

# CULTURAL HERITAGE **EVALUATION REPORT**

Sarnia Collegiate Institute & Technical School (SCITS)  
275 Wellington Street, City of Sarnia

Date:

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Prepared for:

**Corporation of the City of Sarnia**

Prepared by:

**MacNaughton Hermesen Britton Clarkson Planning Limited (MHBC)**

200-540 Bingemans Centre Drive

Kitchener, ON N2B 3X9

T: 519 576 3650

F: 519 576 0121

Our File: '12123B'

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## Project Personnel

Dan Currie, MA, MCIP, RPP, CAHP	<i>Managing Director of Cultural Heritage</i>	Project Manager
Vanessa Hicks, M.A., C.A.H.P.	<i>Heritage Planner</i>	Author, Research, Review
James Lockhart, BLA, OALA, CSLA, GRP, CAHP	<i>Landscape Architect</i>	Research

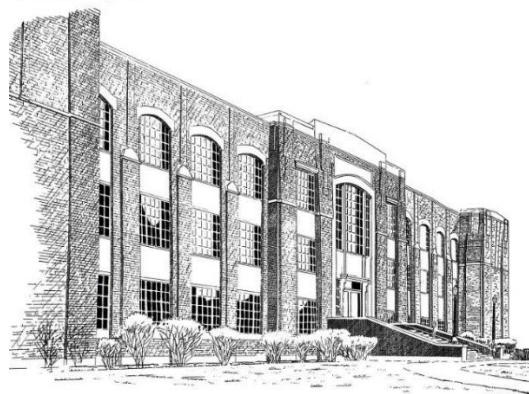
## Glossary of Abbreviations

CHER	<i>Cultural Heritage Evaluation Report</i>
CHVI	<i>Cultural Heritage Value or Interest</i>
MHBC	<i>MacNaughton Hermesen Britton Clarkson Planning Limited</i>
MTCS	<i>Ministry of Tourism Culture and Sport</i>
OHA	<i>Ontario Heritage Act</i>
OHTK	<i>Ontario Heritage Toolkit</i>
O-REG 9/06	<i>Ontario Regulation 9/06 for determining cultural heritage significance</i>
PPS 2014	<i>Provincial Policy Statement (2014)</i>

## Acknowledgements

This report acknowledges that assistance provided by the Staff of the City of Sarnia and the Sarnia Historical Society and the Lambton County Archives. The report also acknowledges that the Village of Erin is situated on the land and traditional territory of Anishinabewaki and Attiwonderonk (Neutral) which is located within the lands protected by Treaty 29 (1827).





## THE COLLEGIATE

1922-2017

### To Sarnia Collegians

of the Past, Present and Future

Sarnia is to a great many of you, your home town. It is also the place where some of your happiest days have been spent, and above all it is the place where you have obtained the educational foundation for your future.

To you who are just facing the problem of where to start your more serious life's work after leaving school, don't forget that you have more friends in the old home town of Sarnia than anywhere else.

To you men and women, who are not living here to-day, possibly because you have felt that Sarnia did not offer the possibilities of expansion, we would gladly have you investigate conditions as they are at present. We believe that we can show you that Sarnia has "turned the corner" and has started on the broad highway of progress to become one of the foremost cities of this Proud Dominion.

After all is said and done, there is no better place, there are no better people; and we extend to you a hearty welcome to make your future home with us, your old friends and acquaintances. Happiness and success in your future efforts is our best wish.

SARNIA CITY COUNCIL, 1927.

### *History Repeats Itself They Say*

*The passing months have brought us nearer and nearer completion a new Collegiate and Technical School which is one of the finest of its kind in the Province ...And yet, though we rejoice for the generations that will come, into our minds creeps a feeling of sadness that we must leave the old school which has served us and our fathers before us...And so, in farewell, we have dedicated this issue-the last to be edited in this building to the "Old School"*  
– *Excerpt from Foreword in 1922 Collegiate Yearbook when leaving former school for the new 1922 building.*



*Excerpt from the 1922 yearbook of the Sarnia Collegiate Institute and Technical School with photographs of students that would be transferring from the "Old School" to the new 1922 school building.*

## Executive Summary

The City of Sarnia has identified that the property located at 275 Wellington Street, formerly the Sarnia Collegiate and Institute & Technical School (SCITS), as having potential Cultural Heritage Value or Interest (CHVI). The Town has listed the property on the Municipal Heritage Register. The property is currently owned by the District School Board.

The purpose of this CHER is to a) provide an evaluation of the cultural heritage value of the property to determine whether or not it meets the criteria under *Ontario Regulation 9/06* and warrants long-term conservation and b) to provide mitigation recommendations based on a range of possible circumstances as the school has been closed and the building is currently vacant. Therefore, the future of the property and school building remains uncertain. The consideration of mitigation recommendations allows for a proactive approach should long-term conservation be considered in the future.

### Summary of Cultural Heritage Evaluation:

The property was evaluated as per *Ontario Regulation 9/06* under the *Ontario Heritage Act* (OHA), which is the legislated criteria for determining cultural heritage value or interest. This evaluation concludes that the former Sarnia Collegiate Institute and Technical School (SCITS) has significant cultural heritage value or interest and meets the criteria for designation under the *Ontario Heritage Act*. Further, that the property is primarily significant for its historical/associative as well as its design/physical value related to the original portion of the building constructed in 1922. The following provides a list of heritage attributes for the property:

### Heritage Attributes:

- Original 1922 School Exterior ( north, east and west elevations);

#### FRONT (NORTH) ELEVATION:

- Front façade eastern and western projecting bays with stone pediment;
- Symmetrical window arrangement and five bays on front facade;

- Brick pilasters and decorative brick reliefs and rectangular brick designs with brick soldier courses, stone corner and vertical banding;
- Stone pilaster capitals and stone banding;
- Stone surround headers and sill and stone window entablature;
- Arched central window with muntins in place of traditional tracery;
- Engraved stone inlay entitled "SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL";
- Corner date stone;
- Stone roofline and corning; and
- Stone pediment/ entablature about central roofline.

#### EAST AND WEST ELEVATIONS:

- Brick arched voussoirs on third storey windows on east and west elevations and stone sills;
- Stone roofline and corning,
- Projected entry bay with arched stone lintel, stone entablature above second and third storey window and stone pediment/ entablature at cresting roofline of central bay;
- Decorative brick reliefs; and
- Brick pilaster with stone capital/ to have an impression of Gothic buttresses.

#### Significant views:

- Stationary view of front façade and west elevation looking south west from north-eastern corner of the property along Wellington Street; and
- Stationary view of front façade looking south looking from the north side of Wellington Street;
- Kinetic view of SCITS going east or westward along Wellington Street.

#### Summary of Recommendations:

##### 1. *Vacancy*

Vacancy, when poorly managed, can lead to the compromised integrity of the physical condition of a building. As such, it is important to implement proper mitigation

recommendations such as 'mothballing'. Vacancy is not encouraged as a long-term option. However, if vacancy is necessary in the interim, the following should be implemented:

- Inspection of roofs and other building elements to ensure water is directed away from the building and is operating adequately. It is highly recommended that any roofs or roof components which are not functioning adequately be repaired in the short-term;
- Maintain heating of the building (to a minimum of 15 degrees Celsius or 60 degrees Fahrenheit) at all times;
- Monitor mechanical systems, particularly during the winter months;
- Shut off water service to the building;
- Ensure all entrances and windows or other openings which have potential for break-ins are locked, boarded-up or otherwise securely closed-off; and
- Installing security surveillance cameras, if necessary, to deter against vandalism, etc.

Other repairs may be undertaken in the future provided that the building is proposed for conservation and/or adaptive re-use, such as the repointing and repair of brick and masonry.

## *2. Adaptive Re-use:*

Adaptive re-use would support the long-term conservation of the original portion of the school building. This option is supported by the evaluation of the cultural heritage value of the property as well as the policies regarding the conservation of cultural heritage in Section 5.5 (6) (b) of the City of Sarnia's Official Plan (2014). The Plan identifies that adaptive re-use can be completed in conjunction with new development. Should this option be considered, the following is recommended:

- Submission of a Conservation and Commemoration Plan;
- Submission of a demolition plan, to provide details regarding the original portion of the school would be conserved while removing additions which are not of significant cultural heritage value and depending on the nature of the alterations.
- A Heritage Impact Assessment may be required of alterations are completed on the exterior; and,

- Submission of a Documentation Report to provide photos and descriptions of the entirety of the property (interior and exterior) in its current state to supplement the historic record.

### ***3. Designation under Part IV of the Ontario Heritage Act***

As this CHER has demonstrated that the property meets the criteria for designation under the *Ontario Heritage Act*, designation should be considered in order to conserve the significant heritage attributes as noted in this report. However, designation is often considered through the submission of development proposals. The benefit of designating a property subsequent to the completion of a new development is that it allows flexibility and co-operation between a Municipality and a property owner while working towards the goal of conservation. However, designation can also be considered by Council should they determine that the heritage attributes of the property are threatened.

### ***4. Demolition***

Demolition is not recommended. Should demolition be proposed, it is recommended that the City of Sarnia consider entering into discussions with the owner regarding the possibility of other development options, including those which consider adaptive re-use of the original portion of the building. However, should demolition be proposed, the Council of a municipality has the right to designate the property under the *Ontario Heritage Act* after consulting with its Municipal Heritage Advisory Committee. Designation would provide a level of protection for the property and demolition would be avoided. Should Council approve the demolition of the building, including the original portion of the school, the following should be considered in order to mitigate the permanent loss of heritage fabric:

- Submission of a Documentation and Salvage Plan; and
- Submission of Commemoration Plan.

The documentation of the structure would supplement the historic record. The salvage plan should include detailed recommendations regarding the salvage of building materials for retention and re-use on-site (i.e. as part of a proposal for new development). Other building materials could be considered for donation to the public or for conservation (i.e. selected

features which are of particular cultural heritage significance) in a museum or historical society. Others could be used as part of the commemoration of the site, such as the construction of plaques, landscape features, parks, playgrounds, or otherwise.

# 1.0 Introduction

MHBC Planning Ltd. ("MHBC") was retained in 2019 by the City of Sarnia to complete a Cultural Heritage Evaluation (CHER) for the subject property located at 275 Wellington Street, City of Sarnia, Ontario. The City of Sarnia's Municipal Heritage Register identified the property to be of cultural heritage value or interest. As per Section 27 of the *Ontario Heritage Act*, the Register includes properties which have not been designated, but that the council of the municipality has deemed to be of cultural heritage value or interest.

## 1.1 Purpose

The purpose of this report is to assess the cultural heritage value or interest of the property as per *Ontario Regulation 9/06* to determine whether the subject property warrants designation under the Ontario Heritage Act. This report also provides a review the exterior condition of the building as viewed from the public realm. It is important to note that permission to enter the property or building was not granted by the owner.

The purpose of this CHER is to a) provide an evaluation of the property to determine whether or not it meets the criteria under *Ontario Regulation 9/06* and warrants long-term conservation and b) to provide mitigation recommendations based on a range of possible circumstances as the school has been closed and the building is currently vacant. Therefore, the future of the property and school building remains uncertain. The consideration of mitigation recommendations allows for a proactive approach should long-term conservation be considered in the future.



## 2.0 Methodology and Approach

The evaluation provided in this report utilizes *Ontario Regulation 9/06*, which is the legislated criteria for determining cultural heritage value or interest as prescribed by the *Ontario Heritage Act (OHA)*. The criteria evaluates properties based on their physical/ design value, historical/ associative and contextual value. This CHER also has been guided by the *Ontario Heritage Toolkit* by *Ministry of Tourism, Culture and Sport*, 'Heritage Property Evaluation', *Info Sheet #1 Built Heritage Resources* as well say the *Ministry of Tourism, Culture and Sport* for 'Criteria for Evaluating Potential for Built Heritage Resources and Cultural Heritage Landscapes.'

Historical cartography and aerial photography are used in this report to identify the original portion of the building and any subsequent additions and alterations. It has also aided in the identification of changes to the surrounding landscape, such as the schoolyard. The site visit conducted in 2019 by MHBC staff demonstrated the condition and heritage integrity of the exterior of the building, as visible from the street (See Appendix 'B'). Interior photographs of the school building provided in this report are sourced from the Sarnia Historical Society.

A Preliminary Heritage Impact Assessment was completed by the Sarnia Heritage Advisory Committee. This preliminary HIA has been considered in drafting this report. The preliminary HIA completed by the Sarnia Heritage Committee indicates that property meets the criteria for determining cultural heritage value or interest as per *Ontario Regulation 9/06*. The Sarnia Heritage Advisory Committee assessment also reviewed the building's integrity. The Committee's report indicated that the property retains its heritage integrity as there have been no significant exterior alterations to the original portion of the building with the exception of an addition to the front entrance made in 1966. Subsequent additions to the school have been added to the rear, which has had the benefit of maintaining the primary facades as visible from Wellington Street.

## 3.0 Site Description

The subject property is located at 275 Wellington Street, City of Sarnia (legally described as Lt 1-8 Pl 33 Sarnia City; Park lot 2-3 Range 2 Pl 5 Sarnia City; Lt 3-5 Range 3 Pl 16 1/2 Sarnia City; Pt Park lot 4 Range 2 Pl 5 Sarnia City as In Sa37699; S/t L172098; Sarnia). The property includes a three storey brick and stone school and several 20<sup>th</sup> century additions. These additions were constructed to the rear of the original portion of the building. The property is zoned UR2-1 in 'Schedule 'B' of the Erin Zoning By-law No. 85 of 2002 and designated 'institutional' in Map 10 of the Official Plan (see Appendix I).

The subject property is situated south of Wellington Street, north of Talfourd Street, east of Crawford Street and west of Stuart Street. The school is situated on approximately 9 acres of land.



**Figure 1:** Aerial perspective view of the subject land in contrast with the City of Sarnia's landscape showing the rarity of open space in the urban area (Source: Google Earth Pro, 2019)



**Figure 2:** Aerial view of SCITS (Source: Google Earth Pro, 2019)

### 3.1 Description of Built Features

The property includes a three storey brick school building constructed in the Edwardian/Art Deco architectural style in 1922. The building includes heavy stone detailing, such as a parapet at the front entrance which includes geometric designs indicative of the art deco style of architecture. The original portion of the building has been subject to several additions. These additions occurred in 1960, 1962, 1966 and 1968. In 1966, the original front entryway was enclosed and modern entry added (see below). The original portion of the school building included three storeys (including ground floor). The following information provides the original uses of each floor and excerpt provide the 'current' floor plan (see Appendix F for larger versions).



**Figures 3 & 4:** (Above) Front elevation of SCITS; (Below) Rear additions to the SCITS ( MHBC, 2019)



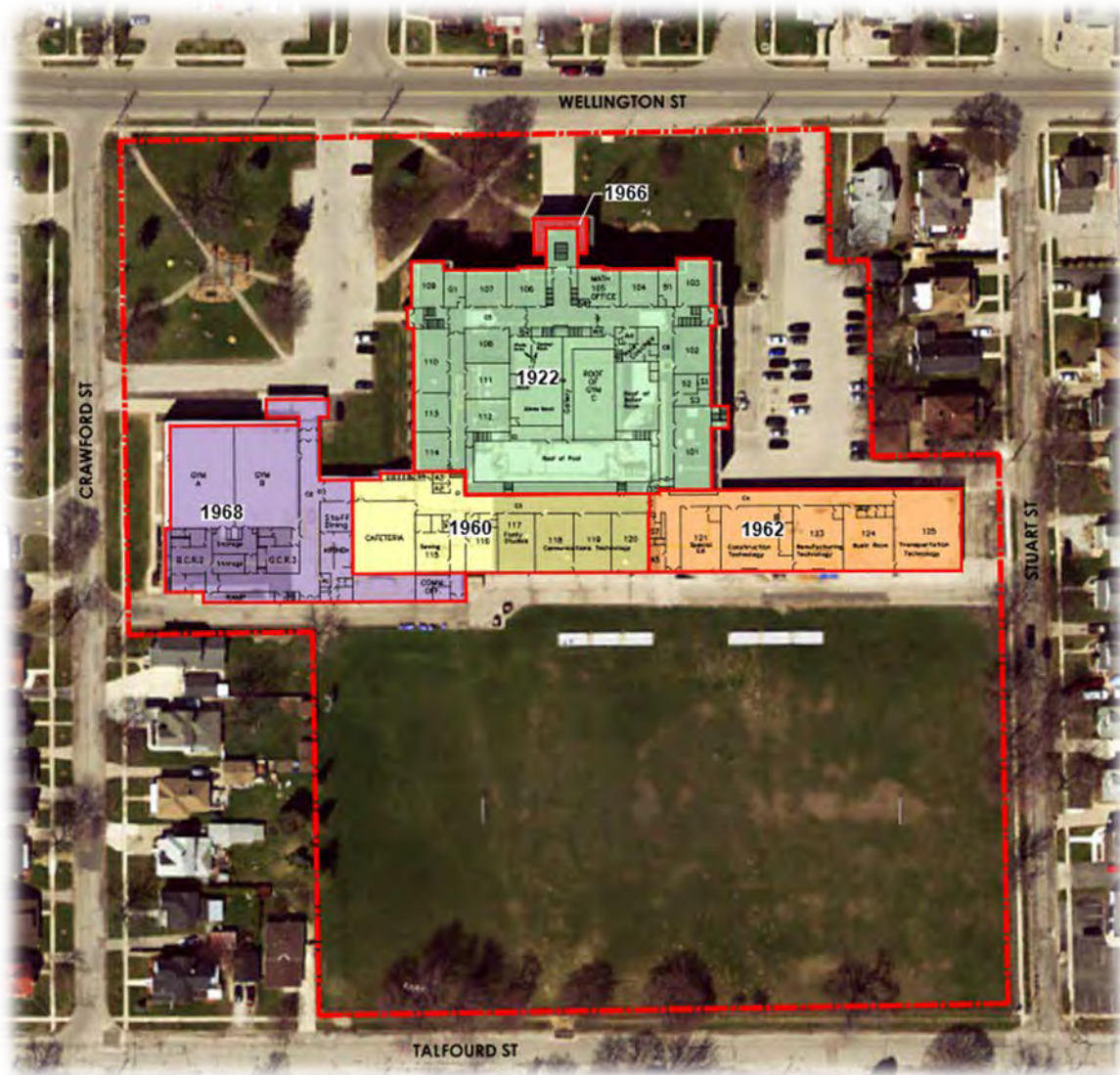


Figure 5: Aerial photograph of school noting original portion of the building and subsequent additions.

**GROUND FLOOR:** a machine shop, auto shop, mechanics shop, plumbing and steam fitting shop, technical classroom, lunch rooms, lecture rooms, typewriting rooms, gymnasium and classrooms.

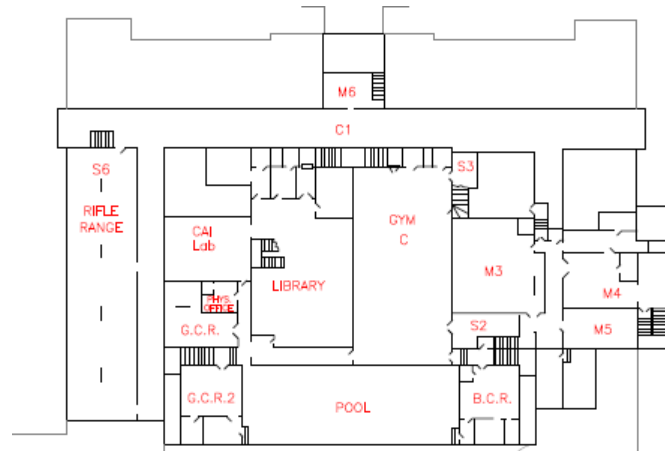


Figure 6: Floor plan of ground floor.

**SECOND FLOOR:** principal's office, woodworking room, architectural room, drawing room, mechanical drawing room, technical classroom, navigation, stationary machinery and engineering, secretary office, auditorium, library, and reading rooms, medical room and classrooms.

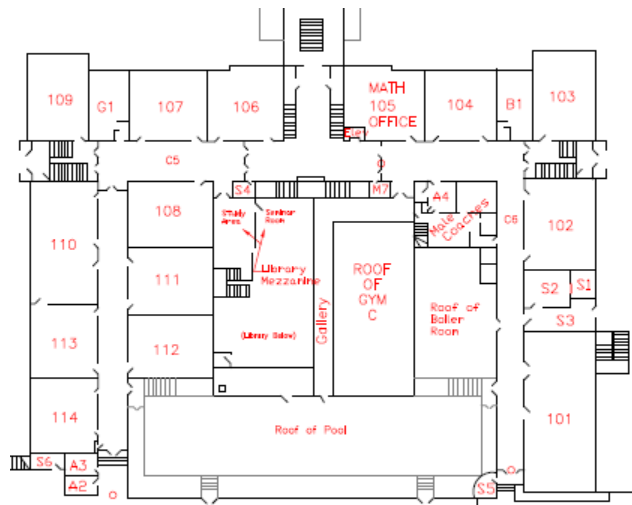


Figure 7: Floor plan of second floor.

**THIRD FLOOR:** Kitchen room, model house, domestic science rooms, dressmaking and millinery art, clay modeling, auditorium balcony, chemistry and physics laboratories lecture rooms, conservatory, microscopic laboratory and other classrooms.

