



City of Hamilton
HAMILTON MUNICIPAL HERITAGE COMMITTEE
AGENDA

Meeting #: 22-006
Date: June 10, 2022
Time: 9:30 a.m.
Location: Council Chambers
Council Chambers, Hamilton City Hall
71 Main Street West

Loren Kolar, Legislative Coordinator (905) 546-2424 ext. 2604

1. **CEREMONIAL ACTIVITIES**
2. **APPROVAL OF AGENDA**
(Added Items, if applicable, will be noted with *)
3. **DECLARATIONS OF INTEREST**
4. **APPROVAL OF MINUTES OF PREVIOUS MEETING**
 - 4.1. May 13, 2022
5. **COMMUNICATIONS**
6. **DELEGATION REQUESTS**
7. **CONSENT ITEMS**
 - 7.1. Heritage Permit Review Sub-Committee Minutes - April 19, 2022
 - 7.2. Policy and Design Working Group Meeting Notes - April 19, 2021
 - 7.3. Policy and Design Working Group Meeting Notes - March 21, 2022
8. **STAFF PRESENTATIONS**

- 8.1. Cultural Heritage Assessment for 374 Jerseyville Road West, Ancaster (Ancaster High School) PED22113 (Ward 12)
- 8.2. Beasley Neighbourhood Inventory (PED22135) (Ward 2)

9. PUBLIC HEARINGS / DELEGATIONS

- 9.1. Marc Bader, respecting support for a Heritage Committee decision regarding the cultural heritage designation of the Ancaster High School grounds

Approved at the April 21, 2022 meeting.

10. DISCUSSION ITEMS

11. MOTIONS

12. NOTICES OF MOTION

13. GENERAL INFORMATION / OTHER BUSINESS

- 13.1. Buildings and Landscapes

This list is determined by members of the Hamilton Municipal Heritage Committee. Members provide informal updates to the properties on this list, based on their visual assessments of the properties, or information they have gleaned from other sources, such as new articles and updates from other heritage groups.

13.1.a. Endangered Buildings and Landscapes (RED)

(Red = Properties where there is a perceived immediate threat to heritage resources through: demolition; neglect; vacancy; alterations, and/or, redevelopment)

- (i) Tivoli, 108 James Street North, Hamilton (D) – T. Ritchie
- (ii) Andrew Sloss House, 372 Butter Road West, Ancaster (D) – C. Dimitry
- (iii) Century Manor, 100 West 5th Street, Hamilton (D) – G. Carroll
- (iv) 18-22 King Street East, Hamilton (D) – W. Rosart
- (v) 24-28 King Street East, Hamilton (D) – W. Rosart
- (vi) 2 Hatt Street, Dundas (R) – K. Burke
- (vii) James Street Baptist Church, 98 James Street South, Hamilton (D) – J. Brown
- (viii) Long and Bisby Building, 828 Sanatorium Road (D) – G. Carroll
- (ix) 120 Park Street, North, Hamilton (R) – R. McKee
- (x) 398 Wilson Street East, Ancaster (D) – C. Dimitry
- (xi) Lampman House, 1021 Garner Road East, Ancaster (D) – C. Dimitry
- (xii) Cathedral Boys School, 378 Main Street East, Hamilton (R) – T. Ritchie
- (xiii) Firth Brothers Building, 127 Hughson Street North, Hamilton (NOID) – T. Ritchie
- (xiv) Auchmar Gate House, Claremont Lodge 71 Claremont Drive (R) – R. McKee
- (xv) Former Hanrahan Hotel (former) 80 to 92 Barton Street East (I)– T. Ritchie
- (xvi) Television City, 163 Jackson Street West (D) – J. Brown
- (xvii) 1932 Wing of the Former Mount Hamilton Hospital, 711 Concession Street (R) – G. Carroll
- (xviii) 215 King Street West, Dundas (I) – K. Burke
- (xix) 679 Main Street East, and 85 Holton Street South, Hamilton (Former St. Giles Church) – D. Beland
- (xx) 219 King Street West, Dundas – K. Burke
- (xxi) 216 Hatt Street, Dundas – K. Burke
- (xxii) 537 King Street East, Hamilton – G. Carroll
- (xxiii) Beach Canal Lighthouse and Cottage (D) – R. McKee
- (xxiv) 2235 Upper James Street, Hamilton (ND)– G. Carroll

13.1.b. Buildings and Landscapes of Interest (YELLOW)

(Yellow = Properties that are undergoing some type of change, such as a change in ownership or use, but are not perceived as being immediately threatened)

- (i) Delta High School, 1284 Main Street East, Hamilton (D) – D. Beland
- (ii) 2251 Rymal Road East, Stoney Creek (R) – C. Dimitry
- (iii) Former Valley City Manufacturing, 64 Hatt Street, Dundas (R) – K. Burke
- (iv) St. Joseph's Motherhouse, 574 Northcliffe Avenue, Dundas (ND) – W. Rosart
- (v) Copley Building, 104 King Street West; 56 York Blvd., and 63-76 MacNab Street North (NOI) – G. Carroll
- (vi) Dunington-Grubb Gardens, 1000 Main Street East (within Gage Park) (R) – D. Beland
- (vii) St. Clair Blvd. Conservation District (D) – D. Beland
- (viii) 52 Charlton Avenue West, Hamilton (D) – J. Brown
- (ix) 292 Dundas Street East, Waterdown (R) – L. Lunsted
- (x) Chedoke Estate (Balfour House), 1 Balfour Drive, Hamilton (R) – T. Ritchie
- (xi) Binkley property, 50-54 Sanders Blvd., Hamilton (R) - J. Brown
- (xii) 62 6th Concession East, Flamborough (I) - L. Lunsted
- (xiii) Cannon Knitting Mill, 134 Cannon Street East, Hamilton (R) – T. Ritchie
- (xiv) 1 Main Street West, Hamilton (D) – W. Rosart
- (xv) 54 - 56 Hess Street South, Hamilton (R) – J. Brown
- (xvi) 384 Barton Street East, Hamilton – T. Ritchie
- (xvii) 311 Rymal Road East, Hamilton – C. Dimitry
- (xviii) 42 Dartnell Road, Hamilton (Rymal Road Stations Silos) – G. Carroll
- (xix) Knox Presbyterian Church, 23 Melville Street, Dundas – K. Burke
- (xx) 84 York Blvd. (Philpott Church), Hamilton – G. Carroll
- (xxi) 283 Brock Road, Greensville (West Township Hall)(D) – L. Lunsted

13.1.c. Heritage Properties Update (GREEN)

(Green = Properties whose status is stable)

- (i) Auchmar, 88 Fennell Avenue West, Hamilton (D) – R. McKee
- (ii) Former Post Office, 104 King Street West, Dundas (R) – K. Burke
- (iii) Rastrick House, 46 Forest Avenue, Hamilton – G. Carroll
- (iv) 125 King Street East, Hamilton (R) – T. Ritchie

13.1.d. Heritage Properties Update (BLACK)

(Black = Properties that HMHC have no control over and may be demolished)

(i) 442, 450 and 452 Wilson Street East, Ancaster – C. Dimitry

14. PRIVATE AND CONFIDENTIAL

15. ADJOURNMENT



Hamilton

HAMILTON MUNICIPAL HERITAGE COMMITTEE

Minutes 22-005

9:30 a.m.

Friday, May 13, 2022

Due to COVID-19 and the closure of City Hall, this meeting was held virtually

Present: Councillor M. Pearson, A. Denham-Robinson (Chair), D. Beland, J. Brown, K. Burke, G. Carroll, C. Dimitry (Vice-Chair), L. Lunsted, R. McKee and T. Ritchie

Absent with Regrets: W. Rosart

Also Present: Amy Barnes and Jacqueline McDermid, Archaeological Research Associates Ltd.

THE FOLLOWING ITEMS WERE REFERRED TO THE PLANNING COMMITTEE FOR CONSIDERATION:

1. Recommendation to Designate 56 York Boulevard, Hamilton (Copley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2) (Item 8.1)

(Carroll/Lunsted)

- (a) That City Council withdraw the 1979 Notice of Intention to Designate under Part IV, Section 29 of the Ontario Heritage Act, for the property at 56 York Boulevard, Hamilton (Copley / Commercial Block);
- (b) That City Council state its intention to designate under Part IV, Section 29 of the Ontario Heritage Act, the property at 56 York Boulevard, Hamilton (Copley / Commercial Block) in accordance with the Statement of Cultural Heritage Value or Interest and Description of Heritage Attributes of 56 York Boulevard, Hamilton, attached as Appendix "B" to Report PED22108;
- (c) That the Clerk be directed to give notice of intention to designate the property at 56 York Boulevard, Hamilton as a property of cultural heritage value or interest in accordance with the requirements of section 29 of the Ontario Heritage Act subject to the following:
 - (i) If there are no objections to the designation in accordance with the Ontario Heritage Act, City Council directs staff to introduce the necessary by-law to designate 56 York Boulevard, Hamilton to be of cultural heritage value or interest to City Council;

- (ii) If there are objections in accordance with the Ontario Heritage Act, City Council directs staff to report back to Council to allow Council to consider the objection and make a decision on whether or not to withdraw the notice of intention to designate the property.

CARRIED

2. Heritage Permit Application HP2022-007, Under Part V of the Ontario Heritage Act, to Permit the Demolition of the Existing Dwelling and Garage, 940 Beach Boulevard, Hamilton (Ward 5) (PED22124) (Item 10.1)

(Ritchie/Lunsted)

- (a) That Heritage Permit Application HP2022-007, for the demolition of the Part V designated existing dwelling and detached garage for lands located at 940 Beach Boulevard, under Section 42 of the Ontario Heritage Act, be approved with the following conditions:
 - (i) Implementation of the demolition of the dwelling and detached garage, in accordance with this approval, shall be completed no later than April 30, 2024. If the alterations are not completed by April 30, 2024, then this approval expires as of that date and no alterations shall be undertaken without a new approval issued by the City of Hamilton;
 - (b) That appropriate notice of the Council decision be served on the owner of 940 Beach Boulevard, Hamilton, and the Ontario Heritage Trust, as required under Section 42 of the Ontario Heritage Act.

CARRIED

FOR INFORMATION:

(a) CHANGES TO THE AGENDA (Item 2)

The Clerk advised the Committee of the following changes to the agenda:

7. CONSENT ITEMS

- 7.2 Inventory and Research Working Group Meeting Notes – March 28, 2022
- 7.3 Heritage Permit Applications – Delegated Approvals
 - 7.3(a) Heritage Permit Application HP2022-008 Proposed Alteration of Lobby and Rooftop Addition at 127 Hughson Street North (Ward 2), By-law No. 20-217
 - 7.3(b) Heritage Permit Application HP2022-009: Proposed Alteration of the Windows and Trim at 256-258 MacNab Street North (Ward 2), By-law No. 89-176

REORDERING OF AGENDA ITEMS:

- 8.1 Recommendation to Designate 56 York Boulevard, Hamilton (Coppley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2)

Staff advise that there is a presentation respecting Item 10.1, Recommendation to Designate 56 York Boulevard, Hamilton (Coppley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2), and the item has been moved up the agenda.

(Lunsted/Brown)

That the agenda for May 13, 2022, be approved, as amended.

CARRIED

(b) DECLARATIONS OF INTEREST (Item 3)

No declarations of interest were made.

(c) APPROVAL OF MINUTES OF PREVIOUS MEETING (Item 4)

- (i) April 21, 2022 (Item 4.1)**

(Brown/Carroll)

That the Minutes of the April 21, 2022 meeting of the Hamilton Municipal Heritage Committee be approved, as presented.

CARRIED

(d) COMMUNICATIONS (Item 5)

- (i) Correspondence to the Provincial Registrar respecting Heritage Designation under Part IV of the Ontario Heritage Act for 289 Dundas Street East, 292 Dundas Street East, 298 Dundas Street East, 1 Main Street North, 134 Main Street South and 8 Margaret Street, Flamborough (City of Hamilton) (Item 5.1)**

(Lunsted/Dimitry)

That the Correspondence to the Provincial Registrar respecting Heritage Designation under Part IV of the Ontario Heritage Act for 289 Dundas Street East, 292 Dundas Street East, 298 Dundas Street East, 1 Main Street North, 134 Main Street South and 8 Margaret Street, Flamborough (City of Hamilton), be received.

CARRIED

(e) CONSENT ITEMS (Item 7)

(Dimitry/Carroll)

That the following items be received:

- (i) Heritage Permit Review Sub-Committee Minutes - March 15, 2022**

- (ii) Inventory and Research Working Group Meeting Notes - March 28, 2022 (Added Item 7.1)
- (iii) Heritage Permit Applications - Delegated Approvals (Added Item 7.3)
 - (a) Heritage Permit Application HP2022-008 Proposed Alteration of Lobby and Rooftop Addition at 127 Hughson Street North (Ward 2), By-law No. 20-217 (Added Item 7.3(a))
 - (b) Heritage Permit Application HP2022-009: Proposed Alteration of the Windows and Trim at 256-258 MacNab Street North (Ward 2), By-law No. 89-176 (Added Item 7.3(b))

CARRIED

(f) STAFF PRESENTATION (Item 8)

- (i) **Recommendation to Designate 56 York Boulevard, Hamilton (Copley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2) (Item 8.1)**

Amy Barnes and Jacqueline McDermid, Archaeological Research Associates Ltd., addressed Committee with a presentation respecting the Recommendation to Designate 56 York Boulevard, Hamilton (Copley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2).

(Ritchie/Burke)

That the Presentation respecting the Recommendation to Designate 56 York Boulevard, Hamilton (Copley / Commercial Block) Under Part IV of the Ontario Heritage Act (PED22108) (Ward 2), be received.

CARRIED

For further disposition of this matter, refer to Item 1.

(g) GENERAL INFORMATION / OTHER BUSINESS (Item 13)

(Carroll/McKee)

- (a) That the property located at 2235 Upper James Street, Hamilton, be added to the Endangered Building and Landscape (RED) list; and
- (b) That G. Carroll monitor the property as part of the Buildings and Landscapes list.

CARRIED

(Lunsted/Carroll)

- (a) That the property at 283 Brock Road, Greensville (West Township Hall) be added to the Building and Landscapes of Interest (YELLOW) list; and
- (b) That L. Lunsted monitor the property as part of the Buildings and Landscapes list.

(i) Buildings and Landscapes (Item 13.1)

Update to properties can be viewed in the meeting recording.

(Ritchie/Carroll)

That the following updates, be received:

(a) Endangered Buildings and Landscapes (RED):

(Red = Properties where there is a perceived immediate threat to heritage resources through: demolition; neglect; vacancy; alterations, and/or, redevelopment)

- (i) Tivoli, 108 James Street North, Hamilton (D) – T. Ritchie
- (ii) Andrew Sloss House, 372 Butter Road West, Ancaster (D) – C. Dimitry
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- (ix) 120 Park Street, North, Hamilton (R) – R. McKee
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- (xxiii) Beach Canal Lighthouse and Cottage (D) – R. McKee
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(b) Buildings and Landscapes of Interest (YELLOW):

(Yellow = Properties that are undergoing some type of change, such as a change in ownership or use, but are not perceived as being immediately threatened)

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- (xv) 54 - 56 Hess Street South, Hamilton (R) – J. Brown
- (xvi) 384 Barton Street East, Hamilton – T. Ritchie
- (xvii) 311 Rymal Road East, Hamilton – C. Dimitry
- (xviii) 42 Dartnell Road, Hamilton (Rymal Road Stations Silos) – G. Carroll
- (xix) Knox Presbyterian Church, 23 Melville Street, Dundas – K. Burke
- (xx) 84 York Blvd. (Philpott Church), Hamilton – G. Carroll
- (xxi) 283 Brock Road, Greensville (West Township Hall) – L. Lunsted

(c) Heritage Properties Update (GREEN):

(Green = Properties whose status is stable)

- (i) Auchmar, 88 Fennell Avenue West, Hamilton (D) – R. McKee
- (ii) Former Post Office, 104 King Street West, Dundas (R) – K. Burke
- (iii) Rastrick House, 46 Forest Avenue, Hamilton – G. Carroll
- (iv) 125 King Street East, Hamilton (R) – T. Ritchie

(d) Heritage Properties Update (black):

(Black = Properties that HMHC have no control over and may be demolished)

- (i) 442, 450 and 452 Wilson Street East, Ancaster – C. Dimitry
CARRIED

(ii) Resignation from the Hamilton Municipal Heritage Committee (Added Item 13.2)

(Dimitry/Carroll)

That the Resignation of D. Beland, announced at today's meeting, be received.

(g) ADJOURNMENT (Item 15)

(Pearson/Beland)

That there being no further business, the Hamilton Municipal Heritage Committee adjourned at 11:01a.m.

CARRIED

Respectfully submitted,

Alissa Denham-Robinson, Chair
Hamilton Municipal Heritage Committee

Loren Kolar
Legislative Coordinator
Office of the City Clerk

7.1

MINUTES OF THE HAMILTON HERITAGE PERMIT REVIEW SUB-COMMITTEE

Tuesday, April 19, 2022

Present: Melissa Alexander, Karen Burke, Graham Carroll, Charles Dimitry (Chair), Carol Priamo, Tim Ritchie (Vice Chair), Stefan Spolnik, Steve Wiegand

Attending Staff: Ken Coit, James Croft, Amber Knowles, Stacey Kursikowski, Chloe Richer

Absent with Regrets: Diane Dent, Andy MacLaren

Meeting was called to order by the Chairman, Charles Dimitry, at 5:00pm

1) Approval of Agenda:

(Ritchie/Burke)

That the Agenda for April 19, 2022 be approved as presented.

2) Approval of Minutes from Previous Meetings:

(Carroll/Spolnik)

That the Minutes of March 15, 2022 be approved as presented.

3) Heritage Permit Applications

a. **HP2022-009: 256-258 MacNab Street North, Hamilton (Part IV)**

- Scope of work:
 - Restoration of wood elements of the front façade – dutchman patches and replication (exact replica) where required – utilizing same species of lumber as currently exists;
 - Replacement of non-original storm windows with custom wood two-light arched windows, single pane – constructed using traditional mortise and tenon joinery and linseed oil glazing putty; and,
 - Attachment of a scaffold system to the building, with a minimum of two anchors set into the mortar line between the bricks

- Reason for work:
 - To restore wood elements and windows on the front façade resulting from deterioration and rot

Sonja De Pauw, the property owner, spoke to the Sub-Committee. Kathy Stacey, the agent for the property owner was in attendance.

The Sub-Committee considered the application and together with input from the applicant and advice from staff, passed the following motion:

(Burke/Carroll)

That the Heritage Permit Review Sub-Committee advises that Heritage Permit application HP2022-009 be consented to, subject to the following conditions:

- a) Any minor changes to the plans and elevations following approval shall be submitted, to the satisfaction and approval of the Director of Planning and Chief Planner, prior to submission as part of any application for a Building Permit and / or the commencement of any alterations;
- b) That the applicant submit designer specifications for the replacement storm windows prior to the commencement of any alterations; and,
- c) Implementation of the alteration(s), in accordance with this approval, shall be completed no later than April 30, 2025. If the alteration(s) are not completed by April 30, 2025, then this approval expires as of that date and no alterations shall be undertaken without a new approval issued by the City of Hamilton.

b. HP2022-008: 127 Hughson Street North (Part IV)

- Scope of work:
 - A one-storey addition on top of the existing building to accommodate a new rooftop restaurant space will add an additional 4.4 m to the height of the structure
 - Repairs to the entryway door, east elevation; and,
 - Reorientation and integration of marble staircase into a new staircase with four additional concrete steps at the base. The existing wood and brass railing in to be integrated or replicated into a code-compliant railing.

- Reason for work:
 - To renovate the existing building to include a rooftop restaurant and reorient the staircase to meet business needs.

Nicole Boutin and Christienne Uchiyama, agents for the property owners, and Robert Knuth (owner, Laird Developments Ltd.), spoke to the Sub-Committee at the permit review.

The Sub-Committee considered the revised application and together with input from the applicant and advice from staff, passed the following motion:

(Carroll/MacLaren)

That the Heritage Permit Review Sub-Committee advises that Heritage Permit application HP2022-008 be consented to, subject to the following conditions:

- a) Any minor changes to the plans and elevations following approval shall be submitted, to the satisfaction and approval of the Director of Planning and Chief Planner, prior to submission as part of any application for a Building Permit and / or the commencement of any alterations;

- b) Implementation / Installation of the alteration(s), in accordance with this approval, shall be completed no later than April 30, 2024. If the alteration(s) are not completed by April 30, 2024, then this approval expires as of that date and no alterations shall be undertaken without a new approval issued by the City of Hamilton;

- c) The applicant to integrate the original timber beams back into the lobby space;
- d) The applicant to work with city staff to provide options to integrate the 'F' Firth Brothers logo into the lobby space in a way in which it will be visible; and,
- e) The applicant to provide design details on the replicated railing in the lobby space.

c. HP2022-0007: 940-946 Beach Boulevard (Part V HCD)

- Scope of work:
 - To demolish the existing mid-century (pre-1954) vernacular bungalow dwelling and post-1967 detached garage.

- Reason for work:
 - To facilitate a Land Severance to allow for three parcels of land for residential purposes (each lot would be approximately 12m-13m x 48m-50m).

Peter De Iulio and Christienne Uchiyama, agents for the property owners, spoke to the Sub-Committee at the permit review.

The Sub-Committee considered the application and together with input from the applicant and advice from staff, passed the following motion:

(Spolnik/Ritchie)

That the Heritage Permit Review Sub-Committee advises that Heritage Permit application HP2022-007 be consented to, subject to the following conditions:

- a) That any minor changes to the plans and elevations following approval shall be submitted, to the satisfaction and approval of the Director of Planning and Chief Planner, prior to submission as part of any application for a Building Permit and / or the commencement of any alterations; and,

- b) Implementation / installation of the alteration(s), in accordance with this approval, shall be completed no later than April 30, 2024. If the alterations are not completed by April 30, 2024, then this approval expires as of that date and no alterations shall be undertaken without a new approval issued by the City of Hamilton.

4) **Adjournment:** Meeting was adjourned at 6:30 pm

(Burke/Spolnik)

That the meeting be adjourned.

5) **Next Meeting:** Tuesday, May 17, 2022 from 5:00 – 8:30pm

MEETING NOTES

POLICY AND DESIGN WORKING GROUP

Monday April 19, 2021

3:00 pm

City of Hamilton Web Ex Virtual Meeting

Attendees: C. Dimitry, B. Janssen, L. Lunsted, R. McKee, W. Rosart, A. Denham-Robinson, Carol Priamo

Regrets: K.Stacey

Also Present: A. Golden
Hannah Kosziwka

THE POLICY AND DESIGN WORKING GROUP NOTES FOR THE INFORMATION OF THE HAMILTON MUNICIPAL HERITAGE COMMITTEE WITH RESPECT TO:

(a) CHANGES TO THE AGENDA

None

(b) DECLARATIONS OF INTEREST

None

(c) REVIEW OF PAST MEETING NOTES

Notes of March 15, 2021

When asked these notes had been forwarded to the developer yet, Alissa Golden advised that she was waiting for them to be approved at this meeting. She will then add her comments and forward them.

Approved

(d) C.H.I.A. – Cultural Heritage Impact Assessment for 101 Hunter Street E. by Goldsmith Borgal & Company Ltd. February 26, 2021

The proposal is to demolish the building. The report did not find any criteria which met the Ontario Regulation 9/06 criteria for Cultural Heritage Value or interest.

Alissa Golden made the following comments for our clarification:

- Hunter Street was the cutoff and was not included in the Downtown Built Heritage Inventory.

- She feels that there is contextual value
- The statement that there is no historical or associative value may need more research
- The study seems to focus on the impact to adjacent buildings

Overall, the group disagreed with the report and felt that there were aspects that did meet the Regulation 9/06 criteria.

Individual comments:

- The city Secondary Plan currently in effect does not allow this type of development
- It does not confirm with the Tall Building Study or the current Zoning By-laws
- Corktown is one of four historical areas and needs more study
- The Shadow impact study is not representative of reality
- The placement of the building on the lot should be reconsidered
- The City should be accountable for studies which have been done and follow their own recommendations.
- We feel there is technical merit
- The brick and foundation are in good shape
- We would have expected to see more in the 'Associative Value' category
- If the new building is built, the row houses on the East and West may not survive
- While other nearby properties are on the Register, there are no plans for designation and they are not on the workplan.
- There is associative value
- Buildings may start to disappear in the Corktown area, south of Hunter Street if they are not added to the Register
- We do not see any heritage aspects in the design
- The buildings could be integrated into the design as they are right on the corner of the property.
- There were multiple references to high rises which do not exist yet
- The report does not recommend any heritage incorporation of the existing buildings

Recommendations regarding the CHIA for 101 Hunter Street West

The group does not agree with the Ontario Regulation 9/06 criteria as noted in the report. They feel that the existing buildings could be incorporated into the design or at the very least, some indication of the heritage of the buildings should be incorporated.

The proposal does not seem to conform with existing Zoning By-laws.

- (e) **C.H.I.A. – Cultural Heritage Impact Assessment for 455 and 457 Bay Street North prepared by ASI July 2020**

The proposal is for an addition at the rear of 455 Bay Street North, a designated building, and to construct a new residence on the adjacent vacant lot at 457 Bay Street North.

The major concerns of the group were with regards to maintaining the stability of the slope, and the number of mature trees which may need to be removed to facilitate the build. In particular there is a large tree which seems to be in front of the proposed new construction and removing it would significantly alter the streetscape.

- All heavy equipment will have access from the rear of the properties
- The City is taking over the operation of the marina and it may eventually close, resulting in great public access to the area at the rear of these lots.
- There are three tunnels near these lots which have heritage significance. They are currently boarded up but in future they may be recognized with a heritage plaque.
- It was felt that the design of both the rear addition and the new construction were more in keeping with Vancouver, rather than Hamilton, and they do not fit the area.

Overall comments:

The Working Group agrees in general with the report. They concur with the suggestion in section B.3.4.1.3 that exterior finishes for the new construction could make greater use of wood and brick materials, rather than the glass, steel and concrete. Engineering reports should evaluate the structural integrity and stability of the slope, and a landscape plan should be provided.

Recommendations regarding the CHIA for 455 and 457 Bay Street North

- That the CHIA be received and that the issues noted by the working group be addressed.

(f) ADJOURNMENT

The Policy & Design Working Group Meeting adjourned at 4:35 p.m..

Next meeting date: To be determined



CITY OF HAMILTON
PLANNING AND ECONOMIC DEVELOPMENT DEPARTMENT
Planning Division

TO:	Chair and Committee Members Hamilton Municipal Heritage Committee
COMMITTEE DATE:	June 10, 2022
SUBJECT/REPORT NO:	Cultural Heritage Assessment for 374 Jerseyville Road West, Ancaster (Ancaster High School) PED22113 (Ward 12)
WARD(S) AFFECTED:	Ward 12
PREPARED BY:	Stacey Kursikowski 905-546-2424 Ext. 1202
SUBMITTED BY:	Steve Robichaud Director, Planning & Chief Planner Planning and Economic Development
SIGNATURE:	

RECOMMENDATION

That 374 Jerseyville Road West Ancaster and the properties in the broader area surrounding it as identified in Archaeological Services Inc.'s (ASI) Cultural Heritage Assessment (Appendix "C" attached to Report PED22113) be added to the City's Cultural Heritage Landscape Inventory and mapping as part of the Official Plan review exercise.

EXECUTIVE SUMMARY

On June 20, 2018, the Chair of the Hamilton-Wentworth District School Board (HWDSB) advised Council of their intentions to sever and dispose of an 0.073 km² (18 acre) of land from the campus of the Ancaster High School, located at 374 Jerseyville Road West, Ancaster. The lands proposed to be severed are located behind the Ancaster High School building and include multiple outdoor playing fields. In response to the School Board's intent to sever, the Ward Councillor introduced a motion to Planning Committee that instructed staff "...to start the process of designating the campus of Ancaster High School site as a site of historical significance and report back to the

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Heritage Committee on providing the property with a Heritage designation.” City Council approved the motion at its August 17, 2018 meeting.

In February of 2019, the City of Hamilton’s Planning Division retained Archaeological Research Associates Ltd. (ARA) to prepare a comprehensive Cultural Heritage Assessment (CHA) for 374 Jerseyville Road West, Ancaster (Ancaster High School), as shown in Appendix “A” attached to Report PED22113. This initial process and report will hereinafter be referred to as the “ARA Report”. The historical research, evaluation of the significance of the property, results of select stakeholder interviews, and overall recommendations were finalized by ARA on September 8, 2020, attached as Appendix “B” to Report PED22113. ARA concluded that the property does not meet the criteria to warrant designation under Part IV of the *Ontario Heritage Act*.

In October of 2021, a second Cultural Heritage Assessment (CHA) for the property with an increased emphasis on reviewing the property’s associative and contextual value within the context of the community was initiated. The City of Hamilton’s Planning Division retained Archaeological Services Inc. (A.S.I.) to prepare a comprehensive CHA for 374 Jerseyville Road West (Ancaster High School). This second process and report will hereinafter be referred to as the “ASI Report”. The historical research, evaluation of the significance of the property, results of more extensive select stakeholder interviews and the overall recommendations were finalized by A.S.I. in May 2022, attached as Appendix “C” to Report PED22113.

The ASI CHA suggests that the property may have cultural heritage value when considered to be a contributing part of a larger, potentially significant cultural heritage landscape that tells a compelling and complete story of Ancaster’s post-Second World War growth and land-use development patterns. The report recommends that a broader area to the north and east of and including the subject property be researched and evaluated as a cultural heritage landscape for its significance in relation to the natural heritage system of the Sulphur Creek Subwatershed and the Spring Valley residential community. The recommended study area is shown as Appendix “D” attached to Report PED22113. Staff do not recommend that further research and assessment of these lands be undertaken at this time but rather suggest that they be added to the City’s Inventory of Cultural Heritage Landscapes in the Official Plan. While this does not offer the same level of protection as designation under the *Ontario Heritage Act*, it would allow staff to request additional documentation to ensure that any Application for redevelopment be required to be assessed under the applicable policies of the Official Plan. A Cultural Heritage Landscape Inventory and Management Project is pending which would review all identified Cultural Heritage Landscapes in the Inventory and determine whether they have heritage value or interest and what measure of recognition and/or protection would be appropriate for its conservation.

The subject property was evaluated using both the City of Hamilton’s Framework for Evaluating the Cultural Heritage Value or Interest of a Property for Designation under

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Part IV of the *Ontario Heritage Act*, and the Criteria for Determining Cultural Heritage Value or Interest, as defined in Ontario Regulation 9/06 of the *Ontario Heritage Act*, in accordance with the Council-approved Designation Process.

Based on the findings of the two Cultural Heritage Assessments, staff does not recommend that the subject property at 374 Jerseyville Road West, Ancaster be designated under Part IV of the *Ontario Heritage Act*.

Alternative for Consideration – See Page 17

FINANCIAL – STAFFING – LEGAL IMPLICATIONS

Financial: N/A

Staffing: N/A

Legal: N/A

HISTORICAL BACKGROUND

Designation Request

On June 20, 2018, the Chair of the HWDSB advised Council of their intentions to sever a 0.4 square km (11 acres) of parcel of land from the campus of Ancaster High School, located at 374 Jerseyville Road West, Ancaster. In response to the HWDSB intentions, a notice of motion was brought to Planning Committee on July 10, 2018. The formal motion was brought forward to, and approved by, Planning Committee on August 14, 2018. The motion was ratified by City Council on August 17, 2018 (Appendix “E” attached to Report PED22113).

The motion directed staff “[...] to start the process of designating the campus of Ancaster High School site as a site of historical significance and report back to the Heritage Committee on providing the property with a Heritage designation.”

Severance Applications

On March 7, 2019, two severance Applications (AN/B-19:04 and AN/B-19:06, see Appendix “F” attached to Report PED22113 for map) for the subject property were tabled, deferring the decision to a future unspecified date. The Applicant’s agent, GSP Group Inc., agreed to the deferral until the City of Hamilton has completed their Cultural Heritage Assessment and made their decision regarding the designation of the property.

Cultural Heritage Assessment by ARA

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In response to Council's 2018 motion, Heritage staff retained Archaeological Research Associates Ltd. (ARA) in 2019 from the City's Professional and Consultant Services Roster to prepare a comprehensive Cultural Heritage Assessment (CHA) for the subject property. ARA assessed the entirety of the property against Ontario Regulation 9/06 and the City's Cultural Heritage Evaluation Criteria for Built Heritage and Cultural Heritage Landscapes and concluded that the property does not meet the criteria to warrant designation under Part IV of the *Ontario Heritage Act*.

Cultural Heritage Assessment by ASI

Due to the public's interest and expressed concerns regarding the community value of the open space area to the rear of the school building, A second assessment with an emphasis on reviewing the property's associative and contextual value within the context of the community was undertaken. In November 2021, ASI was retained from the City's Professional and Consultant Services Roster to prepare a second comprehensive CHA for the subject property. ASI assessed the entirety of the subject property against Ontario Regulation 9/06 and the City's Cultural Heritage Evaluation Criteria for Cultural Heritage Landscapes and concluded that the property, on its own, does not meet the criteria to warrant designation under Part IV of the *Ontario Heritage Act*.

As part of ASI's report, the recommendations extended beyond the physical boundaries of 374 Jerseyville Road West and advised that the subject property, together with several surrounding properties, could contribute to an understanding of post-Second World War development within Ancaster and recommended that the broader area should be researched and evaluated as a Cultural Heritage Landscape for its significance in relation to the following features, relationships, processes and/or themes:

- Natural heritage system of the Sulphur Creek Subwatershed as expressed through the Dundas Valley Conservation lands, dramatic topography of the area, Spring Valley Trail, and natural heritage features on the northern portion of 374 Jerseyville Road; and,
- The Spring Valley residential community as an early example of post-war subdivision development in Ancaster and historically associated with the Veterans Land Act and first of its kind built in Canada and Hamilton, and the Spring Valley Community Association and its contributions to shaping the localized landscape.

POLICY IMPLICATIONS AND LEGISLATED REQUIREMENTS

Provincial Policy Statement:

The proposed designation has been reviewed with respect to the Provincial Policy Statement (PPS) 2020. The following policies, among others, is applicable to Cultural Heritage and Archaeology:

“2.6.1 Significant built heritage resources and significant cultural heritage landscapes shall be conserved.”

The built structures and the landscape of the subject property have been evaluated against the Council adopted City of Hamilton Framework for Cultural Heritage Evaluation and the criteria outlined in Ontario Regulation 9/06 of the *Ontario Heritage Act*. This evaluation found that the subject property did not have sufficient cultural heritage value or interest to warrant designation under the *Ontario Heritage Act*. As such, the built structures and the landscape of the subject property are not considered to be significant. Based on the foregoing, the recommendation to not designate but add the lands and surrounding area to the applicable Official Plan appendices is consistent with the PPS.

Ontario Heritage Act:

Section 29 (1) of the *Ontario Heritage Act* permits the Council of a municipality to designate property to be of cultural heritage value or interest where the property meets the criteria prescribed by Provincial regulation. The following policies, amongst others, apply:

- “**29** (1) The council of a municipality may, by by-law, designate a property within the municipality to be of cultural heritage value or interest if,
- (a) Where criteria for determining whether property is of cultural heritage value or interest have been prescribed by regulation, the property meets the prescribed criteria.”

In 2006, the Province issued Ontario Regulation 9/06: Criteria for Determining Cultural Heritage Value or Interest. According to Sub-section 1 (2) of Ontario Regulation 9/06, a property may be designated under Section 29 of the *Ontario Heritage Act* where it meets one or more of the identified criteria. Ontario Regulation 9/06 identifies criteria in three broad categories: Design/Physical Value, Historical/Associative Value and Contextual Value.

The subject property has been evaluated against the criteria outlined in Ontario Regulation 9/06 and does not to meet these criteria.

Urban Hamilton Official Plan:

The Urban Hamilton Official Plan (UHOP) was approved by Council on July 9, 2009 and the Ministry of Municipal Affairs on March 16, 2011. The UHOP outlines specific policies related to Cultural Heritage Resources that apply to this site:

“B.3.4 Cultural heritage resources may include tangible features, structures, sites, or landscapes that, either individually or as part of a whole, are of historical, architectural, archaeological, or scenic value. Cultural heritage resources represent intangible heritage, such as customs, ways-of-life, values, and activities. The resources may represent local, regional, provincial, or national heritage interests and values.

3.4.2.1 The City of Hamilton shall, in partnership with others where appropriate:

- a) Protect and conserve the tangible cultural heritage resources of the City, including archaeological resources, built heritage resources, and cultural heritage landscapes for present and future generations;
- b) Identify cultural heritage resources through a continuing process of inventory, survey, and evaluation, as a basis for the wise management of these resources; and,
- h) Conserve the character of areas of cultural heritage significance, including designated heritage conservation districts and cultural heritage landscapes, by encouraging those land uses, development and site alteration activities that protect, maintain and enhance these areas within the City;

The UHOP also outlines specific policies related to Cultural Heritage Landscapes that may apply to the surrounding broader area identified by ASI:

3.4.6.1 A cultural heritage landscape is a defined geographical area characterized by human settlement activities that have resulted in changes and modifications to the environment, which is now considered to be of heritage value or interest. Cultural heritage landscapes may include distinctive rural roads, urban streetscapes and commercial main streets, rural landscapes including villages and hamlets, designed landscapes such as parks, cemeteries and gardens, nineteenth and twentieth century urban residential neighbourhoods, as well as commercial areas and industrial complexes; and,

3.4.6.2 An inventory of cultural heritage landscapes shall be prepared by the City and may be included in the Register of Properties of Cultural Heritage Value or Interest. Cultural heritage landscapes may also be considered for designation under the *Ontario Heritage Act* and shall be protected in the carrying out of any undertaking subject to the Environmental Assessment Act or the *Planning Act*, R.S.O., 1990 c. P.13.”

The purpose of the above policies is to protect tangible cultural heritage through the

continuing process of inventory, survey, and evaluation. The subject property has been evaluated against the Council adopted City of Hamilton's Framework for Cultural Heritage Evaluation and the criteria outlined in Ontario Regulation 9/06 of the *Ontario Heritage Act*. The cultural heritage evaluation found that the property did not meet any of the criteria outlined in Ontario Regulation 9/06 of the *Ontario Heritage Act*; as such it is not considered to have sufficient cultural heritage value to warrant designation under the *Ontario Heritage Act*. Based on the foregoing, the recommendations of this report to not designate this property under Part IV of the *Ontario Heritage Act* but to add the lands and surrounding area to the applicable Official Plan appendices comply with the above noted policies and maintain the intent of the UHOP.

RELEVANT CONSULTATION

Pursuant to Sub-section 29 (2) of the *Ontario Heritage Act*, Council is required to consult with its Hamilton Municipal Heritage Committee (HMHC) respecting designation of property under Sub-section (1) of the Act. Typically, Cultural Heritage Assessments are reviewed by the Inventory and Research Working Group (IRWG) of the HMHC in accordance with the Council approved process attached as Appendix "G" to Report PED22113.

ARA Report (2019-2020):

A draft Cultural Heritage Assessment prepared by ARA, dated February 26, 2020, was reviewed by the IRWG of the HMHC at their meeting on August 24, 2020. IRWG received the draft report and supported the recommendation to not proceed with the property's designation. The CHA was finalized, dated September 9, 2020.

In addition to consultation with IRWG, commentary from the public included as part of the Petition to Stop the Ancaster Severance and additional comments or letters from the public, were considered as part of the CHA evaluation by ARA.

Additional consultation included delegates at the September 19, 2019 HMHC meeting and a scoped list of community representatives that were interviewed as part of the Cultural Heritage Assessment:

- Brad Kuhn, Former Ancaster Councillor pre-amalgamation and former Principal, resident of Ancaster;
- Marc Bader, resident of Ancaster and lead organizer of the Petition to Stop the Ancaster Severance; and.
- Councillor Lloyd Ferguson, Ward 12 Councillor.

ASI Report (2021-2022):

A draft CHA prepared by ASI dated March 2022, was reviewed by the IRWG of the

HMHC at their meeting on April 25, 2022. IRWG received the draft report and concluded that they do not support adding the property to the City's Register; nor do they support adding the property to Staff's Workplan for Designation as there was not sufficient information to meet the criteria for a cultural heritage landscape.

As part of this CHA, staff were directed to ensure an increased emphasis on the property's potential associative and contextual value within the context of the community. Given interviews with community representatives were requested as part of the initial CHA, Cultural Heritage Planning staff increased the number of community residents and representatives relating to Ancaster and the subject property. The following is a list of the community residents and representatives that were interviewed as part of this CHA:

- Gayle and Marc Bader, Ancaster residents, leading the community group Ancaster Severance;
- Lois Corey, former Curator at Fieldcote Memorial Park and Museum;
- Dawn Danko, Chair of HWDSB, Board of Trustees, and Ellen Warling, Manager, Planning Accommodation and Rentals at the HWDSB;
- Ben Dymont, Archives Technician, Hamilton District School Board's Educational Archives;
- Councillor Lloyd Ferguson, Hamilton City Council, Ward 12 – Ancaster;
- Brad Kuhn, Ancaster resident, former member of Ancaster Town Council, and former elementary principal and secondary school vice principal;
- Shannon Kyles, President, ACO Hamilton Branch; and,
- Bob Maton, Ancaster resident and founding member of the Ancaster Village Heritage Community.

In addition to consultation with IRWG, commentary from the public included as part of the Petition to Stop the Ancaster Severance, as well as all previous correspondence, meeting notes, emails and letters from the public, were considered as part of the CHA evaluation by ASI.

ANALYSIS AND RATIONALE FOR RECOMMENDATION

The process for designation under Part IV of the *Ontario Heritage Act* requires that the property be assessed for its cultural heritage value or interest, by way of a CHA conducted by a qualified heritage consultant. The CHA would assess the property against the criteria outlined in Ontario Regulation 9/06. If a property is found to satisfy one or more criteria within Ontario Regulation 9/06 and a municipality *is interested* in designating the property, an integral part of the designation process is to identify the 'heritage attributes' of the property. As defined in the OHA: "*heritage attributes*", means, "*in relation to real property, and to the buildings and structures on the real property, the attributes of the property, buildings and structures that contribute to their cultural heritage value or interest.*" Should a municipality decide to designate a property, it would enable the municipality to conserve and manage the property through the

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Heritage Permit process enabled under Section 33 (alterations) and Section 34 (demolition or removal) of the *Act*.

The intent of municipal designation is to enable a process for the management and conservation of cultural heritage resources. Designation does *not*.

- Determine the use of a property, use of a property is established and defined in zoning by-laws;
- Restrict sale of property; or,
- Prohibit alterations, additions, severance or *redevelopment* of the property.

Designation of a property does not require a property owner to make private property available for public use or access.

Cultural Heritage Evaluation:

Designation is guided by the process of cultural heritage evaluation and assessment. The evaluation process, as documented in the two CHAs, attached as Appendices “B” and “C” to Report PED22113, attempts to clearly identify those heritage values associated with a property if the property is deemed worthy of designation under the OHA. A property is assessed against the City of Hamilton’s Council-Adopted Evaluation Criteria and Ontario Regulation 9/06 – Criteria for Determining Cultural Heritage Value or Interest. While the City’s Evaluation Criteria assist in the research and evaluation components of an assessment, a municipality can only designate a property if it is proven to meet at least one of the nine criteria outlined in Ontario Regulation 9/06 and if Council is willing to designate the property.

Council-Adopted Evaluation Criteria:

A set of criteria were endorsed by the City of Hamilton’s Municipal Heritage Committee on June 19, 2003 and adopted by Council on October 29, 2008 as The City of Hamilton: Cultural Heritage Evaluation Criteria. The criteria are used to identify the cultural heritage values of a property, and to assess their significance. This evaluation assists in determining a property’s merit for designation under the *Ontario Heritage Act*, as well as deriving a Statement of Cultural Heritage Value or Interest and Description of Heritage Attributes where designation is warranted. The City’s criteria are used as a research and evaluation guide for designation, however, a property meeting these criteria does not necessarily merit designation.

As part of the first evaluation conducted by ARA, the property was assessed against Section 3 (Built Heritage) and Section 4 (Cultural Heritage Landscape) of the City’s criteria. ARA determined that the property met two of the twelve criteria (social value and location integrity) pertaining to the built heritage value and one of the nine criteria (social value) pertaining to the cultural heritage landscape value.

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As part of the second evaluation conducted by ASI, where the emphasis was on the potential associative and contextual value of the subject property's open space to the local community, the property was assessed against Section 4 (Cultural Heritage Landscape) of the City's criteria. ASI determined that the property, as a whole, partially met three of the City's nine criteria (sense of place, serial vision, and public perception) pertaining to the cultural heritage landscape value.

Ontario Regulation 9/06: Criteria for Determining Cultural Heritage Value or Interest:

As outlined in the two CHAs, the subject property was deemed to not meet the criteria of Ontario Regulation 9/06:

1. Design/Physical Value:

- i. The property is not a rare, unique, representative, early rare, or early example of a style, type, expression, material or construction method.

The Ancaster High School was planned, designed and constructed as part of the province wide initiative to facilitate the exponential growth in school aged students in the 1950s and 1960s as a result of the baby boom. The school, as it stands today, is the cumulation of the original school buildings. The first section of the school was constructed in 1958, and numerous additions that occurred throughout the 1960s. The building exhibits limited architectural details reflective of the mid-century Modern architectural style and the initial landscape plans that were designed for the property do not appear to have come to fruition. Both assessments agreed that the property is not a rare, unique, representative, early rare, or unique example of a style, type, expression, material or construction method.

Noted the consultant's evaluation of the property, based on the City of Hamilton's Framework for Cultural Heritage Evaluation, the subject property does retain integrity as it is located in its original location. However, maintaining its locational integrity does not intrinsically merit designation.

- ii. The property does not demonstrate a high degree of craftsmanship or artistic merit.

The Ancaster High School structure and surrounding landscape do not display a high degree of craftsmanship or artistic value. The structure and landscape have been altered over time to facilitate the needs of curriculum changes, growing student population, and evolving student needs, resulting in a lack of design cohesion and integrity. The Ancaster High School

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landscape does not read as a specifically designed or planned landscape.

- iii. The property does not demonstrate a high degree of technical or scientific achievement.

The Ancaster High School building or landscape does not display a high degree of technical or scientific achievement.

2. Historical/Associative Value:

- i. The property does not have direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community.

As demonstrated through the interviews and the comments associated with the petition to stop the Ancaster High School severance, Staff understand that the community appreciates and values the access to the property to use the open fields. Additionally, based on the consultant's evaluation of the property, the community views the property as a symbol of the relationship between the municipality and the school board. However, when viewing this property from a Cultural Heritage perspective, the property does not meet the criteria outlined in Ontario Regulation 9/06 for designation under the OHA. The Cultural Heritage perspectives and evaluations are discussed in the sections below.

Both consultants concluded that the subject property, on its own, has no direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community. The Ancaster High School building and campus represents the development of community services to facilitate the needs of a growing population as the result of the baby boom. It is one of many school buildings within Hamilton tied to the growing population of high school aged students at the time. As such, the school property on its own, does not illustrate the historical theme of post baby-boom growth.

Schools and associated facilities have often been constructed with a dual intention: educational facilities and community hubs. As such, schools and their campuses have a de facto and intrinsic value to any community in which they are situated, often functioning as community centres or hubs. Ancaster High School, and the associated grounds, is one of many examples of this role. At the time of the initial land purchase for the Ancaster High School in the 1950's, Councillor Walter Ferguson proclaimed that the grounds were to be used a community space, a sentiment that has been echoed by members of the Ancaster community. However, recorded minutes from the time of the purchase of the land for construction do not have record or reference of this.

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Since the opening of the Ancaster High School, the grounds have been utilized by the school and community for a variety of events.

As defined in the City of Hamilton's Framework, this criterion "...evaluates the feature with respect to its direct association with a person or group, (i.e., ownership, use or occupancy of the resource) The significance of the person or group must be clearly described such as the impact on future activities, duration and scale of influence and number and range of people affected[...]."
And, notably "[p]ublic buildings such as post offices or courthouses though frequented by many important persons will seldom merit recognition under this criterion."

While Ancaster High School has several famous alumni, as identified in the 'Hall of Distinction' on the HWDSB website, the Ancaster High School is not directly associated with the life or activities of a person or group that has made a significant contribution to the community.

Based on comments from the public associated with the Petition to Stop the Ancaster Severance and from the interviews conducted through the assessment process, the public focused on the community value related to the use of the fields as a green space, rather than its cultural heritage value. As part of ARA's analysis of over 7,500 people who provided signatures and letters/comments from the Petition to Stop the Severance, only a handful of the submissions expressed that the fields may be a "landmark", with no specific mention of the school building. Cultural Heritage Evaluation considers the subject property as a whole, not just one component of the property.

One event that was consistently mentioned is the Ancaster Heritage Days Soccer Tournament, an event hosted by the Ancaster Soccer Club and runs on the same weekend as Ancaster Heritage Days at multiple locations within Ancaster. Although these two events share the same name there does not appear to be a relationship between the two events. Undeniably, the Ancaster Soccer Club has benefited from the use of the Ancaster High School fields, and the School Board has benefited from the fact that the Ancaster Soccer Club maintains the fields, however, the use of the soccer fields is not a heritage attribute.

Additionally, the City of Hamilton's framework defines the social value and public perception criterion as: *This criterion measures the symbolic importance of a structure within its area to people within the community. "Community" should not solely reflect the heritage community [or necessarily a singular community] but the views of people generally. Examination of tourist brochures, newspaper articles, postcards, souvenirs or community*

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logos for the identification of a site as a prominent symbolic focal point is sometimes useful. Research conducted by ARA did not reveal mention of the school fields in the promotional materials for Ancaster High School or incorporated into the school's logos. Additionally, the subject property was not included in promotional materials, physical or digital, featuring historic properties in Ancaster, on walking tours of local landmarks or on general websites about Ancaster, such as tourism-based websites.

As part of ASI's assessment, they identified that when considered as part of a larger area, the subject property could potentially contribute to themes, activities, and events such as post-Second World War residential development patterns, the Dundas Valley Conservation Area recreation network, the Ancaster Legacy Football Club and its participation in Ancaster Heritage Days. However, when assessed on its own, the subject property does not sufficiently express direct association that would warrant designation.

Therefore, although community use and appreciation of this property has been demonstrated, the property, on its own, does not meet this criterion from a cultural heritage perspective.

- ii. The property does not have the potential to yield information that contributes to an understanding of a community or culture.

The Ancaster High School and landscape, on its own, does not yield or have the potential to yield information that contributes to the understanding of the community's history or culture.

- iii. The property does not reflect the work or ideas of an architect, artist, builder, designer or theorist who is significant to a community.

Portions of the building are associated with the architects Prack & Prack and McIntosh & Moeller. Although Prack & Prack was a prominent Hamilton based architectural firm, the Ancaster High School is not representative of their significant works; rather it is one project by an architecture firm who is attributed with many other more significant works in the Hamilton area.

McIntosh & Moeller were hired to implement the landscaping for the subject property in the 1960s, as the landscape plans for the initial school building did not come to fruition. Based on the analysis of a sequence of historic aerial images, the tree line and the tree stand at the northern extent of the property do retain their locational integrity. However, the landscape has been altered as a part the ongoing evolution of the property. For example, the trees lining the west, east, and southern boarder of the property and tree

line dividing the fields, were starting to be introduced in the late 1960s after acquiring the remainder of Vernon property in 1968.

As part of the property's assessment, attention was paid to the public comments included in the Petition to Stop the Ancaster High School Severance. Based on these comments, it is clear the local community values the sports fields associated with the Ancaster High School property for their recreational use. Additionally, as requested by the Ward Councillor, both ARA and ASI conducted stakeholder interviews with specific members of the community. These interviews revealed that the local Ancaster community sees the property as a symbol of the relationship between the municipality and School Board. However, these comments specifically reflect the importance of the use of the fields not the cultural heritage importance of the property. As such, the property does not meet this criterion from a cultural heritage perspective.

3. Contextual Value:

- i. The property does not define, maintain or support the historic character of the area.

The growth and evolution of the built environment surrounding the Ancaster High School is the result of regular, ongoing suburban growth in the Ancaster area. Although the school served the surrounding community, the influence of the school property on the character of the surrounding area has not been demonstrated. When the Ancaster High School was constructed, it was located at the western boarder and outer limits of suburban development. Residential areas on the west and south of the school developed after the school's construction and additions were subsequently completed to accommodate growth.

ASI's assessment concluded that the property, on its own, does not meet this criterion, but that further research, analysis and input could indicate that the surrounding area may defined by a post-Second World War residential expansion of the former Township of Ancaster.

- ii. The property is not physically, functionally, historically linked to its surroundings.

The Ancaster High School is not physically, functionally, visually or historically linked to its surroundings. Visually, the property is screened to the east, south and west by houses, and by trees when viewed from the north on Jerseyville Road, and is physically separated from adjacent properties to the north and west by roads. As discussed in the section above,

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the subject property was developed as the western edge of Ancaster suburban development in the late 1950s. Since that time, additional subdivisions have been developed in the previously vacant farmland surrounding the subject property, resulting in a setting with limited contextual integrity. While the property has visual, historical, or function links to its surroundings, particularly with the conservation of lands to the north and the Spring Valley subdivision to the east, the property, on its own, does not sufficiently express these connections, but rather it is the interrelationships between these various features which lie outside the subject property that are of potential significance.

- iii. The property is not a landmark.

In ARA's evaluation of the comments provided by the public as part of the petition regarding the potential severance, only a small number of commenters that the fields may be a "landmark." Further, the comments received from the public focused on the community value related to the use of the fields as a green space, rather than its value from a cultural heritage perspective. All of the interviewees identified the subject property as a landmark for the community, but a landmark based on the use of the property rather than its value from a cultural heritage perspective.

ASI concluded that while stakeholders identified the site as a landmark, they more often defined it in relation to the larger surrounding area with a distinct character, rather than the site itself. Those qualities are best considered as potential contextual value related to the surroundings, as discussed in criteria 3.i. and 3.ii.

As defined in the City of Hamilton's Framework for Cultural Heritage Evaluation, a landmark is: "*The key physical characteristic of landmarks is their singularity, some aspect that is unique or memorable in its context. Significant landmarks can have a clear form, contrast with their background or have prominent locations. Landmarks are often used by people as reference points, markers or guides for moving or directing others through an area.*" The building and associated fields are not visually conspicuous nor are the fields included in any promotional materials for the school or Ancaster generally, and therefore not considered to be a landmark.

Surrounding Area:

ASI's assessment identified that the subject property may contribute to a larger, potentially significant cultural heritage landscape that tells a compelling and complete story of Ancaster's post-Second World War growth and land use development patterns. Recommendations of the CHA suggested that the broader area should be researched

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and evaluated as a Cultural Heritage Landscape for its significance in relation to the following features, relationships, processes and/or themes:

- Natural heritage system of the Sulphur Creek Subwatershed as expressed through the Dundas Valley Conservation lands, dramatic topography of the area, Spring Valley Trail, and natural heritage features on the northern portion of 374 Jerseyville Road; and,
- The Spring Valley residential community as an early example of post-war subdivision development in Ancaster and historically associated with the Veterans Land Act and first of its kind built in Canada and Hamilton, and the Spring Valley Community Association and its contributions to shaping the localized landscape.

The areas identified as part of ASI's recommendation include:

- Dundas Valley Conservation Area including Spring Valley Trail heading northward from Ancaster Lions Outdoor Pool and Sulphur Spring Trail Race heading northward from Robert E. Wade Ancaster Community Park;
- Robert E. Wade Ancaster Community Park including the Ancaster Rotary Centre and Matthew Krol Field; and,
- The Spring Valley neighbourhood which includes Taylor Road, Orchard Drive, Central Drive, Valleyview Drive and Little League Park including the Spring Valley Arena and 374 Jerseyville Road West (Ancaster High School).

Due to the size of the recommended area and the extensive changes to the original Spring Valley neighbourhood as a result of severances and infill, staff do not recommend that a CHA be completed for the entirety of the recommended area, nor that the City pursue protection under the *Ontario Heritage Act* at this time. It is proposed to include the areas identified by ASI on the City's Cultural Heritage Landscape Inventory and heritage mapping in the Official Plan. A Cultural Heritage Landscape Inventory and Management Project is pending which would review all identified Cultural Heritage Landscapes in the Inventory and determine whether they have heritage value or interest and what measure of recognition and/or protection would be appropriate for its conservation. Staff advise that this would not offer the same protection as designation under the *Ontario Heritage Act*, however, upon receipt of any *Planning Act* Applications within the identified areas, staff could request appropriate review by the Applicant depending on the property and the scope of the proposal. Given the varying nature of the area, a CHIA requirement would not be appropriate in all situations where development is proposed within the Cultural Heritage Landscape, this would be at the discretion of Cultural Heritage Planning staff upon review of the Application.

Conclusion:

Although the subject property at 374 Jerseyville Road West, Ancaster met two of the

City's criteria pertaining to cultural heritage landscape value, both consultants retained by the City determined that the subject property does not meet any criteria for determining cultural heritage value or interest as outlined in Ontario Regulation 9/06. As such, the subject property does not merit designation under the OHA. Staff concur with the findings outlined in the two Cultural Heritage Assessment reports and do not recommend designation of the property under the *Ontario Heritage Act*.

Staff recognize that members of the Ancaster community see the property as a symbol of the relationship between the Municipality and School Board, and value the use and access of the open fields associated with the High School lands. The purpose of designation is management of change, specifically of the identified heritage attributes that define the heritage resource. As previously discussed, designation does not determine or limit use of a property and does not prohibit severance or the redevelopment of a property. As such, based on the findings of the two CHIA, the use of designation under Part IV of the *Ontario Heritage Act* for the retention and continued use of the fields is not deemed to be the appropriate or supportable course of action.

ALTERNATIVE FOR CONSIDERATION

(1) Direct staff to Designate Subject Property

That Council direct staff to designate the subject property under Part IV of the *Ontario Heritage Act*.

Should the designation be appealed to the Ontario Land Tribunal, staff would report back on the legal and financial implications.

ALIGNMENT TO THE 2016 – 2025 STRATEGIC PLAN

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Hamilton is environmentally sustainable with a healthy balance of natural and urban spaces.

Built Environment and Infrastructure

Hamilton is supported by state-of-the-art infrastructure, transportation options, buildings and public spaces that create a dynamic City.

Culture and Diversity

Hamilton is a thriving, vibrant place for arts, culture, and heritage where diversity and inclusivity are embraced and celebrated.

APPENDICES AND SCHEDULES ATTACHED

Appendix "A" to Report PED22113 - Location Map

**SUBJECT: Cultural Heritage Assessment for 374 Jerseyville Road West,
Ancaster (Ancaster High School) PED22113 (Ward 12) - Page 18 of 19**

Appendix "B" to Report PED22113 - Cultural Heritage Assessment Report for 374
Jerseyville Road, Ancaster, prepared by ARA

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Empowered Employees.

**SUBJECT: Cultural Heritage Assessment for 374 Jerseyville Road West,
Ancaster (Ancaster High School) PED22113 (Ward 12) - Page 19 of 19**

Appendix "C" to Report PED22113 - Cultural Heritage Assessment Report for 374
Jerseyville Road, prepared by ASI

Appendix "D" to Report PED22113 - ASI's Recommended Study Area for Surrounding
Area

Appendix "E" to Report PED22113 - Excerpt from Planning Committee Report 18-012,
as approved by Council

Appendix "F" to Report PED22113 - Proposed Severance Map

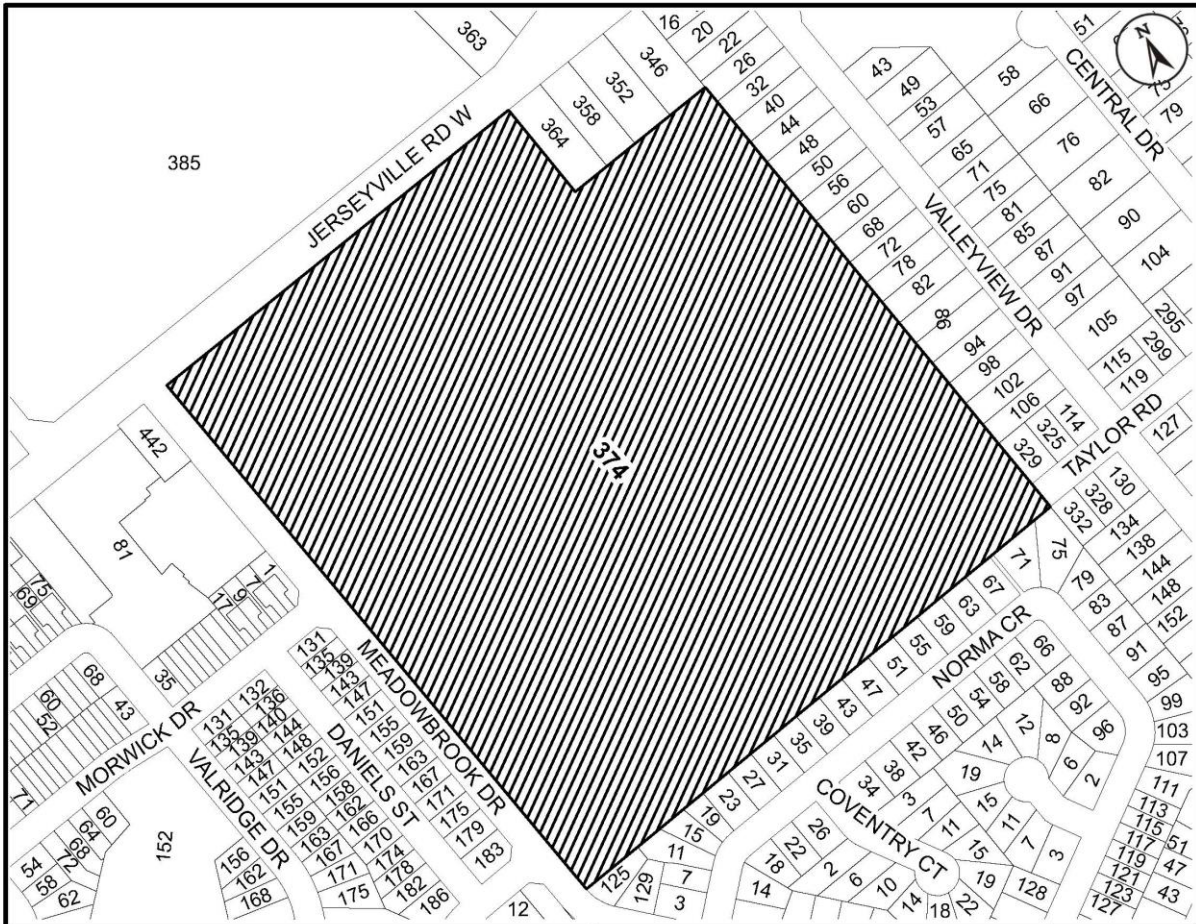
Appendix "G" to Report PED22113 - Council-Adopted Heritage Designation Process

SK:sd

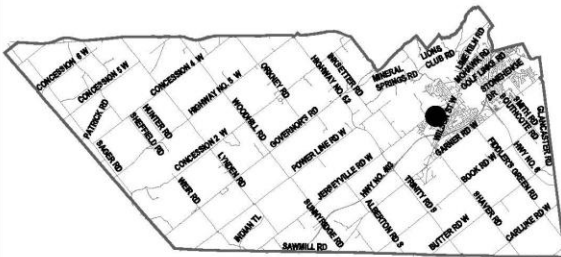
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● Site Location



Key Map - Ward 12

Location Map



Hamilton

PLANNING AND ECONOMIC DEVELOPMENT DEPARTMENT

File Name/Number:
374 Jerseyville Rd W


Date:
August 18, 2020

Appendix "A"

Scale:
N.T.S

Planner/Technician:
MB/AL

Subject Property

 374 Jerseyville Road West



**Cultural Heritage Assessment
374 Jerseyville Road West – Ancaster High School
Ancaster, ON**

Prepared for
Planning Division, Planning and Economic Development
City of Hamilton
71 Main Street West, 5th Floor
Hamilton, ON L8P 4Y5

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**FINAL
08/09/2020**

Original

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GLOSSARY OF ABBREVIATIONS

ARA – Archaeological Research Associates Ltd.
BDAC – Biographical Dictionary of Architects in Canada
CHVI – Cultural Heritage Value or Interest
HWDSB – Hamilton-Wentworth District School Board
MMAH – Ministry of Municipal Affairs and Housing
MHSTCI – Ministry of Heritage, Sport, Tourism, and Culture Industries
OHA – Ontario Heritage Act
O. Reg. – Ontario Regulation

PERSONNEL

Principal: P.J. Racher, MA (#P007), CAHP
Heritage Operations Manager: K. Jonas Galvin MA, CAHP
Project Manager: J. McDermid BA
Site Visit: K. Jonas Galvin, J. McDermid
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Historic Research: S. Clarke BA
Cartographer: L. Bailey (GIS)
Technical Writers: K. Jonas Galvin, J. McDermid, L. Benjamin MAES, CAHP, P. Young MA, CAHP

1.0 INTRODUCTION

The City of Hamilton retained Archaeological Research Associates Ltd. (ARA) to evaluate the potential cultural heritage value or interest of 374 Jerseyville Road West. This report examines the design of the property and presents its history and describes its context. Using this information, the cultural heritage value or interest of 374 Jerseyville Road West is evaluated against the criteria of *Ontario Regulation 9/06*. The report includes an examination of the property against the City of Hamilton's *Framework for Cultural Heritage Evaluation* Section 3 (Built Heritage) and Section 4 (Cultural Heritage Landscapes) as well as conclusions. The property is not currently listed on the City of Hamilton's *Inventory of Buildings of Architectural and/or Historic Interest* or the *Register of Properties of Cultural Heritage Value or Interest*.

2.0 PROPERTY LOCATION

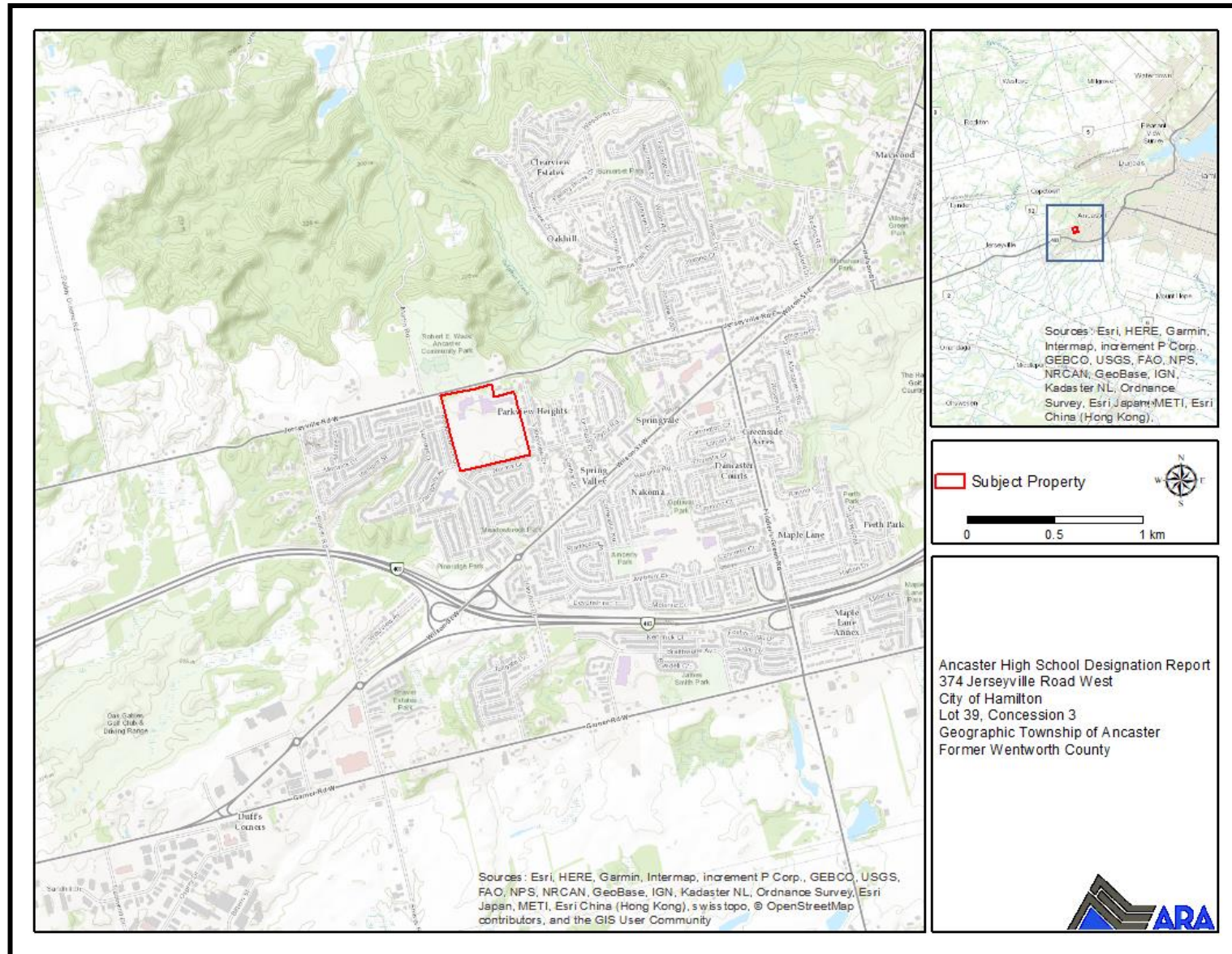
Civic Address: 374 Jerseyville Road West

Common Name: Ancaster High School

Legal Description: Part Lot 39, Concession 3, Geographic Township of Ancaster, now City of Hamilton

The 42.97-acre, approximately square-shaped subject property contains a two-storey institutional building and related outdoor fields and track as well as a City of Hamilton Recreation Centre with pool facilities. The municipal address is 374 Jerseyville Road West, Ancaster, Ontario. The property's legal description is Part Lot 39, Concession 3, Geographic Township of Ancaster, now City of Hamilton.

The Ancaster High School property is located on the south side of Jerseyville Road West, with the Robert E. Wade Ancaster Community Centre Park to the north, and a residential area located to the south and between Meadowbrook Drive to the west and Valleyview Drive to the east. The building is made up of an east and west wing (see current floor plans in Figure 2-Figure 6, original plans in Appendix A).



Map 1: Subject Property in the City of Hamilton
 (Produced by ARA under licence using ArcGIS® software by Esri, © Esri)

3.0 METHOD

This report examines the design of the property, presents its history and describes its context.

3.1 Site Visit

A site visit was conducted on March 13, 2019. Permission to Enter (PTE) was organized by the City of Hamilton with Hamilton Wentworth District School staff. Three city staff joined ARA staff members J. McDermid and K. Jonas Galvin for most of the site visit. The site visit began with an examination of the interior of the school. It should be noted that a portion of a second-floor hall was not accessible as school staff were waxing the floor, though photos were taken from either side of the restricted area. The site visit continued on the exterior of the school property. The rear of the sports fields was not accessible due to the icy conditions. As heritage assessments are interested in evaluating an entire property, the City of Hamilton-run recreation centre as well as the school grounds were also surveyed. No photos were taken within the recreation centre for privacy reasons as swim classes were underway during the site visit.

3.2 Research

Background information was obtained from historical maps (i.e., illustrated atlases), archival sources (i.e., historical publications and Hamilton Library records), and published secondary sources (online and print). Records held by the Hamilton Wentworth District School Board archives were reviewed, which include blueprints on microfiche and architect reports. A selection of slides is included in this report (see Appendix A). Additionally, land ownership history was obtained from land registry records, including abstract indexes and property instruments (see Table 4). As the subject property's function as a high school is relatively recent, city directories and tax assessment rolls were not reviewed for this project.

3.3 Community Consultation

The City of Hamilton provided copies of correspondence from the community. ARA also interviewed three selected stakeholders as directed by the City of Hamilton. The consultation results are summarized in Section 7.0.

3.4 Method Conclusion

Using the results of the site visit, research, and interviews detailed above, the cultural heritage value or interest of 374 Jerseyville Road is evaluated against the criteria prescribed in O. Reg. 9/06 of the *Ontario Heritage Act* (OHA) to determine if the property is worthy of designation under the *Ontario Heritage Act* (see Table 5). The property was also evaluated using the *City of Hamilton Framework for Cultural Heritage Evaluation* (see Appendix E). As a built heritage resource was being evaluated in addition to the property's landscape, Section 3 (Built Heritage) and Section 4 (Cultural Heritage Landscapes) of this framework was applied (see Table 6 and Table 7).

4.0 PHYSIOGRAPHIC CONTEXT

The site of the Ancaster High School lies within the physiographic region known as the Norfolk Sand Plain, which is a wedge-shaped plain stretching from the Niagara Escarpment southwesterly to the north shore of Lake Erie. The sands and silts of this region were deposited as a delta in glacial Lakes Whittlesey and Warren, which was built from west to east as the glacier withdrew (Chapman and Putnam 1984:153–154). The Norfolk Sand Plain region which extends from the North shore of Lake Erie and tapers up to the Grand River in Brantford (Chapman and Putnam 1984:153). The Norfolk Sand Plain was formed as a result of sands and silts that were deposited as a delta in glacial Lakes Whittlesey and Warren (Chapman and Putnam 1984:154). One important aspect of this region is its abundance of well-water, owing to the combination of sandy soil (aquifer) overlying finer silt and clay sediments which act as an aquitard, as well as higher than average summer precipitation amounts (Chapman and Putnam:154). However, drainage conditions vary across the landscape, with pronounced drainage near streams and their tributaries contrasting boggy wet sands to the north and in areas dividing the waterways (Chapman and Putnam 1984:154).

5.0 SETTLEMENT CONTEXT

The Greater Hamilton Area has a long history of Indigenous land use and settlement including Pre-Contact and Post-Contact campsites and villages. It should be noted that the written historical record regarding Indigenous use of the landscape in Southern Ontario draws on accounts by European explorers and settlers. As such, this record details only a small period of time in the overall human presence in Ontario. Oral histories and the archaeological record show that Indigenous communities were mobile across great distances, which transcend modern understandings of geographical boundaries and transportation routes.

Based on current knowledge, the cultural heritage resources located within the study area are tied to the history of the initial settlement and growth of Euro-Canadian populations in the now City of Hamilton. Accordingly, this historical context section spans the early Euro-Canadian settlement history through to the present. The Post-Contact period can be effectively discussed in terms of major historical events, and the principal characteristics associated with these events are summarized in Table 1.

Table 1: Post-Contact Settlement History
(Smith 1846; Coyne 1895; Lajeunesse 1960; DVSA 1971; Woodhouse 1973; Ellis and Ferris 1990; Surtees 1994; AO 2015)

Historical Event	Timeframe	Characteristics
Early Contact	Early 17 th century	Brûlé explores the area in 1610; Champlain travels through in 1615/1616; Iroquoian-speakers encountered; European goods begin to appear in Indigenous camps and settlements
Five Nations Invasion	Mid-17 th century	Haudenosaunee (Five Nations) invade ca. 1650; Neutral, Huron and Petun Nations are defeated/removed; vast Haudenosaunee dominance reestablished in the second half of the 17 th century; Explorers continue to document the area
Anishnabeg Influx	Late 17 th and early 18 th century	Ojibway, Odawa and Potawatomi expand into Haudenosaunee lands in the late 17 th century; Nanfan Treaty between Haudenosaunee and British in 1701; Anishnabeg occupy the area and trade directly with the French and English

Historical Event	Timeframe	Characteristics
Fur Trade Development	Early and mid-18 th century	Growth and spread of the fur trade; Peace between the French and English with the Treaty of Utrecht in 1713; Ethnogenesis of the Métis; Hostilities between French and British lead to the Seven Years' War in 1754; French surrender in 1760
British Control	Mid-18 th century	<i>Royal Proclamation</i> of 1763 recognizes the title of the First Nations to the land; Numerous treaties arranged by the Crown; First acquisition is the Seneca surrender of the west side of the Niagara River in August 1764
Loyalist Influx	Late 18 th century	United Empire Loyalist influx after the American Revolutionary War (1775–1783); British develop interior communication routes and acquire additional lands; <i>Constitutional Act</i> of 1791 creates Upper and Lower Canada
County Development	Late 18 th and early 19 th century	The area that would eventually become Wentworth County was initially part of Lincoln County's First Riding in the Niagara District. In 1816, Wentworth County was created within the Gore District and included the Townships of Ancaster, Barton, Glanford, Binbrook, and Saltfleet. Following the abolition of the district system, in 1849 the boundaries of Wentworth County were reconfigured, and became comprised of the Townships of Beverley, Ancaster, West Flamborough, East Flamborough, Barton, Saltfleet, Glanford, and Binbrook.
Township Formation	Early 19 th century	Ancaster first settled by United Empire Loyalist squatters in 1789; Surveyed by Augustus Jones in 1793; Traversed by the Governor's Road (Dundas Street) in 1794; Military veterans granted reserve lots along the road; Remainder settled by a mixture of Loyalists, army officers and officials, Presbyterians from Scotland, Methodists from New Jersey, and Methodists from New York and Pennsylvania; Population reached approximately 200 in 1800 and 1,000 in 1817
Township Development	Mid-19 th and early 20 th century	Population reached 2,930 by 1841; 16,949 ha taken up by 1846, with 7,271 ha under cultivation; Two grist mills and six saw mills in operation at that time; Bypassed by the Great Western Railway (1853), which impacted exports; Traversed by the Toronto, Hamilton & Buffalo Railway (1895); Communities at Dundas, Ancaster, Jerseyville, Copetown, Alberton, Renforth and Carluke.

5.1 Township of Ancaster

Historically, the Township of Ancaster was bordered by the Townships of Beverly and West Flamborough to the north, Cootes Paradise Marsh and Burlington Bay to the northeast, the Townships of Barton and Glanford to the east, and the Townships of Seneca, Onondaga and Brantford to the southwest. According to one early source, the township was "well-settled, and contains some fine farms" (Smith 1846:6). Its settlement and subsequent prosperity were strongly influenced by the construction of the 'Governor's Road' (Dundas Street), which was built from Burlington Bay to the forks of the Thames River ca. 1794 (Woodhouse 1973:19).

A total of seven phases of settlement have been identified in the Township of Ancaster (Woodhouse 1973:6–7). The first phase consisted of the arrival of United Empire Loyalist squatters in 1789, many of whom came via the Township of Barton. These pioneers quickly found the area to be a true frontier, as there were no roads or other settlers to the south, west or north at that time. The closest community was Newark (Niagara-on-the-Lake), as Queenston, St. Catharines and Grimsby were only newly-emerging at that time and Hamilton, Dundas and

Brantford did not yet exist (Woodhouse 1973:3). Some twenty-two names of squatters who arrived in 1789 are included in a letter of petition from 1793 that lists various reasons why they should be confirmed as legitimate landowners; names on the petition included James Wilson, Isaac Horning and John Aikman (Woodhouse 1973:12–13).

Military veterans were granted reserved lots along the 'Governor's Road' during the second phase of settlement, and the third phase of settlement consisted of settlers who arrived after Augustus Jones' survey in 1793 (Loyalists from New York and Pennsylvania settled east of Fiddler's Green Road, whereas lands to the west were given to army officers and officials who then sold the land to actual settlers). The fourth phase of settlement occurred in the southern 'Scotch Block' with the arrival of Presbyterians from Scotland, and the fifth phase consisted of Methodists from New Jersey who founded the 'Jersey Settlement' (Jerseyville). Methodists from New York and Pennsylvania settled along Highway 53 during the sixth phase, and the Village of Ancaster was settled during the seventh phase (Woodhouse 1973:6–7).

The first settlers noted that the area was largely occupied by First Nations groups, who "in large numbers roved up and down the country at will" (DVSA 1971: viii). Michael Showers Jr. and his brother Daniel were the first to receive land grants in the township in 1793, settling on Lots 51–52, Concession 1 and Lot 40, Concession 3, respectively (Woodhouse 1973:9). During the War of 1812, Ancaster men formed a company under Captain John Chisholm, and following the war "immigrants poured in and made themselves homes in the wilderness" (DVSA 1971: viii).

