

Heritage Research Report



Sixteen School

2477 Fourth Line

HERITAGE RESEARCH REPORT STATUS SHEET

Street Address: 2477 Fourth Line

Short Legal Description: PT LTS 22 & 23, CON 1 TRAFALGAR, SOUTH OF DUNDAS STREET , AS IN 549835, T/W 198455, IF ANY ; S/T THE INTEREST(S) IN 49377 ; OAKVILLE

Heritage Type: Built Structure

Heritage Status: Listed Heritage Property

Zoning: N

Land Use: Natural Area

Research Report Completion Date: January 2020

Heritage Committee Meeting Date: January 21, 2020

Heritage Research Report Completed by: Carolyn Van Sligtenhorst
Heritage Planner

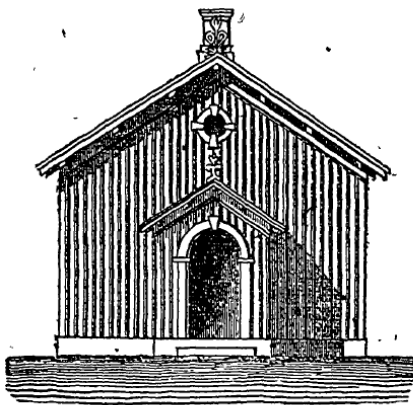
Sources Consulted: ancestry.ca
canadiana.ca
Halton Heritage Study
interestingcanadianhistory.files.wordpress.com
Land Registry Records
Oakville and the Sixteen
Oakville Historical Society
Oakville Public Library Archives
Oakville Street Names
Remembering Trafalgar Township
Town of Oakville files
Trafalgar Township Historical Society

Design and Physical Value

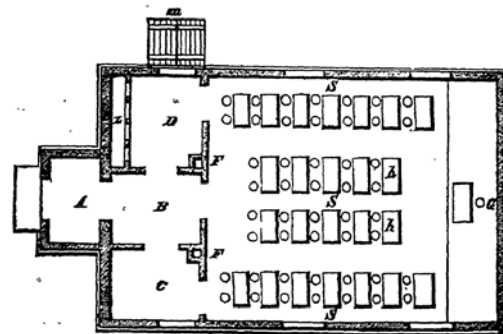
The Sixteen School has cultural heritage value as a representative and early example of a 19th century brick one-room rural schoolhouse and as one of the few remaining examples of its kind in Oakville.

In 1857, the Department of Public Instruction for Upper Canada produced a lengthy guidebook on schools and education titled: "The School House; its Architecture, External and Internal Arrangements, with Additional Papers on Gymnastics, the Use of Apparatus, School Discipline, Methods of Teaching, Etc., Etc., Together with Selections for Public Recitations in Schools." Among many other details, this document provided architectural drawings of different types of schools, including the ubiquitous one-room schoolhouse.

Below are a few of the many figures shown in the book. This general design of a simple gable-roofed structure had already been used for decades in Upper Canada by that time and continued to be the norm as late as the 1940s in rural areas. Earlier versions were typically built of log and as time went on, frame, brick and stone became more common, depending on the local context, natural resources and available funds. Most had one chimney, either on the back wall, side wall or in the middle of the roof. Where money was available, a belfry with a school bell was placed on the roof at the front of the building. While more elaborate schoolhouses had two entries – one for boys and one for girls – the one-room schoolhouse typically only had one entrance with separate cloakrooms for boys and girls on the interior.



PLAN NO. 6.—END ELEVATION OF A PRIMARY SCHOOL HOUSE, REDUCED—FIG. I.



PLAN NO. 6.—FIRST FLOOR—FIG. II.

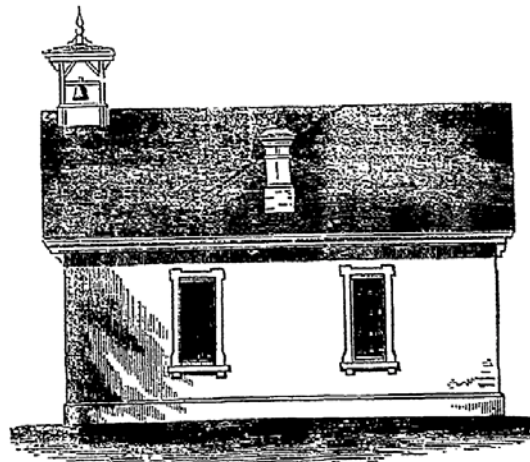
- A. Lobby or outside porch, 5 by 6 feet.
- B. Entrance, 3 by 8 feet.
- C. Girls' bonnet room, 6 by 8 feet.
- D. Boys' cap room, 6 by 8 feet.
- FF. One a smoke flue, the other a ventilator brought together in the loft and topped out together.
- G. Teacher's desk on a platform, 4 by 22 feet.
- AA. Seats for two pupils.
- L. Library.
- m. Entrance to the cellar.
- S. Passages or aisles.