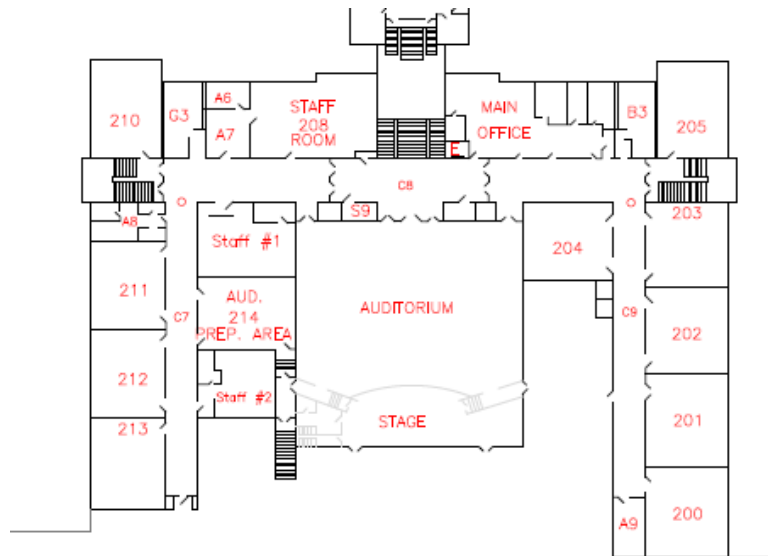


Figure 8: Floor plan of third floor.

### 3.1.1 Detailed Description of Exterior

#### North Front) Elevation

The front façade consists of five bays, two of which are recessed. The majority of the façade is composed of brick, some of which composes the main exterior wall as well as decorative features such as brick pilasters and reliefs. The roofline cornicing is composed of sandstone; the outer and central bay are crested with stone. The central bay has an unadorned stone pediment. The bays on either side of the façade are have brick pilasters on either side of the bay with brick relief details on the upper third storey of the pilaster ending in a stone capital. A stone ribbon delineates between the first two storeys and the third. The recessed space between the pilasters include a decorative, rectangular design which includes alternating brick banding, each corner being marked with a square stone. The third storey has brick pilaster composed of a single brick row that is capped with stone at the roofline. The two bays adjacent to the central bay are composed of window galleries which extend from the first to the third storey intersect by three panes of pressed gravel. Each window section is divided by a brick pilaster which includes a brick relief that reaches the second storey and is capped with an

angular stone to mimic a Gothic buttress. The top of each window section has an arched stone surround and the sills are also stone. There is a corner stone dating the building to 1921 on the left outer bay.

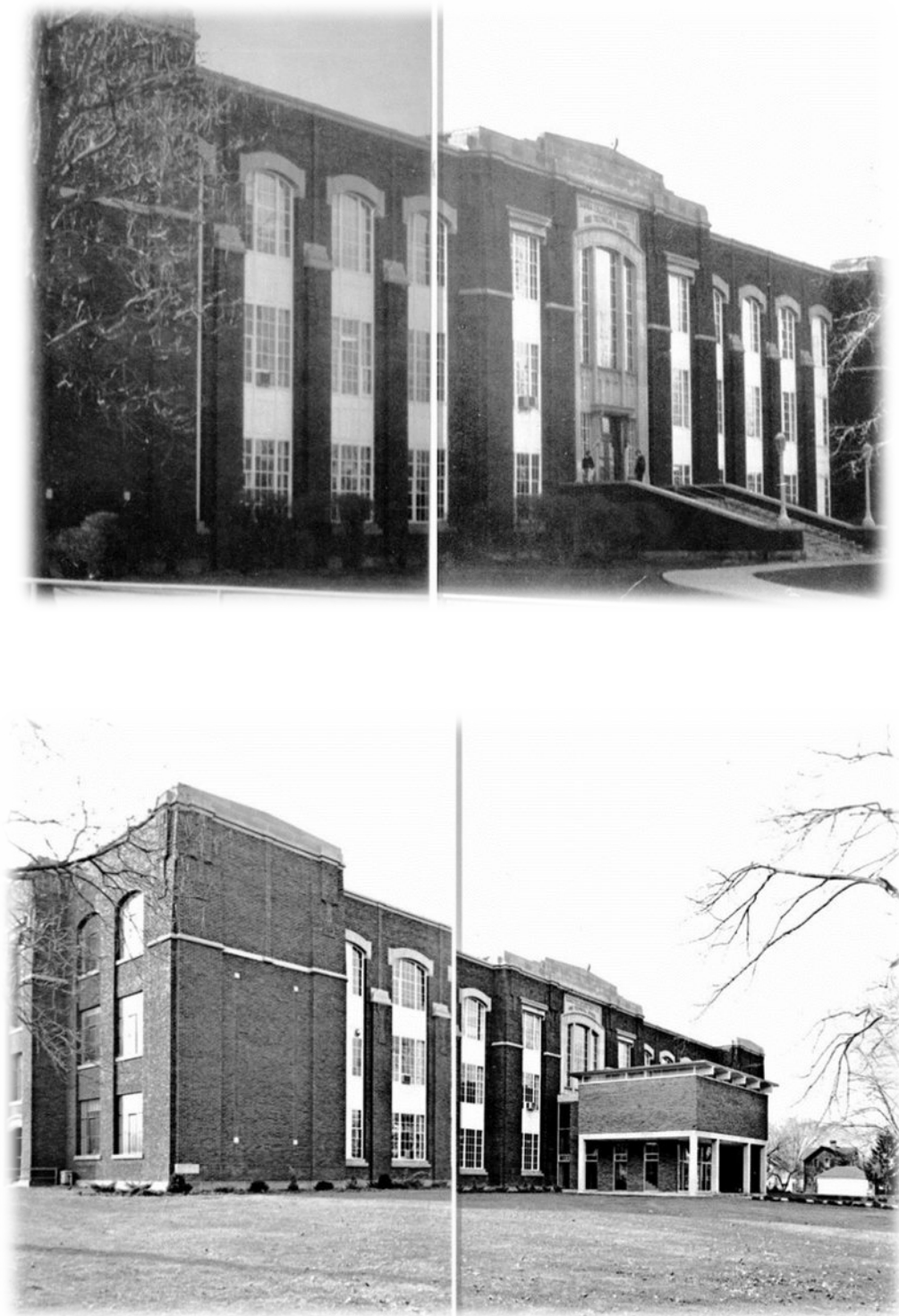
The central bay, and section of the building which required the most design intent, is below a stone pediment along the roofline. Below the roofline are three windows. The window to either side has stone entablature and sills. The central window is composed of three panes; the frame is created solely of stone, surrounding the entirety of the window. Cresting this window is an engraved stone, embedded into the façade, *"SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL"*. There is a stone ribbon that divides the first two storeys from the third. A modern addition made in 1966 has enclosed the original staircase. There is a two-storey vestibule that is attached to the front façade that extends to the two and half storey front addition composed of brick, with an open gallery on the first floor supported by limestone columns upon a terrazzo floor on a concrete slab. The colour and use of brick and tone is sympathetic to the original building. The roofline of the 1966 front additions is comprised of steel beams with precast 'T' slabs with steel sashes and copper flashing and gutters.

The original exterior of the school is in good condition. There are a few signs of water damage on stone cappings on brick pilasters and stone entablature and surrounds on the central bay. Bricks are in good condition with the exemption of a few bricks that appear to have been chipped. The front addition is in fair condition. There is some water damage between the gallery and the brick which has resulted in some discolouration most of which is rust. There is water damage on the ceiling of the gallery. There is paint peeling from the roofline soffit.

The north elevation also includes a façade of western addition. There is a sloped wall which connects to the original school. This sloped wall intersects with a two-storey brick wall with white corning which connects to the addition. This elevation includes dichromatic brick with a stone sill. The entry way includes a prefabricated overhang supported by prefabricated metal columns. The entryway includes two sets of doors with transom lights. The overall design, including architectural elements and materials, are sympathetic and reflective of the original school building. There is water damage in and around the entryway,

The north elevation also includes a façade of the eastern addition. This wall includes one, single pane window opening and single human door with transom light. Three window openings have been filled by a lighter tone brick. There also appears to have been some repointing and replacement of some brick on either side of the transom light of the human door.





**Figures 9 & 10:** (Above) Perspective view of front elevation of SCITS in 1965 (Source: The Collegiate, 1965). (Below) Perspective elevation of SCITIS in 1968 (Source: The Collegiate, 1968).

## **West Elevation**

The west elevation is composed of three bays; the outer bays have a brick sill below the first storey windows. The bay to the left of the façade consists of six windows. The first and second storey window are divided into three panes; the first storey window panes are divided into a smaller upper sash and the second storey window panes are divided into a lower sash. Each window is a rectangular shape with stone sill. The third storey windows have an arched brick voussoir. The upper storey windows also have three panes divided with a smaller, lower sash on each pane.

The central bay projects from the façade. The first storey includes an arched stone doorway lintel between two brick walls which leads to a set of wood doors- the only entry on this façade. Above the stone lintel is a triple pane window divided with smaller lower sashes and stone sill. The second and third storey consists of a large 3 x 3 pane window with stone sill and entablature. A stone ribbon wraps around the projecting bay delineating between the second and third storey. Adjacent to the window's entablature are brick reliefs that extend to the stone roofline and modest pediment above.

The right side of the façade consists of a gallery of 21 windows divided by brick pilasters with stone caps. Similar to the left bay, the first and second storey window are divided into three panes; the first storey window panes are divided into a smaller upper sash and the second storey window panes are divided into a lower sash. Each window is a rectangular shape with stone sill. The third storey windows have an arched brick voussoir. The upper storey windows also have three panes divided with a smaller, lower sash on each pane.

The façade is in good condition. There is some cracking of the concrete steps leading into to the doorway. There is some water damage to the window sills, brick sill below first storey windows and foundation still. The brick sill is discoloured showing signs of efflorescence.

The west elevation also includes a façade of the western addition. The west elevation includes a dichromatic brick wall.

## **South Elevation**

The south elevation consists of the length of the 1960, 1962 and 1968 additions. The view of the upper storeys of the original interior building which includes the large auditorium can be viewed from the south elevation.

The rear additions are composed of a length of one and half storey brick wall. From the left of the façade, there is a brick pilaster, a single human door entry with transom light. This is followed by a projecting bay. With single entry way followed by a doorway niche which includes two sets of doors with three panes of plaster on concrete slabs. The entryway is followed by another single door entryway with upper vents. An overhang is above another single entryway and six windows is sectioned by an upper and lower sash and two narrow panes. A similar window is to the right of this projected bay with a niche entryway with a set of doors with three plaster on concrete sections below a plaster/ concrete overhang.

The remaining length of the rear addition is composed of a singular dichromatic brick wall intersects by a series of windows composed of three panes with lower sashes and paired door entry, and loading door. There is water damage under the overhangs as well as damage to some of the brick along the façade. Some of the brick has been replaced with brick that does match the original brick façade. The most eastern corner of this façade is in poor condition. There is significant water damage; the discolouration is indicative of efflorescence. The replacement of brick is not to match that other façade.

## **East Elevation**

The east elevation includes a façade off of the rear addition. This façade includes three window openings, a three pane window with lower sashes to the left of the façade and one single pane window with lower sash from the left of the façade followed by a loading door, human door entry with transom light and three pane window with lower sashes. Several bricks on the lower right side of the façade appear to have been sandblasted perhaps due to graffiti or water damage.

The eastern elevation of the original school building consists of three bays. The bay to the left of the façade includes 20 windows and is designed similar to the western elevation. To the left of the façade on the first level is a set of doors which are surrounded by what appears to be prefabricated metal. This door opening was facilitated by the removal and extension of an original window opening. There is also a single human door entry with transom light which

replaced the fifth window opening to the left of the façade. The remaining portion of the opening was filled with brick and to facilitate the lower portion of the door, original brick to the same width of the window was removed.

Similar to the western elevation, with the exception of the changes above-mentioned, the first and second storey windows are comprised of a triple pane widow with lower sashes; upper sashes are filled metal plated and the window frames are metal. The metal frames have resulted in rust discolouration on the stone sills. Third storey windows are also triple pane with lower sashes and arched upper sashes which are filled with metal. Rust is also apparent on the stone sills do the metallic composition of the frames. The third storey windows have arched brick voussoirs. The third and fourth window on the third storey from the right of the façade, have been altered to include a single pane window with lower sash (third window) and two pane window with lower sashes (fourth window).

Alternating every two windows across, beginning from the corner are brick pilasters with brick reliefs which are capped with an angular pre-case stone capital. This makes the pilasters mimic a Gothic buttress. A narrow, three brick width pilaster extends from the stone capital to the roofline to also be capped by a smaller stone capital which engaged in the roofline corning. This pattern is repeated four times to the right of the façade until it interjects with a projecting bay which includes the main, and original entry into the school on this elevation.

Similar to the western elevation, this bay includes two brick pilasters which receded slightly at the third storey with a stone cornice. Upon reaching the third storey, the brick pilaster includes decorative brick reliefs which are capped with a stone cornice that is part of the roofline corning. This projecting bay is crested with a modest stone pediment.

The door opening on this façade includes an arched stone lintel which is followed by a set of human doors. The second storey window includes three panes with lower sashes and stone sill. The upper window includes a large 3 x 3 window with stone sill and stone entablature. The corner of this façade which interjects with the north elevation includes a brick pilaster with a stone cornice along the upper second storey level, brick relief which is capped with a stone capital and part of the corning. This portion also includes a portion of the stone pediment on the left side of the north elevation.

This elevation of the original school appears to have undergone the most alterations. The alterations to two window openings on this façade change the overall pattern and design intent

of the façade; there is also the alteration of the base of the projecting bay to facilitate a ramp for accessibility purposes. There is water damage in and around the foundation and rust discolouration on several window sills. There is water damage to the bricks below sills of most of the window, in particular that of the first storey windows due to the blackening brick which is symptomatic of efflorescence most likely as a result of snow and salt during winter months. There have been alterations to the brick around the brick voussoir of the first and second windows on the third storey to the left of the façade. There are changes to brick above second last and last window on the third storey to the right of the façade.

The bases of the brick pilasters on the central projecting bay are in poor condition. Some bricks appear to have been replaced and there are spaces where mortar is required. The base of the wooden doors are also worn at the base due to moisture and general use.

The following image provides an overview of the roof condition and when they were last repaired. The medium and long-term conservation of the building would require that the roofs that have not been repaired for over 10 years be examined and repaired or replaced as necessary.

## 3.2 Description of Landscape Features

The school property includes landscaped open space, two parkettes, circulation routes (pathways), and a parking lot. A cement walkway located perpendicular to Wellington Street is terminated by the front entrance of the building. There are intersecting paths to the right of the front façade with both coniferous and deciduous plantings. A parking lot is located at the easterly portion of the lot. The north-west corner of the property includes a parkette, which includes a dedication plaque dated June 14, 1988. A second parkette is located adjacent to the front entrance of the school and includes stone benches.

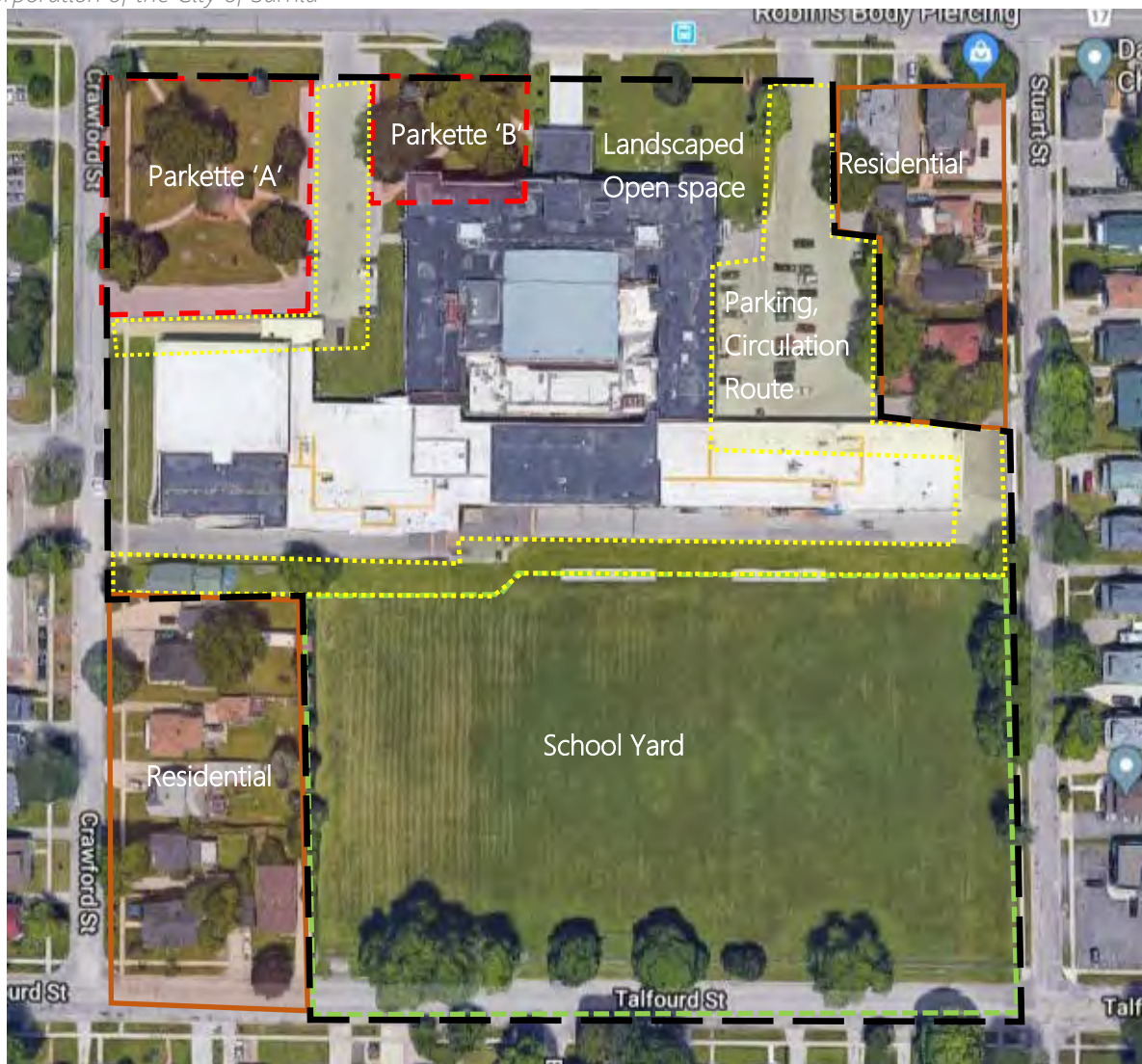


Figure 11: Aerial photograph noting location of landscape features (Source: Google Images, accessed 2019).





**Figures 12, 13, 14, 15, 16, & 17:** (Above left) Front elevation of SCITS; (Above right) View of intersecting paths to the right of the front entrance; (Middle left) Dedicated park to the right of the intersecting paths; (Middle right) Photograph of dedication plaque for park; (Below left) View of circular designed seating garden to the left of the front façade; (Below right) Large field to the rear of the property ( MHBC, 2019)

### 3.3 Wellington Street Streetscape

Wellington Street is one of the oldest streets in Sarnia and is named after Arthur Wellesley, who was the first Duke of Wellington. The street is noted in Plan 17 of 1854, Port Sarnia (which later became the City of Sarnia) (City of Sarnia, Streets Project 446; Elford & Block, 2013). The existing streetscape includes a treed boulevard. The surrounding neighbourhood is primarily residential and includes buildings which have been altered for commercial-type use.



**Figures 18 & 19:** (Above) View of Wellington Street and front yard of SCITS looking westward; (Below) View of Wellington Street looking eastward toward SCITS (Google Earth, 2019)



### 3.4 Description of Surrounding Neighbourhood and Context

The surrounding neighbourhood is primarily comprised of residential uses with some commercial buildings between one and two storeys in height. The neighbourhood includes the 'Vision' nursing home, a single storey commercial plaza to the north, and the 'On Edge Academy of Hair' salon to the south.