The population of the township was approximately 200 in 1800, 1,000 in 1817 and 2,000 in 1830 (Woodhouse 1973:8). By 1846, a total of 16,949 ha had been taken up in the township, 7,271 ha of which were under cultivation. There were two grist mills and six saw mills in operation at that time, and the population reached 2,930 by 1841 (Smith 1846:6). The population of the township began to wane soon after; the area was bypassed by the Great Western Railway in 1851. The lack of rail services and the township's distance from water effectively cut Ancaster out of export market industries (Woodhouse 1973:3). The most prominent historic settlements in the township included Dundas and Ancaster, although smaller communities also developed at Jerseyville, Copetown, Alberton, Renforth and Carluke.

Dundas developed in the northeastern part of township, and prior to 1814 it was known as Coote's Paradise. The first settler in Dundas was Anne Morden, a Quaker who emigrated from New Jersey in 1786 with her four sons, three daughters, nephew and two granddaughters (Woodhouse 1965:10). When Jones surveyed the area in 1793, he found the Mordens squatting on a large parcel of land, and he named Morden Creek after them (Woodhouse 1965:10). By 1800, approximately 45 people already lived in the area, including Anne Morden, Harcar Lyons, John Morden, John Mills, David and Ralph Morden, Michael and John Showers, Manuel Overfield, Edward Prey and their families (Woodhouse 1965:14).

Dundas soon became a manufacturing town, and the Desjardins Canal was cut to connect the settlement to Burlington Bay to facilitate the transportation of the township's goods and farm produce. This project was chartered in June 1826, and the canal had a major impact on the prosperity of both Dundas and Hamilton (DVSA 1971: xv). By the mid-19th century, Dundas had a population of 1,700 and contained a large variety of factories, businesses and hotels (Smith 1846:49). The Town of Dundas was incorporated in 1847.

The Town of Ancaster began when James Wilson built a grist and saw mill in 1791, which was soon followed by a store, tavern, blacksmith shop and distillery. Wilson's employees settled near

the mills, and the community was known as Wilson's Mills until 1795 (Woodhouse 1971:3). Situated along the Hamilton and Brantford Plank Road, Ancaster was the principal place of business in the township until Dundas began to thrive in the 1820s. Like Dundas, however, Ancaster was soon eclipsed by Hamilton following the opening of the Burlington Bay Canal, which transformed Hamilton into a deep-water port with warehouses, wholesalers and middlemen during the 1830s (Woodhouse 1971:3). By 1846, Ancaster had a population of 150 and contained one grist and saw mill, one physician, one lawyer, one tannery, one foundry, two stores, two grocers, two taverns, one blacksmith, two tailors and two shoemakers (Smith 1846:5–6).

By the 20th century, the Town of Ancaster was largely overshadowed by the City of Hamilton regarding population. Industry in Ancaster had essentially vanished, with large industrial operations being located within the City of Hamilton where various shipping opportunities such as those via rail and water were easily accessible. Regardless, Ancaster remained a tightly-knit community surrounded by the rural agricultural landscape. In 2002, the Township of Ancaster was amalgamated with the City of Hamilton to create the Regional Municipality of Hamilton-Wentworth, while remaining a small-town locale (HPL 2019).

5.2 1950s and 1960s Schools

The baby boom was accompanied by a school boom for all the children. "Long, low buildings with lots of light, a large auditorium and gym, and ample fields for Physical Education and sports were the standard design" (Kyles 2016: 5). In 2011, the Hamilton-Wentworth District School Board (HWDSB) stated they have one of the oldest building infrastructures in Ontario, with the average facility age at 52 years (HWDSB 2011: 7). A chart is provided to illustrate the rise in secondary enrolment through the 1960s (see Figure 1, HWDSB 2011:8).

Based on the City of Hamilton's Places of Education Inventory (City of Hamilton 2019), the City of Hamilton contained ten public high school buildings constructed during this era (see Table 2). Six public elementary schools were also included in the City of Hamilton's list that were constructed in Ancaster during this time period (see Table 3). It should be noted that some schools have been demolished and replaced with a newer build. In these cases, the original school listing was not listed on this inventory. In addition, a construction date was not provided for all schools.

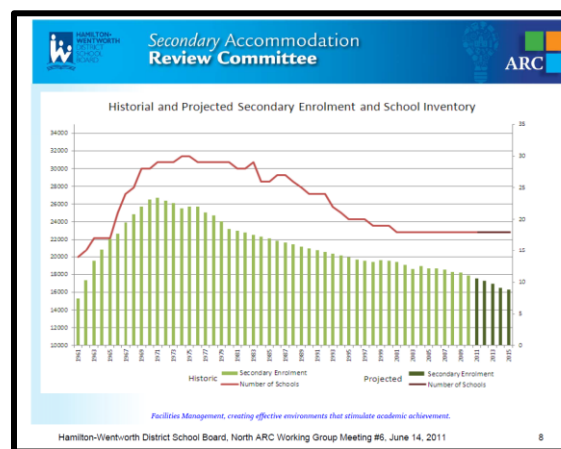


Figure 1: Historic Secondary Enrolment and School Inventory 1961-2015 (HWDSB 2011:8)

**Table 2: Hamilton Area High Schools built 1950s and 1960s
(City of Hamilton 2019)**

Name	Address	Year	Status
Glendale	145 Rainbow Drive	1959	
Orchard Park	200 Dewitt Rd, Stoney Creek	1966	
Parkside	31 Parkside Ave	1960	Demolished 2017
Sherwood	25 High Street	1967	
Sir Allan McNab	145 Magnolia Drive	1969	
Sir John A. Macdonald	130 York Blvd	1970	Listed on Municipal Heritage Register
Sir Winston Churchill	1715 Main Street East	1967	
Westmount	39 Montcalm Drive	1961	
Ancaster High School	374 Jerseyville Road	1959	
Highland Secondary School (now Dundas Valley SS)	310 Governors Road	1966	

**Table 3: Ancaster Elementary Schools built 1950s and 1960s
(City of Hamilton 2019)**

Name	Address	Year	Status
Maple Lane School	20 Miller Drive	1954	Approved for demolition
Ancaster Senior Public School	295 Nakoma Road	1968	
Rousseau School	103 McNiven Road	1958	
Fessenden Public School	168 Huron Ave	1959	
C.H. Bray	99 Dunham Drive	1953	Approved for demolition
Queen's Rangers Elementary School	1886 Governors Road	1958	

5.3 Site Specific History

The Crown Patent for the subject property went to Thomas Ridout in 1796. In 1799, Ridout sold his holding to Jacob Herchmer, a United Empire Loyalist from New York State, though his purchase was released in 1800 and returned to Ridout. In November of 1800, Ridout mortgaged the property to the "Trustees of the Mohawk Indians". Henry Markle [Maracle] then sold the north part of the property (104 acres/42a) to Peter Hogeboom in 1816. Three years later, Peter Hogeboom sold the property to George Hogeboom who retained the property from 1819–1856. In 1856, Hogeboom sold the property to William Scott (Map 2), though an 1866 Will of William Gourlay saw the property transferred to James Wilson by 1867 (Map 3). Wilson retained the property until 1877, when he sold it to William Shaver.

The property remained under the ownership of the Shaver family until 1939, during which time it was transferred from William Shaver Sr. by his executors in 1889 to William Shaver Jr., by Shaver Jr.'s executors to Norman and Frederick Shaver in 1909, and finally sold by Norman Shaver to George and Mary Nicholson in 1939. The Nicholson's held onto the property for only one year before selling it to George W. Jerome's widow Ida and her son Vernon in 1940 (see Table 4).

In August of 1957, the Jerome Estate sold a 21.15 acre (8.55 ha) parcel to the Ancaster Township High School Board for the construction of the Ancaster Township High School (LRO 1957, see Table 4). Another property (owned by the McNiven family) that was sold to the Ancaster School Board (for an elementary school) had a stipulation registered on the property title that the land be used "for school purposes only.". However, School Board minutes from 1957 state that the school board should seek to "avoid such pitfalls in the future" relating to property purchased by them (HWDSB 1957:34). As such, no such stipulation was found on title for the subject property when the Jerome property was transferred to the school board. Further, although it is said that Walter Ferguson, a town councillor at the time of the purchase who became chair of the school board around 1959, specified orally that the grounds were to be used only for the benefit of the community as green space, there is no documented record in the school board meeting minutes (see Appendix C).

Jerome Vernon's son and wife sold the remainder of their property (21.82 acres) to the school board in 1967 for \$1.00 (see Plate 2). After which the school board wasted no time planning the West Wing (see McIntosh & Moeller plans in Appendix A).

5.3.1 Ancaster School Board

The Ancaster District High School Board was established and held their first meeting of the Board of Directors in 1937 (Pell 1978:5). The board was created to manage the secondary school needs of the Township of Ancaster. During a Board meeting in 1955, it was decided that a site should be purchased for the erection of a high school in the township. During a 1957 council meeting, the motion that the Ancaster High School Board be paid \$12,000.00 for the purchase of the school site was carried (see Plate 3). The Ancaster High School at 374 Jerseyville Road was constructed out of necessity in 1958. The increased population of high school students was a direct result of the baby-boom following the end of the Second World War. This large influx of high-school aged children from Ancaster were attending secondary schools in Hamilton, Brantford and Lynden because an institution was not available in the Township of Ancaster. As a result of the growing student body and the costs associated with having students attend schools outside of the township, it was decided that a high school should be built locally. The Ancaster High School Board was later renamed the Ancaster Township High School Board. This board was independent from the Ancaster Township School Board, which administered the public elementary schools (HWDSB 1958:1).

5.3.2 Ancaster High School

In 1957, plans were in the works for the construction of a high school in the Township of Ancaster following the purchase of the Jerome family farm property on Jerseyville Road. The property was surveyed prior to the finalization of the purchase, with the official transfer of 21.15 acres (8.55 ha) from the Jerome estate to the Ancaster Township High School Board occurring on August 1, 1957 (see Table 4). The architectural firm, Prack and Prack, was awarded the contract to design the new Ancaster high school.

Originally based in Pittsburgh, PA, Bernard Prack opened an office in Hamilton, ON with Ren Perrine of Cleveland, OH in 1911 where the pair became successful industrial architects. During their first year at their Hamilton office, Prack and Perrine successfully completed 20 large-scale industrial architectural contracts. Perrine left the firm in 1917, after which Bernard Prack opened a branch office in Toronto. In 1927, Bernard Prack renamed the firm Prack and Prack, after his brother Frederick joined his architectural firm. Many of Prack and Prack's architectural designs

were created for industry, though by the mid-20th century, educational facilities such as Westdale Secondary School (1929–30), Central High School of Commerce, later named Sanford Avenue School (1932, demolished in 2013) and a major addition to Delta Secondary School (1948) in Hamilton were designed by the pair (BDAC 2019a). These three schools listed in the Biographical Dictionary of Architects in Canada (BDAC) are designed in the Collegiate style (see Plate 4-Plate 6). Ancaster High School is not representative of this design caliber. Rather, it may be an example of a departure from the typical institutional buildings for which Prack & Prack are known or it may represent the end of a foregone style of Collegiate architecture, which by mid-century was being replaced with more sleek, modern and understated designs.

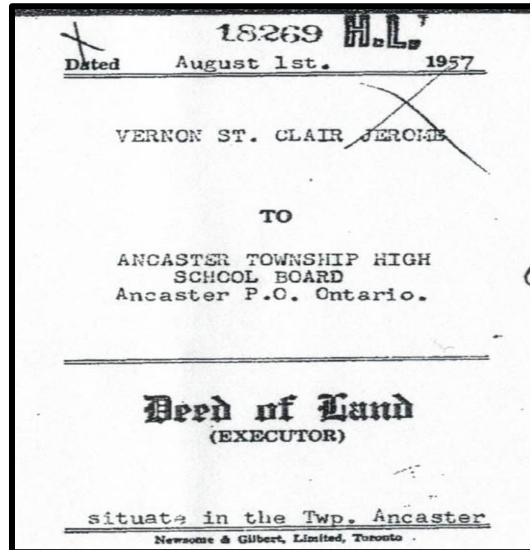


Plate 1: Except from the Land Deed
(LRO #62 Instrument HL18269)

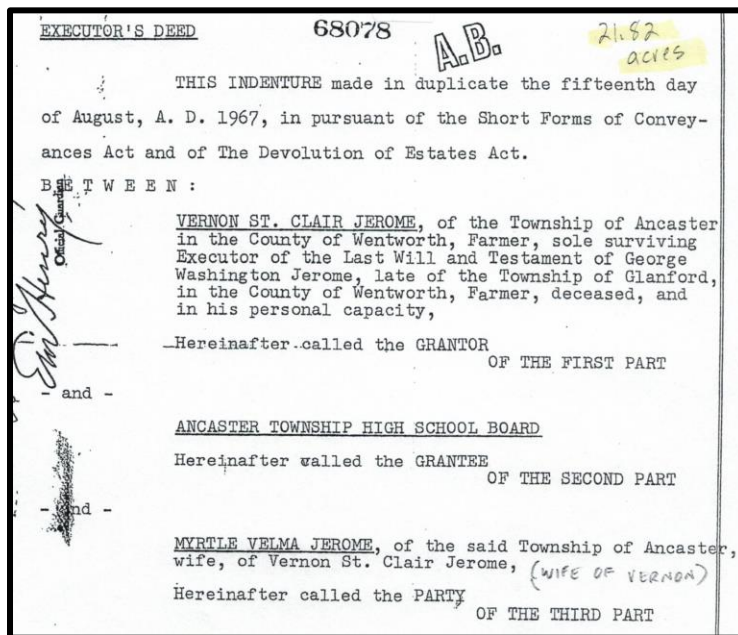


Plate 2: Except from the Land Deed
(LRO #62 Instrument AB68078)

request for a payment towards the cost of a high school site.

Motion No. 1

Moved by Councillor Beckett
Seconded by Councillor Buckby

That the Ancaster High School Board be paid \$12,000.00 for the purchase of a school site.

CARRIED.

**Plate 3: Except from Township of Ancaster Meeting Minutes
(Township of Ancaster 1957)**



**Plate 4: Westdale Secondary School
(Connoronnoc 2014)**



**Plate 5: Delta Secondary School
(Flar 2006)**



**Plate 6: Sanford Avenue School (formerly Central High School, now demolished)
(Healy 2013)**

Architects McIntosh and Moeller were hired to oversee the installation of landscaping on the property in 1960 as formal landscaping work had been largely abandoned following the construction of the Ancaster Township High School in 1958. Formal landscaping is not clearly evident in the present landscape. In 1961, McIntosh and Moeller were again hired, though this time for the design of a vocational wing. This firm was active in Hamilton during the mid-century; they also designed the mid-century style Market Square car park (1960; Allen 2018), the vocational portion of the now Mohawk College West 5th Campus (mid-1960s; Osbaldeston 2016: 133). D. N. McIntosh himself is noted to have designed a school in Waterford for the local Board of Education in 1949-50, and a major addition to the High & Vocational School in Simcoe in 1950 (BDAC 2019a). Biographical Dictionary of Architects in Canada (BDAC) in Canada has no listing of McIntosh & Moeller as an architecture partnership. The Ancaster High & Vocational School 1968 addition was planned and constructed by the Ancaster Township High School Board (at the time), the general contractor was Harm Schilthuis and Sons Ltd. and the Architects and Engineers were supplied by McIntosh & Moeller.

After the *Technical and Vocational Training Assistance Act* (TVTA) passed in 1960, Ontario received federal money for local school boards to build and/or add to secondary schools as long as "at least one-half of the school time [must be] devoted to technical, commercial and other vocational subjects or courses designed to prepare students for entry into employment by developing occupational qualifications" (Smaller 2000:14). The 1960s additions to Ancaster High School were built following the establishment of 'Robart's Plan' (Pell 1978:15,16). This plan was formally named 'Program of Study for Secondary Schools' and was established while John Robarts was the Minister of Education in 1961 as Ontario's answer to the TVTA; organizing secondary education into three programs: arts and sciences; business and commerce; and science, technology and trades (Ministry of Education 1994).

During the mid-1960s, Ontario local school boards built 335 new secondary schools, and constructed additions to 83 existing schools (Smaller 2000:14). The Ancaster Township High School remained the only one in Ancaster until a second school was constructed in 1978 (Pell 1978:19).

In 1978, after much back and forth between the school board and the Township of Ancaster, funding was secured and an agreement was reached for the construction of a pool at the Ancaster Township High School. This pool was to be available for school uses from 8:00 a.m. to 5:00 p.m., after which time it would remain open for community activities and uses (Hamilton Spectator 1978).

The school was attended by some notable alumni. The following individuals are recognized through the "Hall of Distinction" (HWDSB 2019):

- Bob Cameron, a football player who is a Member of the Canadian Football Hall of Fame;
- Marilyn McHarg, a humanitarian who is Executive Director – Medecins Sans Frontieres and received the Order of Ontario in 2015;
- Dr. Allan J. Ryan, an academic and author;
- Allen Stacey, a conservationist, who raised money to purchase lands that are now part of the Dundas Valley Conservation area and who served Chairman and/or Board member of the Hamilton Conservation Authority for 25 years (1973-1998); and,
- Daniel Lanois, a Record Producer and Engineer/Musician/Singer-Songwriter who is a 7-time Grammy Award winner and a 5-time Juno Award winner.

**Table 4: Land Registry Abstract Index for Part Lot 39, Concession 3
(LRO #62)**

Instrument #	Instrument	Date	Grantor	Grantee
	Patent	6 May 1796	Crown	Thomas Ridout
18	B&S	15 May 1799	Thomas Ridout	Jacob Herchmer et al
24	Release	17 Nov 1800	Jacob Herchmer et al	Thomas Ridout
244	Mortgage	6 Nov 1800	Thomas Ridout	"Trustees of the Mohawk Indians"
352 ½ n	B&S	19 Jun 1811	Thomas Ridout	Henry Markle
212	B&S	11 Dec 1816	Henry Markle	Peter Hogeboom
581	B&S	6 Jan 1819	Peter Hogeboom	George Hogeboom
756	B&S	23 Nov 1856	George Hogeboom	William Scott
33	Will	28 Sep 1866	William Gourlay	
218	Assignment	11 May 1867	William Gourlay	James Wilson
2472	B&S	4 Apr 1877	James Wilson	William Shaver
5761	B&S	18 Oct 1889	Executors of William Shaver	William Henry Shaver
10750	B&S	15 Jun 1909	Executors of William Henry Shaver	Norman and Frederick Shaver

Instrument #	Instrument	Date	Grantor	Grantee
21499	Grant	5 Jul 1939	Norman Shaver	George and Mary Nicholson
1781	Grant	7 Jun 1940	George and Mary Nicolson	Ida Jerome and Vernon St. C. Jerome
HL17974	Order	30 Jul 1957	Jerome Estate	Ancaster Township High School Board
HL18269	Transfer	1 Aug 1957	Jerome Estate	Ancaster Township High School Board
AB68078	Grant	15 Aug 1967	Jerome Estate	Ancaster Township High School Board

6.0 PROPERTY DESCRIPTION

The property at 374 Jerseyville Road West, Ancaster containing Ancaster High School is a 42.97-acre lot with a two-storey brick and concrete school situated behind a stand of mature trees at the north end of the subject property. The subject property is accessed by entrances at Jerseyville Road West, Meadowbrook Drive and Taylor Road. The south portion of the property features large open sports fields including a track and soccer pitches. There is a Private Road that provides access around the west side of the property to the rear of the Aquatic Centre as well as access to Meadowbrook Drive (see Image 1 and Image 2 and Map 8). The Private Road winds around the east side of the school building to a rear parking lot and connects to tree-lined Taylor Road (closed) that runs along the east side of the track and back field connecting to the residential area to the west and south (see Image 3 and Map 5-Map 9).

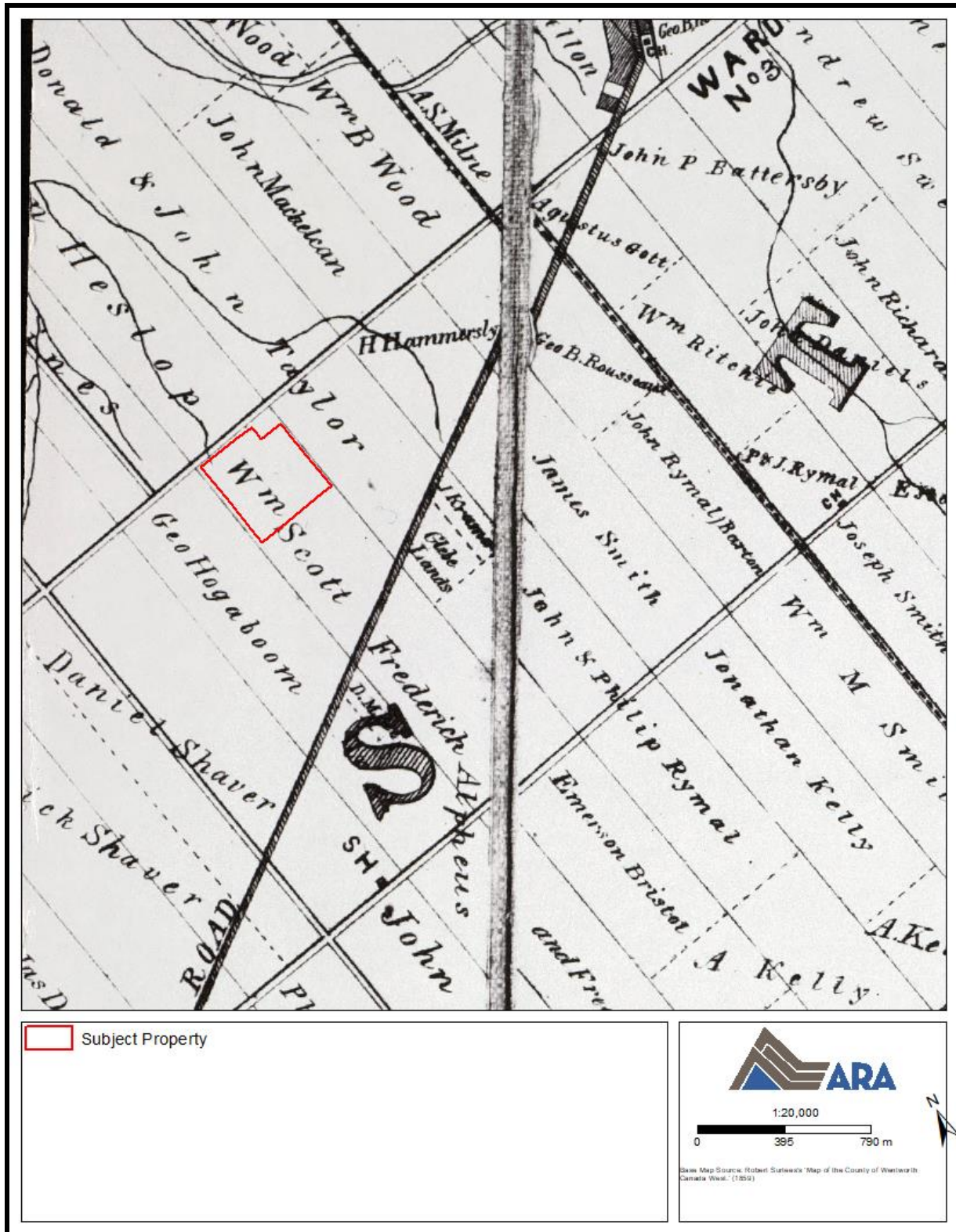
The school was built in 1958-9 on the original 21-acre lot (see Map 4-Map 5). The school opened in September 1959. School additions occurred in 1961, 1963, 1965, 1966, 1968 (see Map 6) and the final building addition of the Ancaster Aquatic Centre in 1979 (see Map 7).

The now 175,700 square foot building (CS&P Architects 2016:1) features two wings. The east wing (referred to in architect floor plans as "Plan B", CS&P Architects 2016:5, 7; see Figure 2 and Figure 3) houses the main foyer, a cafeteria, three gymnasiums, the library, main office and classrooms. The original L-shaped school structure (see historic aerial Map 5 and original architect plan in Appendix A) makes up most of the east wing. Additions to the east wing include the L-shaped area south of the two original gymnasiums (housing the cafeteria, third gym and library) as well as another L-shaped addition to the east. Appendix A contains original plans for the school as well as plans for the additions. A basic floor plan located inside the main entryway is also provided (see Figure 6).

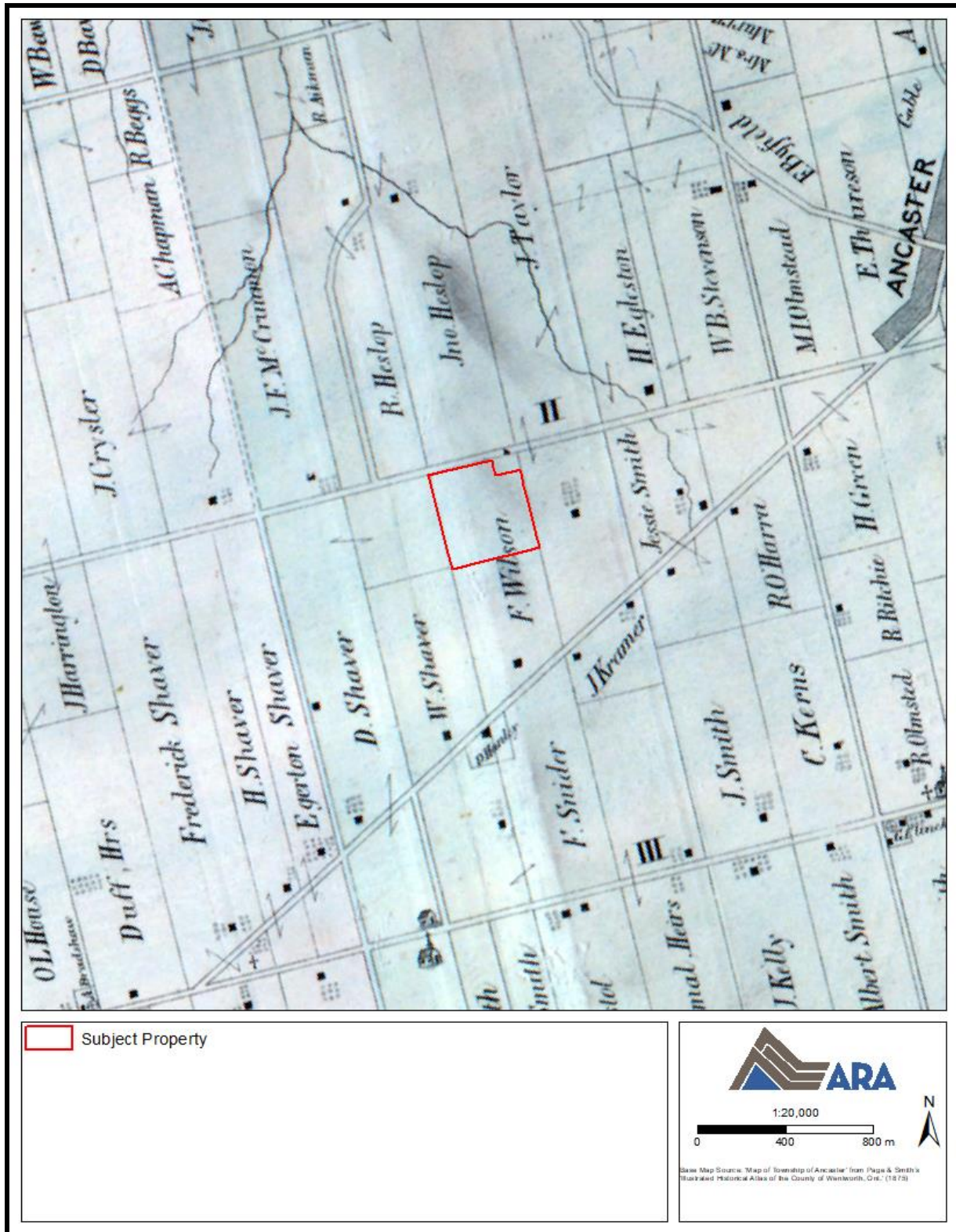
The west wing (referred to in architect floor plans as Plan A, CS&P Architects 2016:4, 6; see Figure 4 and Figure 5) contains specialty classrooms/shops (manufacturing, transportation/aviation, construction, comm tech, family studies, etc.), the auditorium, another cafeteria and gymnasium. The science labs and library were updated in 2015.

As a result of the numerous additions and subsequent renovations, the school layout appears haphazard with no clear cohesive plan (see Map 9). As noted in the Feasibility Study and Concept Design (2016) for the current proposed changes to the school, and which proves relevant when speaking to past changes, the "design responds to current and future needs, unanticipated changes to pedagogy, curriculum, technology and learning expectations" (CS&P Architects 2016:1).

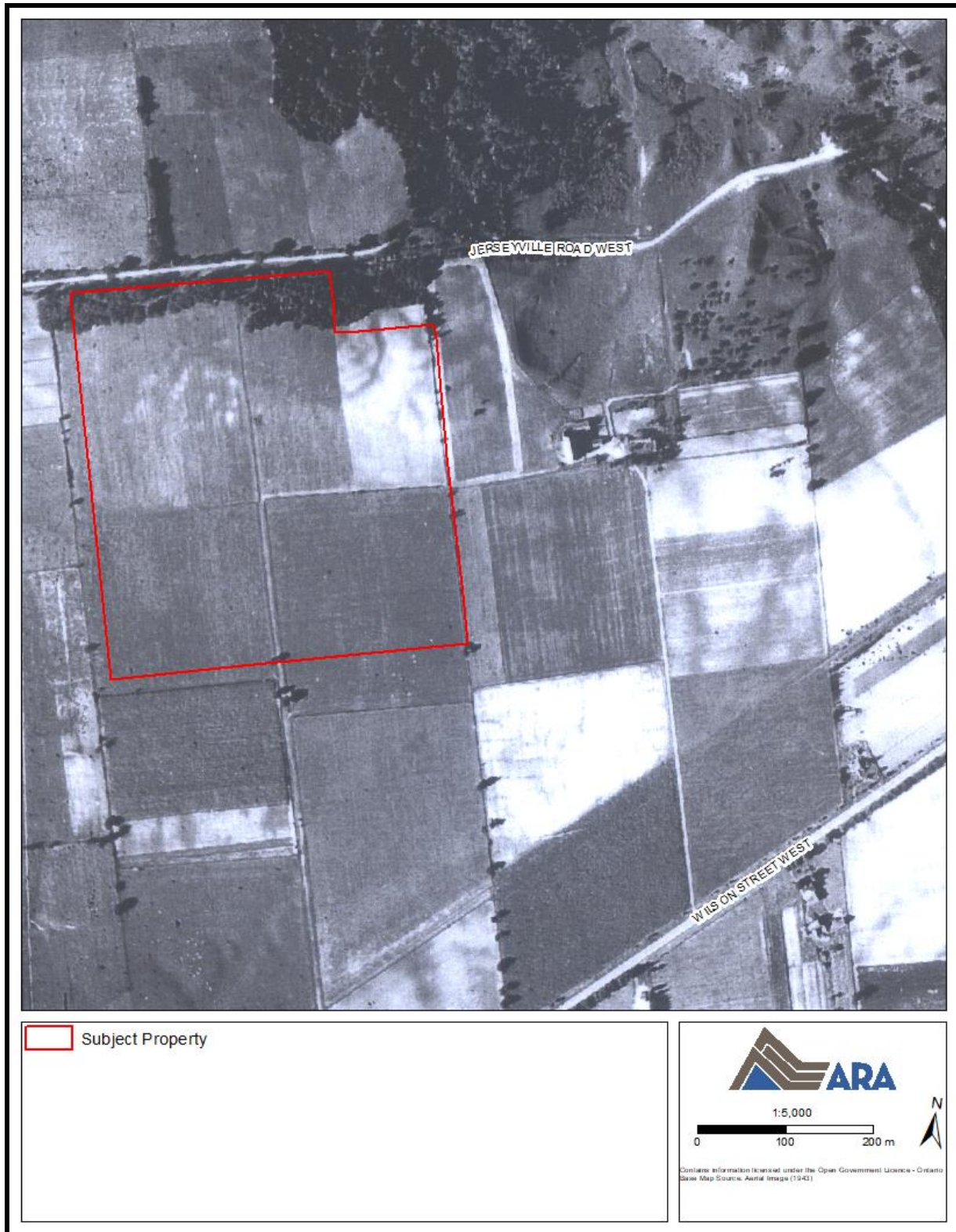
In a *Hamilton Wentworth District School Board Feasibility Study and Concept Design Report*, the architects note the current conditions of the school. The architectural section notes fair to poor conditions of the brick cladding, pre-cast concrete panels, flooring, walls, ceiling, cabinetry and millwork (CS&P Architects 2016:2).



Map 2: 1859 Map of the County of Wentworth, Canada West showing
374 Jerseyville Road – Ancaster High School
(R. J. Surtees 1859)

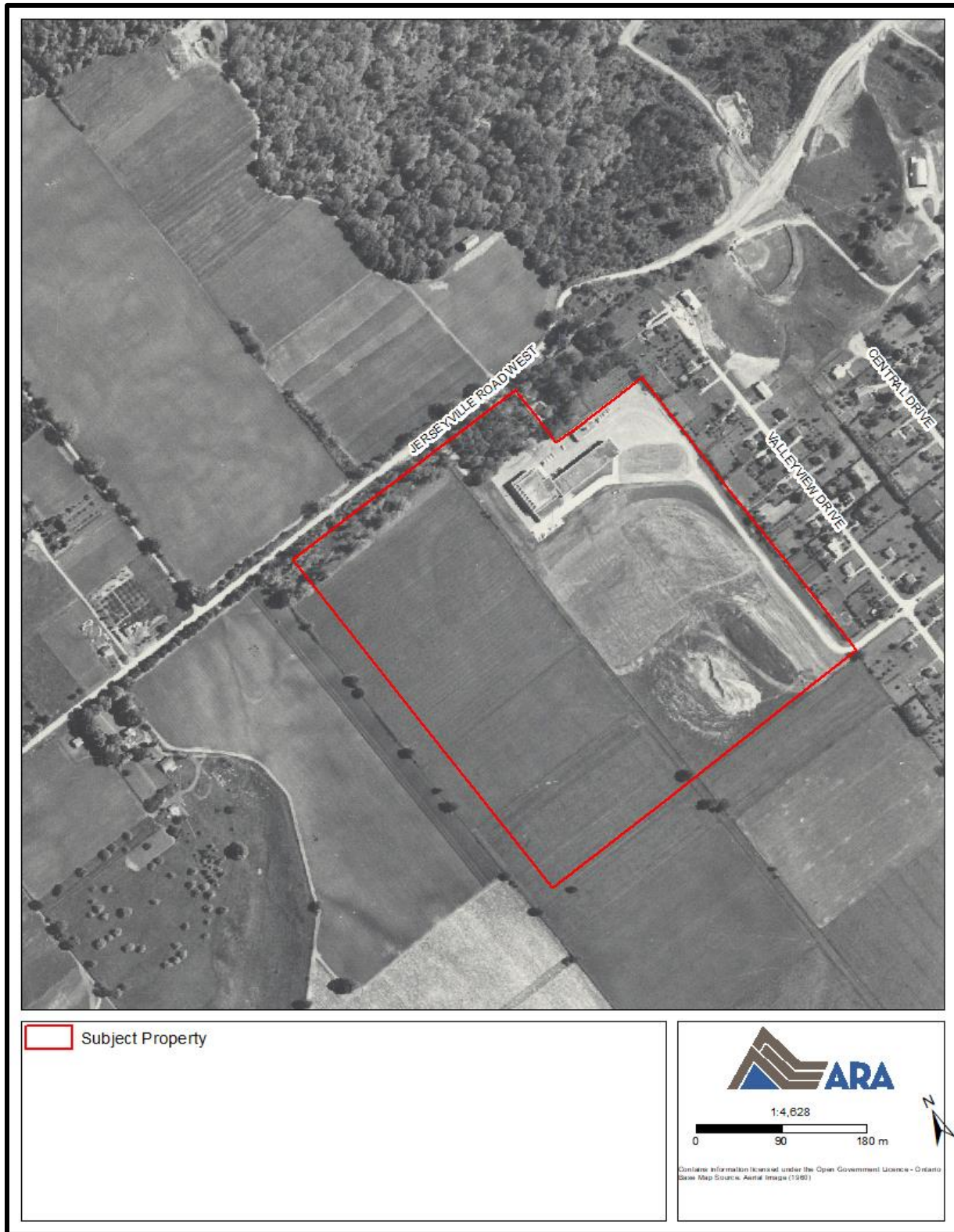


Map 3: 1875 Illustrated Historical Atlas of the County of Wentworth showing 374 Jerseyville Road, Hamilton – Ancaster High School (Page & Smith 1875)



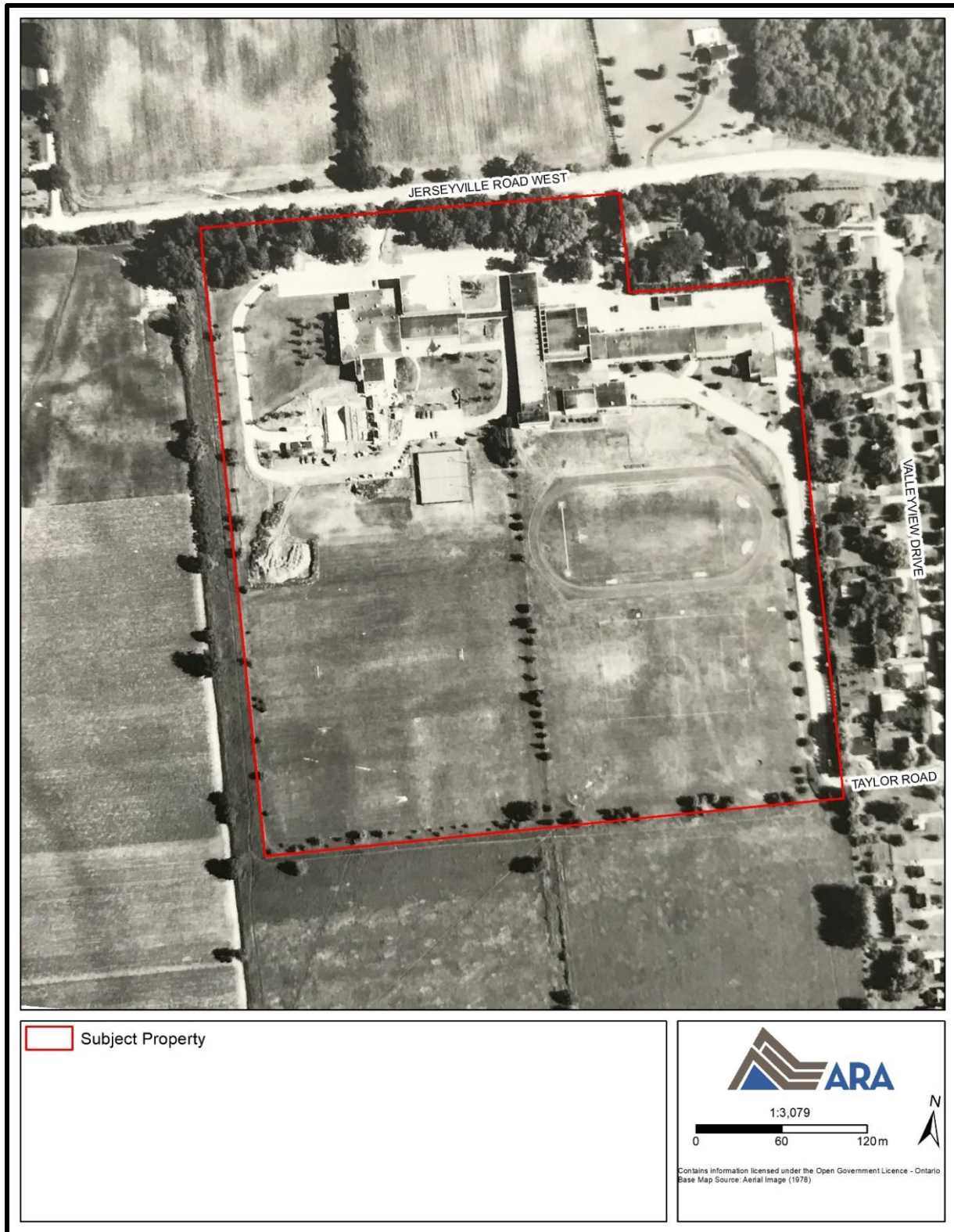
Map 4: Aerial Image (1943)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



Map 5: Aerial Image (1960)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



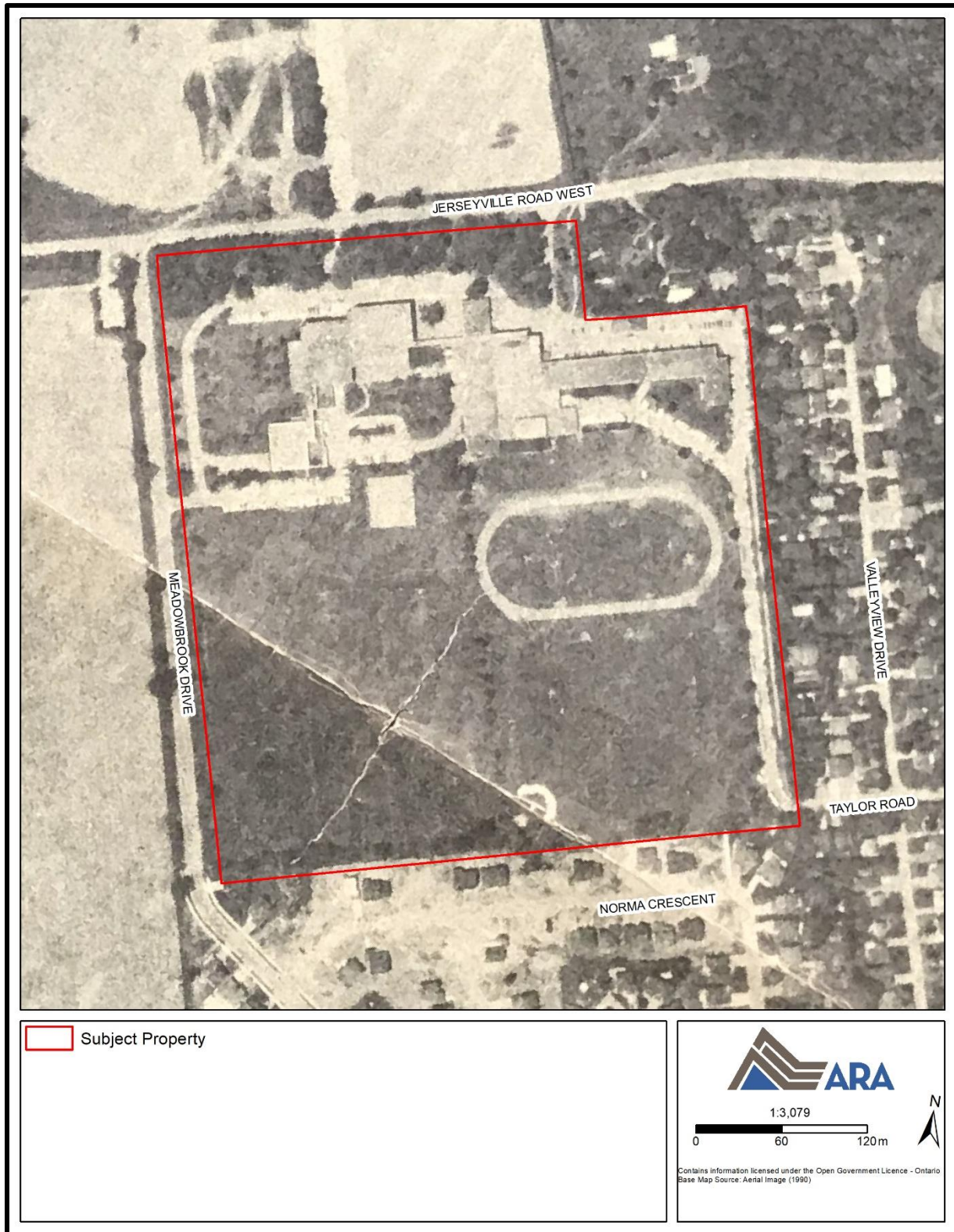
Map 6: Aerial Image (1978)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



Map 7: Aerial Image (Spring 1985)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



Map 8: Aerial Image (1990)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



Map 9: Aerial Image (Current)

(Produced under licence using ArcGIS® software by Esri, © Esri; McMaster University 2019)



**Image 1: View of Private Road across north side – Ancaster High School
(Photo taken on March 13, 2019; Facing East)**



**Image 2: View of Private Road running along west side – Ancaster High School
(Photo taken on March 13, 2019; Facing South)**



**Image 3: View of Taylor Road running along east side of field
(Photo taken on March 13, 2019; Facing South)**

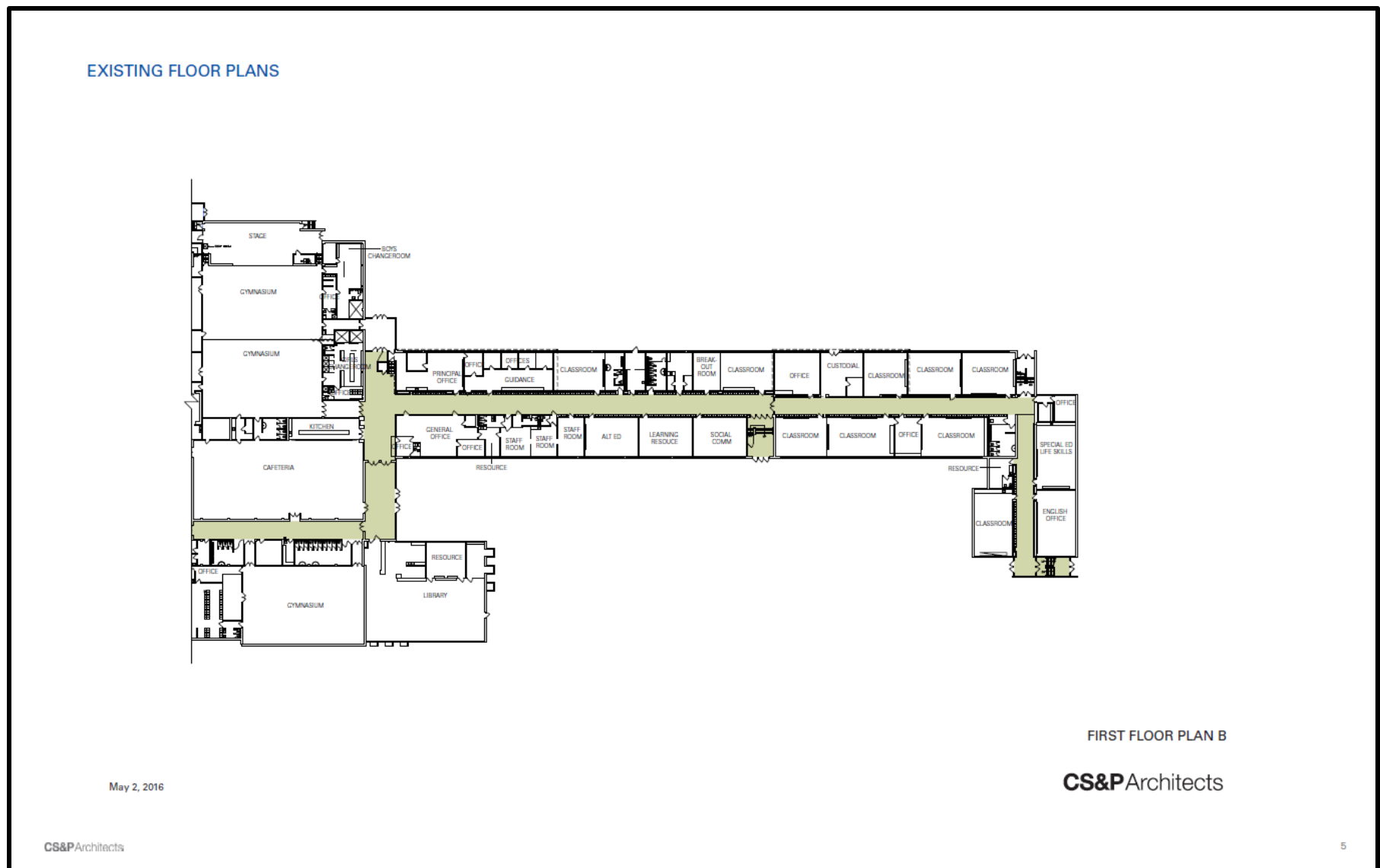


Figure 2: East Wing (Plan B) First Floor
(CS&P Architects 2016:5)

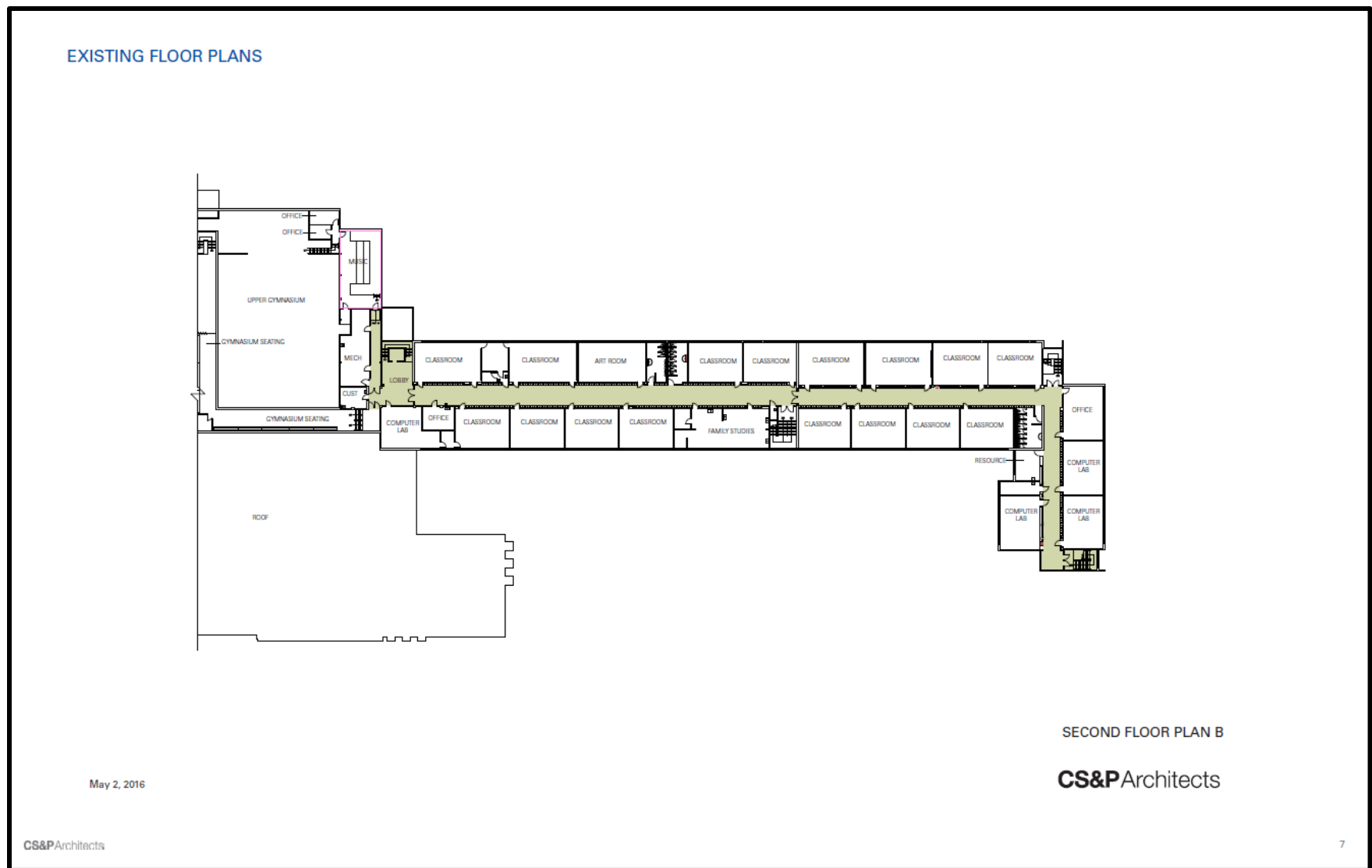


Figure 3: East Wing (Plan B) Second Floor
(CS&P Architects 2016:7)

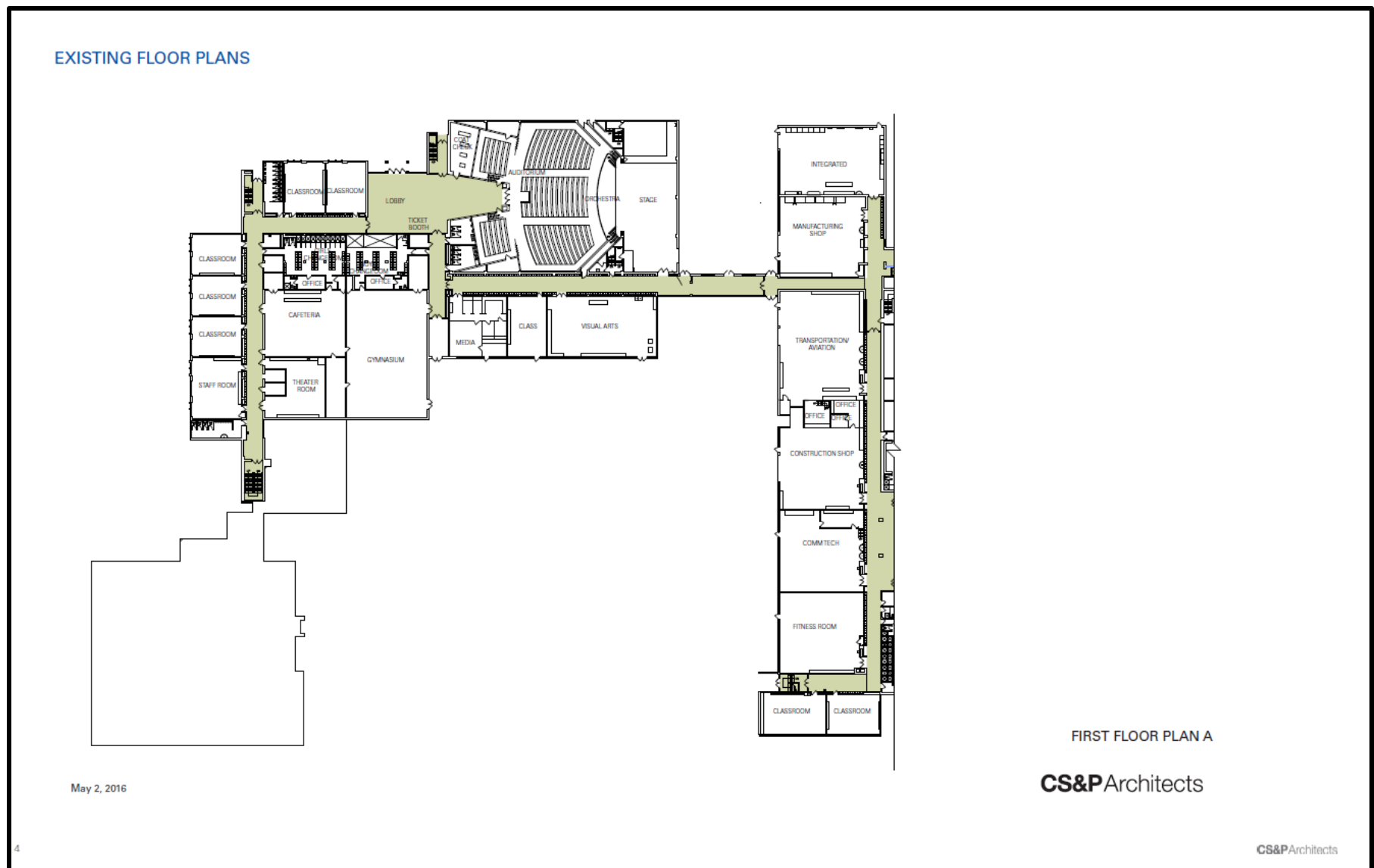


Figure 4: West Wing (Plan A) First Floor
(CS&P Architects 2016:4)

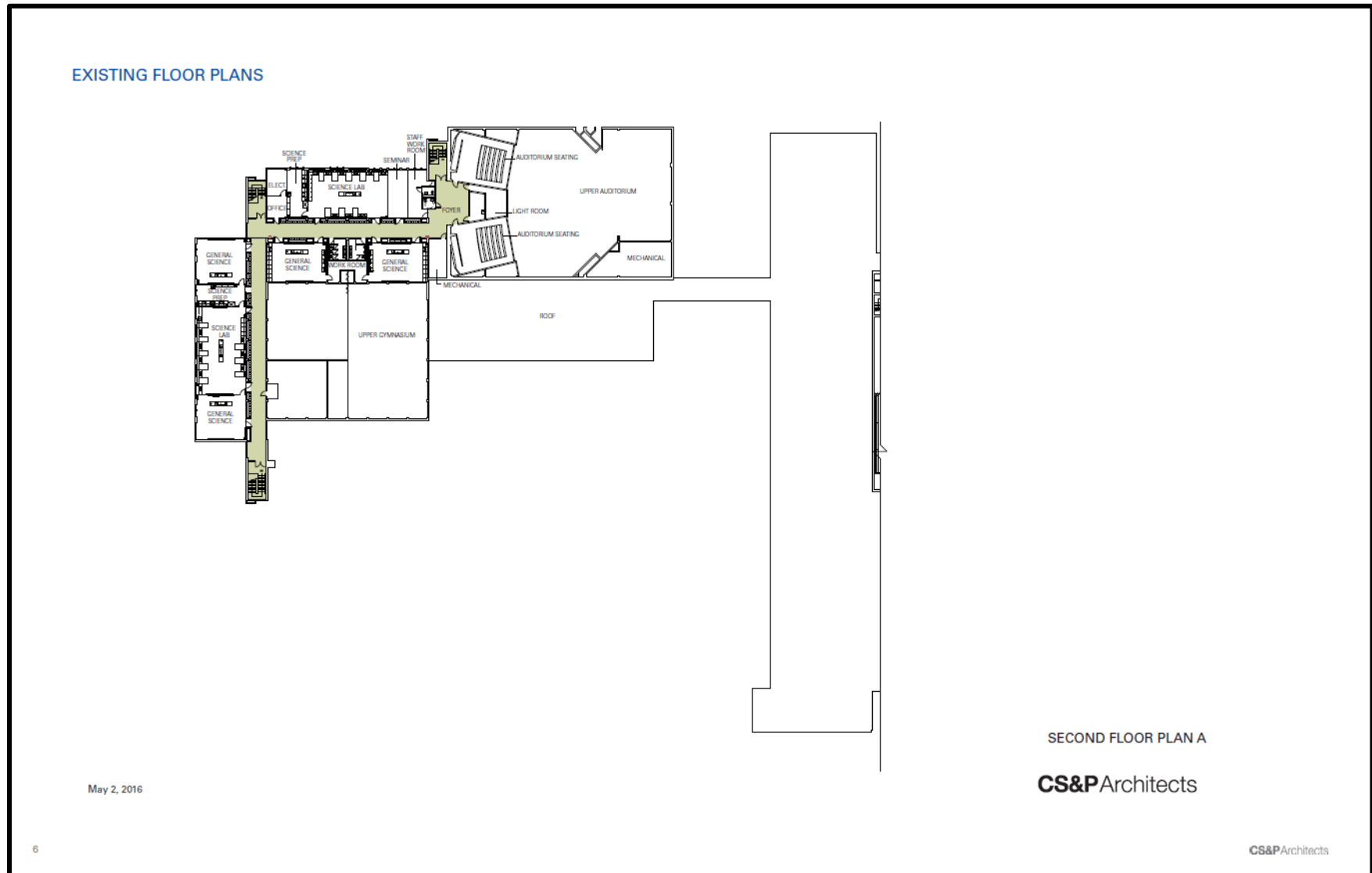


Figure 5: West Wing (Plan A) Second Floor
(CS&P Architects 2016:6)

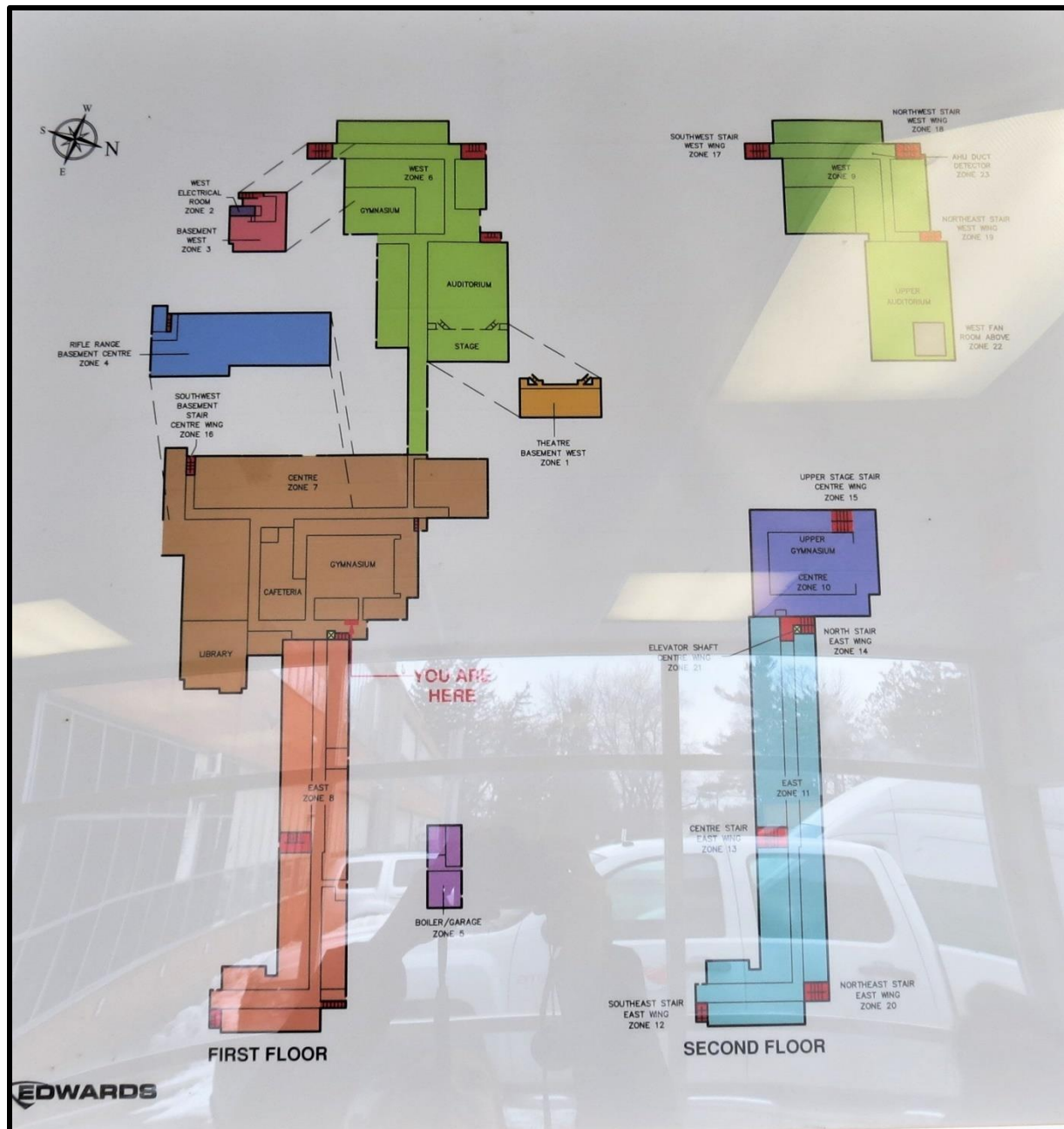
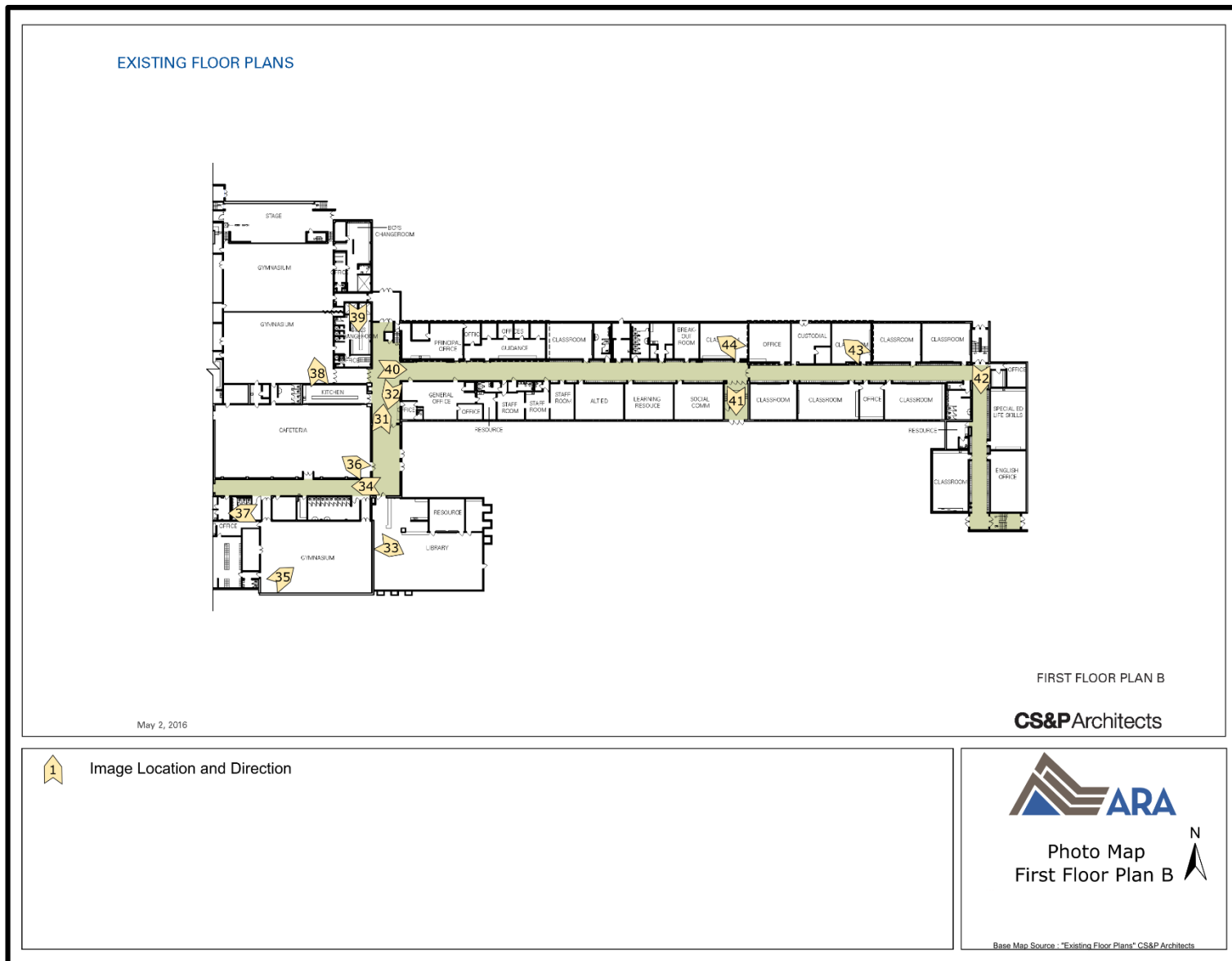


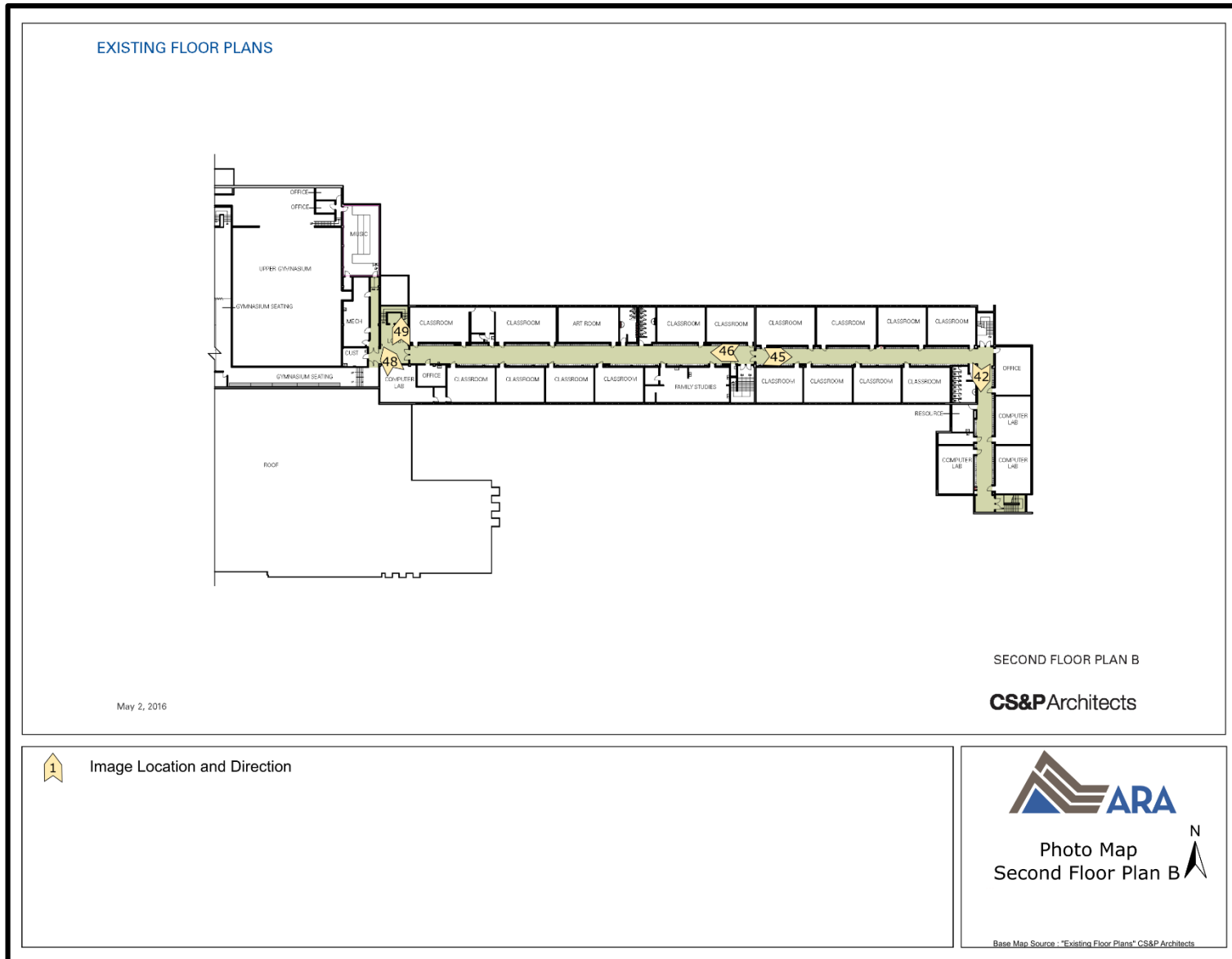
Figure 6: Ancaster High School Plan (Edwards; photo taken March 13, 2019)



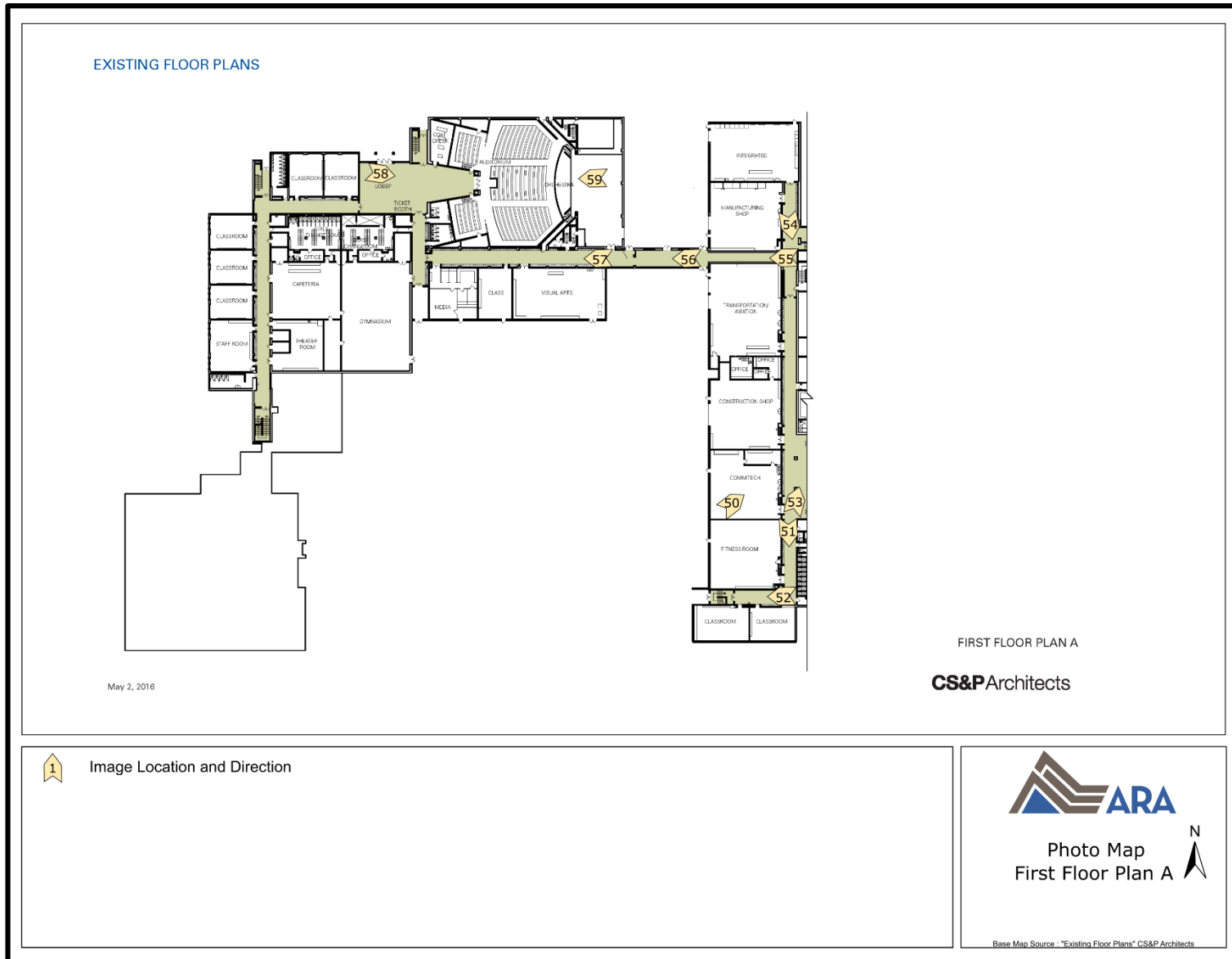
Map 10: Subject Property with Image Locations and Directions, Ancaster High School
(Produced by ARA under licence using ArcGIS® software by Esri, © Esri)



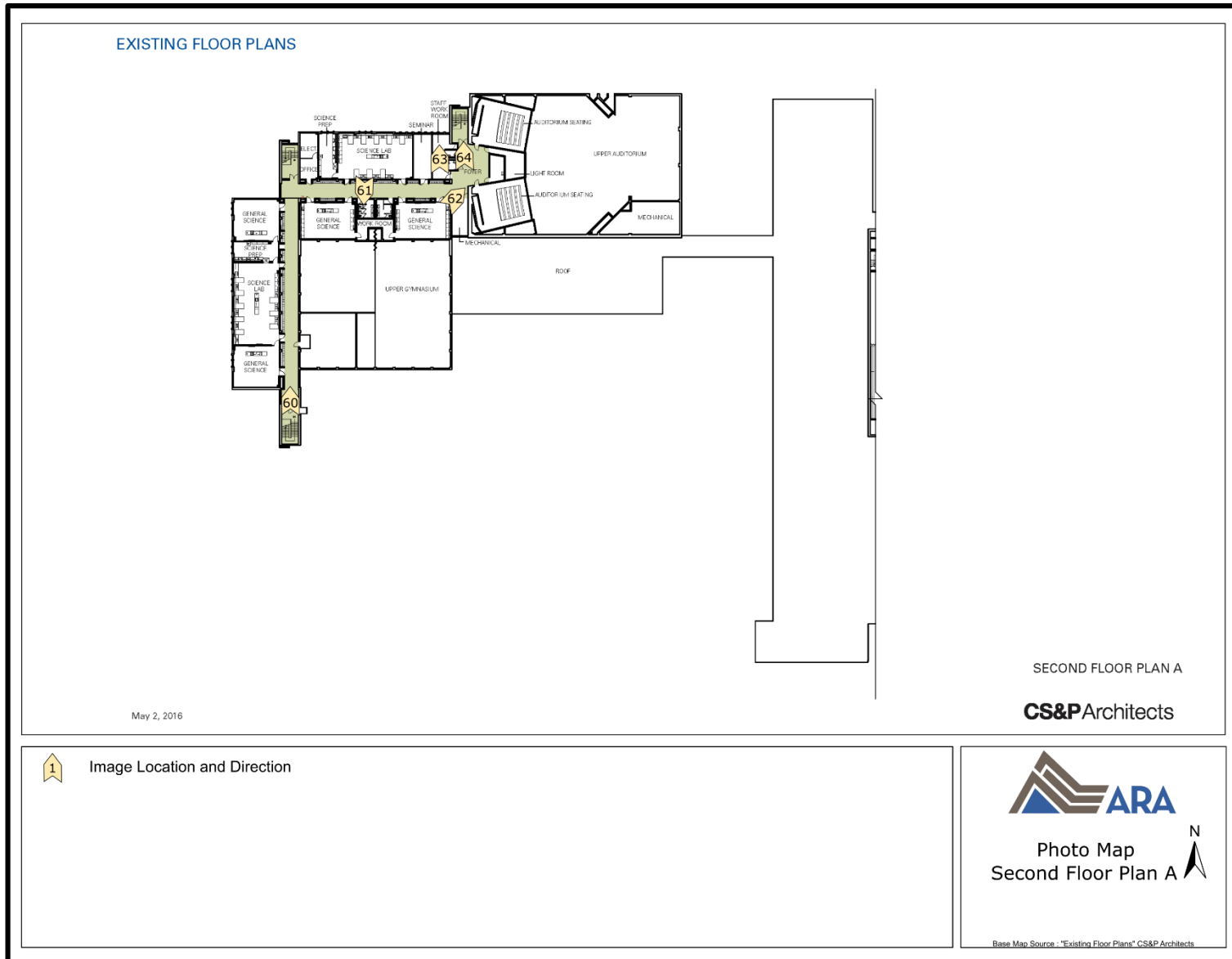
**Map 11: Image Locations and Directions, Ancaster High School
(Produced by ARA using CS&P Architects 2016 Base Map)**



**Map 12: Image Locations and Directions, Ancaster High School
(Produced by ARA using CS&P Architects 2016 Base Map)**



**Map 13: Image Locations and Directions, Ancaster High School
(Produced by ARA using CS&P Architects 2016 Base Map)**



Map 14: Image Locations and Directions, Ancaster High School
(Produced by ARA using CS&P Architects 2016 Base Map)

6.1 Exterior

The following sections detail the observable physical attributes of each exterior elevation and each building corner. The building description and associated images are provided, starting from the façade and working around the structure in a counter-clockwise fashion. The original plan drawings by Prack & Prack Architects as well as subsequent 20th century additions are provided in Appendix A. Current plan drawings by architect CS&P Architects are provided in Figure 2-Figure 5. Construction materials include red brick, precast concrete panel features and angel stone cladding. The roof is flat with built-up roof covering comprised of deck insulation, tar and gravel ballast (CS&P Architects 2016:2).

It should be noted that only exterior photographs are reflected in Map 10. The interior photo locations are plotted on the most recent architect drawings (see Map 11–Map 14).