Architectural drawings for a one-room schoolhouse. [The School House, 1857]

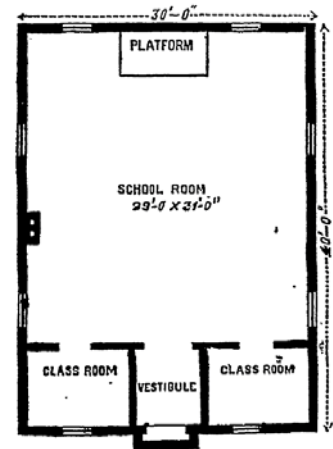
In 1866, an edition of The Canada Farmer newspaper published an article on the "Cheap Country School House", describing in detail how to construct a one-room schoolhouse. This design is very similar to the one above from the 1857 government-issued book, but with a more elaborate design and materials. Of note is the lack of a vestibule wing tacked onto the front of the building. With cold Canadian winters, it was common for these to be added onto the building after the initial construction of the schoolhouse. This was likely the case with the Sixteen School which is of brick construction but had a wood frame vestibule on the front of the building. This vestibule was expanded on either side by the 1930s, likely to provide more space for cloakrooms.



FRONT ELEVATION.



SIDE ELEVATION.



GROUND PLAN.

Architectural drawings for a cheap country schoolhouse. [The Canada Farmer, vol. 3 no. 12, June 15, 1866]

The interior of the one-room schoolhouse was fairly simple: vestibules and/or coat rooms located just inside the door and one large class room filling the rest of the space. At the far end of the room, or the 'front' of the classroom was a platform for the teacher's desk and blackboards along the rear wall of the building. These blackboards were either made of slate or painted wood boards, depending on resources. A cast iron pot-belly wood stove was the only heating source and was often placed in the middle or the front of the classroom.

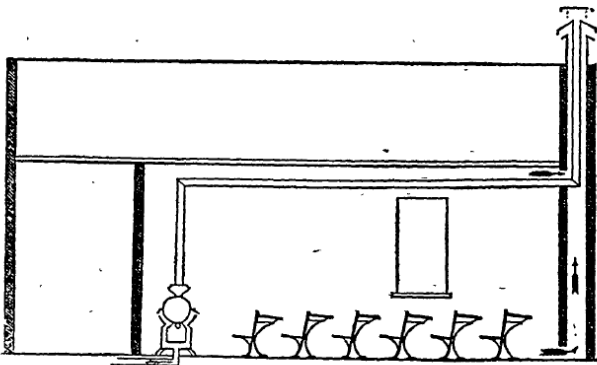


FIG. 6.—SECTION, WITH STOVE, ETC.

Drawings for the interior of a one-room schoolhouse. [The School House, 1857]

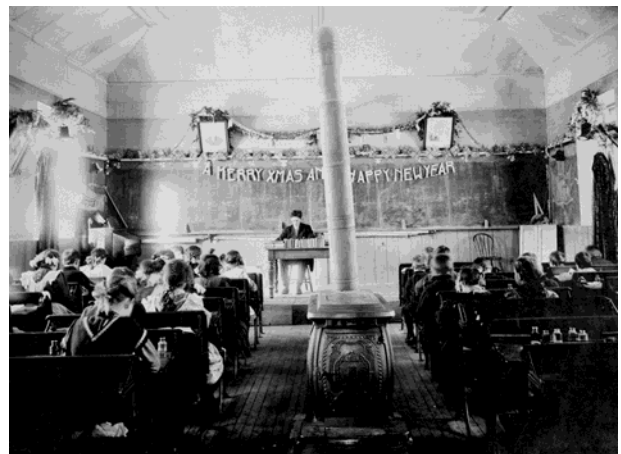


Photo of J.L. MacDonald, teacher, and students at School District #3, Glenelg, Ontario, 1910 [https://interestingcanadianhistory.files.wordpress.com]

The Sixteen School, seen below in the early 20th century, has a typical one-room schoolhouse design with a front gable roof, brick walls on stone foundation, three windows on each side and a central front door accessed through a frame vestibule wing. The chimney was located at the rear of the building where the front of the classroom would have been. The design of the building was fairly simple with no elaborate woodwork or masonry details. It is evident from the building that the local Trustees must have had a decent amount of funds to at least construct the schoolhouse with brick, but no additional money for any extra ornamentation. It may also provide an indication of the building's age – the earlier schoolhouses, especially rural ones, tended to be simpler in design.



Photo once owned by Jessie Caverhill-King who attended the school, taken c.1910-1915. [Oakville Historical Society]

The schoolhouse today remains in its original form, excluding the front frame portico which was removed, possibly when the building became a residence. Other alterations over the years have included new siding, windows and doors on the front and rear elevations, a new dormer on the west roof, new brick chimneys on the east and front elevations and a rear shed attached to the back of the building.