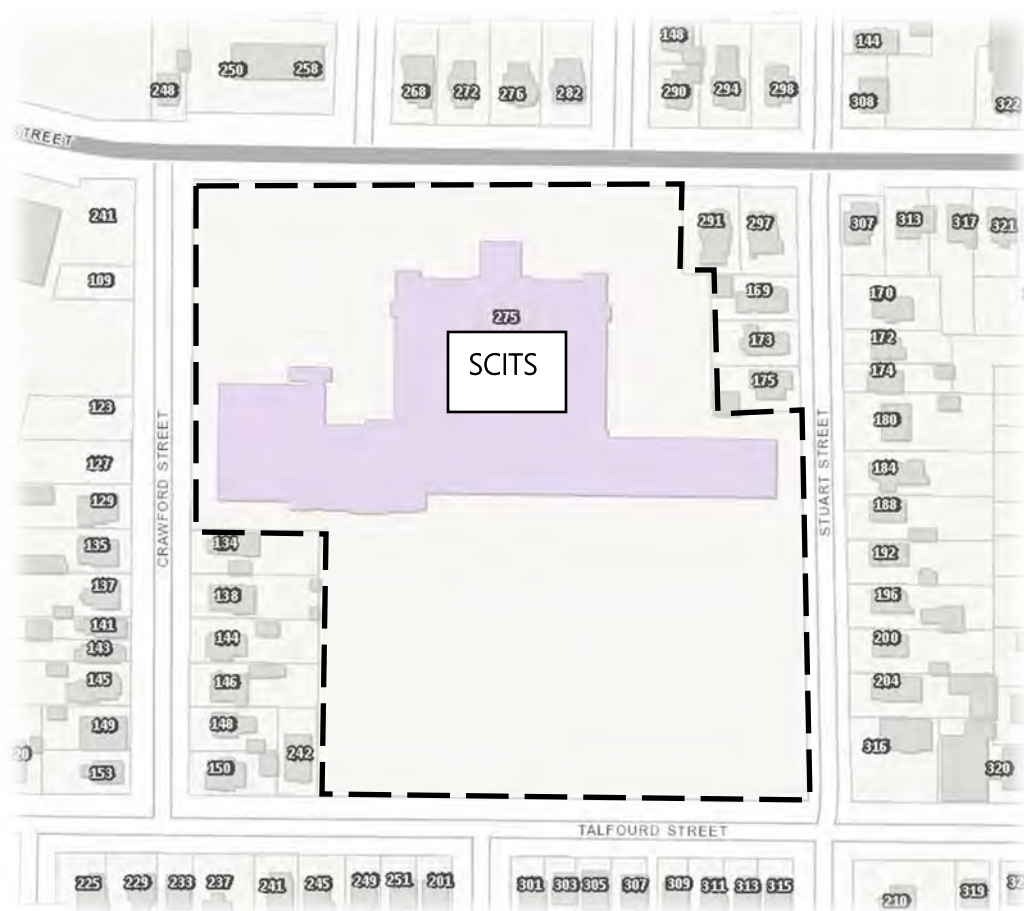


Figure 20: Interactive map excerpt showing the school in relation to surrounding built form (Lambton County GIS, 2019)



**Figures 21, 22 & 23:** (Above) View of houses along the north side of Wellington Street across from SCITS; (Middle) View of one storey commercial plaza to the north of the school property; (Below) View of Vision nursing home to the east of SCITS property (Google Maps, 2019)

## 4.0 Policy Context

### 4.1 The Planning Act and PPS 2014

The *Planning Act* makes a number of provisions respecting cultural heritage either directly in Section 2 of the Act or Section 3 respecting policy statements and provincial plans. In Section 2 *The Planning Act* outlines 18 spheres of provincial interest, that must be considered by appropriate authorities in the planning process. One of the intentions of *The Planning Act* is to 'encourage the co-operation and co-ordination among the various interests.' Regarding Cultural Heritage, Subsection 2(d) of the Act provides that:

*The Minister, the council of a municipality, a local board, a planning board and the Municipal Board, in carrying out their responsibilities under this Act, shall have regard to, among other matters, matters of provincial interest such as, ...*

*(d) the conservation of features of significant architectural, cultural, historical, archaeological or scientific interest;*

In support of the provincial interest identified in Subsection 2 (d) of the *Planning Act*, and as provided for in Section 3, the Province has refined policy guidance for land use planning and development matters in the *Provincial Policy Statement, 2014* (PPS). The PPS is 'intended to be read in its entirety and the relevant policy areas are to be applied in each situation.' This provides a weighting and balancing of issues within the planning process. When addressing cultural heritage planning, the PPS provides for the following:

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

Significant:

*e) in regard to cultural heritage and archaeology, resources that have been determined to have cultural heritage value or interest for the important contribution they make to our understanding of the history of a place, an event, or a people.*

*Built heritage resource: means a building, structure, monument, installation or any manufactured remnant that contributes to a property's cultural heritage value or interest as identified by a community, including an Aboriginal community. Built heritage resources are generally located on property that has been designated under Parts IV or V of the Ontario Heritage Act, or included on local, provincial and/or federal registers.*

*Conserved: means the identification, protection, management and use of built heritage resources, cultural heritage landscapes and archaeological resources in a manner that ensures their cultural heritage value or interest is retained under the Ontario Heritage Act. This may be achieved by the implementation of recommendations set out in a conservation plan, archaeological assessment, and/or heritage impact assessment. Mitigative measures and/or alternative development approaches can be included in these plans and assessments.*

## 4.2 The Ontario Heritage Act

The *Ontario Heritage Act*, R.S.O, 1990, c.0.18 remains the guiding legislation for the conservation of significant cultural heritage resources in Ontario. The criteria provided with *Ontario Regulation 9/06* of the *Ontario Heritage Act* outlines the mechanism for determining cultural heritage value or interest. The regulation sets forth categories of criteria and several sub-criteria that a property may meet. This Cultural Heritage Evaluation Report and Contingency Study will have regard for these policies when determining cultural heritage value.

The property located at 275 Wellington Street contains built heritage resources which are not considered to be a *protected heritage property* under the consideration of the *PPS*, as it is 'listed' (non-designated) under Section 27 of the *Ontario Heritage Act*.

## 4.3 County of Lambton Official Plan (1998)

Sub-section 2.2 of the County of Lambton Official Plan includes policies related to the conservation of cultural heritage resources. Here, significant cultural heritage resources are to be protected and conserved. Local municipalities are encouraged to prepare and maintain inventories of significant cultural heritage resources. The County and local municipalities are encouraged to promote heritage aspects of the County through tourism and development activities.

## 4.4 City of Sarnia Official Plan (2014)

The City of Sarnia acknowledges the importance of cultural heritage resources. Sub-section 2.5 of the City of Sarnia Official Plan speaks to the preservation and enhancement of conservation, and protection of cultural heritage resources, features, and landscapes in the City.

### Policies for Adaptive Re-use

Section 5 of the Official Plan speaks directly to adaptive re-use as a potential form of conservation as follows:

*Cultural heritage protection does not require that cultural resources remain static. This Plan promotes the continual conservation and use of cultural resources through rehabilitation, renovation, restoration, preservation and reuse. Through the application of heritage protection tools, Sarnia can maintain a legacy of heritage resources that reflect the City's rich past and contribute to its long-term success. Council shall lead by example and ensure that all City owned heritage resources are conserved and maintained in a state of good repair.*

If alteration, additions or demolition is proposed for a cultural heritage resource, the City may be required to submit a Cultural Heritage Impact Assessment which would be guided by the following principles:

- a) good heritage conservation practices must be followed in accordance with the Standards and Guidelines for the Conservation of Historic Places in Canada;*
- b) heritage buildings, cultural heritage landscapes and archaeological sites, including their environs, are to be protected from any adverse impacts of any proposed alteration, additions, works, or development;*
- c) new additions and features are generally not to be any higher than the existing building and wherever possible be placed to the rear of the building or set back substantially from the principal façade so as to make the addition unobtrusive from the public realm;*

The Official Plan also includes that if new development is proposed for the subject property which supports the retention and reuse of the building on-site, it is important to acknowledge that the City has an obligation in their Plan to act as a partner as stewards in the redevelopment of the property as stewards of the community's cultural heritage resources. The City, among other stakeholders, should encourage partnerships and joint stewardship of these resources (12).

The City of Sarnia provides a list of alternative conservation recommendations which should be considered in lieu of proposed development of a cultural heritage property. These alternatives are listed in order of least impact to greatest impact on potential heritage resources as follows:

- a) on-site retention in the original use, and integration with the surrounding and/or new development;*
- b) on-site retention as an adaptive use;*
- c) relocation to another site within the same development; and*
- d) relocation to an appropriate site within the City.*

## **Policies for Cultural Heritage Designation**

The City of Sarnia Official Plan also outlines the City's agency in the designation and conservation of cultural heritage resources as follows:

*Any property, or portions or attributes of a property, may be considered for heritage designation to secure the conservation of significant cultural heritage resources. The City*

*may impose, as a condition of any development approvals, the implementation of appropriate conservation, restoration or mitigation measures to ensure the conservation of any affected cultural heritage resources. In keeping with the provisions of the Ontario Heritage Act, the City shall establish minimum standards for the maintenance of heritage attributes of designated heritage properties.*

If the property is designated, the City may pass by-laws to aid in the retention and conservation of the building:

*Council may pass by-laws providing for grants, tax rebates or loans to the owner(s) of a designated heritage property to pay for all or any part of the cost of the alteration the designated property on such terms and conditions as Council may prescribe provided that the alteration will protect or enhance the heritage characteristics of the property.*

## **Policies Regarding Demolition of Cultural Heritage Resources**

If a demolition of a cultural heritage resource is approved as part of a development application, then the City will require the applicant to provide measured drawings, a land use history (including a chain of title), photographs and other relevant information. This is also discussed later in this section as part of a Cultural Heritage Impact assessment.



## 5.0 Historical Overview of the Sarnia Collegiate Institute and Technical School (SCITS)

### 5.1 Tangible Cultural Heritage

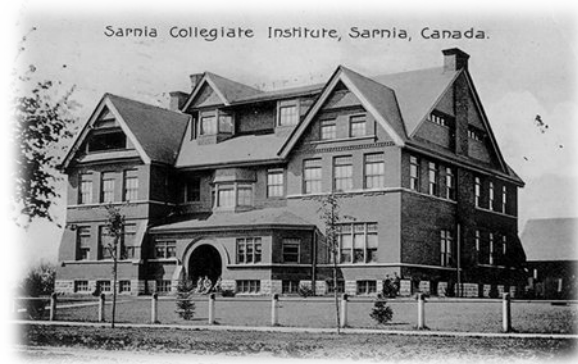
The Sarnia Collegiate Institute & Technical School (SCITS) was originally known as the Sarnia Grammar School in 1851 and was located on Lochiel Street (Mathewson, 2015) of Port Sarnia (now the City of Sarnia). This original SCITS school is not the existing building located at 275 Wellington Street. The former school on Lochiel Street became the Sarnia High School in 1871 and later became the Sarnia Institute in 1891/1892 on London Road (The Collegiate, 1997).

In 1922, the existing school was constructed at 275 Wellington Street. It was later renamed the Sarnia Collegiate Institute and Technical School (SCITS). The 1922 edition of the school's yearbook, *The Collegiate*, provides the following:

*The passing months have brought us nearer and nearer to completion a new Collegiate and Technical School which is one of the finest of its kind in the Province" ...And yet, though we rejoice for the generations that will come, into our minds creeps a feeling of sadness that we must leave the old school which has served us and our fathers before us...And so, in farewell, we have dedicated this issue the last to be edited in this building to the Old School.*

The new Sarnia Collegiate Institute and Technical School was advertised in local media as one of the finest, most advanced of its kind in the Province.





**Figure 24:** Photograph of the former Sarnia Collegiate Institute on London Street, 1910 (Courtesy of the Toronto Reference Library, Baldwin Collection, PC-ON 1850).

In 1918, the former school building on London Road was at capacity and rooms were opened to accommodate the growing student population (The Collegiate, 1997). The decision to build the school at 275 Wellington Street was made by the Sarnia Board of Education in 1919/1920 due to anticipated increase of class volumes following the ratification of the Adolescent Act which made it compulsory for boys and girls (up to 16 and 18 years of age) to attend school. The Chamber of Commerce worked through a "Program of Work" to construct a new school facility with modern amenities (The Collegiate, 1997).

In anticipation of the new school, the Board of Education purchased and assembled lots for the construction of the new school. The subject property is historically described as Lots 2-5, Range 3, of E.R. Jones Plan 16 ½, which was surveyed in 1867 (City of Sarnia Street Project, n.d.).

### History of Land Ownership Prior to Board of Education

#### *Lot 2, Range 3*

Lot 2 was originally granted to John A. Crawford by the Crown in 1845 (LRO). A certificate was registered for this lot on September 6, 1922 by William C. Crawford which included the transfer of lot 2 to the Board of Education and Secord & Sons Construction Co. Ltd.

#### *Lot 3, Range 3*

Lot 3 was originally granted to James Lambert by the Crown in 1874; it stayed in the family until 1907, when it was separated granting the eastern portion of the western half of the lot to Selena Gowie; in 1909, the western half of the western half was granted to Selena Gowie (LRO). In 1913 and 1914, the western half of the western half of the lot and the eastern half were granted to the Luscombe family (LRO). In 1919, Selina Gowie granted the Eastern half

of the western half of the lot to the Board of Education, City of Sarnia for \$6, 420 (LRO). The Luscombe family sold the eastern half of the lot and a western quarter of the lot to the Board of Education for the City of Sarnia for a total of \$3, 036 (LRO). Selena Gowie was given \$920 for parcel 7\*, and the Luscombe family sold parcel 6 & 8 for a total of \$2,760 (LRO) to S. Macwatt, A. Weir (two of arbitrators, Affidavit of W. Batten, Secretary of the Board of Education).

***Lot 4 and 5, Range 3***

Lot 4 and 5 was originally granted to Sylvia V. Pottinger by the Crown in 1877 (LRO). In April of 1878, the lot was sold to James S. Loughead for \$1,850 (it was mortgaged with Sylvia V. Pottinger) (LRO). In December of 1882, James S. Loughead sold the land to William Bain for \$2,500 (LRO). In 1887, William Bain and his wife granted the land to William Proctor for \$600.00 (LRO). In 1913, William Jason Proctor and wife sold the land to the Corporation of the Town of Sarnia for \$5,000 (LRO). On December 23, 1919, the Corporation of the City of Sarnia, in the spirit of Christmas, granted the land to the Board of Education, City of Sarnia.

In 1921, S.B. Coon and Son completed their design of the school. The general contractor that was awarded the job was P.H. Secord and Sons Construction Company of Brantford; there were however several sub-contractors including: James Shanks and Son, Sarnia Hardware Co., Central Canada Stone Co., MacKenzie Milne and Co. Carter Decorating Co., Chambers Electric Co. Laidlaw Belton Lumber Co. Limited, W.J.L. Parsons, Thomas Grace, Dennis Wire and Iron C. Carmichael Waterproofing Co., Sarnia Hydro Electric, Canadian Power Regulator Co., S.B. Coon and Son, Canada Metal Co., A.R. Calcott and Co., White Sewing Machine Co., Dominion Radiator Co., Northern Electric Co., Milton Pressed Brick Co. , C.A. Dunham Co., Ltd. , Mueller MFG, Co. Sarnia Bride Co., Schreiers Limited, Crawford and McGaw, International Business Machines, Preston Woodworking Co., McKay School Equipment Co., P.H. Secord and Sons, Phippen and Simpson, E.T. Bates (The Collegiate, 1997, 11).

The construction of the school required 35 miles of electrical wire, excavation of 8,000 yards, 22, 000 sacks of cement, 22 boat loads of gravel and sand, 780,000 feet of lumber, 1, 500,000 bricks equal to 200 miles, 100,000 square feet of tiles, 120 tons of steel rods, 10,000 square feet of glass, 9000 hundredweight stones, 50 tons of structural steel and 4624 square feet of blackboards. The construction of the school costs \$600,000 (The Collegiate, 1997, 11).

The new Sarnia Collegiate Institute and Technical school was advertised in local media as having modern amenities. These were acclaimed by the Sarnia Canadian Observer as being "THE BEST EQUIPPED IN THE PROVINCE", including a controlled heating environment, independent fire alarm system, automatic clocks, medical room, 25 foot by 75 foot swimming pool with showers and a dressing room. An article entitled, "Up to Date" printing by the Sarnia Canada Observer on Saturday, October 28, 1922 states the following:

*The new hall of learning is one of the finest and perhaps the most up to date of its kind in Ontario. Every modern facility for the instruction and comfort of pupils has been embodied in the technical equipment is in some way novel and the most modern that could be produced.*

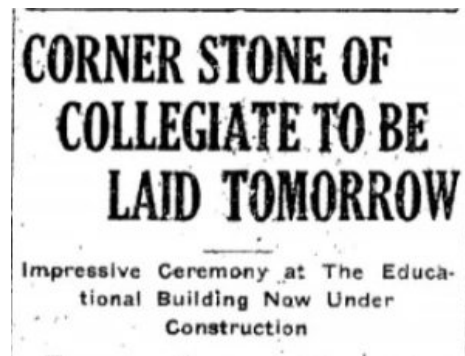
*Automatic regulation of the temperature in any room by means of a thermostatic control located in the principal's office is one of the outstanding features and telephone communication with all rooms with the same office is another.*

*It also contains an independent fire alarm system, an automatic clock system, medical inspection room with dental chair, Sheldon circulating fan which constantly changes the air in the building, swimming pool 25 x 75 feet, from 3 to 8 feet in depth with dressing rooms and shower...automobile and motor mechanics workshop, engineering workshop, woodworking room with the latest machinery, chemistry and physic laboratories with latest equipment including running water on tables, electric current, air tight cupboard for experiments, battery room for supply of current, moving picture booth over auditorium, lecture room with lantern and screen and large gymnasium.*



Figures 25 & 26: (Above) Excerpt of the Sarnia Observer in October of 1922 for the opening of SCITS (Source: The Collegiate, 1997, 11), Photograph of the Sarnia Collegiate Institute and Technical School on Wellington Street c. 1920 (Courtesy of Lambton County Archives).

When the construction of the school was finalized, a cornerstone was ceremoniously laid by Dr. F. W. Merchant of the Ontario Department of Education (Sarnia Observer, October 1922). The cornerstone including a copper box containing the following: a 1921 City Directory, samples of oil bottles from Imperial Oil Ltd., manuscript by Chief Jacobs written in Ojibwa, copper and silver coins, and a list of the Board of Education members of that time. There were several notable persons present including the mayor, city council members, board of education members, Sarnia's clergy and other prominent citizens. The official opening ceremony took place on October 27<sup>1</sup>, 1922. The newspaper headlines read "*Greatest event in the history of Sarnia with the Opening of Collegiate Technical School.*"



The photograph below shows the Staff of the "new" collegiate (SCITS) in 1922. Out of 18 teachers, five are female. At the time, SCITS was one of four or five cities in the Province to admit students free of charge.



**Figure 27:** Photograph of the 1922 Collegiate Staff from "The Collegiate" yearbook of 1922.

<sup>1</sup> Other references dated October 28<sup>th</sup>.

Figure 21 demonstrates the architectural design and intent of the original front entrance. This includes doors with stone entablature, transom and sidelights.



**Figure 28:** Photograph of the original front entrance of the school and Rugby Team in 1927 from "The Collegiate" yearbook of 1927

The school included amenities which demonstrated the importance of sports for its students, such as a rifle range and swimming pool. SCITS was home to one of the only heated indoor pools in the county. Track and field was commonly practiced in the large rear field of the school property.



**Figure 29:** Photograph of the original 1922 school from the rear in 1952 during track and field (Source: Sarnia Observer, Lambton County Archives, 05532094).



The photographs below show a classroom and staircase located in the 1922 portion of the school.



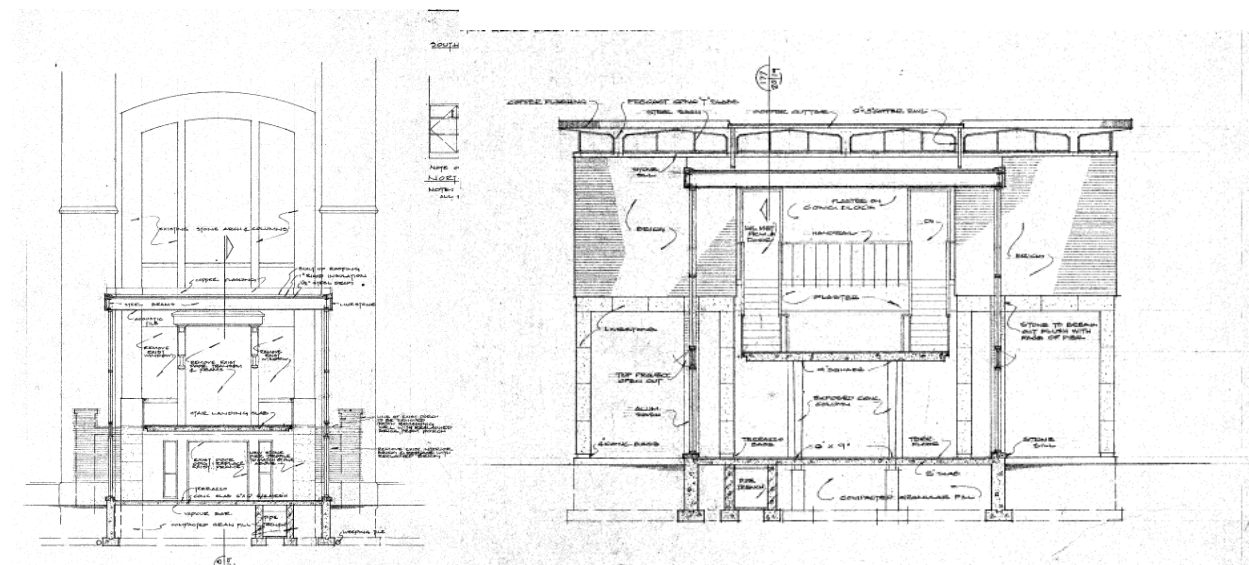
**Figure 30 & 31:** (Left) Photograph of the interior of original classroom on September 4<sup>th</sup>, 1951 (Source: Sarnia Observer, Lambton County Archives, 02646-02); (Right) View of students standing on original staircase in 1968 (Source: 1968 Collegiate Yearbook).

The map below indicates that there were several other schools within the City. However, the need for additional space would become inevitable as the population met 1500 in 1952 (The Collegiate, 1997, 11).



**Figure Figure 32:** Map of the City of Sarnia and Port Edward in 1952; red circle indicates the location of SCITS;  
 red circle indicates location of SCITS.

By the mid-20<sup>th</sup> century, several schools in Ontario were reaching capacity with the rise of the baby boomer demographic. In the 1950s and 1960s, several schools were constructed in Sarnia due to the fact that SCITS had reached its maximum capacity. As a result, St. Clair Secondary School was constructed in 1961. During the 1960s, SCITS had additions constructed at the rear of the building to facilitate the growing student population. Other additions and alterations took place in 1960, 1962, 1966 and 1968. The architectural drawings provided below show the 1960 addition and the 1966 changes to the front entryway. The 1962 addition is located to the east of the 1960 addition.



The architectural drawings of 1965 for the 1966 alteration to the front entrance indicate that the existing sidelights to the main entry door were removed as well as the existing door with transom and frame. The line of the existing porch was removed and patched with reclaimed brick. Steel beams were installed over the existing limestone to create steel deck with copper

flashing. In order to support the new terrazzo, piers were driven below grade and area filled with compacted granular fill.