6.1.1 Façade

The Ancaster High School main entryway is located on the façade (north elevation) fronting Jerseyville Road West. The façade (north elevation) exhibits some typical mid-20th century school architectural features including low profile, flat roof, earth-tone brick cladding and fenestration, (i.e. ribbon windows on first and second storeys) (Kyles 2019 & 2016; see Image 4–Image 6). The main entryway features a glassed in flat-roofed vestibule with three doors. Other secondary entryways on the façade located in the east wing include: an east-facing elevated double door that provides access to the stage in a gymnasium, and a sheltered double door entryway accessed via stairs into an east-facing double door (see Image 8). There is another east-facing entryway at the nexus of the east and west wings, sheltered by a flat roof vestibule (see Image 8).

It should be noted that within the north parking lot is a small building, built to house the boilers for the school (Image 7). The small structure is original to the 1959 building and is labelled as boiler/garage.

Moving westward, the addition cladding is different, note the same brick colour is now laid with a vertical recess in an even distribution across the outside wall. This is the beginning of the west wing (or as referred to in the architect report, Plan A CS&P 2016:4, 6). This easternmost portion of the west wing is about 1.5 storeys in height to accommodate the added specialized labs and workshops including: manufacturing, transportation/aviation, construction, communication/technology, and fitness room. This workshop/lab addition accesses the auditorium portion of the west wing by a one-storey glassed in walkway with moulded concrete features (see Image 10 and Image 11). The Auditorium can be observed along the façade as the large two-storey portion of the west wing with limited fenestration aside from two narrow paired two-storey windows in the north elevation (see Image 10).

The façade of the west wing retains the red brick of the original and other additions, though laid differently, there are several courses of bricks laid stretcher in a vertical manner above the window openings as well as a three-course band between the storeys and under the roofline. The fenestration is also different in this wing. The window openings are long and narrow above the main entryway. Slightly wider paired window openings are noted in the rest of the west wing. Each window opening exhibits a poured concrete sill and voussoirs (see Image 12–Image 14).



**Image 4: Façade of 374 Jerseyville Road West – Ancaster High School
(Photo taken on March 13, 2019; Facing South)**



**Image 5: View of East Wing façade – Ancaster High School
(Photo taken on March 13, 2019; Facing West)**



Image 6: Detail of main entryway and date stone
(Photo taken on March 13, 2019; Facing South)



Image 7: Boiler/Garage structure in North
(Photo taken on March 13, 2019; Facing Northeast)



Image 8: Detail of Secondary Entryways of Façade
(Photo taken on March 13, 2019; Facing West)



Image 9: North Elevation of West Wing
(Photo taken on March 13, 2019; Facing West)



**Image 10: North and East Elevation of West Wing
(Photo taken on March 13, 2019; Facing Southwest)**



**Image 11: Detail of walkway, North Elevation of West Wing
(Photo taken on March 13, 2019; Facing South)**



Image 12: Façade (north elevation) of West Wing
(Photo taken on March 13, 2019; Facing south)



Image 13: Detail of typical paired window, North Elevation of West Wing
(Photo taken on March 13, 2019; Facing South)



Image 14: Northwest corner of Ancaster High School
(Photo taken on March 13, 2019; Facing Southeast)

6.1.1 West Elevation and Aquatic Centre

The west elevation of the school shows the western extent of the west wing addition with the similar red brick and paired tall window openings as well as the aquatic centre. The aquatic centre, which was added in 1979, is of similar two storey height and red brick cladding as the rest of the school building. The windowless square plan addition features brick cladding that is slightly different again from the original school portion and the west addition, with projecting lighter red brick piers (see Image 15–Image 17). The one storey administrative portion of the Aquatic Centre has one main entry way as well as service entrances and echoes the long narrow window openings of the west wing addition (see Image 18).



**Image 15: West Elevation of Ancaster High School and Aquatic Centre
(Photo taken on March 13, 2019; Facing East)**



**Image 16: Southwest corner of Ancaster High School and Aquatic Centre
(Photo taken on March 13, 2019; Facing Northeast)**



**Image 17: Southeast corner of Aquatic Centre
(Photo taken on March 13, 2019; Facing Northwest)**



**Image 18: East elevation of Aquatic Centre
(Photo taken on March 13, 2019; Facing West)**

6.1.2 South Elevation – West Wing

The south elevation of the school is broken up as a result of numerous additions. The elevation description will be split by wing. The south elevation of the west wing features the back of the windowless auditorium (see Image 19).

The south side of the one storey walkway exhibits the poured concrete recessed feature similar to the north elevation (see Image 19).

6.1.3 West Elevation – East Wing Addition

The west elevation of the east wing addition exhibits the same red brick cladding with vertical recesses, resulting in a square section aesthetic. It includes tinted window ribbons and square windows across this elevation above several door openings (see Image 20).

6.1.4 South Elevation – East Wing

The south elevation of the east wing of Ancaster High School exhibits a patchwork of different types of cladding: glazed white brick, red brick and the concrete faced gymnasium. It also includes differing levels, such as the two-storey bank style as a result of the sloping land downward to the south (see Image 21). The south elevation of the original portion of the east wing appears to be the same as the north elevation with the same brick cladding and window openings. The large protruding entryway marks the divide between the 1958 construction to the west and the 1960-61 construction to the east (see Image 22 and Image 23).

6.1.5 East Elevation – West Wing

An entryway at the south side of the school was added as a result of the construction of additions to the south elevation. The entryway near the library is notable with concrete features on each side of a covered entryway, with floor to ceiling and wall to wall windows as well as two double doors (see Image 24 and Image 25).

6.1.6 Landscape

In addition to the Ancaster High School building, the property at 374 Jerseyville includes open space used by the school and local community. The rear field contains soccer pitches, a football field, a full track and bleachers as well as a treeline (see Image 30). The north side of the school exhibits a tree stand between the north parking lot and Jerseyville Road. The tree stand footprint appears to be extant on the 1943 aerial, before the school was built (see Map 4 and Map 5).



**Image 19: South Elevation of West Wing
(Photo taken on March 13, 2019; Facing West)**



**Image 20: West Elevation of East Wing
(Photo taken on March 13, 2019; Facing Northeast)**



**Image 21: South Elevation of East Wing addition
(Photo taken on March 13, 2019; Facing Northeast)**



**Image 22: South Elevation of East Wing – Original portion and 1960-1961 addition
(Photo taken on March 13, 2019; Facing Northeast)**



Image 23: South Elevation and Southeast corner of East Wing – Original portion and 1960-1961 addition
(Photo taken on March 13, 2019; Facing Northwest)



Image 24: West Elevation of Addition
(Photo taken on March 13, 2019; Facing West)



Image 25: Detail of entryway – West Elevation of Addition
(Photo taken on March 13, 2019; Facing West)



Image 26: View of field from Aquatic Centre
(Photo taken on March 13, 2019; Facing South)



**Image 27: View of field from the northwest side of the central tree line
(Photo taken on March 13, 2019; Facing Southwest)**



**Image 28: View of the track from the northwest corner
(Photo taken on March 13, 2019; Facing Southeast)**



**Image 29: View of the track and bleachers from the southeast parking lot
(Photo taken on March 13, 2019; Facing South)**



**Image 30: View of the track and bleachers toward the rear central tree line
(Photo taken on March 13, 2019; Facing South)**

6.2 Interior Features

There are numerous building entryways. The main entryway is located in the original 1958 portion of the east wing. Access to the school interior was granted on March 13, 2019 by the Hamilton Wentworth District School Board. As outlined in Section 0, the subject building is made up of two wings. The east wing (referred to in architect floor plans as "Plan B", CS&P Architects 2016:5, 7; see Figure 2 and Figure 3) houses the main foyer, a cafeteria, three gymnasiums, the library, main office and classrooms. The west wing (referred to in architect floor plans as Plan A, CS&P Architects 2016:4, 6, Figure 4 and Figure 5) contains specialty classrooms/shops (manufacturing, transportation/aviation, construction, comm tech, family studies, etc.), the auditorium, another cafeteria and gymnasium. Interior finishes include: walls of painted masonry, cinderblock walls, gypsum board and a movable partition wall in the gym. The flooring consists of terrazzo floor, VCT, ceramic tile in bathrooms and hard wood flooring (gyms and one classroom, the former metal shop). This examination of the interior of the school structure will describe (with accompanying photographs) both east wing floors, then examine both west wing floors before concluding with a description of the aquatic centre.

6.2.1 East Wing

The original L-shaped school structure (see historic aerial Map 5 and original architect drawings in Appendix A) comprises most of the east wing. Additions to the east wing include the L-shaped area south of the two original gymnasiums (housing the cafeteria, third gym and library) as well as another L-shaped addition to the east. Appendix A contains all relevant original plans for the school as well as plans for the additions. The east wing is also shown in a basic floor plan located inside the main entryway as illustrated in Figure 6.

6.2.1.1 Main Floor

The main glassed in entryway leads to the main foyer featuring brick walls with buff and dark brick features. Green and white diamond pattern terrazzo flooring is noted in most first floor halls (see Image 31-Image 32), as well as in the cafeteria (see Image 36), and deep red terrazzo flooring was observed in other sections (see Image 32 and Image 34). The view from the foyer to the library exhibits both terrazzo floor types as well as the exterior concrete ribs at the entryway (see Image 32). The library itself has brick walls and newer flooring (see Image 33). Note that the beams that bisect the cafeteria denoted where the addition to the original 1958 structure expanded the cafeteria to the south with the added gym C and library. Since this particular addition was almost contemporary with the original date of the school, it appears the original terrazzo floor was carried into the newer portion.

Gym C is a standard gymnasium with sport infrastructure (i.e., basketball nets) and wood flooring (Image 35). The large gymnasium features a moveable partition wall and upper level seating as well as a stage (Image 38). The changerooms include showers, wood cabinetry and benches (Image 39). The cafeteria in the east wing is a long room with terrazzo flooring located at the previous south elevation onto which an addition was built in the mid-late 1960s (Image 36). The main hall of the east wing's first floor and stairwells feature the green and white terrazzo flooring (Image 40 and Image 41). The addition to the east side of the east wing appears to include simpler terrazzo flooring (Image 42). Typical classrooms are outward facing from the main hall, include wood cabinetry and are well lit by the ribbon-style window openings across the outer walls (see Image 44). Hardwood floors were noted in one classroom that formerly served as the metal shop but now functions as the History Room (see Image 43).



Image 31: Main Foyer – East Wing
(Photo taken on March 13, 2019)

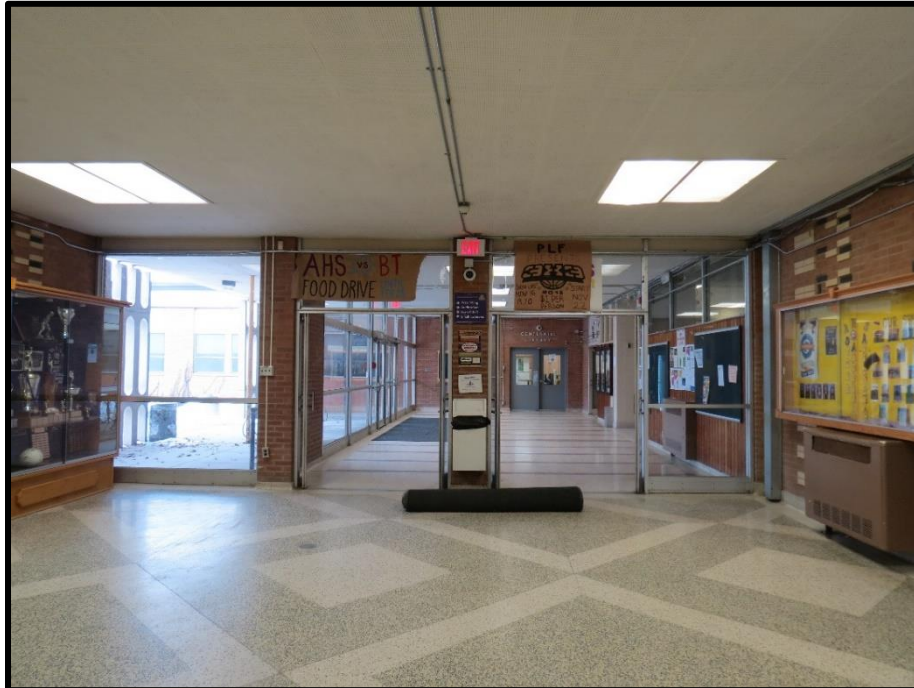


Image 32: Main Foyer – East Wing
(Photo taken on March 13, 2019)



Image 33: Centennial Library
(Photo taken on March 13, 2019)

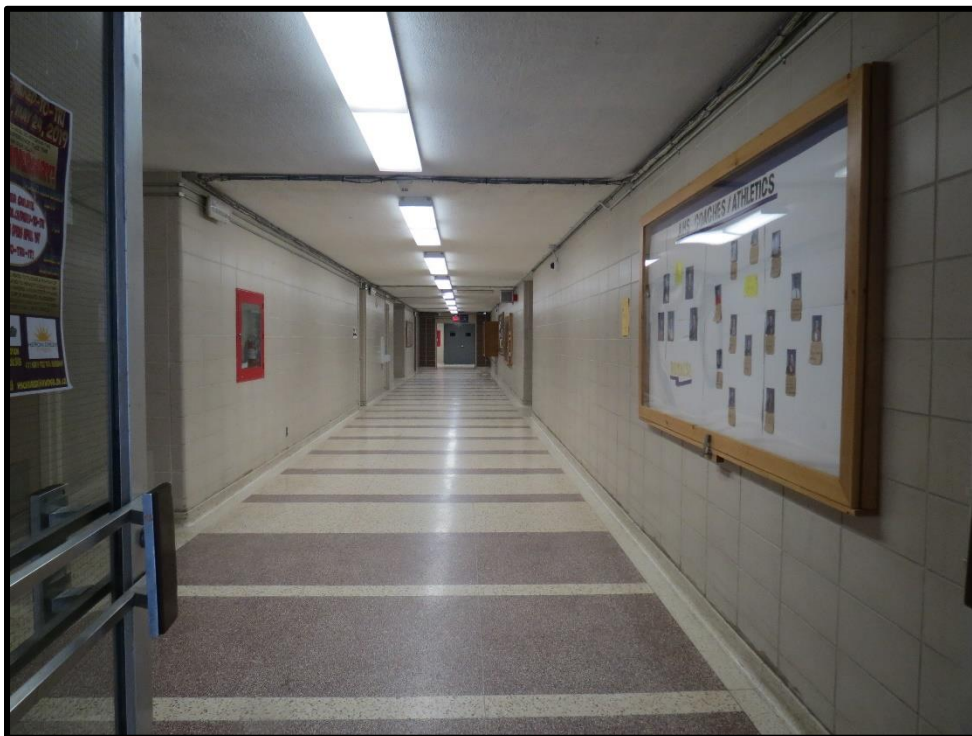


Image 34: View of Hall from Library
(Photo taken on March 13, 2019)

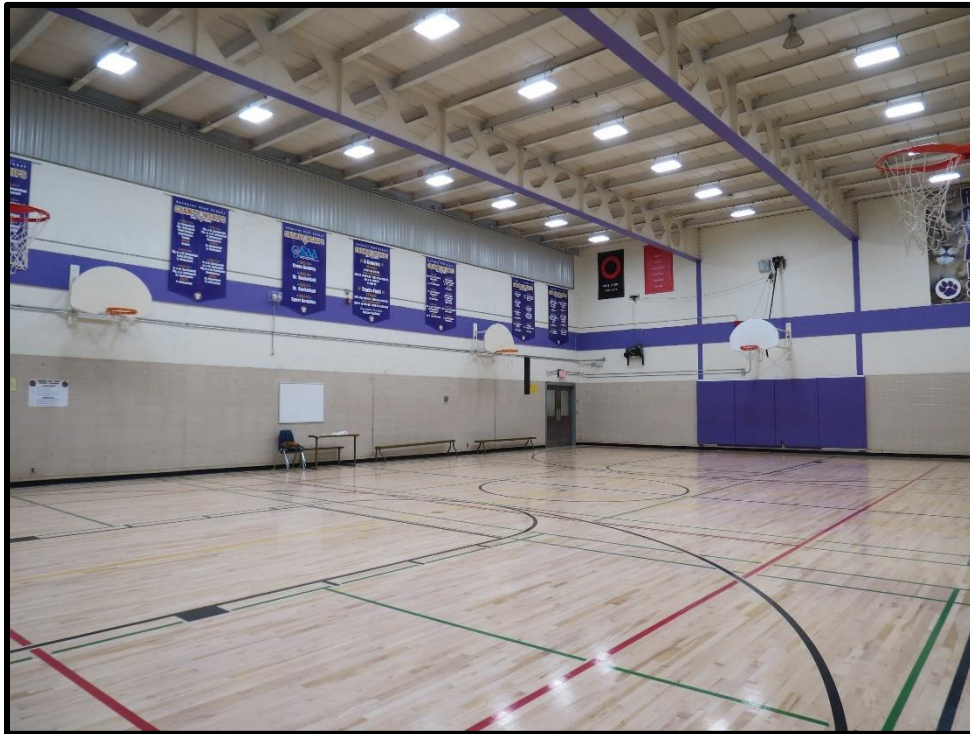


Image 35: Gym C in East Wing
(Photo taken on March 13, 2019)



Image 36: East Wing Cafeteria
(Photo taken on March 13, 2019)



Image 37: Typical Boys Bathroom – East Wing
(Photo taken on March 13, 2019)

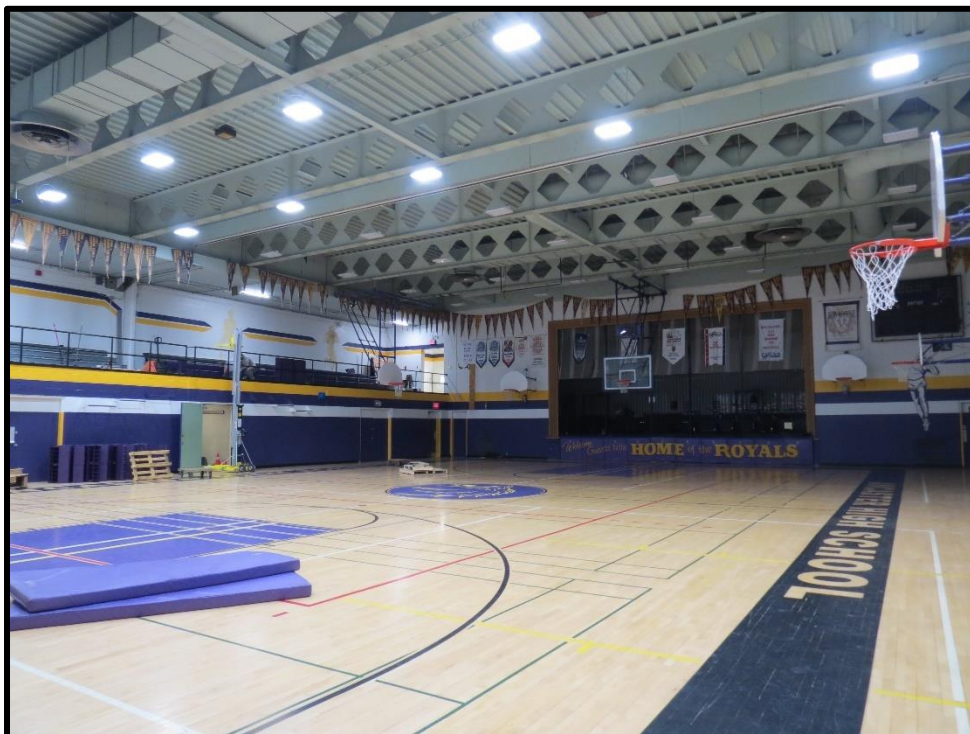


Image 38: Large Double Gymnasium with Stage – East Wing
(Photo taken on March 13, 2019)

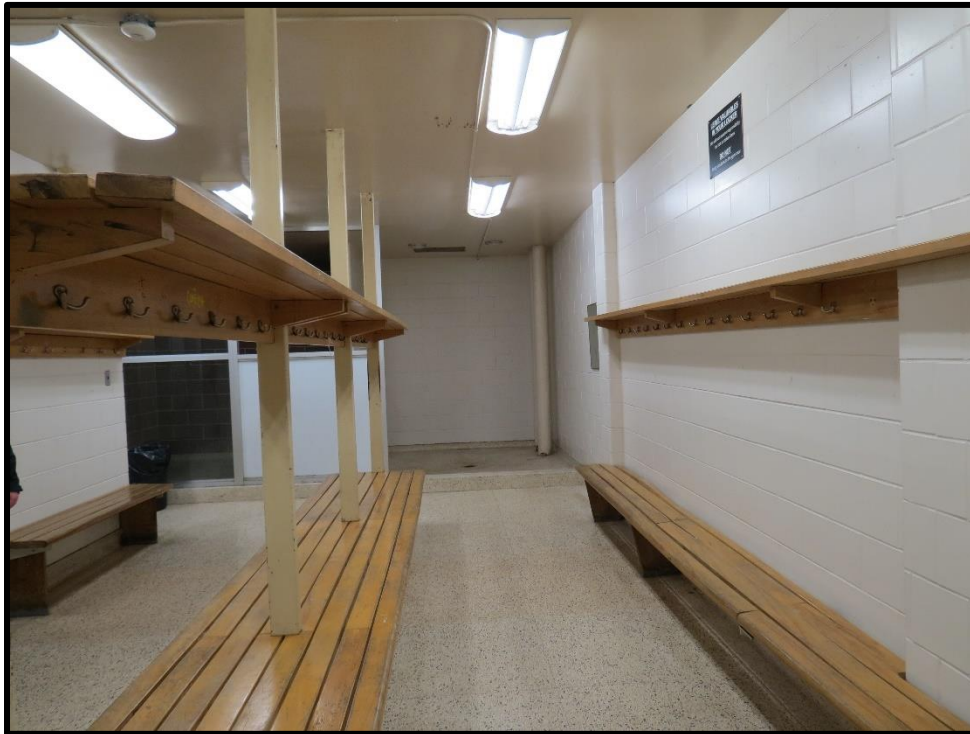


Image 39: Large Double Gymnasium with Stage – Girls' Changeroom
(Photo taken on March 13, 2019)



Image 40: Main Hall in East Wing
(Photo taken on March 13, 2019)

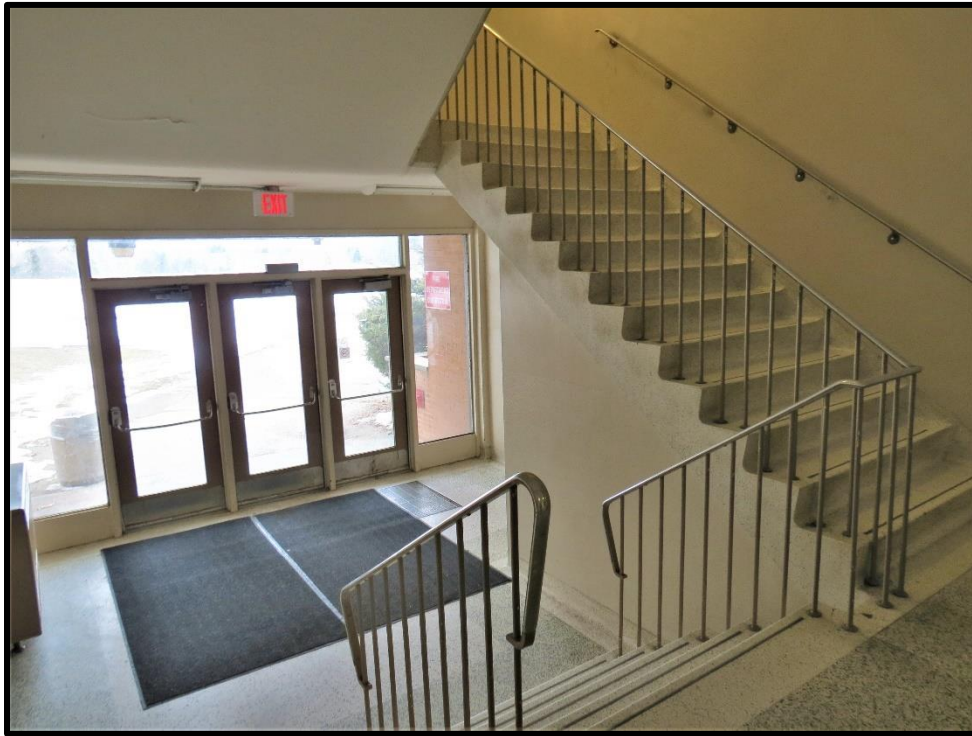


Image 41: Stairwell and south-facing exit - East Wing
(Photo taken on March 13, 2019)



Image 42: North-South Hall, East Portion - East Wing
(Photo taken on March 13, 2019)

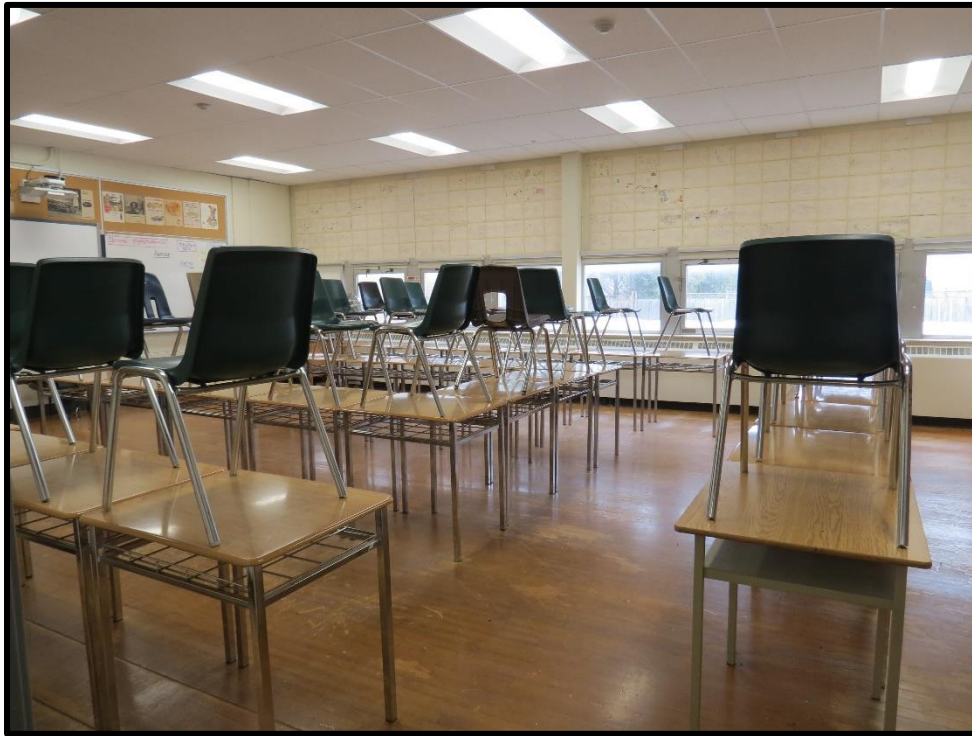


Image 43: History Classroom (former Metal Shop) - East Wing
(Photo taken on March 13, 2019)



Image 44: Classroom - East Wing
(Photo taken on March 13, 2019)

6.2.1.2 *Second Floor*

The second floor of the east wing features white vinyl tile flooring, a drop ceiling and halls lined with lockers. The flooring changes to a brick red and white vinyl floor toward the west side of the east wing (see Image 45 and Image 46). Typical classrooms on the second floor are similar to those on the first floor (see Image 47 and Image 48).

The decorative brick feature continues up from the main foyer to the second-floor foyer (see Image 48). There is an elevator located in the centre of the main stairwell (see Image 48 and Image 49).

6.2.2 *West Wing*

The west wing was added in stages throughout the 1960s, with the final addition of the Aquatic Centre in 1979. Officially, the school board received the additional 21.82 acres to the west of the original parcel, allowing for the west wing to be constructed around 1968 (see Table 4 and original architect drawings for the west wing in Appendix A). The west wing is also shown in a basic floor plan located inside the main entryway as illustrated in Figure 6.

6.2.2.1 *Main Floor*

A long north-south addition was built adjacent to the west elevation of the east wing, now obscuring the entire elevation. This portion of the west wing consists of a hallway with large lab/workshops radiating to the west. The use of these lab/workshops has changed over the years with curriculum changes. They currently house a fitness room, communications technology (see Image 50), construction shop, transportation/aviation, manufacturing shop and other smaller classrooms. The locker-lined hallway features red and white terrazzo floor and a combination of concrete block and brick walls (both painted and bare) (see Image 51–Image 53). It appears that portions of the original west elevation of the school were left open (see Image 53 and Image 54).

The west portion of the west wing is reached via a one-storey concrete clad walkway (see Image 55 and Image 56). The halls include green terrazzo flooring with a variety of wall cladding including cinderblock (see Image 57) and wood panels around the auditorium entrance at the west wing foyer (see Image 58).

The large two storey auditorium houses seating, an orchestra, a stage with a below grade area beneath, a light room and mechanical area (see Figure 4, Figure 5 and Image 59).

6.2.2.2 *Second Floor*

The second floor features white vinyl flooring, cinderblock walls, drop tiled ceilings and halls lined with lockers (see Image 60). The washrooms are simple with tile flooring (see Image 61). There is a large open second-floor foyer with access doors to the upper auditorium (see Image 62). A small staff room is lit by the long window openings (see Image 63). A typical stairwell in the west wing features simple railings of wood and steel with green terrazzo flooring (see Image 64).

6.2.1 *Basement*

The school does not have a full basement. There are portions of the school that have below grade areas, for example: the rifle range under the east wing addition, under the stage area of the auditorium, and an electrical vault at the west side of the west wing (see Figure 6).



Image 45: Second Floor Hall - West Wing
(Photo taken on March 13, 2019)



Image 46: Second Floor Hall - West Wing
(Photo taken on March 13, 2019)



Image 47: Second Floor Classroom - West Wing
(Photo taken on March 13, 2019)



Image 48: Second Floor Foyer - West Wing
(Photo taken on March 13, 2019)

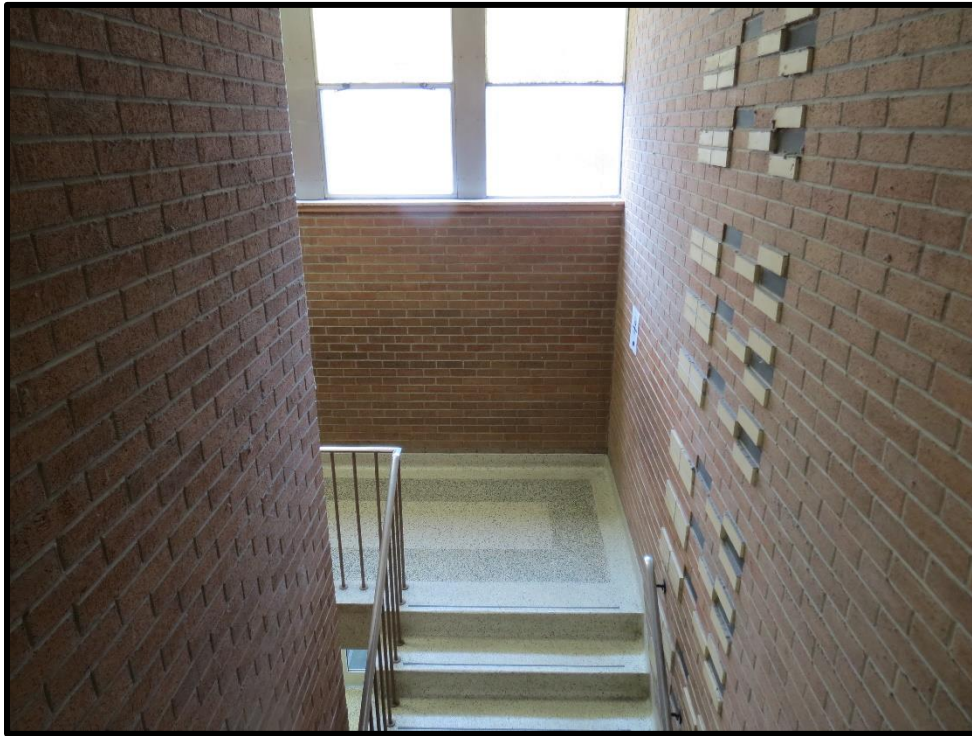


Image 49: Main Stairwell, North-facing access - West Wing
(Photo taken on March 13, 2019)

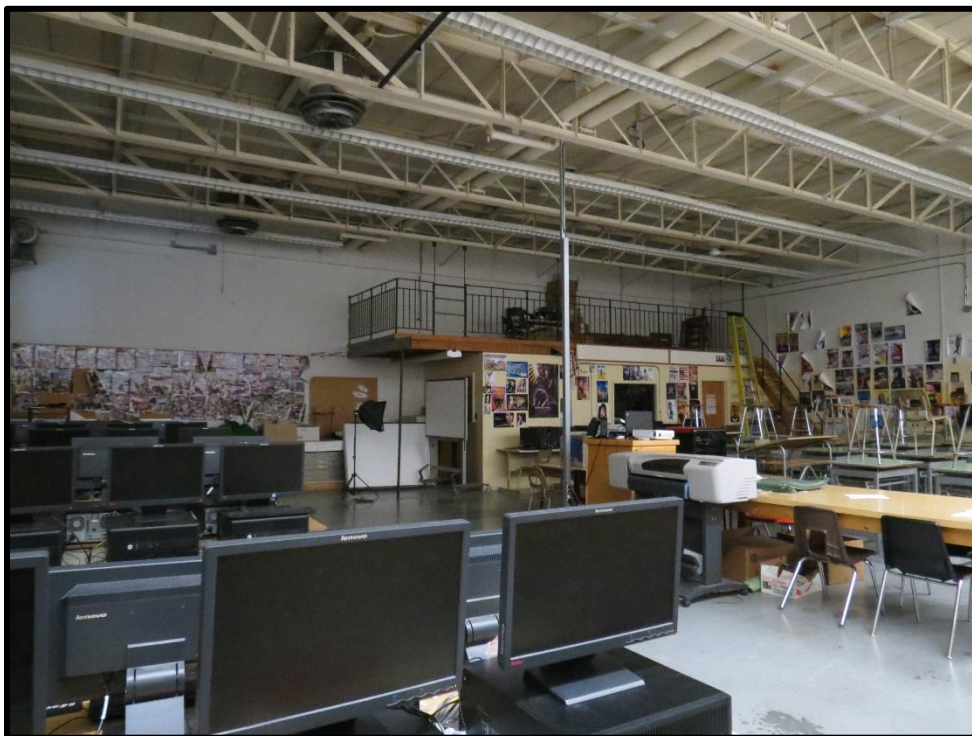
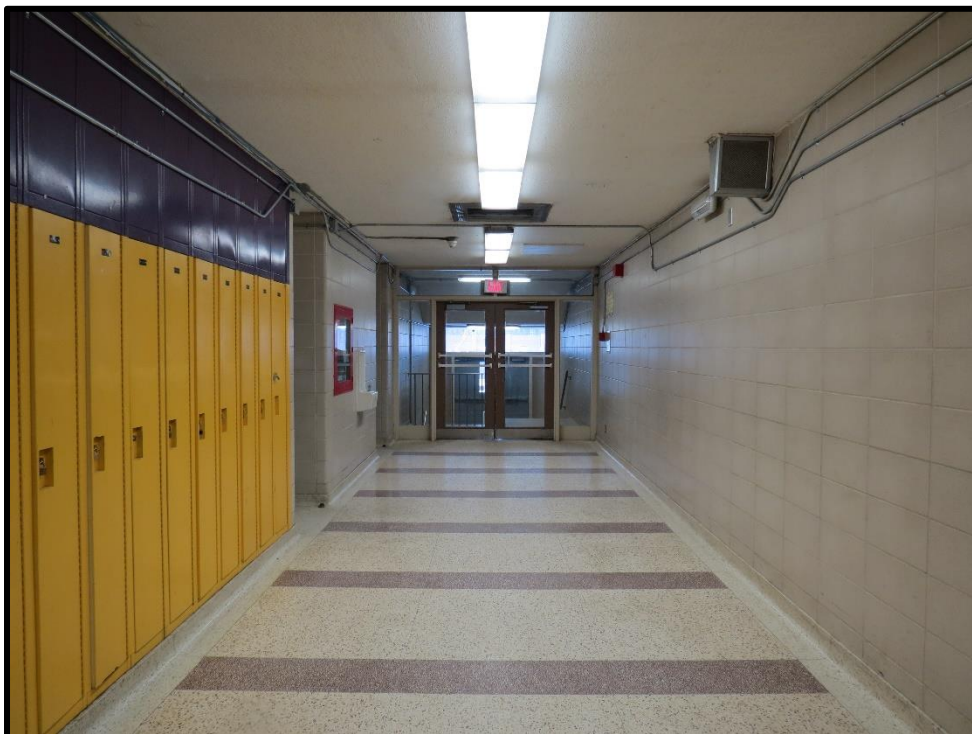


Image 50: Commtech Room – West Wing
(Photo taken on March 13, 2019)



**Image 51: View of the Hall by the Fitness Room - West Wing
(Photo taken on March 13, 2019)**



**Image 52: View to the stairwell, south end of west wing near fitness room
(Photo taken on March 13, 2019)**



Image 53: View of Hall with labs/shops - West Wing
(Photo taken on March 13, 2019)

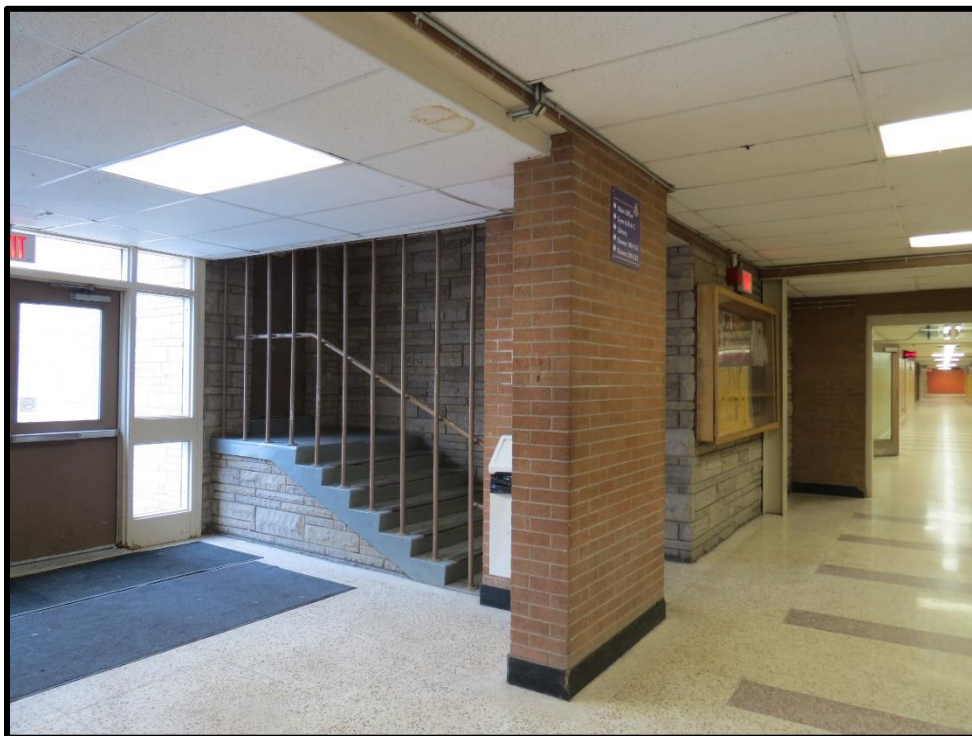


Image 54: View of Main West Wing Entryway
(Photo taken on March 13, 2019)

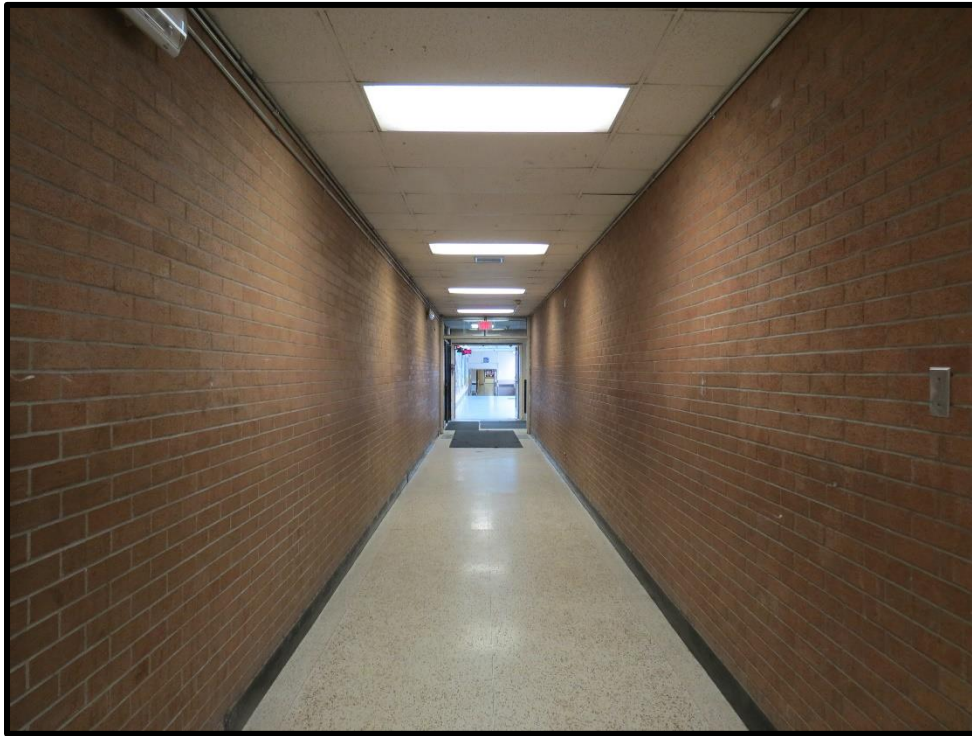


Image 55: Hall from the shop area toward the walkway - West Wing
(Photo taken on March 13, 2019)



Image 56: Inside walkway between West Wing sections
(Photo taken on March 13, 2019)

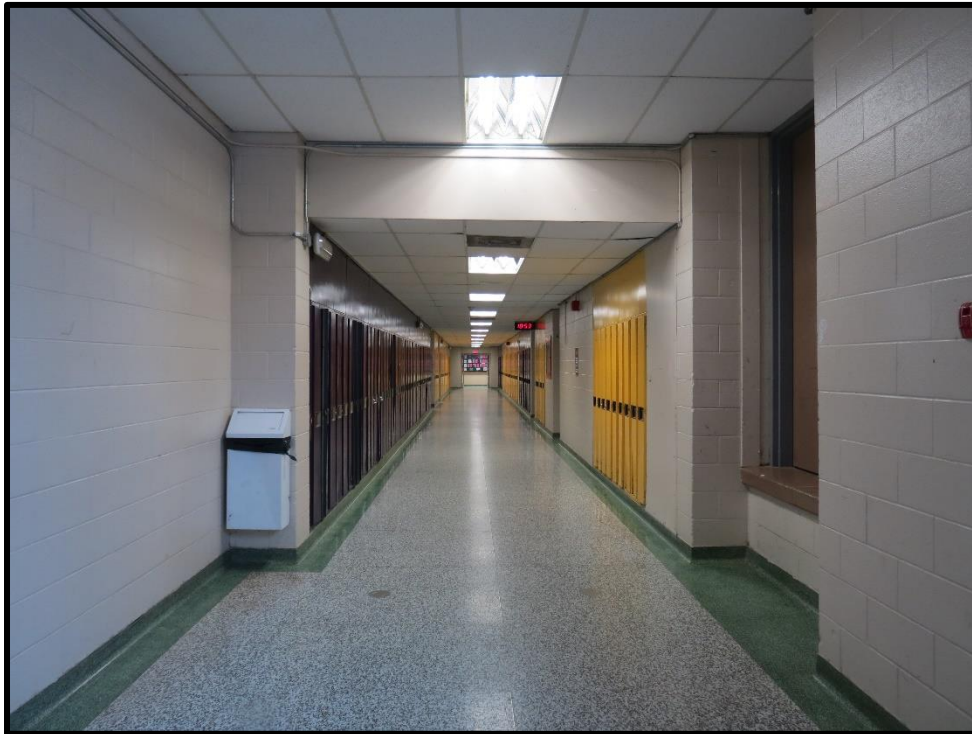


Image 57: West Wing hallway
(Photo taken on March 13, 2019)

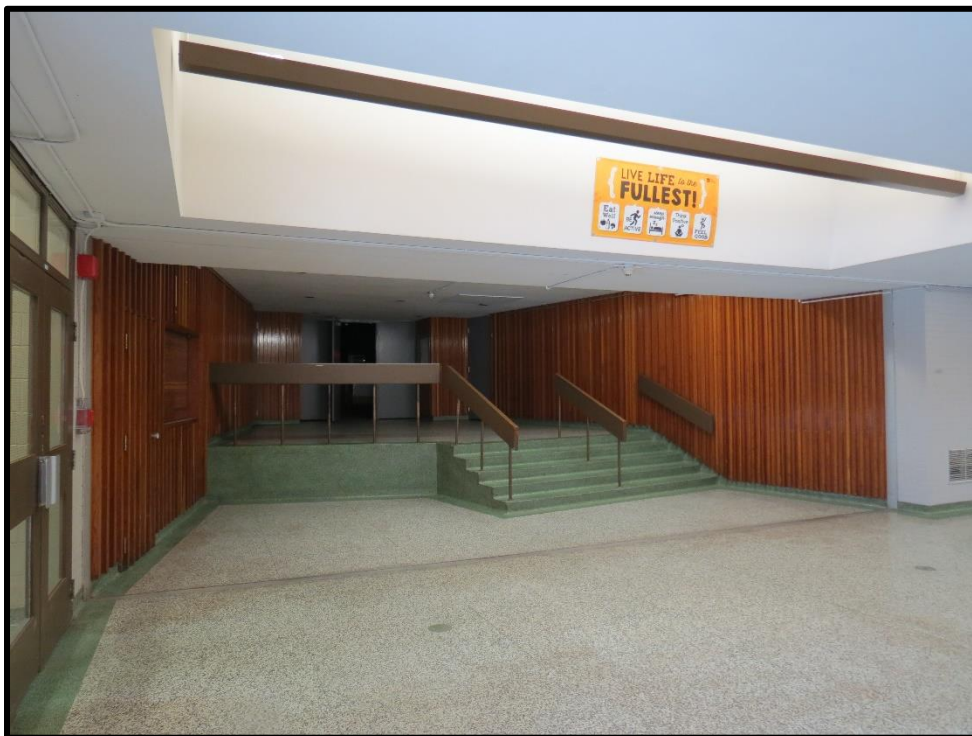


Image 58: West Wing Foyer, detail of Auditorium entrance
(Photo taken on March 13, 2019)



Image 59: Auditorium from the stage – West Wing
(Photo taken on March 13, 2019)

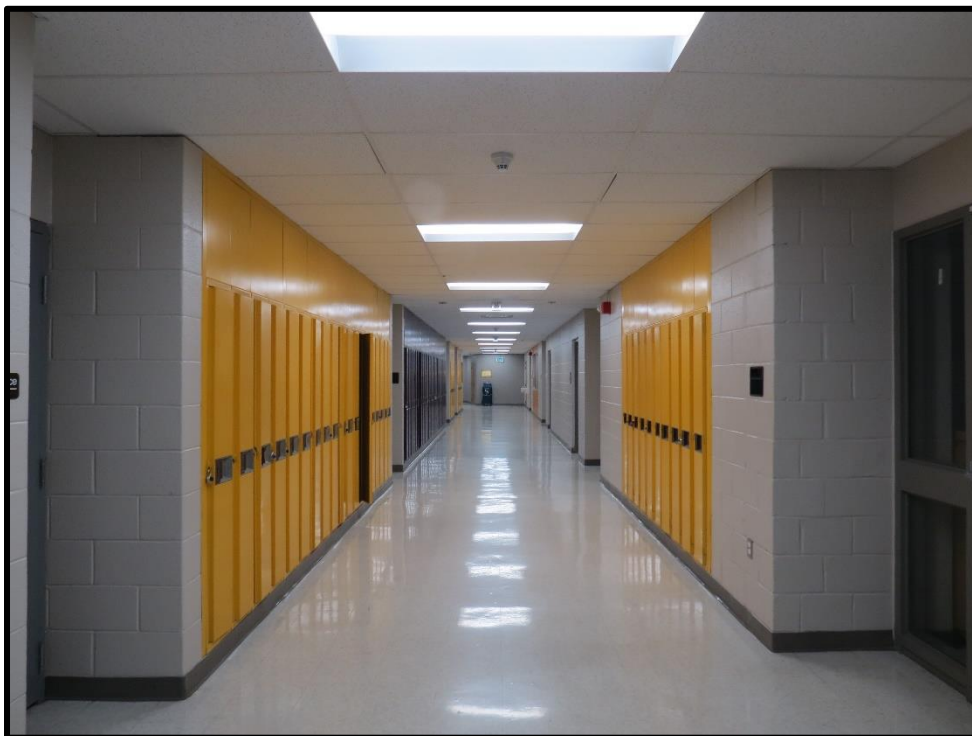


Image 60: Second floor hall – West Wing
(Photo taken on March 13, 2019)



Image 61: Girls bathroom second floor - West Wing
(Photo taken on March 13, 2019)



Image 62: Second floor foyer – West Wing
(Photo taken on March 13, 2019)



Image 63: Second floor room – West Wing
(Photo taken on March 13, 2019)

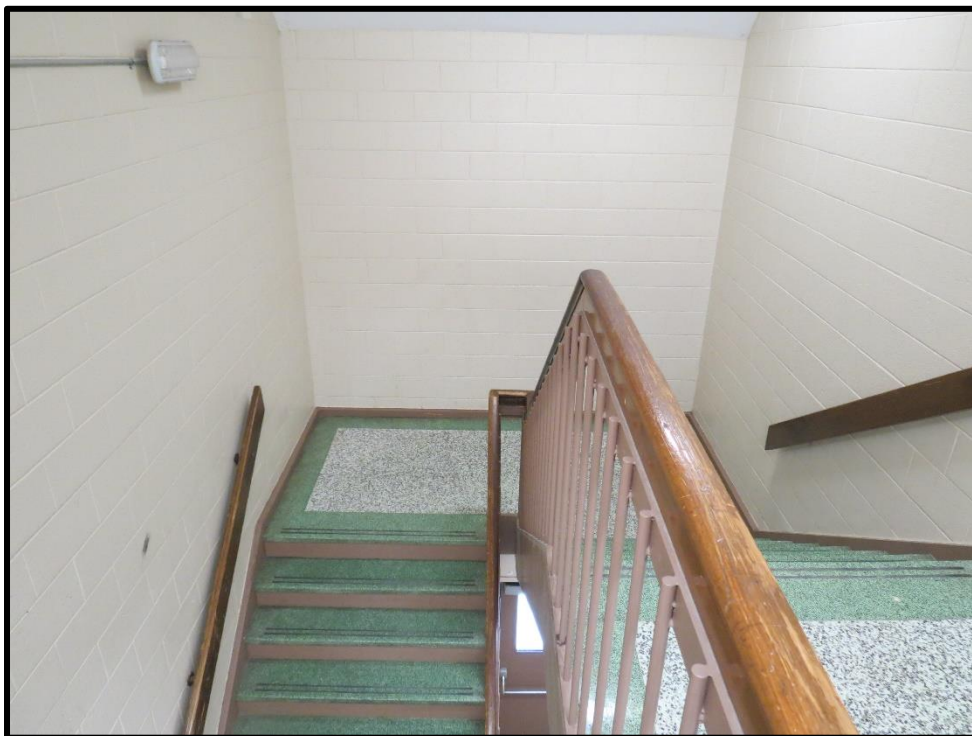


Image 64: Stairwell - West Wing
(Photo taken on March 13, 2019)

7.0 COMMUNITY RECOGNITION

ARA read through comments from the public that were received as part of the application to sever the subject property. It should be noted that these comments were not provided as part of the heritage assessment, and therefore represent a narrow insight into the community's value for the potential cultural heritage value or interest of the property.

Comments from the public were submitted with regard to Committee of Adjustment Severance File AN/B-19:04 (374 Jerseyville Rd. W, Ancaster). A petition was submitted that included "2,513 residents of the Ancaster community, the 2,100 members of the Ancaster Soccer Club and the 3,000 members of the Mount Hamilton Youth Soccer Club." Comments from the online petition focused on the site as "green space" and the recreational use of the subject property. Commenters recognized there are community memories at the site; for instance, one commenter noted "when I was 5 and up I played on those fields. I'm 44 now with my daughters playing there." Another individual noted that "my parents, myself and now my daughter have all used this field." Another followed the commentary that memories have been made at the site including: "The young men and women, the team's and the friendships established here are to be ploughed under and forgotten?" One commenter stated, "these green spaces are part of the heritage from previous Ancaster residents that we should pass on to future generations." There were two additional comments that the "fields are an Ancaster landmark."

City and public comments were submitted with regard to Committee of Adjustment Severance File AN/B-19:06 (374 Jerseyville Rd. W., Ancaster). The package contained approximately 17 letters. A letter from the Forestry & Horticulture Section noted that "There are municipal tree assets on site."

Public comments received via email echoed the comments in the petition that the lands are used for "green space"; noting that the fields are the site of the Ancaster Heritage Days and recreational activities that take place on site.

One email noted: "To have an open space of this size in a vibrant community such as Ancaster is a unique attraction and landmark".

In summary, the comments received from the public focused on the community value related to the use of the fields as a green space, rather than its cultural heritage value. In relation to the criteria outlined in O. Reg. 9/06: of over 7500 signatures, comment or letters regarding the property only a handful expressed that the fields (with no specific mention of the school building) may be a "landmark". There were no comments that mentioned the school's potential design/physical or historical/associative value.

It should be noted there is an ongoing online petition (accessed online here: https://www.change.org/p/alex-johnstone-stop-the-severance-of-ancaster-high-school-grounds/c?source_location=petition_show), that has gathered 7607 signatures by the date of this report.

The City of Hamilton's *Framework for Cultural Heritage Evaluation* outlines "that public perception of a place may be garnered through materials such as "tourist brochures, newspaper articles, postcards, souvenirs or community logos". As such, ARA reviewed Historical Hamilton (a local heritage building website). Ancaster High School was not one of the three schools listed in the Ancaster area. Vintage Postcards of Hamilton, Ontario website which contains over 1500

postcards of the City was also reviewed. Ancaster High School was not featured in any post cards on the two "Schools" sections (Forjan-Freedman 2017). The Ancaster High School is not referenced on the website for the Ancaster Township Historical Society (2019). Nor is it featured in the "Ancaster Heritage Walking Tour" on the Tourism Hamilton website (2019). Research conducted for this report did not reveal the use of the school's image for any logos or on promotional materials.

Some public comments (online petition and letters described above), refer to an event held throughout Ancaster since 1979 called "Ancaster Heritage Days". In 2019, this event hosted more than 300 teams playing at various soccer fields across Ancaster (Ancaster News 2019). As stated above, the Ancaster High School is not featured in the walking tour for this event. The website for Ancaster Heritage Days (<http://ancasterheritagedays.com/>) features an "Event" tab that includes: a mill race, parade, soapbox derby, kids world, main stage, the 905 Band Concert, street festival heritage and dining, teen scene, fireworks. Further research showed that the Ancaster High School soccer fields are used for another event that occurs the same weekend, The Ancaster Heritage Days Tournament and Festival which is in its 15th year. The soccer tournament is not listed in the events on the Heritage Days website. According to the soccer tournament website (<http://ancasterheritagedays.ourteamweb.org/>), the subject property is one of nine venues for this tournament. Based on the available research, the tournament does not appear to be borne of the subject property and the school is not an integral part of Ancaster Heritage Days.

The property is not currently listed on the City of Hamilton's *Inventory of Buildings of Architectural and/or Historic Interest* or the *Register of Properties of Cultural Heritage Value or Interest*.

At the request of the City of Hamilton, ARA conducted interviews with three specified stakeholders in December 2019 and January 2020: Brad Kuhn, former City of Ancaster councillor and resident of Ancaster, Marc Bader, resident of Ancaster, and Lloyd Ferguson, current City of Hamilton Councillor for Ward 12 (location of subject property). ARA posed interview questions that were pre-approved by the City of Hamilton. Relevant main points and quotes were provided to the stakeholders for review. The interview summaries are provided in Appendix D. ARA would like to note that while community perspectives are central to establishing potential cultural heritage value or interest, it is important to reach out more broadly to gauge community value. Interviewing only a select few individuals could be perceived as a gap in the stakeholder engagement conducted for this report.

Based on the three select interviews, the subject property is noted as one of several properties (including the Robert Wade recreation centre across the street) that represent a special relationship between the Board of Education and the Municipality/community. This relationship was fostered and maintained for decades and is seen by the community to be symbolized in the Ancaster High School lands. All three stakeholders interviewed believed the property to have cultural heritage value or interest.

Letters from Shannon Kyles, Vice President Architectural Conservancy of Ontario, from Ben Dymant, the Assistant Manager of Education Archives and Heritage Centre of Hamilton-Wentworth and from Todd White, former Chair of the Hamilton Wentworth District School Board have also been provided for consideration within the report and are provided in Appendix C. Ms. Kyles' and Mr. White's letters do not support designation of the property under the *Ontario Heritage Act*. Ms. Kyles notes that the land is "not of significant cultural value in the heritage sense." Ben Dymant wrote a cover letter with historic scanned documents that included the 1957-

1959 Ancaster Township High School Board Minutes with regards to the “Jerome property” (the subject property). Information from these minutes informed Section 5.0.

8.0 CULTURAL HERITAGE EVALUATION

374 Jerseyville Road West is evaluated against the criteria of *Ontario Regulation 9/06.*, the City of Hamilton’s *Framework for Cultural Heritage Evaluation* Section 3 (Built Heritage) as well as Section 4 (Cultural Heritage Landscapes) to determine if the property has cultural heritage value or interest (see Sections 8.1 to 8.3).

8.1 Evaluation of 374 Jerseyville Road West according to *Ontario Regulation 9/06*

Table 5: Evaluation of the CHVI of 374 Jerseyville Road West using Ontario Regulation 9/06

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
Design or Physical Value	Is a rare, unique, representative or early example of a style, type, expression, material or construction method		The Ancaster High School is not representative of an architectural style. It exhibits limited architectural details reflective of the mid-century Modern architectural style.
	Displays a high degree of craftsmanship or artistic value		The Ancaster High School structure does not display a high degree of craftsmanship or artistic value.
	Displays a high degree of technical or scientific achievement		The Ancaster High School building does not display a high degree of technical or scientific achievement.
Historical or Associative Value	Has direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community		Ancaster High School has no direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community. The Ancaster Heritage Days Soccer tournament does not appear to be borne of the subject property and the school is not an integral part of Ancaster Heritage Days
	Yields or has the potential to yield information that contributes to the understanding of a community or culture		The Ancaster High School does not yield or have the potential to yield information that contributes to the understanding of a community or culture.
	Demonstrates or reflects the work or ideas of an architect, builder, artist, designer or theorist who is significant to a community		The Ancaster High School property is associated with two architectural firms: Prack & Prack and McIntosh & Moeller. The school was designed by Hamilton architecture firm Prack & Prack in 1958. Although they designed other notable schools, no identifying details were noted on the subject property to indicate that Prack & Prack were the architects. This building is simply one project by an architecture firm who is attributed with many other more significant works in the area. BDAC in Canada has no listing of McIntosh & Moeller as an architecture partnership. Therefore, it does not appear that this architectural firm is significant.
Contextual Value	Is important in defining, maintaining or supporting the character of an area		The Ancaster High School was built after the subdivision to the east and was established. The residential areas on the west and south of the school developed after the school's construction. Although the school served the surrounding community, the influence of the school property on the character of the surrounding area has not been demonstrated in the research completed for this assessment.
	Is physically, functionally, visually or historically linked to its surroundings		The Ancaster High School is not physically, functionally, visually or historically linked to its surroundings. It is screened to the east, south and west by houses, and by trees when viewed from the north on Jerseyville Road. A strong historical relationship between the structure and the immediate surroundings was not demonstrated in the research conducted, resulting in a setting with limited contextual integrity.

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
	Is a landmark		As outlined above, the building is not visually conspicuous. Further, the comments received from the public focused on the community value related to the use of the fields as a green space, rather than its cultural heritage value. Of over 7500 people who provided signatures, comment or letters regarding the property in relation to a potential severance only a handful expressed that the fields (with no specific mention of the school building) may be a "landmark." Research conducted for this report did not reveal mention of the school or fields on any websites featuring historic properties in Ancaster, on walking tours of local landmarks. The use of the school's image on for any logos or on promotional materials was also not found during any research conducted for this report.

The above table demonstrates the Ancaster High School at 374 Jerseyville Road West meets none of the *O. Reg 9/06* criteria and can therefore be considered to have no cultural heritage value or interest.

8.2 Evaluation of the CHVI according to the *City of Hamilton Framework for Cultural Heritage Evaluation Section 3 (Built Heritage)*

Table 6: City of Hamilton Evaluation Criteria (Section 3: Built Heritage)

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
Historical Associations	Thematic: how well does the feature or property illustrate a historical theme that is representative of significant patterns of history in the context of the community, province or nation?		The Ancaster High School building represents the development of community services to serve a growing population as the result of the baby-boom. It is one of many buildings tied to the growing population of the town at the time; residential houses, elementary schools and associated community infrastructure were also built; as such, the school does not strongly illustrate the historical theme of post baby-boom growth.
	Event: is the property associated with a specific event that has made a significant contribution to the community, province or nation?		The school building is not associated with a specific event that has made a significant contribution to the community. The Ancaster Heritage Days Soccer tournament does not appear to be borne of the subject property and the school is not an integral part of Ancaster Heritage Days.
	Person and/or Group: is the feature associated with the life or activities of a person or group that has made a significant contribution to the community, province or nation?		The Ancaster High School is not directly associated with the life or activities of a person or group that has made a significant contribution to the community. While Ancaster High School has several famous alumni, the City of Hamilton's framework notes that this criterion "evaluates the feature with respect to its direct association with a person or group, (i.e., ownership, use or occupancy of the resource)" and further notes that "public buildings such as post offices or courthouses though frequented by many important persons will seldom merit recognition under this criterion".
Architecture and Design	Architectural merit: what is the architectural value of the resource?		The Ancaster High School is not representative of an architectural style. It exhibits limited architectural details reflective of the mid-century modern architectural style.
	Functional merit: what is the functional quality of the resource?		As noted in the 2016 feasibility study, the Ancaster High School requires significant upgrades and costly repairs to meet both curricular demands and day-to-day operations (CS&P 2016:1).
	Designer: what is the significance of this structure as an illustration of the work of an important designer?		The Ancaster High School property is associated with two architectural firms: Prack & Prack and McIntosh & Moeller. The school was designed by Hamilton architecture firm Prack & Prack in 1958. Although they designed other notable schools, no identifying details were noted on the subject property to indicate that Prack & Prack were the architects. This building is simply one project by an architecture

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
			firm who is attributed with many other more significant works in the area. BDAC in Canada has no listing of McIntosh & Moeller as an architecture partnership. Therefore, it does not appear that this architectural firm is significant.
Integrity	Location integrity: is the structure in its original location?	✓	The school is in its original location.
	Built integrity: is the structure and its components parts all there?		The structure has been altered through decades of adaptation to curriculum changes, a growing student population and evolving student needs, resulting in a lack of design cohesion and integrity.
Environmental Context	Landmark: is it a visually conspicuous feature in the area?		The building is not visually conspicuous. It is screened from view by residential areas on the east, south and west and by trees on north.
	Character: what is the influence of the structure on the present character of the area?		The Ancaster High School was built after the subdivision to the east and was established. The residential areas on the west and south of the school developed after the school's construction. Although the school served the surrounding community, the influence of the school property on the character of the surrounding area has not been demonstrated in the research completed for this assessment.
	Setting: what is the integrity of the historical relationship between the structure and its immediate surroundings?		A historical relationship between the structure and the immediate surroundings does not exist, resulting in a setting with limited contextual integrity.
Social Value	Public perception: is the property or feature regarded as important within its area?		The comments received from the public focused on the community value related to the use of the fields as a green space, rather than its cultural heritage value. Of over 7500 people who provided signatures, comment or letters regarding the property in relation to a potential severance only a handful expressed that the fields (with no specific mention of the school building) may be a "landmark." Research conducted for this report did not reveal mention of the school on any websites featuring historic properties in Ancaster, on walking tours of local landmarks. The use of the school's image on for any logos or on promotional materials was also not found during any research conducted for this report.

The above table demonstrates the Ancaster High School at 374 Jerseyville Road West meets one of the City of Hamilton's *Framework for Cultural Heritage Evaluation* Section 3 (Built Heritage) criteria – that the building is located in its original location.

8.3 Evaluation of the CHVI according to the *City of Hamilton Framework for Cultural Heritage Evaluation Section 4 (Cultural Heritage Landscapes)*

Table 7: City of Hamilton Evaluation Criteria (Section 4: Cultural Heritage Landscape)

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
Historical Associations	Themes: how well does the cultural heritage landscape illustrate one or more historical themes representative of cultural processes in the development and/or use of land in the context of the community, province or nation?		The Ancaster High School property represents the development of community services to serve a growing population as the result of the baby-boom. It is one of many properties tied to the growing population of the town at the time; residential houses, elementary schools and associated community infrastructure were also built; as such, the school property does not strongly illustrate the historical theme of post baby-boom growth.
	Event: is the cultural landscape associated with a specific event that has made a significant contribution to the community, province or nation?		The Ancaster Heritage Days Soccer tournament does not appear to be borne of the subject property and the school is not an integral part of Ancaster Heritage Days. The Ancaster High School landscape is not associated with a specific event that has made a significant contribution to the community, province or nation.
	Person and/or Group: is the cultural landscape associated with the life or activities of a person, group, organization or institution that has made a significant contribution to the community, province or nation?		The Ancaster High School landscape is not associated with the life or activities of a person, group, organization or institution that has made a significant contribution to the community, province or nation. While Ancaster High School has several famous alumni, the City of Hamilton's framework notes that this criterion "evaluates the cultural landscape's direct association with a person or group, (i.e., ownership, use or development of the cultural landscape)". None of the famous alumni outlined in school materials (see Section 5.3.2) owned or assisted in the development of the landscape.
Scenic	Sense of place: does the cultural heritage landscape provide the observer(s) with a strong sense of position or place?		Portions of the landscape are separated by landscape elements that interrupt or obscure the understanding of the property, such as the tree line through the middle of the field. The school is not visible from Jerseyville Road.
	Serial Vision: does the cultural heritage landscape provide the observer(s) with opportunities for serial vision along paths of pedestrian or vehicular movement?		There are no formal pedestrian walkways within the landscape. The roadway is functional and is not tied to any views.
	Material Content: is the cultural heritage landscape visually satisfying or pleasing to the		The landscape is disjointed. The Ancaster High School property does not currently represent a planned or designed landscape.

Cultural Heritage Assessment Report – 374 Jerseyville Road West – Ancaster High School, Hamilton, Ontario

EVALUATION OF PROPERTY			
Criteria	Description	✓	Value Statement
	observer(s) in terms of colour, texture, style and scale?		
Integrity	Integrity: is it all there?		Based on historic aerial images, the tree line and the tree stand at the northern extent of the property do retain their locational integrity. However, the landscape layout related to the use of the property for a school has been altered through the evolution of the property to accommodate additions to the building.
Design	Design: has the landscape been purposefully designed or planned?		The Ancaster High School landscape is not a readable as a landscape which has been designed or planned.
Social Value	Public perception: is the landscape regarded as having importance within the City?	✓	Based on public comments received for a potential severance, it is clear the local community values the sports fields associated with the Ancaster High School property for their recreational use. Interviews revealed that the local Ancaster community sees the property as a symbol of the relationship between the municipality and school board.

The above table demonstrates the Ancaster High School at 374 Jerseyville Road West meets one of the City of Hamilton's *Framework for Cultural Heritage Evaluation* Section 4 (Cultural Heritage Landscape) criteria.

9.0 CULTURAL HERITAGE VALUE: CONCLUSIONS AND RECOMMENDATIONS

The property at 374 Jerseyville Road West – Ancaster High School does not meet any criteria for determining cultural heritage value or interest as outlined in *Ontario Regulation 9/06*. The subject property meets one criterion in the City of Hamilton's *Framework for Cultural Heritage Evaluation* Section 3 (Built Heritage) criteria – only that the building is located in its original location. The property meets one of the City of Hamilton's *Framework for Cultural Heritage Evaluation* Section 4 (Cultural Heritage Landscape) criteria as the local Ancaster community sees the property as a symbol of the relationship between the municipality and school board.

The soccer fields portion of the property was found to possess community value due to the opportunities it presents to participate in recreational activities in Ancaster; however, the consultant team was unable to draw any direct associations indicative of the landscape's cultural heritage value or interest.

The *Provincial Policy Statement* notes that cultural heritage value or interest is bestowed upon cultural heritage resources by *communities* (MMAH 2014). Accordingly, the system by which heritage is governed in this province places emphasis on the decision-making of local municipalities in determining cultural heritage value or interest. It is hoped that the information presented in this report will be useful in those deliberations.

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1967 Slide 41-112 Site Plan West Wing Addition

Slide 41-113 Ground Floor Plan West Wing Addition (Auditorium)

Slide 41-114 Second Floor Plan West Wing Addition (Auditorium)

Slide 41-116 Elevations West Wing Addition

Slide 41-117 Building Sections West Wing Addition

Slide 41-128 Commercial and Typical Classroom

Slide 41-137 Ground Floor Plan

Slide 41-138 Second Floor Plan

Slide 41-153 Site Plan & Symbol Index

1965 Slide 41-96 Site Plan, Shop and Library Additions

Slide 41-97 Floor Plans Shop and Library Additions

Slide 41-98 Elevations, Shop and Library Additions

1962 Slide 41-57 Site Plan

Slide 41-58 Plan and Elevation – Entire Building, New Vocational Wing

Slide 41-60 Plan and Elevation – Addition to East Wing “Vocational Addition”

Slide 41-68 Elevations

Slide 41-69 Building Sections

Slide 41-71 Main Entrance Details (West Wing Addition)

Slide 41-79 Colour Detail Table

- Slide 41-80 Terrazzo Floor Details
- 1961 Slide 41-56 Site Plans (unbuilt)
- 1960 Slide 41-36 Site Plan, New Addition
Slide 41-38 Ground Floor Plan, New Addition
Slide 41-39 Second Floor Plan, New Addition
Slide 41-40 Elevations, New Addition
- 1958 Slide 41-1 Site Plan
Slide 41-5 First Floor Plan
Slide 41-6 Second Floor Plan
Slide 41-7 Roof Plan
Slide 41-8 Elevations
Slide 41-15 Main Entrance
Slide 41-16 Door and Window Detail
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11.0 QUALIFICATIONS

The following section includes the Curriculum Vitae of all those involved in the drafting of this report.

Curriculum Vitae

Paul J. Racher, M.A., CAHP
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Biography

Paul Racher is a Principal of ARA. He has a BA in Prehistoric Archaeology from WLU and an MA in anthropology from McMaster University. He began his career as a heritage professional in 1986. Over the three decades since, he has overseen the completion of several hundred archaeological and cultural heritage contracts. Paul has years of experience related to linear transportation and rail projects, notably through the ongoing work to complete a Cultural Heritage Inventory for the Region of Waterloo's Stage 2 LRT from Kitchener to Cambridge, Ontario. He holds professional license #P007 with the MHSTCI. Paul is a former lecturer in Cultural Resource Management at WLU. He is a professional member of the Canadian Association of Heritage Professionals (CAHP) and the President of the Ontario Archaeological Association (OAS).

Education

1992-1997 PhD Programme, Department of Anthropology, University of Toronto.
Supervisors: E.B. Banning and B. Schroeder. Withdrawn.
1989-1992 M.A., Department of Anthropology, McMaster University, Hamilton, Ontario.
Thesis titled: "The Archaeologist's 'Indian': Narrativity and Representation in Archaeological Discourse."
1985-1989 Honours B.A., Wilfrid Laurier University, Waterloo, Ontario.
Major: Prehistoric Archaeology.

Professional Memberships and Accreditations

Current Ministry of Tourism Culture and Sport Professional Licence (#P007).
Professional Member of the Canadian Association of Heritage Professionals (CAHP), Volunteer on the ethics committee.
Member of the Ontario Archaeological Society (OAS), Volunteer on the Professional Committee.
Associate of the Heritage Resources Centre, University of Waterloo.
RAQS registered with MTO.

Work Experience

Current **Vice-President, Operations, Archaeological Research Associates Ltd.**
Responsible for winning contracts, client liaison, project excellence, and setting the policies and priorities for a multi-million dollar heritage consulting firm.

- 2000-2011 **Project Manager/Principal Investigator, Archaeological Research Associates Ltd.**
Managed projects for a heritage consulting firm. In 10 field seasons, managed hundreds of projects of varying size.
- 2008-2011 **Part-Time Faculty, Wilfrid Laurier University.**
Lecturer for Cultural Resource Management course (AR 336). In charge of all teaching, coursework, and student evaluations.
- 1995 **Field Archaeologist, University of Toronto.**
Served as a supervisor on a multinational archaeological project in northern Jordan.
- 1992-1995 **Teaching Assistant, University of Toronto.**
Responsible for teaching and organizing weekly tutorials for a number of courses.
- 1991-1994 **Part-Time Faculty, Wilfrid Laurier University.**
Lectured for several courses in anthropology. Held complete responsibility for all teaching, coursework, and student evaluations.
- 1992-1996 **Partner in Consulting Company, Cultural Management Associates Incorporated.**
Supervised several archaeological contracts in Southern Ontario. Participated in a major (now published) archaeological potential modeling project for MTO.
- 1989-1991 **Partner in Consulting Company, Cultural Resource Consultants.**
Managed the financial affairs of a consulting firm whilst supervising the completion of several contracts performed for heritage parks in central Ontario.
- 1988-1991 **Principal Investigator/Project Director, Archaeological Research Associates Ltd.**
Oversaw the completion of large contracts, wrote reports, and was responsible for ensuring that contracts were completed within budget.
- 1988 **Assistant Director of Excavations, St. Marie among the Hurons, Midland, Ontario.**
Duties included crew supervision, mapping, report writing and photography.
- 1986-1987 **Archaeological Crew Person, Archaeological Research Associates Ltd., Waterloo, Ontario.**
Participated in background research, survey, and excavation on a number of Archaeological sites across Ontario.

Kayla Jonas Galvin, M.A., CAHP

Team Lead - Heritage

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Biography

Kayla Jonas Galvin, Archaeological Research Associates Ltd.'s Team Lead – Heritage, has extensive experience evaluating cultural heritage resources and landscapes for private and public-sector clients to fulfil the requirements of provincial and municipal legislation such as the *Environmental Assessment Act*, the *Standards & Guidelines for the Conservation of Provincial Heritage Properties* and municipal Official Plans. She served as Team Lead on the Ministry of Tourism, Culture and Sport Historic Places Initiative, which drafted over 850 Statements of Significance and for *Heritage Districts Work!*, a study of 64 heritage conservation districts in Ontario. Kayla was an editor of *Arch, Truss and Beam: The Grand River Watershed Heritage Bridge Inventory* and has worked on Municipal Heritage Registers in several municipalities. Kayla has drafted over 150 designation reports and by-laws for the City of Kingston, the City of Burlington, the Town of Newmarket, Municipality of Chatham-Kent, City of Brampton and the Township of Whitchurch-Stouffville. Kayla is the Heritage Team Lead for ARA's roster assignments for Infrastructure Ontario and oversees evaluation of properties according to *Standards & Guidelines for the Conservation of Provincial Heritage Properties*. Kayla is a professional member of the Canadian Association of Heritage Professionals, a Candidate Member of the Ontario Professional Planners Institute (OPPI) and sits on the board of the Ontario Association of Heritage Professionals.

Education

2016 MA in Planning, University of Waterloo. Thesis Topic: *Goderich – A Case Study of Conserving Cultural Heritage Resources in a Disaster*

2003-2008 Honours BES University of Waterloo, Waterloo, Ontario
Joint Major: Environment and Resource Studies and Anthropology

Professional Memberships and Accreditations

Current Professional Member, Canadian Association of Heritage Professionals (CAHP)
Candidate Member, Ontario Professional Planners Institute (OPPI)
Board Member, Ontario Association of Heritage Professionals.

Work Experience

Current **Team Lead – Heritage, Archaeological Research Associates Ltd.**
Oversees business development for the Heritage Department, coordinates completion of designation by-laws, Heritage Impact Assessments, Built Heritage and Cultural Heritage Landscape Assessments, and Cultural Heritage Resource Evaluations.

2009-2013 **Heritage Planner, Heritage Resources Centre, University of Waterloo**
Coordinated the completion of various contracts associated with built heritage including responding to grants, RFPs and initiating service proposals.

2008-2009, **Project Coordinator–Heritage Conservation District Study, ACO**

- 2012 Coordinated the field research and authored reports for the study of 32 Heritage Conservation Districts in Ontario. Managed the efforts of over 84 volunteers, four staff and municipal planners from 23 communities.
- 2007-2008 **Team Lead, Historic Place Initiative, Ministry of Culture**
Liaised with Ministry of Culture Staff, Centre's Director and municipal heritage staff to draft over 850 Statements of Significance for properties to be nominated to the Canadian Register of Historic Places. Managed a team of four people.

Selected Professional Development

- 2018 Indigenous Canada, University of Alberta
- 2017 Empowering Indigenous Voices in Impact Assessments, Webinar, International Association for Impact Assessments
- 2015 Introduction to Blacksmithing, One-Day
- 2015 Leadership Training for Managers Course, Dale Carnegie Training
- 2014 Heritage Preservation and Structural Recording in Historical and Industrial Archaeology, Wilfrid Laurier University, 12 weeks
- 2014 Conservation and Craftsmanship in Sustainable City Building Presented by the Hamilton Burlington Society of Architects
- 2012 Region of Waterloo Workshop on Heritage Impact Assessments, Half-Day
- 2012 Conducting Historic Building Assessments Workshop, One-Day
- 2012 Window Restoration Workshop, One-Day
- 2011 Lime Mortars for Traditionally Constructed Brickwork, Two-Day Workshop, ERA Architects and Historic Restoration Inc., Toronto
- 2011 Energy & Heritage Buildings Workshop Two-Day Workshop, Heritage Resources Centre
- 2010 Architectural Photography, Mohawk College
- 2010 Project Management Fundamentals, University of Waterloo Continuing Education
- 2009 Cultural Heritage Landscapes Two-Day Workshop, Heritage Resources Centre
- 2009 Urban Landscape and Documentary Photography, Mohawk College
- 2008 Introduction to Digital Photography, Mohawk College
- 2008 Heritage Planning Four-Day Workshop, Heritage Resources Centre

Selected Publications

- 2018 "Restoring Pioneer Cemeteries" *Ontario Association of Heritage Professionals Newsletter*. Spring 2018. *In print*.
- 2015 "Written in Stone: Cemeteries as Heritage Resources." *Municipal World*, September 2015.
- 2015 "Bringing History to Life." *Municipal World*, February 2015, pages 11-12.
- 2014 "Inventorying our History." *Ontario Planning Journal*, January/February 2015.
- 2014 "Mad about Modernism." *Municipal World*, September 2014.
- 2014 "Assessing the success of Heritage Conservation Districts: Insights from Ontario Canada." with R. Shipley and J. Kovacs. *Cities*.
- 2014 "Veevers Estate Hamilton: From Historic Farmhouse to Environmental Showpiece." *ACORN*, Spring 2014.

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Biography

Lindsay Benjamin is practiced at providing professional planning recommendations and expertise on complex studies, research projects, cultural heritage impact and archaeological assessments. Through her work as a Cultural Heritage Planner, Lindsay researched, drafted and implemented policies for the Regional Official Plan and other planning documents regarding the recognition, review and conservation of cultural heritage resources, including archaeological resources, heritage bridges, cultural heritage landscapes and scenic roads. She was the Primary Author of *Arch, Truss and Beam: The Grand River Watershed Heritage Bridge Inventory*, served as a Team Lead on the MTCS Historic Places Initiative that drafted over 850 Statements of Significance, and was Series Editor for Phase 2 of *Heritage Districts Work!* a study of 32 heritage districts in Ontario. Lindsay has developed heritage property tax relief programs, worked on Municipal Heritage Registers and drafted designation by-laws in several municipalities. She holds a Master of Applied Environmental Studies degree from the University of Waterloo School of Planning, is a Professional Member of the Canadian Association of Heritage Professionals (CAHP) and a Candidate Member of the Ontario Professional Planners Institute (OPPI).