Despite these 20th century alterations, the gable-roofed rectangular form of the building remains, including its red brick walls, stone foundation, original fenestration, wood window trim and stone sills. The key elements that reinforce the building's role as a one-room schoolhouse have endured and continue to support the property's cultural heritage value.



Front (north) elevation. [Staff photo 2020]



East elevation. [Staff photo 2020]



South elevation. [Staff photo 2020]



West elevation. [Staff photo 2020]

NB: the schoolhouse was not built perfectly perpendicular to Dundas Street and therefore does not follow the northwest-southeast angle of Oakville's roads (which locally are considered to be north-south). The front elevation therefore faces more west than north. However, for the purposes of this report, we are considering the front elevation to be facing north as that is how it has been considered locally.



Aerial view of the property. [Town of Oakville GIS records, 2019]

The property also contains a fairly non-descript 20th century garage to the north of the schoolhouse, located right at the edge of the river embankment. This one-storey frame building is clad in asphalt shingles and has one entry door and two garage doors. MPAC data indicates that the structure was built in 1963, but at the rear of this building are what appear to be remnants of an earlier frame building with covered wood siding. The materials may have been salvaged from an earlier building or the structure could have been retained while the garage was expanded around it. The materials do appear to be older than the rest of the garage but their provenance and any potential cultural heritage value cannot be confirmed.



Rear wall of garage. [Staff photo 2020]



Rear wall of garage. [Staff photo 2020]

In addition to the structures on the property, there are also remnant landscape elements from the schoolhouse era that remain. While these are not considered to be significant heritage attributes, they are worth noting as part of the property's context.

The property is heavily treed, mostly with mature deciduous trees. Historical photographs show what appear to be tall white pines behind the schoolhouse, but this canopy no longer exists. To the north of the property is the steep embankment going down to Sixteen Mile Creek.

Currently there is a circular driveway that extends from the Fourth Line cul-de-sac, which historically was the start of the switchback that Dundas Street followed down to the earlier bridges across the river. While the circular driveway was most likely built by a resident of the building, the location of the main driveway connecting the property to the road appears to be original.

On either side of this driveway is a remnant of the property's schoolhouse days – an ornamental double loop woven wire fence. This style of fencing was popular from the late 19th century Victorian era to the early 20th century. It was a decorative yet affordable solution and was commonly used for homes and schools. Many were removed and recycled during World War I as metals were badly needed for the war effort. This fence has deteriorated but has survived many decades of use.



Woven wire fence. [Staff photo 2016]

Historical and Associative Value

The Sixteen School property has cultural heritage value for its associations with the ancestors of the Mississaugas of the Credit First Nation who occupied this land for centuries. Prior to contact with Europeans around the late 1600s, the Mississaugas were located on territory west of Manitoulin Island and east of Sault Ste. Marie. After the late 17th or early 18th century, after many years of military conflict between the Anishinabe and Iroquois, the Mississaugas settled permanently in Southern Ontario. Located along the banks of the Sixteen Mile Creek, the schoolhouse property and its surroundings along the river would have been a significant site as an area of transportation, gathering, cultivating and also as a sacred space.

In 1806, the Mississaugas signed *Treaty No. 14* and surrendered their claim to the lands along the lake in what is now Burlington, Oakville and Mississauga, including the land of the subject property. Upon the finalization of the land surrender and in order to facilitate European settlement, Samuel Street Wilmot, a Deputy Provincial Surveyor, conducted a survey of the area. Known as the Wilmot Survey, Dundas Street was used as the baseline for the survey, having, in 1793, already been surveyed as a military road between York and Hamilton. Wilmot's survey divided the area into three townships, including Trafalgar Township. The Sixteen School property is located on part of Lot 23 Concession 1 South of Dundas Street in Trafalgar Township in what became known as the village of Sixteen Hollow.

The subject property also has cultural heritage value for its associations with the former village of Sixteen Hollow, also known as Proudfoot Hollow. In 1826, Scottish settler Colonel George Chalmers began to purchase property around Sixteen Mile Creek and Dundas Street. By the following year, he had built a dam on the creek as well as a grist mill and sawmill using water power from the river. This industry brought settlers to the area and the village began to grow. More businesses sprang up, including a tannery, ashery, tavern, carding mill, stave and barrel factory, brewery, distillery and blacksmith shops. Dozens of homes were built, many of them temporary sod houses that were built into the side of the steep bank with one front wall and a sloped earth roof. Charles constructed a frame house for himself on more stable land but many of the buildings suffered from flooding in the spring.