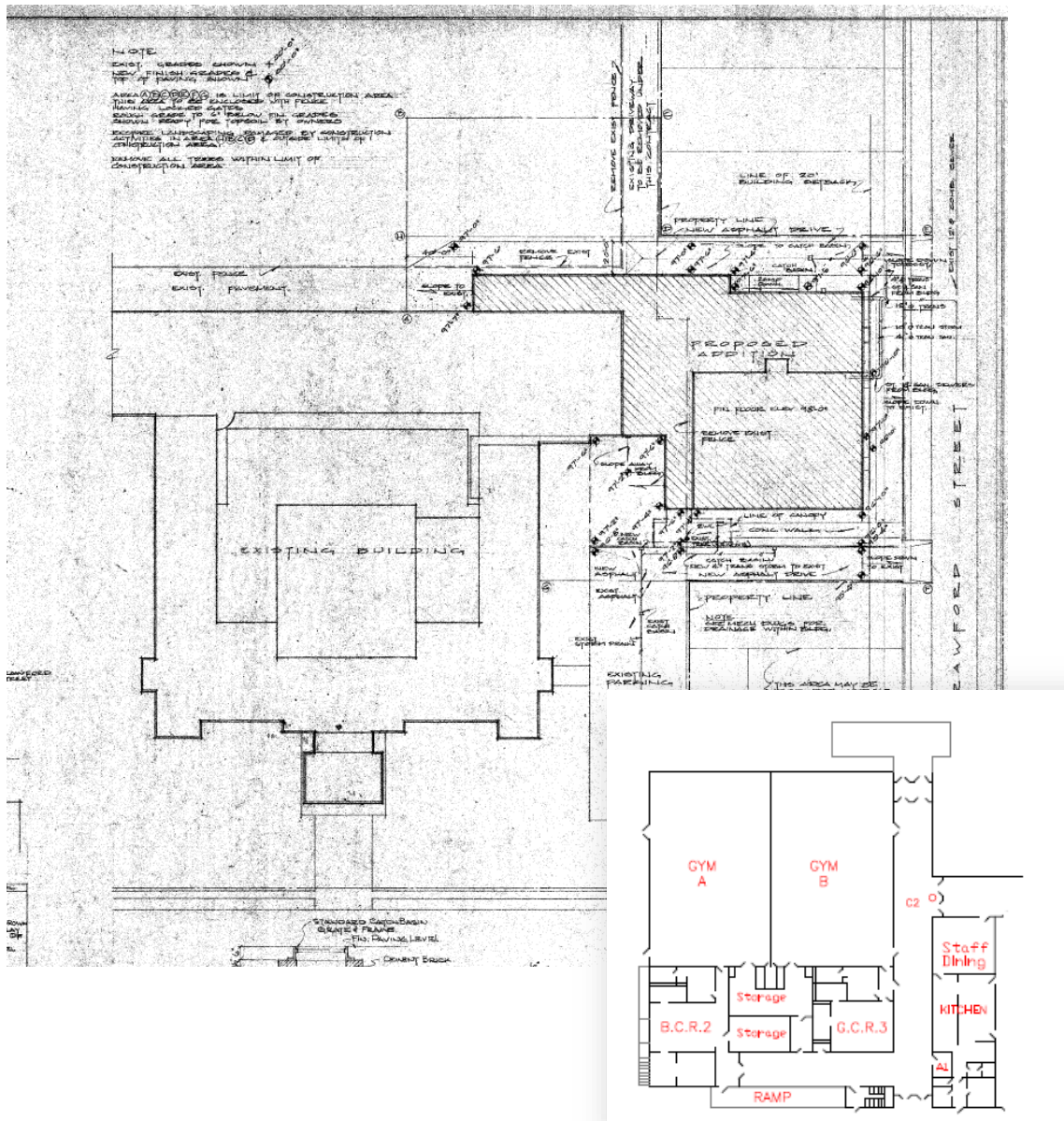
The 1966 aerial photograph provided below demonstrates that there was a significant addition constructed to the original portion of the school by this time. At this time, the front yard included a pathway, which has been removed.



**Figure 36:** 1966 Aerial Photograph of SCITS from Paisley Photographic Collection, the Sarnia Library, Accession no. 20105034 depicting 1960, 1962 and 1966 additions.



In 1968, an addition was constructed to the west portion of the school to facilitate gymnasiums, associative storage and change rooms as well as kitchen and dining space for staff.



**Figures 37 & 38:** (Main) 1968 architectural drawings for the west wing addition (Courtesy of the City of Sarnia); (Right) Excerpt of the current first floor plan of this addition (Courtesy of the Sarnia Historical Society).



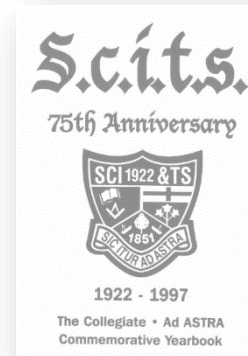
**Figure 39:** Excerpt from The Collegiate 1968-1969 showing the progress of the construction of the 1968 addition.

In an 1969 aerial photograph, it is clear that the school and its associated rear field was clearly visible within the surrounding neighbourhood.



**Figure 40:** 1969 aerial photograph of the City of Sarnia; red circle indicates the location of the SCITS (Lambton County Library).

From 1995 to 1996, Pat Preudhomme was the first female principal of SCITS. At this time, an elevator was installed within the school. The principal at the time commented that it was constructed, "...without significantly compromising the traditional architecture of the building." (The Collegiate, 1996, 18). The following year, SCITS celebrated its 75<sup>th</sup> anniversary. Commemoration included a 450 page school yearbook reviewing the history of the school. The yearbook includes excerpts from alumni and notable members of the community, and a note from Prime Minister Jean Chretien (see below).



PRIME MINISTER • PREMIER MINISTRE

I am delighted to convey my warmest greetings to the students and staff of Sarnia Collegiate Institute and Technical School on the occasion of its 75th anniversary.

For seventy-five years, Sarnia Collegiate Institute and Technical School has played an important role in the personal and professional development of its students. It has offered invaluable educational challenges to our nation's young people, while at the same time providing a stimulating social environment that has encouraged community interaction. I know that this school's history will serve as inspiration and guide to the generations still to come.

Please accept my best wishes for a most memorable celebration and for every success in the future.

OTTAWA  
1997



**Figures 41 & 42:** (Above right) Cover page of the 75<sup>th</sup> anniversary Collegiate Yearbook printed in 1997; (Below) Letter embedded in the 1997 Collegiate Yearbook by the Prime Minister Jean Chretien.

In 2015, Lambton Kent District School Board presented a report to propose the consolidation of SCITS with St. Clair Secondary School and the closure of SCITS due to low population (*Accommodation Review Committee*, South Sarnia Secondary School). A group called “Save SCITS” was established to support the community importance and heritage value of the school.



**Figures 43 & 44:** (Left) Save SCITS poster; (Right) Images from Save SCITS collection (Source: Facebook Save SCITS)

The Lambton Kent District School Board trustees voted to consolidate the school on May 10, 2016 (Lambton Shields, May 11, 2016). St. Clair Secondary School (SCSS) was renovated in 2017-2018 to facilitate the consolidation of the two schools. SCITS was officially closed in July of 2017.

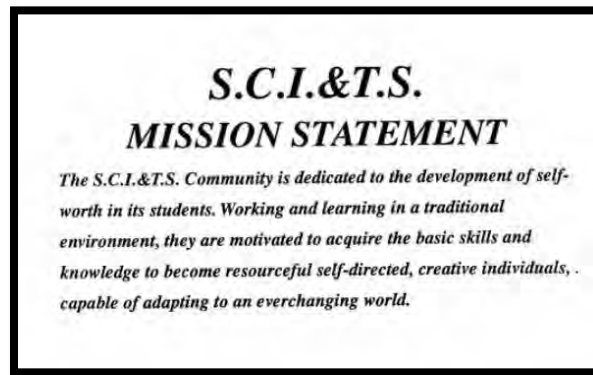


Figure 45: SCITS Mission Statement including in 1997 Collegiate Yearbook.

## 5.2 Intangible Cultural Heritage of SCITS

The courses held at the school were important to the education of youth within the community. Academic courses in 1922 would prepare students for universities, requiring four to five years of attendance and vocational courses which were described as, “-prepar[ing] boys and girls for commercial, business, industrial, and homemaking pursuits”. The historical record identifies that SCITS included programming which reflected societal transitions in the community, which were typical of the time. This included the increased involvement of women in roles in the community post WWI. SCITS, as well as other schools in Canada at the time embraced these changing roles as it related to education and other which were previously male-dominated.

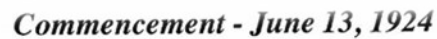
A 1922 program of school activities outlines courses available at the school. It states that, “a Prevocational Course is offered to boys and girls to enable them to make an intelligent choice of an occupation through the means of “Try-out Courses”. This indicates the girls were encouraged to pursue careers (The Collegiate, 1997, 22). Young women and girls were also supported with athletic programs. The Girl’s Athletic Association of 1923 states, “We have an excellent basketball teams which won the Western Ontario basketball Championships. During the winter months a number of girls, interest in out-of-door sports, have formed a hockey team and practices are faithfully held two or three times a week.”

### **Youngest Pupil in Attendance at S. C. I. & T.S.—1928-1929 Term**

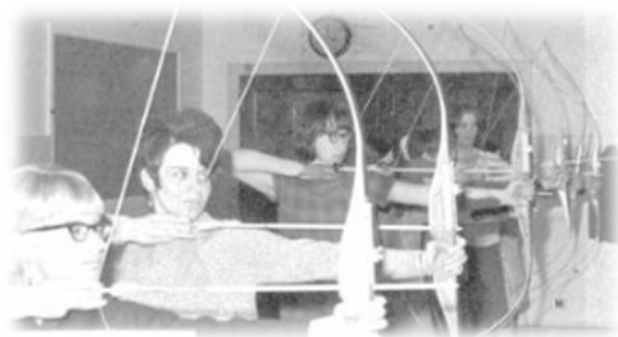
Margaret Alexander, age 10 years, 8 months at date of Enrolment,  
September, 1928.



**Figures 46 & 47:** (Left) 1923 Girl's Athletic Association; (Right) 1941/1942 Girl's Athletic Association (1997 Collegiate Yearbook).



First Row: Della Thibadeau, Pearl Alexander, Beatrice Barnes, Dorothy Pole, Fern Wardworp, Emily Wright  
Second Row: Evelyn Gardiner, Celia McRury, Mary Mulligan, Hilda Casper, Elizabeth Mapletop, Lucy Brown, Abigail Richardson, Frances Dennis  
Third Row: Alice Harwood, Eve Jackson, Marville Crowe, Nellie Gordon, Daisy Smith, Beatrice Hobbs, Margery Hackney, Margaret Glabb, Velma Simpson



**Figures 48, 49, 50, 51:** (Above left) 1927 Girl's Basketball Team (Source: 1927 Collegiate Yearbook); (Above right) Females attending SCITS in 1924 (Source: 1924 Collegiate Yearbook); (Below left) Girl's swim team c. 1940 (Source: Collegiate Yearbook); (Below right) Girls Archery Team (1968 Collegiate Yearbook).

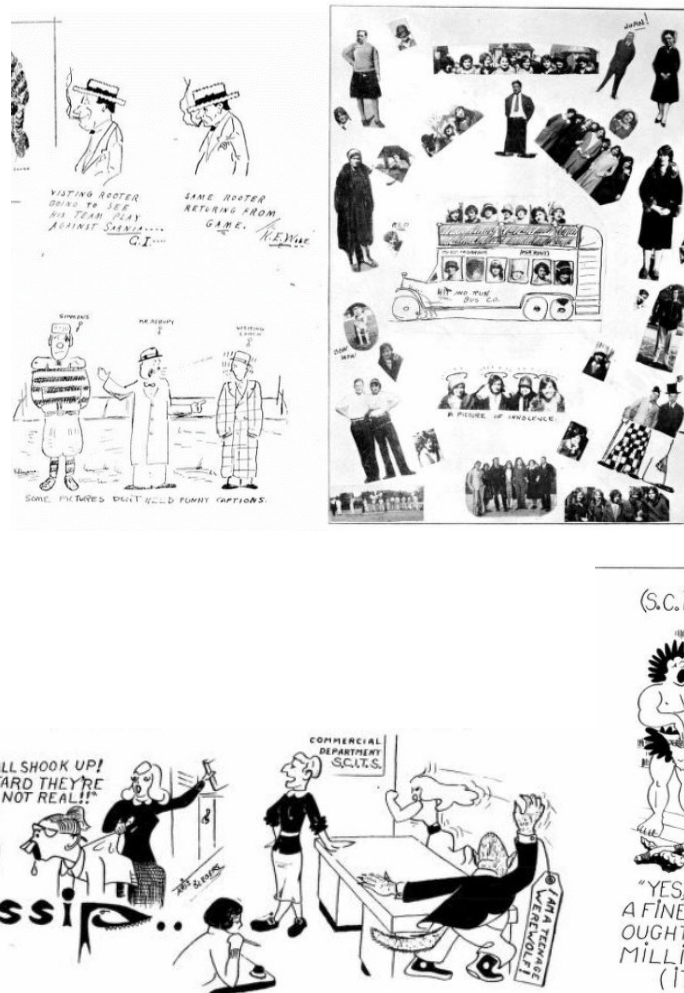
A comment made by Ruby Banchard (nee Crawford) states that Mr. Mendizabal allowed herself as well as other girls to use rifles when it was previously restricted to young men and boys (The Collegiate, 1997, 146). By 1956-1957, females were permitted to use the shooting range.

### **WE ARE THE GIRLS!!**



**Figure 52:** 1956-1957 Girl's Rifle Club ( 1957 Collegiate Yearbook).

The annual SCITS yearbook "The Collegiate" was also published from 1914 to when the school closed in 2016. These yearbooks provide considerable information and insight into the functioning of the school. The Collegiate yearbook was consistent in its overall personalization of the school community and its running theme of humour. The Collegiate yearbook should be considered a unique collection of stories and traditions. The idiosyncratic nuances throughout the history of the yearbook are particular to not only the school, but the community of the City of Sarnia as well. The early editions of the yearbooks include stories and illustrations (i.e. cartoons and collages) which were typical of the early half of the 20<sup>th</sup> century.



Figures 53, 54, 55 & 56: (Above left) Excerpt of 1927 Collegiate yearbook cartooning (listed as a student group in the 1927 list); (Above right) Excerpt from the 1927 Collegiate yearbook with a collage of photographs of students and teachers; (Below) SCITS Cartoon of 1957-58 Collegiate Yearbook; (Below right) SCITS Cartoon of 1957-58 Collegiate Yearbook.

The auditorium was used for several events in the community. This includes those related to school as well as other community functions, such as ceremonial events (i.e. community Veteran's Ceremony). The auditorium was more recently used for a motivational talk by Canadian Astronaut Chris Hadfield.





**Figure 57:** (Above) 1956 Veteran's Day Ceremony (The Collegiate, 1956).

The original school building included a machine shop, auto shop, mechanics shop, plumbing and steam fitting shop as well as a woodworking room, architectural room and technical rooms for the purpose of training students in the trades. Several of these students graduated the school retaining positions in various trade fields. Wood working in particular, which has since diminished in popularity was a traditional trade that was taught and practiced at SCITS. In the 1930s, the school's technical department was used to train war workers (The Collegiate, 1997, 14).



**Figure 58:** 1952 Sarnia woodworking instructor to retire (Source: Excerpt from 1997 Collegiate, 168).

The school has historical associations with several noteworthy persons including: John Robert Boyle (Alberta Cabinet Minister/ Alberta Supreme Court Judge), James "Scotty" Doohan (Star

Trek Actor), John Manore (Grey Cup Champion, Sarnia Imperials, 1934 All Starts), Marian Engel (Award-Winning Novelist, Order of Canada), Dr. Roger Moore Butler inducted in the Canadian Petroleum Hall of Fame (invented "Steam Assisted Gravity Drainage"), Roger John Gallway (Member of Parliament of Canada); Douglas George (Consul General of Canada in Detroit), Ross Gray (Member of Parliament of Canada) William Goodison (Member of Parliament of Canada), William John Hanna (Provincial Secretary and Registrar of Ontario, Legislative Assembly of Ontario), Patrick Kerwin (Chief Justice of Canada), Pauline Mills McGibbon (First female Lieutenant Governor of Ontario, Order of Canada, Order of Ontario).



Figures 59 & 60: (Left) Theatrical photograph of James "Scotty" Doohan; (Right) Coloured photograph of Pauline Mills McGibbon, first Lieutenant Governor of Ontario).

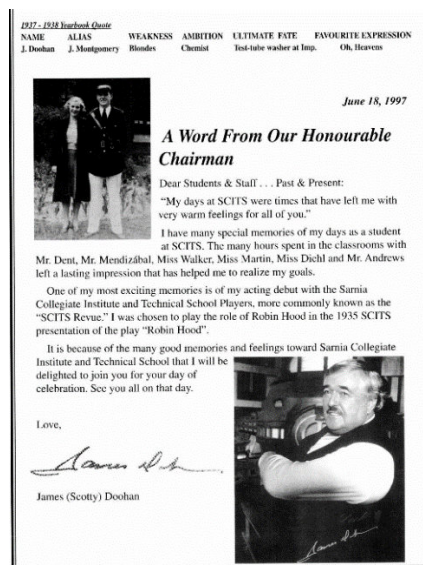


Figure 61: Letter from James "Scotty" Doohan for the 75th anniversary of the Collegiate (The Collegiate, 1997).



James (Scotty) Doohan, an alumni of SCITS and Star Trek actor claimed in 1997 as a contribution to the 75<sup>th</sup> anniversary yearbook that “one of his most exciting memories is [his] acting debut with the Sarnia Collegiate Institute and Technical School Players, more commonly known as the “SCITS Revue.”

## 6.0 Conditions Analysis

A site visit was completed by MHBC Cultural Heritage Staff in September, 2019. The site visit determined that the building is overall in good condition and retains the majority of heritage attributes related to the 1922 portion of the school. Current floor plans of the building are provided in Appendix 'F'. Architectural drawings of the 1960 and 1968 additions are provided in Appendix 'H'. One of the main alterations to the original (1922) portion of the school includes the existing front entrance, which was constructed in 1966. This addition is visible from Wellington Street and enclosed the original entrance and its features. It is unknown whether or not the original entrance has remained in-tact within the 1966 addition. Photographic documentation of the site is provided in Appendix 'B'.

### Summary of Existing Conditions:

It should be noted that the following was drafted based on 'naked eye' inspections, without invasive testing or the benefit of a structural analysis conducted by a qualified structural engineer. All views of the exterior of the building were provided from the public realm, along Wellington Street.

- **North elevation:** Water damage noted on window sills. Water damage on ceiling of 1966 front addition. Repointing and repair of brick masonry may be necessary.
- **West elevation:** Crumbling and spalling brick on either side of central bay along base of entryway. Water damage on window sills noted. Repairs would include repointing and repair to masonry.
- **South elevation:** Water damage around entryways. Damage to brick masonry noted at the eastern corner of the rear elevation. These bricks may have to be replaced.
- **East elevation:** Water damage and discolouration on window sills. Water damage evident along foundation. Water damage to masonry at either side of entryway (crumbling/spalling bricks). Requires cleaning of sills, repair or replace sealant. Masonry requires repairs and repointing.
- **Roofs:** Roofs were not visible from the street. Roofs + 10 years should be inspected.

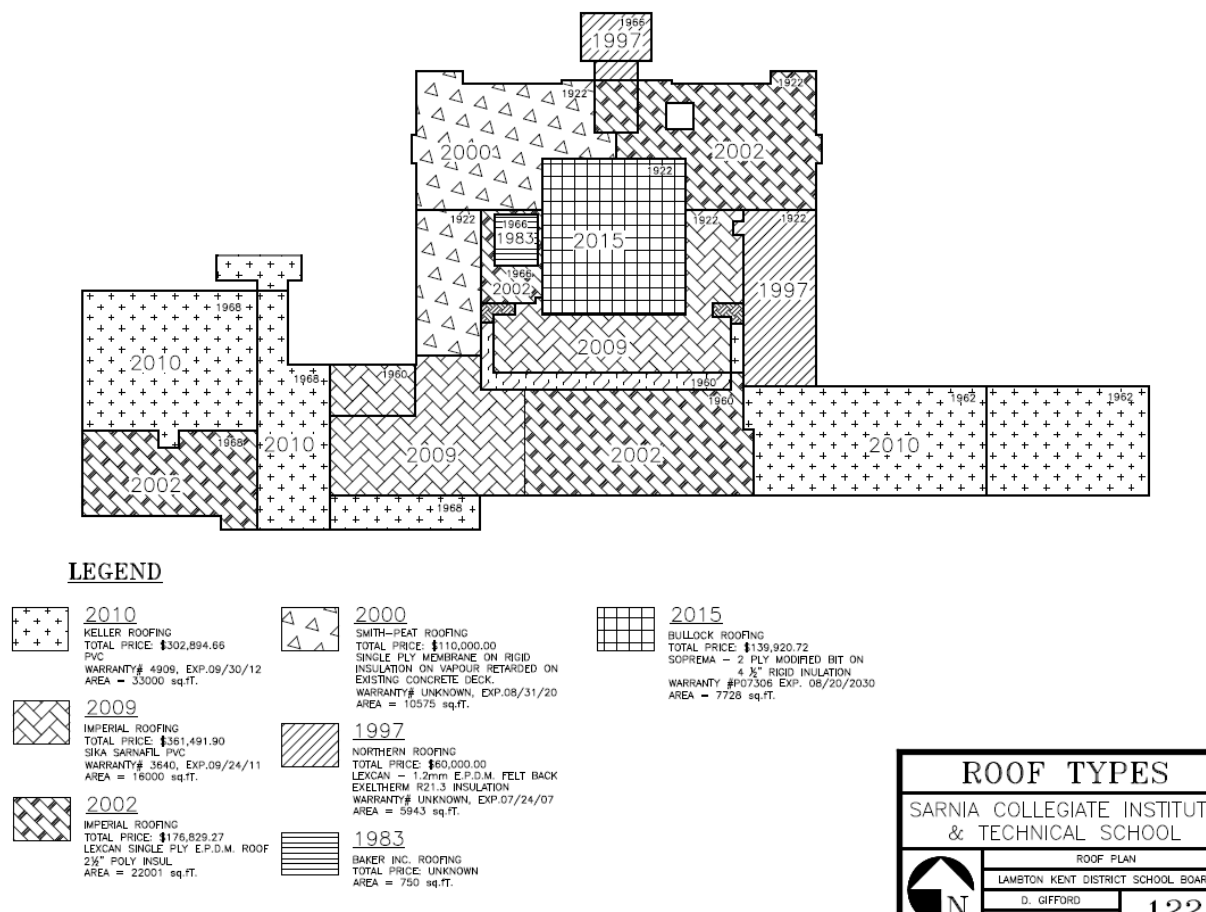


Figure 62: Roof plan with dates of the latest repairs and roof materials depending on location of the school (Courtesy of the Sarnia Historical Society).