Education

2013	MAES, University of Waterloo, Waterloo, ON Focus: Planning
2009	Post-Graduate Diploma, Centennial College, Toronto, ON Publishing & Professional Writing
2007	Honours BES, University of Waterloo, Waterloo, ON Major: Urban Planning, Co-op Distinction: Dean's Honours List

Professional Development

Current	Canadian Association of Heritage Professionals (CAHP), Professional Membership
Current	Ontario Professional Planners Institute (OPPI), Candidate Member
2013-2017	Ontario Heritage Planners Network Workshops
2017, 2016	National Trust for Canada Conference
2016	Heritage Inventories Workshop, City of Hamilton & ERA Architects
2011-2015	Ontario Heritage Conference
2012	Heritage Impact Assessments Workshop, Region of Waterloo
2012	National Trust for Historic Preservation Conference, Spokane, WA
2012	Conducting Historic Building Assessments Workshop, National Trust for Historic Preservation Conference, Spokane, WA
2012	Canadian Institute of Planners National Conference, Banff, ON
2012	Historic Window Restoration Workshop, Ontario Heritage Conference
2011	Energy and Heritage Buildings Two-Day Workshop, Heritage Resources Centre
2011	Heritage Conservation Districts Workshop, Heritage Resources Centre

Awards

2014	Heritage River Award, Watershed Awards & Canadian Heritage River Celebration,
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2009 Grand River Conservation Authority
A. K. (Alice King) Sculthorpe Award for Advocacy - Architectural Conservancy of Ontario

Work Experience

2017-Present **Heritage Team Member, Archaeological Research Associates Ltd.**
Coordinate the completion of heritage projects, including the evaluation of the cultural heritage value or interest of a variety of cultural heritage resources.

2013-2017 **Cultural Heritage Planner, Region of Waterloo**
Planned and implemented Arts, Culture and Heritage initiatives that support creativity and quality of life in the Region of Waterloo. Researched, developed and implemented Regional cultural heritage policies and programs. Fulfilled Regional and Provincial cultural heritage and archaeological review responsibilities under the Planning Act and Ontario Heritage Act.

2009-2013 **Heritage Planner, Heritage Resources Centre, University of Waterloo**
Facilitate the completion of various cultural heritage contracts by undertaking archival research, site visits, report writing, liaising with municipal staff and stakeholders and coordinating project scheduling and budgetary responsibilities.

2006-2007 **Project Manager, Heritage Resources Centre, University of Waterloo**
Established the process of nominating heritage properties to the National Register of Historic Places. Primary liaison between all stakeholder groups, responsible for motivating each group to participate and provide funding. Drafted over 130 Statements of Significance for properties to be nominated to the National Register. Managed a team of five employees.

2005-2006 **Heritage Conservation Easement Planning Assistant, Ontario Heritage Trust**
Supported easement acquisitions through researching the historical and architectural value of potential acquisitions and extensive photo documentation. Screened and processed activity requests from property owners and stakeholders relating to the easement program. Conducted site visits to monitor conservation easement sites and prepared condition assessment reports.

Publications

2019 "A history of the Village of German Mills." *Waterloo Historical Society Annual Volume*. In print.

2018 "Conserving Cultural Heritage Landscapes in Waterloo: An Innovative Approach." *Ontario Association of Heritage Professionals Newsletter*, Winter 2018.

2017 Historic Interpretive Plaque, Village of German Mills

2016 Historic Interpretive Plaque, Huron Road Bridge

Volunteer Experience

2017-2018 Lieutenant Governor's Ontario Heritage Awards Jury Member

Penny M. Young, M.A., CAHP (#P092)

Project Manager

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Biography

Penny Young has 27 years of cultural heritage management experience, 21 years working in government, as a Heritage Planner, Heritage Coordinator, Regional Archaeologist and Archaeological Database Coordinator where she managed and coordinated the impacts to cultural heritage resources including built heritage, archaeological sites and cultural heritage landscapes for compliance with municipal, provincial and federal legislation and policy. She has conducted results-driven and collaborative management of complex cultural heritage resource projects within the public sector involving developing project terms of reference, defining scope of work, preparation of budgets and conducting sites visits to monitor and provide heritage/archaeological and environmental advice and direction. At the Ministry of Transportation Penny revised, updated and developed policy, as part of a team, for the *Ontario Heritage Bridge Guidelines for Provincially Owned Bridge Guidelines for Provincially Owned Bridges*. She received the MTO Central Region Employee Recognition Award in 2001 and 2002. While at MTO she provided technical advice and input into the development of the *MTO Environmental Reference for Highway Design - Section 3.7 Built Heritage and Cultural Heritage Landscapes* and the *MTO Environmental Guide for Built Heritage and Cultural Heritage Landscapes*. She is a professional member of the Canadian Association of Heritage Planners (CAHP) and holds Professional License #P092 from MHSTCI. She also holds memberships in the Ontario Professional Planners Institute (OPPI) and the Ontario Archaeological Society (OAS).

Education

1990-1993 Master of Arts, Department of Anthropology McMaster University, Hamilton Ontario. Specializing in Mesoamerican and Ontario archaeology.

1983-1987 Honours Bachelor of Arts (English and Anthropology), McMaster University, Hamilton, Ontario.

Professional Memberships and Accreditations

Current Professional Member, Canadian Association of Heritage Professionals (CAHP)
Member of Ontario Archaeological Society
Pre-Candidate Member, Ontario Professional Planners Institute (OPPI)
Ministry of Tourism Culture & Sport Professional Licence (#P092)

Work Experience

Current **Project Manager, Archaeological Research Associates Ltd.**
Coordinates ARA project teams and conducts heritage assessment projects including Heritage Impact Assessments, Built Heritage and Cultural Heritage Landscape Assessments, and Cultural Heritage Resource Evaluations. Additional responsibilities include the completion of designation by-laws and heritage inventories. Liaises with municipal staff, provincial ministries and Indigenous communities to solicit relevant project information and to build relationships.

- 2008-2016 **Heritage Planner, Culture Services Unit, Ministry of Tourism, Culture & Sport (MTCS)**
Responsible for advising and providing technical review for management of cultural heritage resources in environmental assessment undertakings and planning projects affecting provincial ministries, municipalities, private sector proponents and Indigenous communities. Advised on municipalities' Official Plan (OP) policies cultural heritage conservation policies. Provided guidance on compliance with the Public Work Class EA, other Class EA legislation and 2010 *Standards and Guidelines for Provincial Heritage Properties*.
- 2014 **Senior Heritage Planner, Planning and Building Department, City of Burlington** (temporary assignment)
Project manager of the study for a potential Heritage Conservation District. Provided guidance to a multiple company consultant team and reported to municipal staff and the public. Liaised with Municipal Heritage Committee and municipal heritage property owners approved heritage permits and provided direction on Indigenous engagement, archaeological site assessments and proposed development projects.
- 2011 **Heritage Coordinator, Building, Planning and Design Department, City of Brampton** (temporary assignment)
Project lead for new Heritage Conservation District Study. The assignment included directing consultants, managing budgets, organizing a Public Information Session, and reporting to Senior Management and Council. Reviewed development/planning documents for impacts to heritage including OP policies, OP Amendments, Plans of subdivision and Committee of Adjustment applications and Municipal Class EA undertakings.
- 2010-2011 **Senior Heritage Coordinator, Culture Division, City of Mississauga** (temporary assignment)
Provided advice to Senior Management and Municipal Council on heritage conservation of built heritage, archaeological sites and cultural heritage landscapes. Liaised with multiple municipal staff including the Clerks' office, Parks and development planners and the public. Supervised and directed project work for junior heritage planner.
- 1999-2008 **Regional Archaeologist, Planning and Environmental Section, Ministry of Transportation (MTO)**
Responsibilities included: project management and coordination of MTO archaeology and heritage program, managed multiple consultants, conducted and coordinated field assessments, surveys and excavations, liaised with First Nations' communities and Band Councils, estimated budgets including \$200,000 retainer contracts.

Sarah Clarke, B.A.
 Research Manager
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Biography

Sarah Clarke is Archaeological Research Associates Ltd.'s Heritage Research Manager. Sarah has over 12 years of experience in Ontario archaeology and 10 years of experience with background research. Her experience includes conducting archival research (both local and remote), artifact cataloguing and processing, and fieldwork at various stages in both the consulting and research-based realms. As Team Lead of Research, Sarah is responsible for conducting archival research in advance of ARA's archaeological and heritage assessments. In this capacity, she performs Stage 1 archaeological assessment site visits, conducts preliminary built heritage and cultural heritage landscape investigations and liaises with heritage resource offices and local community resources in order to obtain and process data. Sarah has in-depth experience in conducting historic research following the *Ontario Heritage Toolkit* series, and the *Standards and Guidelines for Provincial Heritage Properties*. Sarah holds an Honours B.A. in North American Archaeology, with a Historical/Industrial Option from Wilfrid Laurier University and is currently enrolled in Western University's Intensive Applied Archaeology MA program. She is a member of the Ontario Archaeological Society (OAS), the Society for Industrial Archaeology, the Ontario Genealogical Society (OGS), the Canadian Archaeological Association, and is a Council-appointed citizen volunteer on the Brantford Municipal Heritage Committee. Sarah holds an R-level archaeological license with the MHSTCI (#R446).

Education

Current	MA Intensive Applied Archaeology, Western University, London, ON. Proposed thesis topic: Archaeological Management at the Mohawk Village.
1999–2010	Honours BA, Wilfrid Laurier University, Waterloo, Ontario Major: North American Archaeology, Historical/Industrial Option

Professional Memberships and Accreditations

Current	Member of the Ontario Archaeological Society
Current	Member of the Society for Industrial Archaeology
Current	Member of the Brant Historical Society
Current	Member of the Ontario Genealogical Society
Current	Member of the Canadian Archaeological Association
Current	Member of the Archives Association of Ontario

Work Experience

Current	Team Lead – Research; Team Lead – Archaeology, Archaeological Research Associates Ltd. Manage and plan the research needs for archaeological and heritage projects. Research at offsite locations including land registry offices, local libraries and local and provincial archives. Historic analysis for archaeological and heritage projects. Field Director conducting Stage 1 assessments.
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- 2013-2015 **Heritage Research Manager; Archaeological Monitoring Coordinator, Archaeological Research Associates Ltd.**
Stage 1 archaeological field assessments, research at local and distant archives at both the municipal and provincial levels, coordination of construction monitors for archaeological project locations.
- 2010-2013 **Historic Researcher, Timmins Martelle Heritage Consultants Inc.**
Report preparation, local and offsite research (libraries, archives); correspondence with the Ministry of Tourism, Culture, and Sport; report submission to the MTCS and clients; and administrative duties (PIF and Borden form completion and submission, data requests).
- 2008-2009 **Field Technician, Archaeological Assessments Ltd.**
Participated in field excavation and artifact processing.
- 2008-2009 **Teaching Assistant, Wilfrid Laurier University.**
Responsible for teaching and evaluating first year student lab work.
- 2007-2008 **Field and Lab Technician, Historic Horizons.**
Participated in excavations at Dundurn Castle and Auchmar in Hamilton, Ontario. Catalogued artifacts from excavations at Auchmar.
- 2006-2010 **Archaeological Field Technician/Supervisor, Wilfrid Laurier University.**
Field school student in 2006, returned as a field school teaching assistant in 2008 and 2010.

Professional Development

- 2018 Grand River Watershed 21st Annual Heritage Day Workshop and Celebration (One day)
- 2018 Mississaugas of the New Credit First Nation Historical Gathering and Education Conference (One day)
- 2017 Ontario Genealogical Society Conference. (Two days)
- 2016 Ontario Archaeological Society Symposium (One day)
- 2015 Introduction to Blacksmithing Workshop, Milton Historical Society (One day)
- 2015 Applied Research License Workshop, MTCS (One day)
- 2014 Applied Research License Workshop, MTCS (One day)
- 2014 Heritage Preservation and Structural Recording in Historical and Industrial Archaeology. Four-month course taken at Wilfrid Laurier University, Waterloo, ON. Professor: Meagan Brooks

Presentations

- 2018 **The Early Black History of Brantford.** Brant Historical Society, City of Brantford.
- 2017 **Mush Hole Archaeology.** Ontario Archaeological Society Symposium, City of Brantford.
- 2017 **Urban Historical Archaeology: Exploring the Black Community in St. Catharines, Ontario.** Canadian Archaeological Association Conference, Gatineau, QC.

Volunteer Experience

Current Council-appointed citizen volunteer for the Brantford Municipal Heritage Committee.

Jacqueline McDermid, B.A.

Technical Writer

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Biography

Jacqueline recently finished a 6-month contract with MTO as the Heritage Specialist for Central Region, returning to her permanent position at ARA in the Fall 2018 where she had been the acting Heritage Team Lead for the year previous. As the lead, she directed the preparation and oversaw the submission of deliverables to clients. Currently, she is the Heritage Team Technical Writer and Researcher, where she continues to research and evaluate the significance of cultural heritage resources using *Ontario Regulation 9/06* and *10/06*, most recently completing designation reports for the City of Burlington, City of Kingston and Town of Newmarket and the Town of Whitchurch-Stouffville. Further, Jacqueline has overseen the completion of many Built Heritage and Cultural Heritage Landscape Studies as well as Heritage Impact Assessments including reports for a proposed aggregate pit, road widening, the LRT in the Region of Waterloo and a National Historic Site in St. Catharines. As well as being a proficient technical writer, Jacqueline is skilled at writing in approachable language demonstrated by my crafting of 30 properties stories and 35 thematic stories for Heritage Burlington's website. She holds an Honours Bachelor of Arts in Near Eastern Archaeology from Wilfrid Laurier University. In addition to heritage experience, Jacqueline also has archaeological experience working as field crew, as an Assistant Lab Technician and archaeological technical writer.

Education

2000-2007 Honours B.A., Wilfrid Laurier University, Waterloo, Ontario
Major: Near Eastern Archaeology

Work Experience

2015-Present **Technical Writer and Researcher – Heritage, Archaeological Research Associates Ltd., Kitchener, ON**

Research and draft designation by-laws, heritage inventories, Heritage Impact Assessments, Built Heritage and Cultural Heritage Landscape Assessments, and Cultural Heritage Resource Evaluations using Ontario Regulation 9/06, 10/06 and the Ontario Heritage Bridge Guidelines.

2018 **Environmental Planner – Heritage Ministry of Transportation, Central Region**

– Six-month contract.

Responsibilities included: project management and coordination of MTO heritage program, managed multiple consultants, conducted and coordinated field assessments and surveys, estimated budgets including \$750,000 retainer contracts. Provided advice on heritage-related MTO policy to Environmental Policy Office (EPO) and the bridge office.

2017-2018 **Acting Heritage Team Lead – Heritage Archaeological Research Associates Ltd., Kitchener, ON**

Managed a team of Heritage Specialists, oversaw the procurement of projects, retainers; managed all Heritage projects, ensured quality of all outgoing products.

- 2014-2015 **Technical Writer – Archaeology, Archaeological Research Associates Ltd., Kitchener, ON**
Report preparation; correspondence with the Ministry of Tourism, Culture, and Sport; report submission to the Ministry and clients; and administrative duties (PIF and Borden form completion).
- 2012-2013 **Lab Assistant, Archaeological Research Associates Ltd., Kitchener, ON**
Receive, process and register artifacts.
- 2011-2012 **Field Technician, Archaeological Research Associates Ltd., Kitchener, ON**
Participated in field excavation and artifact processing.
- 2005-2009 **Teaching Assistant, Wilfrid Laurier University, Waterloo, ON**
Responsible for teaching and evaluating first, second, third- and fourth-year student lab work, papers and exams.
- 2005-2007 **Lab Assistant, Wilfrid Laurier University – Near Eastern Lab, Waterloo, ON**
Clean, Process, Draw and Research artifacts from various sites in Jordan.

Selected Professional Development

- 2017 Empowering Indigenous Voices in Impact Assessments, Webinar, International Association for Impact Assessments
- 2015 Introduction to Blacksmithing, One-Day
- 2015 Leadership Training for Managers Course, Dale Carnegie Training

Selected Cultural Heritage Projects

- 2018 **Credit River Bridge Strategic Conservation Plan**
Worked with environmental planners, consultants and MTO management advising and providing technical review for the MTO's pilot SCP, submission to MTCS.
- 2017-2018 **500 Bloomington Road CHER, Aurora** Client: Infrastructure Ontario
- 2018 **Queen Victoria Park Heritage Impact Assessment, Niagara Falls**
Client: Canadian Niagara Hotels
- 2016 **700 University Avenue CHER, Toronto** Client: Infrastructure Ontario
- 2017 **Weston Heritage Conservation District Phase II Study**
Client: Weston Heritage Conservation District Board
- 2017 **Cultural Heritage Assessment of 176 Rennick Road, Burlington**
Client: City of Burlington
- 2017 **Westdale Theatre Cultural Heritage Assessment**
Client: City of Hamilton
- 2017 **Documentation & Salvage Report for 264 Governors Road, Hamilton**
Client: Intero Development Group Inc.
- 2016-2018 **Cultural Heritage Inventory for Region of Waterloo LRT** Client: WSP
- 2016 **Town of Newmarket Designation Reports** Client: Town of Newmarket
- 2016 **Jigs Hollow Pit Cultural Heritage Impact Study, Township of Woolwich** Client: Preston Sand & Gravel Company Limited
- 2016 **Municipal Register of Cultural Heritage Resources** Client: City of Burlington
- 2016 **East Side Sanitary Pumping Station Built Heritage and Cultural Heritage Landscape Assessment, Port Colborne** Client: Niagara Region

Appendix A: Plans and Drawings (Figures)

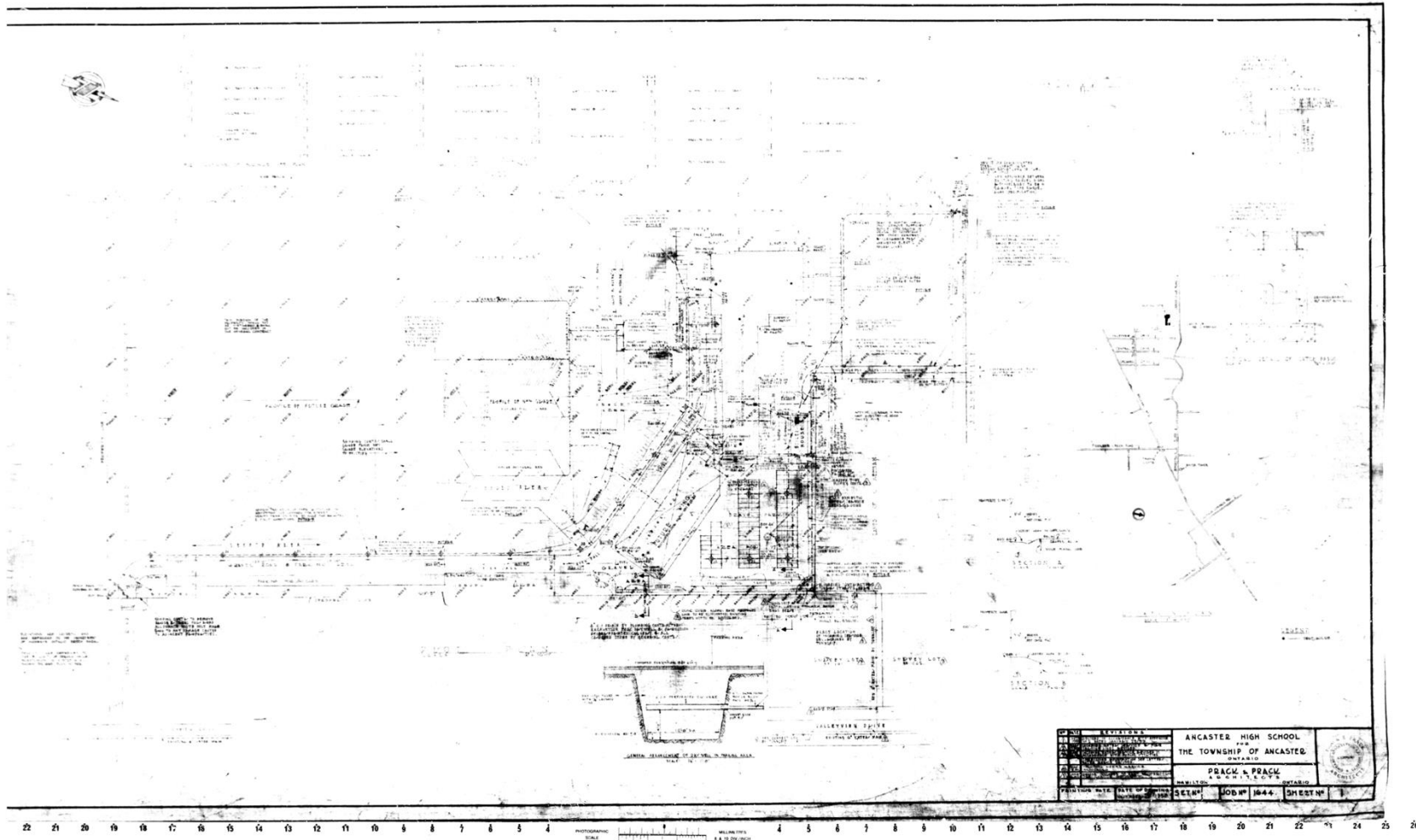


Figure 7: Ancaster High – Prack & Prack Site Plan,
(Slide 41-1: Provided by Hamilton Wentworth District School Board Archives)

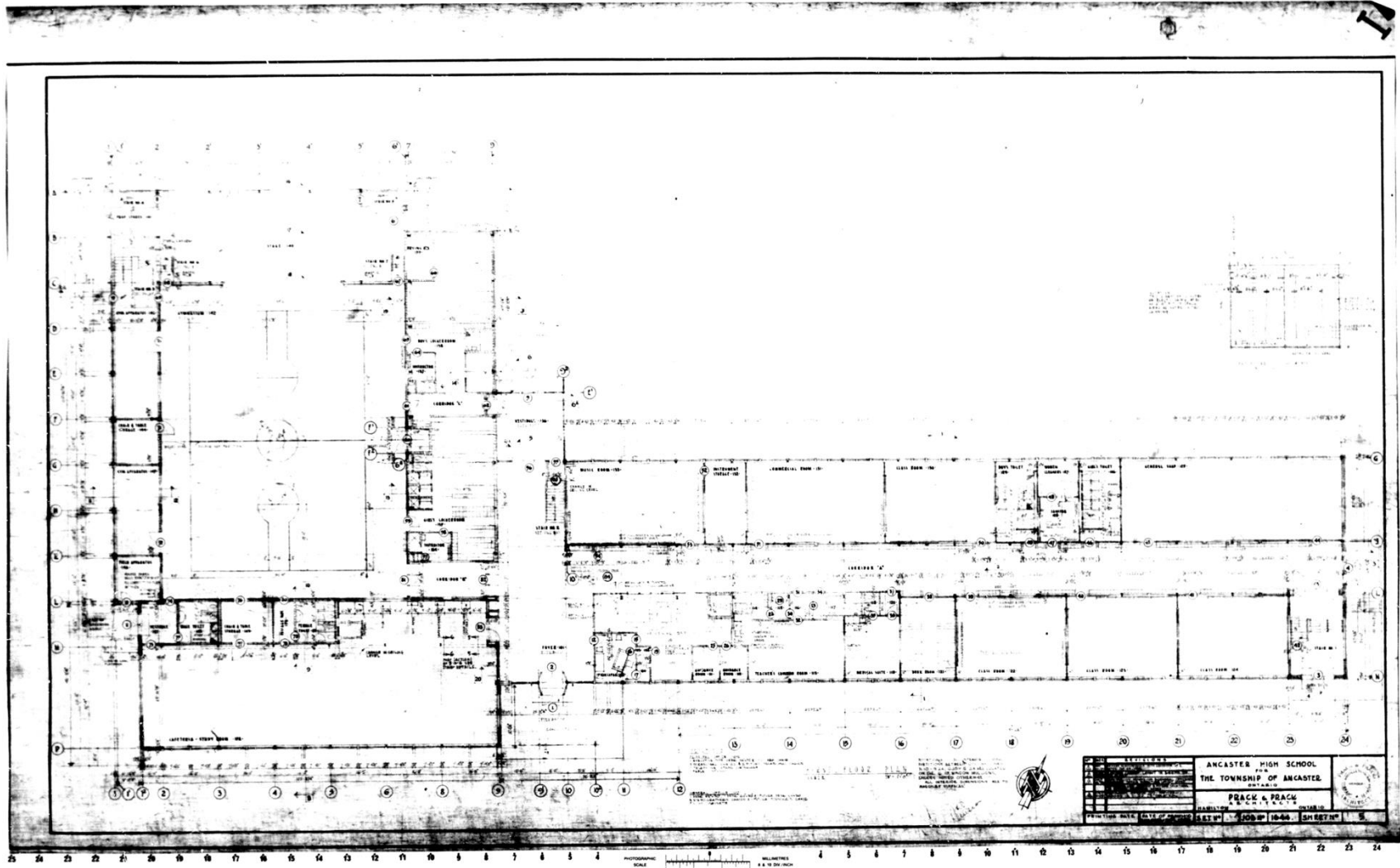


Figure 8: Ancaster High – Prack & Prack First Floor Plan
(Slide 41-5: Provided by Hamilton Wentworth District School Board Archives)

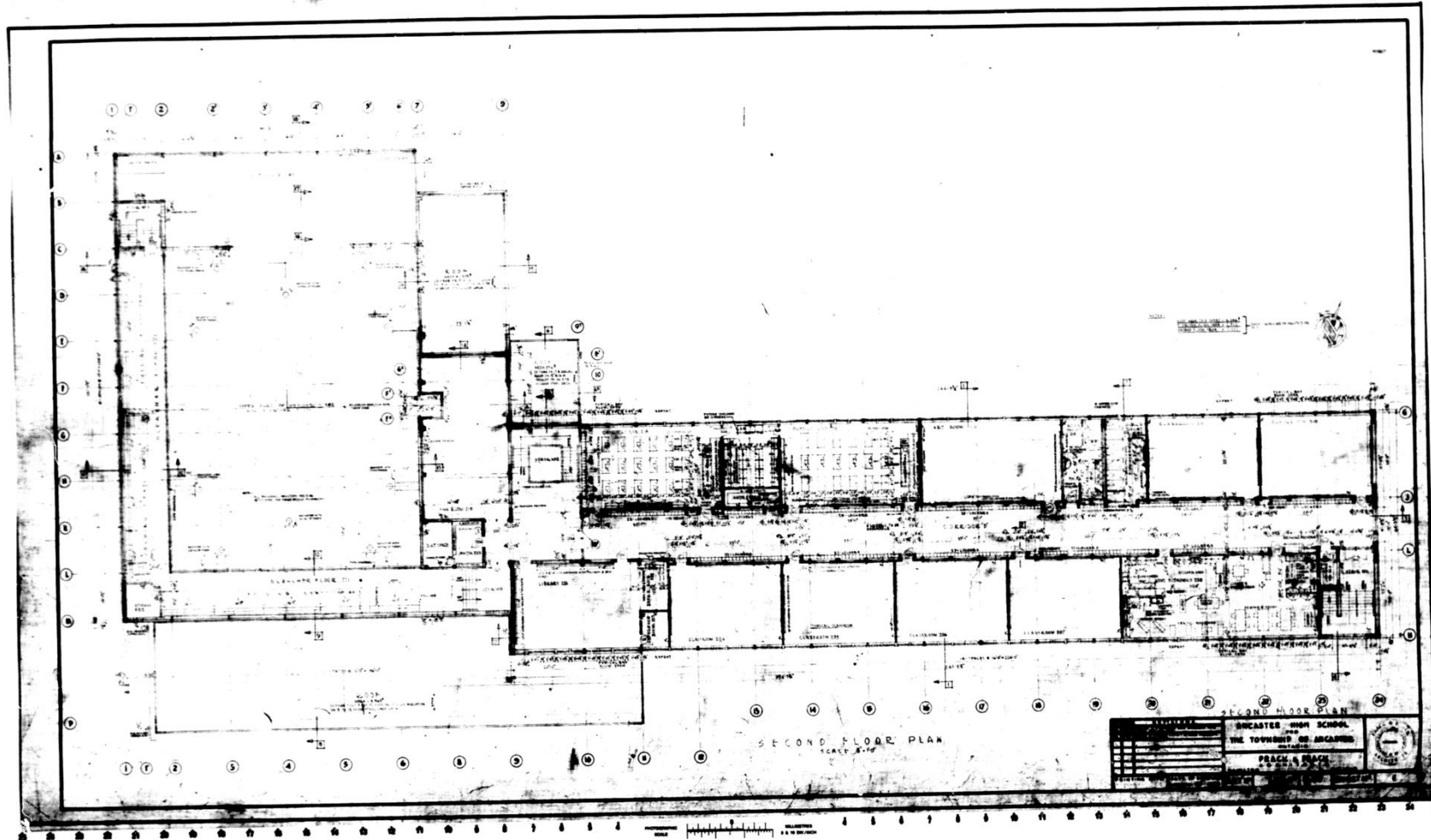


Figure 9: Ancaster High – Prack & Prack Second Floor Plan
(Slide 41-6: Provided by Hamilton Wentworth District School Board Archives)

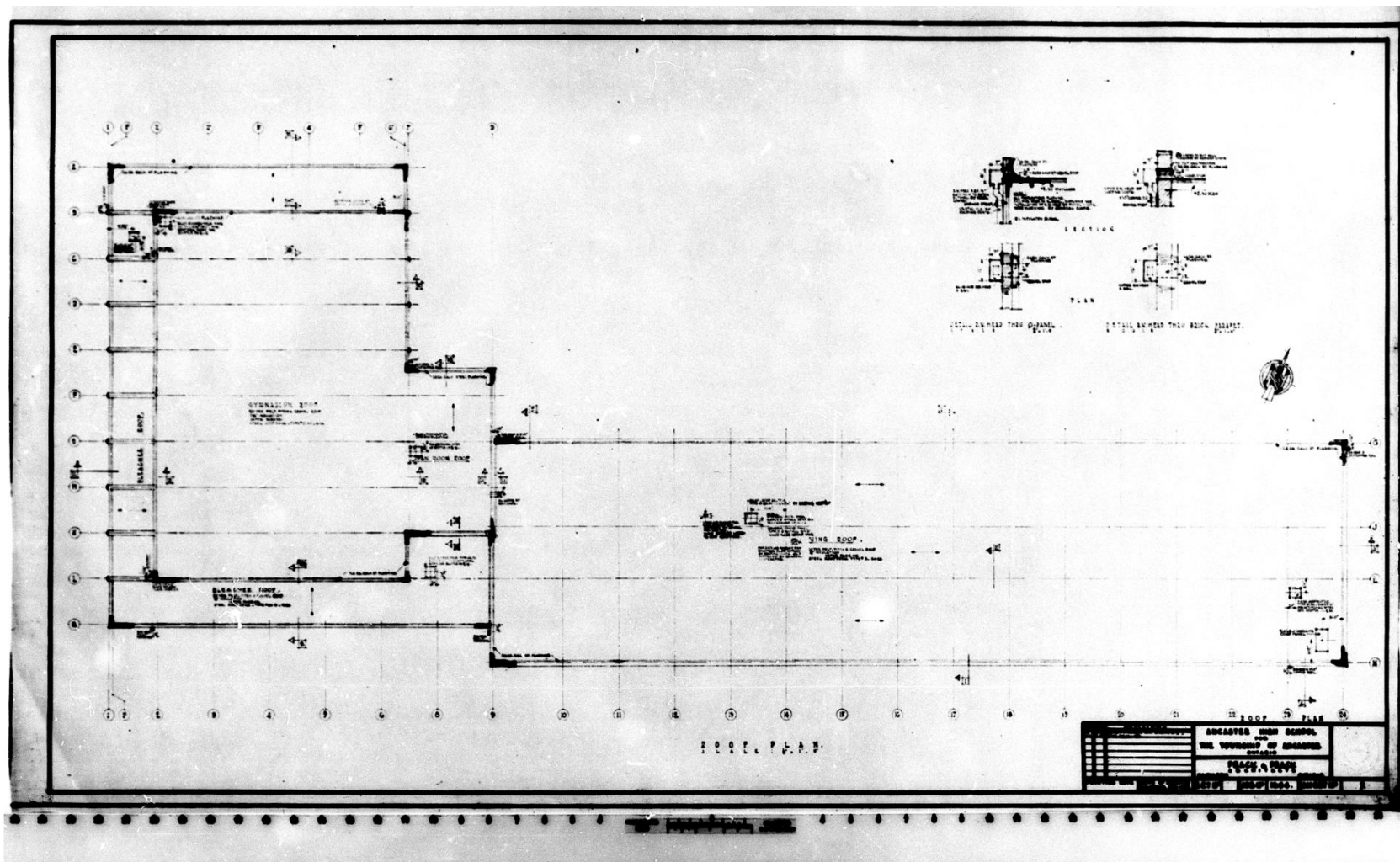


Figure 10: Ancaster High – Prack & Prack Roof Plan
(Slide 41-7: Provided by Hamilton Wentworth District School Board Archives)

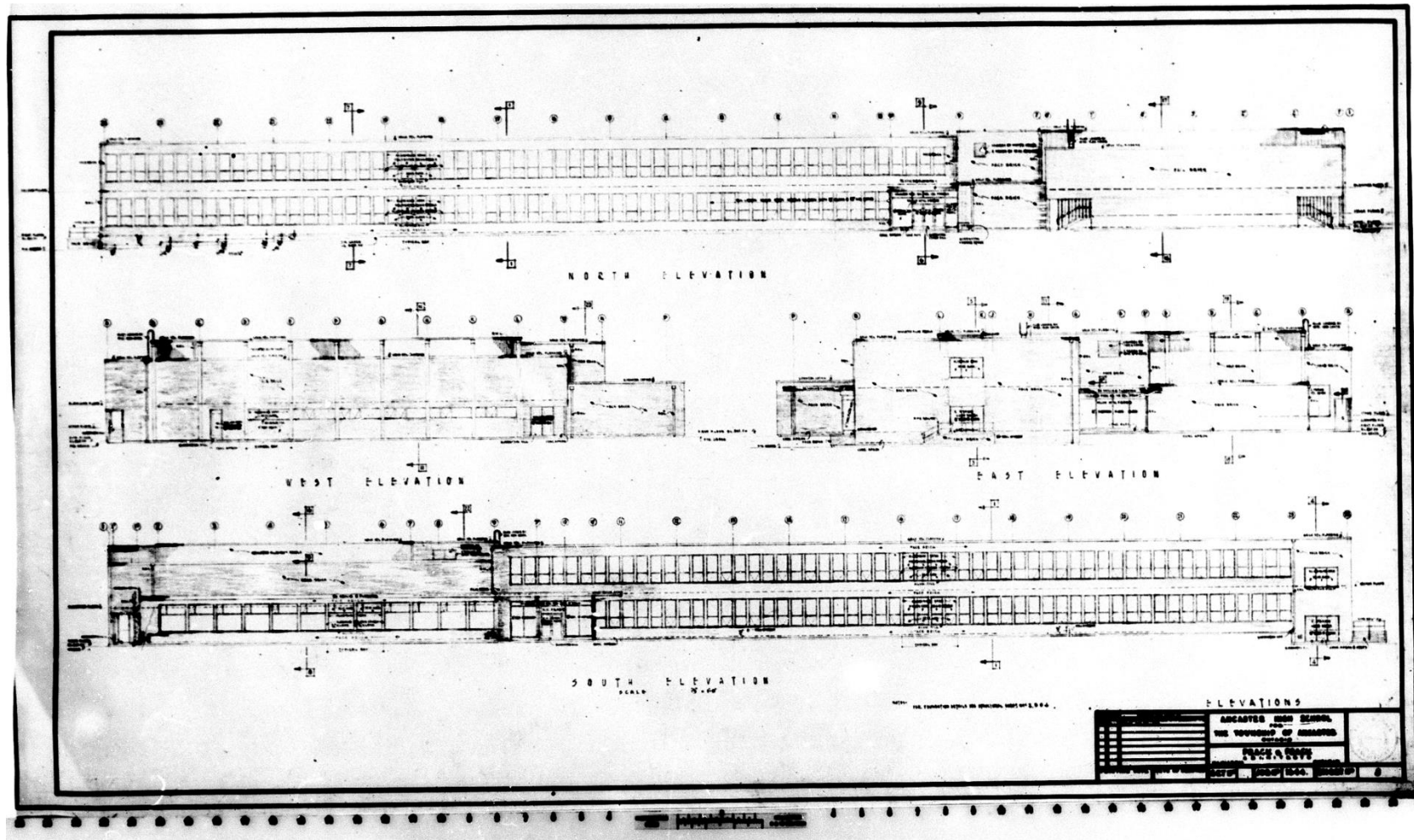


Figure 11: Ancaster High – Prack & Prack Elevations
(Slide 41-8: Provided by Hamilton Wentworth District School Board Archives)

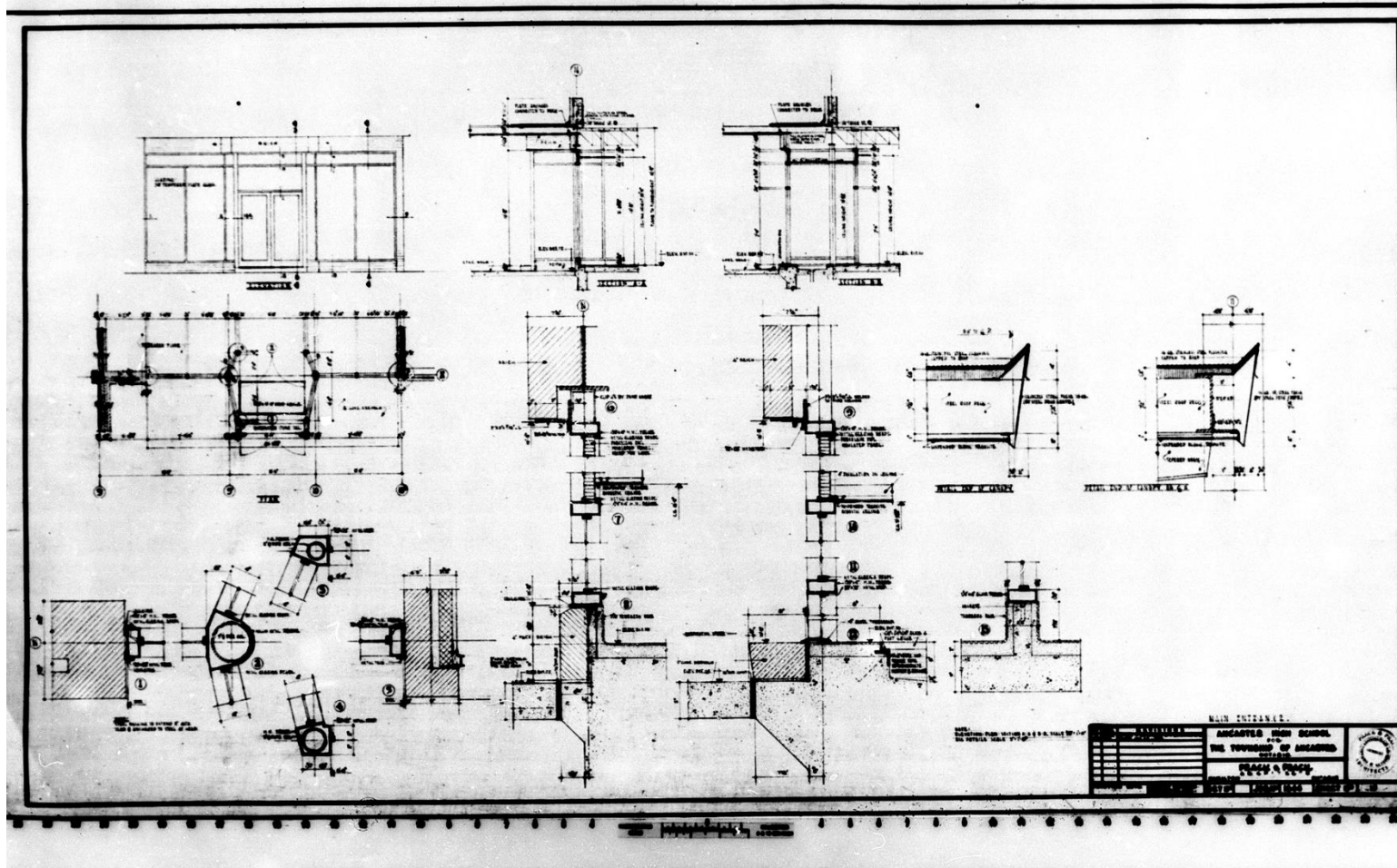


Figure 12: Ancaster High – Prack & Prack Main Entrance
(Slide 41-15: Provided by Hamilton Wentworth District School Board Archives)

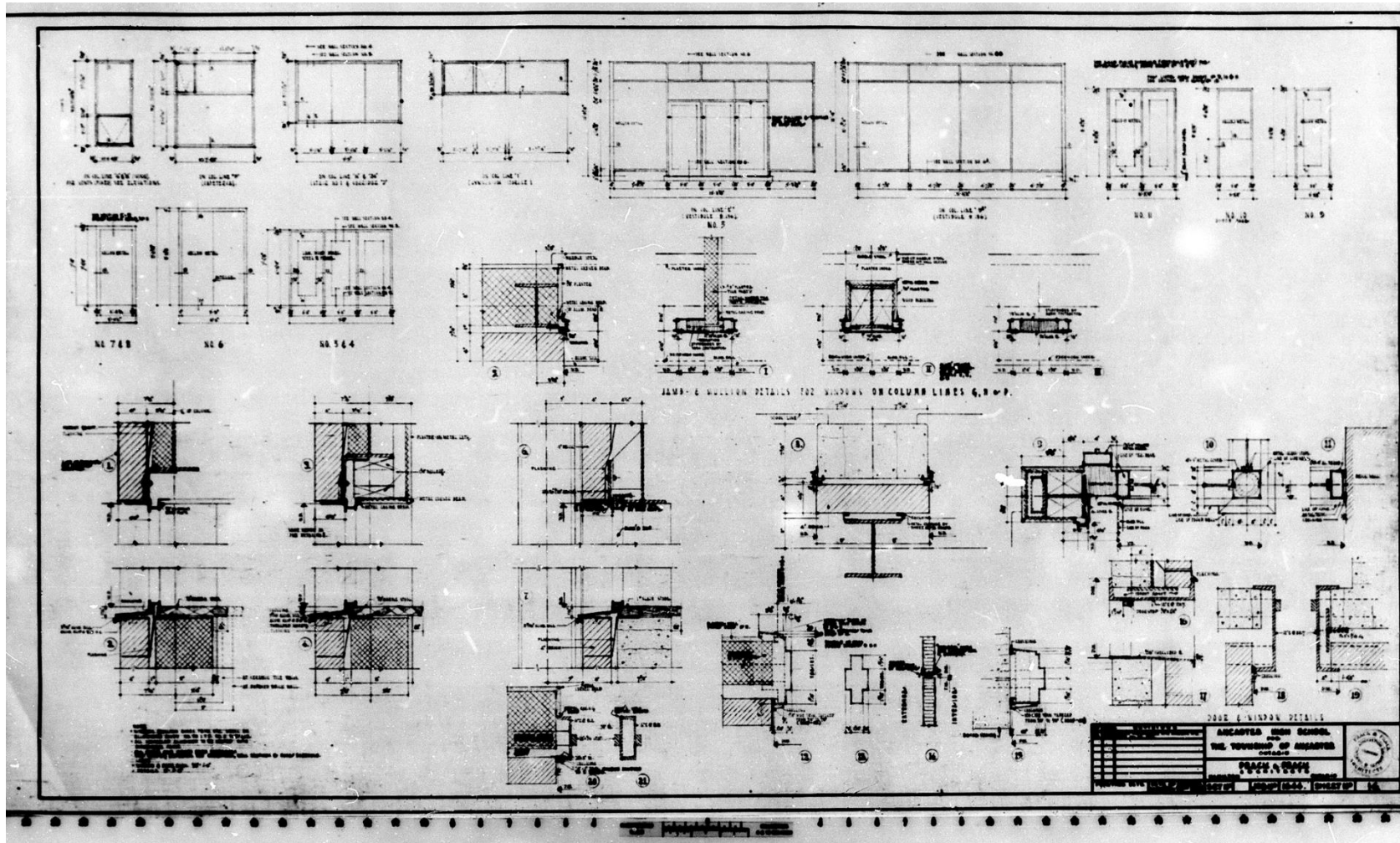


Figure 13: Ancaster High – Prack & Prack Door and Window Details
(Slide 41-16: Provided by Hamilton Wentworth District School Board Archives)

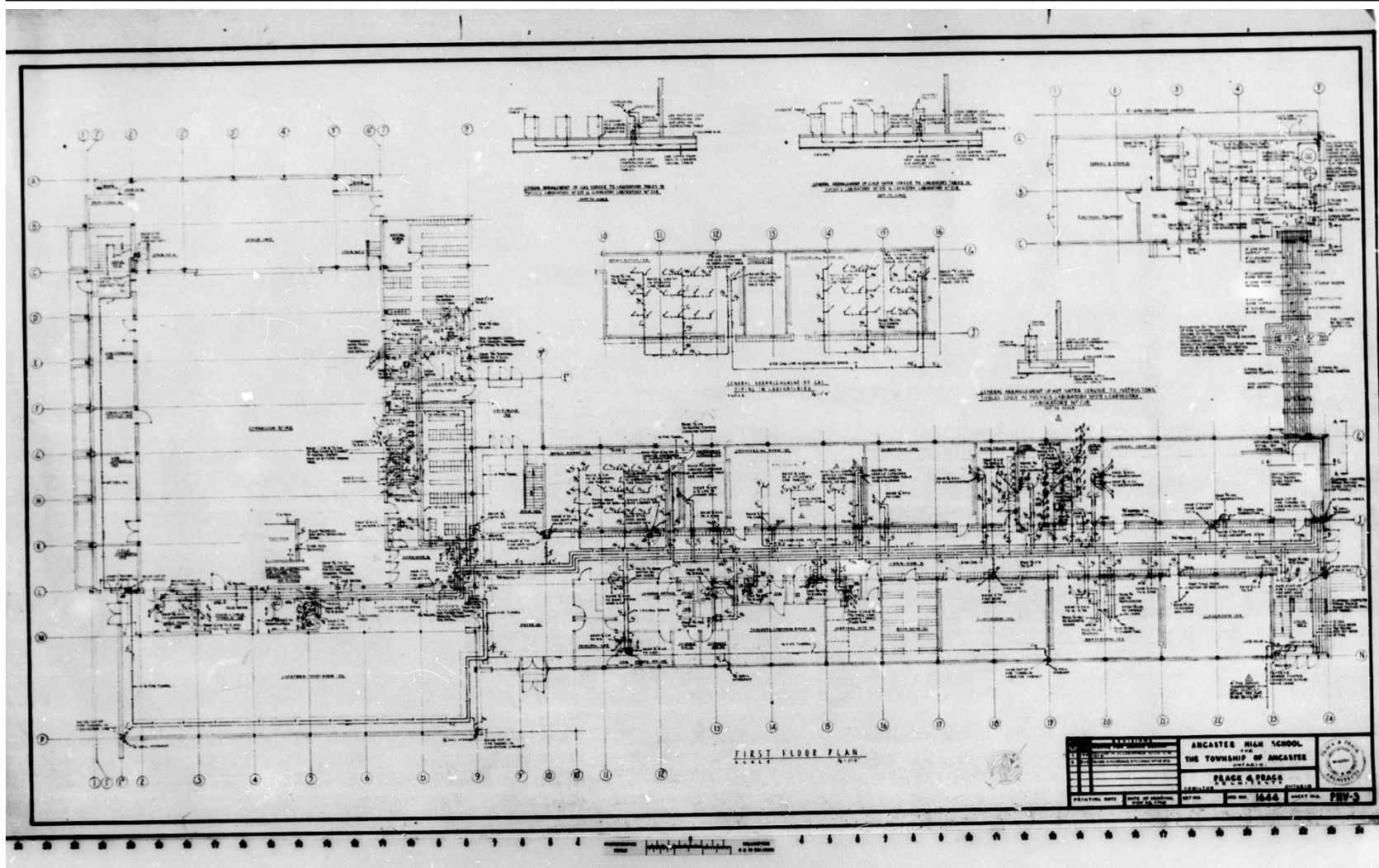


Figure 14: Ancaster High – Prack & Prack First Floor Plan (PHV-3)
(Slide 41-30: Provided by Hamilton Wentworth District School Board Archives)

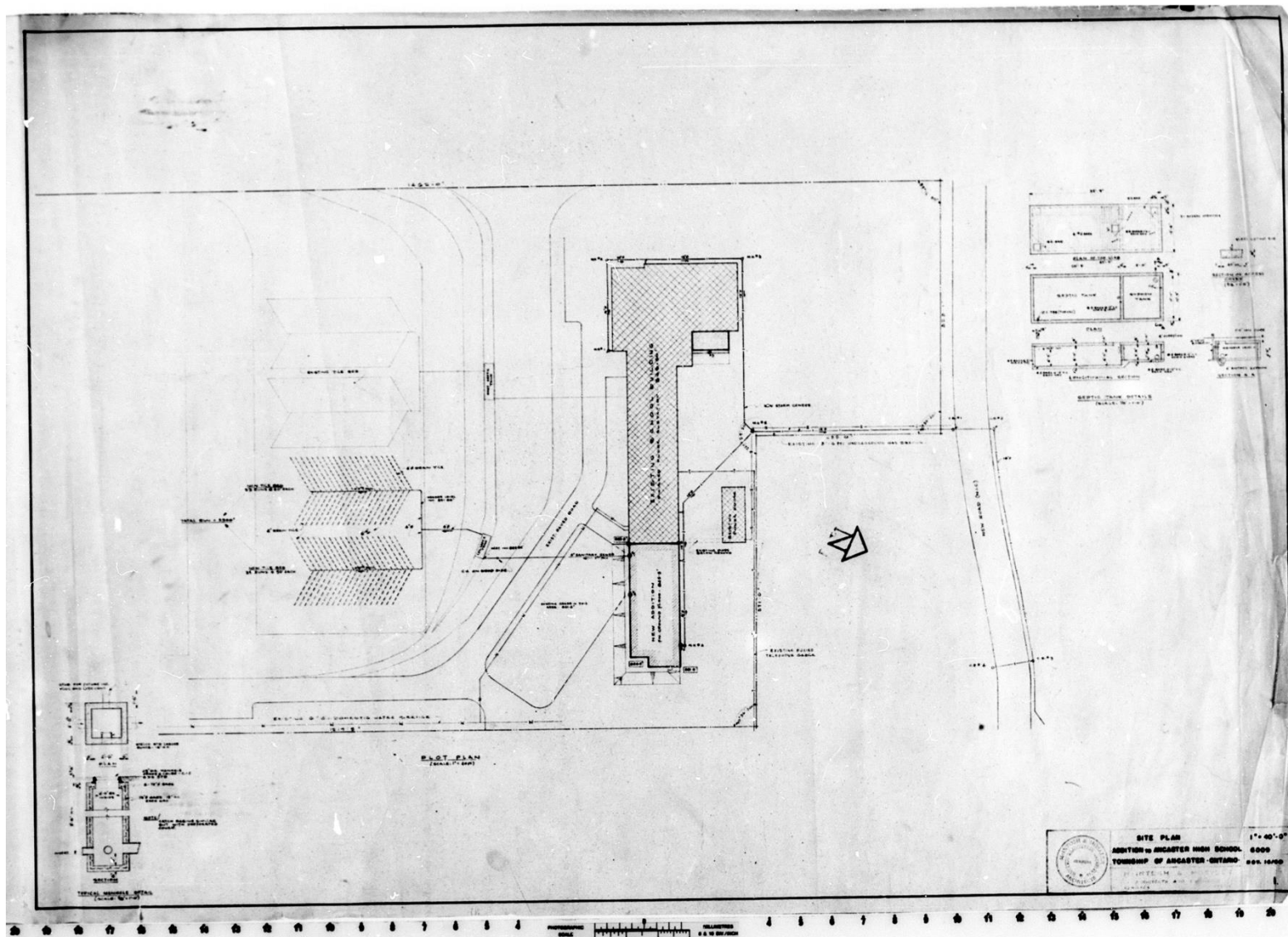


Figure 15: Ancaster High – McIntosh & Moeller Site Plan “New Addition” 1960
(Slide 41-36: Provided by Hamilton Wentworth District School Board Archives)

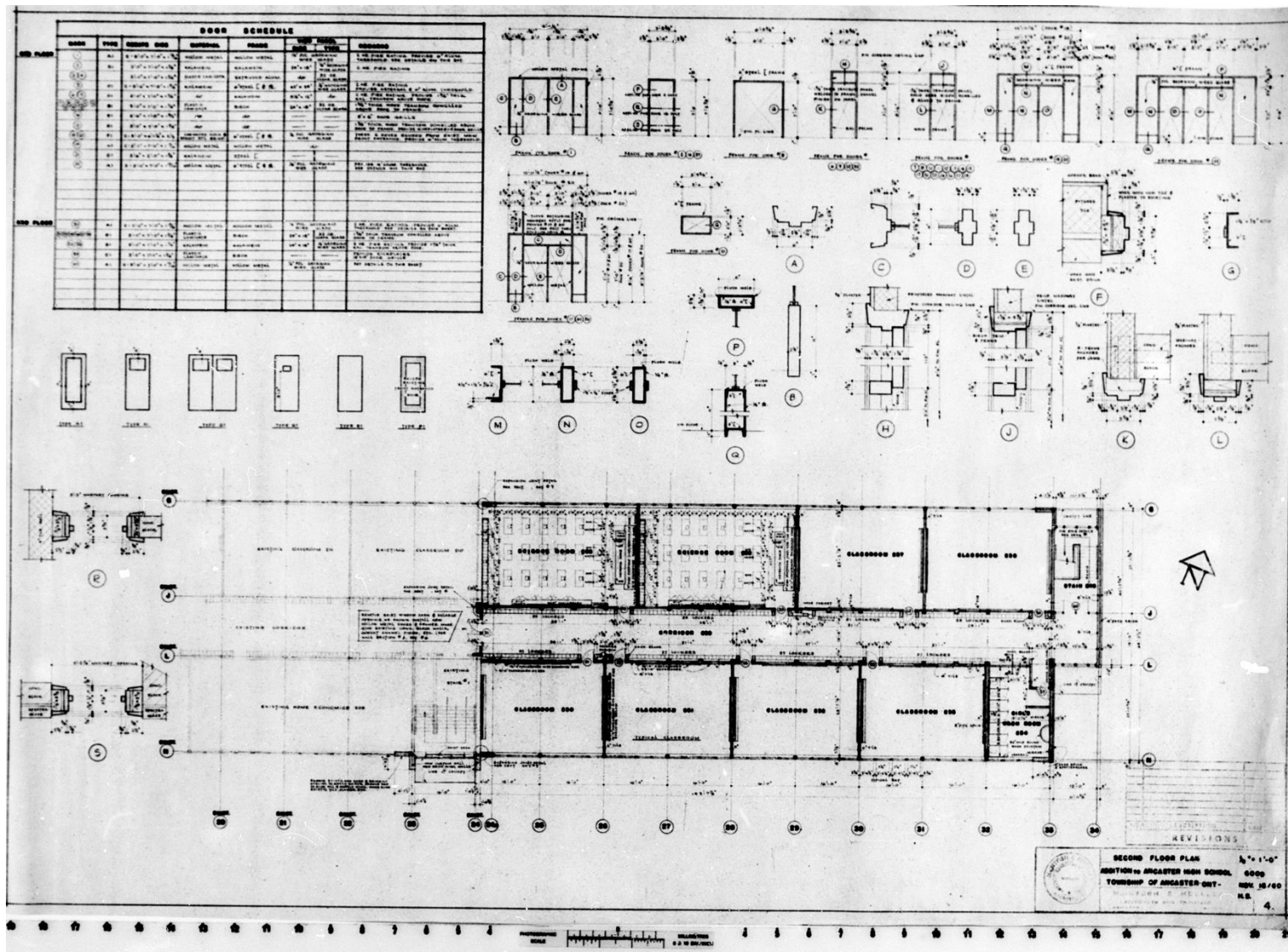


Figure 17: Ancaster High – McIntosh & Moeller Second Floor Plan “New Addition” 1960
 (Slide 41-39: Provided by Hamilton Wentworth District School Board Archives)

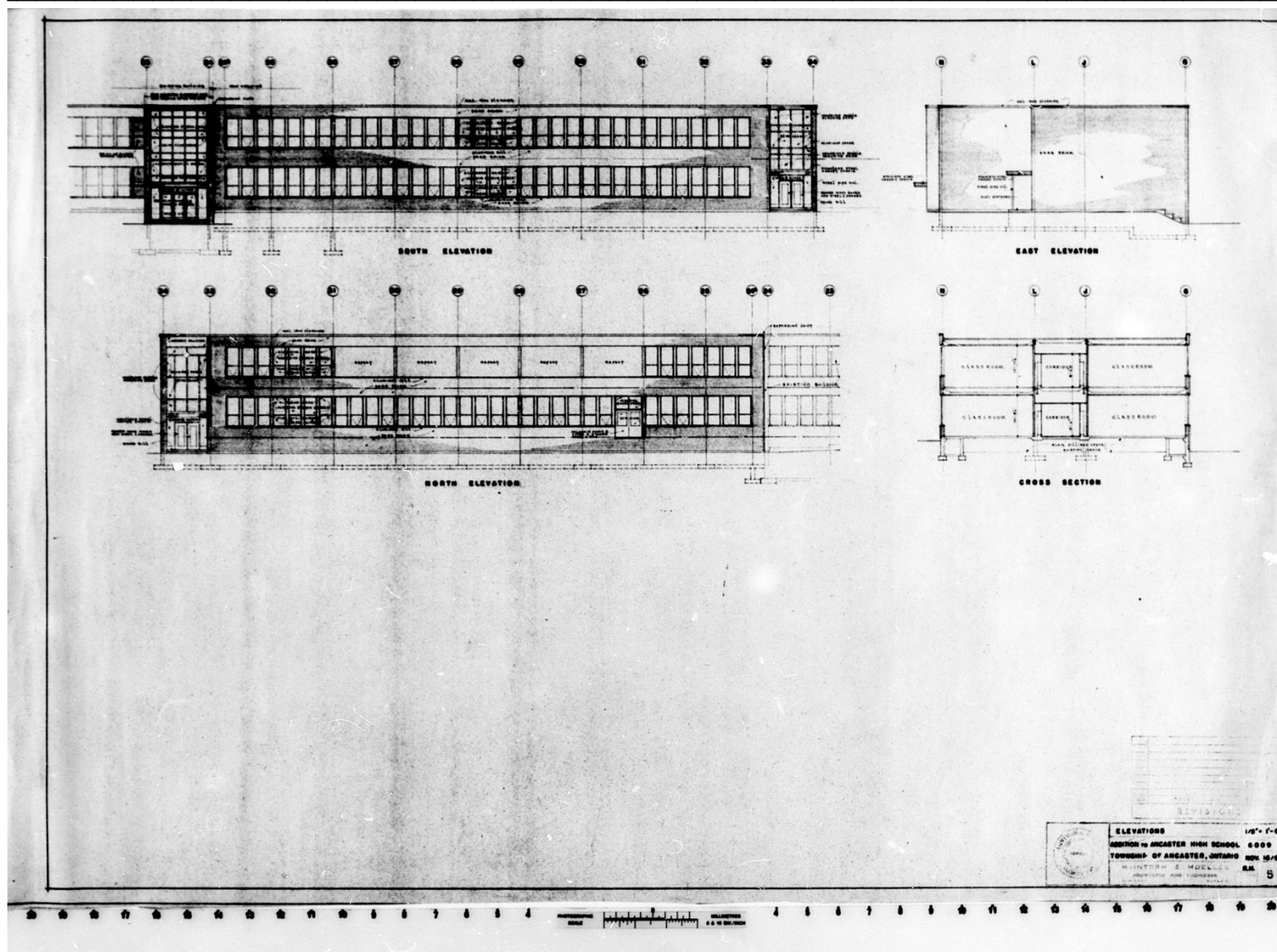


Figure 18: Ancaster High – McIntosh & Moeller Elevations “New Addition” 1960
(Slide 41-40: Provided by Hamilton Wentworth District School Board Archives)

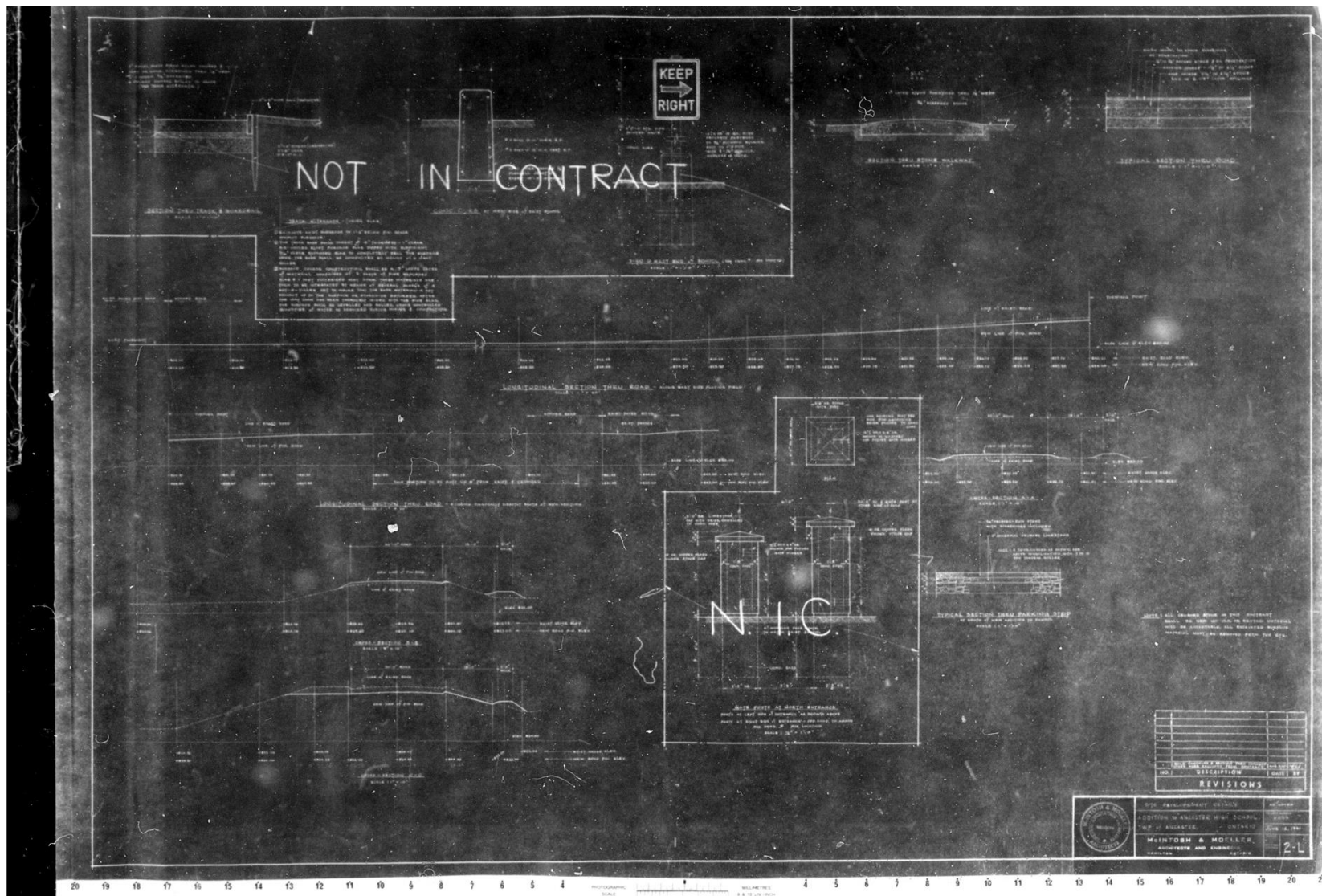


Figure 19: Ancaster High – McIntosh & Moeller Site Plans for stone walkway and gate posts (unbuilt) 1961
(Slide 41-56: Provided by Hamilton Wentworth District School Board Archives)

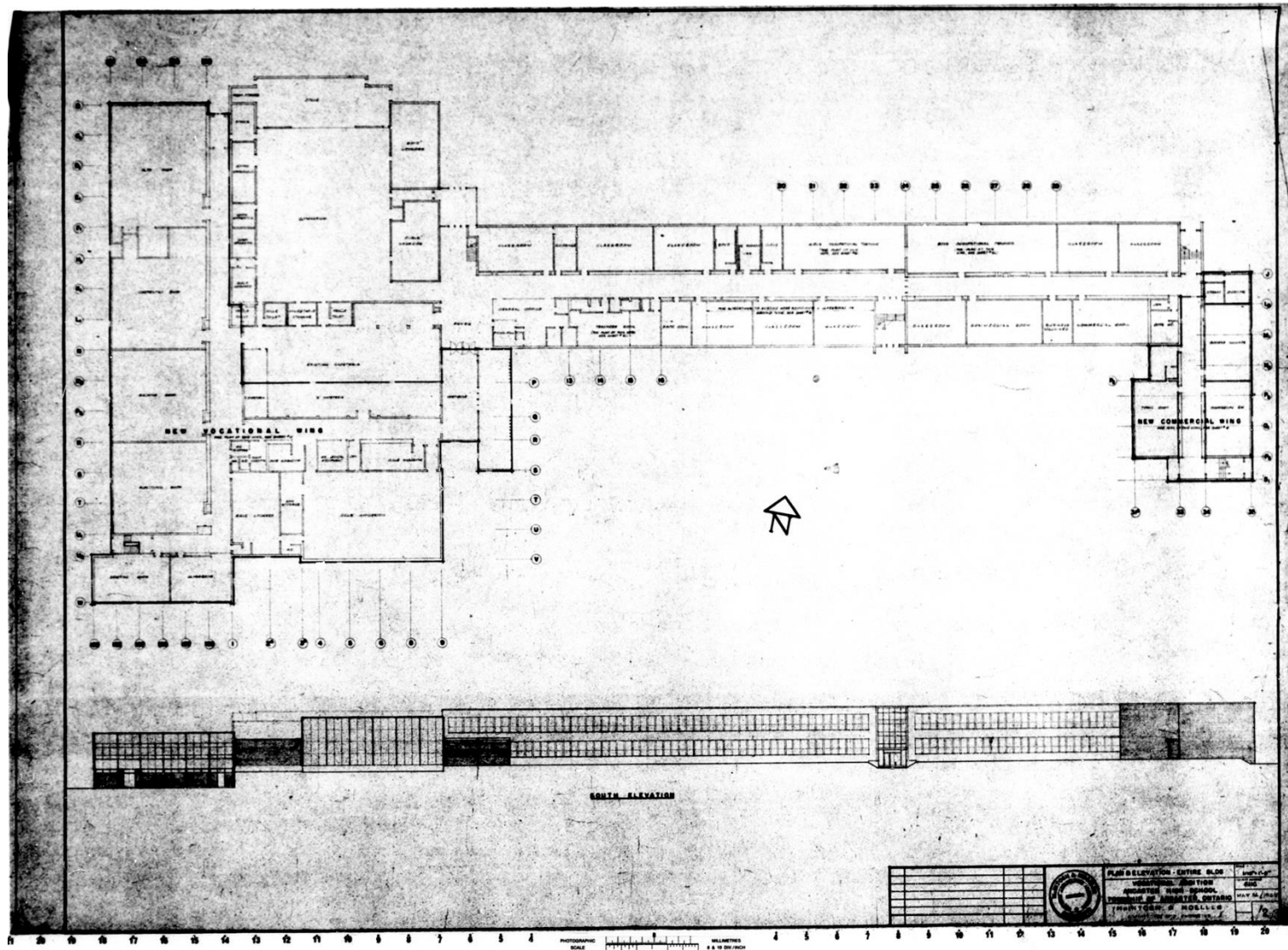


Figure 21: Ancaster High – McIntosh & Moeller Plan and Elevation – Entire Building “New Vocational Wing” 1962
(Slide 41-58: Provided by Hamilton Wentworth District School Board Archives)

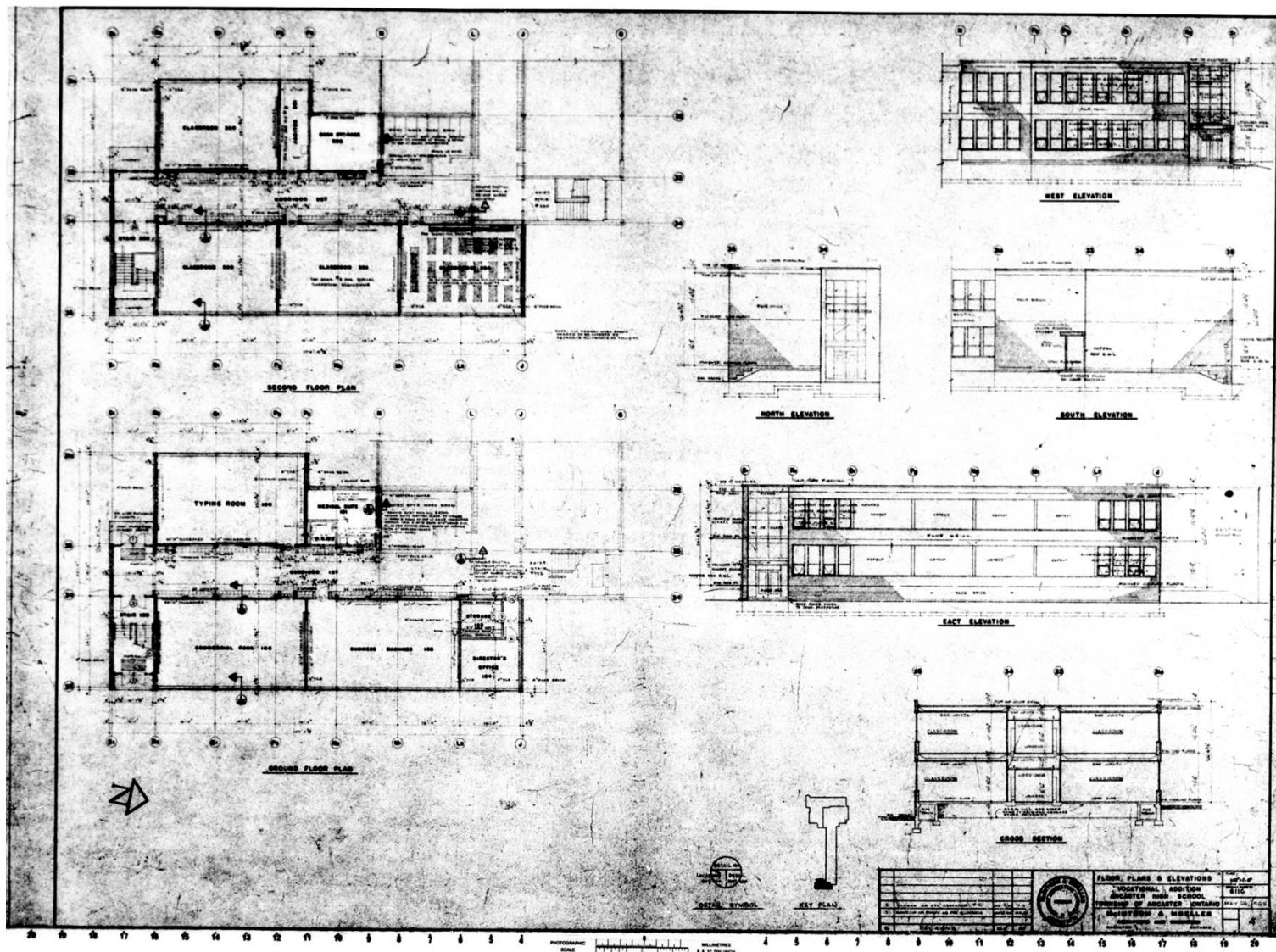


Figure 22: Ancaster High – McIntosh & Moeller Plan and Elevation – Addition to East Wing “Vocational Addition” 1962
(Slide 41-60: Provided by Hamilton Wentworth District School Board Archives)

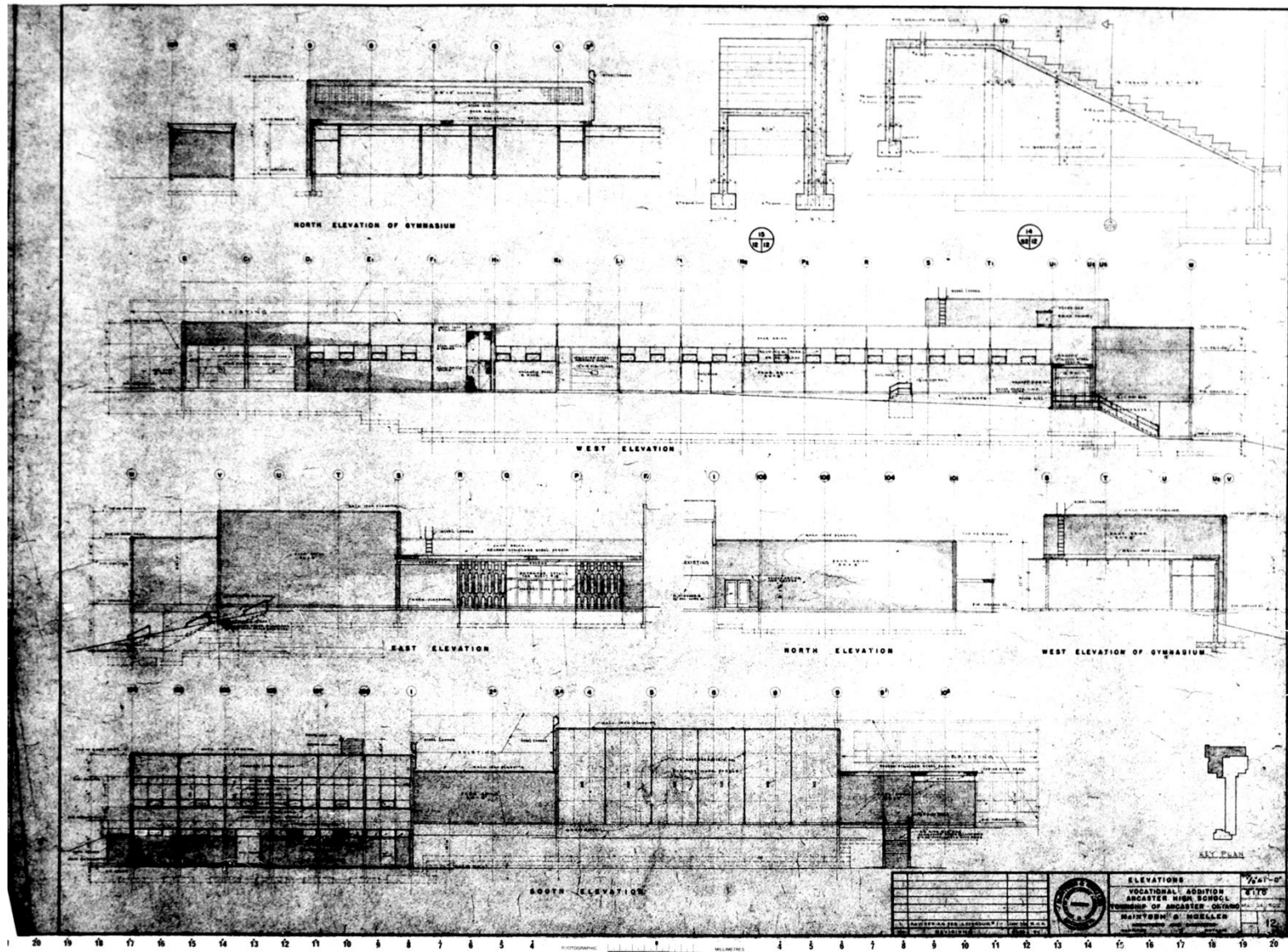


Figure 23: Ancaster High – McIntosh & Moeller Elevations of West Wing addition 1962
(Slide 41-68: Provided by Hamilton Wentworth District School Board Archives)

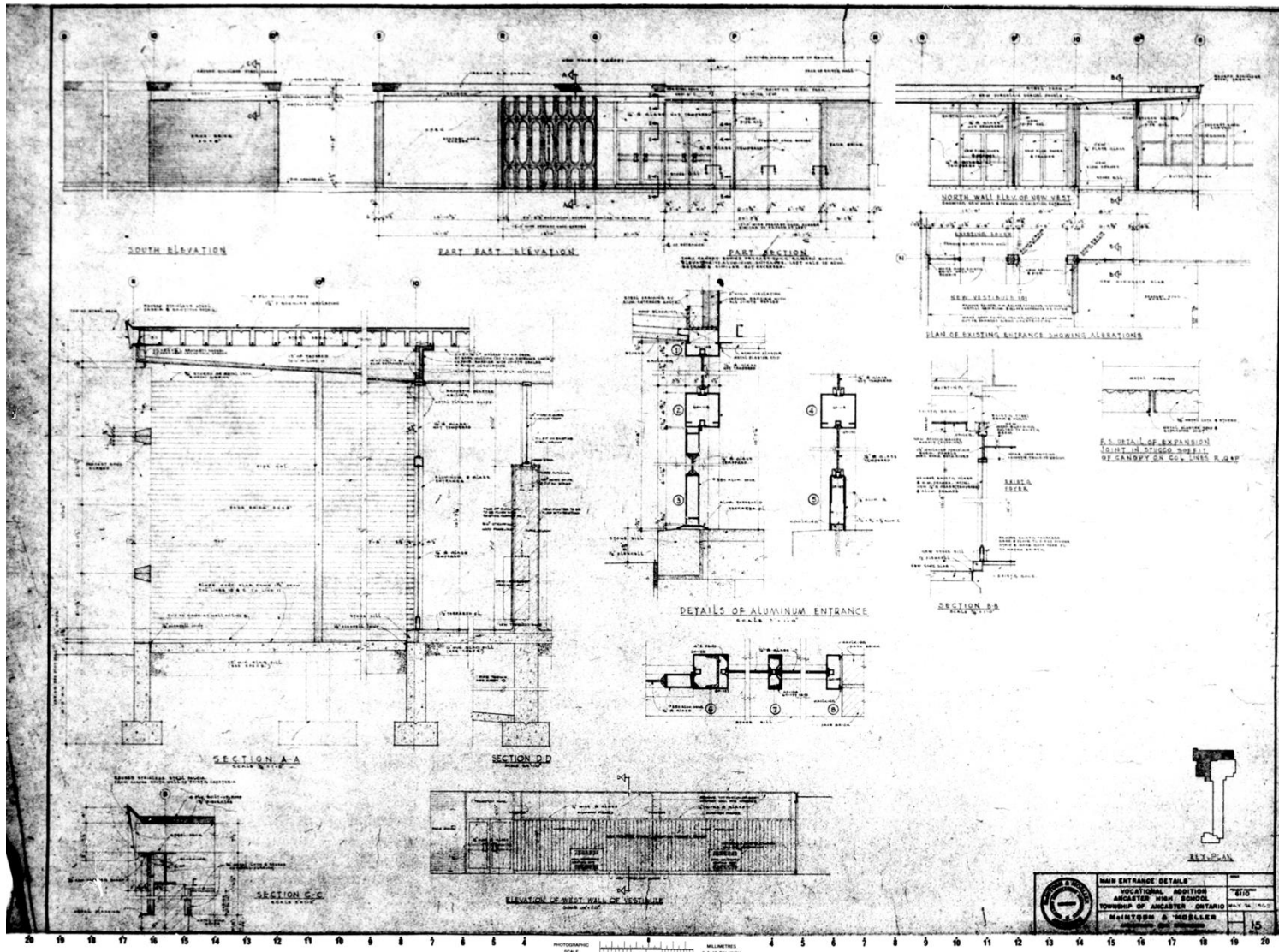


Figure 25: Ancaster High – McIntosh & Moeller Main Entrance Details (with concrete ribs), West Wing Addition 1962
(Slide 41-71: Provided by Hamilton Wentworth District School Board Archives)