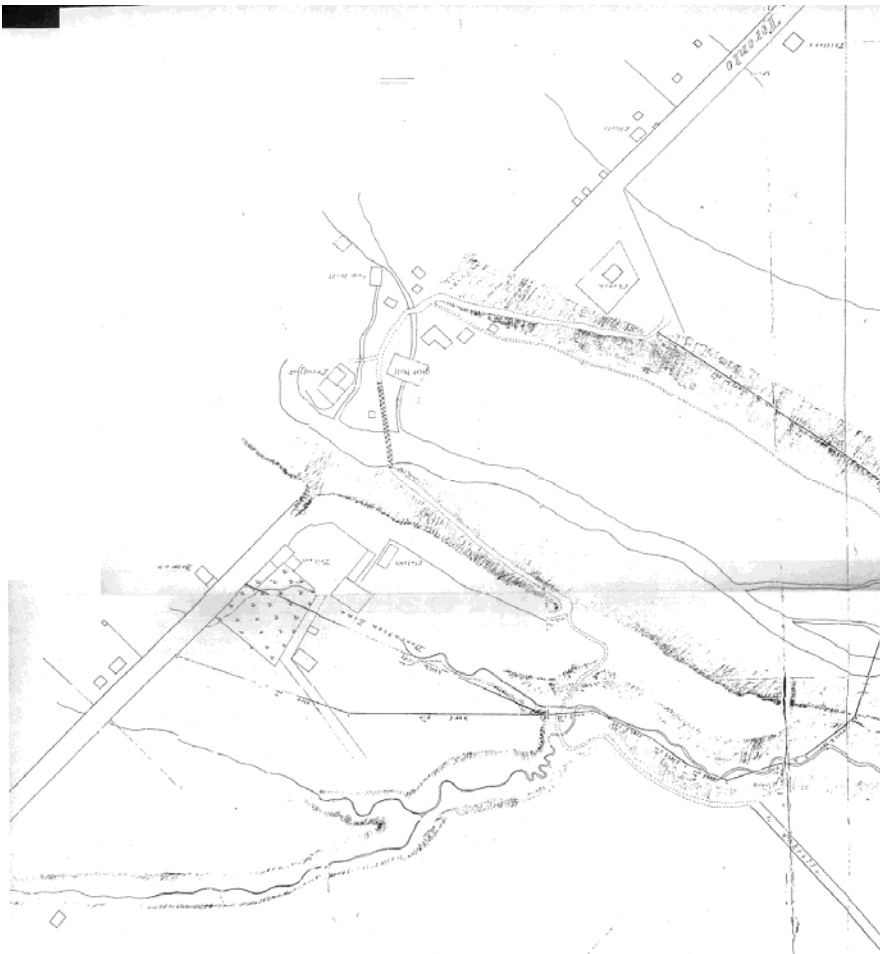


Road into Sixteen Hollow, early 20th century. [Archives of Ontario]

By the time the first lots were being sold in the village of Oakville in 1833, the village of Sixteen Hollow was already a bustling community where for some time the majority of the population of Trafalgar Township lived.

Around 1840, Chalmers sold the mills and 400 acres of land to John Proudfoot and the village soon became known as Proudfoot Hollow. The community continued to prosper with a tailors shop, blacksmith and wagon shop, general store and a shoemaker.

Other significant buildings were constructed during this period, including a large three-storey hotel built in the valley to accommodate stage coach passengers; this was the location of the first election of officers for the Municipality of the Township of Trafalgar in 1850. In 1846, a simple frame Methodist church was built on the east side of the river. This building remains today as the Knox Sixteen Presbyterian Church, later bricked over in the 1880s.



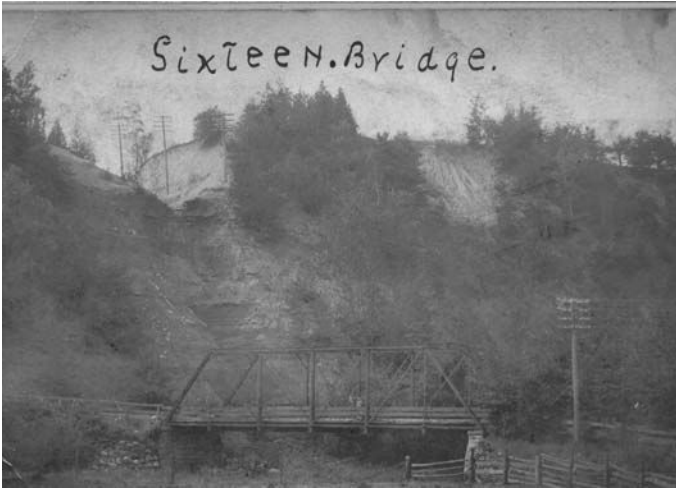
1847 map of Sixteen Hollow. [Trafalgar Township Historical Society]

In the 1850s, the village began its decline. The railway came to Oakville in 1855, thus ending the stage coach run. In 1860, Proudfoot left for Cleveland, Ohio and by 1880, the village was essentially deserted, the mills shut down and many of the homes washed away in spring floods.