## 7.0 Evaluation of Cultural Heritage Resources

### 7.1 Evaluation Criteria

The subject lands have been evaluated as per *Ontario Regulation 9/06* pursuant to the *Ontario Heritage Act*. The regulation provides that:

*A property may be designated under section 29 of the Act if it meets one or more of the following criteria for determining whether it is of cultural heritage value or interest:*

- 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,*
  - ii. displays a high degree of craftsmanship or artistic merit, or*
  - iii. demonstrates a high degree of technical or scientific achievement.*
- 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,*
  - ii. yields, or has the potential to yield, information that contributes to an understanding of a community or culture, or*
  - iii. demonstrates or reflects the work or ideas of an architect, artist, builder, designer or theorist who is significant to a community.*
- 3. The property has contextual value because it,*
  - i. is important in defining, maintaining or supporting the character of an area,*
  - ii. is physically, functionally, visually or historically linked to its surroundings, or*
  - iii. is a landmark.*

## 7.2 Cultural Heritage Evaluation of Built Features

### 7.2.1 Design/Physical Value

The property located at 275 Wellington Street has design/physical value as it includes an Edwardian/Art Deco brick school constructed in 1922. This 1922 portion of the building includes features such as brick pillars and stone sills and voussoirs. The architectural elements of the exterior which are indicative of the Edwardian/Art Deco style include (but are not limited to) the front elevation stone parapet above the front entrance. At the time of its construction, the school was considered as one of the best equipped in the province due to the installation of modern amenities and a swimming pool, for example. The building displays a degree of craftsmanship for its construction, but does not display a high degree of artistic merit and does not demonstrate technical or scientific achievement. The installation of modern amenities in the school was part of a growing trend in Ontario and does not mark the first, or one of the earliest examples of its kind (i.e. in the late 19<sup>th</sup> century).



*Sarnia Collegiate and Technical Institute Sarnia Ontario Canada - 5*

Figure 63: (Above) C. 1930 postcard of SCITS by Valentine- Black Co. Ltd.



Figure 64: View of steel beam modern entryway on western wing (MHBC, 2019)

It is important to acknowledge that according to the *Eight Guiding Principles in the Conservation of Built Heritage Properties* that one should *respect the building's history*. It is important then to provide a review of the 1960s addition to the building and whether they warrant physical/ design value. The additions are simplistic in design, as one would expect from a modern addition of the era. The rear portion of the additions does not have significant architectural elements but is designed for a functional rather than aesthetic purpose. In conclusion, although sympathetic, the rear additions, do not have significant physical/ design value.

### 7.2.2 Historical/Associative Value

The 19<sup>th</sup> century SCITS schools (now demolished) have associations with the theme of early secondary education in Ontario. The SCITS school, as an organization, was one of the first schools to be free of charge to students to both males and females. The existing SCITS school building is associated with the theme of increased female involvement in education, sport and governance post WWI. The school provided training in skills and trades that was not offered in many places in Ontario. The school provided was utilized for a period of time for the training of Canadian soldiers. SCITS has a strong association with arts and culture and the promotion of drama with its 850 seat auditorium and the Revue program. The school witnessed several community events and talks (i.e Canadian astronaut Chris Hadfield in 2013). It is also associated with several accomplished alumni including James "Scotty" Doohan in Star Trek and Pauline Mills McGibbon (First female Lieutenant Governor of Ontario, of Order of Canada).

The associated annual Collegiate published since 1914 until the school's closure provides information as to the progression of the school community. SCITS demonstrates and reflects the work of architects S. B. Coon and Son who designed several landmark institutions in the Province including several schools including Lochiel Street Public School in Sarnia in 1916. Commercial/ institutional buildings include the Carnegie Library (Mimico, Ontario), Atlas Building

### 7.2.3 Contextual Value

The property located at 275 Wellington Street has modest contextual value as the building is supports the character of the neighbourhood, being primarily residential. It is considered a prominent landmark of the community and of the Wellington Street streetscape due to its orientation, architectural prominence and scale and massing.



**Figure 65:** Photograph of SCITS and early landscaping (Courtesy of the Sarnia Heritage Committee)

### 7.2.4 Heritage Attributes

#### **Heritage Attributes:**

- Original 1922 School Exterior ( north, east and west elevations);



**FRONT (NORTH) ELEVATION:**

- Front façade eastern and western projecting bays with stone pediment;
- Symmetrical window arrangement and five bays on front facade;
- Brick pilasters and decorative brick reliefs and rectangular brick designs with brick soldier courses, stone corner and vertical banding;
- Stone pilaster capitals and stone banding;
- Stone surround headers and sill and stone window entablature;
- Arched central window with muntins in place of traditional tracery;
- Engraved stone inlay entitled "SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL";
- Corner date stone;
- Stone roofline and cornicing; and
- Stone pediment/ entablature about central roofline.

**EAST AND WEST ELEVATIONS:**

- Brick arched voussoirs on third storey windows on east and west elevations and stone sills;
- Stone roofline and cornicing,
- Projected entry bay with arched stone lintel, stone entablature above second and third storey window and stone pediment/ entablature at cresting roofline of central bay;
- Decorative brick reliefs; and
- Brick pilaster with stone capital/ to have an impression of Gothic buttresses.

<i>Ontario Regulation 9/06</i>	275 Wellington Street 'Sarnia Collegiate and Technical School'
1. Design/Physical Value	
i. Rare, unique, <u>representative</u> or early example of a style, type, expression, material or construction method	Representative of a Gothic Revival School built in 1922.
ii. Displays high degree of craftsmanship or artistic merit	A degree of craftsmanship is noted for its form and architecture.
iii. Demonstrates high degree of technical or scientific achievement	No.
2. Historical/associative value	
i. Direct associations with a theme, event, belief, person, activity, organization, institution that is significant	Associated with the theme of education in the community as well as noteworthy alumni.
ii. Yields, or has potential to yield information that contributes to an understanding of a community or culture	No.
iii. Demonstrates or reflects the work or ideas of an <u>architect</u> , artist, builder, designer, or theorist who is significant to the community.	Architects S. B. Coon and Son
3. Contextual value	
i. Important in defining, maintaining or <u>supporting</u> the character of an area	Yes.
ii. Physically, functionally, visually, or historically linked to its surroundings	Modest contextual value as it retains its original location in-situ, along Wellington Street. There is no significant functional relationship to its surroundings other than its location within a residential neighbourhood.
iii. Is a landmark	Yes.

## 7.3 Views and Vistas

The Ministry of Tourism Culture and Sport (Standards & Guidelines for Conservation of Provincial Heritage Properties, 2014) has adopted the following definitions of a view and vista, respectively:

***Vista** means a distant visual setting that may be experienced from more than one vantage point, and includes the components of the setting at various points in the depth of field.*

The Ontario Heritage Toolkit acknowledges that views of a heritage attributes can be components of its significant cultural heritage value. This can include relationships between settings, landforms, vegetation patterns, buildings, landscapes, sidewalks, streets, and gardens, for example.

***View** means a visual setting experienced from a single vantage point, and includes the components of the setting at various points in the depth of field.*

Views can be either static or kinetic. Static views are those which have a fixed vantage point and view termination. Kinetic views are those related to a route (such as a road or walking trail) which includes a series of views of an object or vista. The vantage point of a view is the place in which a person is standing. The termination of the view includes the landscape or buildings which is the purpose of the view. The space between the vantage point and the termination (or object(s) being viewed) includes a foreground, middle-ground, and background. Views can also be 'framed' by buildings or features.

While there may be many vantage points providing views and vistas of a property, landscape, building or feature, these must be evaluated to determine whether or not they are significant. Significance is defined by PPS 2014 as follows:

***Significant:** means e) in regard to cultural heritage and archaeology, resources that have been determined to have cultural heritage value or interest for the important contribution they make to our understanding of the history of a place, an event, or a people.*

Therefore, a significant view must be identified as having an important contribution to the understanding of a place, event or people.

Local ephemera, in particular, postcards, provide a fairly accurate depiction of the significant views of the building. As seen below, local ephemera typically show the view of the north and east elevation as the most significant view, although there are views of the west and north elevation as seen in Figures 92-94.

There are four (4) views that have been identified as being potentially significant. With the attention of both the stationary and kinetic views of the above, this report also identifies the stationary view looking south directly at the north elevation.



**Figures 66, 67, 68, 69:** (Above left) Sarnia Collegiate and Technical Institute, Sarnia, Ontario, Canada, n.d., Photogelatine Engraving Co. Limited Ottawa, Lambton County Archives, Accession no. 8JA-B.003 pstcrd); (Above right) Sarnia Collegiate and Technical Institute, Sarnia, Ontario, Canada, n.d., Photogelatine Engraving Co., Ltd. Ottawa, Lambton County Archives, Accession no. 8JA-B.004.pstcrd. (Below left) Collegiate Institute and Technical School, Sarnia, Ontario, Canada postcard c. 1920; (Below right) The Collegiate Sarnia, Ontario Canada, c. 1940, Lambton County Archives, Accession no. 8JA-B.002.pstcrd)



Vantage Point	Description of View
View No.1	Stationary view looking south west
View No. 2	Stationary view looking south east
View No .3	Stationary view looking south
View No. 4	Kinetic view of SCITS travelling east or westward along Wellington Street



### **View No.1- Stationary View Looking South West**

This view is captured within historical ephemera; the popularity of depicting the scale and mass of the within an elevation perspective was typical of local postcards. It also demonstrates the articulation of the building as there are several projecting bays, pilasters and reliefs. Albeit there is some vegetation in the way of this view, it is clear in demonstrating the original design intent and quality of the building. It contributes to the understanding of the place and should be considered a significant view.



**Figure 70:** Stationary view looking south west of north and east elevations (MHBC, 2019)

## **View No.2- Stationary View Looking South East**

This view was the most commonly depicted view of the school in local ephemera; several changes to the property since have detracted from this view. The parking lot to the right of the view detracts from the view of the school as well as the mature vegetation and hydro poles and wiring. It is challenging for a viewer to be able to see the heritage attributes of the building from this vantage point. This view should not be considered a significant view as it is challenging to view the architectural details of the building and contextual changes detract from the viewer's focal point- the school.



**Figure 71:** Stationary view looking south east of north and west elevations (MHBC, 2019)



### **View No.3- Stationary View Looking South**

This view of the main façade has been somewhat distorted due to the 1966 addition to the front of the building. The original design intent for the building was to be viewed from this vantage point so that the staircase emphasized the scale and mass of the building. This view is significant, however, in that the stone inlay engraved with “Sarnia Collegiate and Technical School” can be viewed from this vantage point which contributes to an understanding of a place which constitutes it as being a significant view.



**Figure 72:** Stationary view looking south of north elevation (MHBC, 2019)

#### **View No.4- Kinetic View of SCITS Travelling East or Westward Along Wellington Street**

The kinetic views of the building travelling east or westward along Wellington Street are part of the building's overall contextual value as important in defining, maintaining and supporting the character of the area and physically, visually and historically (formerly functionally) linked to its surroundings and its presence as a landmark. As reviewed in Section 3.3 and 3.4 of this report, the surrounding area is dominated one to two storey buildings. The scale and mass of the building as one travels along Wellington is distinct, which was intended by the building form and architectural idiosyncrasies of the building. This kinetic view along Wellington Street contributes to the understanding of the building and should be considered a significant view.



**Figures 73 & 74:** Kinetic view looking east along Wellington Street (MHBC, 2019); Kinetic view looking west along Wellington Street (Google Earth, 2017).

### **7.3.2 Summary of Views and Vistas**

**Significant views include:**

- View No.1      Stationary view looking south west
- View No .3      Stationary view looking south
- View No. 4      Kinetic view of SCITS travelling east or westward along Wellington Street

## 7.4 Heritage Integrity

Although the criteria of *Ontario Regulation 9/06* does not consider the integrity of a resource or its physical condition, the Ministry of Culture Tourism and Sport advises on Integrity (Page 26) and Physical Condition of properties in part of Section 4, Municipal Criteria of the Heritage Property Evaluation document of the Ontario Heritage Toolkit.

In the matter of integrity the Guide notes that:

*A cultural heritage property does not need to be in original condition. Few survive without alterations on the long journey between their date of origin and today. Integrity is a question of whether the surviving physical features (heritage attributes) continue to represent or support the cultural heritage value or interest of the property.*

*Cultural heritage value or interest may be intertwined with location or an association with another structure or environment. If these have been removed, the integrity of the property may be seriously diminished. Similarly, removal of historically significant materials, or extensive reworking of the original craftsmanship, would warrant an assessment of the integrity.*

*There can be value or interest found in the evolution of a cultural heritage property. Much can be learned about social, economic, technological and other trends over time. The challenge is being able to differentiate between alterations that are part of an historic evolution, and those that are expedient and offer no informational value.*

Ministry guidelines from the Ontario Heritage Took Kit Heritage Evaluation resource document note that:

*Individual properties being considered for protection under section 29 must undergo a more rigorous evaluation than is required for listing. The evaluation criteria set out in Regulation 9/06 essentially form a test against which properties must be assessed. The better the characteristics of the property when the criteria are applied to it, the greater the property's cultural heritage value or interest, and the stronger the argument for its long-term protection.*

Condition is different from heritage integrity. Condition is specifically related to the physical state of repair of the building, while integrity is related to the building's ability to be converted back to its original state using original heritage attributes.

This stems from the basic conservation principle supported by the Ministry of Tourism, Culture and Sport that heritage attributes should be repaired, rather than replaced (Standards and Guidelines, 2010) as follows:

*10. Repair rather than replace character-defining elements. Where character-defining elements are too severely deteriorated to repair, and where sufficient physical evidence exists, replace them with new elements that match the forms, material and detailing of sound versions of the same elements. Where there is insufficient physical evidence, make the form, material and detailing of the new elements compatible with the character of the historic place.*

In review of the overall original building has good integrity. Alterations that have changed the heritage integrity of the building include:

- Alterations on the east elevation of the original school that have significantly altered window openings including two (2) openings on the first storey and two (2) openings on the third storey;
- Alteration to brick on portions of all elevations of the original building;
- 1966 alteration to the original entryway;
- 1960, 1962, 1968 Rear additions to the building.

## 8.0 Development Options

The following sub-sections of this report reviews potential development options, including vacancy, demolition and adaptive re-use. These options are reviewed with the framework of the County of Lambton and City of Sarnia Official plans as well as best practices in heritage conservation.

### 8.1 Vacancy

Vacancy, when poorly managed, can lead to the compromised integrity of the physical condition of a building. As such, it is important to implement proper mitigation recommendations such as 'mothballing'. Vacancy is not encouraged as a long-term option. However, if vacancy is necessary in the interim, the following should be implemented:

- Inspection of roofs and other building elements to ensure water is directed away from the building and is operating adequately. It is highly recommended that any roofs or roof components which are not functioning adequately be repaired in the short-term;
- Maintain heating of the building (to a minimum of 15 degrees Celsius or 60 degrees Fahrenheit) at all times;
- Monitor mechanical systems, particularly during the winter months;
- Shut off water service to the building;
- Ensure all entrances and windows or other openings which have potential for break-ins are locked, boarded-up or otherwise securely closed-off; and
- Installing security surveillance cameras, if necessary, to deter against vandalism, etc.

Other repairs may be undertaken in the future provided that the building is proposed for conservation and/or adaptive re-use, such as the repointing and repair of brick and masonry.

## 8.2 Demolition

Demolition is not recommended. Should demolition be proposed, it is recommended that the City of Sarnia consider entering into discussions with the owner regarding the possibility of other development options, including those which consider adaptive re-use of the original portion of the building. However, should demolition be proposed, the Council of a municipality has the right to designate the property under the *Ontario Heritage Act* after consulting with its Municipal Heritage Advisory Committee. Should Council approve the demolition of the heritage attributes of the property, including the original portion of the school, the following should be considered in order to mitigate the permanent loss of heritage fabric:

- Submission of a Documentation and Salvage Plan; and
- Submission of Commemoration Plan.

The documentation of the structure would supplement the historic record. This should include detailed recommendations regarding the salvage of building materials for retention and re-use on-site (i.e. as part of a proposal for new development). Other building materials could be considered for donation to the public or for conservation in a museum or historical society, such as elements of particular heritage significance. Others could be used as part of the commemoration of the site, such as the construction of plaques, landscape features, parks, playgrounds, or otherwise.

## 8.3 Adaptive Re-use

Adaptive re-use would support the long-term conservation of the original portion of the school building. This option is supported by the evaluation of the cultural heritage value of the property as well as the policies regarding the conservation of cultural heritage in Section 5.5 (6) (b) of the City of Sarnia's Official Plan (2014). The Plan identifies that adaptive re-use can be completed in conjunction of new development. Should this option be considered, the following is recommended:

- Submission of a Conservation and Commemoration Plan;



- Submission of a demolition plan, to provide details regarding the original portion of the school would be conserved while removing additions which are not of significant cultural heritage value; and
- Submission of a Documentation Report to provide photos and descriptions of the entirety of the property (interior and exterior) in its current state to supplement the historic record.

SCITS has the benefit of being a unique and attractive heritage resource which promotes, a local cultural heritage theme. Its location within a residential community as well as being in close proximity of the downtown core supports its position as a valuable asset in the community. It is important that this building is not overlooked as an opportunity for economic development in the form of a potential marketplace and attractive destination.

The City can encourage and endorse the adaptive re-use of cultural heritage resources by providing incentives such as the following provided in the City of Sarnia Official Plan:

*Council may pass by-laws providing for grants, tax rebates or loans to the owner(s) of a designated heritage property to pay for all or any part of the cost of the alteration the designated\* property on such terms and conditions as Council may prescribe provided that the alteration will protect or enhance the heritage characteristics of the property (Section 5.5 (13)).*

## 8.4 Designation under Part IV of the Ontario Heritage Act

As this CHER has demonstrated that the property meets the criteria for designation under the *Ontario Heritage Act*, designation should be considered in order to conserve the significant heritage attributes as noted in this report. However, designation is often considered through proposed development proposals. This could include a proposal for adaptive re-use. The benefit of designating a property subsequent to the completion of a development proposal is that it allows flexibility and co-operation between a Municipality and a property owner while working towards the end goal of conservation of certain heritage features in lieu of development. However, designation can also be considered by Council should they determine that the heritage attributes of the property are threatened.

## 9.0 Conclusion and Recommendations

### Summary of Cultural Heritage Evaluation:

The property was evaluated as per *Ontario Regulation 9/06* under the *Ontario Heritage Act* (OHA), which is the legislated criteria for determining cultural heritage value or interest. This evaluation concludes that the former Sarnia Collegiate Institute and Technical School (SCITS) has significant cultural heritage value or interest and meets the criteria for designation pursuant to Section 29 of the OHA. Further, that the property is primarily significant for its historical/associative as well as its design/physical value related to the original portion of the building constructed in 1922.

The following provides a list of heritage attributes for the property:

### Heritage Attributes:

- Original 1922 School Exterior ( north, east and west elevations);

#### FRONT (NORTH) ELEVATION:

- Front façade eastern and western projecting bays with stone pediment;
- Symmetrical window arrangement and five bays on front facade;
- Brick pilasters and decorative brick reliefs and rectangular brick designs with brick soldier courses, stone corner and vertical banding;
- Stone pilaster capitals and stone banding;
- Stone surround headers and sill and stone window entablature;
- Arched central window with muntins in place of traditional tracery;
- Engraved stone inlay entitled "SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL";
- Corner date stone;
- Stone roofline and cornicing; and
- Stone pediment/ entablature about central roofline.

#### EAST AND WEST ELEVATIONS:

- Brick arched voussoirs on third storey windows on east and west elevations and stone sills;
- Stone roofline and cornicing,
- Projected entry bay with arched stone lintel, stone entablature above second and third storey window and stone pediment/ entablature at cresting roofline of central bay;
- Decorative brick reliefs; and
- Brick pilaster with stone capital/ to have an impression of Gothic buttresses.

#### Significant views:

- Stationary view of front façade and west elevation looking south west from north-eastern corner of the property along Wellington Street; and
- Stationary view of front façade looking south looking from the north side of Wellington Street;
- Kinetic view of SCITS going east or westward along Wellington Street.

#### Summary of Recommendations:

##### 1. *Vacancy*

Vacancy is not recommended as a long-term option. However, if vacancy is necessary in the interim, the following should be implemented:

- Inspection of roofs and other building elements to ensure water is directed away from the building and is operating adequately. It is highly recommended that any roofs or roof components which are not functioning adequately be repaired in the short-term;
- Maintain heating of the building (to a minimum of 15 degrees Celsius or 60 degrees Fahrenheit) at all times;
- Monitor mechanical systems, particularly during the winter months;
- Shut off water service to the building;
- Ensure all entrances and windows or other openings which have potential for break-ins are locked, boarded-up or otherwise securely closed-off; and
- Installing security surveillance cameras, if necessary, to deter against vandalism, etc.

