range of effects on a building's exterior, although, as with other forms, there were popular places where contrasting colours of brick were employed. These included to define elements such as quoins, window hoods, coursing and pilasters, or to embed decorative designs directly into a building's surface. In addition, decorative elements such as ornate wooden bargeboard, diaper brickwork, moulded window hoods and rounded or lancet windows and doors added extra aesthetic appeal to these structures and were distinctly Victorian in their usage.

While this style is most commonly associated with residential design, due to its widespread use for homes throughout the second half of the nineteenth century, it was also used in other buildings. This included schools, particularly one room schoolhouses, as evidenced both by the wide range of examples in Hodgins' texts in this style and the substantial number of surviving rural schoolhouses in this style across the province. Within Kawartha Lakes itself, the number of surviving schoolhouses built in this style is substantial, although the vast majority are one-roomed school houses in rural areas. These include structures such as the Fleetwood School, constructed in 1876 and located at 971 Fleetwood Road in Manvers Township, the Peniel School, constructed in 188 and located at 313 Quaker Road in Mariposa Township, McIndoo's School, constructed in 1883 and located at 10 Linden Valley Road in Mariposa Township, Victoria Road School, constructed at some point in the 1880s and located at 17 Richmond Street East in Bexley Township, and the Glenarm School, constructed in 1875 and located at 401 Birch Point Road in Fenelon Township. At one time, larger urban examples could be found in Kawartha Lakes' larger communities, including several ornate examples in Lindsay in its Union and South Ward schools, as well as schools in villages such as Woodville, but the majority of these were themselves demolished in the early twentieth century to make way for new school facilities.

In light of other schools constructed during this period, the Bobcaygeon school is highly representative of Victorian-style architecture as employed in large two-storey-room school house design and can serve as an exemplar of this architectural type. The school is constructed on a T-shaped plan with a cross-gable roof and was built in two phases, with two classrooms erected in 1873 and the wing added in 1889 to facilitate two additional classrooms. The building is executed in red brick with buff brick window hoods, quoins, coursing, and decorative embellishments. The polychromatic brickwork lends an ornate aesthetic to the property and provides significant visual interest, as was typical in Victorian structures of this time where contrasting red and buff brick were heavily employed to highlight quoins, windows and doors and to create diaper brick patterns. The front façade of the building also prominently features rounded arches in its central doorway, lower storey windows, and tripartite upper storey window; this feature is drawn from the Gothic and Romanesque Revival styles, particularly prevalent in ecclesiastical architecture in the second half of the nineteenth century, and was frequently employed in Victorian schoolhouses. The rounded arches are echoed elsewhere in the building, including in the side doors, the porthole windows and upper storey windows throughout the school.

In relation to the new ideas regarding safety and sanitation, the school demonstrates the move towards these considerations occurring the last quarter of the century. Of particular note are the large windows intended to provide ample light and ventilation into its classroom; although not as large or as numerous as in later schools, such as those constructed in the first decades of the twentieth century, the new large sash windows that can be seen in both the 1873 and 1889 sections of the buildings are a move to address these ideas. In addition, each of the two wings contained two classrooms, a significant increase in space from previous and older schools to allow for more space, better access and egress, and improved sanitation for students.

When compared to other schools constructed in Kawartha Lakes throughout the 1870s, 1880s and the early 1890s, the school is consistent with the style and architectural elements present in other buildings of the same type. In particular, the polychromatic brickwork found on this school to highlight features such as window hoods and quoins is highly typical of other schools of the same age, including the majority of those in Kawartha Lakes which are constructed in rural areas and are one-roomed school houses. This is consistent with the trends in educational architectural design in the final quarter of the nineteenth century.

It is, however, distinct from other schools of this era in Kawartha Lakes due to its size; it is the largest of the late Victorian schools of this style to remain extant in Kawartha Lakes. The majority of other extant schools from the late Victorian era in Kawartha Lakes are one-roomed school houses in rural areas

that are substantially smaller than the subject property and were intended to serve rural areas, as opposed to urban areas such as Bobcaygeon. Most of the other schools in urban areas in Kawartha Lakes constructed during the Victorian period have been replaced since the late nineteenth century; in Lindsay, for example, the town underwent a period of reconstruction of its Victorian schools between the mid-1890s and the mid-1910s which resulted in the demolition of its late Victorian schools and replacement with Beaux-Arts structures, which remain extant. Others, such as the North Ward School in Fenelon Falls constructed in 1869, have been substantially altered since their original date of construction and do not retain the high level of integrity, including distinct decorative features, seen in the subject property. Alternatively, schools such as the South Ward School in Fenelon Falls constructed in 1885, do not contain the same level of decorative embellishment as the Bobcaygeon example. As a result, this property is representative of Victorian school architecture, but it is also unique in its distinct status as an intact and extant urban schoolhouse from this period and in the Victorian style common throughout the 1870s and 1880s.