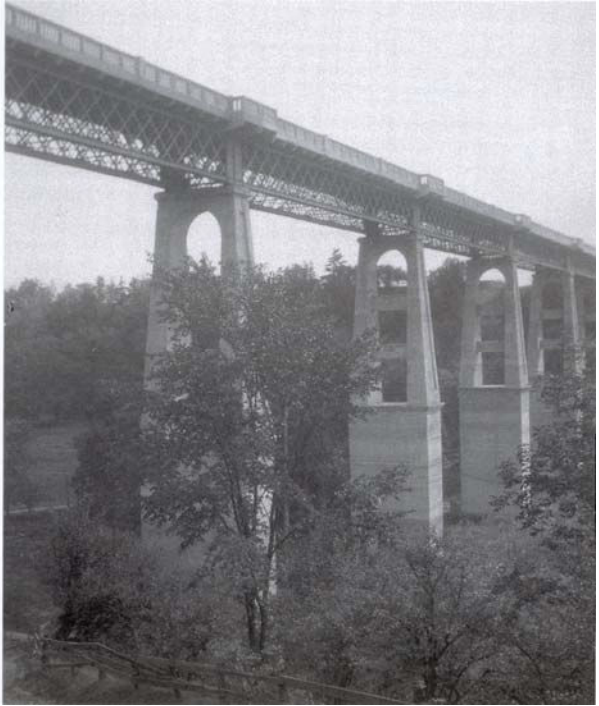
However, the area remained active as one of the main crossing points over Sixteen Mile Creek on one of the busiest and most significant roads in the county. For decades, poorly built bridges were damaged or washed away in spring floods until 1885 when an 88-foot steel truss bridge was constructed, the first dependable bridge over the river. That bridge was replaced in 1921 with a new high level bridge and gone were the days of having to drive the hairpin curves of the road down to the river. The road leading to the schoolhouse would from then on be more of a trail for fishers and others wanting to access the river. The 1920s bridge would eventually be replaced with a larger one in 1960 but that too was replaced in 2008 with two new adjacent concrete bridges. Today two of the concrete piers of the 1920s bridge remain.



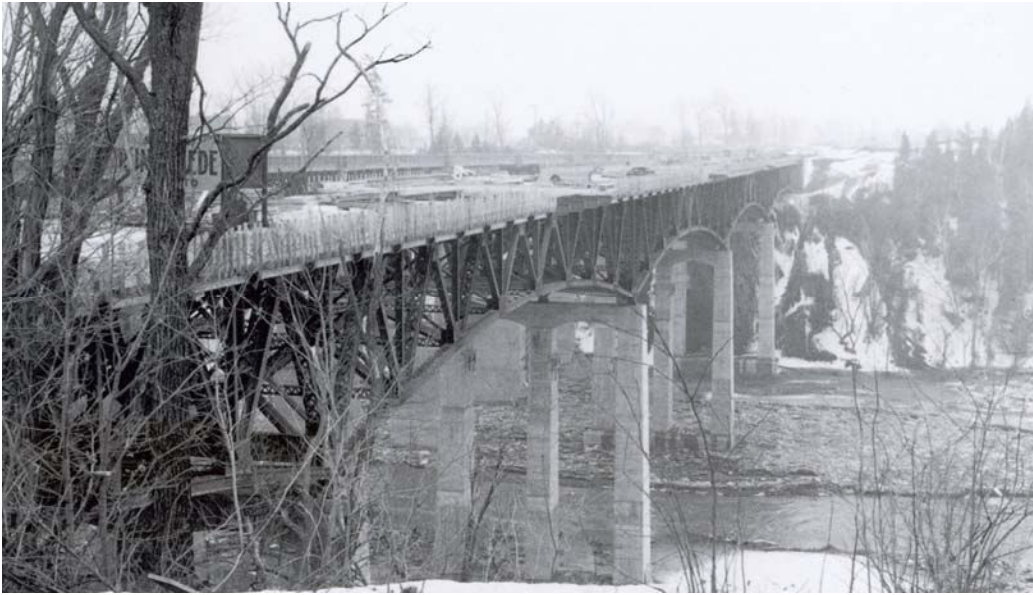
View of the Dundas Street bridge looking northeast from Fourth Line. On the east bank, the historic road down to the river is visible in the middle of the photograph, along with one of the two remaining bridge piers. [Staff photo 2020]



The 88-foot steel bridge, taken c.1920.
[Trafalgar Township Historical Society]



The new high level Dundas Street bridge in 1923.
[Archives of Ontario]



The new bridge under construction in 1960. [Joyce Burnell collection]

The Sixteen School property has significant cultural heritage value as one of the few remaining schoolhouses in Oakville and as a building that contributed greatly to the development of rural Trafalgar Township and to the education of its early residents. The schoolhouse provided greater accessibility to education for the children living in what was a fairly remote area at the time.