Other repairs may be undertaken in the future provided that the building is proposed for conservation and/or adaptive re-use, such as the repointing and repair of brick and masonry.

## *2. Adaptive Re-use:*

Adaptive re-use would support the long-term conservation of the original portion of the school building. This option is supported by the evaluation of the cultural heritage value of the property as well as the policies regarding the conservation of cultural heritage in Section 5.5 (6) (b) of the City of Sarnia's Official Plan (2014). Should this option be considered, the following is recommended:

- Submission of a Conservation and Commemoration Plan;
- Submission of a demolition plan, to provide details regarding the original portion of the school would be conserved while removing additions which are not of significant cultural heritage value;
- A Heritage Impact Assessment may be required of alterations are completed on the exterior; and,
- Submission of a Documentation Report to provide photos and descriptions of the entirety of the property (interior and exterior) in its current state to supplement the historic record.

## *3. Designation under Part IV of the Ontario Heritage Act*

As this CHER has demonstrated that the property meets the criteria for designation under the *Ontario Heritage Act*, designation should be considered in order to conserve the significant heritage attributes as noted in this report. Designation could occur as part of the planning approval process should the site be adaptively re-use. However, designation can also be considered by Council should they determine that the heritage attributes of the property are threatened.

## *4. Demolition*

While the demolition of the original portion of the school and its identified heritage attributes is not recommended, it is identified as a possibility as the future of the property is uncertain. Should Council approve the demolition of the building, including the original portion of the

school, the following should be considered in order to mitigate the permanent loss of heritage fabric:

- Submission of a Documentation and Salvage Plan; and
- Submission of Commemoration Plan.

The documentation of the structure would supplement the historic record. The salvage plan should include detailed recommendations regarding the salvage of building materials for retention and re-use on-site (i.e. as part of a proposal for new development). Other building materials could be considered for donation to the public or for conservation (i.e. selected features which are of particular cultural heritage significance) in a museum or historical society. Others could be used as part of the commemoration of the site, such as the construction of plaques, landscape features, parks, playgrounds, or otherwise.

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*Sarnia Collegiate Institute & Technical School*  
*Corporation of the City of Sarnia*

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## Appendix A – Map of Subject Lands





Lambton County 2015 Aerial Imagery

## Heritage Building

### LEGEND



Subject Property (275 Wellington Street)

### Approximate Building Age



1922



1966



1960



1968



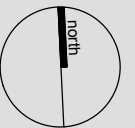
1962

DATE: October 2019

SCALE: 1: 1,500

FILE: 12123B

DRAWN: GC



K:\12123B- 275 WELLINGTON ST\RP\HERITAGE.DWG

**275 Wellington Street**  
City of Sarnia  
Lambton County

**MHBC** PLANNING  
URBAN DESIGN  
& LANDSCAPE  
ARCHITECTURE

200-540 BINGEMANS CENTRE DR. KITCHENER, ON, N2B 3X9  
P: 519.576.3650 F: 519.576.0121 | WWW.MHBCPLAN.COM

## Appendix B – Photographic Documentation of the Exterior



Appendix B: Photographic Documentation of Former Sarnia Collegiate Institute and Technical School (SCITS), 275 Wellington Street, Ontario by MHBC Staff

*October 12, 2019*





Figure 1





Figure 2





Figure 3





Figure 4





Figure 5



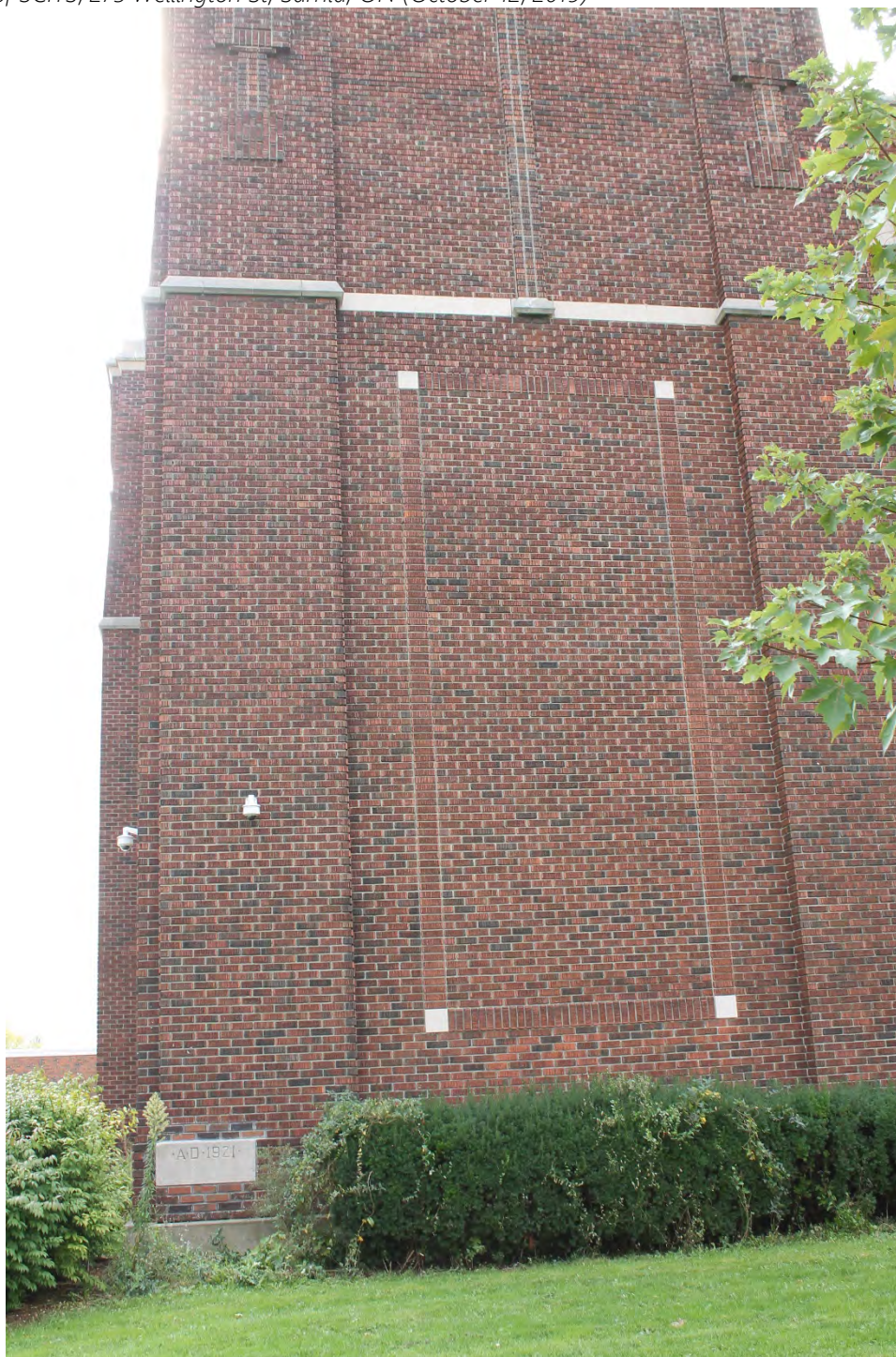


Figure 6





Figure 7





Figure 8





Figure 9





Figure 10





Figure 11





Figure 12





Figure 13





Figure 14





Figure 15



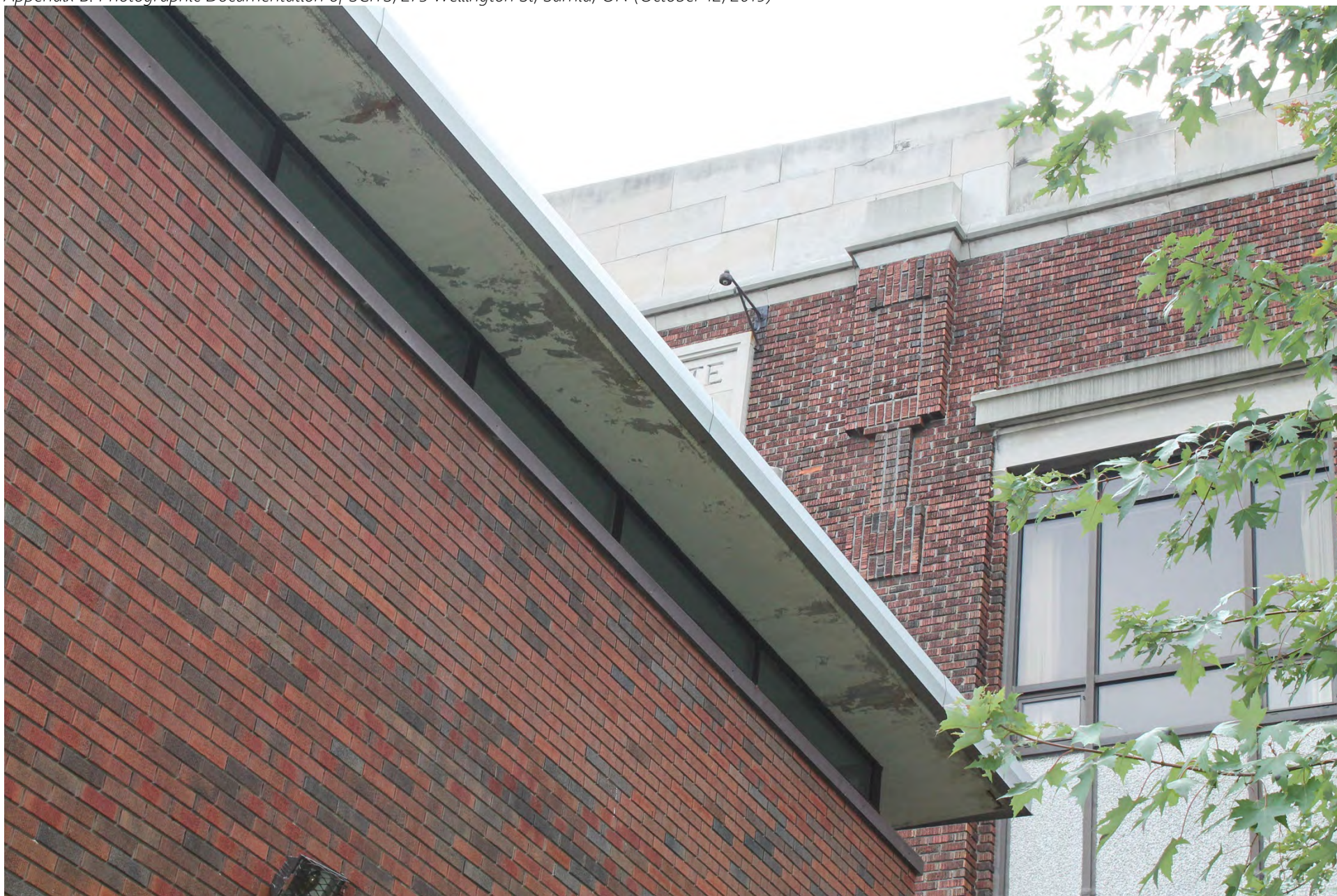


Figure 16





Figure 17





Figure 18





Figure 19





Figure 20





Figure 21





Figure 22





Figure 23





Figure 24



Figure 25





Figure 26





Figure 27





Figure 28





Figure 29





Figure 30





Figure 31





Figure 32





Figure 33





Figure 34





Figure 35





Figure 36





Figure 37





Figure 38





Figure 39





Figure 40





Figure 41





Figure 42





Figure 43





Figure 44





Figure 45





Figure 46





Figure 47





Figure 48

## Appendix C – Statement of Cultural Heritage Significance



## Schedule "X"

### Statement of Cultural Heritage Value or Interest

#### *Description of the Property*

The subject land known as the former Sarnia Collegiate Institute and Technical School is municipally addressed as 275 Wellington Street, City of Sarnia. The subject property is situated south of Wellington Street, north of Talfourd Street, east of Crawford Street and west of Stuart Street.

#### *Statement of Cultural Heritage Value of Interest*

The former Sarnia Collegiate Institute and Technical School (SCITS) is recognized for its design, physical, historical, associative and contextual values.

The former school has architectural/ design value contributed to the Gothic exterior with classical elements and interior brick pillars, archways, original classroom doors and transects and auditorium space and proscenium. The architectural elements of the exterior and interior that project the Gothic architectural style display a high degree of craftsmanship and artistic merit. The school was a technical achievement as being "-THE BEST EQUIPPED IN THE PROVINCE", including a controlled heating environment, independent fire alarm system, automatic clocks, medical room, 25 foot by 75 foot swimming pool.

SCITS has associations with the theme of early secondary education in Ontario. It was one of the first schools to be free of charge to students for both males and females. SCITS is associated with the theme of increased female involvement in education, sport and governance post WWI. It is associated with several accomplished alumni including James "Scotty" Doohan in Star Trek and Pauline Mills McGibbon (first female Lieutenant Governor of Ontario, Order of Canada, Order of Ontario).

SCITS was a significant institution to the community and was one of the most technically advanced for its time. The opening of the school itself was claimed to be "GREATEST EVENT IN THE HISTORY OF SARNIA" according to the Sarnia Observer. The school provided training in skills and trades that was not offered in many places in Ontario. The school provided was utilized for a period of time for the training of Canadian soldiers. SCITS has a strong association with arts and culture and the promotion of drama with its 850 seat auditorium and the Revue program. The school witnessed several community events and talks (i.e Canadian astronaut Chris Hadefield in 2013).

SCITS yields information as it contributes to an understanding of the transitional changes in educational curriculums, the gradual increased involvement of women in career building and sports, and the diversification of extracurricular activities that reflected the changing values in the community and growth of the school. The associated annual *Collegiate/ Ad Astra* yearbook published since 1914 until the school's closure provides information as to the progression of the school community. SCITS demonstrates and reflects the work of architects S. B. Coon and Son who designed several landmark institutions in the Province.

The former school is significant in maintaining and supporting the character of the property and surrounding area of the Wellington Street streetscape, in particular, due to its orientation and spatial relation to other buildings along the streetscape; the interior side yard setbacks allowing the building to be highlighted due to its scale and mass. The building is considered a landmark in the local neighbourhood and city wide particularly due to its existence on the property since 1922.

### *Description of Heritage Attributes*

Key exterior heritage attributes that embody the design or physical values of the former Sarnia Collegiate Institute and Technical School:

- **Architectural/ Design Value**

- EXTERIOR

- Original 1922 School Exterior ( north, east and west elevations)

- Gothic exterior form including:

- FRONT (NORTH) ELEVATION:

- *Front façade eastern and western projecting bays with stone pediment;*
          - *Symmetrical window arrangement and five bays on front facade;*
          - *Brick pilasters and decorative brick reliefs and rectangular brick designs with brick soldier courses, stone corner and vertical banding;*
          - *Stone pilaster capitals and stone banding;*
          - *Stone surround headers and sill and stone window entablature;*
          - *Arched central Gothic inspired window with muntins in place of traditional tracery;*
          - *Engraved stone inlay entitled "SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL";*
          - *Corner date stone;*
          - *Stone roofline and corning;*
          - *Stone pediment/ entablature about central roofline;*

- EAST AND WEST ELEVATION:

- *Brick arched voussoirs on third storey windows on east and west elevations and stone sills;*
          - *Stone roofline and corning,*
          - *Projected entry bay with arched stone lintel, stone entablature above second and third storey window and stone pediment/ entablature at cresting roofline of central bay;*
          - *Decorative brick reliefs;*
          - *Brick pilaster with stone capital/ to have an impression of Gothic buttresses.*



## INTERIOR

- Original 1922 School Interior:
  - *Interior brick pillars;*
  - *Archways;*
  - *Original classroom doors;*
  - *Transepts;*
  - *Swimming pool;*
  - *Auditorium space and proscenium.*

Key heritage attributes that embody the contextual value of the Sarnia Collegiate Institute and Technical School:

- Location on Wellington Street.

## Appendix D – Sarnia Heritage Committee Heritage Evaluation Chart and Preliminary HIA





Original Building



Present

Legal Description:	Plan 5 Pt. Lots 2-5, Plan 33 Lots 1-8
Roll Number:	3829 400 017 088 0000
Year Built:	1922
Original Owner:	Sarnia Board of Education
Present Owner:	Lambton Kent District School Board
Architects:	S.B. Coon and Son

## **275 WELLINGTON STREET**

### **DESCRIPTION**

This three storey Gothic Collegiate style educational institution was purpose-built as a collegiate institute and technical school to serve the entire City and surrounding environs at the time of its construction. The original 1922 building was designed in the Gothic Collegiate style by architects S.B. Coon and Son who designed several landmark institutions in the Province including the 1916 Lochiel Street School. The exterior architectural composition and interior and exterior brickwork is of particular note. Later additions were built in 1960, 1962, 1966 and 1968.

### **ARCHITECTURAL MERIT**

Noteworthy architectural features include the exterior gothic collegiate composition, interior brick pillars and archways, original classroom doors and transects and the auditorium space and proscenium.

### **ENVIRONMENT**

This building and associated open space is very important in establishing or maintaining the dominant character of the area. The building itself is highly conspicuous and familiar in both the city-wide and neighbourhood context.

### **INTEGRITY**

There have been no significant exterior alterations made to the building except for an addition to the front entry in 1966 that replaced the original exterior staircase with an interior staircase and additional institutional space. The integrity of the original building has been preserved with later additions carefully added to the rear thus preserving the original building's importance in defining the character of the area, functionally linking it to its surroundings and keeping its role as a well-known City landmark. Over time, interior alterations have been made to accommodate building system modernization. Dropped ceilings in many areas partially cover significant interior architectural features. The building as it stands now is in solid condition.

### **USABILITY**

While the building has been purpose built as a collegiate institute, this building has a moderate potential for adaptation. It could be used for its original use as an educational facility or could be repurposed for offices or apartments.

### **CONCLUSION**

This 1922 portion of the building should be considered significant based on architectural, historical and contextual grounds. Within the City and region, this building is a unique high-quality example of Gothic Collegiate style and is important to maintaining the dominant character of the area and as a landmark of city-wide importance. This building has several direct historical and contextual associations with the social and cultural development of the City.



## **Sarnia Heritage Committee Preliminary Heritage Impact Assessment**

The 1922 SCITS building has been identified by the City as having significant **cultural heritage value and as such is included in the City's Register of Cultural Heritage Resources**. While not "designated" under the *Ontario Heritage Act*, the Register (inventory) status requires an owner to notify Council in writing at least 90 days in advance of their intention to demolish or remove the building. This period gives the Sarnia Heritage Committee and City Council an opportunity to review any proposal and determine whether to allow a demolition permit to be issued or to proceed with formal designation. Alternatively, the Register status allows the Owner or the City to proceed with designating the building at any time.

For the full cultural heritage value of this building to be determined, an impact assessment on heritage significance of the building needs to be undertaken. This assessment would allow for a systematic comparison of a **building's heritage significance against the impacts of its closure and** possible removal from the site. The outcome can then be used to support the decision-making process for future of this historic building.

The Sarnia Heritage Committee has initiated a preliminary historical and architectural assessment of the SCITS building. So far the following has been compiled:

Historically, the structure was built nearly a century ago in 1922 to house 700 students on a 7 acre on Wellington St. It was built by local tradesmen at a cost in 1922 of \$700,000 (\$500,000 from the city, and \$200,000 the province). In 2016 dollars that would be equal to approximately \$9.6million in 2016 dollars (\$6.8 Million from the City and \$2.7 million from the province!)

SCITS has always been a collegiate institute and technical school serving all of Sarnia and parts of neighbouring Lambton County. Designed in the Gothic Collegiate style it's one of only a handful of such landmark institutional structures across the Province (including the Lochiel Street School, circa 1916). This prominent building and its associated open space are highly conspicuous and welcomed in both the city-wide and neighbourhood context.

The classic detailed red brick laid in common bond, both inside and out, is particularly noteworthy. Other noteworthy architectural features include wide gently sloped stairwells, interior brick pillars and archways, the original classroom doors and transoms framed with wood molding and polished brick, and most notably the outstanding, classic auditorium that's probably as difficult to find elsewhere as it would be to replicate.

There have been exterior alterations made to the building over the years, such as the 1966 replacement of the original grandiose low-sloped exterior staircase, with an interior enclosed stairwell and some additional institutional space. Later additions were sympathetically added inconspicuously to the **rear, helping to preserve the original building's architectural prominence as** an impressive, well-known City landmark. The original building is well preserved and maintained.

Structurally, the building currently stands in solid condition. To accommodate modernization of the buildings infrastructure, dropped ceilings have been added to hide conspicuous utility upgrades, resulting in some of the significant interior architectural features being partially covered in some areas of the school. The elevator that was inconspicuously installed in 1995 to improve accessibility is still in good working order.