Historical and Associative Value

49 King Street East has historical and associative value as the former Bobcaygeon School which operated as an elementary school, and for a time offering secondary classes, from 1873 to 1956. The school was constructed in 1873 as part of a general upgrade of the village's education facilities in the early 1870s as the town grew and prospered throughout the last quarter of the nineteenth century, housing both elementary and continuation classes. It yields information regarding the development of Bobcaygeon throughout the late nineteenth century through its evolution as a public school, reflecting the community's demographic and economic changes during this period, as well as the evolving role of public education in Ontario communities.

Education evolved substantially through the nineteenth and twentieth centuries both in Kawartha Lakes – then Victoria County – 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 Bobcaygeon 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 Bobcaygeon which were rapidly developing and growing as a result of increased settlement 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 their growing population.

The first schools in Bobcaygeon were erected under the auspices of Verulam Township and the village, and the schools that served it, were known as Verulam School Section 6. The earliest school in the village was in a log structure on the main island, but virtually nothing is known about it. Its first teacher was John Taylor and it was likely constructed either in the late 1830s or early 1840s in the years following the establishment of the settlement in 1833. By the early 1860s, two schools in Bobcaygeon were recorded as qualifying for government grants for public schools, including the school on the main island and a second in Rokeby on the north side of the Bobcaygeon River which was conducted into a lean-to addition to a local tavern. Together, these two schools served the children who lived in the village and immediately surrounding it, with children in outlying rural areas attending smaller one-room school houses throughout Verulam Township, or in Harvey Township for those

who lived on the Peterborough County side of the village. By 1873, both schools were replaced with new brick buildings to better serve the growing school population. This was a period that Bobcaygeon was undergoing an economic boom, primarily due to the significant impact of the lumber industry on the local community.

Bobcaygeon was first settled by non-Indigenous people in the early 1830s. A government village site was chosen in 1833, located on the north side of the Bobcaygeon River and named Rokeby. At the same time, lot 15 to the south of the townsite was purchased from George Boulton, an early speculator, by Thomas Need, an Oxford-educated son of an English country landowner and magistrate and one of many sons of the landed gentry who emigrated to Upper Canada in the first half of the nineteenth century. The land Need purchased included the islands to the south of the government townsite and he quickly set about establishing a saw mill on the river, as well as surveying a new village site. New businesses, including a grist mill, general store, post office and tavern, were quickly established and the nascent community quickly became a primary centre for settlers in the surrounding rural area.

By the middle of the nineteenth century, Bobcaygeon had rapidly grown into a thriving regional centre. The 1858 Directory for Peterborough and Victoria Counties reported that not only was the community expanding demographically and economically, but it was also being used as a starting point for population expansion further north, with construction on the colonization road known as the Bobcaygeon Road beginning in 1856 and reaching Minden in 1858. The construction of the Bobcaygeon Locks in 1833, the first on what would eventually become the Trent-Severn Waterway, also reinforced the importance of the village as a navigation point for the back lakes and helped form a vital transport link for people and goods. The directory reported:

This rising village stands on an island on the east side of the township of Verulam. The island is formed by the waters of Sturgeon Lake on the west side and Pigeon Lake on the east, and is comprised of a very superior cristaline [sic] limestone. There is an excellent grist and saw mill at Bobcaygeon, although stopped for some time during the progress of the construction of the Bobcaygeon lock, are now at work again. There are two other saw mills on the south side of Sturgeon Lake, worked by a stream called Sheriff's Creek; and on the north side of the Lake Mr. J.W. Dunsford has a shingle factory, capable of cutting 12,000 shingles in 12 hours. There are two stores in the village and the industrial callings are fairly representative. The Government have recently opened up a road, for free

settlement, from Bobcaygeon into the interior country. Upwards of a score of new townships are being opened up and settlement is taking place very rapidly. Population of the village about 150.¹

The growth continued throughout the next two decades. By 1877, Bobcaygeon was incorporated as a separate village from Verulam Township and the new village included both Need's settlement at Bobcaygeon and the government townsite at Rokeby which were amalgamated into a single community. A new town hall was constructed on Main Street near Market Square to serve the newly incorporated village. At the time, it had a population of approximately 1000 people with a booming local economy centred on the lumber industry, although the village was home to a wide range of businesses and industry including shingle, carding and grist mills, a tannery, a large lime works and many independent retail businesses to serve the needs of the community.