During the 1840s and 1850s, Upper Canada experienced a significant transformation in its education system. Prior to this time, education was governed by the School Act of 1816 which permitted residents to gather together to raise funds, provide a school and elect local school trustees. These trustees would hire the teachers and prescribe the teaching program within their own individual school. Most schools were held in homes, churches, meeting houses or simple log cabin schoolhouses. Through the two Common Schools Acts of 1846 and 1850, the goal was to standardize the education system through the implementation of standard textbooks, teacher examination and licensing, mandated trustee elections and regular school inspections to maintain certain standards and create more consistency throughout Upper Canada.

During this time, townships were divided into sections that were typically eight kilometres square. A three-person board of trustees were elected to manage each school. As rural communities grew and as the education system became more standardized, more one-room school buildings were constructed. Several new schools were constructed during this time of standardization in what is now Oakville: the Palermo School S.S. No. 2 in 1844, the Oakville Common School in 1850, the original Munn's School S.S. No. 3 in 1852, the original Snider School S.S. No. 4 in 1856 and the original Merton School S.S. No. 15 in 1857. It is important to note that none of these schoolhouses remain today; some were replaced with modern equivalents and others were demolished and forgotten.

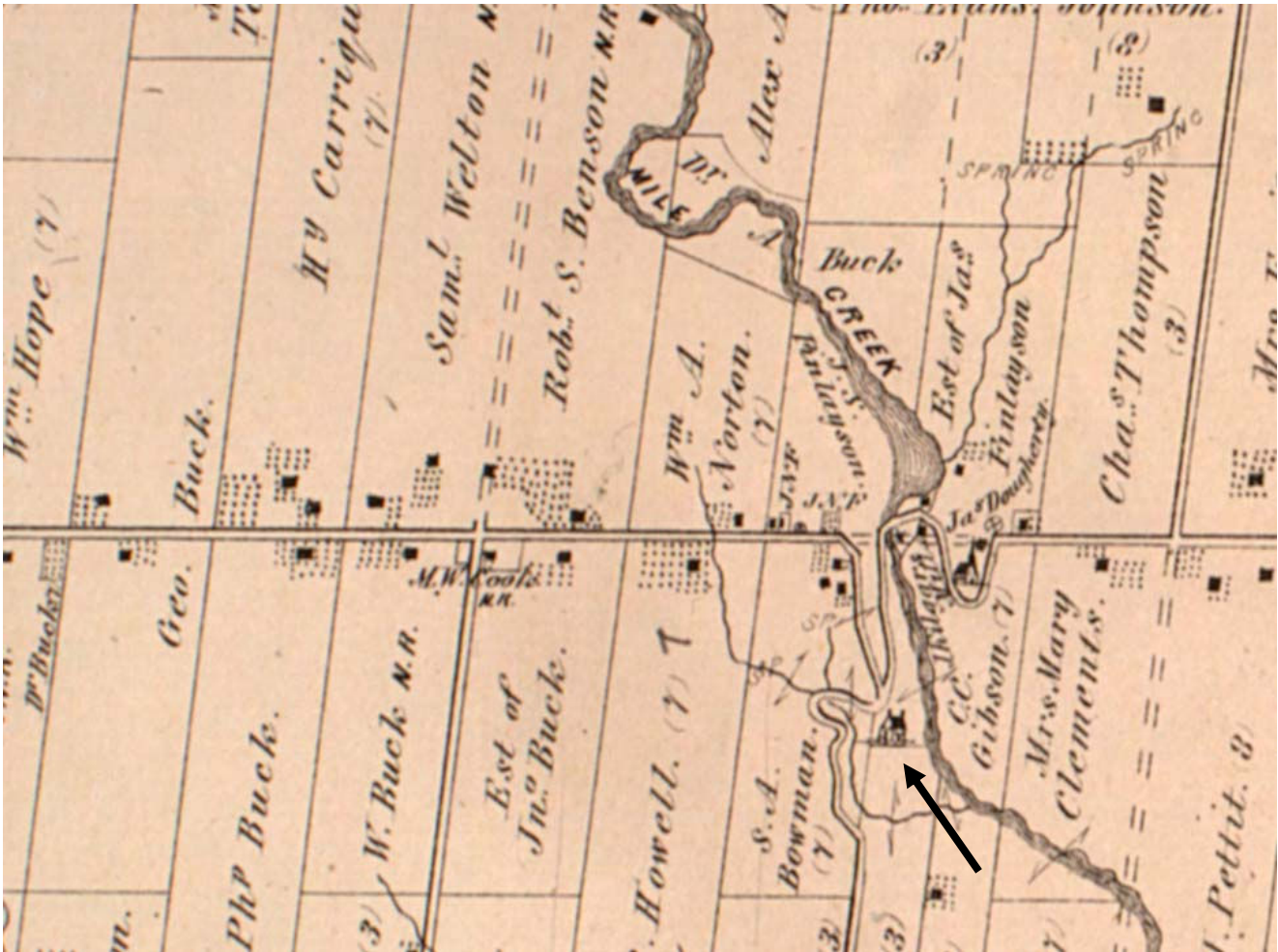
In 1871, a second wave of change came to education with the School Act of 1871 (also known as the Education Act or the Common and Grammar Schools Act). Spearheaded by Egerton Ryerson, this act set the stage for the education system that we know today, making school attendance compulsory for children aged seven to 12 for at least four months of the year. Education became fully publicly funded through school taxes that municipalities were required to levy; the government also provided grants to build and operate the schools. Education became fully public and standardized with formal secular curriculums and new superintendent roles to administer the system consistently across Upper Canada.