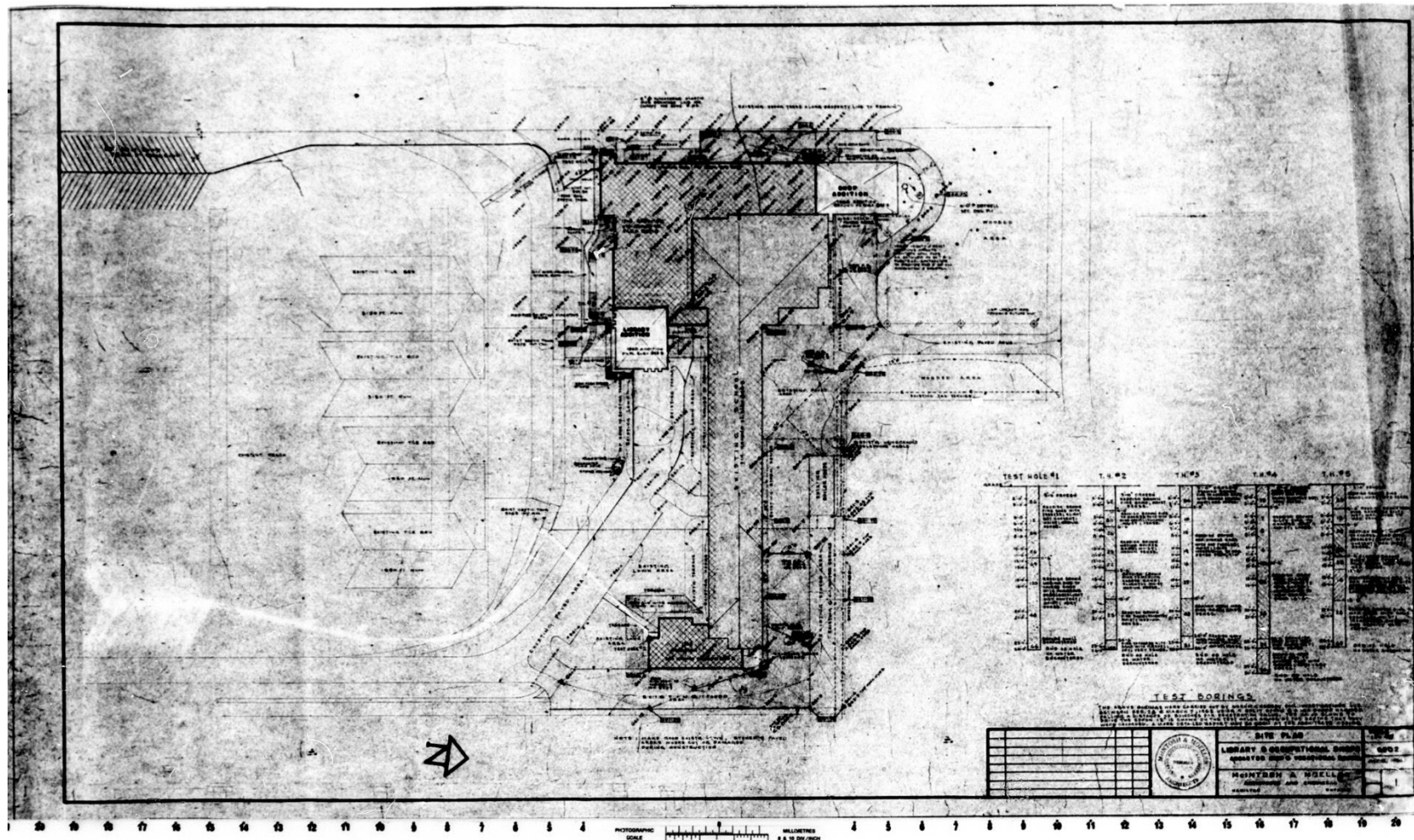


Figure 28: Ancaster High – McIntosh & Moeller, Site Plan, Shop and Library Additions 1965
(Slide 41-96: Provided by Hamilton Wentworth District School Board Archives)

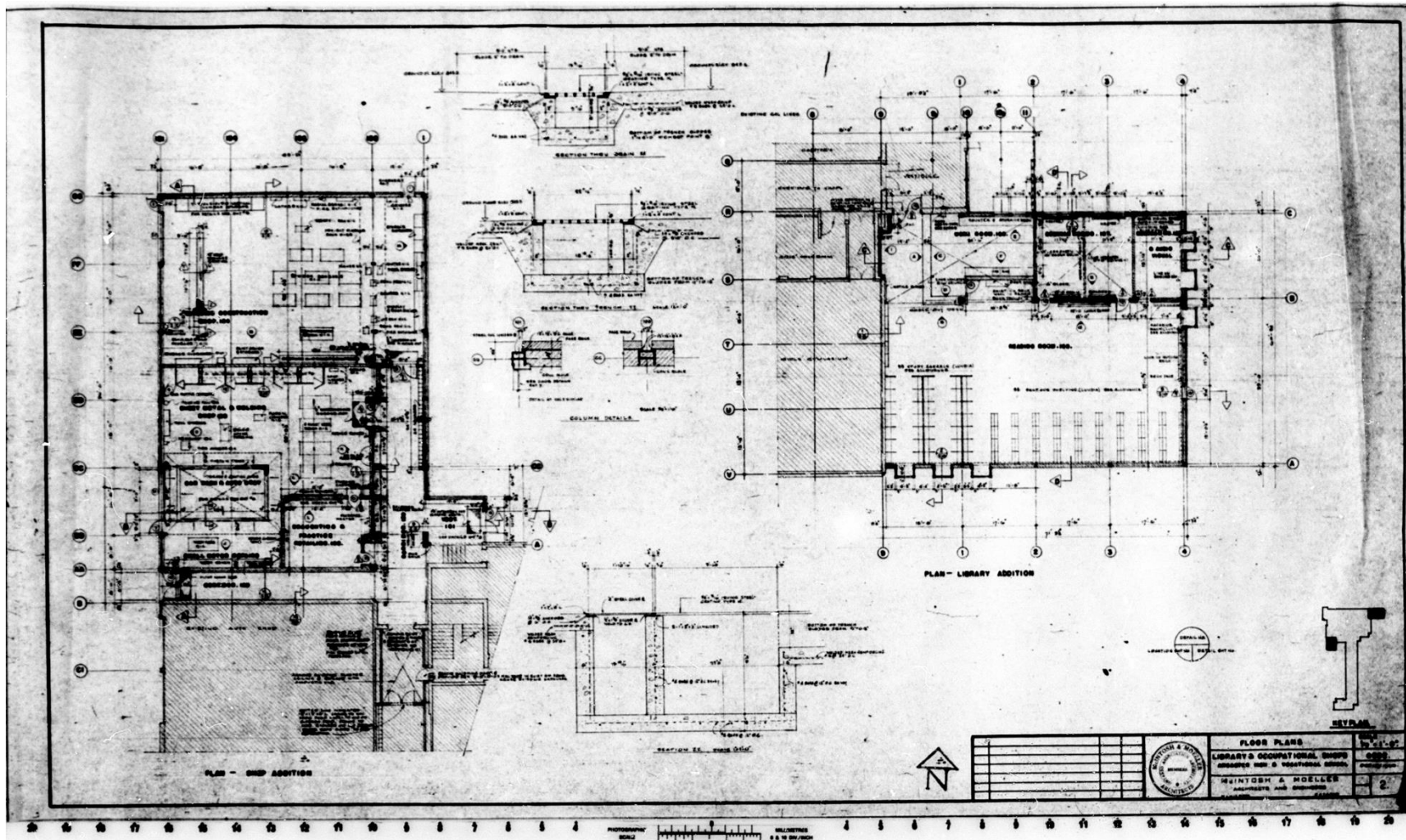


Figure 29: Ancaster High – McIntosh & Moeller, Floor Plans, Shop and Library Additions 1965
(Slide 41-97: Provided by Hamilton Wentworth District School Board Archives)

Cultural Heritage Assessment Report – 374 Jerseyville Road West – Ancaster High School, Hamilton, Ontario

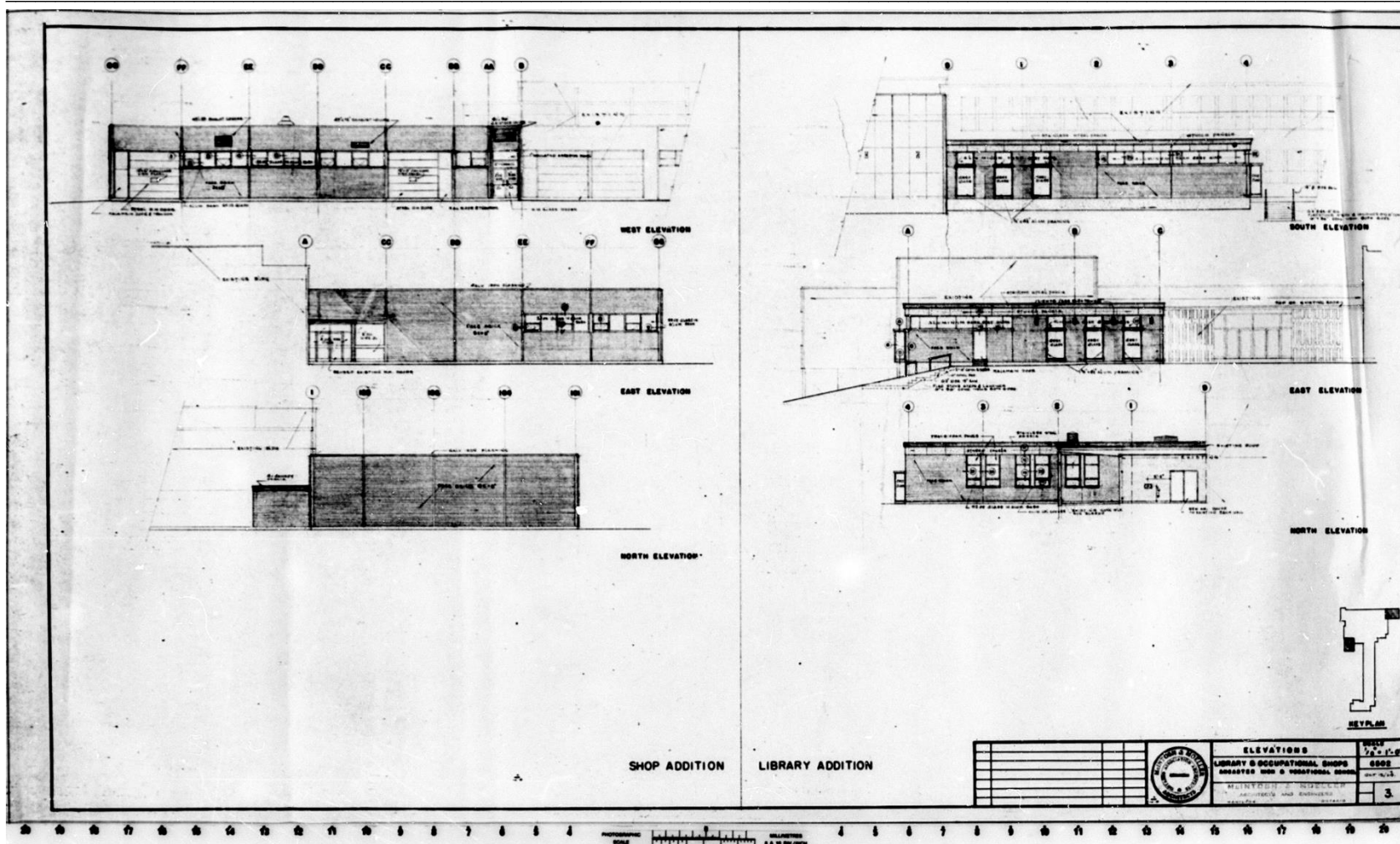


Figure 30: Ancaster High – McIntosh & Moeller, Elevations, Shop and Library Additions 1965
 (Slide 41-98: Provided by Hamilton Wentworth District School Board Archives)

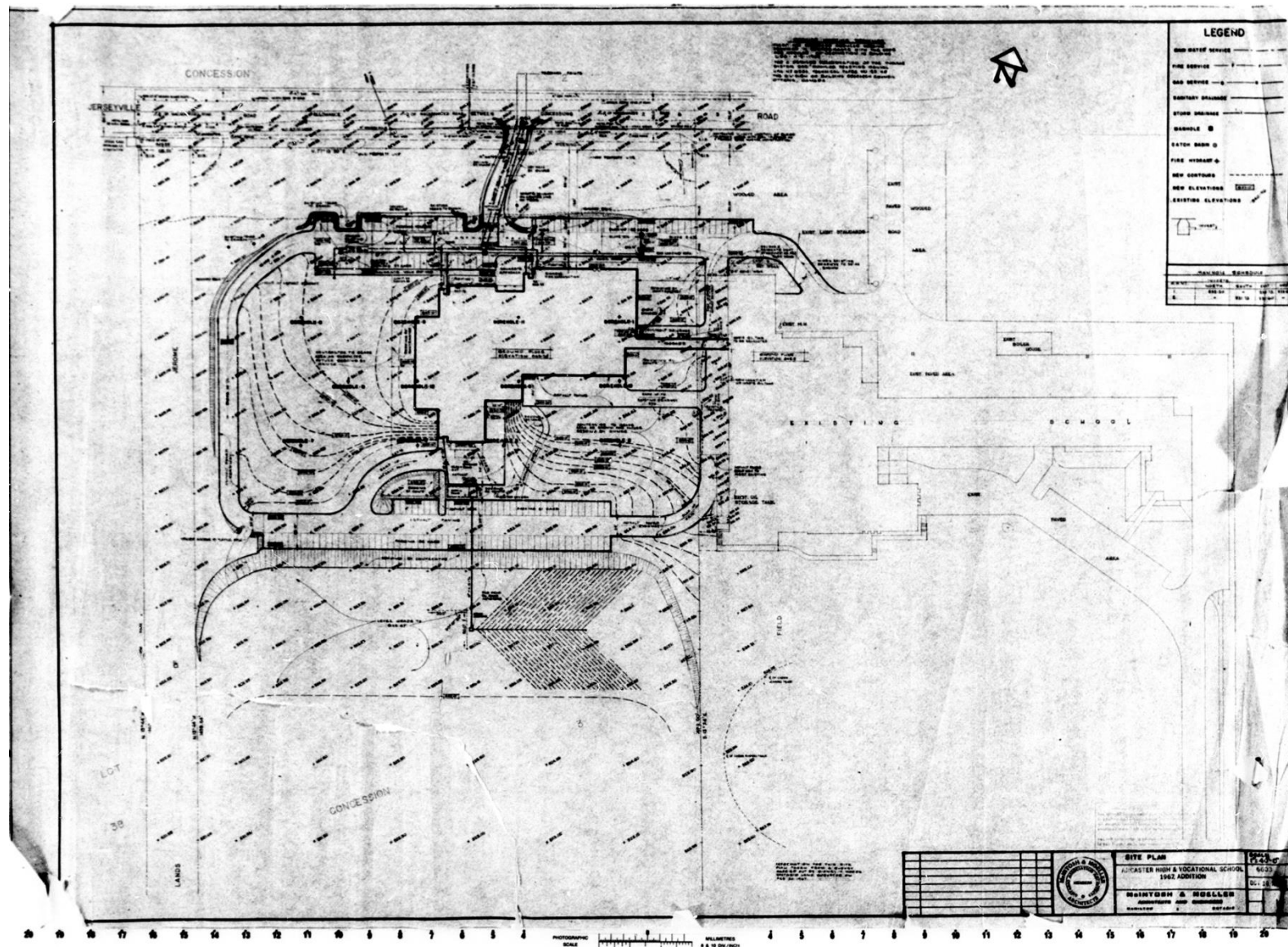


Figure 31: Ancaster High – McIntosh & Moeller, Site Plan, West Wing Addition 1967
(Slide 41-112: Provided by Hamilton Wentworth District School Board Archives)

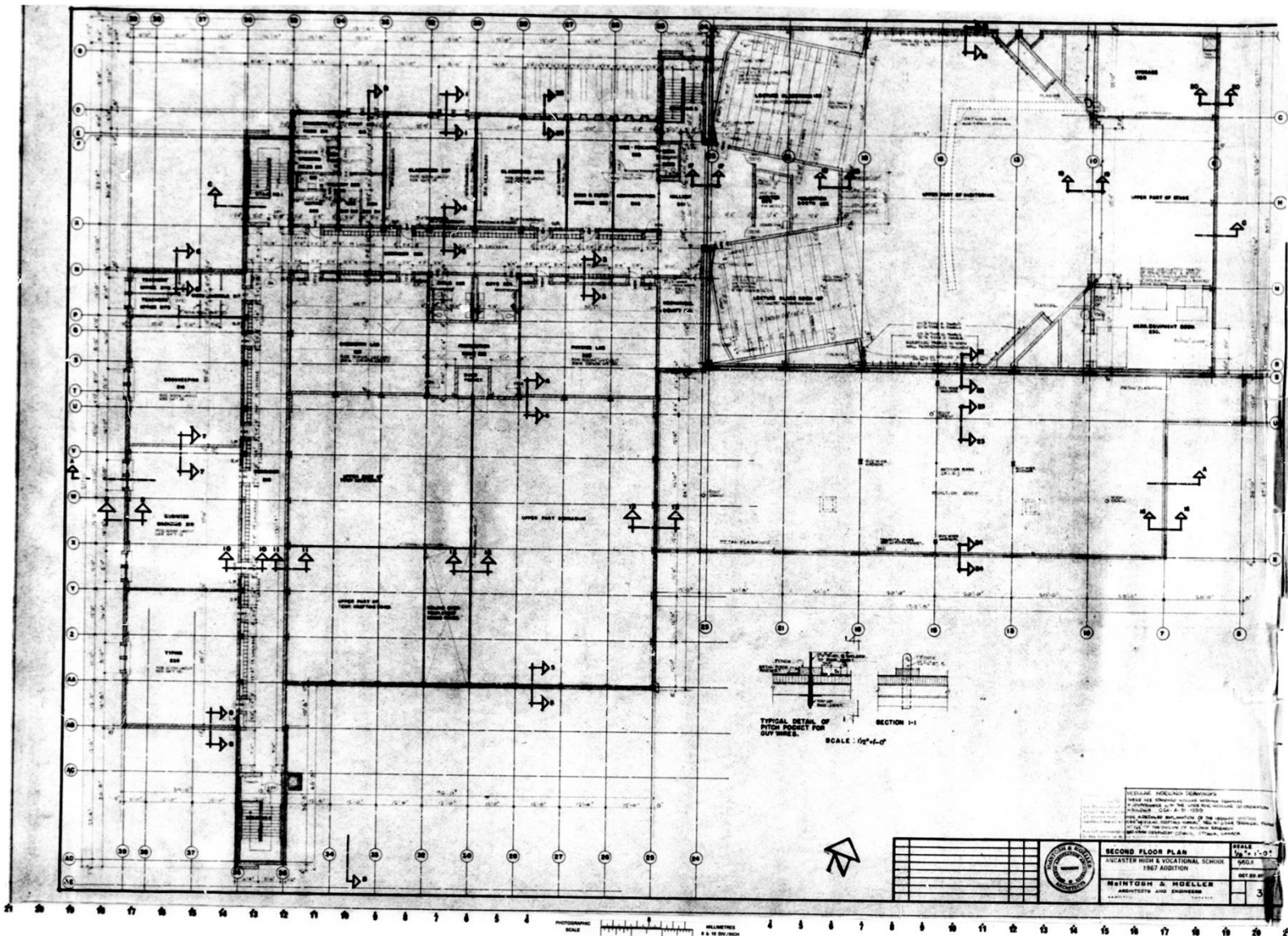


Figure 33: Ancaster High – McIntosh & Moeller, Second Floor Plan, West Wing Addition (Auditorium) 1967
(Slide 41-114: Provided by Hamilton Wentworth District School Board Archives)

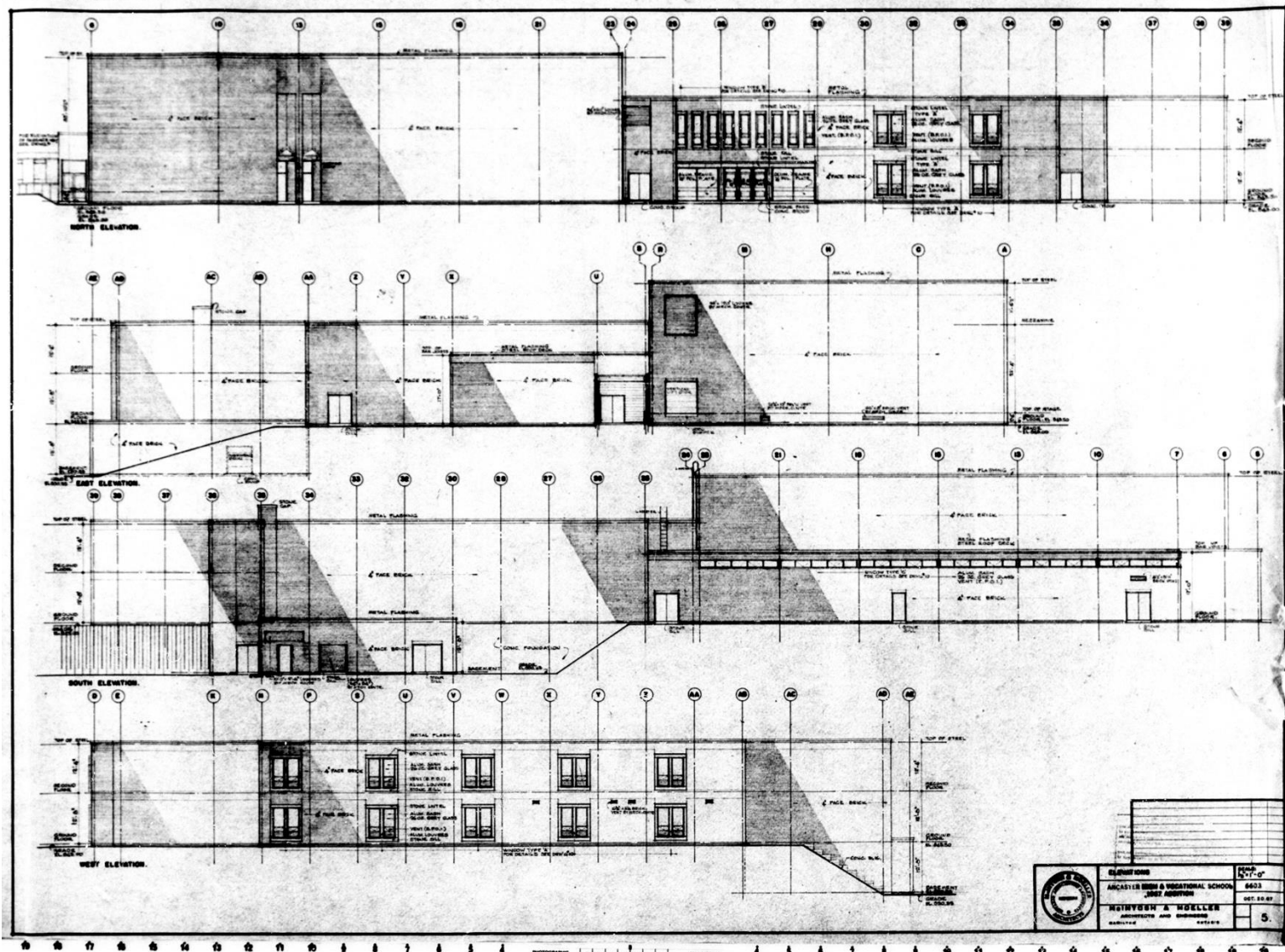


Figure 34: Ancaster High – McIntosh & Moeller, Elevations, West Wing Addition (Auditorium) 1967
 (Slide 41-116: Provided by Hamilton Wentworth District School Board Archives)

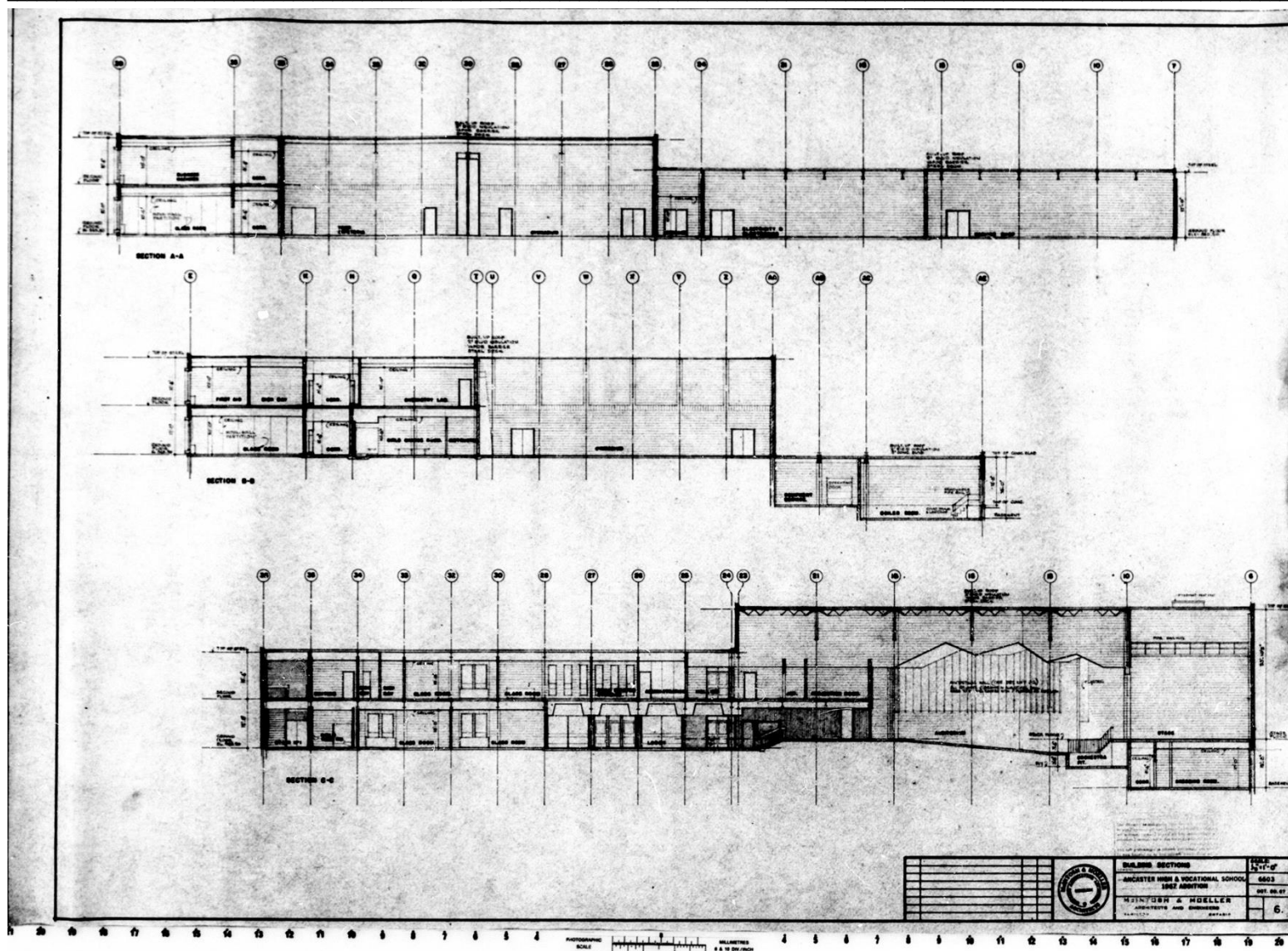


Figure 35: Ancaster High – McIntosh & Moeller, Building Sections, West Wing Addition (Auditorium) 1967
 (Slide 41-117: Provided by Hamilton Wentworth District School Board Archives)

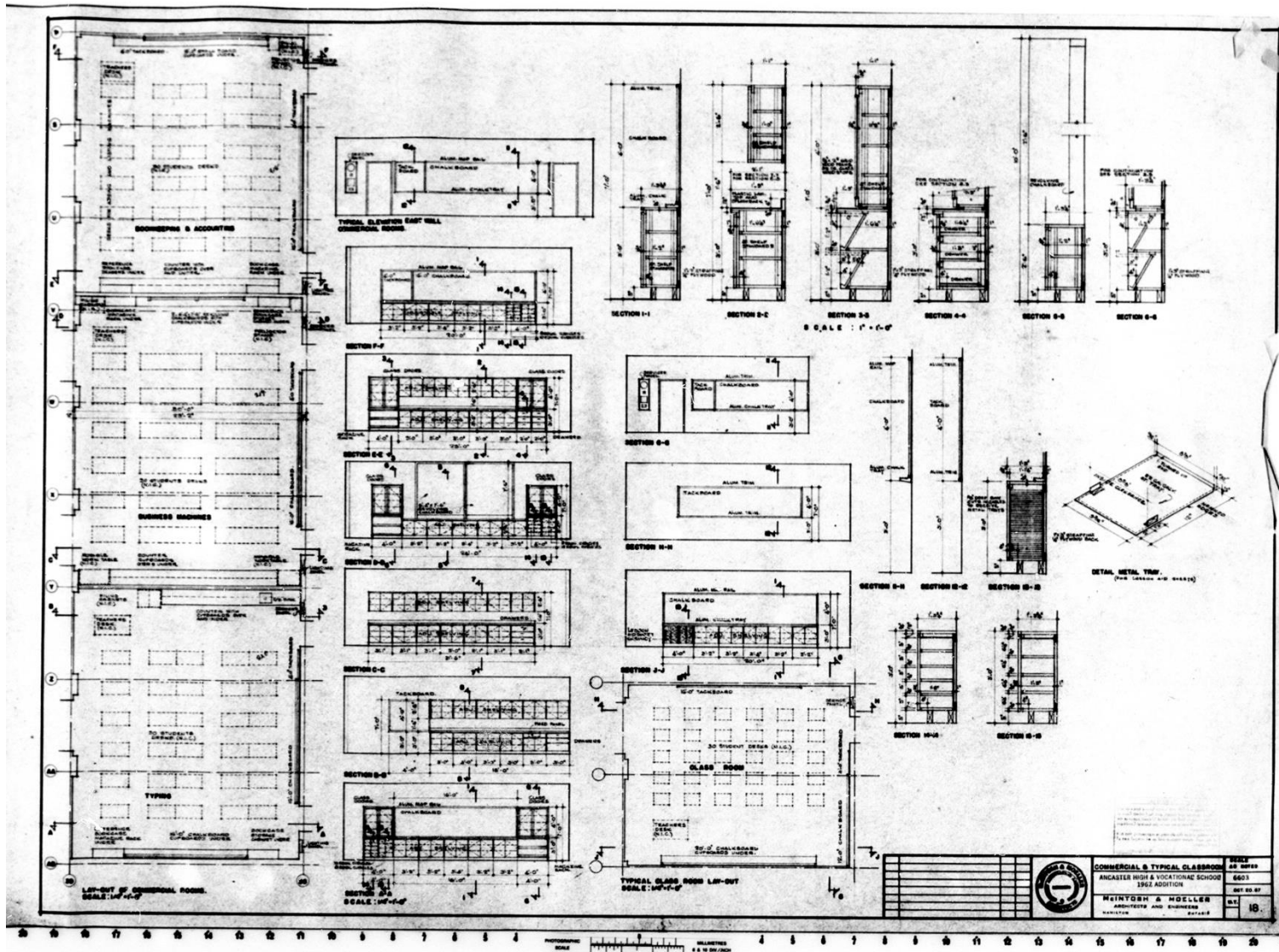


Figure 36: Ancaster High – McIntosh & Moeller, Commercial and Typical Classroom, West Wing Addition 1967
 (Slide 41-128: Provided by Hamilton Wentworth District School Board Archives)

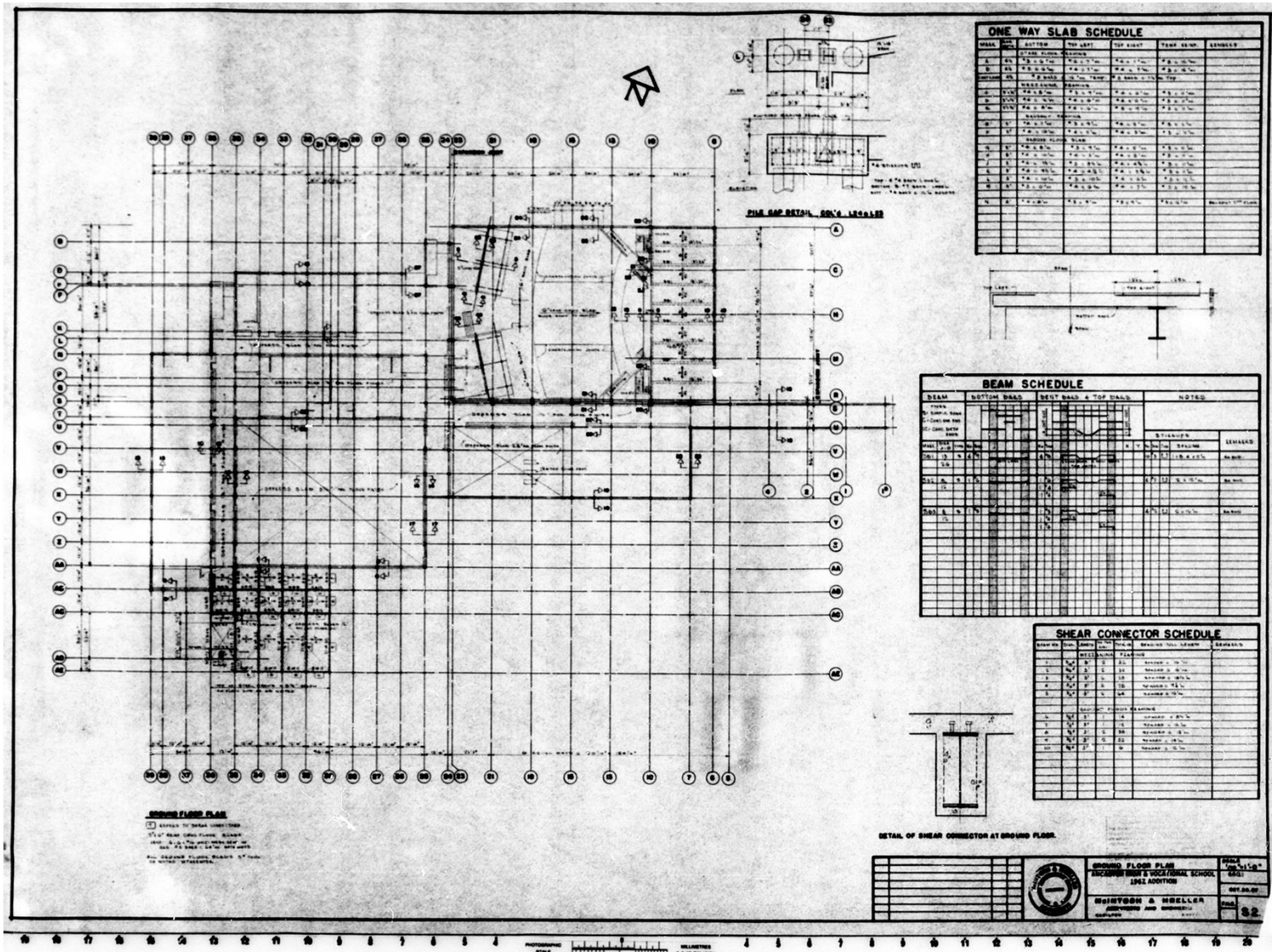


Figure 37: Ancaster High – McIntosh & Moeller, Ground Floor Plan, West Wing Addition (Auditorium) 1967 (Slide 41-137: Provided by Hamilton Wentworth District School Board Archives)

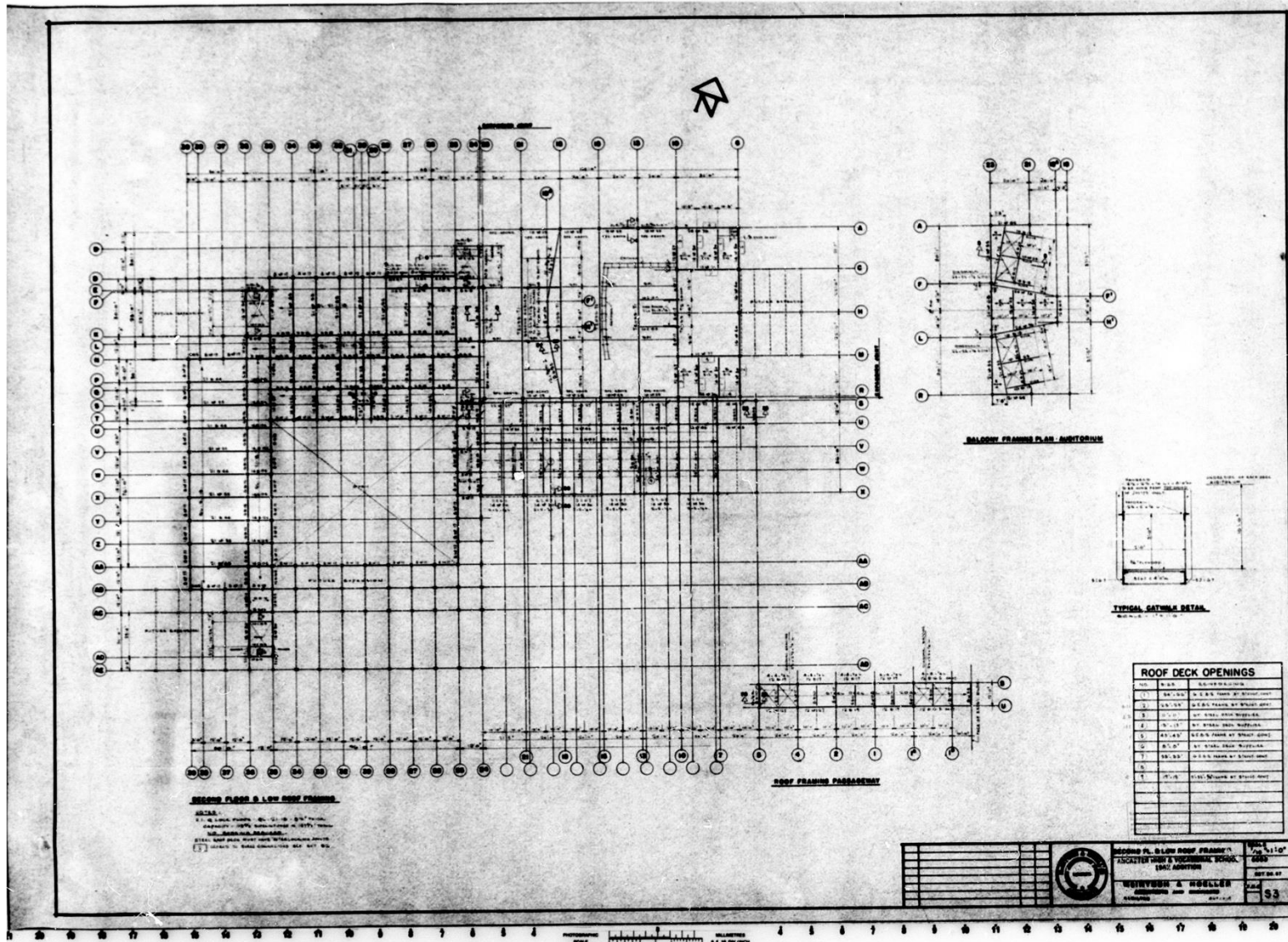
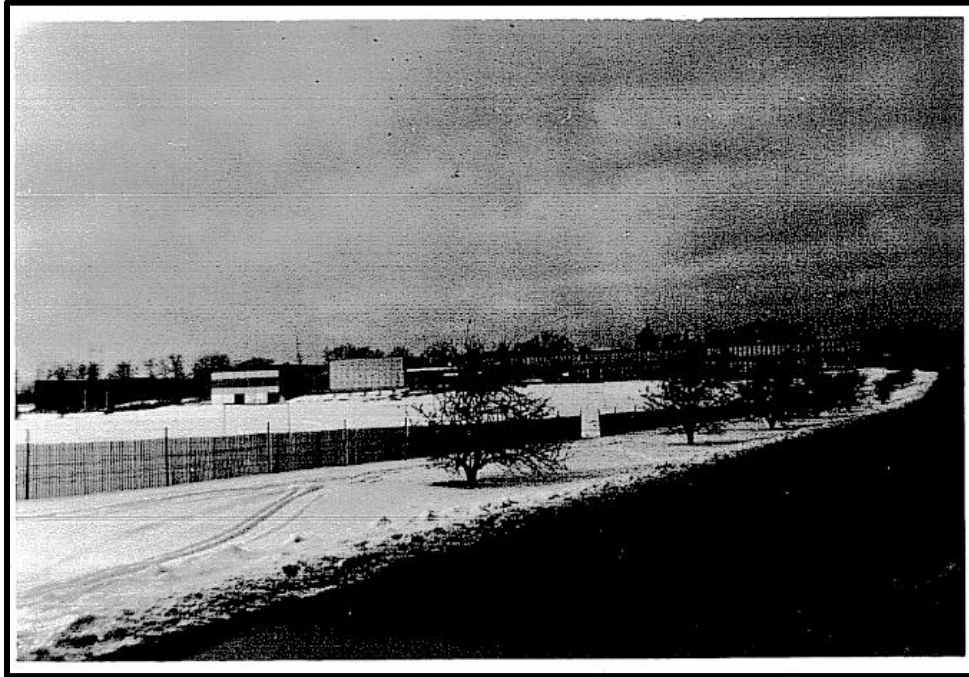


Figure 38: Ancaster High – McIntosh & Moeller, Second Floor Plan, West Wing Addition (Auditorium) 1967
 (Slide 41-138: Provided by Hamilton Wentworth District School Board Archives)

Appendix B: Historic Photographs (Plates)



**Plate 7: “Ancaster High and Vocational School, Winter 1973” looking north from Taylor Road
(Pell 1978:11)**



**Plate 8: Ancaster High School, ca. 1970
(Provided by the HWDSB Archives)**

Appendix C: Letters from Key Stakeholders

5.22

HWDSB

Todd White
Chair of the Board
Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1
905-527-5092 ext. 2279

August 16, 2018

Mayor and City Councillors – City of Hamilton
71 Main Street West
Hamilton, ON L8P 4Y5

Delivered by electronic mail.

Dear Mayor Eisenberger and City Councillors,

I am writing to you today in response to a motion that was passed on Monday, August 13, 2018 at the General Issues Committee in respect to the Ancaster Secondary School property (green space) and a possible Heritage Status designation. The Hamilton-Wentworth District School Board trustees value our partnership with the City of Hamilton and as partners, we would like to continue investing in partnership projects.

Our school board has been working to revitalize all of our facilities and we have worked diligently to find creative solutions to ensure our students needs are being met in buildings which offer the best learning environments. Through this work, we have attracted over \$100 million from the province in terms of funding for various revitalization projects.

We have been very responsive and flexible to the concerns of both City Councillors and residents that have come forward with regards to projects such as, Riverdale/Lake Avenue Community Hub, Sir John A. Macdonald property Community Hub, Millgrove, Hill Park, New North Secondary, Beverly Central, Greensville, and it is vital that we continue to build on our collective success.

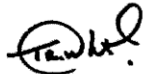
A heritage designation for the Ancaster Secondary site would be detrimental to our school renewal plans for a number of schools, but especially the much needed work on the Ancaster High Secondary School and is not a creative solution regarding property dispositions to which school boards must adhere. Our school renewal plans hinge on the sale of parts or whole properties to reinvest in renewal projects. A heritage designation appears as a block to our severance application and will have a lasting impact on all of our school communities. We have shown restraint and offered to the City a unique deferred property payment opportunity to consider, should you wish to purchase property, and will continue to take this and similar approaches in all of our decision making.

We believe that use of a heritage policy to address our collective dislike of provincial property disposition rules is misplaced.

We want Hamilton students to have the best learning environments available to them, however, a motion seeking the possibility of a heritage designation for the Ancaster site will not allow this to happen. I would ask that City Councillors reconsider their direction in asking staff to explore the heritage designation process and allow the land severance for the Ancaster property to move forward within the application process.

We value our partnership with the City and the great strides that have been taken to work together on a number of projects referenced throughout this letter, however this type of direction and approach could set us back.

Sincerely,



Todd White
Chair of the Board
Hamilton-Wentworth District School Board

curiosity • creativity • possibility

Dear Lloyd Ferguson, Hamilton City Council and Hamilton Planning Department,

While I applaud the efforts of council to protect the land surrounding Ancaster High School, I am offended by the use of the 'Heritage' card to protect it. Once you refuse to use acknowledge the cultural and historic significance of a well recognized architectural icon and allow it to be torn down, you necessarily forfeit the right to use 'Heritage' as a means to protect a piece of empty land that has neither archeological nor design value.

I would like for you to compare the former Parkside High School in Dundas with the empty land associated with Ancaster High School.

Parkside High School was one of the finest Mid-Century Modern high schools in the country. In 1960, Parkside High School in Dundas won both National and International awards for design and innovative use of materials. The swooping curve of the entrance was created by revolutionary precast concrete panels with exposed stone. In the entrance were footlights embedded in the floor. The design was a 'classic', immortalized by the Jelly Brothers, used as a backdrop for thousands of photos. Now it is gone.

Hamilton City Council allowed this school to be torn down despite two petitions by local citizens containing hundreds of signatures, and presentations both to individual councillors and to the council as a whole. There were many proposals for adaptive reuse as a school, condos, retail, or dance studios. These were ignored. Advocates of preservation identified the unique features of the design - the swooping entrance, the mosaics in the front lobby, the brass Art Deco hardware and marble in the bathrooms, the grand staircase, and the various other details that were sold off after the school was destroyed.

To understand both what preservation advocates mean by *heritage* and what one small part of the destruction of Parkside High School entails, let's just look at one element, say the floors.

A trip to Mohawk College may help councillors understand the importance of keeping buildings that have good design and quality craftsmanship. The floors in the 1960s portion of Mohawk College were terrazzo flooring, such as that in the Hamilton City Hall and in Parkside High School. They were poured with decorative aggregate that was exposed when polished. There were nickle dividers between panles, as there are in Hamilton City Hall. The floors in City Hall are still magnificent.

In 2010, the latest in a series of unnecessary and, frankly, ridiculous renovations saw the main lobby of Mohawk College covered with the same tiles found in the bathrooms of the the *En Route* stops across the province. I was in charge of the petition that was presented to then president Rob McIsaac to stop covering these magnificent floors with bathroom tiles. Ten years later, the terrazzo flooring in e-wing and a-wing is as magnificent as it ever was, but the bathroom tiles are showing signs of wear and will need to be replaced. How many thousands of tax payers' dollars went down the drain on that nonsense?

The floors in Parkside were just one small element of it's overall design value. This is why thousands of people across the country get together regularly and discuss the best ways to try to

protect built heritage in Canada. This is why we have the OHA and the Architectural Conservancy of Ontario as well as literally hundreds of community based heritage and historical groups. This is why heritage advocates spend their own time and money writing petitions, letters and proposals to local councils and provincial governments in an attempt to preserve what is well done.

21st century workers cannot replicate these terrazzo floors as can be seen in the pathetic attempt at terrazzo flooring between the Starbucks and the Resource Center at Mohawk College. It is full of cracks and gouges from being poorly planned and poorly executed.

Certainly the land beside Ancaster High School should be protected and I support this motion one hundred percent. But as a person who has spent considerable time trying to protect historic architecture and parkland in this province, I take great exception to the use of the 'Heritage' card on this issue. You are not preserving something that is a great piece of design, illustrative of everything good in the style of the time, created by craftsmen and women who produced monuments, artwork and artefacts that could stand the test of time. You are trying to protect some land that is a benefit to the students and the community, but not of significant cultural value in the heritage sense.

You were the people who voted in favor of the destruction of Parkside High School. You ignored all information concerning the historic and cultural value of this property. Your disrespect for the heritage consideration was so complete that you voted in favor of the demolition of the building BEFORE the cultural assessment was even presented to you.

You have no right whatsoever to present yourselves as heritage advocates on the issue of a vacant piece of a sports field. Yes it should be saved, but watching a football game with the autumn leaves of the escarpment in the background was just as significant and you ignored that.

Yes, the field should be kept, but out of respect for your own heritage department, not to mention the many Hamilton residents who spend their time dealing with heritage issues, I ask you to find another format on which to base your argument.

Sincerely,

Shannon Kyles
Vice President Architectural Conservancy of
Ontario
ontarioarchitecture.com



Football game at Parkside High School



EDUCATION ARCHIVES and HERITAGE CENTRE of Hamilton-Wentworth

465 East 16th Street
Hamilton, Ontario L9A 4K6
EMAIL: hhillgre@hwdsb.on.ca

Phone: 905.527.5092 ext.4585
www.hwdsb.on.ca/community/archive

May 17, 2019

This letter is to state that the following documents are direct scans of our Ancaster Township High Board Minutes during the period of 1957-1959, in regards to the "Jerome Property", on which Ancaster Secondary School now sits.

Though there are suggestions that the property was purchased at a nominal rate of \$1, we could not find any documentation to confirm it. Based on the information presented in these papers, it is our understanding that 18.63 acres of land were purchased at a rate of \$2,000 per acre in 1957.

The status of conditions or stipulations on land use present in the original purchase of sale is another matter that we are unable to provide information on beyond the information present in these documents. Though there is mention of "conditions discussed", there is no further information offered, which leads us to believe that these conditions may have simply been mundane, i.e. fencing regulations and whatnot. Furthermore, there is precedent in the Ancaster Township Public Board minutes of stipulations regarding land use being clearly written down, furthering the idea that there was not such a stipulation for this property. At the time of writing, we were unable to find the original purchase agreement or any deeds that offer any additional insight.

Regards,

Ben Dymant, Assistant Manager, EAHC

curiosity.

creativity.

possibility.

HWDSB

January 15, 1957-Meeting of the Board at the Home of Howard McCullough

Present:- J. Morton-Chairman
L. Gibbard
W. Ferguson-Appointed to the Board Jan.1/57 by W.C.C.
E. Ratcliffe- " " " " " " A.T.C.
S. Howell-Resigned in December, 1956.
A. Calder- " " " " 1956.

H. McCullough-Secretary

Minutes of a previous meeting were not available stated Mr. McCullough.

Mr. L. Gibbard was elected Chairman of the Board for the year 1957.

Mr. J. Morton reported on the meeting held on the 27th. of December, 1956, with the Hamilton, Barton and Glanford Boards. The subject for discussion was the congested condition presently existing in the Hamilton High Schools. The Hamilton Board requested to know if any of the Township Boards had developed plans for the building of a school to accommodate their own students. If not, all Boards were faced with a problem which must be solved collectively.

Requested the Secretary to obtain for each member of the Board a copy of the High School Boards Audited Statement as at Dec. 31/56.

Requested a statement for all Board Members as at December 31, 1956, setting out the schools which the Ancaster Township Students are attending. The number of students attending each school. What course they are taking and the number of days charged by each school.

Agreed that Messrs. Morton, McCullough and Gibbard meet with the Dundas High School Board on January 23, 1957, to adjust the Provincial Grant payable in 1956, as Dundas had taken over a portion of the Township of Ancaster form which they were collecting the school tax. The above parties to meet at L. Gibbards on January 18, 1957, to discuss the subject before going to Dundas.

Instructed the Secretary to arrange a meeting with Mr. Gunther District High School Inspector to look over the two sights presently being considered by the Board.

Mr. J. Morton presented the following figures which he had obtained from the Public School Inspector.
At Jan. 2/57 all schools in Ancaster Township except Copetown, Mineral Springs and Victoria, had the following number of pupils in the grades set out below.

Grade 8	130	Pupils	Graduate	in 1957
" 7	150	"	"	" 1958
" 6	164	"	"	" 1959
" 5	179	"	"	" 1960

From the above it is reasonable to expect we will have between 600 and 700 High School Students in 1960.

2

Dundas Meeting January 23, 1957

Messrs Morton, McCullough and Gibbard met with the Dundas Board and resolved our problem to the satisfaction of both parties.

February 7, 1957, Meeting With Mr. Gunther:

Messrs. Morton, Ferguson, McCullough and Gibbard met with Mr. Gunther and acquainted him with the two sights we are considering for a High School.

February 20, 1957, Meeting of the Board at the Home of L. Gibbard

Present- L. Gibbard-Chairman
 J. Morton

 H. McCullough-Secretary

No minutes of the previous meeting were available.

The Chairman advised the Board that he had contacted Mr. Summers Township Clerk regarding Audited Statements.

The Chairman deemed it advisable to have the Secretary and Chairman make application for Guarantee Bonds in the amount of \$10,000. each, the expense of same to be borne by the Board.

Advised the Secretary that our budget should be submitted within the next three weeks. The Secretary stated he had not yet received his 1956 accounts, but he would do his best to obtain them as soon as possible.

Jerome Property:

On February 18, 1957, the Chairman attended at the home of Mr. V. Jerome to inquire as to the present status of his property. Mr. Jerome advised it was under option until the middle of March and until that time he could tell me nothing. The option ties the property up tight. Jerome advised that if the present option holders namely Messrs. Rubenstein, Paikin and Goldblatt did not take up the option he would not extend same under any conditions, as he already had several other purchasers for the entire property. However, he promised that if the option is not taken up he would contact me at once and give this Board the first opportunity to purchase the acreage we would like to have before he took any further action. He had prior to giving the option agreed to sell this Board approximately 18 acres at \$1,800.00 per acre when we were offering \$1,600.00. While I did not discuss price with Mr. Jerome it is apparent that it will exceed \$1,800.00 per acre at this time.

February 26, 1957-Meeting with the Hamilton, Glanford and Barton Boards

Present- L. Gibbard
 J. Morton
 E. Ratcliffe
 W. Ferguson

 H. McCullough-Sec.

4

The Hamilton, Ancaster, Barton and Glanford Boards met to discuss a mutual problem, namely High School Accommodation for the immediate future. Firstly, the Hamilton Board wanted to determine if any of the Township Boards had any definite plans for the future, were we planning the building of a school or schools. If not lets see what can be done to solve the problem faced by all of us. In connection with vocational training the Hamilton Board stated they could see no problem in providing shop accommodation but class room space for English etc. which these students must take did create a problem. The prime problem was accomodation for students taking the acedemic course. Hamilton pointed out they already owned a West Mountain site, a East Mountain site and a site in Saltfleet. The Saltfleet site was the only one they could build on as the other two were in Barton. They would prefer to build on the West Mountain site to meet their own requirements and at the same time provide space for the Township students, but unless Hamilton annexed Barton they could not go ahead. The Barton residence did not favour annexation. Neither the Hamilton Board of Education of Council wanted to take any action to bring about annexation. Therefore, it was decided that all Boards would re-convene on March 11, 1957, and draw up a submission to the Minister of Education which presented the problem of all Boards to see if the Department could assist us in any way in arriving at a solution. If a school is built on the West Mountain site Hamilton could take care of Ancaster students until 1960 or 1961, when we would reach a total of approximately 700. If the foregoing is accomplished we could purchase education from Hamilton for say another four years at which time a High School in Ancaster would be a more profitable venture. If not it would appear at this time that Ancaster would have to build its own school and have it ready for occupancy in about two years.

Over

March 5, 1957-Meeting with the Ancaster Township Council

Present- All the Council Members.
All the High School Board Members.

Reeve William Dunham acted as Chairman.

The School Board Chairman presented to Council all the information which had resulted from our meeting with the Hamilton, Barton and Glanford Boards as set out earlier in these notes.

The Council recognized and understood our problem and were unanimous in their decision that we should proceed in co-operation with the other Boards in making presentation to the Minister of Education.

The Board Chairman also brought the Council up to date regarding our negotiations with Mr. Jerome in connection with purchasing a portion of his property. They advised they would do everything within their power to assist us in acquiring the acerage we required. Councillor Beckett suggested offering Jerome an Offer to Purchase at this

5

time at the rate of \$2,000.00 per acre, which of course would become void if the present Option Holders take up their Option on or before April 1, 1957.

We advised Council that it may be necessary for us to return later in the year to request funds to assist us in purchasing a site. It would appear at this time that we may require \$10,000. or \$12,000.

The meeting was most successful and we do appreciate the co-operation and help which we received from the entire Council.

March 5, 1957

Following our meeting with Council the Board met briefly in the Township Office.

Completed arrangements for our Meeting with the Hamilton, Barton and Glanford Boards on March 11, 1957.

At our Meeting on January 15, 1957, the Secretary Mr. H. McCullough had requested us to try and obtain a new Secretary as his other commitments at this time would not permit him to carry on. The Board was advised that a new Secretary had been located in the person of Mr. J. McClure Assistant Clerk of the Township of Ancaster. The Chairman was instructed to advise Mr. McCullough accordingly.

March 6, 1957

On the above date the Chairman contacted Mr. McCullough and had a very nice discussion with him. He was pleased to learn that Mr. McClure would take over the duties. It was arranged that Mr. McCullough would turn all books and records over to the Township Auditor for Audit purposes. On completion of the Audit all books and records would be handed to Mr. McClure. This transaction it is understood is to be completed by April 30, 1957. A letter to this effect was directed to all Board Members on March 6, 1957.

Mr. McCullough advised the Chairman that the High School Board had a Bank Balance of \$28,133.17, on March the 5th. 1957.

Meeting April 15, 1957-Page 2

Guarantee Bonds:

Moved by W. Ferguson and seconded by J. Morton that the Chairman and Secretary-Treasurer of this Board be bonded for the sum of \$10,000.00, each.

Carried.

The Chairman advised his application for a Bond had already been submitted and that the Secretary-Treasurer would file an application in due course.

Budget-1957:

While the accounts for 1956, have not yet been received the Board estimated it would require approximately \$129,000.00, to meet same later in 1957. Of this amount the estimated Provincial Grant will be \$50,000.00, leaving a balance of \$79,000.00, to be levied for. Therefore, it was moved by E. Ratcliffe seconded by W. Ferguson and unanimously carried that this Board request the Ancaster Township Council to raise by tax levy the sum of \$79,000.00, on behalf of this Board. It was pointed out that the mill rate to raise the above amount will be seven mills.

Letter Re New Secretary-Treasurer:

It was suggested that a letter be forwarded to all parties concerned advising them that Mr. J. I. McClure was now Secretary-Treasurer of this Board and that all correspondence etc. should be addressed to him at the Ancaster Township Offices.

High School Permits:

The Board deemed it advisable to forward a number of letters to all Township School Principals for distribution to Grade 8 Students, advising them that if it is their intention to enter a High School this fall a permit was necessary and that Mr. J.I. McClure would be pleased to complete same for them if they attended at the Township Offices.

Jerome Property:

The Chairman advised the Board that Mr. V. Jerome had informed him that an option he had granted to a certain party in 1956, had now expired and if the High School Board proposed to negotiate with him for the purchase of any portion of his land at this time he was free to do so. After a lengthy discussion it was Moved by J. Morton and Seconded by E. Ratcliffe that the Chairman contact Mr. Jerome on April 16, 1957, to arrange with him to meet with the Board. And that the Chairman be and he is hereby authorized to negotiate with Mr. Jerome on the above mentioned date, and purchase on behalf of this Board approximately 18.63 acres of his land according to the plan submitted and approved by the Board

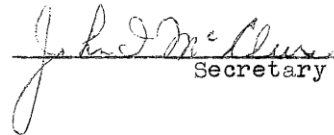
Meeting April 15, 1957-Page 3

provided the Chairman deemed it advisable and that
in his opinion the price per acre was favourable.

Carried.

There being no further business the Meeting then
adjourned.


Chairman


Secretary

Minutes of a Meeting of Ancaster Township
High School Board -
May 8th, 1957

The Ancaster High School Board met on the above date at the home of the Chairman. Those in attendance were - L. N. Gibbard, E. Ratcliffe and J. Morton.

The Minutes of the last meeting dated April 15th, 1957 were read and approved.

Motion No. 1

Moved by J. B. Morton
Seconded by E. Ratcliffe

That the Secretary-Treasurer issue a cheque in the amount of \$160.00 to Mr. H. J. McCullough, for services rendered to the High School Board for the first four months of 1957. A letter of appreciation to accompany the cheque.

CARRIED.

Motion No. 2

Moved by E. Ratcliffe
Seconded by J. Morton

That the offer to purchase form re the Jerome property be accepted and signed by Chairman and Secretary-Treasurer. The Chairman was given permission by the Board to make any minor adjustments in the condition of the Offer to Purchase which he deemed necessary.

CARRIED.

The Secretary-Treasurer was instructed to issue a cheque in the amount of \$500.00 to Brown and Goldberg, Barristers and Solicitors, which was to accompany the Offer to Purchase as a down payment.


The Secretary was instructed to send two copies of a Hamilton-Wentworth Planning Area Board map showing the proposed site to Mr. Gunther for approval of the Department of Education.

The necessary survey of the property is to be taken care of by E. Ratcliffe.

The Secretary was instructed to reply to a letter from Kenton Agencies dated March 8th, 1957 advising that no further action be taken by them regarding the Tyrrell property.

It was decided that a seal for Ancaster High School Board should be purchased and the Secretary was instructed to get prices.

The meeting adjourned to meet again at the call of the Chairman.


Secretary


Chairman

Minutes of a Meeting of Ancaster Township
High School Board -
June 24, 1957

The Ancaster High School Board met on the above date at the home of the Chairman, with all members in attendance.

The Minutes of the last meeting dated May 8th, 1957 were read and approved.

Jerome Property

E. B. Ratcliffe reported that the survey of the property was underway and would be completed in approximately two weeks.

The Secretary informed the Board that the Offer to Purchase was in his possession and the conditions were discussed.

Motion No. 1

Moved by E. B. Ratcliffe
Seconded by J. B. Morton

That the secretary be instructed to advise Mr. Morrison to direct a letter to Mr. Jerome on or about August 20th, 1957 to the effect that the Board would require the land after October 15th, 1957.

CARRIED.

Motion No. 2

Moved by J. B. Morton
Seconded by E. B. Ratcliffe

That the Secretary be paid for the months of May and June and quarterly thereafter.

CARRIED.

The Chairman outlined the meeting of the Barton and Glanford Boards held on June 11th, 1957 and explained the situation as it affected this Board.

The Hamilton Accounts were discussed and the Secretary and Chairman were instructed to check further into the possibility of this Board being charged with students who were not their responsibility.

The Chairman reported having written a letter to Mr. Guenther, High School Inspector, regarding the tuition fees of students residing on Sanatorium property.

The Secretary advised the Board that a circular instructing Grade 8 students of the proper procedure regarding their Secondary School permits had been delivered to all schools concerned.

The Chairman reported that the guarantee bonds in the amount of \$10,000.00 for the Chairman and Secretary respectively were being processed and would be finalized in the near future.

Motion No. 3

High School Board Meeting - June 24th, Cont.

Moved by J. B. Morton
 Seconded by W. Ferguson

That the Secretary be instructed to purchase a seal for the Board and also 1000 letter heads.

CARRIED.

Motion No. 4

Moved by W. Ferguson
 Seconded by J. B. Morton

That the following accounts be paid -

- | | | |
|----------------------------|---|------------|
| 1. Lynden Account | - | \$4,246.50 |
| 2. Auditor's Fees | - | 20.00 |
| 3. Thompson & Thompson | - | 80.00 |
| 4. John I. McClure, Secty. | - | 80.00 |

CARRIED.

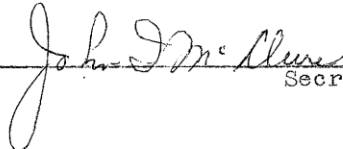
Motion No. 5

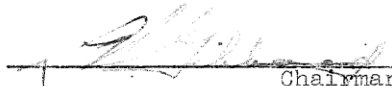
Moved by W. Ferguson
 Seconded by J. B. Morton

That when the size of the proposed site, the firm purchase price including the cost of fence, the cost of the survey and the legal fees are determined, this Board approach Ancaster Township Council to request the necessary money to complete the land purchase.

CARRIED.

The meeting adjourned to meet again at the call of the Chairman.


 Secretary


 Chairman

12 Dec 57
Anc. High School
16

Meeting with Accommodation and Secondary
Education Committee of the Hamilton Board
of Education

On September 24th, 1957 at 7.30 p.m. on receipt of an invitation from the Accommodation and Secondary Education Committee of the Hamilton Board of Education, the Ancaster High School Board and the Ancaster Township Council met with the school boards of Barton and Glanford and their Councils.

The purpose of the meeting was to review the increased enrolment of crowded conditions of Hamilton Secondary Schools.

The solution to this problem to be determined by a meeting of the Barton Township Council, the Barton and Glanford High School Board and the City Council.



ONTARIO
FORM STAT. 11
1M-58-3226

SECONDARY SCHOOL BOARDS

For The Year 1959

(One copy of this form to be completed and returned by the Secretary to the
STATISTICS BRANCH, DEPARTMENT OF EDUCATION not later than January 15th)

1. OFFICIAL NAME OF BOARD THE HIGH SCHOOL BOARD OF THE TOWNSHIP OF ANCASTER
(See The Secondary Schools and Boards of Education Act, 1954 — Sections 2 (2), 26 and 48)

2.	Board Members	Occupation	Term	Appointed or Elected	By Whom
Chairman	<u>Leslie N. Gibbard</u>	<u>Manager</u>	<u>3 yrs.</u>	<u>Appointed</u>	<u>Twp. Ancaste</u>
	<u>Edward B. Ratcliffe</u>	<u>Manufacturer</u>	<u>1 yr.</u>	<u>Appointed</u>	<u>Twp. Ancaste</u>
	<u>John B. Gartshore</u>	<u>Civil Servant</u>	<u>2 yrs.</u>	<u>Appointed</u>	<u>Twp. Ancaste</u>
	<u>Walter Ferguson</u>	<u>Farmer</u>	<u>1 yr.</u>	<u>Appointed</u>	<u>County Wentworth</u>

NOTE: Indicate by X the Board Members who are also Members of the Vocational Advisory Committee.

3. NAMES OF MEMBERS OF VOCATIONAL ADVISORY COMMITTEE (if any)

Chairman _____

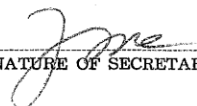
4. NAMES OF MUNICIPALITIES OR PARTS THEREOF INCLUDED WITHIN THE SECONDARY-SCHOOL DISTRICT

Township of Ancaster

5. NAMES OF SCHOOLS OPERATED BY THE BOARD

None operated

ADDRESS OF CHAIRMAN OF BOARD L.N. Gibbard,
Jerseyville Rd., Ancaster, Ont.


SIGNATURE OF SECRETARY OF BOARD

ADDRESS OF SECRETARY

Minutes of a Meeting of Ancaster Township
High School Board,
January 9th, 1959.

On the above date the Ancaster High School Board met in the Township office at 7:30 p.m. with the Architects, to open the tenders for the proposed High School.

Ten tenders were received in the following amounts:

1.	Frid Construction Co. Ltd.	- - -	\$1,052,000.00
2.	Pigott Construction Co.	- - -	1,030,000.00
3.	W.H.Cooper Construction Co.	- - -	998,297.00
4.	W.C.Brennan	- - -	1,070,000.00
5.	The Tope Construction Co. Ltd.	- - -	994,650.00
6.	Rolmac Construction Co. Ltd.	- - -	1,000,000.00
7.	Frisina Construction Co. Ltd.	- - -	990,000.00
8.	Canadian Engineering & Contracting Co. Ltd.	- - -	1,004,783.00
9.	Harm. Schilthuis	- - -	974,480.00
10.	Schultz Construction Co. Ltd.	- - -	1,077,000.00

When these tenders had been opened, the following motion was passed.

Motion No. 1

Moved by E. Ratcliffe
Seconded by J.B.Gartshore

That the tenders be handed back to the Architects for further study.

CARRIED

When the architects had checked the tenders, they found that the lowest tender submitted by Harm. Schuilthuis had not met the full requirements, in that there were no sub-trades included.

Motion No. 2

Moved by J.Gartshore
Seconded by W. Ferguson

That the tender of Harm. Schuilthuis not having met full requirements be rejected.

CARRIED

After some discussion it was decided the following information and facts should be obtained.

- 2 -

- (1) The Municipal Act re low tenders
- (2) The Architects to investigate the Frisina Construction Ltd.
- (3) Ancaster Board to contact Hamilton Board re extension of time.
- (4) Secretary to check with Clerk re the impact of \$1,000,000.00 on Mill Rate.

Following the departure of the Architects the regular meeting was resumed.

The minutes of the last regular meeting dated November 25th, 1958 were read and approved.

The Secretary acting as Chairman conducted the election of officers for the year 1959.

Motion No. 3

Moved by E. Ratcliffe
Seconded by J. Gartshore

That L.N.Gibbard be reappointed Chairman for the coming year.

CARRIED.

Motion No. 4

Moved by J. Gartshore
Seconded by W. Ferguson

That Ed. Ratcliffe be reappointed Vice-Chairman.

CARRIED.

The meeting resumed with Mr. Gibbard in the Chair and the following motion was passed.

Motion No. 5

Moved by W.Ferguson
Seconded by J.B.Gartshore

That J.I.McClure be reappointed Secretary for the year 1959.

CARRIED.

The Board discussed the advisability of a joint use of a Purchasing Department with School Area No. 1 and the following motion was passed.

Motion No. 6

Moved by W. Ferguson
Seconded by E. Ratcliffe

That L.N.Gibbard would approach the Board of School Area No. 1 and discuss the joint use of their administration for assistance in purchasing and selection of personnel.

CARRIED.

There being no further business, the meeting adjourned to meet again at the call of the Chairman.

J. I. McClure
Secretary

E. Ratcliffe
Chairman

Appendix D: Stakeholder Interview Notes

Questions/Answers – Brad Kuhn - Ancaster High School December 20, 2019

1. *What is your relationship with the Ancaster High School?*
 - Mr. Kuhn attended high school at Westdale. When Brad was young, Ancaster kids went to school at Westdale – were bussed from Ancaster.
 - He researched Ancaster as a place to live in '80 and thought it was a great place to raise his kids.
 - First learned about the Ancaster School around 1958-1962 because his French teacher, Art Bowes, was the reeve for Ancaster.
 - Moved to Ancaster in 1981-from 81-84 was soccer coach. His kids played 81-90.
 - During 84-90 was on Recreation committee at the Town of Ancaster. He knew how important the soccer fields were as part of Rec committee. In the 90s it was clear that there was to be an amalgamation of the school boards. In 97 Wentworth County school board amalgamated with Hamilton board. Hamilton-Wentworth district was created.
 - Brad Kuhn served as an Ancaster Town Councillor from 1991-2000
 - Was principal at memorial school and others in Hamilton.

2. *Tell us about your experiences past and present on the school property>*
 - In past - Prior to 69 Ancaster Township School Board elementary – Ancaster Township High School board. In 30-59 no high school existed in Ancaster but still money was contributed to the high school board. This money paid for bussing to Hamilton as well as for teachers. In the 50s, Walter Ferguson was chair of Ancaster Township High School board. Property was bought in 50s and built by 57 opened in 59.
 - Generations of the Kuhn family have gone to school played and coached soccer here
 - Brad was made aware of a Memorial tree and plaque and picnic table on the soccer fields of the school lands; saying, the school lands provided such a sense of happiness for the man's deceased son, that he commemorated his son's memory at the school site
 - 91-92 when Brad was on Township council, they bought property across Jerseyville for the rec centre. Brad was involved in the development of this land across from the high school.
 - Funds raised by the town of Ancaster, and in the 1970s "Win-tario" grant paid for the Aquatic centre. Municipal residents' funds to build the Aquatics centre, auditorium funded from the Board of Ed as well as citizens of Ancaster. In 91-92 bought the land for lands across the street. Hamilton-Wentworth board and the Town have a relationship using the whole area.
 - Existing school property with the recreation lands and the rec. lands at the rec centre across the street created this area for healthy living for the Town of Ancaster.
 - Generations of the family are connected to the soccer lands – including Brad Kuhn's family today – grandchildren.
 - As noted by Brad there is a strong Community association with the soccer fields.

3. *A. What do you think about the design of the high school?*
 - Doesn't like the design of the school or safe. Would like to see the building torn down – leave the auditorium and the aquatics centre. Even if work is done to the building, it still a retrofitted building not well designed.
 - Don't see the new world in the current building design. Get a school that reflects of how school kids learn today and serves well the modern learners. No noteworthy physical design aspects/no character. It could be torn down and a new school could be built with

a heritage design building. Incorporate features similar the architecture of downtown Ancaster.

B. What do you think about the design of the high school lands?

- the design of the whole property, with the larger fields is wonderful. The school property needs to include the soccer fields.
4. *How well do you think the Ancaster High School property illustrates a historic theme that is representative of significant patterns of history in the context of the community?*
- The School represents the theme of how the school boards evolve over time. The soccer fields and the property across the street (Robert Wade Rec), reflects an older community values by having a large number of soccer games happening at the same time.
 - Its a hub of the community, it is not the same to have individual fields here and there across the town/City.
 - It is a place were people to meet, enjoy and grow.
 - 30 years of people connecting together/tournaments can be hosted with people coming from out of town due to the location of the fields and the numbers of people these fields can accommodate.
 - The Boards of Education and the Town of Ancaster have collaboratively worked together from the 1950s until 1997 until the new school of Hamilton was created (HWDSB).
 - The collaboration was designed to make the Ancaster High School building and grounds the hub of culture and sports activities in the Town of Ancaster. The Ancaster Town Council added to the hub by creating the Bob Wade Community Park which included the Rotary centre and the Morgan Firestone twin arenas.
 - The citizens of Ancaster worked very hard to enhance the school facilities by contributing to the renovations of the school auditorium and adding an indoor swimming pool.
 - To close the fields would be like a death to recreation in Ancaster.
 - a consistent philosophy – a cooperative partnership to maximize resource and facility use – the Municipality and the School Board
5. *In your experience, do you think the Ancaster High school property is connected with a specific event, person or group that has made a significant to the community?*
- It is associated with large soccer tournaments. Ongoing opportunity that the citizens of Ancaster have to connect with one another and enjoy each other.
 - All the soccer games are events the fields are associated.
 - The recreation use of the lands are a significant contribution to the community/town of Ancaster. Fields have been operational for sixty years and that is heritage, generation after generation have enjoyed those fields.
6. *Do you believe the Ancaster High School or the soccer fields to be a landmark in the City/neighbourhood? If so, how?*
- Yes, it is a landmark as the soccer fields provide a community/recreation hub and soccer fields with the fields across the road at the Bob Wade Rec. Soccer fields of the Ancaster High School property are part of a larger recreational hub/landscape.
 - The school property with the fields form part of the leisure and recreation community hub along with the municipally owned property across the street.
 - If the soccer fields lands were developed it would feel like a death; if development was to occur houses and buildings would sever the tie of the community feeling of togetherness

with the school property and the municipal property creating above noted leisure and recreation community hub.

**Questions/Answers – Lloyd Ferguson - Ancaster High School
2020****January 31,**

1. *What is your relationship with the Ancaster High School property?*
 - He and his children went to high school here.
 - His father was chair of the School board when the school opened.
 - Councillor was at the opening as a child.
 - His dad was a councillor when the school was opened. The soccer fields were put in place by the community and the pool was put in the place through the fundraising efforts of the community. Councillor Ferguson is trying to ensure the greenspace remains as a central physical space in the community.

2. *Tell us about your experiences past and present, on the school property?*
 - See above
3. *What do you think of the design of the high school? What do you think of the design of the high school lands?*
 - The design of the building doesn't contribute to the value of the property.
 - Noted that the property is a perfect combination of recreational and education facilities all together
4. *How well do you think the Ancaster High School property illustrates a historical theme that is representative of significant patterns of history in the context of the community?*
 - 70 years history as the central greenspace to the community.
 - Has been historically associated/linked to the community because of the joint purchase of the Town Council in addition to the schoolboard. "the property demonstrates the intent/vision of the forefathers behind them having jointly purchased [the lands for the school]" (i.e., the Ancaster Town Council and the Board of Education)
5. *In your experience, do you think the Ancaster High School property is connected with a specific event, person or group that has made a significant contribution to the community?*
 - Historical association with the community as the Ancaster Town Council purchased the property to be a greenspace for the community and the intent of the school board was to purchase the property for school use during the day and community use after school and on weekends
 - Joint purchase was the Town of Ancaster and the school board for use during the weekdays and evening and weekends.
 - It makes a significant contribution to the community in that it is a central greenspace in the Town of Ancaster. Park setting. Heritage Days is an event associated with the largest soccer tournament in Ontario.
6. *Do you believe the Ancaster High School or the soccer fields to be a landmark in the neighbourhood/City? If so, how?*
 - It is a landmark because of its location in the central of the community and the fields and the pool.

Questions/Answers – Marc Bader - Ancaster High School**January 13, 2020**

Opened with some general thoughts and history of the property:

- Refers to the Town of Oakville Glen Abbey designation as that is also a property to be designated under the OHA. Citizens of Ancaster feel the lands should not be severed and sold. Ancaster citizens do not want to/feel they should have to "buy back" the lands

because of the original monies involved in the purchase by Town Council had already had been given i.e. \$12,000. Also, there is the verbal record that the lands weren't just for the school to use/the School Board's to sell but rather for both the community and the school. Therefore, it should not be the School Board's to sell.

- Walter Ferguson (the father of our present Ancaster councillor Lloyd Ferguson) as Chair of the Ancaster School Board in 1957 was responsible for the purchase of the land and he stated at the time (as Lloyd remembers) that this land has the dual purpose of serving both the high school and the community.
- Greater relationship with the lands. Ancaster School Board came to the community/Ancaster town council because they didn't have enough money to purchase the land and the town council said they will grant \$12,000 for the purchase of the lands. Bought the 21 acres and school was built on it. In 1967, approached farmer Vernon Jerome again and said they asked him about buying the west half of the larger area. Walter Ferguson was a Councillor on Town council not on the School Board at the time. School board had enough money for the purchase of the west half. Auditorium was built on to the school on the west half (1967) half of the property.
- Ann Sloat former Mayor of Ancaster was also former chair of the Ancaster School Board said the property was for both the community and the school.
- "The auditorium (consisting of a gym, a 500 seat theatre for live performances AND the aquatic centre were all built on the west side of the property. The important thing here is they were paid for by a lottery fund and the City of Hamilton (again, for the community)."
- Ancaster Soccer club plays on the fields plus the fields hosts other teams from away. Also, Ultimate Frisbee is played on the property and other sporting clubs play there as well.

1. What is your relationship with the Ancaster High School?

- Strong ties to the portion of the subject property that is proposed to be severed. Marc Bader is the leader of the grassroots organization/community value of the Ancaster citizens concerned with the severing of the lands. Became aware of the severing through reading the Ancaster newspaper (specifically, the article where the Lloyd Ferguson declares it a declaration of war). He set up the website and the Facebook page concerning the severance.

2. Tell us about your experiences past and present on the school property.

- Presently, is all about spreading awareness about the potential severing of the property and what would happen with the property.
- In the past, no relationship with the school property itself.
-

3. A. What do you think about the design of the high school?

- No relationship with actual buildings. Aware of the upgrades to the school over the years, Gayle Bader said they could have torn down the school and built a new one. Compared CH Brae demolition. Essentially, the Baders believe "that [the school board] had enough land (if they would forget the severances) to leave the old school up until a new one could be built and then the old school torn down for the amount of money they've already spent on the old school to fix it up. C.H. Bray had to have its students transported to another school while it is being rebuilt"

C. What do you think about the design of the high school lands?

- Appreciate the natural heritage (i.e., old trees/mentioned the presence of butternut). They are concerned about traffic. The importance of the lands really relate to the use for the community.

- 4. *How well do you think the Ancaster High School property illustrates a historic theme that is representative of significant patterns of history in the context of the community?*
- The theme is the historic use of the land for community. The book Marc created has info on all the historic uses of the property (recreation). It is representative as a locale for a multitude of community events for the past 62 years.

- 5. *In your experience, do you think the Ancaster High school property is connected with a specific event, person or group that has made a significant to the community?*
- Ancaster Soccer club which is under the umbrella of the Hamilton and District Soccer Association
- the Ancaster Heritage Days and tournament.
- Fundraisers are held, in part, on the fields i.e. Breast Cancer run ends on the field.
- The soccer association funds the maintenance of the sports fields that cost about \$100,000. Its use as a green space has been key in the centre of the community.