## Appendix E: Adaptive Re-Use Analysis



## Heritage Building

**275 Wellington Street**  
City of Sarnia  
Lambton County

### LEGEND



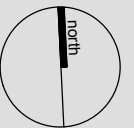
Subject Property (275 Wellington Street)

**DATE:** October 2019

**SCALE:** 1: 1,500

**FILE:** 12123B

**DRAWN:** GC



K:\12123B- 275 WELLINGTON ST\RP\BUILDING RETAIN.DWG

**MHBC** PLANNING  
URBAN DESIGN  
& LANDSCAPE  
ARCHITECTURE

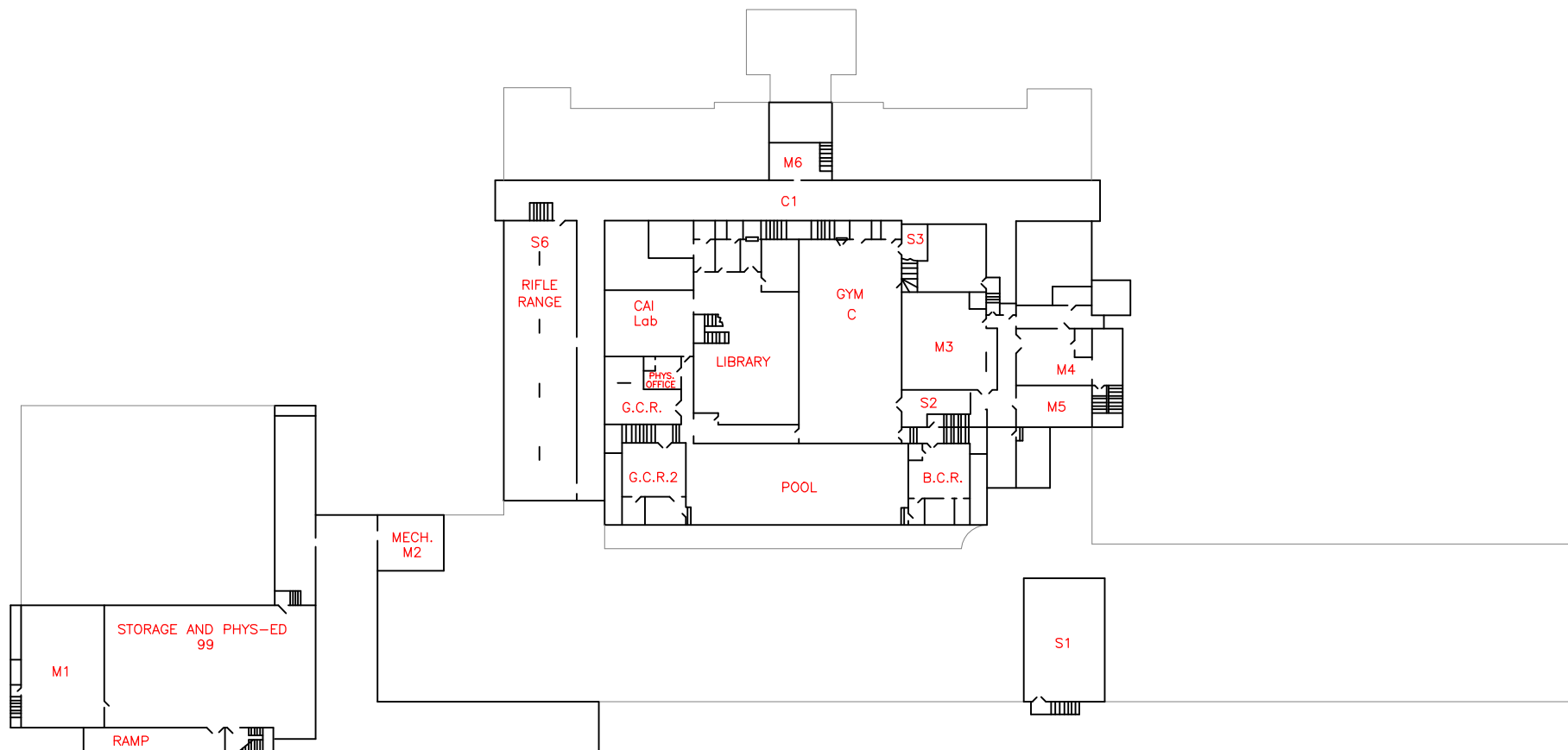
200-540 BINGEMANS CENTRE DR. KITCHENER, ON, N2B 3X9  
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## Appendix F: Current Floor Plans







## BASEMENT PLAN

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



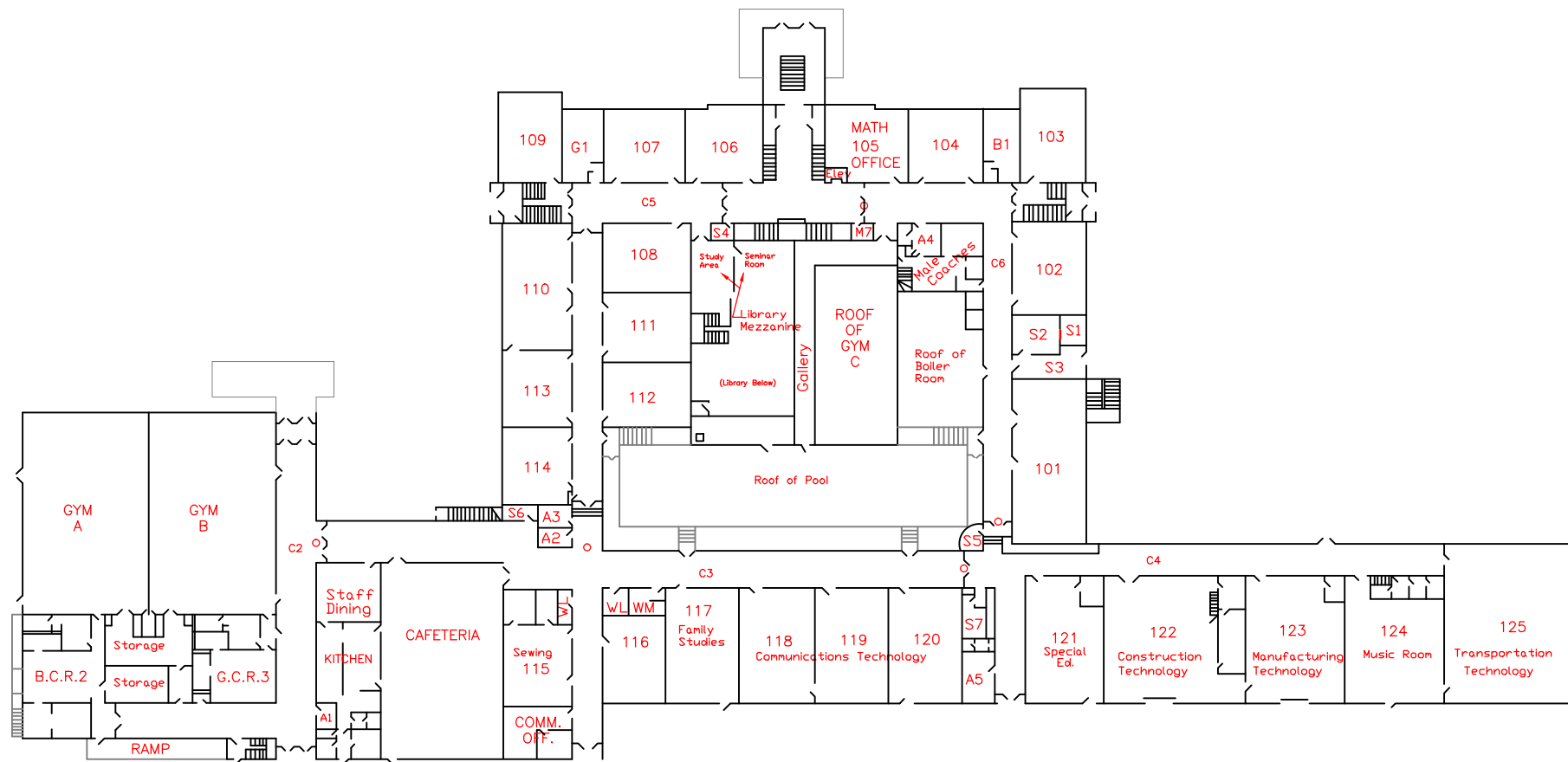
BASEMENT FLOOR PLAN

LAMBTON KENT DISTRICT SCHOOL BOARD

C. READ

16-Oct-12

122



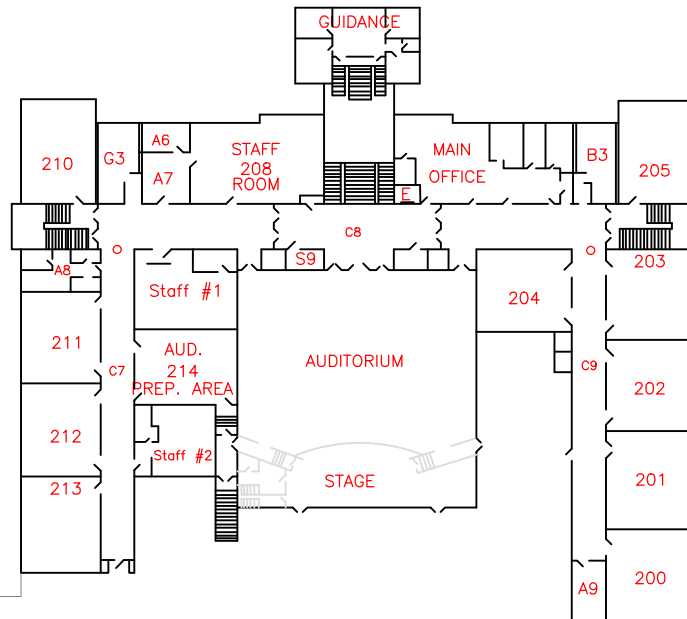
# FIRST FLOOR PLAN

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



FIRST FLOOR PLAN	
LAMBTON KENT DISTRICT SCHOOL BOARD	
C. READ	122
16-Oct-12	



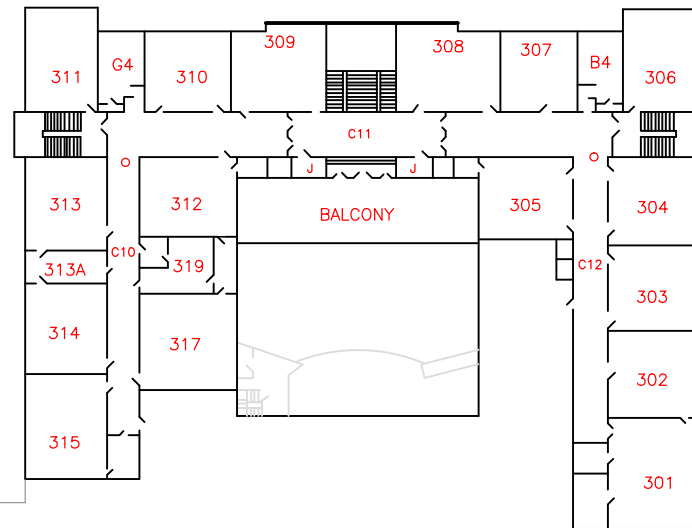


## SECOND FLOOR PLAN

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



SECOND FLOOR PLAN	
LAMBTON KENT DISTRICT SCHOOL BOARD	
C. READ	122
16-Oct-12	



# THIRD FLOOR PLAN

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



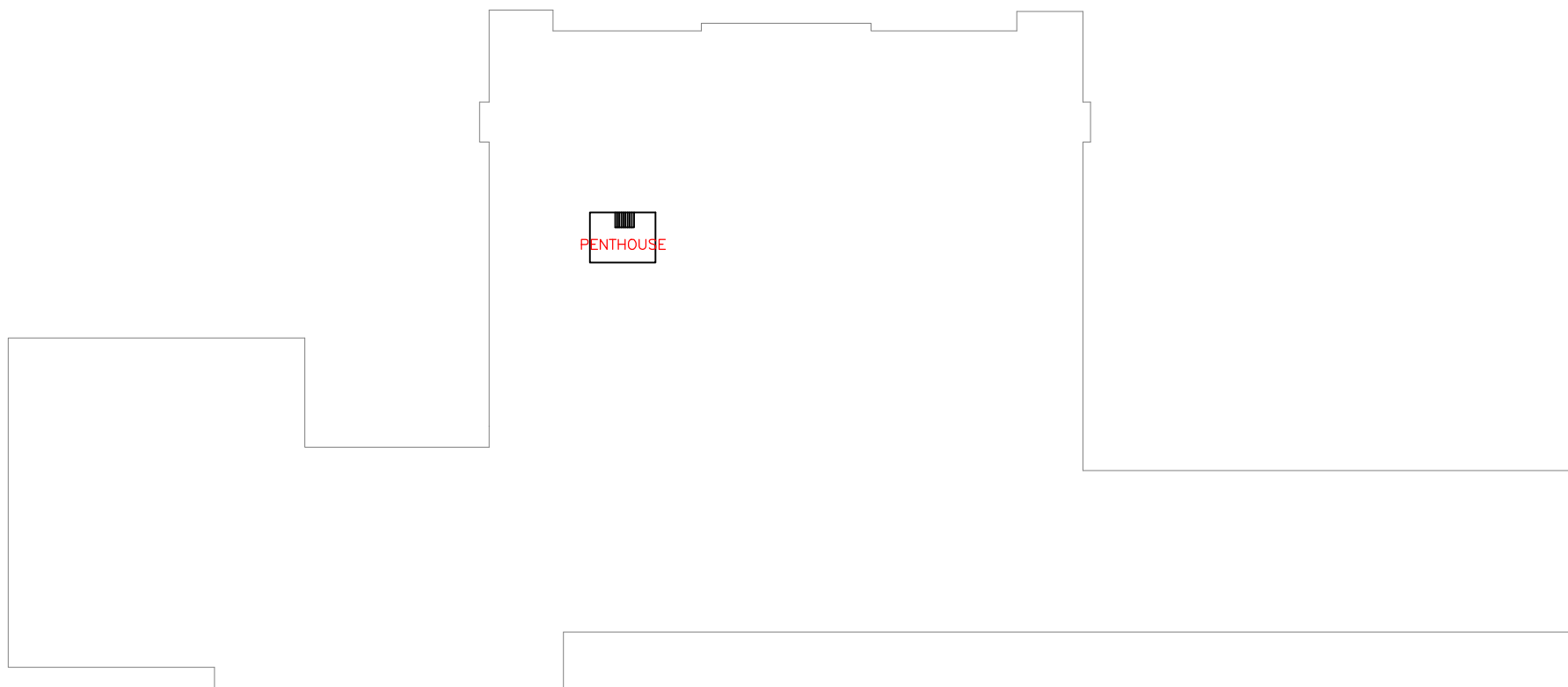
THIRD FLOOR PLAN  
LAMBTON KENT DISTRICT SCHOOL BOARD

C. READ

16-Oct-12

122





## PENTHOUSE PLAN

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



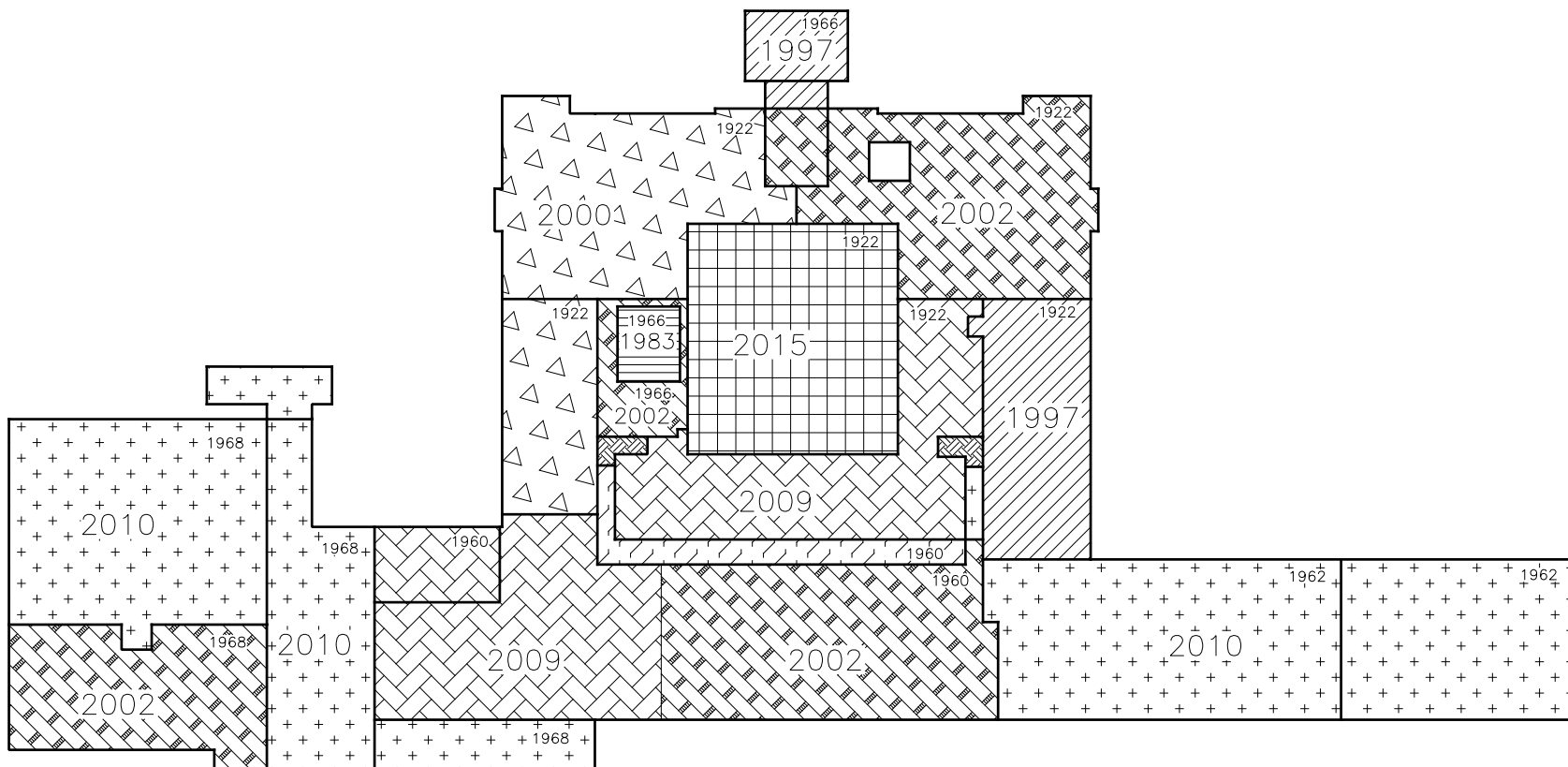
PENTHOUSE FLOOR PLAN

LAMBTON KENT DISTRICT SCHOOL BOARD

C. READ

16-Oct-12

122



## LEGEND



2010

KELLER ROOFING  
TOTAL PRICE: \$302,894.66  
PVC  
WARRANTY# 4909, EXP.09/30/12  
AREA = 33000 sq.ft.



2009

IMPERIAL ROOFING  
TOTAL PRICE: \$361,491.90  
SIKA SARNAFIL PVC  
WARRANTY# 3640, EXP.09/24/11  
AREA = 16000 sq.ft.



2002

IMPERIAL ROOFING  
TOTAL PRICE: \$176,829.27  
LEXCAN SINGLE PLY E.P.D.M. ROOF  
2 1/2" POLY INSUL  
AREA = 22001 sq.ft.



2000

SMITH-PEAT ROOFING  
TOTAL PRICE: \$110,000.00  
SINGLE PLY MEMBRANE ON RIGID  
INSULATION ON VAPOUR RETARDED ON  
EXISTING CONCRETE DECK.  
WARRANTY# UNKNOWN, EXP.08/31/20  
AREA = 10575 sq.ft.



1997

NORTHERN ROOFING  
TOTAL PRICE: \$60,000.00  
LEXCAN - 1.2mm E.P.D.M. FELT BACK  
EXELTHERM R21.3 INSULATION  
WARRANTY# UNKNOWN, EXP.07/24/07  
AREA = 5943 sq.ft.



1983

BAKER INC. ROOFING  
TOTAL PRICE: UNKNOWN  
AREA = 750 sq.ft.



2015

BULLOCK ROOFING  
TOTAL PRICE: \$139,920.72  
SOPREMA - 2 PLY MODIFIED BIT ON  
4 1/2" RIGID INSULATION  
WARRANTY #P07306 EXP. 08/20/2030  
AREA = 7728 sq.ft.