Compulsory school attendance increased the need for new school buildings and communities were eager to take advantage of new government grants to construct new school buildings. This brought about another wave of school construction and during this time, several more schools were built in Oakville: Maple Grove School S.S. No. 12 in 1872, Palermo School S.S. No. 2 in 1875, the second Snider School S.S. No. 4 in 1877, Glenorchy School S.S. No. 14 in the 1870s, the second Sheridan School S.S. No. 11 in the 1870s and Pine Grove School S.S. No. 18 by 1877. Out of all of these schoolhouses, only the Maple Grove one-room schoolhouse exists today. It has been added to several times but remains a significant part of Maple Grove Public School.



1858 Tremaine Map – the schoolhouse is marked with a black square and the letters “S.H.,” as marked by the black arrow.

The history of a school at Proudfoot Hollow began as early as 1823 when, according to some historical records, a frame schoolhouse was built near the church. The 1847 map of the village does not show a school building in its current location, but it does appear in Tremaine’s Map of 1858. Records indicate that the school opened as S.S. 16 after the consolidation of the school district by the Common Schools Act of 1850 so it was likely that it was built around this time. MPAC records give a construction date of 1851 which could be correct.



1877 Map of Trafalgar Township – the Sixteen School is marked with an image of a schoolhouse, as marked by the black arrow.

The land on which the current schoolhouse was built was originally part of the 200-acre Lot 23 in Concession 1 SDS. This lot was granted by the Crown to David Jones in 1807 and three years later, Jones sold the land to Lockwood Street, a carpenter. A 61-acre portion of the lot was sold by Lockwood in 1816 to siblings Philip Triller and Catharine Triller Thompson. The Trillers came from New Jersey in 1805 and Philip set up a mill along Sixteen Mile Creek on Lot 21. In 1868, the 61-acre parcel on Lot 23 was sold to Catharine's son Marshall Thompson.

The land passed hands three times in 1870, finally to Charles Carlos Gibson. It was under Gibson's ownership that in 1887, a 1.906 acre lot was created for the purpose of a public school. In May 1887, the Trustees of School Section 16 agreed to pay Gibson \$35 for the conveyance of the land in perpetuity for the use as a school. The agreement also included privileges for Gibson to cross the property with his team and sleigh to access his property during the winter. The legal description of the land was as follows:

Commencing at a point in the boundary line between lots twenty-two and twenty-three in the first concession South of Dundas Street where said line intersects the brow of the south bank of the Sixteen Mile Creek: thence southeasterly along the brow of said bank following the turnings and windings thereof till what is known as the hog's back is reached where stands a hemlock tree blazed on four sides: thence across the hog's back (at right angles) to the brow of what is known as the "gully" hill: thence in a north-westerly direction along the brow of said gully hill, following the windings and turnings there of till it reaches the boundary line between said lots twenty-two and twenty-three: thence northerly along said boundary to the place of beginning.

It is unknown if the current schoolhouse, or an earlier version of the current schoolhouse, existed when this agreement was made in 1887. It is very likely that the current schoolhouse was built in the 1850s on private land and that after the standardization of education in the 1870s, the land was formally conveyed to the trustees.



Teacher Laura King with her students in front of the school c.1905-1908. Note the many large trees, some of which appear to be white pine. [Trafalgar Township Historical Society]



Teacher Laura King with her students in front of the school c.1905-1908. [Trafalgar Township Historical Society]



Sixteen School and the school's students with their teacher in 1916. [Trafalgar Township Historical Society]



Teacher and children in front of the schoolhouse, date unknown but likely the late 1930s. Note the two new lean-to additions on each side of the vestibule. [Trafalgar Township Historical Society]

The 1.906 acre property remained under the ownership of the school trustees for almost seven decades until 1955 when it was sold to private owners. This was during an era when one-room schoolhouses were becoming redundant as the growth of towns and modern transportation allowed for larger, more centralized schools. Schoolhouses were often turned into residences, were demolished, or were even relocated onto farms to be used as drive sheds.

The Sixteen School remained a residence for several decades. It was first sold to George and Hazel Galloway. The Galloways owned it for seven years and there is no evidence of them living on the property, but they may have been the ones to convert the school building to a house.

In 1962, Martin Crutcher, an accountant, and his wife Christina purchased the property and owned it for four years. Records indicate that they very likely lived in the building since they took out a loan through the Veterans' Land Act to purchase the property. A veteran of World War II, Crutcher would have been eligible for a loan to purchase or construct a new home.