- 6. *Do you believe the Ancaster High School or the soccer fields to be a landmark in the City/neighbourhood? If so, how?*
- I do very much feel the land is a landmark with its relationship to the community and all the events that occur there
- If you take away the parklands, it is like taking the heart of the community

Appendix E: City of Hamilton Framework for Cultural Heritage Evaluation

A Framework for Evaluating the Cultural Heritage Value or Interest of Property for Designation under Part IV of the Ontario Heritage Act

1. Introduction

The following evaluation criteria seek to provide a consistent means of examining and determining the cultural heritage value or interest of real property. They will be used by staff and the City of Hamilton's Municipal Heritage Committee (formerly the Local Architectural Conservation Advisory Committee or LACAC) in determining whether to designate property under the *Ontario Heritage Act*.

It is anticipated that properties to be designated must have one or more demonstrated attributes of cultural heritage value or interest. The greater the number of attributes the more likely it is that a property will be of significant or considerable cultural heritage value.

These criteria recognize the housekeeping changes made to the *Ontario Heritage Act* as per the *Government Efficiency Act, 2002*. Municipalities are enabled to designate those properties of *cultural heritage value* and to identify those heritage attributes that account for the property's cultural heritage value or interest.

In keeping with contemporary heritage conservation and management practice these are considered to be those properties that have cultural heritage value expressed in the following forms:

- Archaeological sites and areas
- Built heritage features, and
- Cultural heritage landscapes.

These categories follow the direction and guidance in the Provincial Policy Statement issued pursuant to the Ontario Planning Act. No guidance is yet provided under the *Ontario Heritage Act*.

2. Archaeology

2.1. Introduction

The designation of archaeological sites under the Ontario Heritage Act (OHA) has traditionally been at the discretion of the Provincial Government, until the recent amendments to the OHA under the Government Efficiency Act, 2002. Among other effects, these changes extend this capacity to municipalities, hence the process herein of defining the City of Hamilton criteria for OHA designation of archaeological sites.

2.2. Hamilton Archaeology

The City of Hamilton has approximately 735 archaeological sites currently (2001) registered by archaeologists on the Ontario Archaeological Sites Database, maintained by the Ontario Ministry of Culture (MCL). Numerous other sites are known to exist but are not as yet registered on the OASD. Further, a large number of unknown sites exist, but have not yet been identified. Many of

these sites, whether registered or not, are too small to warrant significant investigation, other than to establish and map their presence and general nature.

The registration of known sites by licensed archaeologists under the OHA serves to record the sites' presence, cultural affiliation, and status. Sites, which have been fully excavated, and therefore exist only in the form of excavation records, removed artifacts and reports, remain registered.

The overall pattern in the data is that the highest density of registered sites occurs in areas that have been the focus of survey, whether driven by development proposals and Planning Act requirements or academic research.

2.3. Archaeological Work

Archaeology is by its nature a destructive discipline. Sites are identified through survey, arising from some form of soil disturbance, which informs the archaeologist that a site or sites are present. Apart from establishing a site presence and some broad ideas of site boundaries and cultural horizons, however, the nature of a site is largely unknown until excavation activities take place.

The difference between the archaeological excavation of a site and its undocumented removal by construction activities lies in the records retained and reported on by the archaeologists. The knowledge of the archaeological site persists, however, and while it may be absent, the former presence indicates that the area in which it occurs is one of archaeological potential, if the landscape remains relatively intact.

Soil disturbance can take many forms and has varied effects on the archaeological resource. Much of archaeology in Ontario occurs in the topsoil horizon, with some extending into the subsoil, which affects its visibility and sensitivity to disturbance.

Most of the archaeology in Hamilton has been identified as a result of over a hundred years of agricultural activities, namely tilling the soil. While cultivation disturbs sites, it does so with only moderate loss of site information. More intensive forms of agricultural, such as tree or sod farms, have a more substantial and deleterious effect. Soil disturbances such as grade alteration or compaction essentially obliterate archaeological resources.

2.4. Archaeologists

Terrestrial and aquatic archaeology in Ontario is administered through the MCL, while some authority has been downloaded to municipalities. In addition to maintaining the site registry, MCL is responsible for licensing archaeologists: only licensed archaeologists are permitted to carry out archaeological fieldwork (Section 4.48.1) or alter archaeological sites through the removal or relocation of artifacts or any other physical evidence of past human use or activity, from the site (Section 4.48.2).

While recognizing this, much archaeological work has been conducted in the past by unlicensed archaeologists. This group falls into two categories: avocational or lay archaeologists, and "pothunters." Avocational archaeologists typically work in association with licensed archaeologists or the MCL. Pothunters tend to avoid working with archaeologists or the Ministry and are known to loot sites for artifacts, either to add to collections or sell on the open market. Such activities are illegal under the OHA.

2.5. Designation of Archaeological Sites

As with other types of cultural heritage resources, “designation” is one of many conservation tools that a municipality may use to wisely manage its cultural heritage. With respect to archaeological sites, there are a number of unique aspects arising from the designation of archaeological sites. The protection of archaeological sites or areas of archaeological potential is possible through designation and is also a means by which to flag such properties for closer scrutiny through the development application process. The amended components of Part VI of the OHA also provide stronger and more appropriate means by which the resource can be protected.

The designation of existing sites may serve as a flag, which could result in unauthorized excavation, inferring some potential responsibility of the City of Hamilton to protect such sites. However, sites of sufficient significance to warrant designation are likely already well known to the pothunter population. In turn, the fact that many registered sites have already been fully excavated, primarily as part of the development process, does play a factor in the designation process and goals (i.e. inferring the recognition of a site no longer present).

While there is no official Ministry policy on the municipal designation of archaeological sites, the existence of provincially designated archaeological sites suggests that the recognition of such significant resources is warranted. The criteria below are to be used either as “stand-alone” criteria for the evaluation of archaeological sites and areas of archaeological potential suitable for designation or are to be used in conjunction with other criteria in the designation of heritage properties, such as heritage buildings and cultural heritage landscapes.

2.6. Determination of Significance

1. *Cultural Definition: is the site used to define a cultural complex or horizon at the local or regional scale?*

Select archaeological sites are used to define specific cultural complexes or horizons, to which similar sites are compared for closeness of fit and relative position in cultural chronology and site function. Their identification as type-sites is typically achieved through academic discourse, for example the Princess Point site in Cootes Paradise.

2. *Temporal Integrity: does the site represent one or more readily distinguished cultural horizons, or a multi-component mixture of poorly-defined occupations?*

Archaeological sites are frequently re-occupied over a long period of time by different cultural groups. While soil stratification may separate these sequences and provide valuable information, agricultural and other activities can cause admixture of these separate components, resulting in a loss of information.

3. *Site Size: is the site a large or high-density occupation, or a small, low-intensity occupation?*

A higher level of importance tends to be placed on larger archaeological sites, as they generally represent larger or more frequent/long-term occupations. They also tend to yield more diagnostic material objects or settlement patterns, and so can be better defined chronologically and culturally, but can likewise be less clearly defined. Smaller sites can also yield diagnostic artifacts

and are typically the predominant site size of earlier Native and Euro-Canadian occupations and may be subject to lower degrees of stratigraphic mixture.

4. Site Type: is the site of a distinctive and well-defined type, with respect to its function or the activities carried out at the site?

Sites range in nature from highly specialized to generalized, with a related range of interpretability: sites where many activities occur can make it hard to differentiate these activities, such as a pioneer farmstead. Sites where limited activities took place tend to show more identifiable patterns, like point manufacturing sites. While both end of this continuum represent similarly important parts of their inhabitants' lifeways, information may be more readily derived from those of lower complexity.

5. Site Integrity: is the site largely intact?

Sites that remain primarily intact retain significant levels of data, while degree of impact closely correlates with the extent of data-loss, particularly when all or some of the site has been impacted or removed through excavation, mitigation or other activities.

6. Historical Association: does the site represent the archaeological remnants of a significant historical event, person, or group?

The **direct** association of an archaeological site with a historical event, person, family or group can have a bearing on the significance of an archaeological site, depending on the significance to the community, province or nation of the event or person(s) involved. The nature of the association, such as transitory or long-term, also has a bearing on whether this association is of little or considerable significance.

7. Setting: what is the integrity of the context surrounding the site?

Sites do not exist independently, but rather are embedded (at varying scales) within the landscape encompassing them. As such, some semblance of the physiography (cultural heritage landscape) and relevant built culture concurrent to the site's occupation can provide an important context to the information derived from the site.

8. Socio-political value: is there significant public value vested in the site?

Real or perceived social or political value may be imparted to an archaeological site for various reasons by the public as a whole, or subsets of stakeholders and interest groups. Regardless of the origin of the value(s) ascribed the site, perception and expediency may play a large role in its identification as a significant feature.

9. Uniqueness: is this a unique archaeological site?

While all sites are by their nature unique, some are more so than others by nature of their distinctive type, role or character, which identifies them as "one-of-a-kind" within a specified frame of reference. The recognition of a site having such a unique nature as to warrant this distinction essentially refers to the information value implicit in such an identification. As a result, this will largely be the result of professional discourse.

10. Rarity: is this a rare archaeological site?

Rarity may be a measure of cultural affiliation, site type, function, location, artifact assemblage, and age, to mention some potential elements. This can take two forms: either because they occurred only very rarely as a site type originally, or because only a small number remain extant owing to destruction of the original set of sites. In both cases, the rarity of these sites warrants their identification as a result of their information value regarding such a limited resource. Evaluation of the distinct nature of such sites will largely originate through professional discourse.

11. Human Remains: are there identified or probable burials on the site?

Human remains can be encountered in a variety of circumstances, including within an archaeological site. Depending on the context, these can take the form of an approved cemetery, unapproved cemetery, unapproved Aboriginal Peoples cemetery, or irregular burial site. Regardless of the specific circumstance, burials carry a high cultural value in and of themselves. In addition, their significance can be evaluated as a sub-set of archaeological sites in complement with the standard cemetery management process. Native and pioneer cemeteries in particular can be assessed in reference to other archaeological sites and communities, as well as specific persons and events.

12. Archaeological Potential: is the area of substantially high potential?

The archaeological potential of a property is determined through an evaluation of a variety of factors. These include proximity to physiographic features, known archaeological sites, historic features, and degrees of landscape alteration/ disturbance. If a property is identified as having very high potential, designation may be warranted prior to field survey, or further impact.

3. Built Heritage

3.1. Introduction

For the past 25 years Part IV of the Ontario Heritage Act primarily concerned itself with the designation and hence protection and management of *buildings* of architectural or historic value or merit. The Ontario Heritage Act now enables municipalities to designate *property*, i.e., real property including buildings and structures. This may now include not only buildings but also plantings, landscaping elements and archaeological features (See preceding section 2.2).

As with archaeological evaluation the criteria below are to be used either as “stand-alone” or are to be used in conjunction with other criteria in the designation of heritage properties.

Historical Associations

1. Thematic: how well does the feature or property illustrate a historical theme that is representative of significant patterns of history in the context of the community, province or nation?

The criterion evaluates the resource in the context of broad themes of community history. In assessing a resource, the evaluation should relate its importance specifically and with some precision to relevant themes usually of some duration, such as agricultural settlement, village or town development, recreational activities, suburbanization and industrial growth.

2. Event: is the property associated with a specific event that has made a significant contribution to the community, province or nation?

This criterion evaluates the resource with respect to its direct association with events, (i.e., the event took place in the building or on the property). The significance of the event must be clearly and consistently evaluated by examining the impact the event had on future activities, duration and scale of the event and the number of people involved. Battles, natural disasters and scientific discoveries are frequently recognized under this criterion.

3. Person and/or Group: is the feature associated with the life or activities of a person or group that has made a significant contribution to the community, province or nation?

This criterion evaluates the feature with respect to its direct association with a person or group, (i.e., ownership, use or occupancy of the resource). The significance of the person or group must be clearly described such as the impact on future activities, duration and scale of influence and number and range of people affected, e.g., the Calder or Book family in Ancaster. Public buildings such as post offices or courthouses though frequented by many important persons will seldom merit recognition under this criterion.

Architecture and Design

4. Architectural merit: what is the architectural value of the resource?

This criterion serves to measure the architectural merit of a particular structure. The evaluation should assess whether the structure is a notable, rare, unique, early example or typical example of an architectural style, building type or construction techniques. Structures that are of particular merit because of the excellence and artistic value of the design, composition, craftsmanship and details should be identified whether or not they fall easily into a particular stylistic category (i.e., vernacular architecture).

5. Functional merit: what is the functional quality of the resource?

This criterion measures the functional merit of the structure apart from its aesthetic considerations. It takes into account the use or effectiveness of materials and method of construction. The criterion is also intended to provide a means of giving value to utilitarian structures, engineering works and industrial features that may not necessarily possess a strict "architectural" value.

The evaluation should note whether the structure is a notable, rare, unique, typical or early example of a particular material or method of construction.

6. Designer: what is the significance of this structure as an illustration of the work of an important designer?

This criterion evaluates the importance of the building in a designer's career. "Designer" may include architects, builders or engineers, either in private and public practice, or as individuals or professional firms. The evaluation will have to account for or describe whether or not a designer is important in terms of the impact that the person had on trends in building and activities in the

community, province or nation before evaluating the importance of the specific structure in the designer's career. Comparisons should focus on surviving examples of the designer's work.

Integrity

7. Location integrity: is the structure in its original location?

The integrity of a resource relies in part on its relationship to its original site of construction. Original sites or locations of structures are benchmarks in the past physical, social, economic and cultural development of any area. The continued presence of heritage structures often contributes to a strong sense of place. Those features that have been moved from their original sites are considered to be of lesser cultural heritage value.

8. Built integrity: is the structure and its components parts all there?

The integrity of a resource may affect the evaluation of the built heritage feature particularly where there have been either:

- adverse alterations, such as the loss of significant or noteworthy building elements; or
- unsympathetic additions, that obscure or detract from original building fabric.

Properties that remain intact or that have been systematically and sensitively added to over a number of decades (such as farmhouses) are considered to have greater value than those that have experienced detrimental effects. Building ruins may warrant special consideration where there are other important cultural heritage values, e.g., "The Hermitage", Ancaster.

Environmental Context

9. Landmark: is it a visually conspicuous feature in the area?

This criterion addresses the physical importance of a structure to its community. The key physical characteristic of landmarks is their singularity, some aspect that is unique or memorable in its context. Significant landmarks can have a clear form, contrast with their background or have prominent locations. Landmarks are often used by people as reference points, markers or guides for moving or directing others through an area.

10. Character: what is the influence of the structure on the present character of the area?

This criterion measures the influence of the resource on its surroundings. The character of the immediate area must be established before the site's contribution can be assessed. (In the case of complexes, "area" may be defined as the complex itself, e.g., hospital, university, industrial plant.) Areas can convey a sense of cohesion through the similarity and/or dissimilarity of their details. Cohesion can be established by examining such things as scale, height, proportion, siting, building materials, colours and relationships to other structures and spaces.

11. Setting: what is the integrity of the historical relationship between the structure and its immediate surroundings?

This criterion examines the degree to which the immediate environment enhances the structures physical value or prominence. It assesses the importance of the site in maintaining familiar edges,

districts, paths, nodes and landmarks that assist in movement and orientation. Structures or sites may exhibit historic linkages such as those between a church and cemetery or a commercial block and service alleys. Other examples are original settings that provide the context for successive replacement of bridges at the same location or traditional relationships such as those between a station and hotel located next to a rail line.

Social Value

12. Public perception: is the property or feature regarded as important within its area?

This criterion measures the symbolic importance of a structure within its area to people within the community. "Community" should not solely reflect the heritage community but the views of people generally. Examination of tourist brochures, newspaper articles, postcards, souvenirs or community logos for the identification of a site as a prominent symbolic focal point is sometimes useful.

4. Cultural Heritage Landscapes

4.1. Introduction

Prior to defining evaluation criteria, it is worthwhile to enumerate several general principles for understanding cultural heritage landscapes. The Provincial Policy Statement issued under the Planning Act states in 2.5.1, Cultural Heritage and Archaeological Resources that:

Significant built heritage resources and cultural heritage landscapes will be conserved.

"Cultural heritage landscape" is specifically defined to mean:

a defined geographical area of heritage significance which has been modified by human activities. Such an area is valued by a community and is of significance to the understanding of the history of a people or place.

In addition, "Significant" is also more generally defined. It is assigned a specific meaning according to the subject matter or policy context, such as wetlands or ecologically important areas. As cultural heritage landscapes and built heritage resources may be considered an "other matter", the following definition of "significant" applies:

in regard to other matters, important in terms of amount, content, representation or effect. These formal quasi-legislative definitions are important in defining the scope and limitations of what constitutes a significant cultural heritage landscape. The word "culture" or "cultural" is used here and in the context of the policy statement to differentiate between those environmental features that are considered to originate in "nature" and have "natural" forms or attributes. The use of the word culture in this context should not be misconstrued to indicate a refined or developed understanding of the arts or civilization.

Typically cultural heritage landscapes comprise many items or objects that have been made or modified by human hands. Importantly, cultural heritage landscapes reflect human activity (including both the intended and accidental results of development, conservation and/or abandonment) and thus all landscape artifacts reflect "culture" in some way, shape or form. Accordingly, for the purposes of understanding a cultural landscape, most components of the

landscape are usually equally important in giving some insight into the culture or historical past of an area (fields, farmsteads, treelines, woodlots, mill ponds, raceways, manufactories, etc.) Present landscapes that are inherited from the past typically represent the aspirations, value, technology and so on of previous generations. Many present-day cultural heritage landscapes are relics of a former age. Small towns and rural hamlets, for instance, often represent nineteenth century rural lifeways that are no longer being built.

In order to understand the cultural heritage significance of a landscape it is important to understand not only the physiographic setting of an area but importantly the broader historical context of change. The role of technology and communications is particularly important at any given time as these often provided the physical artifacts or means available to permit change to occur within the landscape.

In the evaluation of cultural landscapes for the purpose of heritage conservation, the establishment of criteria is essentially concerned with attempting to identify those landscapes that have particular meaning, value or importance and consequently require some form of active conservation management including informed municipal decision making through the designation process. Traditionally, "landscapes" have tended to be evaluated on the basis of some measure of scenic merit, particularly those considered to be views of "nature", free from the effects of noticeable human activity. In identifying cultural heritage landscapes there is less a concern for assigning value based solely on scenic attributes. Attributes that address historical associations and social value are also equally important. The following criteria provide a broader base for evaluation.

4.2. Applying the Evaluation Criteria

The evaluation framework for cultural heritage landscapes is a set of criteria to be used in the assessment of cultural heritage landscapes throughout the City of Hamilton. These criteria are based on established precedents for the evaluation of heritage resources. It is anticipated that this framework will be applied to a broad range of landscapes in a consistent and systematic manner. It may be utilized either on a long-term basis as part of continuing survey and assessment work or on an issue oriented case-by-case manner. The evaluation criteria are also to serve the purposes of determining cultural heritage value or interest for the purposes of designation under the Ontario Heritage Act.

The criteria recognize the value and merit of all types of cultural heritage landscapes. If at any time it is proposed to undertake a comparative evaluation amongst many landscapes such comparative analysis should be used only to compare like or similar landscapes. An industrial landscape, for example must be assessed through comparison with other industrial landscapes, not with a townscape or rural landscape.

The intent in applying the criteria is not to categorize or differentiate amongst different types of landscape based upon quality. In using and applying the criteria it is important that particular types of cultural heritage landscapes are each valued for their inherent character and are consistently evaluated and compared with similar or the same types.

4.3. The Evaluation Criteria for Cultural Heritage Landscapes

Historical Associations

1. Themes: how well does the cultural heritage landscape illustrate one or more historical themes representative of cultural processes in the development and/or use of land in the context of the community, province or nation?

This criterion evaluates the cultural landscape in the context of the broad themes of the City's history. In assessing the landscape, the evaluation should relate the landscape specifically to those themes, sub-themes and material heritage features, e.g., ports/industrial areas and cottage and resort communities.

2. Event: is the cultural landscape associated with a specific event that has made a significant contribution to the community, province or nation?

This criterion evaluates the cultural landscape's direct association with an event, i.e., the event took place in the area. The significance of the event must be evaluated by explicit description and research such as the impact event had on future activities, the duration and scale of the event and the number of people involved. Battle sites and areas of natural disasters are recognized under this criterion.

3. Person and/or Group: is the cultural landscape associated with the life or activities of a person, group, organization or institution that has made a significant contribution to the community, province or nation?

This criterion evaluates the cultural landscape's direct association with a person or group, i.e., ownership, use or development of the cultural landscape. The significance of the person or group must be considered in the context of impact, scale and duration of activities. Cultural landscapes resulting from resource based activities such as forestry, mining or quarrying, etc. may be identified with a particular corporate group. Conversely, individuals may play a pivotal role in the development of cultural landscapes such as a town site, industrial operation or resort complex.

Scenic Amenity

4. Sense of place: does the cultural heritage landscape provide the observer(s) with a strong sense of position or place?

This criterion evaluates the sensory impact to an observer either viewing the cultural heritage landscape from within or from an exterior viewpoint. Such landscapes are recognizable as having a common, identifying character derived from buildings, structures, spaces and/or natural landscape elements, such as urban centres, ports, villages and cottage communities.

5. Serial Vision: does the cultural heritage landscape provide the observer(s) with opportunities for serial vision along paths of pedestrian or vehicular movement?

This criterion measures the visual impact to an observer travelling through the cultural landscape. Sidewalks or streets in urban areas and roads or water routes in rural or beach areas often provide an observer with a series of views of the landscape beyond or anticipated to arrive within view.

Such serial vision may be observed at a small scale in an urban area, moving from residential street to commercial area; or at a larger scale from urban to rural.

6. Material Content: is the cultural heritage landscape visually satisfying or pleasing to the observer(s) in terms of colour, texture, style and scale?

This criterion attempts to evaluate the visual impact to an observer of the content of the cultural landscape in terms of its overall design and appearance, however formally or informally, consciously or unconsciously planned. Material content assesses whether the landscape is pleasing to look at regardless of historical completeness.

Integrity

7. Integrity: is it all there?

The evaluation of the integrity of a cultural heritage landscape seeks to identify the degree to which adverse changes have occurred. Landscapes that have suffered severe alterations, such as the removal of character defining heritage features and the introduction of intrusive contemporary features, may be weaker in overall material content, serial vision and the resultant sense of place that it provides.

Design

8. Design: has the landscape been purposefully designed or planned?

This criterion applies only to those landscapes that have been formally or purposefully designed or planned and includes examples such as “planned” communities, public parks, cemeteries, institutional grounds and the gardens of residences. Typically, they are scarce in comparison to evolving or relict landscapes. This criterion evaluates the importance of the landscape in the designer’s career. “Designer” may include surveyors, architects, or landscape architects, both private and public, either as individuals or as professional firms. The evaluation assesses whether or not a designer is important in terms of the impact on trends in landscape design before evaluating the importance of the specific landscape in the designer’s career. Comparisons should focus on surviving examples of the designer’s work.

Social Value

9. Public perception: is the landscape regarded as having importance within the City?

This criterion measures the importance of the landscape as a cultural symbol. Examination of advertisements of the day, popular tourism literature and artifacts, public interviews and local contacts usually reveal potential landscapes of value.

**374 JERSEYVILLE ROAD WEST (ANCASTER HIGH SCHOOL)
CULTURAL HERITAGE ASSESSMENT REPORT
CITY OF HAMILTON, ONTARIO**

FINAL REPORT

Prepared for:

The City of Hamilton
71 Main Street West
Hamilton, ON L8P 4Y5

ASI File 21CH-180

May 2022



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Acknowledgements

The project team would like to thank the City's Project Manager, Stacey Kursikowski, Cultural Heritage Planner for her guidance and support on this project. Many thanks to the Hamilton Wentworth District School Board Archives and the Local History and Archives department of the Hamilton Public Library for providing materials in their holdings related to the school building and the history of education in Ancaster. Additionally, Tricia E.G. Shulist's thesis work, proved to be a critical source of research in preparing this report. The Stop the Severance of the Ancaster High School Grounds Petition Book provided by the City was also an important source of information regarding community associations with the subject property. The project team would also like to thank those individuals who provided their time, thoughts and perspective as part of stakeholder interviews conducted as part of this assessment.



**374 JERSEYVILLE ROAD WEST (ANCASTER HIGH SCHOOL)
CULTURAL HERITAGE ASSESSMENT REPORT
CITY OF HAMILTON, ONTARIO**

Executive Summary

Archaeological Services Inc. (A.S.I.) was retained by the City of Hamilton to complete a Cultural Heritage Assessment of 374 Jerseyville Road West (Ancaster High School). The purpose of the Cultural Heritage Assessment is to identify and assess the potential cultural heritage value of the property by determining if the property should be recommended for designation under Part IV of the *Ontario Heritage Act*.

The property has previously been assessed under a Cultural Heritage Assessment in 2020 (Archaeological Research Associates Ltd. 2020), which found the property not to have cultural heritage value and did not recommend the property for designation under Part IV of the *Ontario Heritage Act*. The purpose of undertaking a second assessment of the property at 374 Jerseyville Road West is to provide an increased emphasis on reviewing the property's associative and contextual value within the context of the community.

Based on stakeholder interviews conducted as part of this assessment and information presented in the Stop the Severance of the Ancaster High School Grounds Petition Book, it is clear that the rear fields of the subject property function as a place of community gathering, linked to their ongoing use for recreational purposes and as part of the Ancaster Heritage Days for many decades. This place is viewed as an important asset valued by various residents, existing and former, in the Town of Ancaster and which is understood to contribute to their quality of life. It has also clearly functioned as an 'personal' site for users; a place where family and/or community activities are played out, formally and informally. It is a place for star gazing on a clear night, celebrating a winning goal, and congregating with neighbours and friends for example. It is a place that holds many personal memories and in one instance, is documented to be a place of commemoration through a memorial tree planting. It is an important site and touch point in the community and the long-term plans for these lands clearly matter greatly to the localized community and should be shaped by substantive community consultation and input.

The Petition Book describes the property as historic and unique and states that the subject property was expressly deeded for purposes of community use. Based on the archival research completed, there is no documentary evidence that clearly establishes the subject lands were explicitly intended to be used for, and preserved, as open community space and/or public use, or that this condition was formally integrated into the terms of sale. Moreover, while the subject property may contain older vegetation along the Jerseyville perimeter and the rear field boundaries correspond to historical lot boundaries, these combined features alone do not sufficiently represent or express themes associated with Ancaster's nineteenth-century development patterns. Additionally, while the property's primary buildings and surrounding landscape were designed by Prack and Prack, the assessment finds that the design of the



buildings and the landscape are typical of their time and not remarkable in a significant way in relation to style, materiality, construction method, form, or typology. Finally, while the fields themselves have been described as a unique green space and defined by a beautiful setting, the assessment finds that the layout, aesthetic quality, and composition of the fields themselves is quite common.

The property is valued by many residents in Ancaster. However, in consideration of the results of research, analysis and application of prescribed heritage evaluation criteria, the property located at 374 Jerseyville Road West has limited cultural heritage value or interest. On its own and in and of itself, the property does not sufficiently meet the heritage evaluation criteria discussed herein. However, if the property were to be evaluated in combination with properties to the east and north, 374 Jerseyville Road West may contribute to a potentially significant cultural heritage landscape that tells a compelling and complete story of Ancaster's post-Second World War growth and land-use development patterns

This story's beginnings are rooted in the surrounding area's rich natural setting in the Sulphur Creek subwatershed and nineteenth-century agricultural land-use activities which quickly transitioned in the 1940s when the Veterans' Land Administration selected lands adjacent to 374 Jerseyville Road West to develop as their first purpose-built subdivision in Canada for returning veterans. This community became known as Spring Valley and within the two decades that followed, it influenced development on lands to the north with the development of the Little League Park and became physically and functionally linked with the Ancaster High School site to the west when it opened in 1959. In the intervening years, visual and functional relationships would continue to develop between the Spring Valley community, the Little League Park, the Dundas Valley Conservation lands to the north, and Ancaster high school site, forming a node that has a distinct sense of place and scenic amenity and which together may be a significant cultural heritage landscape within the former Town of Ancaster. Within this broader historical, community-based and spatial context of potential cultural heritage value, the subject property at 374 Jerseyville Road West may form a contributing part. As such, this assessment recommends that a broader area to the north and east of and including 374 Jerseyville Road West should be researched and evaluated as a cultural heritage landscape for its significance in relation to the following features, relationships, processes and/or themes:

- Natural heritage system of the Sulphur Creek Subwatershed as expressed through the Dundas Valley Conservation lands, dramatic topography of the area, Spring Valley Trail, and natural heritage features on the northern portion of 374 Jerseyville Road West; and
- The Spring Valley residential community as an early example of post-war subdivision development in Ancaster and historically associated with the Veterans Land Administration and first of its kind built in Canada and Hamilton, and the Spring Valley Community Association and its contributions to shaping the localized landscape.

The study area should include:



- Dundas Valley Conservation Area including Spring Valley Trail heading northward from the Ancaster Lions Outdoor Pool and Sulphur Spring Trail Race heading northward from Robert E. Wade Ancaster Community Park;
- Robert E. Wade Ancaster Community Park including the Ancaster Rotary Centre and Matthew Krol Field;
- The Spring Valley neighbourhood which includes Taylor Road, Orchard Drive, Central Drive, Valleyview Drive and Little League Park including the Spring Valley Arena; and 374 Jerseyville Road West (Ancaster High School).



ARCHAEOLOGICAL SERVICES INC.

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1.0 Introduction

Archaeological Services Inc. (A.S.I.) was retained by the City of Hamilton to complete a Cultural Heritage Assessment of 374 Jerseyville Road West (Ancaster High School). The purpose of the Cultural Heritage Assessment is to identify and assess the potential cultural heritage value of the property by determining if the property should be recommended for designation under Part IV of the *Ontario Heritage Act*.

The property has previously been assessed under a Cultural Heritage Assessment in 2020 (Archaeological Research Associates Ltd. 2020), which found the property not to have cultural heritage value and did not recommend the property for designation under Part IV of the *Ontario Heritage Act*. The purpose of undertaking a second assessment of the property at 374 Jerseyville Road West is to provide an increased emphasis on reviewing the property's associative and contextual value within the context of the community.

1.1 Property Location

The municipal address for Ancaster High School is 374 Jerseyville Road West and its legal description is Part of Lot 39, Concession 3, Geographic Township of Ancaster, now City of Hamilton (Figure 1). The 17.39 hectare (42.97-acre) property is rectangular in shape, with a small notch in the northeast corner. The property features a two-storey institutional building and a City of Hamilton Recreation Centre with pool facilities, athletic fields containing a track, and a forested area on the north edge of the property. The school building was constructed with several additions, and as a result is made up an east and west wing (Figure 13). The City-run aquatic centre is attached to the south side of the west wing of the school building (Figure 2).

The property at 374 Jerseyville Road West is located on the south side of Jerseyville Road West. The Robert E. Wade Ancaster Community Centre Park is located on the north side of the roadway, opposite the school property. To the east of the property is a neighbourhood of residential housing and the Little League Ball Park containing the Spring Valley Arena. South and west of the school property is residential suburban housing. The site is located west of the historical core of the Village of Ancaster.

Address: 374 Jerseyville Road West

Common Name: Ancaster High School

Legal Description: Part Lot 39, Concession 3, Geographic Township of Ancaster, now City of Hamilton



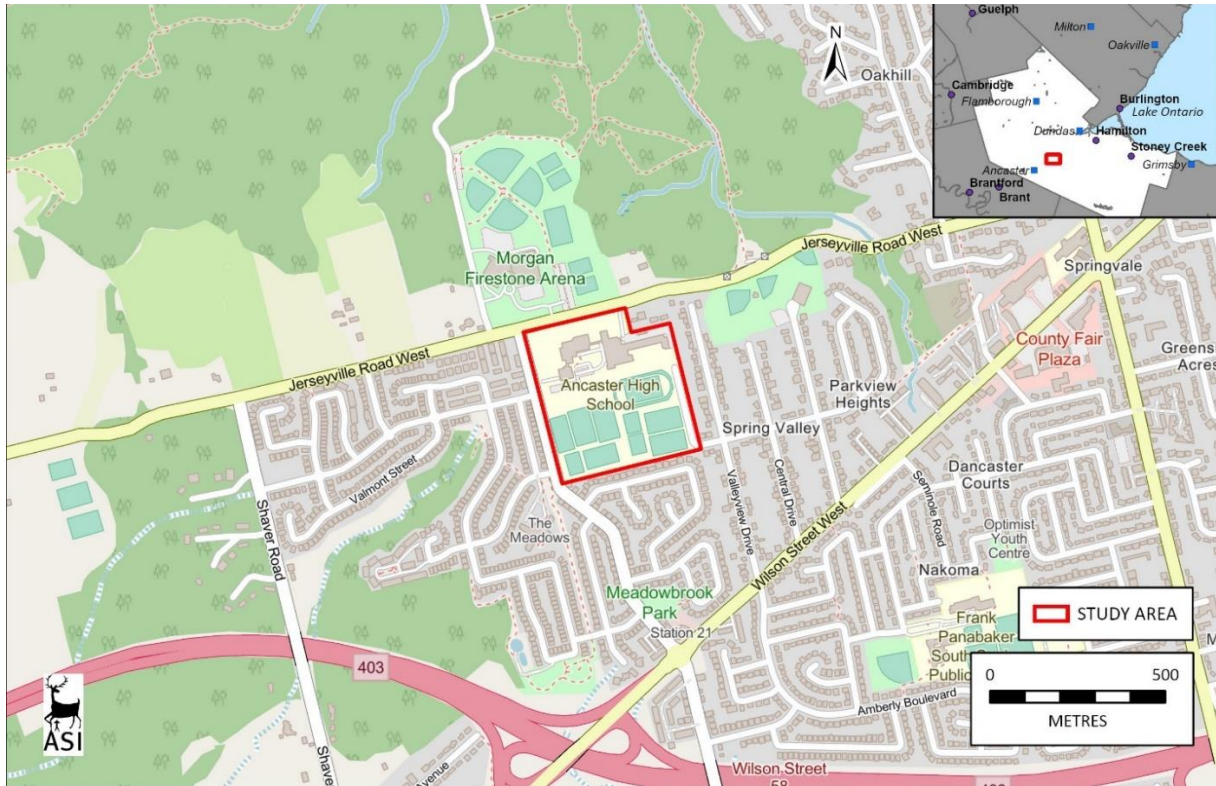


Figure 1: 374 Jerseyville Road West and surrounding context.



Figure 2: Aerial photograph showing the Study Area (Google).



2.0 Methodology

2.1 Site Visit

A site visit was undertaken by Rebecca Sciarra, Partner and Director of the Cultural Heritage Division, and Meredith Stewart, Cultural Heritage Technician, both of A.S.I., on 21 December 2022. Permission to Enter was coordinated by the City of Hamilton with Hamilton Wentworth District School staff. The site visit was conducted by examining the interior spaces within the school as well as the Ancaster Aquatic Centre. Following the examination of the interiors, the exterior of the school and pool were documented. The grounds, including the athletic fields located on the south portion of the property, were examined and documented as part of the site visit. The property's surrounding context was also documented during the site visit.

2.2 Research

Research on the property located at 374 Jerseyville Road West and the construction of Ancaster High School was conducted using primary and secondary source material. Historical maps and aerial photography were also reviewed as part of the research process. In addition to consulting resources available online, resources available at the Hamilton-Wentworth District School Board Archives and Local History and Archives collection at the Central branch of the Hamilton Public Library were also consulted. Further, research conducted and presented in the Cultural Heritage Assessment Report for 374 Jerseyville Road West – Ancaster High School completed by Archaeological Research Associates Ltd. (A.R.A.) has been used as the basis for this report. Information on land use history and identified works by the architectural firms involved in the development of the property have been used to form more specific and directed research questions to address items not addressed in the A.R.A. Report. As a result, the focus of this report has been to provide supplementary and additional information from what was presented by A.R.A. in their report.

2.3 Community Engagement (Interviews with Community Stakeholders)

As part of the current study, ASI conducted interviews with a number of stakeholders identified by the City of Hamilton as having an interest in, or knowledge of the property at 374 Jerseyville Road West. An invitation to participate in an interview session was sent to nine stakeholder groups/organizations or individuals and a total of eight interviews were conducted. The interview sessions, which were conducted online via Zoom, were held on February 10, 11, 14, 17, and 18, 2022. Results of the stakeholder interviews are summarized in Section 3.3.

In addition to consultation with selected community stakeholders, a petition book entitled *Stop the Severance of the Ancaster High School Grounds* was reviewed (Ancaster Community Members 2018). The document contains a petition dated November 4, 2018 with accompanying signatures as well as plea letters and comments from the community. The petition book was prepared to present opposition to severance of the Ancaster High School property. While some comments provided in the petition book peripherally address potential



heritage designation, the petition did not ask participants to directly support, evidence, or provide comment on the heritage value of the property. The petition book was reviewed to identify comments that address the potential cultural heritage value of the site and as they relate to the scope and intent of this report.

3.0 Historical Research

3.1 Physiographic Context

The property at 374 Jerseyville Road West is located at the north edge of the Norfolk Sand Plain physiographic region and just south of the Niagara Escarpment within the Sulphur Creek subwatershed.

The Norfolk Sand Plain physiographic region is a wedge-shaped feature that extends from the Lake Erie shoreline and tapers in a northeast direction towards the City of Hamilton (Chapman and Putnam 1984). The region encompasses an area of 3,134 square kilometers and consists of sands and silts that were deposited as a delta in glacial Lakes Whittlesey and Warren. The result of these sand and silt deposits is a landscape which has abundant well water and a summer rainfall which is greater than most of Southern Ontario (Chapman and Putnam 1984).

The subject property sits adjacent to the edge of the Niagara Escarpment Plan area, with Escarpment Rural and Natural designated areas located north of the subject property, on the north side of Jerseyville Road West, and a designated urban area located to the east. The Niagara Escarpment is one of the most prominent features in southern Ontario, which extends from the Niagara River to the northern tip of the Bruce Peninsula, continuing through the Manitoulin Islands (Chapman and Putnam 1984:114-122). Vertical cliffs along the brow mostly outline the edge of the dolostone of the Lockport and Amabel Formations, which expose red shale in the carves of the sloping formations. Flanked by landscapes of glacial origin, the rock-hewn topography stands in striking contrast, and its steep-sided valleys are strongly suggestive of non-glacial regions. From Queenston, on the Niagara River, westward to Ancaster, the escarpment is a simple topographic break separating the two levels of the Niagara Peninsula. The Niagara Escarpment is a designated UNESCO World Biosphere Reserve. The City of Hamilton Official Plan recognizes the Niagara Escarpment as an important topographic feature that establishes two distinct areas within the municipality, each with their own characteristics (City of Hamilton 2021).

The configuration of the Escarpment is influenced by the Dundas Valley in the area of 374 Jerseyville Road West. It is believed that the Dundas Valley was formed through erosion of the escarpment by an ancient pre-glacial river that flowed into the area from the northwest. The Dundas Valley is approximately 12 km long, 4 km wide and over 200 metres deep. Several creeks are incised into the slope of the valley. The Dundas Valley is north of 374 Jerseyville Road West and is managed by the Dundas Valley Conservation Area (Hamilton Watershed Stewardship Program 2018). The City of Hamilton's Rural Official Plan identifies 838 Mineral Springs Road, and which includes portions of the Dundas Valley Conservation Area and the



historic 'Woodend House', to the north of the study area as a "cultural heritage resource" in Appendix F of the Plan. This property is designated under Part IV of the *Ontario Heritage Act* (City of Hamilton 2021).

The Sulphur Creek subwatershed is part of the Spencer Creek watershed and lies almost entirely within the former town of Ancaster. The subwatershed is very steep, the soils are predominantly well drained and as a result, the streams within have high erosive forces. The subwatershed is predominantly residential with the majority of the land use being open space centering around the 1500-hectare Dundas Valley Conservation area which retains natural forest cover. The subwatershed has several catchments, the Jerseyville Road catchment is one which has been identified as a highly significant recharge area (Hamilton Watershed Stewardship Program 2018).

Like Indigenous communities before them, Loyalists were attracted to the western end of Lake Ontario, and following the American War of Independence these communities began land use activities in the Spencer Creek watershed. These communities chose Ancaster as early as 1789 for its high well-drained land, good spring water and streams for power as well as an existing early road from Niagara to the western part of the province.

Spring Valley Creek is within the immediate area of 374 Jerseyville Road West and is a tributary of the Sulphur Creek subwatershed. A trail leading northward from Jerseyville Road West is named for the creek as is the residential subdivision to the east of 374 Jerseyville Road West.

Jerseyville Road West has a distinctive topography due to its location on the Niagara Escarpment and within the Spring Valley Creek valley.

3.2 Settlement Context

Pre-Contact History

Southern Ontario has been occupied by human populations since the retreat of the Laurentide glacier approximately 13,000 years ago, or 11,000 Before the Common Era (B.C.E.) (Ferris 2013). During the Paleo period (c. 11,000 B.C.E. to 9,000 B.C.E), groups tended to be small, nomadic, and non-stratified. The population relied on hunting, fishing, and gathering for sustenance, though their lives went far beyond subsistence strategies to include cultural practices including but not limited to art and astronomy. Fluted points, beaked scrapers, and gravers are among the most important artifacts to have been found at various sites throughout southern Ontario, and particularly along the shorelines of former glacial lakes. Given the low regional population levels at this time, evidence concerning Paleo-Indian period groups is very limited (Ellis and Deller 1990).

Moving into the Archaic period (c. 9,000 B.C.E. to 1,000 B.C.E.), many of the same roles and responsibilities continued as they had for millennia, with groups generally remaining small, nomadic, and non-hierarchical. The seasons dictated the size of groups (with a general



tendency to congregate in the spring/summer and disperse in the fall/winter), as well as their various sustenance activities, including fishing, foraging, trapping, and food storage and preparation. There were extensive trade networks which involved the exchange of both raw materials and finished objects such as polished or ground stone tools, beads, and notched or stemmed projectile points. Furthermore, mortuary ceremonialism was evident, meaning that there were burial practices and traditions associated with a group member's death (Ellis and Deller 1990; Ellis et al. 2009).

The Woodland period (c. 1,000 B.C.E. to 1650 C.E.) saw several trends and aspects of life remain consistent with previous generations. Among the more notable changes, however, was the introduction of pottery, the establishment of larger occupations and territorial settlements, incipient horticulture, more stratified societies, and more elaborate burials. Later in this period, settlement patterns, foods, and the socio-political system continued to change. A major shift to agriculture occurred in some regions, and the ability to grow vegetables and legumes such as corn, beans, and squash ensured long-term settlement occupation and less dependence upon hunting and fishing. This development contributed to population growth as well as the emergence of permanent villages and special purpose sites supporting those villages. Furthermore, the socio-political system shifted from one which was strongly kinship based to one that involved tribal differentiation as well as political alliances across and between regions (Ellis and Deller 1990; Williamson 1990; Dodd et al. 1990; Birch and Williamson 2013).

The arrival of European trade goods in the sixteenth century, Europeans themselves in the seventeenth century, and increasing settlement efforts in the eighteenth century all significantly impacted traditional ways of life in Southern Ontario. Over time, war and disease contributed to death, dispersion, and displacement of many Indigenous peoples across the region. The Euro-Canadian population grew in both numbers and power through the eighteenth and nineteenth centuries and treaties between colonial administrators and First Nations representatives began to be negotiated.

Treaty No. 3

The property at 374 Jerseyville Road West is located within Treaty 3, the Between the Lakes Purchase. Following the 1764 Niagara Peace Treaty and the follow-up treaties with Pontiac, the English colonial government considered the Mississaugas to be their allies since they had accepted the Covenant Chain. The English administrators followed the terms of the Royal Proclamation and ensured that no settlements were made in the hunting grounds that had been reserved for their use (Johnston 1964; Lytwyn 2005). In 1784, under the terms of the "Between the Lakes Purchase" signed by Sir Frederick Haldimand and the Mississaugas, the Crown acquired over one million acres of land in-part spanning westward from near modern day Niagara-on-the-Lake along the south shore of Lake Ontario to modern day Burlington (Aboriginal Affairs and Northern Development Canada 2016).



Township of Ancaster

The subject property is located within Lot 39, Concession 3 in the historical Township of Ancaster. The land within Ancaster Township was acquired by the British from the Mississaugas in 1784. The township is said to have been named by Lieutenant Governor, John Graves Simcoe, who decided the names for most early land divisions within the province. He named the Townships in Wentworth County after English places in Lincolnshire and Yorkshire. "Ancaster" came from the name of a Lincolnshire Parish (Woodhouse 1970a). Ancaster was initially settled by disbanded soldiers, mainly Butler's Rangers, and other United Empire Loyalists following the end of the American Revolutionary War. The first of these soldiers arrived in Ancaster in 1789, before the land was surveyed and land divisions drawn. During this time Ancaster was a frontier, with no settlements or villages in close proximity. Present-day Niagara-on-the-Lake was the nearest community of any substance at that time. The settlements of Dundas, Hamilton, Brantford, and London were not yet established (Woodhouse 1970a). Following the survey of the land in 1793, the first legal Euro-Canadian settlers began to occupy their land holdings two years later.

Settlement of the Township of Ancaster involved several key components. Following the initial occupation of the area by pre-survey settlers who established themselves by squatting on the land, the survey of the township provided opportunity for communities to be established by legal landowners, typically through grants to military officers or loyalists. These areas of settlement include: east of Fiddler's Green Road; Fiddler's Green Road; the "Scotch Block" in the south end of the Township; the "Jerseyville Settlement" (present-day Jerseyville); along Highway 53; and, the Village of Ancaster (Woodhouse 1970a).

Village of Ancaster

The historical core of the Village of Ancaster is situated on part Lots 44 and 45 in Concession 2, in the Township of Ancaster. During the nineteenth century, several historic roadways converged here such as Sulphur Springs Road, the Old Dundas Road, the Mohawk Road and Wilson/Main Street (Highway 2). It was first settled by Jean Baptiste Rousseau and James Wilson in the late 1790s. Wilson built a grist mill and saw mill in 1791, later known as "Wilson's Mills," which was followed by the addition of a store, tavern, blacksmith shop, and distillery in the area (Woodhouse 1970a). The mills were later known as "Rousseau's Mills" after Wilson was bought out by his partner. Around 1800, the village was named Ancaster. During the first thirty years of its establishment, the Village of Ancaster was the largest community in a 65-kilometre radius. This began to shift when the neighbouring Village of Dundas began to emerge as a more notable community supported by its greater water power that attracted industries in the 1820s. The opening of the first Burlington Beach Canal in 1826 allowed schooners to dock directly at Hamilton's shoreline, establishing that settlement as the deep-water port. Hamilton quickly outpaced both Ancaster and Dundas as an industrial hub (Woodhouse 1970a).



Despite this the Village of Ancaster continued to steadily grow in the nineteenth century. Registered plans of subdivision for the Village of Ancaster exist from 1867. In 1875, the village contained the Town Hall, four churches, two cemeteries, three hotels, one school, one blacksmith shop, "an extensive knitting factory," iron foundry, carding and woollen mills, an agricultural implement factory, several stores and a telegraph office. The population was about 600 (Fischer and Harris 2007; Rayburn 1997; Scott 1997; Winearls 1991; Crossby 1873). Eclipsed by the industrial and population growth of the City of Hamilton, industrial activity in Ancaster had by and large vanished. Carrying into the twentieth century this early village in the area maintained a quiet but stable presence in the area, supported by a tightly knit community.

Post-Second World War Development Patterns in Ancaster

The post-Second World War period brought a population boom across the country (Statistics Canada 2018). Ancaster, like many other small towns and villages, saw suburban expansion to accommodate this population growth. In Ancaster, the addition of residential suburban tracts were extended from its historical core into the primarily agricultural land that surrounding the village (Parsons 2015). An early example of this suburban expansion in Ancaster is the Spring Valley subdivision, located directly east of the present-day 374 Jerseyville Road West. The development of the Spring Valley subdivision was part of the Veterans' Land Administration (V.L.A.) established in 1942, a veteran rehabilitation program that initially sought to settle veterans on lands in primarily exurban and suburban sites where they could establish themselves as farmers or similar occupations in the post-war world. The program then shifted to focus on small holdings that provided veterans with medium sized lots and modest home, often laid out in planned subdivisions, through flexible and affordable loan options. Spring Valley is an example of this shift to providing small holdings within a planned subdivision (Shulist 1998).

Spring Valley was the only V.L.A.-built subdivision in Ancaster and the broader Hamilton-Wentworth area, and is documented as the first of its kind to be constructed in Canada under the program (Shulist 1998). The subdivision was constructed in the early 1940s on a farm lot, previously known as the Taylor farm, within the then rural surroundings of Ancaster (Figure 3). Sited above the steep ravine associated with the Sulphur Creek subwatershed, the lands would have had optimal drainage conditions and with the potential for structures to be constructed with raised basements that were unlikely to experience water ingress. The primary farmhouse associated with the Taylor land holdings became subsumed into the subdivision and survives today at 65 Central Drive. The plan for the new subdivision featured a series of north-south residential roadways with half-acre lots extending from the roads (Figure 4). Taylor Road, still in use today, cut across these north-south streets. Construction of homes in the subdivision is attributed to W.H. Yates Construction Company Limited. Fourteen different architectural designs were available for selection and attributed to the following architectural firms: Humphreys, Rule-Wynne-Rule, Van Norman, and Moody and Moore. Residential buildings ranged from approximately 705 square feet to 1301 square feet and all had full basements with



clapboard exteriors and were either single storey or one-and-a-half storey homes sited to the side on half acre lots (Shulist 1998: 120, 156).

Within the first decade following construction of the subdivision, the Spring Valley Community Association was formed in 1948 and one of its first tasks was to assume ownership of the undeveloped land fronting on to Jerseyville Road West and generally forming part of what would have been considered ravine lands at the time. The land was acquired for the purposes of developing a community centre and was ultimately 'improved' with a meeting hall in the form of a Quonset hut and subsequently used for community gathering functions (Shulist 1998:164; Anon. n.d.).The Association would go on to attempt to acquire additional land in this vicinity and would develop a portion of the lands fronting on to Jerseyville Road West for baseball purposes, transforming the valley lands to accommodate baseball diamonds, lighting, and a canteen building, all of which continue to survive in the landscape today (Shulist 1998).

The construction of Ancaster High School approximately 14 years after the development of Spring Valley was in part connected with this phase of post-war development and in the localized area. While there was some initial local debate about the specific location for the proposed High School in Ancaster, there is evidence to suggest that a functional and associative relationship existed between the school site and the Spring Valley residential neighbourhood, even if initially incidental. Many of the veteran families would have had secondary school age children by the end of the 1950s. Additionally, when the High School building was completed in 1959, Taylor Road provided access to the main entry of the school property, which connected the road to a long drive along the east side of the property that approached the south side of the school. This direct access to the school through a main road in the subdivision indicates a functional circulatory relationship between the school and Spring Valley subdivision within a broader landscape of mixed rural and suburban uses (Figure 5).

The Spring Valley residential area and 374 Jerseyville Road West remained in their rural suburban context following the incorporation of Ancaster as a town in 1974 and well into the 1980s. In 2001 the Town of Ancaster was amalgamated into the City of Hamilton, by which time additional suburban development expanded to the farm fields on the south and west sides of 374 Jerseyville Road West.



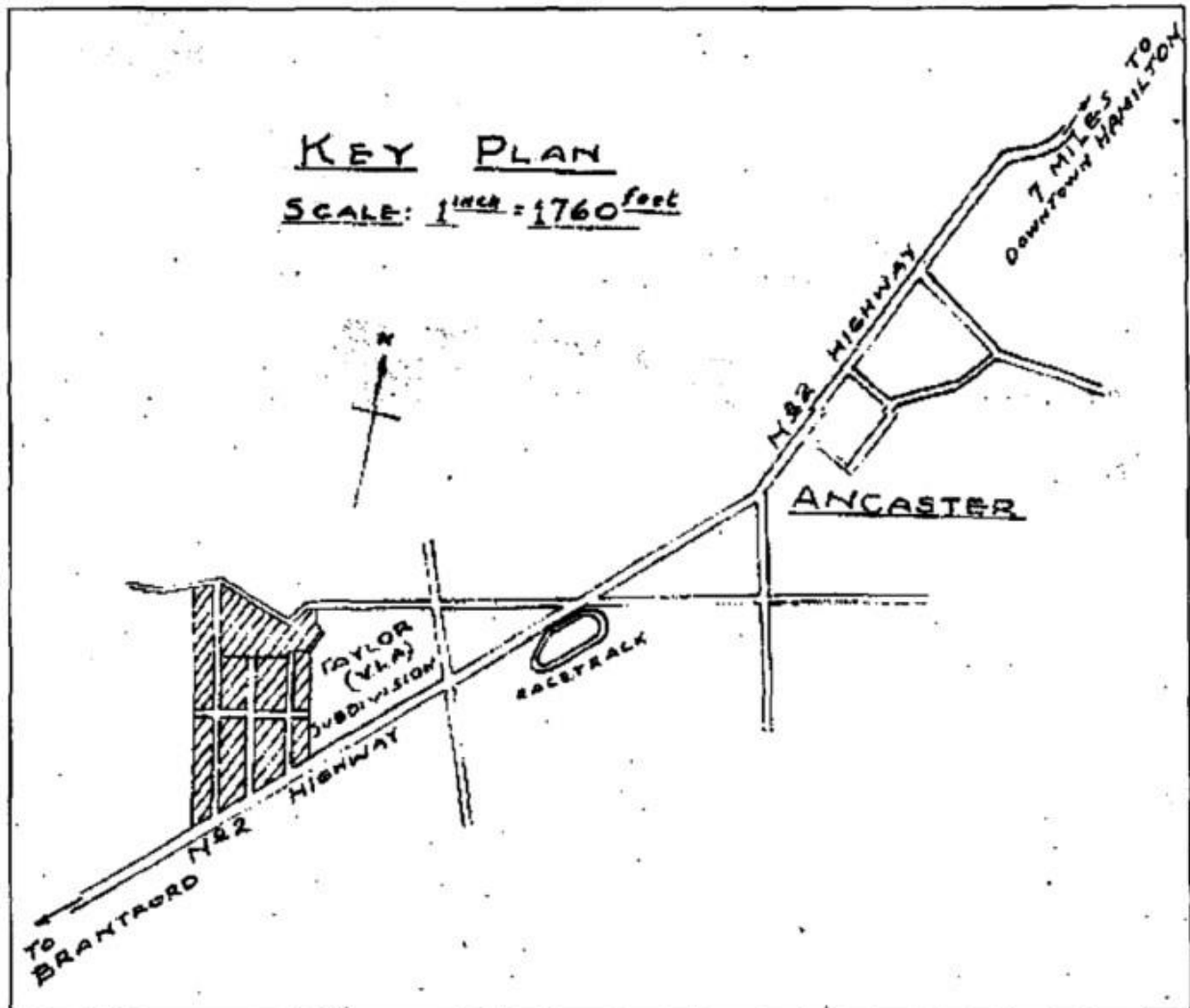


Figure 3: Key plan of the Spring Valley Subdivision showing the location of the development within the broader context of the Village of Ancaster (Shulist 1998)

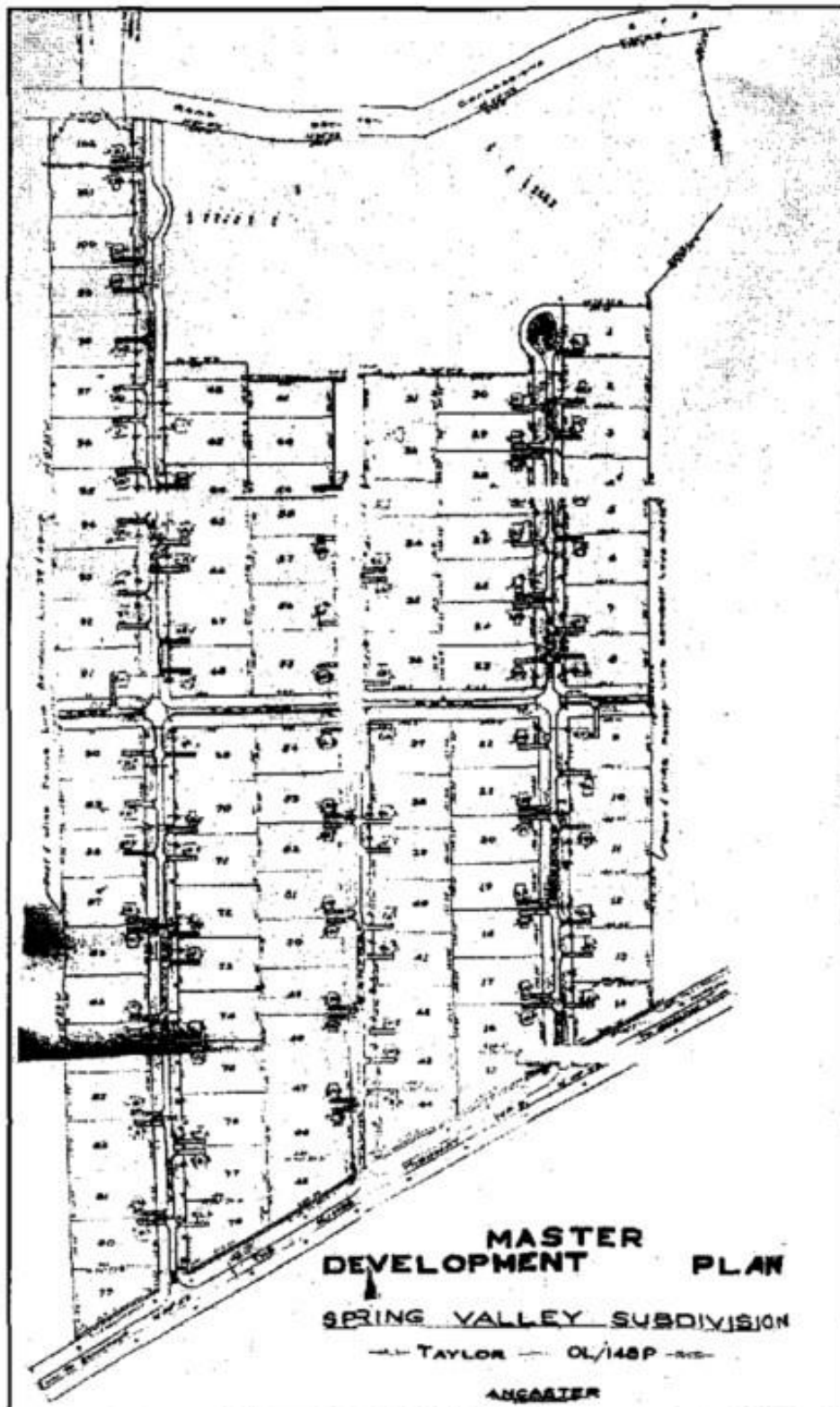


Figure 4: Spring Valley Subdivision Plan illustration the division of each residential lot and the location of Taylor Road bisecting the north and south halves of the plan (Shulist 1998)

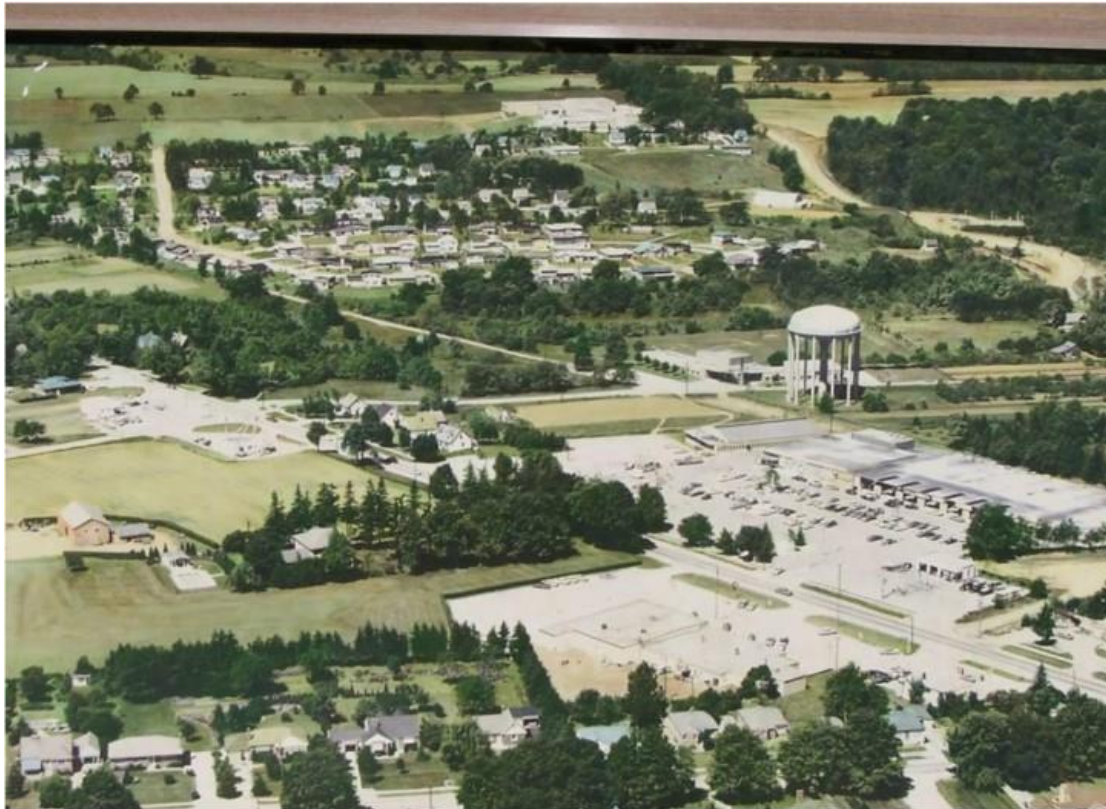


Figure 5: Aerial photograph of Ancaster in the 1960s showing the mix of rural and suburban lands that intermingle in the landscape (Parsons 2015)

Schools in Ancaster and Ancaster School Board

The Village of Ancaster had a schoolteacher continuously since 1795 when Richard Cockerell, a surveyor who also taught at a school in present-day Niagara-on-the-Lake, came to the village to survey Jean Baptiste Rousseau's new land purchases. Cockerell stayed in the village for a year and conducted a private school out of his home (Woodhouse 1970b). When Cockerell returned to Niagara-on-the-Lake a series of teachers continued to offer private schooling in the village until the construction of what is considered the first public school in the village in 1798. The construction of this school was paid for by public subscription and was the third school constructed in Upper Canada, preceded by schools built in Niagara-on-the-Lake and Kingston. When this school burned down in 1803 it was replaced in 1804 by a second school building. This second school also burned down in 1830. A third temporary school was constructed in 1831, after which point more additional private and grammar schools were added to the community (Woodhouse 1970b).

In the early 1900s, the primary public school in Ancaster had four grades which were made up of junior and senior years in each, as well as a fifth year that is equivalent to the first year of high school. In 1937 the Ancaster District High School Board held their first meeting of the Board of Directors. The board was formed to manage the need for a secondary school amidst a growing population in the Township of Ancaster (Pell 1978). Memorial School (now Memorial



Arts Centre), the fourth school in the Village of Ancaster, was constructed in 1947 on Wilson Street East north of Sulphur Springs Road and saw an increase in attendance to 172 students that year. The following year four more rooms and a gymnasium were added to the six-room school to accommodate the 244 students that were in attendance. The rapid increase in student population along with the quick expansion of the school building signaled a growing population (Figure 6). Prior to the close of the Second World War, school attendance fluctuated between 75 and 100 students for a century. The introduction of new suburban development and subdivision in the post-war period resulted in a spike in population. School attendance in Ancaster exceeded 300 in 1951 and reached 1300 students by 1958. To accommodate this boom in population, a series of new elementary schools were constructed beginning in 1953. A secondary school, Ancaster High School, was constructed beginning in 1958 (Woodhouse 1970b). Prior to the construction of Ancaster High School, students had to travel to the City of Hamilton to attend secondary school.

1950s and 1960s Schools

Ancaster High School, when it was constructed in 1958-59, was sited at the edges of a growing pattern of suburban development and expansion of the Town of Ancaster during the post-war period. The boom in housing and population growth resulted in many schools, such as Ancaster High School, being built to service this population growth and establishing suburban communities.

There were ten public high schools constructed in the Hamilton area and a further six elementary schools in Ancaster specifically in the 1950s and 60s, according to the City of Hamilton's Places of Education Inventory (Table 1 and Table 2) (City of Hamilton 2019). The style of these schools is reflective of Modernist design ideals typical of the period. The school buildings feature low, horizontal massing, flat roof, rectangular form and grid-like configurations of windows, simplified ornamentation with a focus on materials (Figure 7).



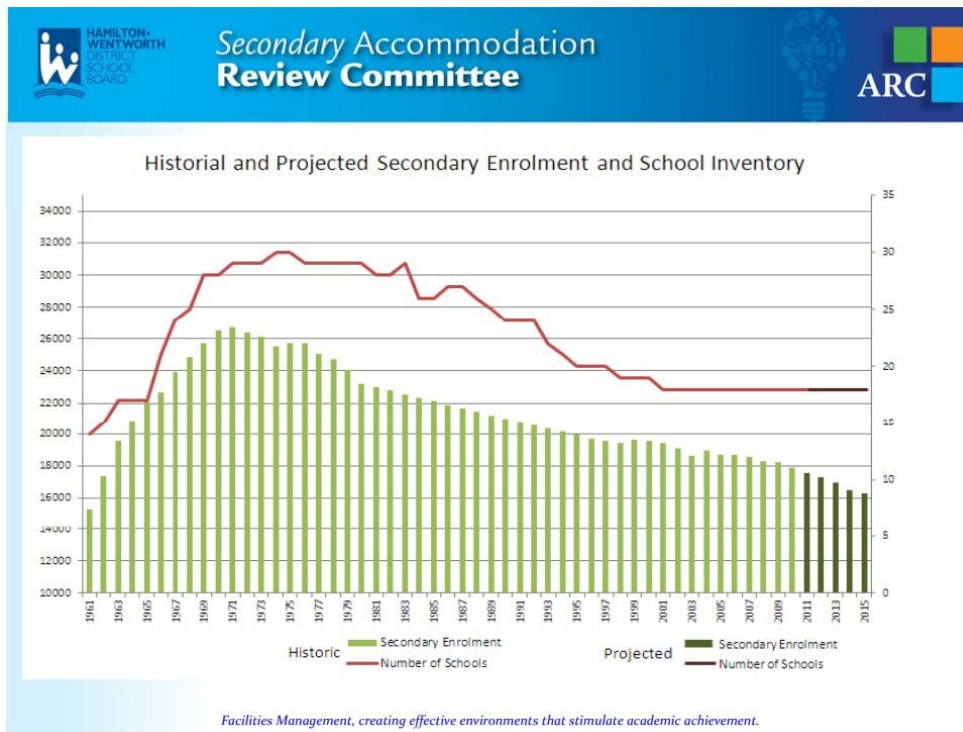


Figure 6: Graph illustrating secondary school attendance beginning in 1961 in the present-day Hamilton-Wentworth District School Board (Hamilton-Wentworth District School Board, 2011)



Figure 7: Rousseau School in 1959, one of several elementary schools constructed in post-Second World War Ancaster to accommodate the population boom (Hamilton Spectator, 10 October 1959)

Table 1: Hamilton Area High Schools built 1950s and 1960s (City of Hamilton 2019)

Name	Address	Year	Status
Glendale	145 Rainbow Drive	1959	
Orchard Park	200 Dewitt Road, Stoney Creek	1966	
Parkside	31 Parkside Avenue	1960	Demolished
Sherwood	25 High Street	1967	
Sir Allan McNab	145 Magnolia Drive	1969	
Sir John A. Macdonald	130 York Boulevard	1970	Listed on Municipal Heritage Register
Sir Winston Churchill	1715 Main Street East	1967	
Westmount	39 Montcalm Drive	1961	
Ancaster High School	374 Jerseyville Road West	1959	
Highland Secondary School (now Dundas Valley SS)	310 Governors Road	1966	

Table 2: Ancaster Elementary Schools built 1950s and 1960s (City of Hamilton, 2019)

Name	Address	Year	Status
Maple Lane School	20 Miller Drive	1954	Approved for demolition
Ancaster Senior Public School	295 Nakoma Road	1968	
Rousseau School	103 McNiven Road	1958	
Fessenden Public School	168 Huron Avenue	1959	
C.H. Bray	99 Dunham Drive	1953	Approved for demolition
Queen's Rangers Elementary School	1886 Governors Road	1958	

3.3 374 Jerseyville Road West

The site of 374 Jerseyville Road West in Lot 39 Concession 3 of the Township of Ancaster was the subject of a Crown Patent granted to Thomas Ridout in 1796. Ridout sold the land to Jacob Herchmer, a United Empire Loyalist, though the purchase was released a year later and returned to Ridout. In 1800, Ridout mortgaged the property and through a series of sales eventually saw the north portion of the property sold to Peter Hogeboom in 1816. Three years later, in 1819, Peter Hogeboom sold the property to George Hogeboom, who remained the landowner until 1856. In 1856, Hogeboom sold the property to William Scott, who is included as the landowner on mapping from 1859 (Map 1). The property was transferred to James

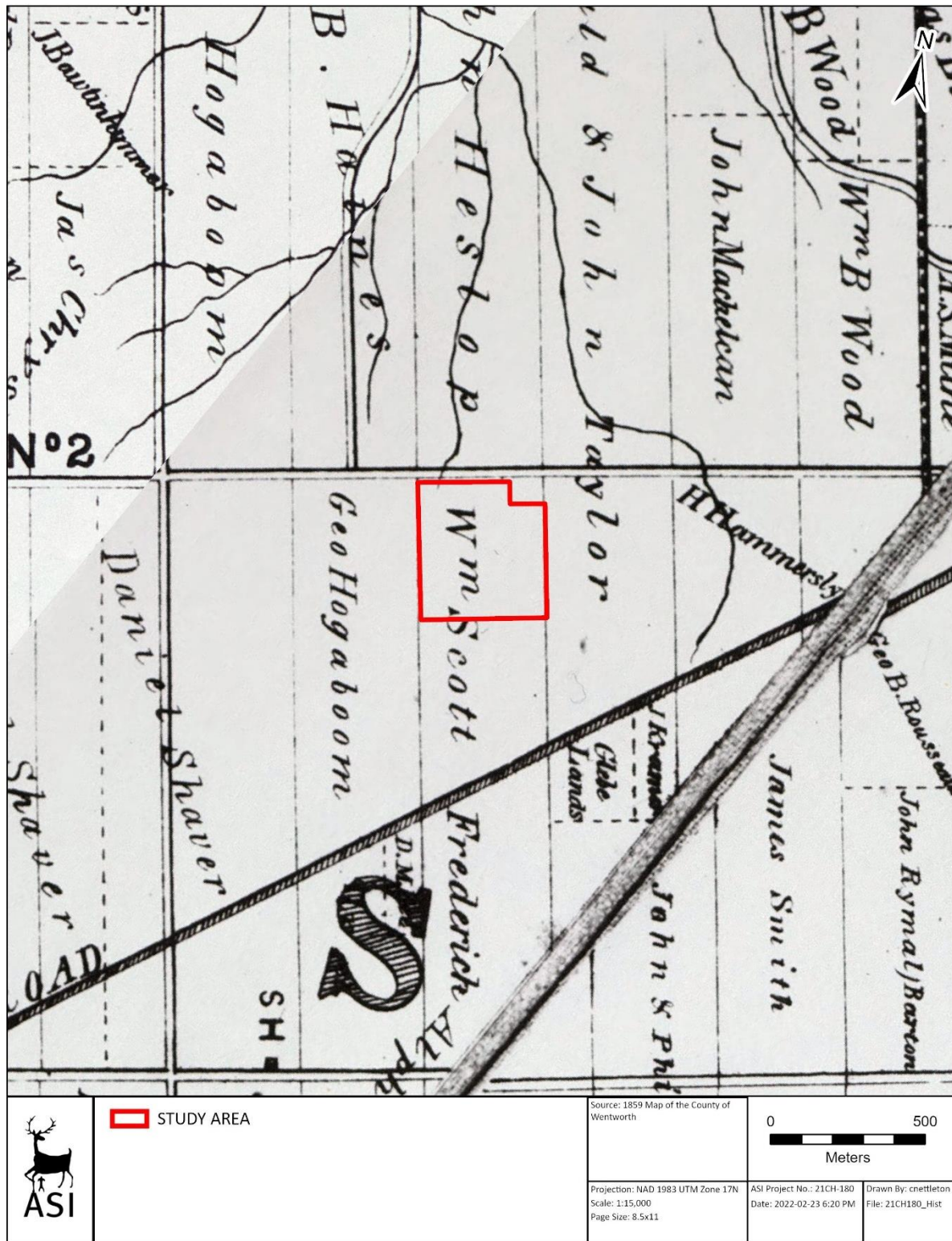


Wilson in 1867 through a will (Map 2), who held the property until 1877 when he sold it to William Shaver. During this period of land transfers, the property had an agricultural land use and was located within an agricultural setting, west of the Village of Ancaster.

The Shaver family retained the property until 1939 when the land was sold to George and Mary Nicholson. The Nicholson's sold the property to Ida Jerome, widow of George W. Jerome, and her son Vernon a year later. Aerial photography from 1943 displays 374 Jerseyville Road West was in an agricultural context, with single farmsteads dispersed along Jerseyville Road West (Map 3). By 1952, aerial photography illustrates that the Spring Valley V.L.A. subdivision had expanded from the historical core of Ancaster westward towards the eventual site of the school building (Map 4). The formation of the Ancaster School Board in 1937 with the goal of addressing secondary schooling in the Township of Ancaster led to the purchase of the Jerome Estate for the construction of Ancaster's first secondary school, Ancaster Township High School (later known as Ancaster High School) in 1957.¹ The land abstract for the property indicates the property was purchased for "\$1.00 + val. con." or \$1.00 plus valuable consideration. This time of listed payment was often used when those parties involved wished to conceal the actual amount from the easily accessible land abstracts. The total amount, however, would be visible to those curious enough to pull the deed from the City Clerk's Office. Funding for the purchase of the school by the Ancaster School Board was provided through provincial grants and local levies (Pell 1978).

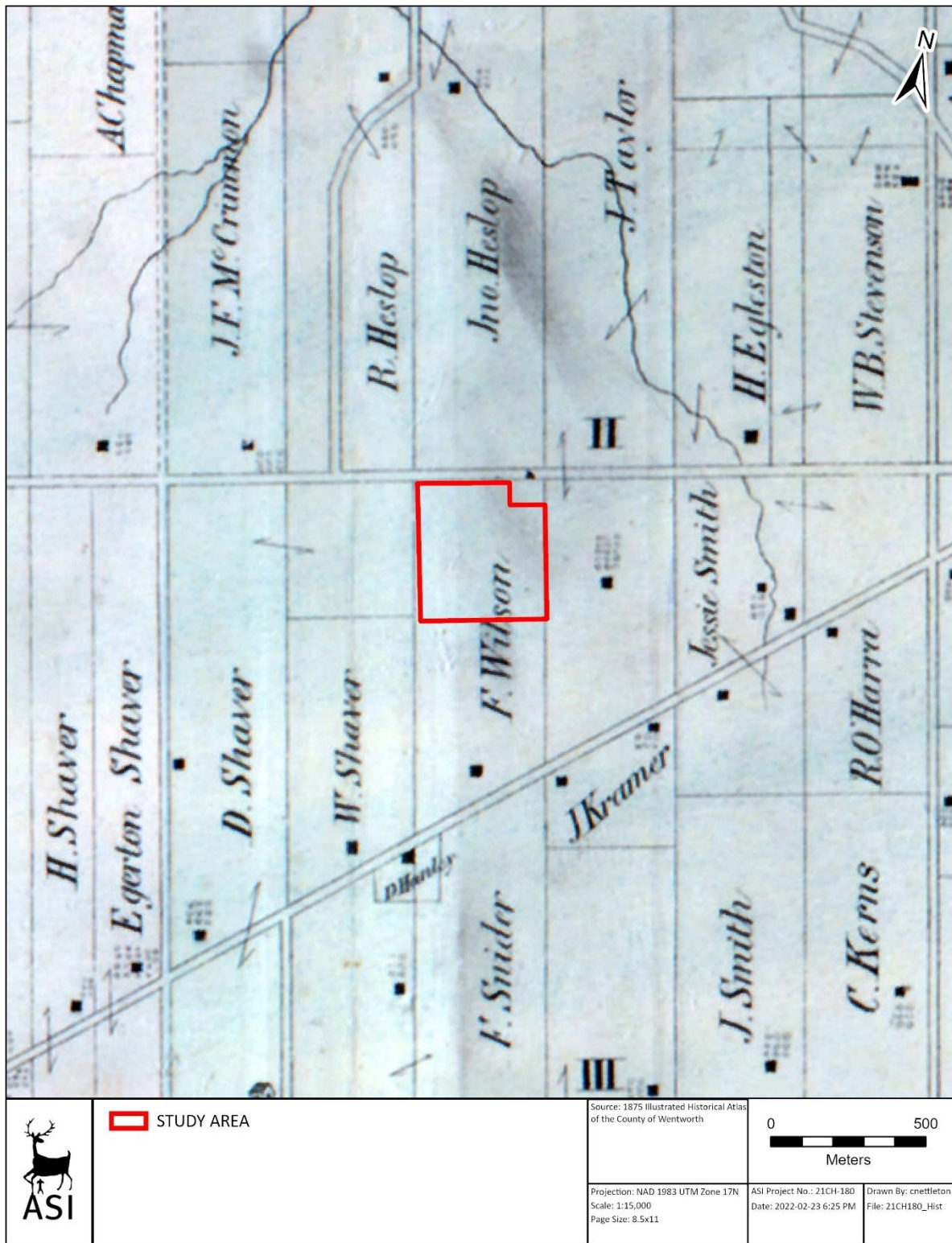
¹ The motion to purchase the property was carried in 1957. During this period another property was sold to the Ancaster School Board for the construction of an elementary school which contained a stipulation that the land be used "for school purposes only." School Board minutes from 1957 state that a stipulation of that nature was an error, and the Board should "avoid such pitfalls in the future" when purchasing property. Resulting from this conclusion, no similar statement of use was included on the title for 374 Jerseyville Road West. Additionally, Town Councillor Walter Ferguson, who was on Council at the time of the purchase of the subject property and later would serve on the Ancaster School Board, is said to have stated orally that the grounds were to be used for the benefit of the community as green space. However, no documented record in the School Board meeting minutes have been found to corroborate this claim (Archaeological Research Associates Ltd. 2020).





Map 1: 374 Jerseyville Road West property boundary overlaid on the 1859 Historical County Map of Wentworth County (Surtees 1859)





Map 2: 374 Jerseyville Road West property boundary overlaid on the 1875 Illustrated Historical Atlas of the County of Wentworth, Ont. (Page & Smith 1875)





	 STUDY AREA	Source: McMaster University City of Hamilton Aerial Imagery	 Meters	
		Projection: NAD 1983 UTM Zone 17N Scale: 1:5,000 Page Size: 8.5x11	ASI Project No.: 21CH-180 Date: 2022-02-23 7:36 PM	Drawn By: cnettleton File: 21CH180_Hist

Map 3: 374 Jerseyville Road West property boundary overlaid on the 1943 aerial photograph of Ancaster (Department of Lands and Forests Aerial Survey 1943)



Map 4: 374 Jerseyville Road West property boundary overlaid on the 1952 aerial photograph of Ancaster (Spartan Air Services Ltd. 1952)



Ancaster High School

With the property purchased in 1957, the Ancaster High School Board retained Hamilton-based architectural firm Prack and Prack to design the new secondary school for the site. The firm designed a school building that was reflective of the popular Modernist style used for school buildings during the post-war period. The two-storey building they devised featured red-brick cladding, large window openings, and primary entrances on the north and south sides of the building. Construction of the building began in 1958 and was completed in 1959 (Map 5). The school was initially accessed by a long drive that connected to Taylor Road at the south end of the east side of the property. When the school officially opened in February 1960 it was designed to serve as a secondary and vocational school, reflecting the common trend in the post-war period to introduce trades and practical education within the secondary school system (Figure 8 to Figure 10).