Although it had a wide variety of important local businesses, Bobcaygeon's primary economic driver was the lumber industry and this brought large numbers of new residents to the community. This was particularly through the Boyd Lumber Company, founded by settler Mossom Boyd who developed an integrated supply chain in his business that combined harvesting in the northern townships of Victoria County and into Haliburton County, processing in Bobcaygeon and shipping out to markets in southern Ontario, Quebec and elsewhere. It was the village's largest employer and one of the largest lumber companies in eastern Canada for most of the second half of the nineteenth century, reaching its pinnacle in the 1870s and 1880s. It was also at this time that the village reached its nineteenth century population peak – about 1000 people throughout the late 1870s, 1880s and early 1890s – and, when the sawmill closed in 1905, the population quickly plummeted.

It was within that context that the new school was constructed in 1873, the new school for the main Bobcaygeon village site, alongside a second, smaller school for Rokeby. These schools were representative of the changing landscape of education in Ontario in the 1870s and 1880s as early pioneer schools were replaced with newer, large and more sturdy structures; as communities such as Bobcaygeon grew and consolidated into more formalized village and towns, schools followed suit with older log structures and shanties making way for more permanent buildings. Parents now had higher expectations for their child's education, particularly in a town such as Bobcaygeon with a growing business and professional class, and that meant a school with appropriate facilities, a good amount of space for the classes and a level of comfort and safety not general found in pioneer facilities. At the same time, the curriculum was evolving and teaching becoming a more formalized

¹ 1858 Directory, 39-40.

and regulated profession, and formal schooling in general was becoming a more central aspect of childhood.

From 1873, Bobcaygeon's school aged children, with the exception of those in Rokeby, attended the new school. It first had two classrooms where students were split based on age and grade. However, by 1889, this space was no longer sufficient with more and more children attending the school and the wing with two additional classrooms was constructed to house the additional students. The late nineteenth century, in Bobcaygeon and throughout Ontario, saw increasing public school attendance, both as the government made it mandatory up for students between the ages of eight and fourteen to attend at least four months of school during the year and through a growing desire by parents to have their children formally educated. In rural areas, such as in Verulam Township, school attendance still remained relatively low and inconsistent due to the need for children to assist on the family farm; in small towns such as Bobcaygeon, however, the reliance on child labour was substantially lower, meaning more children went to school regularly and larger facilities were required.

As access to and desire for increased education continued to expand throughout the late nineteenth century, there was also a desire for secondary classes, that could allow students to continue their education for training in professional positions and to access university. The earliest high schools were established in the province in early twentieth century, but were formally regulated by the Ontario government in 1871. New high schools were quickly established throughout the 1870s, although primarily in larger centres; in Lindsay, for example, Lindsay Collegiate Institute was formally opened in 1889 to provide secondary education to teenaged students in Victoria County.

However, one of the most significant challenges in providing secondary education on a more universal basis was with regard to the provision of services for rural and small town students, where it was not financially feasible to establish a dedicated high school. In the era before bussing allowed for rural students to be transported daily to larger centres, participating in secondary education was not realistic for many rural teenagers who did not necessarily have the means to travel to or stay in larger communities to attend high school. However, as education became more formalized throughout the first half of the twentieth century, secondary education became increasingly important for job opportunities as adults. As a result, the province began to allow what were known as continuation schools, that is public schools that offered additional classes at the secondary level, allowing students to continue past elementary grades without having to travel large distances. Continuation schools could not offer all of the facilities or classes that a high school could, but they provided an important educational pathway for rural and small town

teenagers. The province first allowed the establishment of continuation classes in 1896 and these classes were not abolished until the 1950s.

By the turn of the twentieth century, the educational opportunities in Bobcaygeon expanded to include continuation classes and they were held at this school. These classes served both students in Bobcaygeon and in Verulam Township more broadly who could travel to the village to attend continuation classes; continuation classes were also held in Fenelon Falls beginning in 1898. The classes held in Bobcaygeon as long as there was enough enrollment to support them – for example, in 1906, there were only ten students in the continuation program – but the option allowed for students to pursue more education and professional careers, such as in teaching, medicine or law, that would not have been available without a secondary education. In 1929, these classes were shifted to the former Hillcroft School, a private school on the edge of the village constructed between 1908 and 1909, and purchased by the Village for a dedicated secondary school, allowing the subject property to convert back to an elementary facility. It was also at this time that the Rokeby school closed and, from this date, all elementary school students within the village boundaries attended the larger facility on King Street East.