The next owners, Lawrence and Helene Garwood, owned the property from 1966 to 1978 and also took out a loan through the Veterans’ Land Act from 1969-1978, possibly to renovate the building. The property was sold to Francis and Janice Beddall who owned it for four years until selling to the current owners in 1982.

Below is a summary of the owners of the property from the sale of the Crown patent to the present. The lines in grey indicate ownership after the construction of the schoolhouse around 1887.

Name of Owner(s)	Acreage	Years of Ownership
Crown		1806-1807
David Jones	200 acres	1807-1810
Lockwood Street	200 acres	1810-1816
Philip Triller and Catharine Triller Thompson	61 acres	1816-1868
Marshall Clifford Thompson	61 acres	1868-1870
Keturah L. Horning	61 acres	1870
William McCraney	61 acres	1870
Charles Carlos Gibson	61 acres	1870-1887
Trustees of School Section 16	1.906 acres	1887-1955
George Galloway and Hazel E. Galloway	1.906 acres	1955-1962
Martin T. Crutcher and Christina C. Crutcher	1.906 acres	1962-1966
Lawrence K. Garwood and Helene F. Garwood	1.906 acres	1966-1978
Francis W. Beddall and Janice M. Beddall	1.906 acres	1978-1982
Current owner	1.906 acres	1982 – present

Contextual Value

The Sixteen School property has cultural heritage value for its setting along the Sixteen Mile Creek and Dundas Street, both of which have been significant transportation routes and features in the area for centuries. As a former rural schoolhouse, the building continues to define and support the natural character of its immediate surroundings which remain undeveloped and, in many ways, unchanged from their historic appearance.



View from the property towards the Dundas Street bridge and the location of the former Sixteen Hollow village. [Staff photo 2020]

The local area also has contextual significance to the Mississaugas of the Credit First Nation whose ancestors occupied these lands and used the waterway for transportation and sustenance. The river and its embankment upon which the schoolhouse was built continues to be a sacred space for the Mississaugas.

The schoolhouse also has significant value as a remnant of the former Sixteen Hollow village and remains one of the few remaining structures of this former rural hamlet. The building was constructed at the main turn in the switchback road that led down to the valley, before the new Dundas Street bridge was constructed across the river in 1921. The building played a significant role in the local community as the only schoolhouse for many miles and remains physically and historically linked to its surroundings.



2019 Aerial view of the area. [Oakville GIS, 2019]



1847 map of Sixteen Hollow. [Trafalgar Township Historical Society]



Hiking trail leading from near the schoolhouse down to the river, formerly Dundas Street. [Staff photo 2020]



Hiking trail leading from near the schoolhouse towards Fourth Line, formerly Fourth Line. [Staff photo 2020]

STATEMENT OF CULTURAL HERITAGE VALUE OR INTEREST

The subject property has been researched and evaluated in order to determine its cultural heritage significance according to Ontario Regulation 9/06. This Regulation, defined in the *Ontario Heritage Act*, outlines several criteria for determining whether a property is of cultural heritage value or interest. In order for a property to be designated under section 29 of the *Ontario Heritage Act* it must meet one or more of these criteria, which are outlined below. By using these criteria, staff can determine if the property's cultural heritage value or interest merits designation under the *Ontario Heritage Act*.

1. The property has design value or physical value because it,
 - i. is a rare, unique, representative or early example of a style, type, expression, material or construction method,
The building is a representative and early example of a 19th century brick one-room schoolhouse and one of few remaining structures of its kind in Oakville.
 - ii. displays a high degree of craftsmanship or artistic merit
The property does not display a high degree of craftsmanship or artistic merit.
 - iii. demonstrates a high degree of technical or scientific achievement
There are no technical or scientific achievements associated with this property.

2. The property has historical value or associative value because it,
 - i. has direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community,
The property is associated with the ancestors of the Mississaugas of the Credit First Nation, with former hamlet of Sixteen Hollow and with the development of rural Trafalgar Township and the early education of its residents.
 - ii. yields, or has the potential to yield, information that contributes to an understanding of a community or culture, or
The property yields information that contributes to the understanding of the development of the local area, including the former hamlet of Sixteen Hollow, as well as to the development of the early public education system in Trafalgar Township.
 - iii. demonstrates or reflects the work or ideas of an architect, artist, builder, designer or theorist who is significant to a community.
The property is not associated with any significant architect or builder.

3. The property has contextual value because it,
 - i. is important in defining, maintaining or supporting the character of an area,
The property is important in defining and supporting the natural character of its immediate surroundings along the banks of the Sixteen Mile Creek and remains one of the few remaining structures of the former hamlet of Sixteen Hollow.
 - ii. is physically, functionally, visually or historically linked to its surroundings, or
The property is physically and historically linked to the surrounding area and the Sixteen Mile Creek.
 - iii. is a landmark.
The property is not considered to be a landmark.