In the same year the school officially opened, architectural firm McIntosh and Moeller was hired to oversee the landscaping on the property, as it was not completed during the initial construction of the High School (Pell 1978). An area of forestation on the north side of the property between the school building and Jerseyville Road West, as well as rows of mature trees planted on the west side of the property are the only observable efforts at landscape design on the property today. McIntosh and Moeller were also retained to design an east expansion of Prack and Prack's school building, which was completed in 1961. Another set of additions, designed by McIntosh and Moeller, in 1962 were located at the east and west ends of the school building. This configuration of the original school building and early 1960s additions are known as the East Wing of Ancaster High School.

In 1967 the Ancaster High School Board purchased the remainder of the Jerome Estate lands for a holding that represents its current property boundaries. With the purchase of these additional lands, the school board was quick to initiate the expansion of the school by again contracting McIntosh and Moeller to design the West Wing of the school. As the name suggests, this wing of the school, which was completed in 1967, is located west of the earlier school building and was connected through an enclosed corridor.

The grounds of the school were also incrementally developed during these periods of construction and expansion on the site. Large athletic fields were designated for the south portion of the property, with a track being laid in the northeast area of these open lands (Figure 11 and Figure 12) (Map 6). A line of trees separating the east and west halves of the athletic fields follows the original subdivision of Lot 39. The Ancaster Aquatic Centre, a City of Hamilton Recreation Centre, was attached to the south side of the west wing in 1978 (Figure 13) (Map 7). The facility was designed to serve both the student body and local residents. By this time an additional entry to the property from Jerseyville Road West was formalized. The configuration of buildings and location of the athletic fields remained primarily in place in the subsequent decades (Map 8).



In the property's more recent history, the Auditorium space is also used by Theatre Ancaster to hold professional theatre performances for the public. The soccer fields located within the large athletic fields have regularly been the site of games held by the Ancaster Legacy Football Club. The club was founded in 1985 as the Ancaster Youth Soccer Club Inc. and has established itself as a prominent provider of soccer to young people and adults in Ancaster and surrounding communities. The Ancaster Legacy Football Club operates on the athletic fields of 374 Jerseyville Road West, as well as eight other locations with outdoor fields including the fields at the community centre on the north side of Jerseyville Road West across from the school. Additionally, 374 Jerseyville Road West is one of nine locations in Ancaster that hosts the Ancaster Heritage Days Tournament. The annual soccer tournament is associated with Ancaster Heritage Days, which began as a community festival in 1979, initially developed by Ancaster business owner Bette Fraser and former Town of Ancaster Mayor Ann Sloat to recognize the Town's heritage (Werner 2021). After its inception in 1979, Ancaster Heritage Days has evolved into a multi-event community celebration including a parade, the Ancaster Old Mill Race, soapbox derby, live music and games at locations across the Town (Werner 2021). In addition to sports and community events held at the school, the residents of the surrounding residential neighbourhood utilize the athletic fields located on the property.





Map 5: 374 Jerseyville Road West property boundary overlaid on the 1960 aerial photograph of Ancaster (Canadian Aero Service Ltd. 1960)

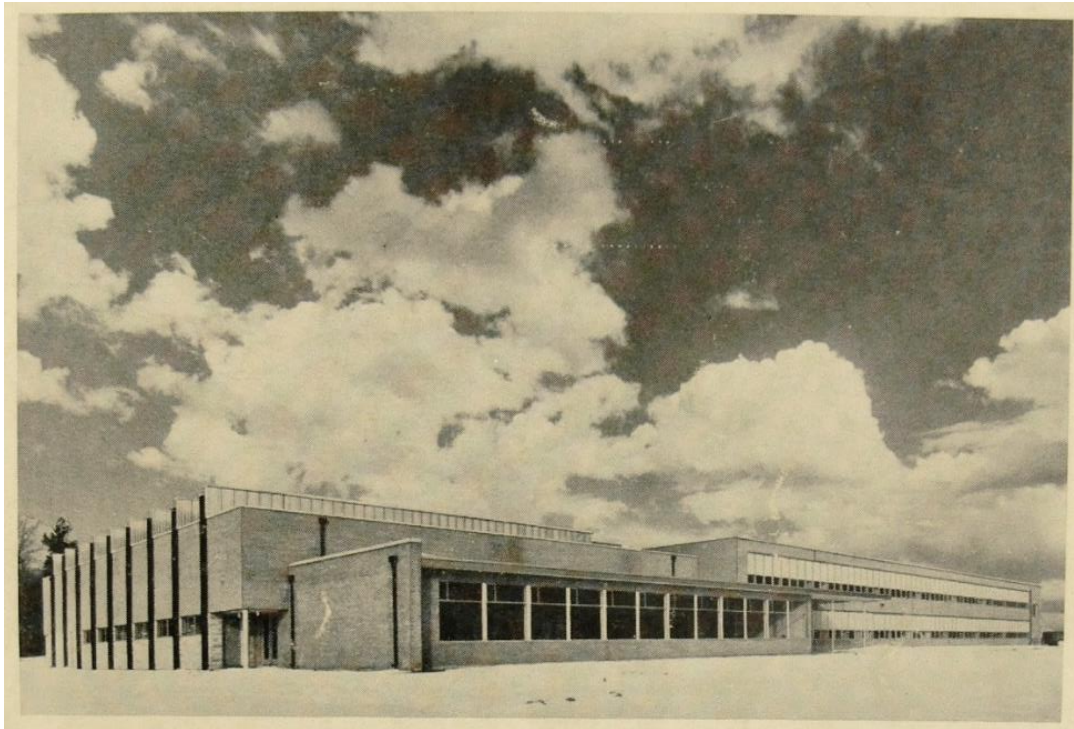


Figure 8: Prack and Prack's west and south elevations of Ancaster High School as featured in the brochure for the school's official opening, 1960 (Hamilton-Wentworth District School Board Educational Archives)

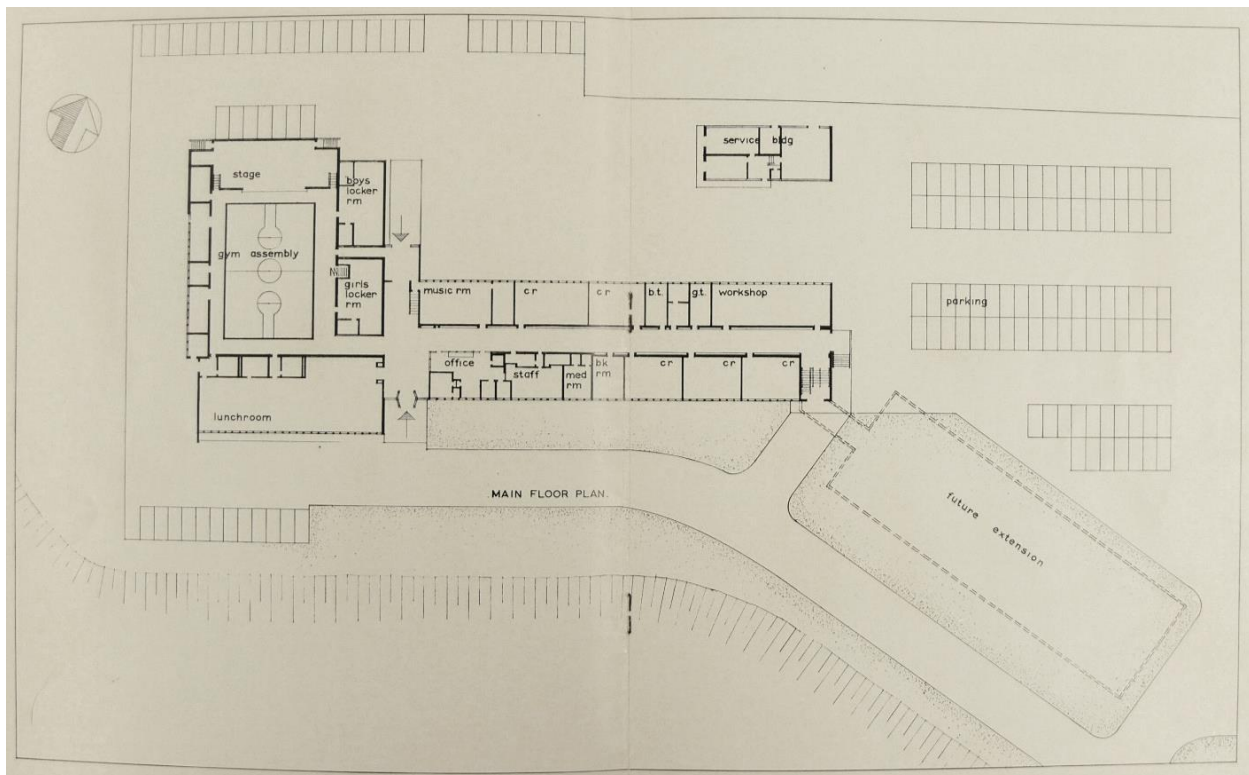


Figure 9: Floorplan of Ancaster High School when the building opened, as featured in the brochure for the official opening, 1960 (Hamilton-Wentworth District School Board Educational Archives)



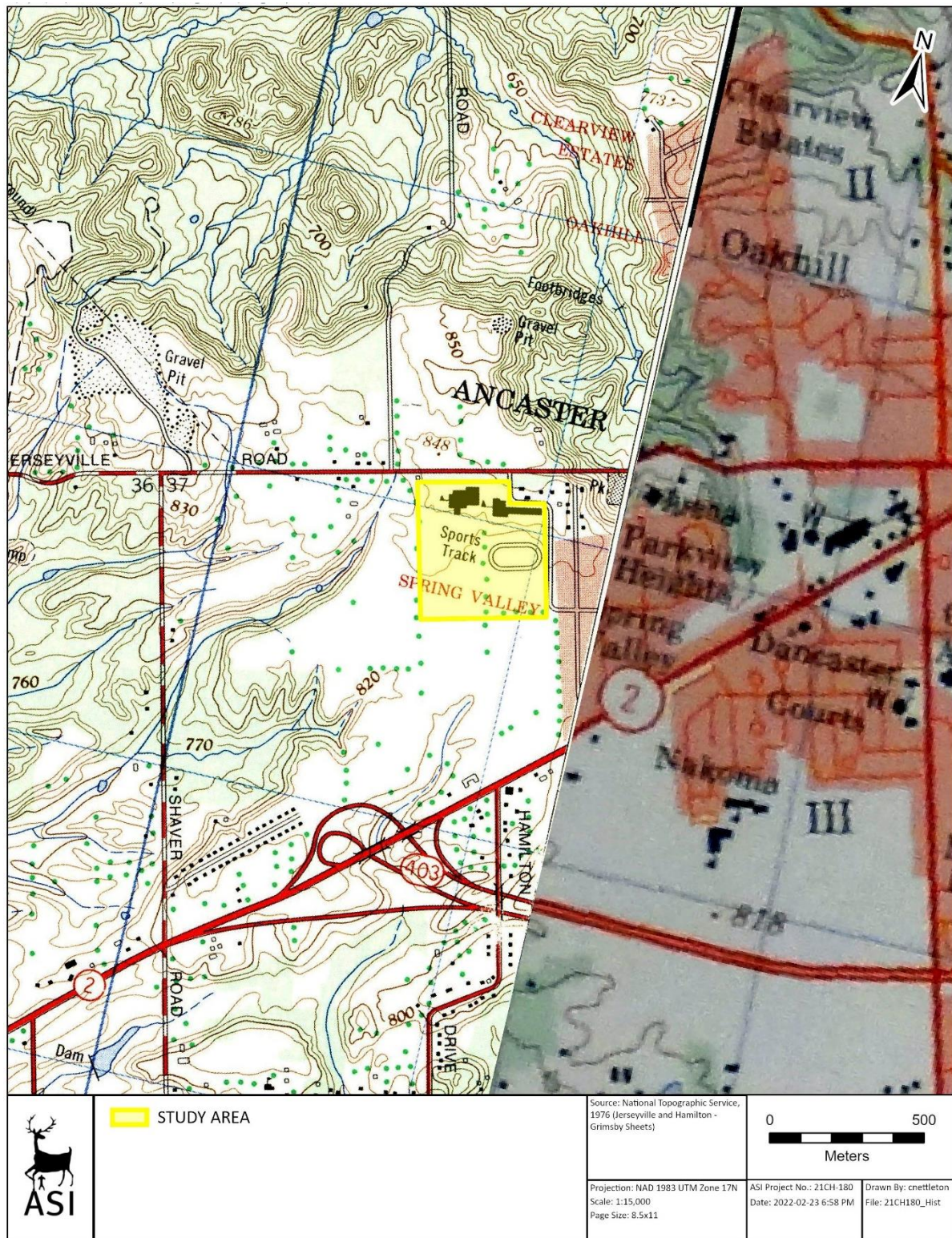
Figure 10: South entrance to Ancaster High School in 1962, prior to later additions that would reconfigure the entryway (1962 Quest Yearbook, Hamilton-Wentworth District School Board Educational Archives)



Figure 11: Looking north from the athletic fields in 1962 towards the south elevation of the High School (1962 Quest Yearbook, Hamilton-Wentworth District School Board Educational Archives)



Figure 12 Looking north from the Taylor Road entrance in 1973 towards the athletic fields and High School building (John W. Pell, Hamilton-Wentworth District School Board Educational Archives)



Map 6: 374 Jerseyville Road West property boundary overlaid on the 1976 topographic map of Jerseyville (Department of Energy, Mines and Resources 1976)





Map 7: 374 Jerseyville Road West property boundary overlaid on the 1978 aerial photograph of Ancaster (Archaeological Research Associates Ltd. 2020)



Map 8: 374 Jerseyville Road West property boundary overlaid on the 1985 aerial photograph of Ancaster (Archaeological Research Associates Ltd. 2020)

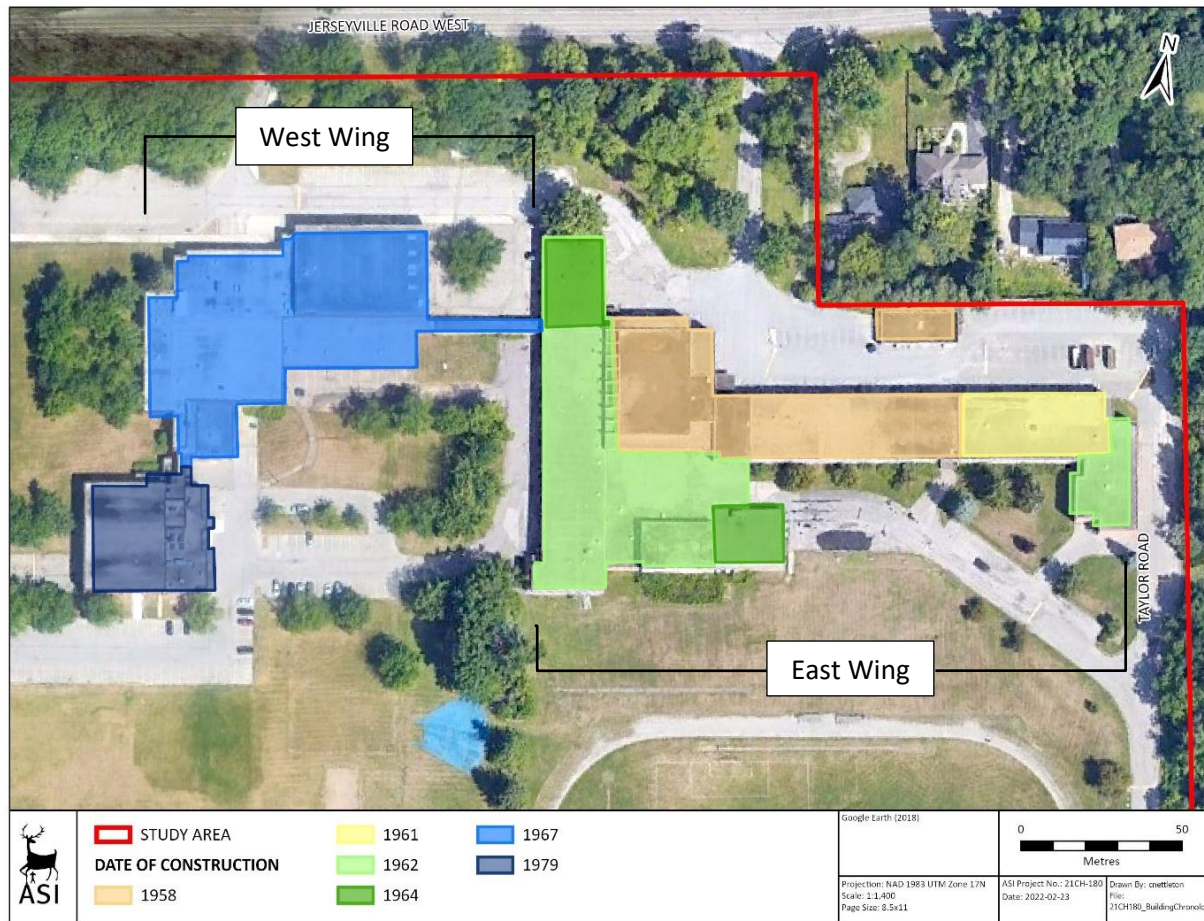


Figure 13: Chronology of building construction and additions of the Ancaster High School building and Ancaster Aquatic Centre

Prack and Prack

The original school building on the property, completed in 1959, was designed by architectural firm Prack and Prack. The firm was originally formed when brothers Bernard Herman Prack and Frederick Prack created a partnership in 1927. The brothers were born in the early 1880s in Pittsburgh, Pennsylvania where Bernard worked as an engineer and formed a partnership in 1911 with fellow engineer Ren B. Perrine called Prack and Perrine. In the same year Prack and Perrine opened an office in Hamilton, Ontario, completing large commissions of primarily industrial buildings. When Perrine left the firm in 1917, Bernard H. Prack continued to live and work in Hamilton for the next decade under his own name. In 1927, he and his brother Frederick created a new partnership of Prack and Prack, Architects and Engineers (Biographical Dictionary of Architects in Canada).

Frederick Prack had no formal education in architecture though he worked as a draftsman in Pittsburgh for three years before moving to Canada in 1910 to work with his brother Bernard. In 1936, less than a decade after forming Prack and Prack, Bernard moved back to Pittsburgh,



leaving the firm in the hands of Frederick who in turn invited his son Alvin Ronald Prack to join (Biographical Dictionary of Architects in Canada). Alvin was born in 1911 in Hamilton and studied architecture at McGill University and the University of Toronto before joining his father in the Hamilton-based firm of Prack and Prack in 1936 (Biographical Dictionary of Architects in Canada). It was under the partnership of Frederick and Alvin that the Prack and Prack firm designed the Ancaster High School building in 1958.

Frederick and Alvin Prack as Prack and Prack also designed several notable buildings in the Hamilton area. Unlike the work of Bernard and Frederick's Prack and Prack partnership, which tended to draw on traditional architectural styles and forms, Frederick and Alvin designed buildings that expressed Modernist aesthetics and ideas. This distinction is likely owing to Alvin's formal training and education as an architect during the era that ushered in Modernism and non-traditional approaches to building design and style. Post-1936 Prack and Prack, under the partnership of Frederick and Alvin, completed commissions for primarily industrial buildings, however, there are several intuitional and commercial buildings in the Hamilton area of note in their portfolio. They deigned their own offices located on Main Street East in 1948, the Rebecca Street bus terminal for the Hamilton Bus Terminal in 1954-55², the Wentworth County Court House in 1957-58, and St. Joseph's Hospital in 1962 (Figure 14 to Figure 19) (Biographical Dictionary of Architects in Canada; Savage 1990).

² Demolished in January 2022.





Figure 14: Offices of Prack and Prack in Hamilton, 1948 (R.A.I.C. Vol. 25, No. 10, October 1948)



Figure 15: Rebecca Street Bus Terminal, c. 1955 (Hamilton Spectator)



Figure 16: Exterior of Wentworth County Court House (Canadian Architect, 2020)



Figure 17: Interior of Wentworth County Court House (Canadian Architect, 2020)



Figure 18: Exterior of St. Joseph's Hospital in 1962 (Savage 1990)



Figure 19: Sister St. Paul Lardie and Alvin Prack of Prack and Prack, 1962 (Savage 1990)

Post-1936 Prack and Prack was also responsible for the design of several schools in the present-day City of Hamilton, including the first school building for Ancaster High School on the property at 374 Jerseyville Road West. They also designed Sir John A. Macdonald Secondary School in 1970 and the addition of Delta Secondary School in 1948-50 (Figure 20 and Figure 21) (Hamilton-Wentworth District School Board 2018; City of Hamilton Planning Division 2014).



Figure 20: Rendering of Sir John A. Macdonald Secondary School, c. 1970 (Hamilton-Wentworth District School Board Educational Archives)

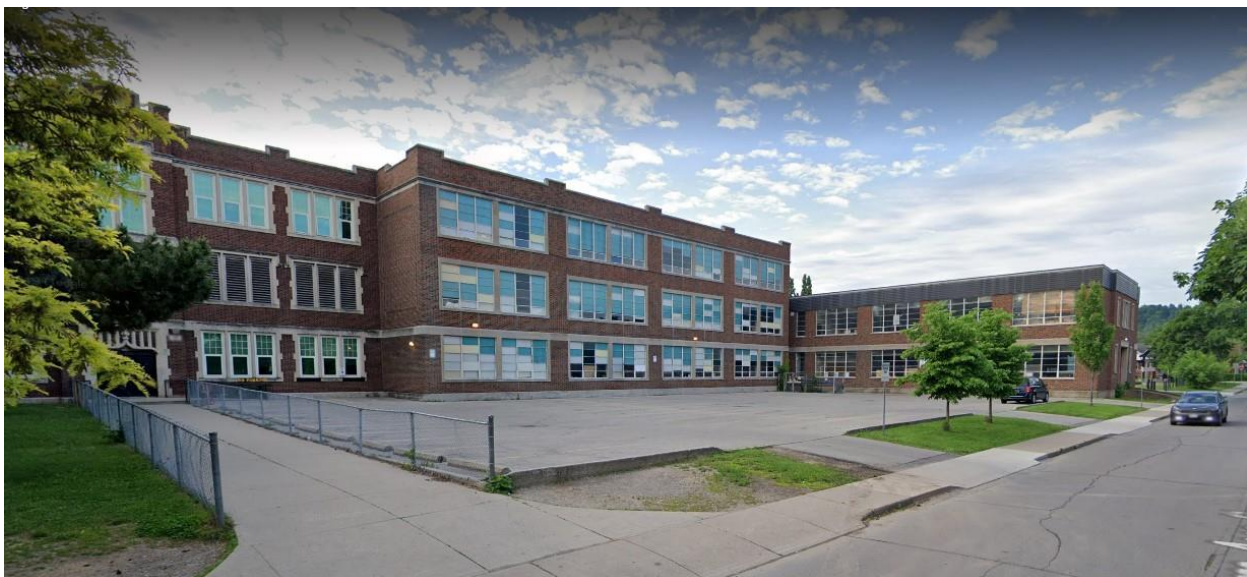


Figure 21: Additions to Delta Secondary School designed by Prack and Prack (Google Streetview, 2019)

McIntosh and Moeller

McIntosh and Moeller were responsible for the 1961, 1962, 1964 and 1967 additions to Ancaster High School. Records also indicate that they were hired to complete landscaping for the site during the construction of the initial school building however the landscaping program was not completed (Pell 1978). Information on the firm is limited. It is known that Moeller was an Associate in the firm in 1954 and the firm name was Duncan Neil McIntosh (Royal Architectural Institute of Canada 1956). The 1964 Directory of Hamilton indicates the firm primarily worked on small commercial and residential designs. A later iteration of the firm Moeller and Hassel is included in the 1978 Architectural Services for Export Directory published jointly by the Department of Industry, Trade and Commerce: Construction and Consulting Services Branch and the Royal Architectural Institute of Canada. The directory provides that the firm's office was located in Hamilton with a staff of four, and a list of services that include: "Preparation of sketch plans, working drawings and specifications pertaining to commercial, industrial, educational and food facilities including all building services" (Department of Industry, Trade and Commerce: Construction and Consulting Services Branch and Royal Architectural Institute of Canada 1978).

Another school in the Hamilton-Wentworth District School Board designed by McIntosh and Moeller is R.A. Riddell Elementary School, located in the Gilkson neighbourhood in Hamilton's West Mountain, east of Ancaster (Figure 22). The school was built in 1973 (Hamilton-Wentworth District School Board 2021). McIntosh and Moeller also secured the contract to design the institutional complex, now known as Fennell Campus, for Mohawk College which began construction in 1966. The complex is located on the mountain in Hamilton (Mohawk College 1970).

Another Hamilton project identified within the McIntosh and Moeller portfolio is a car park (Figure 23). The car park was located at the old Eaton's Centre and opened in October 1960 (demolished 1987). The area also served as the location of the open-air Hamilton Farmers Market. The car park incorporated teal corrugated steel, a coat of arms, modern typeface, a shelter for market vendors and concrete parasols (Allen 2018).





Figure 22: Rendering of R.A. Riddell Elementary School, c. 1973 (Hamilton-Wentworth District School Board Educational Archives)



Figure 23: Market Square Car Park, c. 1960 (The Inlet Online, 15 February 2018)

The aquatic centre on the property opened in January 1979, paid for by the Wentworth County Board of Education and the Town of Ancaster. The builders were Harm Schiltuis and Sons Ltd. in Ancaster. It is unknown if an architect was involved in the project (Lunsted 2022).

3.4 Results of Stakeholder Interviews

As part of the current study, A.S.I. conducted interviews with a number of stakeholders identified by the City of Hamilton as having an interest or knowledge of the property at 374 Jerseyville Road West. An invitation to participate in an interview session was sent to nine stakeholder groups/organizations or individuals and a total of eight interviews were conducted. The interview sessions, which were conducted online via Zoom, were held on February 10, 11, 14, 17, and 18, 2022. Stakeholders interviewed as part of these sessions include:

- Gayle and Marc Bader, Ancaster residents, leading the community group Ancaster Severance
- Lois Corey, former Curator at Fieldcote Memorial Park and Museum
- Dawn Danko, Chair of Hamilton-Wentworth District School Board, Board of Trustees, and Ellen Warling, Manager, Planning Accommodation and Rentals at the Hamilton-Wentworth District School Board
- Ben Dymont, Archives Technician, Hamilton District School Board's Educational Archives
- Councillor Lloyd Ferguson, Hamilton City Council, Ward 12 – Ancaster
- Brad Kuhn, Ancaster resident, former member of Ancaster Town Council, and former elementary principal and secondary school vice principal
- Shannon Kyles, President, ACO Hamilton Branch
- Bob Maton, Ancaster resident and founding member of the Ancaster Village Heritage Community

It should be noted that Marc Bader, Councillor Lloyd Ferguson, and Brad Kuhn were interviewed as part of A.R.A.'s research in December 2019 and January 2020. A.R.A. also considered letters from Shannon Kyles, Ben Dymont, and a representative of the Hamilton District Board (Todd White, former Chair) as part of their research.

Each session included introductions, a short PowerPoint presentation, the interview, as well as a chance for stakeholders to provide additional thoughts and comments. The presentation included an overview of the purpose of the interview sessions, a brief introduction to cultural heritage landscapes, and a brief introduction to the evaluation criteria being used as part of this study, including Ontario Regulation 9/06 and the City of Hamilton's criteria for cultural heritage landscapes.

The interview session consisted of seven questions that were pre-approved by the City of Hamilton. These included:

1. Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?
2. What is your relationship with the Ancaster High School property?
3. Tell us about your experiences, past and present, on the school property.



4. Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?
5. How does the Ancaster High School property help to tell the story of Ancaster?
6. Do you think the Ancaster High School property is connected to a specific event, person, group, or organization that has made a significant contribution to the community?
7. Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

Notes taken during the interview sessions were provided to the stakeholders for review. The interview summaries are provided in Appendix B.

Based on the eight interviews, all stakeholders recognized the importance of the property to the community given its use by the community for various activities and events, most notably for hosting sporting events like soccer tournaments. There were differing opinions, however, as to whether this community significance was associated with the property's potential cultural heritage value or interest.

Features of interest on the property identified by some of the stakeholders were generally focused on the property, and its uses, rather than the school building and included: the large open green space provided by the fields, the existing trees and tree lines, and a memorial tree and plaque. Features of the school building that were identified included the theater and the terrazzo flooring. Also noted was the school's location at the top of a hill on a scenic road and as part of a larger recreational hub that includes the Robert E. Wade Ancaster Community Park across the road and the nearby conservation lands. Finally, the history of the subject property was noted as representing the evolving relationship between the school board and the municipality.

A.S.I. agrees with A.R.A.'s statement in their 2020 report that only interviewing a select group of individuals could be perceived as a gap in the stakeholder engagement conducted as part of this study. Given that all stakeholders recognized the importance of the property to the community, whether or not they considered this community significance to be associated with the property's potential cultural heritage value or interest, a broad based, open, public session to identify points of convergence and potentially overlapping interests could be an informative and constructive exercise to further assist in understanding how this property, or portions of it, relate to or contribute to a broader cultural heritage landscape in the surrounding area.

3.5 Stop the Severance of the Ancaster High School Grounds Petition Book

As discussed in Section 2.3, the *Stop the Severance of the Ancaster High School Grounds Petition Book* was reviewed to collect relevant and appropriate data for the purposes of applying heritage evaluation criteria to the subject property. While the petition book presents comments and signatures directly related to the proposed severance, these reactions to this potential future outcome for the property are not considered necessarily relevant in and of



themselves to consider as part of applying prescribed heritage evaluation criteria and the scope of this report. Instead, the petition book was reviewed to identify comments and input that directly relate to specific heritage evaluation criteria.

Sixteen comments in the petition book were identified as potentially relevant for consideration as part of analyzing the results of research and site assessment, and applying the heritage evaluation criteria. These sixteen comments generally addressed the following themes and ideas:

- Physical, economic, historical, and psychological relationships between the field and the broader Ancaster community and specific events (See Daniels p. 4 in Letters; Bader p. 7 in Letters; Khomik, p. 11 in Letters; Johnston p. 2 in Online Petition; Spragg, p. 3 in Online Petition; Elizabeth, p 12 in Online Petition; Pearson p. 16 in Online Petition)
- Continuity of use as a publicly accessible green space and/or for recreational purposes (See Cooper, p. 5 in Letters; Hvezda p. 6 in Letters; Wiebe p. 3 in Online Petition; Langston p. 9 in Online Petition; Pearson p. 16 in Online Petition)
- Landmark qualities of the site (See Varma p. 8 in Online Petition; Langston p. 9 in Online Petition; Petrie p. 12 in Online Petition)
- Aesthetic qualities of the site (See Varma p. 8 in Online Petition; Langston p. 9 in Online Petition)
- Specific fabric or features that commemorate or express historical land use themes or acts of remembrance (See Smith p. 10 in Online Petition; Barlow p. 25 in Online Petition).

4.0 Property Description

4.1 Landscape

The property at 374 Jerseyville Road West sits on a ridge in the topography of the area. The south elevation of the school building overlooks the slope of the ridge which levels into flat athletic fields in the south half of the property (Plate 1). A running track is located at the base of the slope on the east side of the property. Nine soccer fields are incorporated into the open grassed athletic fields, as well as one additional soccer field incorporated into the running track (Plate 2 and Plate 3). A line of mature coniferous trees and established bush vegetation following the divides the athletic fields into east and west halves (Plate 4).

North of the school building is a series of paved surface parking lots connected by an internal circulation route. A strip of land separates the parking lots from Jerseyville Road West, which is



punctuated by two access drives (Plate 5 and Plate 6). This dividing land features a slight slope towards the roadway and contains mature trees throughout. Some portions are also more densely occupied by lower lying vegetation and brush. The forested area along the north edge of the property extends in a narrow strip along the west boundary until an entrance drive located across from Morwick Drive. This forested area was mature at the time of the land transfer to the school board in the late 1950s, based on earliest available aerial photographs. East of this strip of treed land is an internal roadway and an area of open grassed land with rows of mature trees (Plate 7). This area follows the gentle sloping topography of the area, with a sharper decline in the grassed area near the west side of the school building.

A line of trees surrounds the west, east, and south borders of the property where the athletic fields are located (Plate 8). Several mature trees are also located near the school building, typically with a single or small collection of trees within the corners formed by the wings of the building. No formal gardens or plantings were observed at the time of the site visit.



Plate 1: Looking east towards the south elevation of the East Wing (left) and running track in the athletic field (right)



Plate 2: Looking south towards the sports track and athletic fields



Plate 3: Looking northwest across the athletic fields from the southeast corner of the property.



Plate 4: Looking southwest towards the line of trees that divide the athletic fields



Plate 5: Looking west from the north parking lot towards the north elevation of the East Wings (left) and treed entrance and exit drives (right)



Plate 6: Entrance drive from Jerseyville Road West, which cuts through sloping treed land



Plate 7: Looking north on the west internal circulation road towards mature tree plantings on the property



Plate 8: Looking northeast from the south end of the athletic fields towards the mature trees that line the property boundary

4.2 Circulation

Primary access to the High School on the property is provided by Taylor Road, located off Jerseyville Road West (Plate 9), though historically this roadway did not extend to Jerseyville Road West. Taylor Road runs south from Jerseyville Road West to a large, paved parking lot located along the north side of the High School building (Plate 10). The roadway continues to travel in a north-south direction from the southeast corner of the parking lot. An internal route providing vehicular access to entrances of the High School and located on the south and east elevations extends from Taylor Road south of the building (Plate 11). South of the High School building, Taylor Road extends along the east side of the property, where it meets a guardrail at the south boundary of the property that prevents vehicular passage to the continuation of Taylor Road that runs in an east-west direction beyond the property boundary through the adjacent Spring Valley subdivision (Plate 12).

A secondary route allows exit from the property onto Jerseyville Road West (Plate 13). The one-way roadway is located west of Taylor Road and connects to the internal circulation route that runs along the north and west side of the High School building, providing access to the various paved parking lots located on the north side of the school and the lot located east of the Ancaster Aquatic Centre (Plate 14 and Plate 15).

Access to the west side of the property and the Ancaster Aquatic Centre is provided from Meadowbrook Drive where the roadway intersects with Morwick Drive (Plate 16). A parking lot servicing the Ancaster Aquatic Centre is located east of its entrance (Plate 17).

Pedestrian access from the High School to the athletic fields is provided through a paved ramp with metal handrails that weaves across the hillside from the drive located on the south side of the High School building (Plate 18). A break in the fencing that surrounds the west boundary of the property from its southwest corner to the access drive from Meadowbrook Drive also provides pedestrian access to the athletic fields from the sidewalk that runs along Meadowbrook Drive (Plate 19). Additionally, a paved pedestrian path flanked with fencing and cedar hedges provide access to the southeast corner of the property from Norma Crescent (Plate 20).



Plate 9: Looking north along the entrance drive from Jerseyville Road West towards Ancaster High School



Plate 10: North parking lot accessed through Taylor Road, running through the north and east side of the property



Plate 11: Looking northwest along the drive that accesses the south elevation of the East Wing.



Plate 12: Looking north from present-day Taylor Road towards the pedestrian access to the property



Plate 13: Looking south from Jerseyville Road West along the exit drive towards the West Wing of the High School



Plate 14: Looking southeast towards the north elevation of the East Wing and parking lot



Plate 15: Looking south along the west internal road



Plate 16: Entrance to property from Meadowbrook Drive



Plate 17: Looking southwest towards parking lot for the Ancaster Aquatic Centre



Plate 18: Looking west towards pedestrian ramp to the athletic fields that weaves down the slope in the topography south of the school building



Plate 19: Looking east from Meadowbrook Drive towards the south end of the athletic fields and the break in the fence providing pedestrian access to the property



Plate 20: Pedestrian access to the athletic fields from Norma Crescent

4.3 Exterior

The school building is comprised of an original section completed in 1959 with a series of additions that were constructed from the early 1960s to the late 1970s. The 1959 building, along with additions in 1961, 1962 and 1964 forms the East Wing of the building. The addition in 1967 forms the West Wing. The building is generally two storeys in height featuring a red brick clad exterior and flat roof. The school building is sited within the north half of the property. The original 1959 building is sited on the ridge located on the property, with later additions extending south into the sloping terrain with lower levels constructed at grade.

East Wing

The East Wing of the school building was primarily constructed in two parts: the original 1959 building with an L-shaped footprint located in the centre; and a 1961 continuation of the design located on the east and an expanse of additions from 1961 and 1964 on the west. A prominent entrance on the south elevation, marked by a cantilevered canopy over the entrance doors and finned double-height surround mark the meeting of the two building phases along the expanse of the south elevation (Plate 21). Large window openings with a gridded sash pattern on both storeys dominate the south elevation of the East Wing. The 1961 and 1964 additions that form the west part of the East Wing are a series of rectangular forms with varied heights and exterior cladding materials, including red brick and pebble dash concrete panels (Plate 22). An entrance is located where the 1959 building meets the 1961 and 1964 addition. An alcove is formed in



front of the entrance with perforated sculptural concrete screens supporting the roof of the alcove (Plate 23). Another set of entrances are located on the east end of the East Wing, within the 1961 addition (Plate 24).

The north elevation of the East Wing mirrors the south with large expanses of windows with gridded sash on both storeys (Plate 25). The original north entrance to the school is a one storey structure formed of metal and glass with a flat roof that provides the vestibule, located within the corner created by the L-shaped footprint of the 1959 building (Plate 26). Letters have been attached to the north portion of the 1959 building spelling out the name of the school, along with a date stone reading "1959". A roof addition was added above, clad in corrugated metal, in 1964 (Plate 27). Additional secondary entrances are located along the west portion of the east elevation.



Plate 21: South elevation of the East Wing showing the entrance marking two phases of construction



Plate 22: Looking west towards the west end of the East Wing



Plate 23: Detail of the reconfigured entrance with concrete screen



Plate 24: 1961 east addition



Plate 25: North elevation of the East Wing



Plate 26: North elevation and main entrance of the East Wing



Plate 27: 1959 school building with 1964 roof addition

West Wing

The West Wing of the Ancaster High School is connected to the East Wing by a one-storey covered corridor (Plate 28). The corridor is clad with finned, formed concrete panels with windows and a set of doors running along its north elevation. The covered corridors connect to the portion of the West Wing that contains a large auditorium. The exterior of the auditorium features a two-and-a-half storey rectangular form with a flat exterior surface void of windows (Plate 29). The only exception can be found on the north elevation where a paired, triangular shaped, two storey niches provide entrance into the building through angled doors. In contrast to the exterior of the auditorium portion of the West Wing, the remaining wing features sets of windows on both storeys with prominent surrounds of brick and concrete construction (Plate 30 and Plate 31). The lower level of the West Wing is exposed on the west and south elevations where the building follows the sloping grade of the ridge on the north side of the site.



Plate 28: East Wing (left) and enclosed connecting corridor of the West Wing (right)



Plate 29: North elevation of the West Wing



Plate 30: West elevation of the West Wing



Plate 31: Detail of window surrounds on the west elevation of the West Wing

Ancaster Aquatic Centre

The Ancaster Aquatic Centre building is connected to the south elevation of the West Wing. The main structure of the recreational building is two-storey building with rectangular footprint that is void of windows (Plate 32). This structure houses the main pool and an observation deck. The exterior of this part of the Aquatic Centre is clad with red brick and features a flat roof. Bays are implied around the exterior using a lighter red brick to form shallow pilasters. A corrugated metal cornice wraps the main pool building. A one-storey structure is located on the east side of the main pool building which provides entry into the Ancaster Aquatic Centre (Plate 33). The structure is clad with red brick and features the same corrugated metal cornice. Narrow vertical window openings are included on the east elevation of this structure, with contemporary posters added to the glass.



Plate 32: West and south elevations of the main pool building of the Ancaster Aquatic Centre



Plate 33: Entrance to the Ancaster Aquatic Centre

Utility Building

A utility building, completed in 1959 contemporaneous with the original school building, is located in the parking lot on the north side of the East Wing (Plate 34). The one storey building is clad with buff brick and features a ribbon window on its south elevation. An entrance door is also located on the south entrance. A second entrance and garage door opening are located on the west elevation of the utility building.



Plate 34: South and east elevations of the 1959 utility building

4.4 Interior

The interior of Ancaster High School typically features terrazzo floors with geometric patterns and brick or painted concrete block walls. Dropped ceilings have been added to some of the corridors and classroom spaces, whereas other spaces have retained their plaster or acoustical tile ceilings. Overhead florescent lighting is the most common lighting used throughout the school building.

The central location from which both the East and West wings can be accessed is through the main entrance and central lobby, located in the west end of the East Wing. The entrance vestibule and lobby are part of the original 1959 school building construction. The lobby features green and white terrazzo flooring in a geometric diamond pattern, red brick walls with decorative black and white brick patterning. A staircase providing access to the second storey is

located at the north end of the lobby. Display cases and built-in telephone booths are also located in the lobby (Plate 35).

The library and cafeteria spaces are accessed through the southwest entrance lobby of the 1961 addition. The library features an open space with a partial wall at its west side for a small computer lab (Plate 36). The floor is primarily carpeted and with bookshelves covering the brick clad walls. A ribbon window wraps around the top of the southeast corner of the room, meeting the drop ceiling. Two small rooms are located on the north side of the room, accessed through the main open space. The cafeteria, located west of the 1961 corridor, also features a large open space divided by a row of support beams that divide the space (Plate 37). The diamond-patterned terrazzo flooring used in the lobby and entrance vestibule is continued in the cafeteria. The ceiling features corrugated metal with florescent lighting.

The gymnasium located north of the cafeteria features a newly renovated floor and has been painted, however, the configuration of the space, including the assembly stage and observation deck, have been retained from the original 1959 design (Plate 38).

Part of the original 1959 design has also been encapsulated by the 1961 addition to the west wing, which enclosed the northwest entrance to the original school building within a new vestibule and corridor (Plate 39). The original brick and Angel Stone exterior cladding of the stepped entrance has been retained.

Typical corridors throughout the school building feature terrazzo floors with either the green and white geometric diamond pattern observed in the lobby and cafeteria or a cream with rust rectangular pattern typical of the later additions (Plate 40). In some instances, the terrazzo flooring has been replaced with white or light grey linoleum flooring (Plate 41). Lockers set into the painted concrete block walls typically line both sides of the double loaded corridors. Doors into classrooms and labs are typically metal with a window. Drop ceilings and florescent lighting are common within the corridor spaces.

Typical classrooms throughout the school feature large open rooms with expanses of glass windows (Plate 42). Blackboards are typically located on multiple walls within the room. Flooring is more typically linoleum and the walls painted concrete block. In some instances, two classrooms are connected through a small adjoining office or storage space.

The West Wing is connected to the East Wing through an enclosed corridor (Plate 43). The corridor features terrazzo flooring and exposed metal ceiling and support beams. Windows line the north wall of the corridor, with murals painted on the concrete block walls of the south side. The corridor leads to the lobby of the West Wing which provides access to the Auditorium. The entrance to the Auditorium is set on a platform accessed through set of stairs (Plate 44). The walls of the lobby surrounding the platform and entrance doors are clad with wood paneling. Within the auditorium rows of seating face a large stage (Plate 45). A booth for technical controls is located near the entrance.



Classrooms and corridors in the West Wing feature similar materials, characteristics and configurations to those in the East Wing.



Plate 35: Lobby and stair of the East Wing



Plate 36: Library in the East Wing



Plate 37: Cafeteria room in the East Wing



Plate 38: Gymnasium and observation deck in the East Wing



Plate 39: Enclosed portion of the original 1959 school building



Plate 40: Typical hallway with green and white terrazzo in the East Wing



Plate 41: Typical corridor with rust and cream terrazzo featuring patches of linoleum floor replacement



Plate 42: Typical classroom

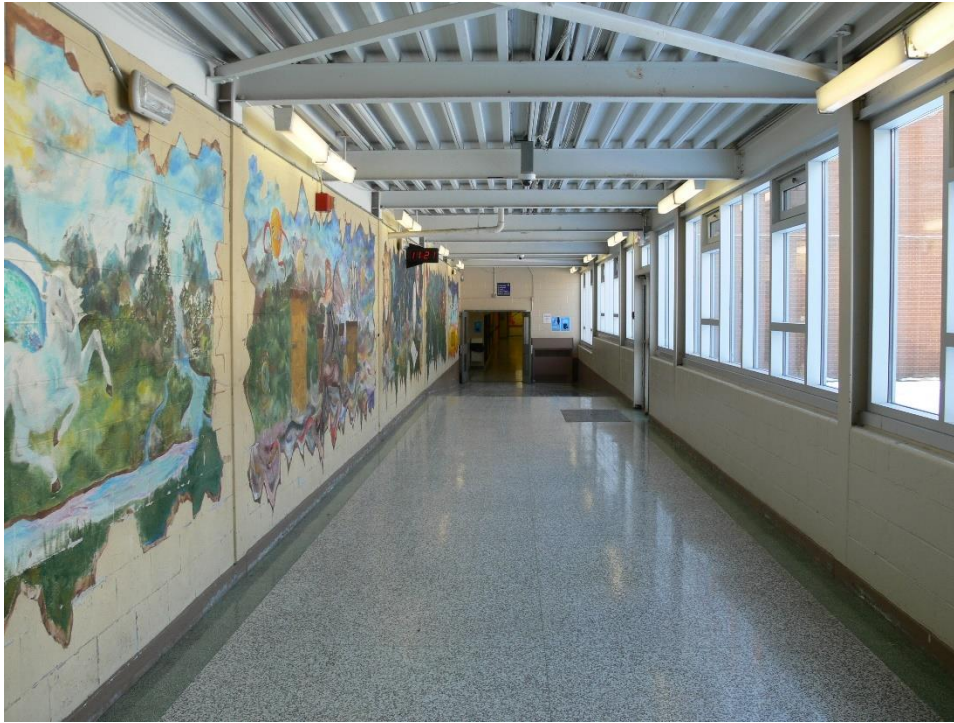


Plate 43: Enclosed corridor connecting the East and West Wings



Plate 44: Entrance to the Auditorium in the West Wing lobby



Plate 45: Stage and seating in the Auditorium

Ancaster Aquatic Centre

The Ancaster Aquatic Centre features a small entrance vestibule and lobby with a reception desk. Changing and restrooms are located off the lobby or through corridors leading from the lobby. The main pool space features an open space of two-storey height with an inground pool occupying the centre of the room (Plate 46). A tiled deck surrounds the pool. An observation deck is located on one side of the pool, above adjoining changing rooms. The walls are painted concrete block and wood paneling clads the ceiling and support beams in the main pool area. A second, smaller pool room is located adjacent to the main pool room (Plate 47). This smaller pool features a moveable floor. A tiled deck surrounds the pool and the walls are painted concrete block. Internal windows into the adjacent corridor provide observation of the smaller pool area.



Plate 46: Main pool room and observation deck



Plate 47: Smaller pool room with interior windows to the corridors

4.5 Surrounding Context

The property at 374 Jerseyville Road West is located within a residential and recreational area of the former Town of Ancaster, west of the historical downtown core (Figure 24). The property at 374 Jerseyville Road West is set just south of the Dundas Valley Conservation Area which provides walking trails through the conservation lands. The property is adjacent to the Spring Valley V.L.A. subdivision which consists of Taylor Road, Orchard Drive, Central Drive and Valleyview Drive. The Ancaster Little League Ball Park sits at the north end of the subdivision and contains outdoor baseball diamonds and the Spring Valley Arena (Plate 48). East of 374 Jerseyville Road West is the Ancaster Lions Outdoor Pool, located on the north side of Jerseyville Road West (Plate 49). The Robert E. Wade Ancaster Community Park is located on the north side of Jerseyville Road West, opposite the school property (Plate 50). Within the community park is a rotary centre and area, as well as outdoor soccer fields and baseball diamonds (Plate 51). Further south there are open lands with athletic grounds associated with the Frank Panabaker Elementary School and Ancaster Senior Public School. Adjacent to the school property is Amberly Park.

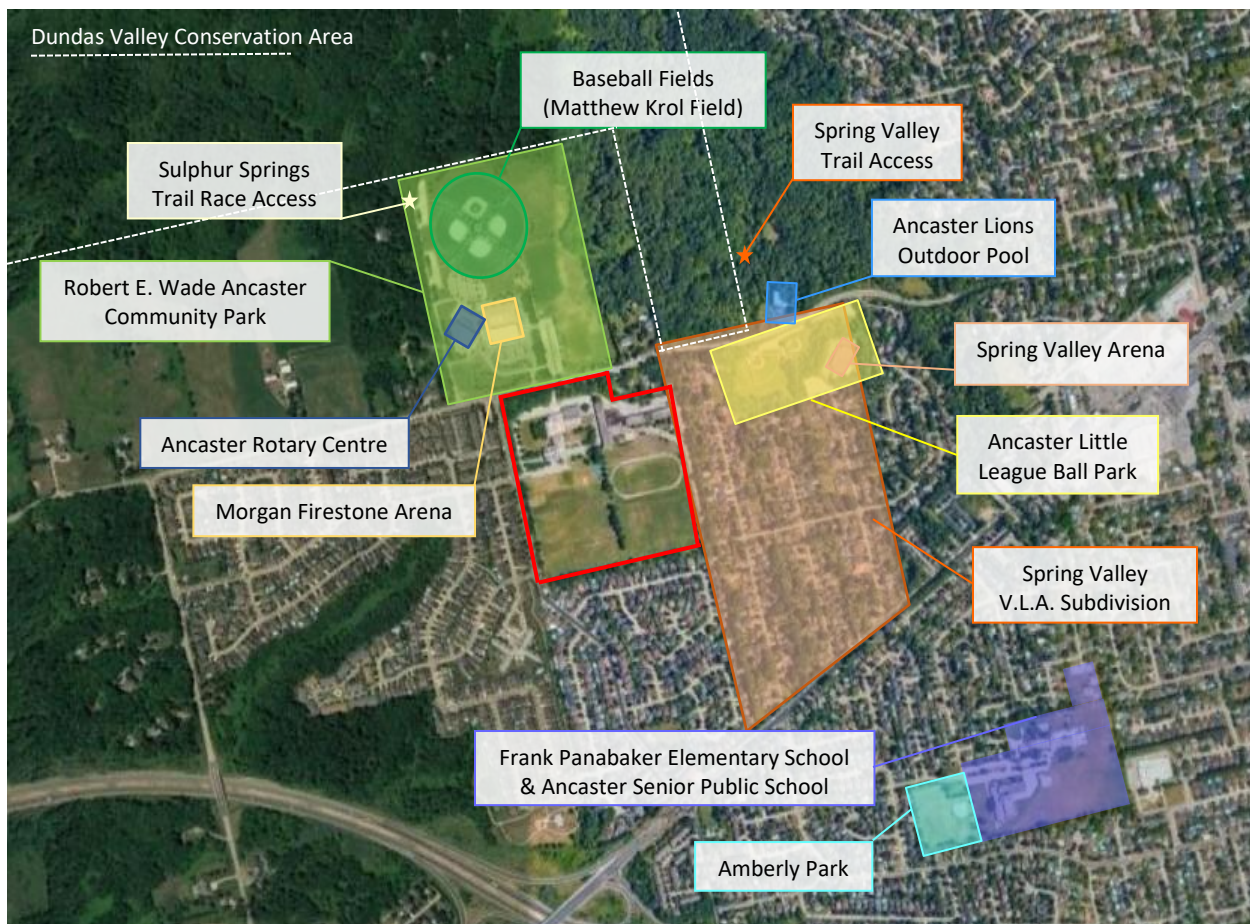


Figure 24: Annotated satellite images highlighting the locations of recreational sites in proximity to Ancaster High School



Plate 48: Looking south across Jerseyville Road West to Ancaster Little League Base Park



Plate 49: Looking north towards the Ancaster Lions Outdoor Pool



Plate 50: Looking northwest on Jerseyville Road West towards the Robert E. Wade Ancaster Community Park



Plate 51: Looking east towards the baseball diamonds in the Robert E. Wade Community Park

5.0 Cultural Heritage Evaluation

The property has been evaluated against Ontario Regulation 9/06 and the City's "A Framework for Evaluating the Cultural Heritage Value or Interest of Property for Designation under Part IV of the *Ontario Heritage Act*".

5.1 Ontario Regulation 9/06

Table 3 contains the evaluation of the 374 Jerseyville Road West within the framework set out in Ontario Regulation 9/06, the prevailing evaluation tool when determining if a heritage resource has cultural heritage value.

Table 3: Evaluation of 374 Jerseyville Road West using Ontario Regulation 9/06

1. The property has design value or physical value because it:		
<i>Ontario Heritage Act</i> Criteria	Yes/No	Analysis
i. is a rare, unique, representative or early example of a style, type, expression, material or construction method;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, was the first high school constructed in Ancaster and does not meet this criterion. The building has had several additions over time and those have obscured the early rendering of its type which is no longer conveyed today. Additionally, the early landscape plans for the property do not appear to have come to fruition.
ii. displays a high degree of craftsmanship or artistic merit, or;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. The quality of execution in the design, composition or elements, assembly of material and construction methods employed in the building and the landscape are not greater than normal industry standards for the time of its construction or subsequent additions.
iii. demonstrates a high degree of technical or scientific achievement.	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. The property does not display or present technical or scientific achievement in great than normal industry standards for the time of its construction or subsequent additions in terms of constructions methods, use or adaptation of materials,



		forms, spatial arrangements, or innovations in building or landscape design or construction techniques.
2. The property has historical value or associative value because it:		
<i>Ontario Heritage Act Criteria</i>	Yes/No	Analysis
i. has direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. While the property is associated with several themes, activities, and events such as post-Second World War residential development patterns, the Dundas Valley Conservation Area recreation network, and the Ancaster Legacy Football Club and its participation in Ancaster Heritage Days, the property on its own does not sufficiently express direct associations with these aspects in a significant manner.
ii. yields, or has the potential to yield, information that contributes to an understanding of a community or culture, or;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. The property on its own does not provide new knowledge or a compelling understanding of the community's history.
iii. demonstrates or reflects the work or ideas of an architect, artist, builder, designer or theorist who is significant to a community.	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. Prack and Prack designed the initial High School building in 1958-59 under the post-1936 partnership of Frederick Prack and Alvin Prack. As an architectural firm prolific in Hamilton between 1911 (as Prack and Perrine) and 1972 (as Prack and Prack), they are prominent in the city. However, the building is not reflective of their more iconic, earlier work when the firm was led by Bernard Herman Prack and Frederick Prack. Subsequent additions to the school were designed by McIntosh and Moeller who have not been identified as significant to the community. Additionally, their landscape plans for the initial school building in 1958-59 did not come to fruition.



		An architect has not been identified in association with the aquatic centre. The builder for this building was Harm Schiltuis and Sons Ltd. In Ancaster. This company is not known to be significant to the community.
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3. The property has contextual value because it:

<i>Ontario Heritage Act</i> Criteria	Yes/No	Analysis
i. is important in defining, maintaining or supporting the character of an area;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion in and of itself. The character of the area is defined by a post-Second World War residential expansion of the former town of Ancaster which includes a Veterans Land Administration subdivision and several recreational properties along Jerseyville Road West such as Little League Park, Robert E. Wade Ancaster Community Park, Ancaster Lions Outdoor Pool and the Dundas Valley Conservation Area. There are indicators that this surrounding area may have a significant and important character ³ , of which the High School property, may contribute, but further research, analysis, and input is required to understand the limits of this broader area and whether it retains significant cultural heritage value and is valued by a defined community as such.
ii. is physically, functionally, visually or historically linked to its surroundings, or;	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion in and of itself. While the property has visual, historical, or functional links to its surroundings, particularly with the conservation lands to the north and the Spring Valley subdivision to the east, the property on its own does not sufficiently express these connections. Rather, it is the interrelationships

³ Indicators of a broader area with a distinct character and of potential cultural heritage value include: designation of 838 Mineral Springs Road under Part IV of the Ontario Heritage Act and which includes portions of the Dundas Valley Conservation Area and the historic 'Woodend House'; heritage listing of the Taylor farmhouse; documentation that the Spring Valley community is a first expression of a V.L.A. subdivision and a particularly unique sense of community developed within the Spring Valley area and which shaped the lands fronting on to Jerseyville Road in its vicinity; and results of stakeholder interviews discussing the subject property forming part of, or contributing to a broader network of recreational and community-gathering focused open spaces.



		between these various features, and which extend beyond the limits of the subject property, that are of potential significance.
iii. is a landmark.	No	<p>The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. The property on its own does not have a physical prominence within its context nor is it easily discernible. The stakeholders interviewed and the Petition Book identified the site as a landmark. However, these comments more often describe:</p> <ul style="list-style-type: none"> relationships and connections to a larger surrounding area with a distinct character rather than the site in and of itself; and/ or landmark qualities in relation to frequency of use of the space for community-based recreational activities and events. It is 'known' to those who have used it but not intrinsically in and of itself.

5.2 City of Hamilton Evaluation for Cultural Heritage Landscapes

The following evaluation of 374 Jerseyville Road West as a cultural heritage landscape uses the City's "A Framework for Evaluating the Cultural Heritage Value or Interest of Property for Designation under Part IV of the *Ontario Heritage Act*" which provides categorized criteria which expands upon, and is consistent with, Ontario Regulation 9/06 (see Appendix A). These criteria were developed for cultural heritage landscapes.

Table 4: Evaluation of 374 Jerseyville Road West using the *City of Hamilton Framework for Cultural Heritage Evaluation Section 4 (Cultural Heritage Landscapes)*

CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
Historical Associations	<i>Themes: how well does the cultural heritage landscape illustrate one or more historical themes representative of cultural</i>	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. While the



CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
	<i>processes in the development and/or use of land in the context of the community, province or nation?</i>		property is associated with themes, such as post-Second World War residential development patterns, the Dundas Valley Conservation Area recreation network, and the Ancaster Legacy Football Club and its participation in Ancaster Heritage Days, the property on its own does not sufficiently express direct associations with these aspects in a significant manner.
	<i>Event: is the cultural landscape associated with a specific event that has made a significant contribution to the community, province or nation?</i>	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. While the property is associated with events such as post-Second World War residential development patterns, the Dundas Valley Conservation Area recreation network, and the Ancaster Legacy Football Club and its participation in Ancaster Heritage Days, the property on its own does not sufficiently express direct associations with these aspects in a significant manner.
	<i>Person and/or Group: is the cultural heritage landscape associated with the life or activities of a person, group, organization or institution that has made a significant contribution to</i>	No	The Ancaster High School property, 374 Jerseyville Road West, which includes several buildings and playing fields, does not meet this criterion. While the property is associated with the Ancaster High School Board, the Hamilton-Wentworth School Board, and the Ancaster Legacy



CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
	<i>the community, province or nation?</i>		Football Club and potentially with the Spring Valley community, the property on its own does not sufficiently express direct associations with these aspects in a significant manner.
Scenic Amenity	<i>Sense of Place: does the cultural heritage landscape provide the observer(s) with a strong sense of position or place?</i>	No	The property provides a localized sense of place through: the memories community members have of the site; by way of the porous nature of its northern and eastern edges and which facilitate connections between the property and its broader surroundings; and the remnant vegetative features located on the property's northern boundary that are visually and likely functionally related to the localized natural heritage systems associated with the Sulphur Creek subwatershed. However, the property in and of itself does not express this quality. When considered in relation to the Spring Valley subdivision and the Dundas Valley Conservation Area, the property may be part of a broader landscape which provides a strong sense of position or place.
	<i>Serial Vision: does the cultural heritage landscape provide the observer(s) with opportunities for serial vision along paths of pedestrian or vehicular movement?</i>	No	The property does not provide opportunities for serial vision both within the property itself or as part or within the larger area. The property itself is very straightforward in its organization and its openness does not lend itself to any series of views. The



CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
			property is within a transition point between Ancaster's urban and rural settings. Jerseyville Road West has dramatic topographic shifts due to its location near the Dundas Valley and within Spring Valley. Jerseyville Road West provides opportunities for serial vision of which the High School is one point along this route.
	<i>Material Content: is the cultural heritage landscape visually satisfying or pleasing to the observer(s) in terms of colour, texture, style and scale?</i>	No	The landscape is typical of its time and its design. While the glimpses of the building through the trees along Jerseyville Road West provide some pleasing qualities in terms of contrast of texture between the vegetation and the built form, the individual property's landscape and the siting of the building is not unique or remarkable. While select comments from the Petition Book discuss a "beautiful setting" these comments appear to be referring to a broad range of outdoor recreational spaces in Ancaster that are considered to be situated within and defined by a broader setting, exceeding the limits of this parcel, and which provides an aesthetically pleasing surrounding environment.
Integrity	<i>Integrity: is it all there?</i>	No	The property as a whole and in particular the building on the site has low integrity. While all the components from each iteration of the design of the building are



CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
			extant each subsequent addition has obscured the previous layer to the point of each being difficult to discern.
Design	<i>Design: has the landscape been purposefully designed or planned?</i>	No	<p>There are indications that a landscape plan was designed by McIntosh and Moeller however the designs have not been located and the landscape does not show evidence of a purposeful or uniquely planned landscape design intent.</p> <p>The building was purposefully designed by Prack and Prack with subsequent additions by McIntosh and Moeller. The designs are typical of the mid-twentieth century and the designers involved did not have an impact on trends in the design. Schools designed by an earlier iteration of the Prack and Prack firm are well-regarded in the City of Hamilton and are stronger examples of the firm's portfolio.</p>
Social Value	<i>Public perception: is the landscape regarded as having importance within the City?</i>	No	<p>The property is regarded as having importance within the Town of Ancaster as a gathering place for children's soccer and community use. It does not, however, act as a cultural symbol across the broader limits of the City of Hamilton. Instead, the property may have importance within the City of Hamilton and in relation to post-Second World War development</p>



CULTURAL HERITAGE VALUE			
Evaluation Criteria	Description	Yes/No	Analysis
			patterns in the Town of Ancaster and as expressed through the Spring Valley Veterans Land Administration subdivision.

6.0 Cultural Heritage Value: Conclusions and Recommendations

Based on stakeholder interviews conducted as part of this assessment and information presented in the Stop the Severance of the Ancaster High School Grounds Petition Book, it is clear that the rear fields of the subject property function as a place of community gathering, linked to their ongoing use for recreational purposes and as part of the Ancaster Heritage Days for many decades. This place is viewed as an important asset valued by various residents, existing and former, in the Town of Ancaster and which is understood to contribute to their quality of life. It has also clearly functioned as an ‘personal’ site for users; a place where family and/or community activities are played out, formally and informally. It is a place for star gazing on a clear night, celebrating a winning goal, and congregating with neighbours and friends for example. It is a place that holds many personal memories and in one instance, is documented to be a place of commemoration through a memorial tree planting. It is an important site and touch point in the community and the long-term plans for these lands clearly matter greatly to the localized community and should be shaped by substantive community consultation and input.

The Petition Book describes the property as historic and unique and states that the subject property was expressly deeded for purposes of community use. Based on the archival research completed, there is no documentary evidence that clearly establishes the subject lands were explicitly intended to be used for, and preserved, as open community space and/or public use, or that this condition was formally integrated into the terms of sale. Moreover, while the subject property may contain older vegetation along the Jerseyville perimeter and the rear field boundaries correspond to historical lot boundaries, these combined features alone do not sufficiently represent or express themes associated with Ancaster’s nineteenth-century development patterns. Additionally, while the property’s primary buildings and surrounding landscape were designed by Prack and Prack, the assessment finds that the design of the buildings and the landscape are typical of their time and not remarkable in a significant way in relation to style, materiality, construction method, form, or typology. Finally, while the fields themselves have been described as a unique green space and defined by a beautiful setting, the assessment finds that the layout, aesthetic quality, and composition of the fields themselves is quite common.



The property is valued by many residents in Ancaster. However, in consideration of the results of research, analysis and application of prescribed heritage evaluation criteria, the property located at 374 Jerseyville Road West has limited cultural heritage value or interest. On its own and in and of itself, the property does not sufficiently meet the heritage evaluation criteria discussed herein. However, if the property were to be evaluated in combination with properties to the east and north, 374 Jerseyville Road West may contribute to a potentially significant cultural heritage landscape that tells a compelling and complete story of Ancaster's post-Second World War growth and land-use development patterns⁴.

When understood as part of a larger whole, the subject property may be an important component that expresses Ancaster's post-Second World War story. However this is a story, that the rear field alone, cannot tell. This story's beginnings are rooted in the surrounding area's rich natural setting in the Sulphur Creek subwatershed and nineteenth-century agricultural land-use activities, which quickly transitioned in the 1940s when the V.L.A. selected lands adjacent to 374 Jerseyville Road West to develop as their first purpose-built subdivision in Canada for returning veterans. This community became known as Spring Valley and within the two decades that followed, it influenced development on lands to the north with the development of the Little League Park and became physically and functionally linked with the Ancaster High School site to the west when it opened in 1959. In the intervening years, visual and functional relationships would continue to develop between the Spring Valley community, the Little League Park, the Dundas Valley Conservation lands to the north, and Ancaster high school site, forming a node that has a distinct built form, sense of place and scenic amenity and which together may be a significant cultural heritage landscape within the former Town of Ancaster. Within this broader historical, physical, community-based and spatial context of potential cultural heritage value, the subject property at 374 Jerseyville Road West may form a contributing part. As such, this assessment recommends that a broader area to the north and

⁴ A growing body of research and technical practice documents that twentieth-century patterns of development and land-use themes can be of cultural heritage significance and in relation to groupings of properties or broad areas. The Getty Institute provides a useful thematic framework that would assist in assessing a broad area around and connected to 374 Jerseyville Road West (Marsden and Spearritt 2021). This framework recognizes that themes such as rapid urbanization and growth of large cities, and suburbs as an example of a type of place associated with this theme, can be important development patterns and places that merit conservation measures. This framework also recognizes that an important theme in the twentieth century relates to conserving the natural environment, buildings, and landscapes and identifies nature reserves, protected built heritage, and adaptively reused older buildings, spaces, structures, and infrastructure as types of places often expressive of this theme. The City of Hamilton has also previously addressed identification and evaluation of twentieth-century multi-property landscapes associated with pre or post Second World War subdivisions of land, most recently as part of the Waterdown Secondary Plan and its identification of the Waterdown Heights subdivision as a cultural heritage landscape, and previously through its recognition of the 'Veteran's Housing Area' cultural heritage landscape as part of the Ainslie Wood Westdale Secondary Plan (City of Hamilton Planning and Economic Development Department 2013). The City of Ottawa recently undertook a heritage study of a veteran's housing subdivision in Carlington North and recommended that the area be identified as a Cultural Heritage Character Area in its Official Plan (City of Ottawa 2022). In 2019 the Town of Niagara-on-the-Lake recommended that a post Second World War subdivision, developed in 1948, be recommended for study for purposes of designation under Part V of the Ontario Heritage Act (Niagara-on-the-Lake Planning Department 2019).



east of and including 374 Jerseyville Road West should be researched and evaluated as a cultural heritage landscape for its significance in relation to the following features, relationships, processes and/or themes:

- Natural heritage system of the Sulphur Creek Subwatershed as expressed through the Dundas Valley Conservation lands, dramatic topography of the area, Spring Valley Trail, and natural heritage features on the northern portion of 374 Jerseyville Road West; and
- The Spring Valley residential community as an early example of post-war subdivision development and building types in Ancaster and historically associated with the Veterans Land Act and first of its kind built in Canada and Hamilton, and the Spring Valley Community Association and its contributions to shaping the localized landscape.

The study area should include:

- Dundas Valley Conservation Area including Spring Valley Trail heading northward from the Ancaster Lions Outdoor Pool and Sulphur Spring Trail Race heading northward from Robert E. Wade Ancaster Community Park;
- Robert E. Wade Ancaster Community Park including the Ancaster Rotary Centre and Matthew Krol Field;
- The Spring Valley neighbourhood which includes Taylor Road, Orchard Drive, Central Drive, Valleyview Drive and Little League Park including the Spring Valley Arena; and 374 Jerseyville Road West (Ancaster High School).



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8.0 Qualifications

Rebecca Sciarra, M.A., C.A.H.P.

Partner, Director - Cultural Heritage Division

The Senior Project Manager for this Cultural Heritage Report is **Rebecca Sciarra** (M.A., Canadian Studies). She was responsible for: overall project scoping and approach; conducting a site visit; development and confirmation of technical findings and study recommendations; application of relevant standards, guidelines and regulations; and implementation of quality control procedures. Rebecca is a Partner and Director of the Cultural Heritage Division. She is responsible for the highest-level management of a busy and diverse team of heritage professionals who apply their expertise across a broad range of public and private sector clientele. Rebecca also provides oversight and quality assurance for all deliverables, maintaining responsive and prompt client communications, and providing heritage clients with a direct connection to corporate ownership. In addition to her role as Director of the Cultural Heritage Division, Rebecca is academically trained in heritage conservation principles and practices. She has led a range of high profile and complex heritage planning and conservation management projects for public and private sector clients. Her experience in both the private and public sectors has involved providing expertise around the strategic development of policies and programs to conserve Ontario's cultural heritage resources as part of environmental and land-use planning processes. She has worked with municipal, provincial, federal and private sector clients to lead heritage evaluations and assessment as part of area planning studies, including secondary plans, heritage conservation district studies, and master plans. Rebecca is a member of I.C.O.M.O.S. Canada and the Canadian Association of Heritage Professionals.

Annie Veilleux, M.A., C.A.H.P.

Senior Cultural Heritage Specialist, Manager - Cultural Heritage Division

The Senior Project Manager for this Cultural Heritage Report is **Annie Veilleux** (M.A., C.A.H.P.), who is a Senior Cultural Heritage Specialist and Manager of the Cultural Heritage Division. She was responsible for: developing a program for stakeholder interviews and public engagement; conducting stakeholder interviews; and providing summaries of the completed stakeholder interviews. Annie is academically trained in the fields of cultural landscape theory, history, archaeology, and collections management and has over 15 years of experience in the field of cultural heritage resource management. This work has focused on the identification and evaluation of cultural heritage resources, both above and below ground. Annie has managed and conducted numerous built heritage and cultural heritage landscape assessments, heritage recordings and evaluations, and heritage impact assessments as required for Environmental Assessments and Planning projects throughout the Province of Ontario. Annie has extensive experience leading and conducting research for large-scale heritage planning studies, heritage interpretation programs, and projects requiring comprehensive public and Indigenous engagement programs. She is fully bilingual in English and French and has served as a French language liaison on behalf of Archaeological Services Inc. Annie is a member of the Ontario



Archaeological Society, the National Trust for Canada, I.C.O.M.O.S. Canada, and I.A.P.2 Canada. She is also a professional member in good standing of the Canadian Association of Heritage Professionals.

Kristina Martens, B.A., Dipl. Heritage Conservation
Cultural Heritage Specialist, Assistant Manager - Cultural Heritage Division

The Project Manager for this Cultural Heritage Report is **Kristina Martens** (B.A., Diploma Heritage Conservation), who is a Cultural Heritage Specialist and Assistant Manager within the Cultural Heritage Division. She was responsible for the day-to-day management activities, including scoping of research activities and site surveys; participating in stakeholder interviews; and drafting of study findings and recommendations. She has ten years of experience in the field of cultural heritage planning and management as a conservator and heritage consultant with Vitreous Glassworks and Taylor Hazell Architects prior to joining A.S.I. in 2018. Kristina brings a cultural landscape focus to the heritage planning process and draws on holistic methods for understanding the interrelationships between natural, built and intangible heritage. Kristina has extensive experience conducting field surveys and heritage analysis, including the comprehensive documentation and evaluation of cultural heritage resources in urban and rural settings. She brings together her experience in research, project management, documentation, built form and spatial analysis, architectural history, and built heritage conservation with the practical application of Ontario Regulation 9/06 and 10/06 of the Ontario Heritage Act and writing statements of cultural heritage value. Kristina is a graduate of the prestigious Willowbank School.

Meredith Stewart, M.A., M.S.c., C.A.H.P. Intern
Cultural Heritage Technician, Technical Writer and Researcher - Cultural Heritage Division

The report writer for this report is **Meredith Stewart** (M.A., Art History, M.S.c., Historic Preservation), who is a Cultural Heritage Technician and Technical Writer and Researcher within the Cultural Heritage Division. She was responsible for preparing and contributing research and technical reporting. Meredith's work as a cultural heritage professional has focused on historical research, large-area studies, and survey work. Meredith holds a M.A. in Art History from Carleton University, where she focused on architectural history and the built environment, and graduated with a M.S.c. in Historic Preservation from the School of the Art Institute of Chicago. Meredith utilizes her knowledge of architectural history and building materials in the identification and evaluation of heritage buildings and structures. Meredith is an intern member of C.A.H.P.



Cultural Heritage Assessment Report
374 Jerseyville Road West (Ancaster High School)
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Appendix A: City of Hamilton Framework for Determining the Cultural Heritage Value or Interest of Property for the Purposes of Designation under Part IV of the *Ontario Heritage Act* - Cultural Heritage Landscape Evaluation Criteria



Historical Associations

Themes

Criterion 1: How well does the cultural heritage landscape illustrate one or more historical themes representative of cultural processes in the development and/or use of land in the context of the community, province or nation?

Event

Criterion 2: Is the cultural landscape associated with a specific event that has made a significant contribution to the community, province or nation?

Person and/or Group

Criterion 3: Is the cultural landscape associated with the life or activities of a person, group, organization or institution that has made a significant contribution to the community, province or nation?

Scenic Amenity

Sense of Place

Criterion 4: Does the cultural heritage landscape provide the observer(s) with a strong sense of position or place?

Serial Vision

Criterion 5: Does the cultural heritage landscape provide the observer(s) with opportunities for serial vision along paths of pedestrian or vehicular movement?

Material Content

Criterion 6: Is the cultural heritage landscape visually satisfying or pleasing to the observer(s) in terms of colour, texture, style and scale?

Integrity

Criterion 7: Is it all there?

Design

Criterion 8: Has the landscape been purposefully designed or planned?

Social Value

Public Perception

Criterion 9: Is the landscape regarded as having importance within the City?



Cultural Heritage Assessment Report
374 Jerseyville Road West (Ancaster High School)
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Appendix B: Stakeholder Interview Summaries





Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews **FINAL**

Interview 1

February 10, 2022
11:00 – 11:45 am
Virtual (Zoom)

In Attendance:

Stakeholder(s):

Shannon Kyles, President, ACO Hamilton Branch

Consultant Team (ASI):

Annie Veilleux
Kristina Martens
Leora Bebko

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Gave several examples of CHLs that had been lost or were in process of being redeveloped due to being underappreciated
- Wilson Street, Ancaster
- Gore Park area
- Bullock's corners
- Downtown Dundas
- Durand Neighborhood
- Beasley Neighborhood
- Waterdown Main Street

What is your relationship with the Ancaster High School property?

- Attended the school c. 1970 (straight A student)

Tell us about your experiences, past and present, on the school property.

- Student at the school
- Would return yearly as part of her work with Mohawk College as part of recruitment effort encouraging young women to join engineering field

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- Mid-level mid-twentieth century property (noted demolished Parkside High School to have been more significant architecturally)
- No external architectural features of particular value
- Stand out building features: Terrazzo flooring, and front foyer
- Stand out property features: treed area on west side when entering via Jerseyville Rd.
- School is not architecturally significant but shouldn't be torn down; new schools are not designed with actual students/teachers in mind

How does the Ancaster High School property help to tell the story of Ancaster?

- Prime Minister Pearson had many schools built in era to accommodate baby boom
- Well planned with room for expansion without impacting surrounding homes
- Part of first wave of change from a rural to bedroom community; not walkable, designed for commuters
- There used to be a small, town centre near the high school with amenities (bowling alley, etc.), now all retail

Do you think the Ancaster High School property is connected to a specific event, person, group or organization that has made a significant contribution to the community?

- Not really
- The football team is important to the community
- High school has replaced the church as a community hub

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood: no more than any other school; serves as community hub
- Ancaster: More so than Dundas schools, but similar to Waterdown; part of the community
- Hamilton: not of note to people outside the neighborhood

Additional comments:

- School is important to the community; parts of the building are good, but nothing out of the ordinary
- Reiterated appreciation of Terrazzo floors and other mid-century details
- Asked why report is being done on this school and not on Wilson St. which is actually at risk; wondering why do a study on a building that is not important and not threatened
- Displeased with regional development and conservation efforts, "Ancaster is on life-support"



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews
Interview 2

FINAL

February 11, 2022
11:00 -11:45 am
Virtual (Zoom)

In Attendance:

Stakeholder

Lois Corey, former Curator at Fieldcote Memorial Park and Museum

Consultant Team

Annie Veilleux
Kristina Martens
Leora Bebko

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Ancaster Old Mill and surrounding landscape
- Dundas Driving Park
- Gore Park
- Cootes Paradise
- Princess Point
- Old, abandoned mill areas within larger Hamilton region
- Smokey Hollow
- Crooks Hollow Road and surrounding area
- Indigenous sites outside of Hamilton (many of which have been paved over)

- Meadowlands shopping centre over several important archaeological sites
- Area around Brantford
- East Mountain area

What is your relationship with the Ancaster High School property?

- Only really know it by association
- Through curatorial work, has learned a lot about Ancaster history and its residents
- Little direct involvement with the high school
- Attends Theatre Ancaster productions which uses the high school's theatre for performances
 - Has a full-sized theatre with tiered seating
- Was involved in an art exhibit and program to engage with community and foster new artists at Ancaster High School
- The museum has been involved in some joint programming and events with the high school
- Attended Parkside High School and competed against Ancaster as main rival in sports

Tell us about your experiences, past and present, on the school property.

- Attending performances by Theatre Ancaster
- Cycling club would meet on high school grounds for a short time
- Has heard a lot about soccer fields at the high school through community members

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- Soccer fields used by community and school
- Built in late 1950s and is an example of high school architecture from that time-period
- Theatre in the school is outstanding
 - Professional level of the performance and the theatre
 - Not sure if it was part of original construction or added later
- Not very familiar with landscape features, has not been in the back fields
- High school is set at top of hill on very scenic road
 - Ancaster Old Mill Race: large running event held yearly in high school area; finishes at the community centre across the road from the high school

- May want to speak to Anton Plas, race organizer and member of old farming family in area, likely attended the high school, very knowledgeable about the area
- Situated in a very scenic area, high school might provide green space for surrounding residences
- Ancaster is lacking in a major park operated by City of Hamilton Parks department
 - Good number of conservation space just outside the town centre
 - Fieldcote Museum grounds offer some green space, but limits on activities that can be hosted these are dictated in document willing land to museum

How does the Ancaster High School property help to tell the story of Ancaster?

- Important part of local education system
- Focal point in neighborhood
- If you grew up there you likely attended the school
- Serves the community as meeting or gathering place
 - Cycle group would meet there
 - Theatre Ancaster performances at the school
- Plays an important as part of the community
- Been important in the development of artistic and musical skills in the area
 - Strong arts and music program
- Strong extracurricular sports program
- Education has changed through the years
 - One of first high schools to adopt a semester system

Do you think the Ancaster High School property is connected to a specific event, person, group or organization that has made a significant contribution to the community?

- Theatre Ancaster is an important cultural asset
- Grounds are used for hosting sports events
 - Noticed a decline in extracurricular sports since her own high school years. School was previously a big competitor and hosted a lot of large sporting events.

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood:

- Absolutely
 - Open, green space, used for sports
 - Many volunteers at the museum talk about property very fondly
 - Community sees it as focal point (both grounds and building)
 - Personally, lacks knowledge of that area and doesn't know how widely it is used
- Ancaster:
 - Yes
 - Well known by everyone in Ancaster
 - Very visible from road
 - Building is imposing and noticeable
 - Right across from community centre and recreation area
 - Convenient for joint use
- Hamilton
 - Probably not
 - Most people in Hamilton probably don't know about it
 - People who participate in interschool sports might know it
 - People who attend events in Ancaster might know it
 - A lot of people who hike/run use parking lot down the road at Lion's club to meet would notice it. The high school would be part of the greater landscape they'd be aware of.