The 1950s saw more changes in education in Bobcaygeon that impacted the school. The combination of an increased school aged population as a result of the baby boom and infrastructure funding in the postwar period resulted in substantial consolidation of schools throughout the province but particularly in rural areas and small towns. It was during this period that most one and two room rural schools closed in favour of larger, centralized facilities where there were no longer multi-grade classrooms and where up to date facilities were available; in addition to being able to provide a more comprehensive education, it was also recognized that many older school buildings, particularly those which had not been updated since the late nineteenth century, were not conducive learning environments or suitable for delivering the updates in the Ontario curriculum that came in the wake of the Second World War.

As rural schools closed, many schools in local centres and small towns became the consolidated schools for the wider, rural area; this is what happened in Woodville where the local school, constructed in the 1920s, was expanded to accommodate students from the surrounding rural areas in northern Mariposa and southern Eldon Townships. In Bobcaygeon, however, the existing school was significantly overcrowded already and some grades were being taught at the former Hillcroft building, particularly after 1953 when high school students were transported to the newly expanded high school in Fenelon Falls. As a result, it was decided that a completely new school would be built and all students in Bobcaygeon moved to that building. The new Bobcaygeon Public School was opened on Balaclava Street in 1956 and both the subject property and Hillcroft closed; in 1969, the new school began also housing students from

throughout Verulam Township as the rural one-roomed schoolhouses were also closed. The 1873 building ceased operation as a school and was eventually converted to commercial use.

Within this context, the subject property, in its role as the former Bobcaygeon school, yields information regarding the history and development of education in Bobcaygeon from the late nineteenth to the mid-twentieth century. The property's construction was a direct result of both Bobcaygeon's increasing population in the late nineteenth century and the increased desire amongst parents for their children to receive a public school education as the nineteenth century developed. The property is a key landmark in the history of education in the village.

Contextual Value

49 King Street East has contextual value as both a local landmark and as part of the historic small town streetscape of King Street East. It supports the diverse historic landscape of Bobcaygeon's main island which includes a range of historic properties dating from the second half of the nineteenth century onwards and is linked to its surroundings as part of the development of the village throughout the second half of the nineteenth century and its core services, including commercial buildings, churches and schools. It supports and maintains the small town historic landscape of Bobcaygeon and maintains its overall character.

The subject property was constructed in 1873, with an extension in 1883, at the height of Bobcaygeon's late nineteenth century development. The community was established by non-Indigenous settlers in the early 1830s and grew gradually throughout the second quarter of the century. However, by the 1870s, the population and economy of Bobcaygeon was booming, in large part to its role as a central community in the lumber industry, the primarily economic driver in northern Kawartha Lakes for the majority of the second half of the nineteenth century. As a result of this economic and population growth, Bobcaygeon in the 1870s and 1880s also experienced a wave of development to house new residents, businesses and services.

The 1890 Fire Insurance Plan of Bobcaygeon demonstrates the landscape of the community as this development was occurring, although it only extends as far east as William Street and does not show the subject property. By this time, Bolton Street had been established as the commercial core of the village with residential and institutional properties surrounding it. Residential development continued in this area into the early twentieth century, with the residential portions north of King Street on the main island effectively built out by about 1930.

This collection of structures survives in substantial form in the present day. Although Bolton Street, in particular, has undergone some substantial change since the late nineteenth century, the residential area around it and the institutional buildings that support it have primarily remained in situ and support a broad historic landscape that helps define Bobcaygeon's historic small town character on its largest island with a central main street and surrounding residential area. While the area immediately around the school itself contains a large number of newer commercial buildings, the wider area retains its historic character, to which the subject property contributes, primarily through the retained residential properties to the north of King Street East along William Street and Need Street. These historic properties extend west along King Street West, along Sherwood and Mansfield Streets. Holistically, this landscape included a diverse array of historic properties dating primarily from the 1870s to the 1930s that speak to Bobcaygeon's primary period of historic development and cement its small town historic character.

The subject property contributes to that character as one of its primary institutional buildings from that period of development. Although different from its residential counterparts, it is historically linked to them by virtue of its age and style, echoing Victorian architectural features also found in the surrounding residential properties. Additionally, it is linked to its surrounds as part of the collection of extant institutional properties – this school and several churches – from the late nineteenth century on the main island, all of which served similar purposes as public community spaces and contain similar architectural features. These include Christ Anglican Church at 43 Sherwood Street, Our Lady Queen of Peace Catholic Church at 18 Need Street, Trinity United Church at 44 William Street, and Trentside Baptist Church at 25 King Street West. All of these buildings were constructed around the same time in the 1870s and 1880s, with the exception of Trinity United Church which was built in 1860, but expanded and veneered in 1879 to reflect the Victorian and Gothic aesthetics of the final quarter of the nineteenth century. Together they form a visually coherent collection of institutional buildings as part of Bobcaygeon's historic core, constructed around the same time to reflect the historic development of the village.

In addition to its role as a vital part of the village's historic landscape, the subject property is also a local landmark, by virtue of its architecture, location and historic function. The property was used as the local school until 1956 and is still recognized as a schoolhouse in the community, the function it served there for over eighty years, making it a well-known and well-recognized building in the village. In addition to its functional status, it is also distinct and recognizable from an architectural perspective as one of Kawartha Lakes' only extant two-storey Victorian schoolhouses with its wide array of decorative features that set it apart from its surroundings. It is also located along King Street East, the gateway to downtown Bobcaygeon and functions as a visual

landmark to residents and visitors entering the community from County Road 36.

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 King Street East, also known as the Bobcaygeon School, has design and physical value as a representative, but rare, example of a two-storey Victorian schoolhouse in Kawartha Lakes. The building, which was constructed in 1873 as a replacement for an older school demonstrates the key characteristics of Victorian school design as executed in urban environments including two-storey construction, steeply pitched gable roofs, polychromatic brickwork, rounded arches and decorative coursing. The school is demonstrative of trends in educational architecture in the late nineteenth and early twentieth century that emphasized new ideas regarding hygiene, ventilation and health into school design. It is one of only a small number of surviving two-storey urban Victorian schools in Kawartha Lakes as many were demolished in the early twentieth century in favour of Beaux-Arts replacements.

Historical and Associative Value

49 King Street East has historical and associative value as the former Bobcaygeon School which operated as an elementary school, and for a time offering secondary classes, from 1873 to 1956. The school was constructed in 1873 as part of a general upgrade of the village's education facilities in the early 1870s as the town grew and prospered throughout the last quarter of the nineteenth century, housing both elementary and continuation classes. It yields information regarding the development of Bobcaygeon throughout the late nineteenth century through its evolution as a public school, reflecting the community's demographic and economic changes during this period, as well as the evolving role of public education in Ontario communities.

Contextual Value

49 King Street East has contextual value as both a local landmark and as part of the historic small town streetscape of King Street East. It supports the diverse historic landscape of Bobcaygeon's main island which includes a range of historic properties dating from the second half of the nineteenth century onwards and is linked to its surroundings as part of the development of the village throughout the second half of the nineteenth century and its core services, including commercial buildings, churches and schools. It supports and maintains the small town historic landscape of Bobcaygeon and maintains its overall character.

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 of the property support its value as a representative example of a two-storey Victorian schoolhouse.

- Two-storey construction
- T-shaped plan
- Cross gable roof
- Polychromatic brickwork including:
 - Quoins
 - Coursing
 - Window hoods and surrounds
 - Door hoods and surrounds
 - Corbelled brickwork
- Shingled gables
- Main entrance including:
 - Central door
 - Rounded transom
 - Pilasters
 - Hood
 - Keystone
- Projecting side entrances including:
 - Gable
 - North facing door
 - Rounded transom
 - Buff brick surround with keystone
- Fenestration including:
 - Grouped rounded arches windows on front elevation
 - Rounded sash windows
 - Rectangular sash windows
 - Porthole windows
 - Transoms
- Chimneys

Historical and Associative Attributes

The historical and associative attributes of the property support its value as the former local school house.

- Former use as a schoolhouse
- Association with the history of education in Bobcaygeon

Contextual Attributes

The contextual attributes of the property support its value as a local landmark and contributing feature to the historic small town landscape of Bobcaygeon.

- Location at the intersection of King Street East and Need Street
- Orientation towards King Street East
- Views of the property from King Street East and Need Street
- Views of King Street East and Need Street from the property

Images



Bobcaygeon school, n.d.









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