Additional comments:

- Doesn't live in Ancaster
- High school is beloved to community and people feel possessive about it
 - Part of the identity of the neighborhood
- Seems "negligent" to have no major parks operated by the city
 - If a portion of the land is going to be sold off, would like it to become public park space
- The high school is a part of Ancaster history. It exemplifies the history of the community as a whole.
- Recommends an interview with Anton Plas



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews
Interview 3

FINAL

February 11, 2022
1:00 -1:45 pm
Virtual (Zoom)

In Attendance:

Stakeholder

Councillor Lloyd Ferguson (LF), Hamilton City Council, Ward 12 - Ancaster

Consultant Team

Annie Veilleux (AV)
Kristina Martens (KM)
Leora Bebko (LB)

QUESTIONS AND RESPONSES:

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Ancaster High School
- Fieldcote Museum and area
- Battlefield Park
- Hamilton Golf and Country Club
- Royal Botanical Gardens
- Glen Abbey (Oakville)
 - Good example of what could be done with Ancaster High School

What is your relationship with the Ancaster High School property?

- Former student
- Ten years on Ancaster Council
- School Trustee with Wentworth County
 - Area included Ancaster High School
- 67-year family history of town politics
 - Father was chairman of the high school board when it opened

Tell us about your experiences, past and present, on the school property.

- Father was Chairman of the Board for high school
- Was a student, as were siblings and children
- Played sports on grounds
- Used aquatic centre

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- Green space
 - Based on his review of newspaper clippings, there was criticism when it was being built that it was out in the middle of nowhere, but now town has grown around it and created a beautiful campus in residential area
 - Town bought 45 acres across the road for soccer fields, etc. and it all works together.
 - Connects through green space with nearby conservation lands
- To lose it would be “unconscionable”
- Main purposes of property are educational and recreational
- Can serve both community and school board for eternity

How does the Ancaster High School property help to tell the story of Ancaster?

- Shows the growth and evolution of the city
 - Over time, added aquatic centre and theater
- Integral to the fabric of Ancaster
- Right in the middle of residential area
 - Central point in neighborhood
 - Property is for kids playing, adults walking their dogs, hosting provincial soccer championships

- Destination for whole province as it is able to host such large sporting tournaments

Do you think the Ancaster High School property is connected to a specific event, person, group or organization that has made a significant contribution to the community?

- Ancaster Soccer
- Society for Performing Arts
- Competitive swim meets
- Large green space allows people to get back to nature
- Forms part of connected corridor of parkland and greenspace
 - Gives people somewhere to go and clear their heads, good for mental health

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood:
 - Absolutely, without question
- Ancaster
 - Absolutely
 - Proximity to community centre and Dundas Valley Conservation Area
 - People are proud to have graduated from that facility
 - Campus plays a large part in that pride
 - Ancaster is somewhere people want to move to
 - One of the reasons is due to its educational facilities and treescapes
 - Connected to other parks and green space to make up one large public area
- Hamilton
 - Hope so, but biased
 - A lot of people from Hamilton come to Ancaster
 - Visitors park at high school to use the baseball diamonds down the street
 - Have hosted national little league championships
- Thousands of kids come there for soccer games from all over the city

Additional comments:

- School has been in public domain for 65 years
- 50% of residents of Ancaster have signed petition to save the property
- Very involved in efforts to save the land
 - Does not want it to be replaced with more residential properties
- Would like to convince city to buy the land and make it public space

- Wanted to clarify that the community is not looking to save the school building, but the property
- So much heritage value to Ancaster
 - Recreational space, open space, green space
 - Heritage Days Festival
- Recommend we speak with former councillor Brad Kuhn
 - City councillor and former school principal

Follow up questions:

- KM: Are the large sports tournaments always held there or is it a rotating schedule?
 - LF: Not sure, but they come back every year. Not many municipalities can handle such large events.



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews **FINAL**

Interview 4

February 14, 2022
1:00 – 1:45 pm
Virtual (Zoom)

In Attendance:

Stakeholder(s):

Ben Dymont (BD), Archives Technician, Hamilton District School Board's Educational Archives

Consultant Team (ASI):

Annie Veilleux (AV)
Kristina Martens (KM)
Leora Bebko (LB)

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Not very familiar with Ancaster
- Delta Secondary School
 - o Was involved in process of closing school. The board closed the school but the façade and maybe more were declared culturally significant
 - o The land has been purchased by developers who are going to build condos while keeping the façade intact

What is your relationship with the Ancaster High School property?

- Visited the school in 2019 with the archives manager to look at records found there from old Wentworth School Board
- Departmental association: archives get involved with schools in the case of reunions or school closings
- No active, on-going relationship

Tell us about your experiences, past and present, on the school property.

- Visit in 2019
 - o Found the building to be curious due to the many renovations and additions over the years
 - Each section felt like a different building
 - When asking for directions to office was told to go through the "tunnel"
- A community member became a volunteer for the archives after working with them to research materials on behalf of community efforts to save the property/building
- Knows that there is a lot of sentimental attachment to the high school within the community

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- Not really
 - o Aside from the additions, no
 - o A lot of other school buildings have the same look
 - o Prefers older buildings with more detail and visual interest, are more rare
- Nothing on the property that stands out

How does the Ancaster High School property help to tell the story of Ancaster?

- Spoke to the split of the school boards when high school board was established as separate from the elementary school board in 1957
- Before the school was built, residents would have to bus to Hamilton or further to attend high school

- Spoke to a resident who cited the long travel time as one reason why she dropped out of high school in Grade 11
- Was the first high school in the area and is still operating

Do you think the Ancaster High School property is connected to a specific event, person, group organization that has made a significant contribution to the community?

- No. No more so than any other high school

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood: yes
 - For historical value
- Ancaster: yes
 - For historical value
- Hamilton: not really
 - Of more significance to the Ancaster community
 - People who grew up in the area or attended the school would feel much more strongly about it

Follow-up question:

- KM: How long have you been with the archives?
 - BD: Since March 2018. Was the first and only full-time employee of the archives (previously staffed entirely by volunteers and retired educators)

Other comments:

- Curious about the purpose of this heritage assessment: is it just to determine if the site has heritage value or is it about a potential sale of the land?
 - KM: the cultural heritage assessment is to determine if the property has cultural heritage value

- When an Ancaster residents' group was researching the site, they were looking for something in original land deed stating that it could only be used for educational purposes
- Has seen the minutes from original land purchase
 - o Board was in negotiations with a local farmer who wanted too much money for the land, so the board looked elsewhere. After having no success, the board returned to the original farmer who had even more demands.
 - Tone of the meeting minutes from this period are "politely irate"



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews

FINAL

Interview 5

February 17, 2022

1:00 – 2:00 pm

Virtual (Zoom)

In Attendance:

Stakeholder(s):

Gayle Bader (GB), Ancaster Resident

Marc Bader (MB), Ancaster Resident

Consultant Team (ASI):

Annie Veilleux (AV)

Kristina Martens (KM)

Leora Bebko (LB)

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

GB:

- There are some cultural heritage landscapes already in Ancaster
 - o A lot of older buildings
 - o A lot of trails in the area
 - The Hermitage Trail and other trails on conservation lands

MB:

- Ancaster High School

- Specifically, the land
- Major parks in the city
 - Gage Park, because of its relationship with the community

What is your relationship with the Ancaster High School property?

MB:

- Participating in events that have occurred on the property over many years
 - Going there to meet with friends and family
- Getting all the children and families together on the fields for big soccer events
 - Will go and pitch a tent for the day and have a BBQ on the property

GB:

- Similar to Marc: enjoying sports activities and Heritage Days festival
- Has been involved for over 3.5 years to preserve the land for the community as it was intended to be when it was first purchased
 - Trying to garner support against land being severed and redeveloped into townhouses
 - The land must be preserved for future generations; it is the heart of the city, a meeting place, a hub
 - The property has been particularly important during the pandemic

Tell us about your experiences, past and present, on the school property.

MB:

- Same as above
 - Seeing and participating in events held on property
 - Son was always on the fields
 - Enjoying it as a gathering place

GB:

- Same as Marc

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

GB:

- The trees. The property has many old, some endangered species
- The memorial tree planted for a young person who died
- Does not feel artificial
- Loved by the community
- The history of the land

MB:

- Yes, but nothing to do with the building, only the land
 - o Is fighting for a heritage designation for the land in order to save it
- The property is special for its "big sky" feel
 - o Feels like you're out in the open, in the middle of nowhere
 - o Can go there and just sit and enjoy the fields

How does the Ancaster High School property help to tell the story of Ancaster?

MB:

- Ancaster used to be all corn fields
- In the mid 1950s, the school board went to farmer Vernon Jerome and offered to buy a portion of the cornfield in 1957 for \$37,000. This became the eastern portion of the property's current 42 acres
- Lloyd Ferguson's father, Walter Ferguson, was chairman of the school board at the time of the purchase
 - o Property could be called Ferguson Land or Ferguson Park
- Township had to grant \$12,000 to the school board just to be able to make the purchase
 - o The municipality has a piece of that land
 - o Taxpayers at that time paid into the township and the schoolboard, so tax-payer money paid for the whole thing
- The signature book for the petition has over 11,500 signatures
- Quote from minutes taken from meeting of The Education Committee on June 29, 1966
 - o "Ann Sloat, former chair of the Wentworth County Board of Education and a pre-amalgamation Ancaster mayor, said the 45-acre property that includes Ancaster High was originally purchased by the Ancaster high school board to allow for expansion of the school with green space for sports fields."

- Steve Robichaud, City of Hamilton Chief Planner, describes the land as, “a landscape with a rich heritage history.”
- Glen Abbey is a similar story: a piece of land trying to establish itself as a heritage property
 - o Development was stopped by intervention of Steve Clark, Ontario Minister of Municipal Affairs and Housing, who issued a statement about Glen Abbey: “I am incredibly thankful to ClubLink for its co-operation and for ensuring that this heritage landscape will be protected from development.”
 - o The minister called Glen Abbey a heritage landscape, the Ancaster High School property is the same
- The soccer fields draw people from the community and all over the region for tournaments which host 25,000 kids

Do you think the Ancaster High School property is connected to a specific event, person, group, or organization that has made a significant contribution to the community?

GB:

- Many people throughout the history of the property have stated its value for the community as part of the reason the land was purchased
 - o The school itself doesn't need that much property, it's for the community in general
- We need to continue that story of why it was put there in the first place

MB:

- Walter Ferguson
 - o Prominent member of the Ancaster community, was Chair of the Ancaster School Board in 1957 and made the decision to purchase the land
 - o Is quoted as saying, “The purchase of this land is for the school during school hours and the community the rest of the time.”
- Vernon Jerome who sold the land in 1957 to the school board
 - o For use as a sports field
 - o Later sold an additional 21 acres to the school board to make up the full 42-acre property
- Ancaster and regional soccer clubs
- Ultimate frisbee competition held there recently
 - o Hosted over 600 kids
- The Heritage Days Festival

- A big family event that is very important to the community
- Many charitable events hosted there
 - A run for breast cancer and other charity runs/races

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

GB:

- Neighbourhood: absolutely
 - It is a geographical landmark
 - Not a landmark in the sense that there are statues/monuments, but everyone knows where it is, it is used for giving directions
 - It is used as a connection point between a lot of local amenities/destinations/nature trails
 - Part of a whole complex
- Ancaster: yes
- Hamilton: yes
 - For the people who come here for sporting events, definitely

MB:

- Neighbourhood: yes
 - The soccer fields are used as shorthand for the high school property
- Ancaster: yes
 - Similar to what we said about the neighborhood
 - It's part of a much larger green space
 - Much of the surrounding green space is already protected by conservation areas, etc.
 - Can consider the property as part of a much larger sporting complex or green space
 - It's a beautiful assembly of things for people to enjoy
 - High school grounds define the character of Ancaster

Additional Comments:

GB:

- Has gone through the regulations/criteria for a Cultural Heritage Landscape

- Property can tick a lot of boxes on cultural heritage value, social value, community value
 - The community sees the property as a symbol of the relationship between the community/municipality and the school board
 - There's a direct association with an activity important to the community
 - Soccer, other sports, dog walking, picnics
 - Property meets four of the criteria on the Ontario list and almost all on the Hamilton list other than those specifically about the building
- Asked: Is ASI also looking at the buildings on the property?
 - KM: the study includes both the land and the buildings
 - GB: Isn't that a waste of time since the buildings have already been studied?
 - KM: ASI was hired by the city to do a Cultural Heritage Assessment of the property which requires us to review the property as a whole. We cannot separate the building from the land due to the evaluation criteria.
 - AV: The study includes everything on the land
- Asked: how long will the whole process take?
 - KM: City is targeting taking it to committee meetings in early spring

MB:

- If property isn't declared heritage, it'll be turned into townhouses
- The land means a lot to people and has a history
 - Not just a piece of land, but a special piece of land
- It has contextual value
 - Important in defining the character of Ancaster
- Pandemic has made us realize how important large open spaces are to communities
 - Cited Central Park in New York as an example of this
 - Asked if we (consultant team) believe Central Park to be of cultural heritage value to the city of New York
 - AV: yes, I believe it would fit the criteria
 - MB: what if we were to start dividing up Central Park to build townhouses? That's how the residents of Ancaster feel about this property
- Tim Bethune, the former Treasurer of the Ancaster Soccer Club, said the fields at Ancaster High School are "...a vital resource for the club during summer competition. In particular, the annual Heritage Days tournament, which draws upwards of 10,000 visitors to the city, is believed to be the largest amateur soccer tournament in the province, injecting millions of dollars into the local economy."
- "The cultural heritage of this land is a legacy that we have received from the past, used in the present and hold for the future"

- Requests that we read the comment section in the petition signature book as they represent the community value of the land
- Asked: what happens if the building is determined to have no cultural value, but the land does?
 - o KM: All of the responses from the evaluation would go into a statement of significance, which would include only the portions of the property that are deemed significant given the evaluation criteria
- Asked: Is the school board being interviewed?
 - o KM: Yes, they have agreed to an interview
- Asked: Have you extended the interviews into next week?
 - o AV: We've allowed for a little extra time to accommodate someone whose interview was requested later
 - o KM: Brad Kuhn was added to the interview list later
- KM: requested MB send quotes referenced in interview, so they can be accurately represented in the interview notes



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews **FINAL**

Interview 6

February 17, 2022
2:45 – 3:45 pm
Virtual (Zoom)

In Attendance:

Stakeholder(s):

Dawn Danko (DD), Chair of Hamilton-Wentworth District School Board, Board of Trustees
Ellen Warling (EW), Manager, Planning Accommodation and Rentals at the Hamilton-Wentworth District School Board

Consultant Team (ASI):

Annie Veilleux (AV)
Kristina Martens (KM)
Leora Bebko (LB)

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

DD:

- Generally, more aware of heritage properties that have some sort of unique feature of their design or structure

EW:

- There are lots of buildings that have been designated

- The Niagara Escarpment
 - o Has UNESCO World Heritage sites
 - o The Dundas Valley
 - o Lots of walkways

What is your relationship with the Ancaster High School property?

DD:

- Professional: the school board owns the property and has for decades

EW:

- Professional: the Ancaster Aquatic centre has a licence agreement, but the land is still owned by the school board
 - o The school board and the city have a good partnership with several recreational facilities

Tell us about your experiences, past and present, on the school property.

DD:

- Has been there for community consultations and for a performance, but has little experience with the school itself

EW:

- Has been there for public consultations
- Professionally: as a manager of rentals
 - o Permits sports rentals on the property throughout the summer
- Has more of an association with the community who use the property than the students at the high school

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

DD:

- It is the largest property owned by the school board

- Part of the property has been considered for a location of an elementary school or a possible replacement high school

EW:

- The artificial turf field
 - But these have been added to a lot of other high schools in the area
- Dispensation of excess lands is one way the board can raise capital
 - Provincially, schools are expected to have about 15-20 acres of land, this high school has twice that

How does the Ancaster High School property help to tell the story of Ancaster?

DD:

- Any high school tells a story in its community. Many people have a connection to the school, but is not aware of anything that makes this property unique from any other high school site

EW:

- People's attachment to their high schools is similar across the province
 - This is not unique to Ancaster or Hamilton

Do you think the Ancaster High School property is connected to a specific event, person, group, or organization that has made a significant contribution to the community?

DD:

- The different groups that use the space, but nothing that is different from any other school site

EW:

- Agrees with Dawn
- A number of organizations may view the site as theirs to use, or have particular fields or sites that they use, but these views are dictated by proximity or geography. This is not unique to any particular site

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

DD:

- Neighbourhood: No more so than any other high school
 - o Nothing special in terms of cultural heritage
- Ancaster:
 - o Agrees with Ellen
- Hamilton: no

EW:

- Neighbourhood: agrees with Dawn
 - o Not unique, just a part of the necessary social amenities of any community
- Ancaster:
 - o No different than a grocery store, church, or public library might be
 - They may change over time; they don't need a heritage designation to make sure they are there
- Hamilton: no

Additional comments:

DD:

- Asked: What can we expect to see publicly available from these interviews?
 - o AV: We will be preparing a summary of the findings for the public
 - o KM: The intention is that the notes from these meeting will be available to the public. They will be a summary of what was said, not a verbatim transcript.
- Appreciates the questions but is disappointed the city is using heritage process in bad faith
 - o These are grass/turf playing fields and a building of no particular cultural heritage value
 - o Feels the city is using improper avenues to prevent the board from using the land to best serve the school board
 - The school board has only an educational mandate, no recreational mandate
 - The city, who does have a recreational mandate, will be able to purchase the land and use it for that purpose, if needed

EW:

- The board is required to dispose of land through a specific governing process. They must offer land to preferred agents before it can be offered for general sale. The municipality will have an option to purchase the land
 - o The intention is to sever a portion of the land to raise capital for the school board
 - o The city has the option to purchase the land and use it as a recreational/park space

Follow up Questions:

KM:

- Asked EW: do you have a background on the agreements made between the school board and the municipality which explains why this property is so large?
 - o EW: Nothing in files that explains why the school board decided to purchase such a large piece of land
 - The standard land allotment for secondary schools was decided in the 1990s
 - Doesn't know about the 1950s allotments



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews **DRAFT**

Interview 7

February 18, 2022
1:00 – 2:00 pm
Virtual (Zoom)

In Attendance:

Stakeholder(s):

Bob Maton (BM), Ancaster resident and founding member of The Ancaster Village Heritage Community

Consultant Team (ASI):

Annie Veilleux (AV)
Kristina Martens (KM)
Leora Bebko (LB)

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Dundas: King Street to MacNab Street
- Heritage designation depends on the political will of the people who live there
 - o Trying to raise interest in people of Ancaster; get them involved in preserving their heritage
- Wilson Street
- In the provincial housing study, Bill 208 relaxed the protections of heritage properties
 - o This is “problematic”

- The high school land is valuable to the town and has history

What is your relationship with the Ancaster High School property?

- Walks the dog there most days, weather permitting
- Lovely piece of land
- Valuable trees
- A meeting place for dogs and dog owners
- Peaceful
- The land is valuable as a piece of the town that's very useful

Tell us about your experiences, past and present, on the school property.

- Not much relationship, except to the fields
- Walking the dog most days
- Really loves that piece of land

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- Row of trees that separate the two parcels of land
 - o Provides good shade
 - o A refuge for wildlife
- A lot of space that's been well tended by the school board
- Good place to walk, meditate, meet people (like other people walking their dogs)
 - o Great place to meet and chat
- Great social value, very enjoyable

How does the Ancaster High School property help to tell the story of Ancaster?

- The relationship between the school board and municipal council:
 - o They were very close before amalgamation
 - o They separated when the townships amalgamated
 - o Previously, they felt like two parts of one institution that served the town

- When the second parcel of land was bought using town money, there was no formal contract signed in terms of the relationship between the community and the school board about the land
 - o It was a covenant relationship built on trust. A formal contract was not necessary due to the strong relationship between the institutions
 - o Once amalgamation happened, these aspects had to be more formally worked out
 - o When previously, these decisions were made and built on trust, they had to be much more legalized later on.
 - This is a notable change
- Many people in the town believe that the over-development and loss of heritage in Ancaster is due to amalgamation
- The relationships among institutions and the ability of people to participate in the development of policy has really changed
 - o This property and its story are “prime examples” of this evolution

Do you think the Ancaster High School property is connected to a specific event, person, group, or organization that has made a significant contribution to the community?

- “Absolutely”
- Thousands of kids play soccer there
- Heritage Days Festival
 - o Heritage Parade on Wilson
- High school kids use the entire field for soccer and activities

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood: yes
 - o It’s really important
 - o We’re losing a lot of our open land
 - o There are other places I can walk the dog during dry weather, but they are inaccessible on wet days
 - Soccer fields are the only alternative
- Ancaster: yes
 - o A really important place for the town

- For the green space, the school connection
- Sense of space and openness of it
 - That there is still land that is not covered by development
- Hamilton:
 - A lot of kids come up from Hamilton to play soccer
 - For tournaments in particular
 - 11,500 signatures on petition to save the land and not all of them are from Ancaster
 - It is of benefit to Hamilton as well
 - A big open space that produces oxygen and filters carbon dioxide

Additional comments:

- Founded The Ancaster Village Heritage Community
 - Incorporated 2.5 years ago
 - Began due to concerns about traffic in the area, and realized quickly that the traffic was due to overdevelopment and destruction of heritage properties
 - Wanted to try and stop the over-development in Ancaster
- History of Ancaster
 - The first settlers were squatters who eventually gained legal rights to the land
 - There were mills along Ancaster Creek
 - There are Indigenous trails in the area
 - Possibly one down Jerseyville Road, where the high school is situated
 - Dundas area and Ancaster have a long history
- BM asked: Wilson Street in the village core is a Cultural Heritage Landscape, but that hasn't seemed to have had any impact on development in the area. What protection does a Cultural Heritage Landscape provide for the land in terms of development or being sold?
 - KM: The term Cultural Heritage Landscape is a label more so than a mode of protection. Generally, protection comes later through planning or through designation under Part IV of the Ontario Heritage Act
 - The type of protection is decided by the city
 - ASI is assessing the high school property to see if it meets the criteria. The city will then decide what sort of designation it wants to give, generally for a single property it would be a Part IV designation under the Ontario Heritage Act.
 - BM: So, this is a first step towards deciding if the property will be designated?

- KM: yes
- The property is a wonderful heritage feature of the town
 - Would like to see the heritage of Ancaster be somehow reflected on that land
 - Because of its central position in town, it had potential for the development of a heritage landmark
 - Could celebrate heritage there in a more official, structured way than we have



Ancaster High School Cultural Heritage Assessment: Stakeholder Interviews **FINAL** Interview 8

February 18, 2022

3:00 – 4:00 pm

Virtual (Zoom)

In Attendance:

Stakeholder(s):

Brad Kuhn (BK), Ancaster resident, former member of Ancaster Town Council, and former elementary principal and secondary school vice-principal

Consultant Team (ASI):

Annie Veilleux (AV)

Kristina Martens (KM)

Leora Bebko (LB)

QUESTIONS AND RESPONSES

Can you think of examples of cultural heritage landscapes within Ancaster or Hamilton that are seen as being important or significant?

- Dundurn Castle and surrounding areas
- Gage Park
 - o Open to the public for people to enjoy and connect
- Gore Park
- Previously sat on the board of the Hamilton-Wentworth Conservation Authority and is excited about the developments happening along Burlington Bay
 - May be a Cultural Heritage Landscape in the future

- Royal Botanical Gardens
- Hamilton is known as the city of waterfalls; those waterfalls form part of a cultural heritage landscape

What is your relationship with the Ancaster High School property?

- Long relationship – over 40 years
- Family has always used the lands and recreation area as a way to get together
- Coached soccer through the 1980s, and his children continued to play beyond that period
- Softball games
- Playing soccer with colleagues
- Slow pitch games
- There used to be exercise stations around the portion of land being considered for sale
- Uses track, as do his children
- Now, everything that he used to do there with his children, his daughter is doing with her own children
- Was on the recreational committee for Ancaster in the 1980s
 - o Used to host soccer tournaments there that have gotten progressively bigger over time
- Has used the land himself, his family has used it, and they continue to use it

Tell us about your experiences, past and present, on the school property.

- On Town Council from 1991-2000
 - o The town didn't really have any park area other than the little league diamonds
 - o Council started to investigate having more recreational facilities in the area
 - Looked into a number of locations, but bought the property across from the high school in order to create a hub of activities for the community
 - The high school property and surrounding area has an arena, soccer fields, baseball diamonds, trails
 - Wanted to keep all of these things together, wanted people to know they can bring their kids there and do anything
- Attends all the plays at the theater in the high school
- His children have been involved in swimming and playing tennis on the high school property

- It's an area that looks after a person's wellness, social development, and emotional development
- His children have said thank you for bringing them up in Ancaster, and that's due to all the enjoyment they got out of using all the facilities around the high school

Are there any aspects of the design, style, form, or features of the school and/or the property as a whole that stand out for you?

- A large high school
- A wonderful theater
- Swimming pool
- Tennis courts
- Football field
- Large multipurpose space used for soccer
- Area people can come to and enjoy no matter what their interest
- Teachers once asked him to come into the school because of issues with the school building
 - o It's a shame that kids had to go to school in a building with buckets around collecting leaks from the roof
 - o Was a proponent of the school building being torn down
- Strong associations with students and staff
 - o When his son passed away, he and the Rotary Club put up a scholarship for students
- The large field
- The corner of Jerseyville Road where they've left all the trees
 - o It looks like a country school
- The trees left growing on the property
- Lovely-looking area
- If houses are ever built on the land, it would be a disaster
- Friend of Allan Greenleaf, director of education in Wentworth County and first director of the Hamilton Wentworth District School Board
 - o Would talk about the property, said, no way land will ever be sold off
 - o After amalgamation he said he'd protect it
- When second half of the property was bought, it was paid for entirely by the citizens of Ancaster, not Hamilton
 - o "Seems ridiculous" that the property would ever be sold off
 - o It was never intended that the land would be severed
 - It's seen as a valued area that citizens can enjoy

- The new board doesn't totally understand the history of the property and its significance to the residents of Ancaster
- If the city bought it, it would be the city paying for it for a second time

How does the Ancaster High School property help to tell the story of Ancaster?

- Tells a big story
- Attended Westdale High School in Hamilton in 1950s
 - Remembers his French teacher talking about how excited he was about the new high school that was being built
 - In the 1960s, the second portion of the land was bought, and that French teacher eventually went there to teach
 - Teacher thought that the new high school was the "jewel of Ancaster", that adding on to the property was common sense because it would benefit the community
- The Township and the school board worked together to provide something for the town that would always be there and always be used by residents, would make life better for them
- People who come down for sports tournaments can't believe what's available around the high school
 - They think Ancaster is heaven for recreation
- Selling the property and building houses would reduce the recreational facilities, and the town would then need more recreational facilities to accommodate the new residents of the development
- Can never duplicate the property
 - Once the land is gone, it's gone

Do you think the Ancaster High School property is connected to a specific event, person, group, or organization that has made a significant contribution to the community?

- Soccer group (formerly called Ancaster Soccer Club)
 - They used to have an arrangement with high school to tend the fields in exchange for using them, but this is no longer the case. They've been asked not to do that but to now pay rent to use the land
 - Thinks this is part of the process to slowly sever the land and sell it
 - Can't drive through the area when tournaments are going on, too busy
 - People from all over the province come to Ancaster for tournaments

- Flag football
- Pick up football games
 - o There aren't enough unsupervised sports anymore, there needs to be more space for kids to play together, learn to get along with each other
- High school hosts many events that take place on the property
 - o If the property was lost, it would get rid of a lot of those events
- Tom Smith had four sons, all of whom played soccer on the fields, all played football for the high school. One of his sons was killed in an accident and there is a plaque there in remembrance of his son
 - o He put it there because soccer and the land were so important to the family, his son, and his son's friends
 - Many people feel this way about the land
- There are people who have been on council, and don't have a strong association with the site, but still understand how important it is

Do you consider the Ancaster High School property to be a landmark in the neighbourhood? In Ancaster? In Hamilton? Why? (ask why for each)

- Neighbourhood: Yes
 - o Loves the aerial photo of the property
 - o Anytime you go by you see people enjoying the property
 - o It's a green space that people connect with and enjoy
 - o If you drove into Ancaster and weren't very familiar with the area, you'd still recognize it as a landmark
 - o It welcomes you in
- Ancaster: Yes
 - o Everybody associates it with the soccer fields
 - o There's not a family in town with children who doesn't use the field
 - Every single family uses that property
 - o People know it, value it, use it
- Hamilton: Yes
 - o For the same reasons
 - o We're all a part of Hamilton
 - o Citizens of Ancaster use it, but if you talk to people using it there will be a lot of people from Hamilton using it too
 - o People come out for tournaments

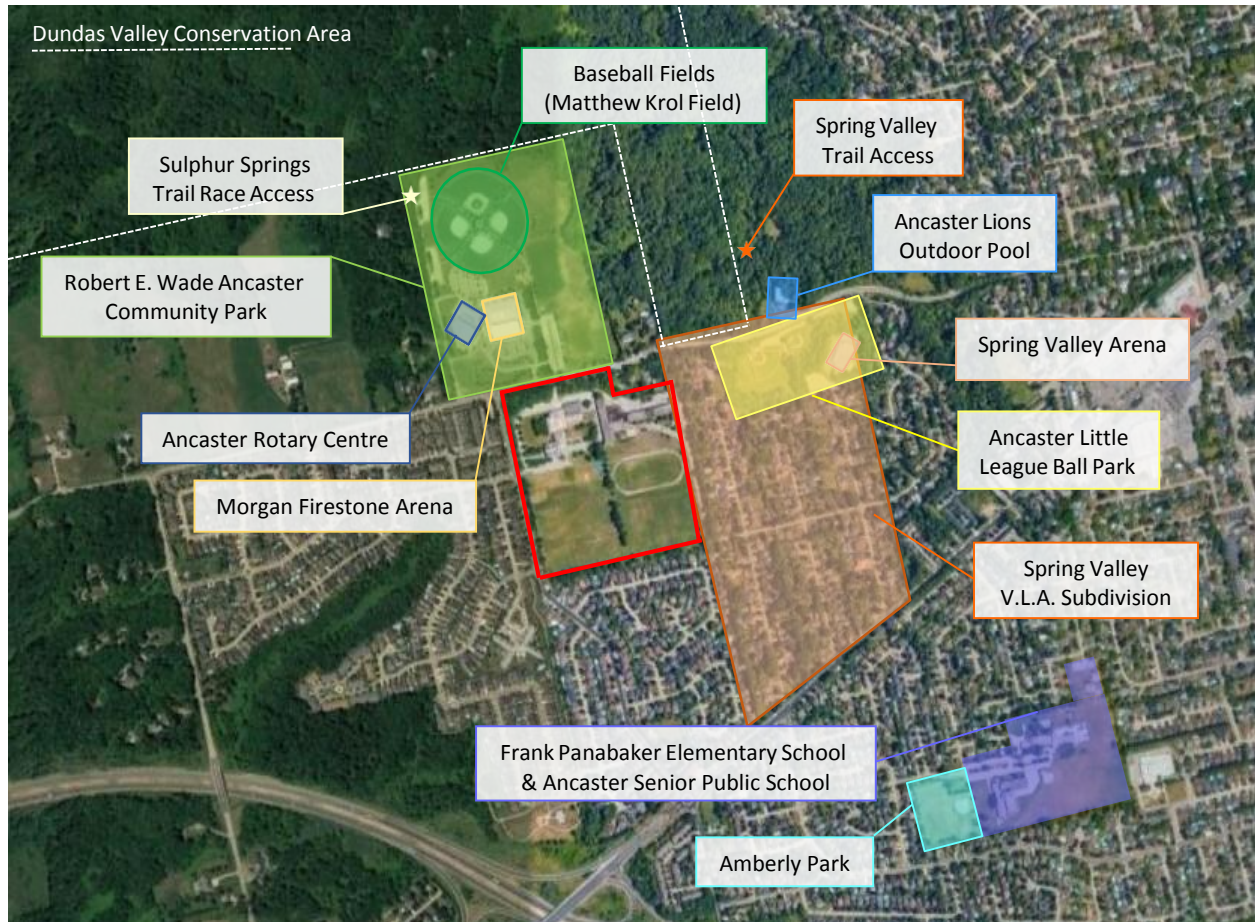
- The problem with looking at landmarks is that this property is not “sexy”, it doesn’t draw you in like other sites, it’s just flat land that allows you to do things in Ancaster that you can’t do anywhere else
 - o It’s used all year round
 - o Concerned that the city can’t find something “sexy” enough to save the land
- Doesn’t think there are many parks in nearby housing developments
- Why would Gage Park be a landmark to him, if the Ancaster High School is not to someone from Hamilton, except that they need to be educated about it
 - o They need to know that it’s been used by generation after generation
 - o They don’t understand the makeup of the town of Ancaster

Additional comments:

- BK asked: Does Ancaster High School fall under any of the three Cultural Heritage Landscape categories [mentioned in the presentation]?
 - o AV: The categories are a way to categorize/identify cultural heritage landscapes. This will be determined as we progress through the cultural heritage assessment and if the property meets the criteria for cultural heritage landscapes
- Offered to provide more information if needed

Surrounding Recommended Study Area

Proposed by Archaeological Services Inc. (ASI)



Excerpt from Planning Committee Report 18-012, as approved by Council

Planning Committee
Report 18-012

August 14, 2018
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18. Ancaster High School, 374 Jerseyville Road West, Ancaster, to be considered for Heritage Designation (Item 9.4)

WHEREAS the Chair of the Hamilton Wentworth District School Board (HWDSB) advised Council on June 20th that their intent was to sever 11 acres of land from the campus of Ancaster High School at 374 Jerseyville Road West;

WHEREAS the HWDSB has advised the City that they could purchase the 11 acres of land from the Board to keep it in public use for a price of "highest and best use" which means residential development or one to one and a half million dollars per acre or 11 to 13 million dollars;

WHEREAS in the June 28th Ancaster News story, the Board Chair states that "There is no threat to the use of this property", the same article quotes the local trustee as saying their desire is to get the property in the hands of the City and this means at highest and best use or residential development price, not the cost of parkland;

WHEREAS the City currently has an infrastructure deficit of \$3.5 billion dollars and therefore unlikely to afford to purchase the 11 acres at highest and best use prices or 11 to 13 million dollars;

WHEREAS the taxpayers of Ancaster have already paid for the site once;

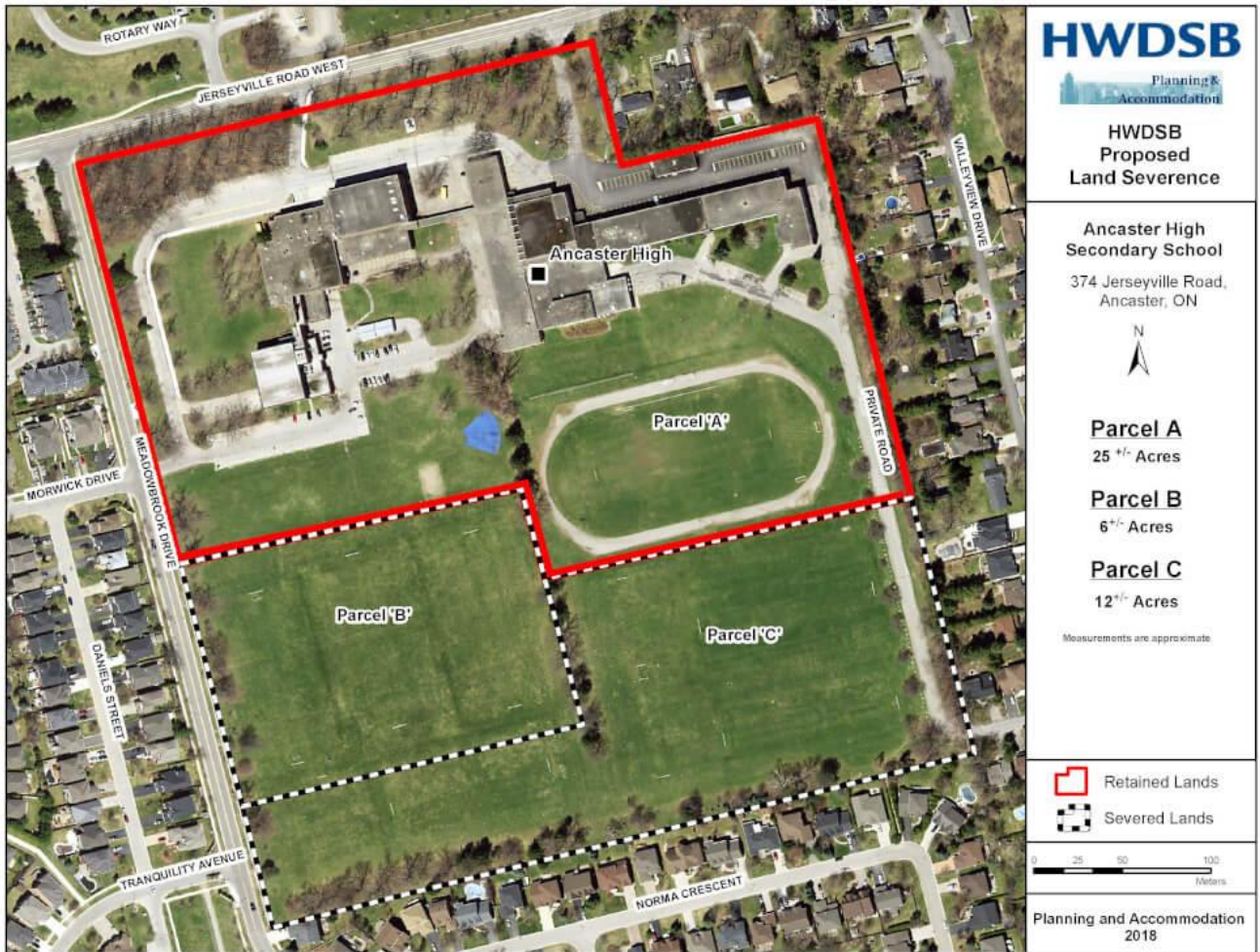
WHEREAS the Town of Oakville recently put a heritage designation on Glen Abby Golf Club as it formed an integral part of the Town's Culture and Heritage;

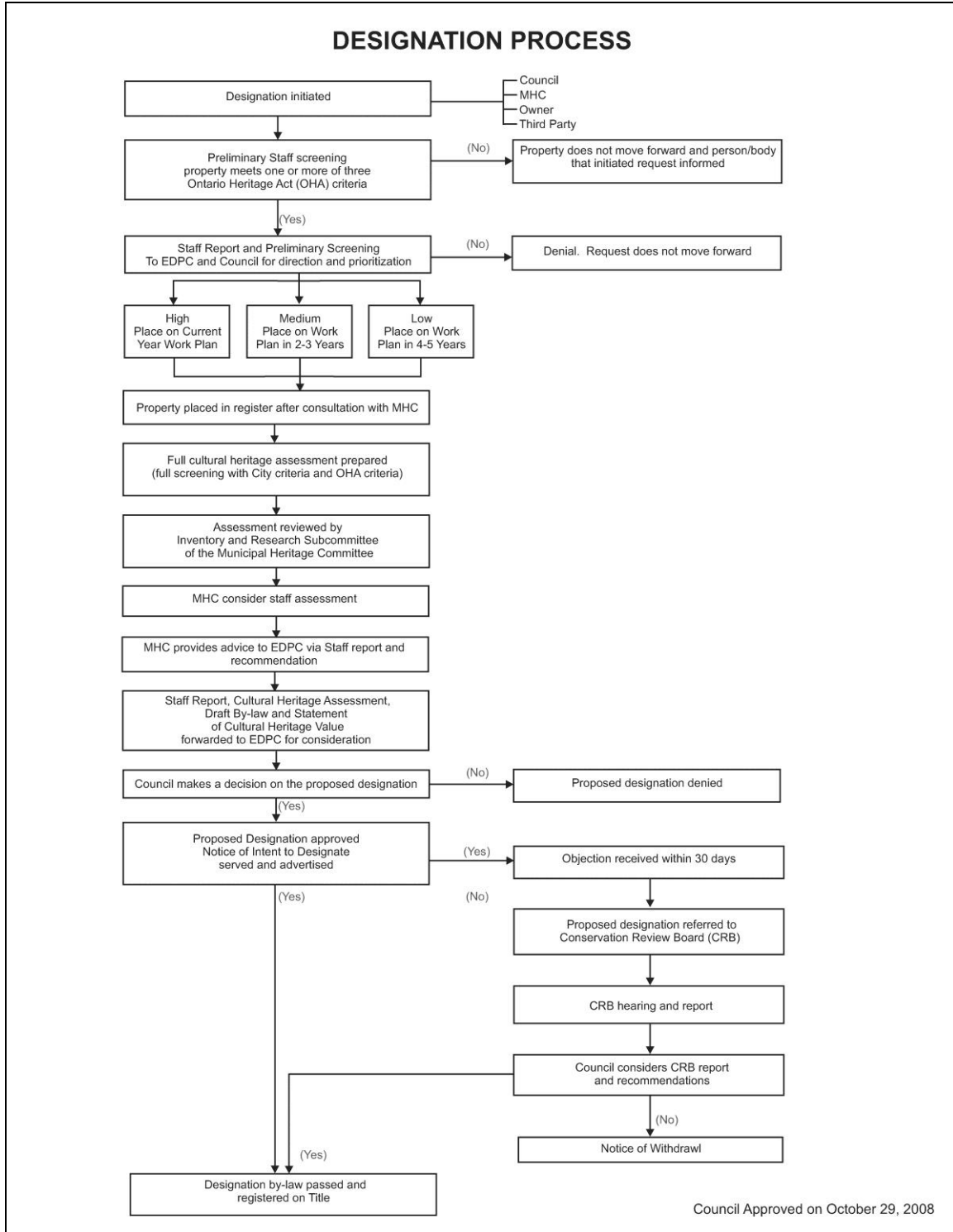
WHEREAS in the 1950's the Ancaster High School Board, in conjunction with the Town of Ancaster, decided to jointly purchase the existing High School Campus with the novel idea that the school would use the site during the day and community would use the site in the evening and on weekends; and

WHEREAS the Ancaster High School with some 40 acres, form an integral part of the community for the past 60 years and the Town has invested in a pool at this site with the similar novel idea that the school would use it during the day and the community could use the pool in the evenings and on weekends;

THEREFORE, BE IT RESOLVED:


That staff be directed to start the process of designating the campus of Ancaster High School site as a site of historical significance and report back to the Heritage Committee on providing the property with a Heritage designation.







CITY OF HAMILTON
PLANNING AND ECONOMIC DEVELOPMENT DEPARTMENT
Tourism and Culture Division

TO:	Chair and Members Hamilton Municipal Heritage Committee
COMMITTEE DATE:	June 10, 2022
SUBJECT/REPORT NO:	Beasley Neighbourhood Inventory (PED22135) (Ward 2)
WARD(S) AFFECTED:	Ward 2
PREPARED BY:	Alissa Golden (905) 546-2424 Ext. 4654
SUBMITTED BY:	Carrie Brooks-Joiner Director Tourism and Culture Planning and Economic Development
SIGNATURE:	

RECOMMENDATION

That staff be directed to list the properties identified in Appendix "A" attached to Report PED22135 on the Municipal Heritage Register as non-designated properties that Council believes to be of cultural heritage value or interest in accordance with Section 27 of the *Ontario Heritage Act*.

EXECUTIVE SUMMARY

This Report presents the findings of the Beasley Neighbourhood Inventory (Beasley Inventory), a community inventory project led by the Beasley Neighbourhood Association (BNA) and guided by City staff. Staff Recommend that 428 addresses be listed on the Municipal Heritage Register (Register) as non-designated properties of cultural heritage value or interest. The significant heritage properties identified in Appendix "B" attached to Report PED22135 have been identified as candidates for designation, subject to further assessment.

Alternatives for Consideration - Not Applicable

FINANCIAL - STAFFING - LEGAL IMPLICATIONS

Financial: N/A

Staffing: N/A

Legal: The *Ontario Heritage Act* requires municipalities to notify owners within 30 days of a Council's decision to list a property on the Register. Under Section 27(7) of the *Ontario Heritage Act*, an owner can object to a property being included on the Register after receiving notice of it being listed. The owner's objection should be served on the Clerk of the municipality and identify the reasons for the objection and all relevant facts. Council must consider the objection and decide whether to keep the property listed on the Register or to remove it. The owner must be given notice of a Council's decision on the consideration of their objection within 90-days of the decision.

HISTORICAL BACKGROUND

The City of Hamilton is proactively updating its Inventory of Heritage Properties through its Built Heritage Inventory Strategy, outlined in Report PED20133. The Built Heritage Inventory (BHI) process involves the identification of properties of heritage interest worthy of listing on the Municipal Heritage Register, and the identification of significant heritage buildings worthy of designation under the *Ontario Heritage Act*.

The Beasley Inventory is a community-led inventory project presented to the Hamilton Municipal Heritage Committee (HMHC) for its consideration as part of the City's BHI Strategy. The Beasley Inventory was initiated by Carol Priamo, Heritage Project Manager for the BNA, in the spring of 2020 in response to the pending Bill 108 changes to the *Ontario Heritage Act*, with the goal of identifying properties of heritage value or interest worthy of listing on the Register.

In summer 2020, staff provided guidance on conducting heritage inventory work in accordance with the Council-adopted BHI process. The Beasley Inventory team (led by Carol Priamo with two occasional volunteers) conducted an inventory of all properties in the Beasley Neighbourhood not already reviewed as part of the City's previous Downtown Hamilton Built Heritage Inventory, including taking updated photographs and filling out the City's Built Heritage Inventory and Evaluation Forms for each building. The draft forms and evaluations were completed in batches, as follows: Batch 1 (James Street North - east and west sides of the street); Batch 2 (Hughson Street North and John Street North); Batch 3 (Catharine Street North and Mary Street); Batch 4 (Cathcart Street, Elgin Street, Murray Street East, Robert Street and Wellington Street North); Batch 5 (Barton Street East and Cannon Street East).

The batches were reviewed by staff and recommendations for listing on the Register were developed, as well as the identification of candidates for designation, subject to further assessment. The batches of draft recommendations were presented to the Inventory and Research Working Group of the Hamilton Municipal Heritage Committee between 2020 and 2022, who supported the recommendations contained in this Report.

The draft evaluations from Batch 1 (James Street North) were considered by HMHC at their meeting on October 30, 2020 as part of a delegation package presented by the BNA. At the time, several owners expressed opposition to their properties being listed on the Register and these properties were removed from the list of Register candidates and deferred for future consideration as part of the Built Heritage Inventory Strategy, including: 203 to 205; 207 to 211; 213; 229; 235; 240 to 242; 241; 245; 277; 282; 294 to 296 and 309 James Street North (See Planning Committee Report 20-013, approved by Council on November 11, 2020). This Report addresses these deferred Recommendations, which are included in Appendix “A” and Appendix “B” attached to Report PED22135.

The BNA promoted the Beasley Inventory initiative throughout the project, including a project page on the BNA website, social media posts by the BNA, updates via the Hamilton Branch of the Architectural Conservancy of Ontario newsletter, project updates at BNA meetings and regular updates to the local Councillor. In March 2022, the BNA also distributed a project information flyer to the properties recommended for listing on the Register.

Staff mailed letters to the owners of properties identified in Appendix “A” and Appendix “B” attached to Report PED22135 to notify them of the draft Recommendations. Staff were contacted by approximately 20 owners by email or phone in response to the over 400 notice letters that were sent. The majority of owners who contacted staff requested more information on the project and clarification on the implications for their property. Key messages during these conversations included:

- Explaining the goal of the project to proactively list properties on the Register;
- Clarifying the difference between registration and designation; and
- Dispelling myths about the impact of heritage recognition on property and resale value (including the recent staff Report PED20030) and heritage requirements and regulations for listed properties when making changes or redeveloping.

Two properties were removed from staff’s Recommended Register list based on confirmation of approved *Planning Act* application for redevelopment and additional information provided by the owners refuting the heritage value of the property due to its modern reconstruction, respectively.

POLICY IMPLICATIONS AND LEGISLATED REQUIREMENTS

The Recommendation of this Report is consistent with Provincial and Municipal legislation, policy and direction, including:

- Determining the cultural heritage value or interest of a property based on design and

physical value, historical and associative value and contextual value criteria (*Ontario Heritage Act, Ontario Regulation 9/06*);

- Listing non-designated properties of heritage interest on the Municipal Heritage Register and consulting with the Municipal Heritage Committee prior to listing (*Ontario Heritage Act, Section 27*);
- Ensuring significant built heritage resources are conserved (*Provincial Policy Statement, 2020, Sub-section 2.6.1*);
- Celebrating and preserving Hamilton's cultural assets by updating, maintaining and providing public access to the Built Heritage Inventory (*Cultural Plan, 2013*); and
- Identifying cultural heritage resources through a continuing process of inventory, survey and evaluation, as the basis for wise management of these resources (*Urban Hamilton Official Plan, Section B.3.4.2.1(b)*).

RELEVANT CONSULTATION

External

- Property owners
- Inventory and Research Working Group of the HMHC

Internal

- Manager, Heritage and Urban Design Section, Planning Division, Planning and Economic Development Department
- Cultural Heritage Planner, Heritage and Urban Design Section, Planning Division, Planning and Economic Development Department
- Councillor, Ward 2

ANALYSIS AND RATIONALE FOR RECOMMENDATION

The framework used to evaluate the properties surveyed as part of the Beasley Inventory is consistent with *Ontario Regulation 9/06 - Criteria for Determining Cultural Heritage Value or Interest*. A contextual approach was taken to determine the heritage value or interest of each property based on its contribution to the historic character of the Beasley Neighbourhood. Each property was classified as one of the following:

- **Significant Built Resource** - the property is of considerable historic, aesthetic and/or contextual value; it is likely well known to local, regional or national communities;
- **Character-Defining Resource** - the property that strongly reinforces its historic context, clearly reflecting a characteristic pattern of development or activity, property type or attribute of the area;
- **Character-Supporting Resource** - the property maintains or supports its historic context, and can be related to a characteristic pattern of development or activity, property type or attribute of the area; or
- **Inventoried Property** - the property is not currently considered to contribute to its historic context but could acquire value in the future, or the property has been heavily modified to the point that its heritage value may have been lost. Cultural heritage value may be identified through further research or detailed field investigation.

The final Recommendations for the Beasley Inventory project are based on the classifications outlined above, as follows:

- All properties identified as Significant Built Resources, Character-Defining Resources and Character-Supporting Resources are Recommended for listing on the Register (428 properties, outlined in Appendix “A” attached to Report PED22135); and
- All properties identified as Significant Built Resources are candidates for potential designation under the *Ontario Heritage Act*. Since these are being identified proactively and are not under any perceived threat of demolition, they are not being Recommended for addition to the designation work plan at this time (13 properties, outlined in Appendix “B” attached to Report PED22135).

The classifications for each property are accessible online through the City of Hamilton’s Cultural Heritage Resource mapping at www.map.hamilton.ca/heritagemap, and the preliminary evaluations are available by request from Planning and Economic Development Department staff.

Listing on the Register

Listing on the Register under *Section 27 of the Ontario Heritage Act* recognizes value of the property to the community, provides properties with interim protection from demolition, and can help facilitate informed decision-making and priority-based planning from staff and Council. From a property owner’s perspective, listing on the Register does not prevent an owner from making changes or constructing additions to existing

buildings, nor does it require any additional heritage approvals (like heritage permits) to do so as part of the regular Building Permit process. Listing does not legally restrict the permitted zoning use of a property and has generally not been demonstrated to impact property or resale values.

The main intent of listing is to flag properties of heritage interest to promote their conservation and retention. An owner of a listed property is required to give 60-days notice to the City of their intention to demolish or remove a building or structure on their property. Listing on the Register would not prevent demolition, but the 60-day interim protection from demolition is intended to allow staff time to discuss alternatives to demolition with the owner. In the case of significant heritage buildings, such as those classified as Significant Built Resources (identified in Appendix “B” attached to Report PED22135), the 60-day delay could allow Council time to consider issuing a notice of intention to designation to prevent demolition.

If alteration or demolition of a listed property is proposed as part of a development application under the *Planning Act*, staff may require that a Cultural Heritage Impact Assessment be completed in support of the application in order to confirm the cultural heritage value or interest of the property, assess the impact of the proposal and explore alternatives for conservation and mitigation of the identified impacts.

Owner Opposition to Listing

Staff received formal correspondence from six property owners expressing their opposition to the staff recommendations to list their property on the Register:

- 210 Catharine Street North;
- 286 Hughson Street North;
- 229, 235, 241, 245 and 274 James Street North (single owner);
- 217 John Street North;
- 198 Mary Street; and
- 197 Wellington Street North.

The formal opposition letters received by the time of writing this Report are included as Appendix “C” attached to Report PED22135. Staff are not Recommending that any properties recommended for listing on the Register be removed due to owner opposition alone. The *Ontario Heritage Act* does not require owner consent or notification prior to listing a property on the Register and it is ultimately Council’s decision what is listed, after consultation with its heritage committee.

ALTERNATIVES FOR CONSIDERATION

N/A

ALIGNMENT TO THE 2016 - 2025 STRATEGIC PLAN

Community Engagement and Participation

Hamilton has an open, transparent and accessible approach to City government that engages with and empowers all citizens to be involved in their community.

Culture and Diversity

Hamilton is a thriving, vibrant place for arts, culture, and heritage where diversity and inclusivity are embraced and celebrated.

Our People and Performance

Hamiltonians have a high level of trust and confidence in their City government.

APPENDICES AND SCHEDULES ATTACHED

Appendix "A" to Report PED22135 - Register Recommendations

Appendix "B" to Report PED22135 - Candidates for Designation in Beasley Neighbourhood

Appendix "C" to Report PED22135 - Owner Opposition Letters

AG:ac

Beasley Inventory - Map of Properties Recommended for Listing on the Register



Beasley Inventory - List of Properties Recommended for Listing on the Register

Address	
11	BARTON ST E
23	BARTON ST E
27	BARTON ST E
28	BARTON ST E
29	BARTON ST E
32	BARTON ST E
37	BARTON ST E
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52	BARTON ST E
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77	BARTON ST E
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83 - 83 1/2	BARTON ST E
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101 - 105	BARTON ST E
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73	CANNON ST E
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Address	
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93	CATHCART ST
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283 - 285	HUGHSON ST N
286	HUGHSON ST N
298	HUGHSON ST N
300	HUGHSON ST N
203 - 205	JAMES ST N
207 - 211	JAMES ST N
213	JAMES ST N
229	JAMES ST N
235	JAMES ST N
240 - 242	JAMES ST N
241	JAMES ST N
245	JAMES ST N
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277	MARY ST
279	MARY ST
281	MARY ST
283	MARY ST
285	MARY ST
287	MARY ST
289	MARY ST
291	MARY ST
293	MARY ST
297	MARY ST
301	MARY ST

Address	
303	MARY ST
307	MARY ST
309	MARY ST
311	MARY ST
313	MARY ST
315	MARY ST
12	MURRAY ST E
14	MURRAY ST E
16	MURRAY ST E
18	MURRAY ST E
20 - 20 1/2	MURRAY ST E
35	MURRAY ST E
43	MURRAY ST E
45	MURRAY ST E
46	MURRAY ST E
48	MURRAY ST E
49	MURRAY ST E
53	MURRAY ST E
55	MURRAY ST E
57	MURRAY ST E
73	MURRAY ST E
75	MURRAY ST E
76	MURRAY ST E
77	MURRAY ST E
78	MURRAY ST E
79	MURRAY ST E
80	MURRAY ST E
81	MURRAY ST E
82	MURRAY ST E
83	MURRAY ST E
85	MURRAY ST E
87	MURRAY ST E
89	MURRAY ST E
93	MURRAY ST E
94	MURRAY ST E
99	MURRAY ST E
103	MURRAY ST E
104	MURRAY ST E
105	MURRAY ST E
106	MURRAY ST E
107	MURRAY ST E

Address	
108	MURRAY ST E
109	MURRAY ST E
110	MURRAY ST E
111	MURRAY ST E
113	MURRAY ST E
115	MURRAY ST E
17	ROBERT ST
19	ROBERT ST
21	ROBERT ST
25	ROBERT ST
27	ROBERT ST
39	ROBERT ST
41	ROBERT ST
43	ROBERT ST
45	ROBERT ST
47	ROBERT ST
49	ROBERT ST
65 - 67	ROBERT ST
68 - 70	ROBERT ST
69	ROBERT ST
71	ROBERT ST
72	ROBERT ST
73	ROBERT ST
74 - 76	ROBERT ST
75	ROBERT ST
77	ROBERT ST
81	ROBERT ST
85	ROBERT ST
86	ROBERT ST
87	ROBERT ST
89	ROBERT ST
90	ROBERT ST
91	ROBERT ST
104	ROBERT ST
126	ROBERT ST
128	ROBERT ST
130	ROBERT ST
132	ROBERT ST
133	ROBERT ST
134	ROBERT ST
135	ROBERT ST

Address	
212	ROBERT ST
214	ROBERT ST
216	ROBERT ST
197	WELLINGTON ST N
199	WELLINGTON ST N
203	WELLINGTON ST N
207	WELLINGTON ST N
215	WELLINGTON ST N
217	WELLINGTON ST N
223	WELLINGTON ST N
225	WELLINGTON ST N
227	WELLINGTON ST N
233	WELLINGTON ST N
235	WELLINGTON ST N
241	WELLINGTON ST N
243	WELLINGTON ST N
245	WELLINGTON ST N
247	WELLINGTON ST N
249	WELLINGTON ST N
251	WELLINGTON ST N
253	WELLINGTON ST N

Beasley Inventory - Candidates for Designation under the *Ontario Heritage Act*

Name	Address	
Holden Apartments	62-74	BARTON ST E
Former Hotel Hanrahan; Hanrahan Tavern	80-92	BARTON ST E
Mark Preece Family House; Former Smart-Turner Building	191	BARTON ST E
Eager Row	161-169	JAMES ST N
	170-174	JAMES ST N
Orange Hall	175	JAMES ST N
Mulberry; Former Armoury Hotel; Drake Hotel	193-199	JAMES ST N
Morgenstern's Building	207-211	JAMES ST N
Former St. Michael's Hall; Central Hall	213	JAMES ST N

Holden Apartments
62-74 Barton Street East, c. 1912



Preliminary Design/Physical Value:

The property's style, type or expression is representative, early and unique. The property displays a high degree of craftsmanship and artistic merit. The property displays many features that became typical of this early form of apartment house, including the bay windows, porches/balconies, dentiled cornice and brick parapet. Unique to this structure compared to similar apartment houses constructed in the early-20th century in Hamilton is the commercial storefronts (formerly 62 and 64 Barton Street East), which appear to have been part of the original building design.

Preliminary Historical/Associative Value:

The property may be associated with a significant architect but requires further research. Holden Apartments, constructed circa 1913, may be the earliest apartment house constructed in Hamilton. Previously, Pasadena Apartments at 27 Bold Street (designated under Part IV of the *Ontario Heritage Act*) was believed to have been one of the earliest apartments constructed in Hamilton (see previous research by Michael Doucet and John C. Weaver, *Housing the North American City*, page 389). The property has the potential to yield, information that contributes to an understanding of a community or culture.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is visually and historically linked to its surroundings, located on the south-east corner of Barton and John Streets, two significant historic transportation corridors in the neighbourhood. The property may be considered a local landmark.

Former Hotel Hanrahan; Hanrahan Tavern
80-92 Barton Street East, c. 1908



Preliminary Design/Physical Value:

The property's style, type or expression is representative. The property displays a high degree of craftsmanship. Remaining historical architectural features include segmental and half-round window openings with brick voussoirs, keystones and stone lug sills, brick pilasters, continuous sill courses, stone quoining, stone foundations, stone cornices and decorative brickwork. Some original (or early) 1-over-1 hung wood windows remain in the upper storeys. The first storey, however, is heavily modified and it is not clear if any original features remain under the existing modern cladding and signage.

Preliminary Historical/Associative Value:

The property is associated with a significant business in the history of the area (Hanrahan Hotel). Prior to Thomas Hanrahan purchasing the property in 1899, the property was comprised of a two-storey frame structure used as a hotel. The current three-storey brick building was constructed in 1908 by Thomas Hanrahan, who ran it as a hotel (Hotel Hanrahan) until his death in 1915. The business then passed to his wife, Mary, who ran the hotel into the mid-20th century. The property was then transferred to John Hanrahan who sold it in 1947 to Henry Banock and Sam Blackstein, who continued to operate the business under the Hanrahan name. In the 1970s to 1980s it was known as Hanrahan Tavern. The property was sold to a numbered company in 1984 and then again in 1988. The property operated as the Hamilton Strip into the 2010s.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is visually and historically linked to its surroundings, located on the south-west corner of Barton and Catharine Streets, two significant historic transportation corridors in the neighbourhood. The property may be a local landmark.

Mark Preece Family House; Former Smart-Turner Building
191 Barton Street East, c. 1877



Preliminary Design/Physical Value:

The subject building, built 1876 to 1877 as a malthouse, is a notable example of Victorian industrial vernacular stone architecture and it remains in its original location on Barton Street East providing insight into the physical and economic development of that area of the City.

Preliminary Historical/Associative Value:

191 Barton Street East, containing the former Smart-Turner Building, possesses cultural heritage value expressed in its historical associations with the industrial growth of the City of Hamilton. The Smart-Turner Machine Company, a prominent manufacturer in the City, occupied the building for more than 90 years, starting at the turn of the 20th century. The property has potential archaeological value related to both the former industrial remnants and pre-contact settlement activity.

Preliminary Contextual Value:

The building is a landmark on the streetscape and retains its original architectural configuration of a one and one-half storey stone building with gambrel roof and dormer windows.

Eager Row
161-169 James Street North, c. 1882



Preliminary Design/Physical Value:

The property's style, type or expression is representative. The property displays a high degree of craftsmanship and artistic merit (pressed metal decorative lintels and cornice).

Preliminary Historical/Associative Value:

The five-unit three-storey related commercial row was constructed circa 1882 for J.B. Eager and has housed a variety of businesses since its construction. The property has direct association with a potentially significant theme. The property yields, or has the potential to yield, information that contributes to an understanding of a community or culture.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, functionally, visually and historically linked to its surroundings, located on the west side of James Street North in a five-unit related row of late-19th century buildings on the historic James Street North streetscape. The property may be considered a local landmark.

170-174 James Street North, c. 1912



Preliminary Design/Physical Value:

The property's style, type or expression is representative. The property displays a high degree of craftsmanship and artistic merit.

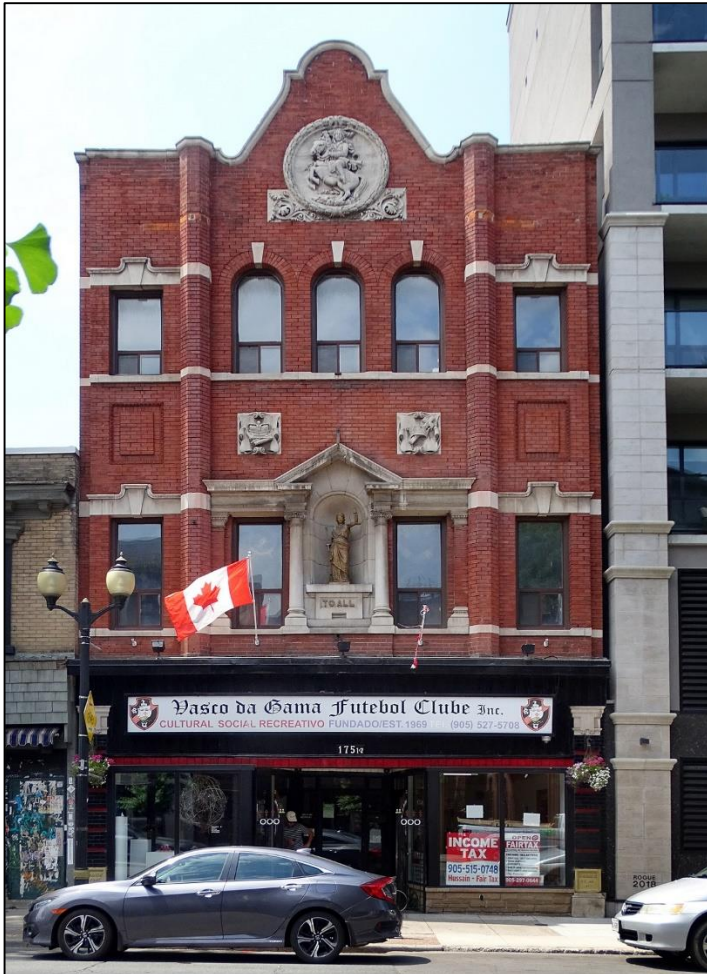
Preliminary Historical/Associative Value:

The property has direct association with a potentially significant theme. The property yields, or has the potential to yield, information that contributes to an understanding of a community or culture.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, functionally, visually and historically linked to its surroundings, located on the east side of James Street North, a historic transportation corridor comprised of a late-19th and early 20th-century commercial buildings.

Orange Hall
175 James Street North, c. 1905



Preliminary Design/Physical Value:

The building is a representative example of the Edwardian Classicism style of architecture, popular in the first few decades of the 20th-century, displaying an eclectic design with varying fenestration and ornamentation. The property displays a high degree of craftsmanship and artistic merit. Dominating the facade is the centrally located pedimented niche on the second floor which houses a statue of Justice, flanked by two Ionic columns supporting a highly detailed entablature. The other dominant feature of the facade is the decorative curved parapet cornice outlined with a stone capping. The extension of the parapet wall at the roof level allowed for the integration of a round, stone medallion with a sculpture of William of Orange on horseback-the Association takes its name from William, Prince of Orange, who was crowned William III of Great Britain in 1689. The medallion form is reminiscent of the Roman roundels on triumphal monuments. Two further square stone sculpted panels decorate the wall below the third-floor windows.

Preliminary Historical/Associative Value:

Opened in 1905, Orange Hall was constructed to primarily serve as the headquarters for the local Lodge of the Orange Association. The multi-purpose building, which also included a commercial portion, was designed by the prominent, local architectural firm, Stewart and Witton.

In the history of Canada, the Loyal Orange Association played an active role. Although it is not known when or where the first Orange meetings occurred, there is evidence of activity in the early 1800s. The Association's aims are primarily to promote the Protestant concept of the Christian religion and the constitutional Monarchical System of government, providing social activities designed to enrich lives of its members. The cornerstone for Orange Hall, the Hamilton Orange Association Lodge, was laid August 12, 1905 and on December 18, 1906 the dedication ceremony was performed by the high officials of the Order. The three-storey brick building, costing \$10,000, was designed to be multi-purpose with commercial and office space integrated into the programme. In the early years, the Orangemen shared the building with New Williams Sewing Machines, and Joseph Harris Tobacconist. Among the long-time tenants over the years were the Hamilton Steamship Agency (from 1922 to 1960) and the Hamilton Travel Bureau (through the 1960s and 1970s). The building also contained a residential component.

The Orange Hall continued to serve its commercial function well into the 1980s until the Orange Association vacated the premises in 1984. By 1984, the Vasco da Gama Association had purchased the building and they continue to operate from this location at present, serving as an important social/cultural meeting place. Established in 1969, the Vasco da Gama Portuguese Association is an important recreational, social and cultural organization in the Hamilton area.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, visually and historically linked to its surroundings, located on the west side of James Street North, a historic transportation corridor comprised of a late-19th and early 20th-century commercial buildings. The property may be considered a local landmark.

**Mulberry Coffeehouse; Former Armoury Hotel; Drake Hotel
193-199 James Street North, c. 1887**



Preliminary Design/Physical Value:

The property's style, type or expression is representative. The property displays a high degree of craftsmanship and artistic merit (bracketed cornice).

Preliminary Historical/Associative Value:

The three-storey related brick row comprised of 193-199 James Street North has housed many businesses since its construction circa 1887 for Thomas Allan. Originally, unit 193 housed John Colvin's grocery store. By 1906, it housed the Armoury Hotel, serving the armed forces officers and their families from the John Weir Foote VC Armoury located across the street. The Armoury Hotel expanded into units 195 and 197 in the late 1930s and became the Drake Hotel in 1951 operating as such into the mid-1960s. In 2010, the Mulberry Coffeehouse opened in the corner unit (193-195) and continues to serve as a community gathering space.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, visually and historically linked to its surroundings, located on the west side of James Street North, a historic transportation corridor comprised of a late-19th and early 20th-century commercial buildings, at the corner of Mulberry Street. The property may be considered a local landmark.

Morgenstern's Building
207-211 James Street North, c. 1890



Preliminary Design/Physical Value:

The property's style, type or expression is representative and unique (Romanesque Revival). The property displays a high degree of craftsmanship and artistic merit (bracketed cornice, decorative brickwork).

Preliminary Historical/Associative Value:

The three-unit three-storey commercial building has housed a variety of businesses since it was constructed circa 1890 for druggist Andrew Rutherford. Most notably, part of the building houses Morgenstern's, one of the James Street North's oldest businesses. Originally opened in 1968 by Magda and Fred Morgenstern at 246 James Street North, Morgenstern's moved across the street to 213 James Street North in 1983 and continued to expand south into 209 and 211 James Street North in the coming years. Morgenstern's has been operating on James Street North for more than 50 years.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, functionally, visually and historically linked to its surroundings, located on the west side of James Street North, a historic transportation corridor comprised of a late-19th and early 20th-century commercial buildings. The property may be considered a local landmark.

**Morgenstern's; Former St. Michael's Parish Hall; Central Hall
213 James Street North, c. 1912**



Preliminary Design/Physical Value:

The property's style, type or expression is rare. The property displays a high degree of craftsmanship and artistic merit (bracketed cornice, decorative brick and stone work).

Preliminary Historical/Associative Value:

The three-unit three-storey commercial building has housed a variety of businesses since it was constructed circa 1912 for Thomas Porteous. The first commercial tenant was the Studebaker Corporation Limited, who operated an office storefront at the front of the building and a showroom garage to the rear, which was accessed via a passageway to an open courtyard behind numbers 207-211 James Street North. The large one-and-one-half former garage structure later housed the Central Hall in the late-1940s, and then St. Michael's Parish Hall (1951-1970). The building currently houses Morgenstern's, one of the James Street North's oldest businesses. Originally opened in 1968 by Magda and Fred Morgenstern at 246 James Street North, Morgenstern's moved across the street to 213 James Street North in 1983 and continued to expand south into 209 and 211 James Street North in the coming years. Morgenstern's has been operating on James Street North for more than 50 years.

Preliminary Contextual Value:

The property is important in defining the character of the area. The property is physically, functionally, visually and historically linked to its surroundings, located on the west side of James Street North, a historic transportation corridor comprised of a late-19th and early 20th-century commercial buildings. The property may be considered a local landmark.

April 11, 2022

Alissa Golden

Alissa.Golden@hamilton.ca

Beasley Inventory Project

Regarding your letter, dated March 31, 2022, we the owners of 210 Catharine Street North do not want, and object strongly to having our property listed on the Municipal Heritage Register. Please remove 210 Catharine Street North from your Beasley Inventory List because we do not want our property designated or considered as a heritage property.

Owners,

Adille Carmelo

Schillaci Calogera (Lena)

[redacted]

Cuffaro Concetta (Connie)

From: Alexander Illes [redacted]
Sent: May 12, 2022 6:45 PM
To: Golden, Alissa
Cc: Setenio; Farr, Jason
Subject: Re: Municipal Heritage Register - 286 Hughson Street North

Hey Alissa,

Thank you for speaking with me today; I appreciate the information you volunteered regarding the proposed distinction of our home, located at 286 Hughson St N, for the Municipal Heritage Register - in association with the Beasley Inventory project.

After conferring with Setenio, we'd still like to respectfully oppose this distinction. Below, I've outlined some of the reasons why, and we'd appreciate if you'd communicate our opposition to Ward 2 Councillor Jason Farr (who I've CC'd) and the Municipal Heritage Committee:

1. We live on a corner lot and we have plans to convert our external garage into a laneway house - in an effort to better utilize the space and to positively contribute to Hamilton's growth strategy.

- We fear this distinction will cause further delays to, or retroactively put a stop to, our mutually beneficial plans to increase housing in Hamilton - namely within the downtown core.

- While we understand the possible financial impact to resale value isn't a recognized reason for opposition (due to lack of data on this matter), the inability to, or delay in, building a laneway house on our property may invariably impact the resale value of our home.

2. This heritage distinction isn't punitive, which we appreciate, but it also isn't in any way lucrative or beneficial to us as homeowners.

- There's no financial assistance in preserving the interior or exterior of our home, which is 102 years old.

3. Our home doesn't possess the exterior ornamentation you'll find with a traditional heritage home. It is, respectfully, a very standard (and some would argue, generic-looking) house.

Setenio has owned this home for the past 20 years and I became a co-owner in 2020. We love our home and we plan to spend many years to come here. We want to help revitalize our neighbourhood while respecting and maintaining its historical significance. We humbly ask that you respect our request not to list our home on the Municipal Heritage Register.

Please let me know if you have any questions.

Kind regards,
Alexander Illes [redacted] and Setenio Borges [redacted]

From: FEBBO LIBURDI [redacted]
Sent: May 10, 2022 11:41 AM
To: Golden, Alissa
Subject: RE: Beasley Inventory Project for 217 John St. N

To Alissa Golden,

Thank you for your reply.

I do not have any questions and I definitely still am not interested in 217 John St. N being considered for listing on the Hamilton Municipal Heritage Register.

Regards,
Febbo Liburdi

On 04/26/22, "**Golden, Alissa**" <Alissa.Golden@hamilton.ca> wrote:

Good morning Febbo,

Thank you for your quick response to the letter notifying you of the draft recommendation to list your property at 217 John Street North on the Municipal Heritage Register.

If you are interested, I would be happy to connect with you by phone or virtually to address any questions or concerns you might have about the recommendation and to clarify the implications of listing on the Register.

I am tied up most of today, but please let me know when a good time might be to connect in the coming weeks.

Kind regards,

Alissa Golden *MCIP RPP*

Heritage Project Specialist

Planning and Economic Development

City of Hamilton

(905) 546-2424 Ext.4654

From: FEBBO LIBURDI [redacted]
Sent: April 25, 2022 1:44 PM
To: Golden, Alissa <Alissa.Golden@hamilton.ca>
Subject: Re: Beasley Inventory Project for 217 John St. N

To Alissa Golden,

I Do Not want 217 John St. N to be considered for listing on the Hamilton Municipal Heritage Register.

Regards,

Febbo Liburdi

From: Karrie Eelhart-Dilag [redacted]
Sent: April 12, 2022 11:40 AM
To: Golden, Alissa
Cc: Kiev Dilag
Subject: Re: 198 Mary Street - Heritage Project Communiation

Hi Alissa,

Thank you for your response. The attached PDF is somewhat helpful.

Please note that the picture is from 1973/many years old and the Home does not look like that currently with the veranda etc.

We will reach out to discuss further.

Kind regards,

Karrie and Kiev Dilag

Karrie Eelhart-Dilag
Salesperson
Royal LePage Signature Realty Inc., Brokerage
[redacted]

On Apr 12, 2022, at 10:09 AM, Golden, Alissa <Alissa.Golden@hamilton.ca> wrote:

Thank you Karrie and Kiev for your timely and thoughtful response to the Beasley Inventory notice letter.

I have provided an initial response below, but would also **be happy to connect with you by phone or virtually to discuss further** at your earliest convenience.

Opposition to Register Listing

Thank you for your summary of reasons below objecting to the recommendation to list your property on the Register. I will include this information in the staff report I am preparing addressing the Beasley Inventory findings, including the recommendation to list your property on the Register. I will also update you when the staff report is coming forward for consideration by the Hamilton Municipal Heritage Committee so that you

can also delegate, if desired. Right now I am targeting the June 10th Heritage Committee meeting.

Reason for Recommendation to List on Register

Your property at 198 Mary Street was reviewed as part of the Beasley Inventory and classified as a “**Character-Supporting Resource**”, which is a “property that maintains or supports its historic context, and can be related to a characteristic pattern of development or activity, property type or attribute of the area”. The Inventory Form completed for the property is **attached**, which includes a preliminary evaluation using [Ontario Regulation 9/06](#) for determining cultural heritage value or interest that indicates:

- The property's style, type or expression is representative (vernacular Ontario Cottage).
- The property has direct associations with a potentially significant theme (early residential development).
- The property yields, or has the potential to yield, information that contributes to an understanding of a community or culture.
- The property is important in supporting the character of the area (Beasley Neighbourhood, Mary Street).
- The property is physically, visually and historically linked to its surroundings.

The notable building features identified include: 1-storey wood-frame dwelling with low side gable roof and projecting centre gable; three-bay front facade with central entrance and flanking windows (modern replacements); covered full-length shed-roof porch

The MPAC year of construction is listed as 1920, however the wood-frame structure can be seen in historic mapping as early as 1898. Your property was first surveyed as part of an inventory of heritage properties in the 1970s. A photo from that initial survey is **attached** for your reference.

The *Ontario Heritage Act* enables a municipal Council to list properties to its Municipal Heritage Register that it “believes to be of cultural heritage value or interest”. Based on the preliminary evaluation summarized above, your property was identified as having sufficient heritage interest to warrant listing.

Please note that your property has not been identified as a candidate for individual designation under the *Ontario Heritage Act*.

Implications of Being Listed on the Register

Please note that listing on the Register does not prevent you from making substantial renovations or even demolishing and rebuilding your property in the future. Nor are there any heritage permit or approval requirements as part of the regular Building Permit process.

However, listing does require you to give the City 60-day advance notice of your intention to demolish. In the case of your property, since it is not a candidate for

designation, staff would strongly encourage retention and suggest the building be documented and any remaining heritage features salvaged prior to demolition. The compatibility of the design of any replacement dwelling should also be considered and if your future proposal required a *Planning Act* application (e.g. Minor Variance) to implement, staff may also comment on this as part of that process (regardless of if it ends up being listed on the Register or not).

The City of Hamilton recently engaged the **Realtors Association of Hamilton-Burlington** on the matter of heritage designation and property values, and also conducted a review of available academic studies, and found no empirical evidence to demonstrate any negative correlation (See [Staff Report PED20030](#)). Similarly, no studies exist demonstrating that listing properties of interest on the Register has an impact property or resale values. This is something the City is continuing to collaborate with the RAHB on and hope to conduct a Hamilton-specific study in the coming years.

Kind regards,

Alissa Golden *MCIP RPP*
Heritage Project Specialist
Planning and Economic Development
City of Hamilton
(905) 546-2424 Ext.4654



The City of Hamilton encourages physical distancing, wearing a mask in an enclosed public space, and increased handwashing. Learn more about the City's response to COVID-19 www.hamilton.ca/coronavirus.

From: Karrie Eelhart-Dilag [redacted]
Sent: April 8, 2022 4:49 PM
To: Golden, Alissa <Alissa.Golden@hamilton.ca>
Cc: Kiev Dilag [redacted]
Subject: 198 Mary Street - Heritage Project Communiation

Hello Alissa,

We have just received a notice in the mail regarding the Beasley Inventory Project and that our property, 198 Mary Street was identified as a historic property of interest.

Could you please make us aware of what specific characteristics (historical value? story? achitectoral character) make it a historic property of interest that would allow for it to be recommended for making the list?

We DO wish to make written/oral comments regarding our property to the Planning Committee and City Council for their consideration. Our comments are as follows:

We oppose our property being added to the listing.

Our reasons are as follows:

a. It may be an older property, but it does not maintain any of its heritage characteristics - it is a small semi-detached vinyl clad home. There are no visible historic details that denote it's age. The interior has not been maintained over the years in a manner that would.

b. We do have plans to demolish the home in the coming years - it is not in great repair and would be too costly to renovate, so long term plans include demolishing and creating a larger, detached structure, perhaps with a coach-house/garden suite, if allowed, and within the framework of the by-laws of course. The property is currently tenanted and we have no desire to have the tenants move, however when the property does become vacant, this is the plan.

c. Becoming a listing does, indeed have an impact on resale value, as it requires a more specific purchaser who is not fearful of the listed property becoming a subject to Heritage Designation over time.

If there is another format in which to voice our concerns and share our opinions regarding this matter, we welcome knowing what it is so we can best communicate our position.

Kind Regards,

Karrie Eelhart-Dilag and Kiev Dilag
[redacted]

From: Mark Avola [redacted]
Sent: April 26, 2022 12:01 PM
To: Golden, Alissa
Subject: Beasley Inventory Project- 197 Wellington St N

Hello Alissa,

It was a pleasure speaking to you.

I would prefer 197 Wellington St N not be listed or designated with Hamilton's Heritage Department.

Thank you

Regards,

Mark Avola