## ROOF TYPES

SARNIA COLLEGIATE INSTITUTE  
& TECHNICAL SCHOOL



ROOF PLAN

LAMBTON KENT DISTRICT SCHOOL BOARD

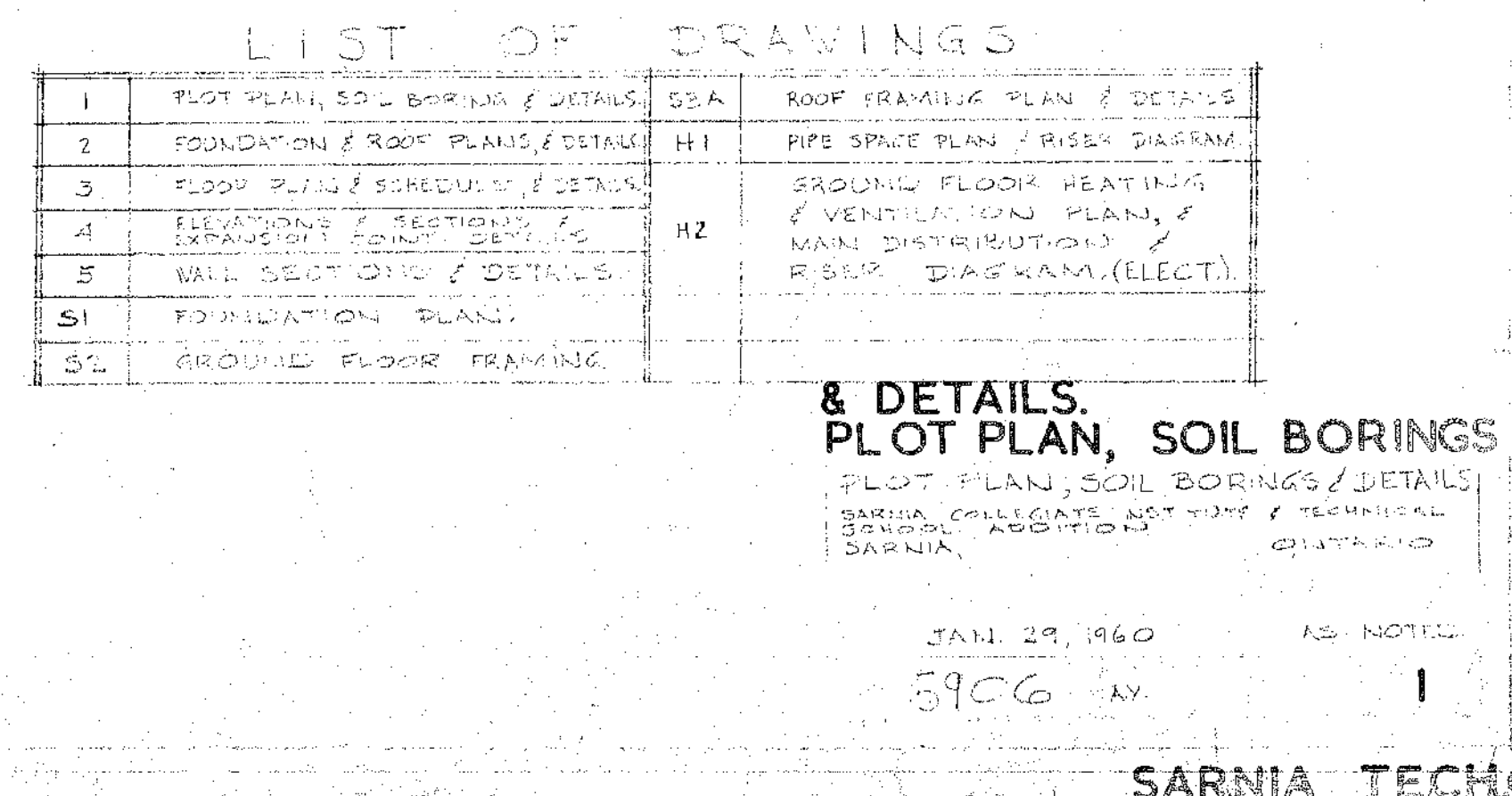
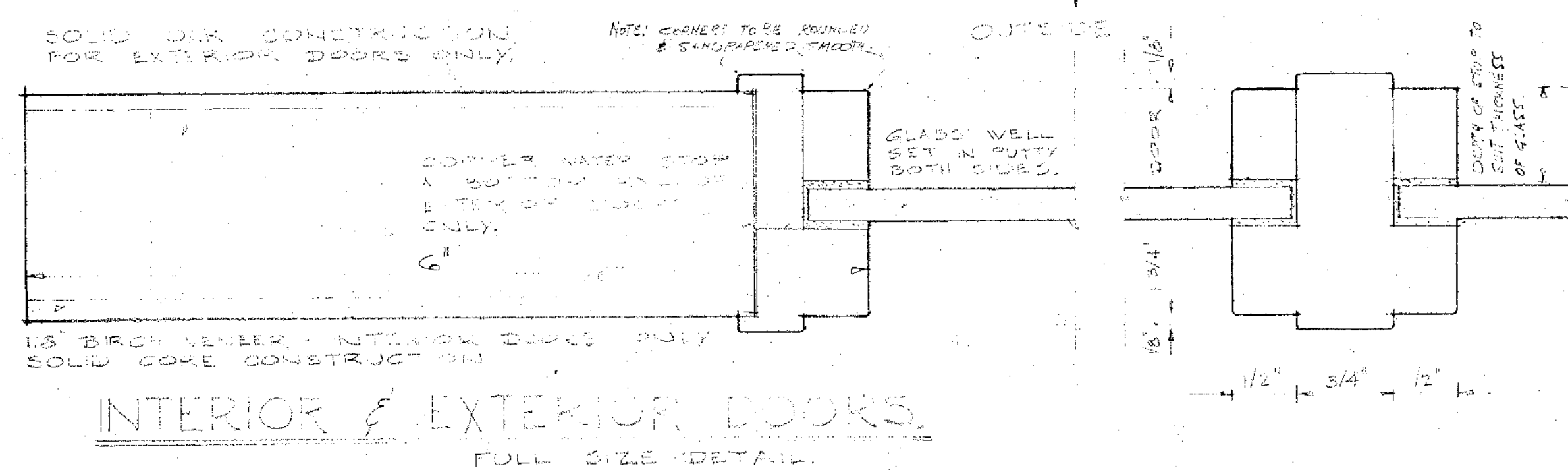
D. GIFFORD

JANUARY 2016

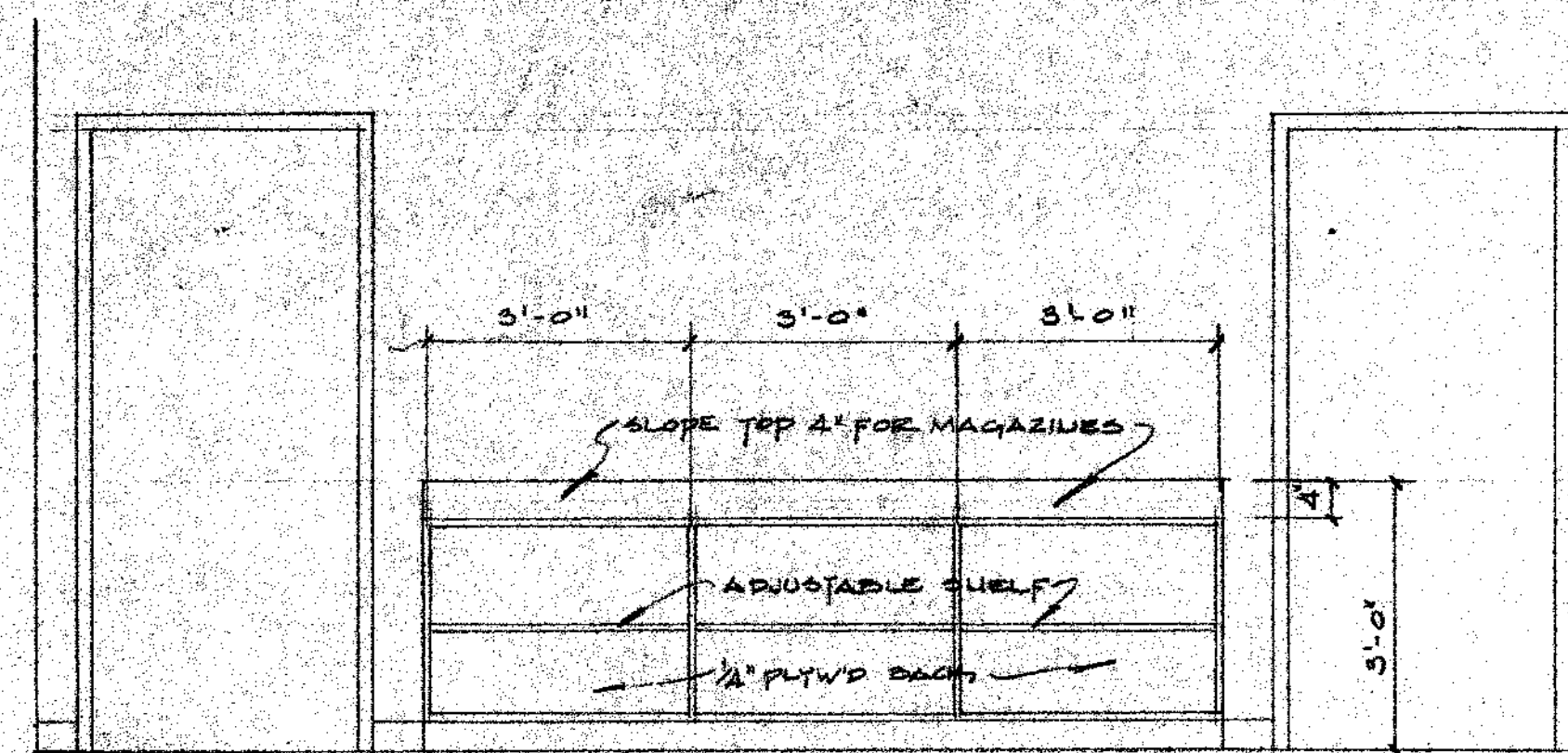
122



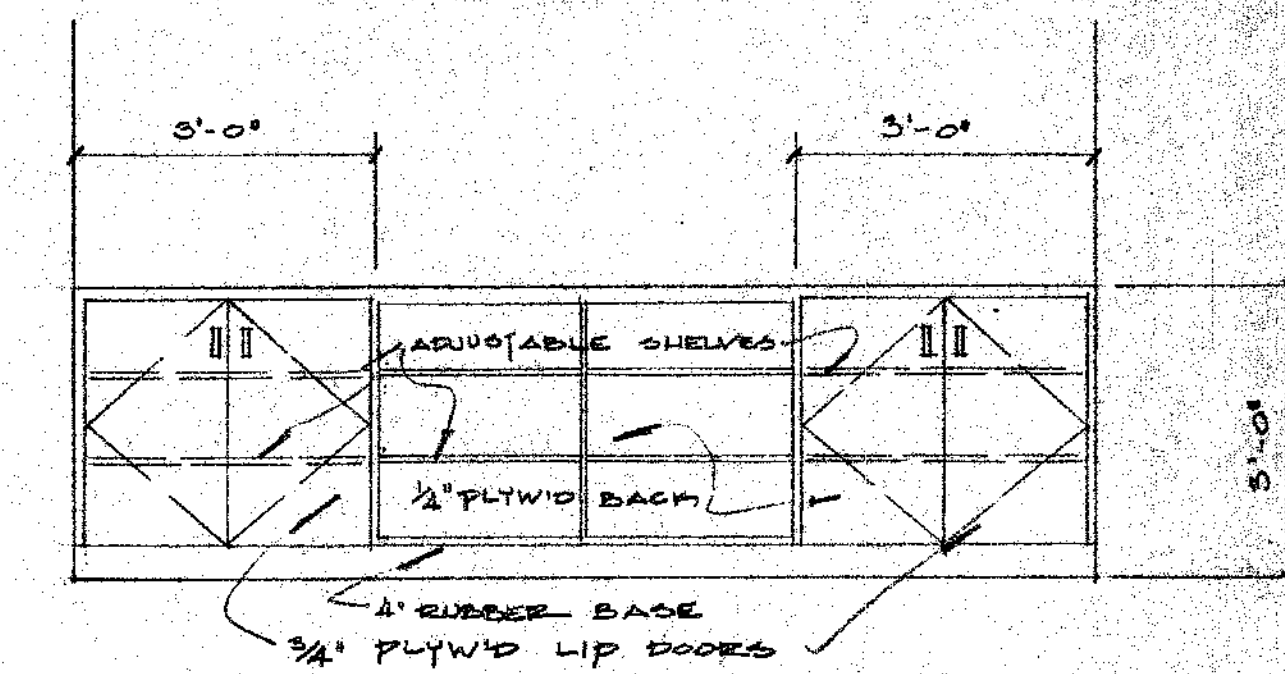
## Appendix G: Historical Architectural Drawings



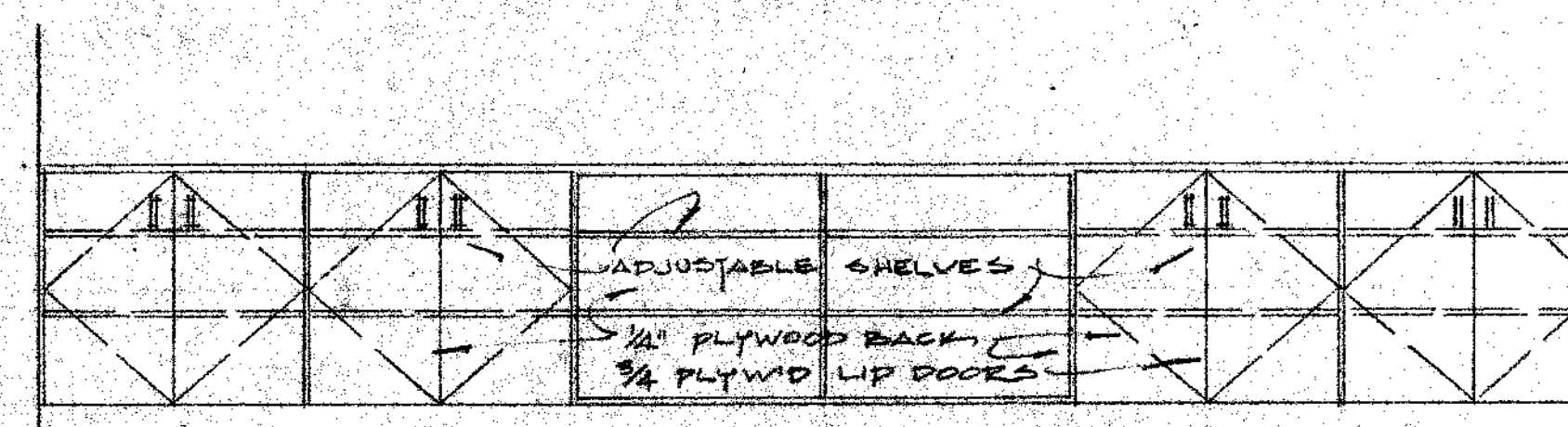




NOTE - OVERALL CUPBOARD DEPTH 12"  
 SOUTH WALL READING ROOM (102)

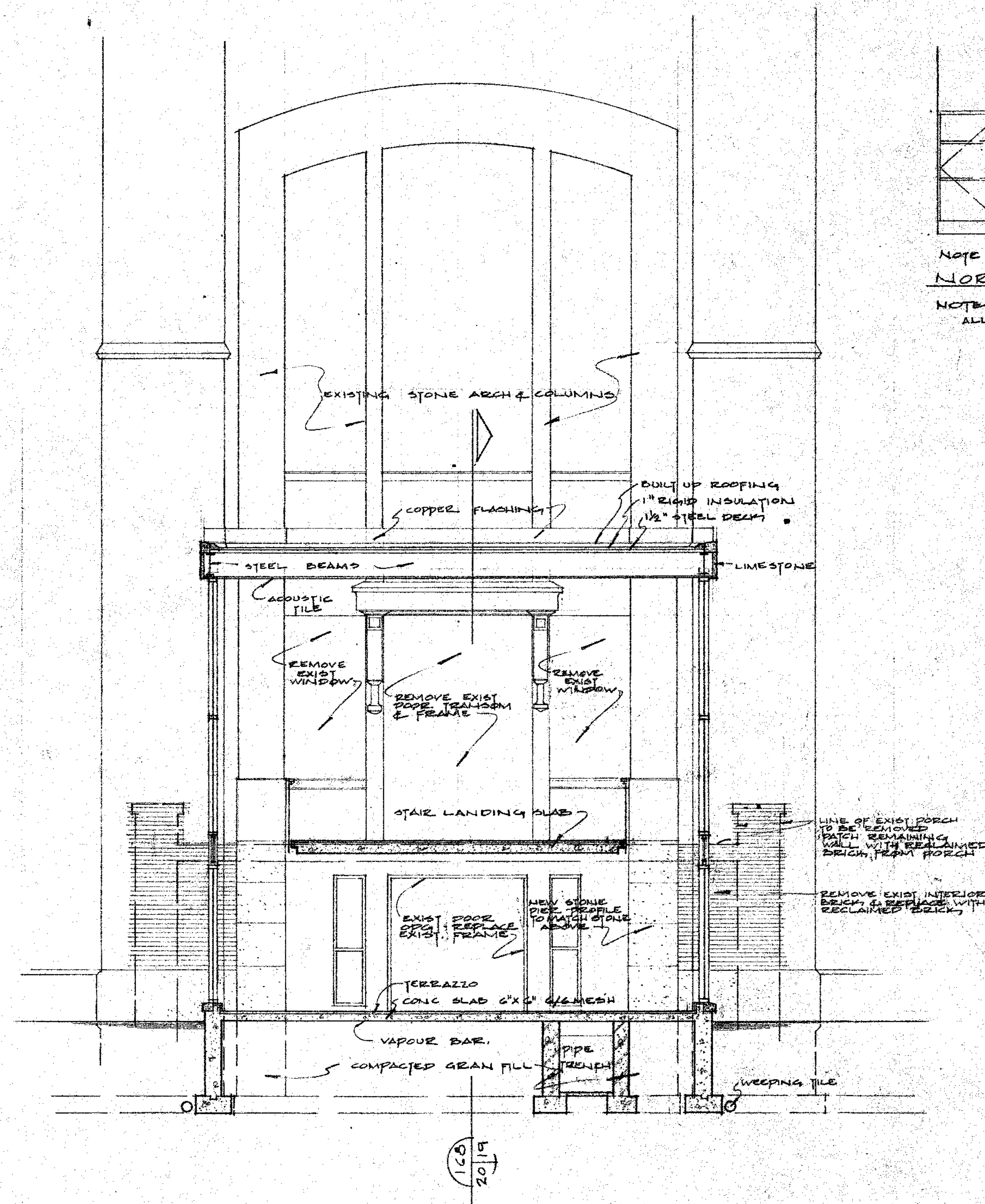


SOUTH WALL DIRECTOR'S OFFICE (103)  
 NOTE - OVERALL CUPBOARD DEPTH 16"

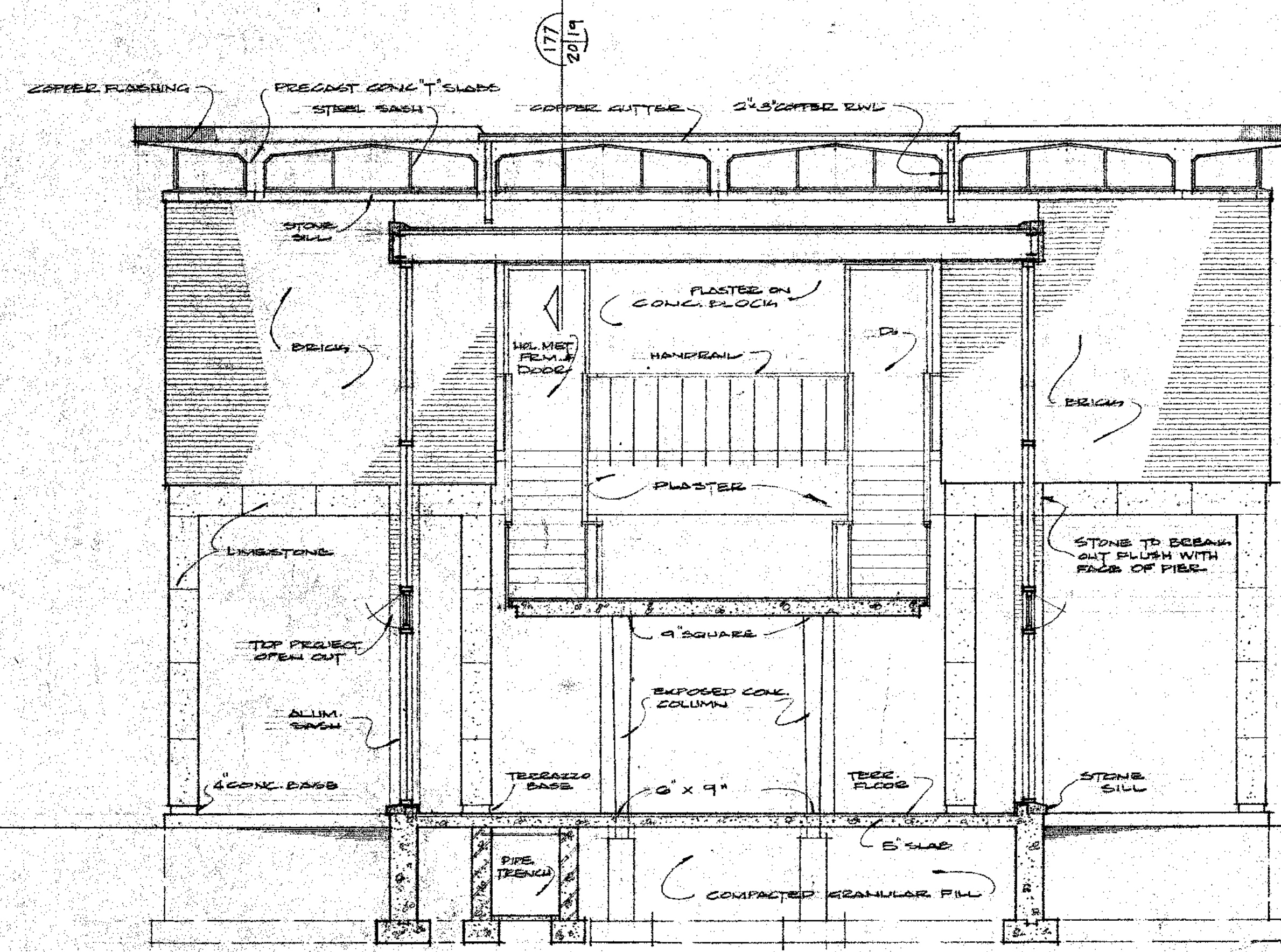


NOTE OVERALL CUPB'D DEPTH 12"  
 NORTH WALL READING ROOM (102)  
 NOTE:  
 ALL PLYWOOD - STAIN GRADE BIGCA VENEER PLYWOOD

CUPBOARD DETAILS SCALE 1/2" = 1'-0"



SECTION - SHOWING ELEVATION - EXIST BUILDING (100/101)



SECTION (107/108) SHOWING SOUTH ELEVATION

DETAIL & SECTION DESIGNATION DETAIL OF SECTION N DETAIL OF SECTION N DETAIL OF SECTION N		ELEVATIONS & SECTIONS CUPBOARD DETAILS ALTERATIONS & ADDITIONS SARINIA COLLEGIATE INSTITUTE & TECHNICAL SCHOOL SARINIA, ONTARIO	DATE NOV 1965 DRAWN BY 4255 CHECKED BY 19 FORBES AND RUTHERFORD ARCHITECTS SARINIA, ONTARIO
---------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

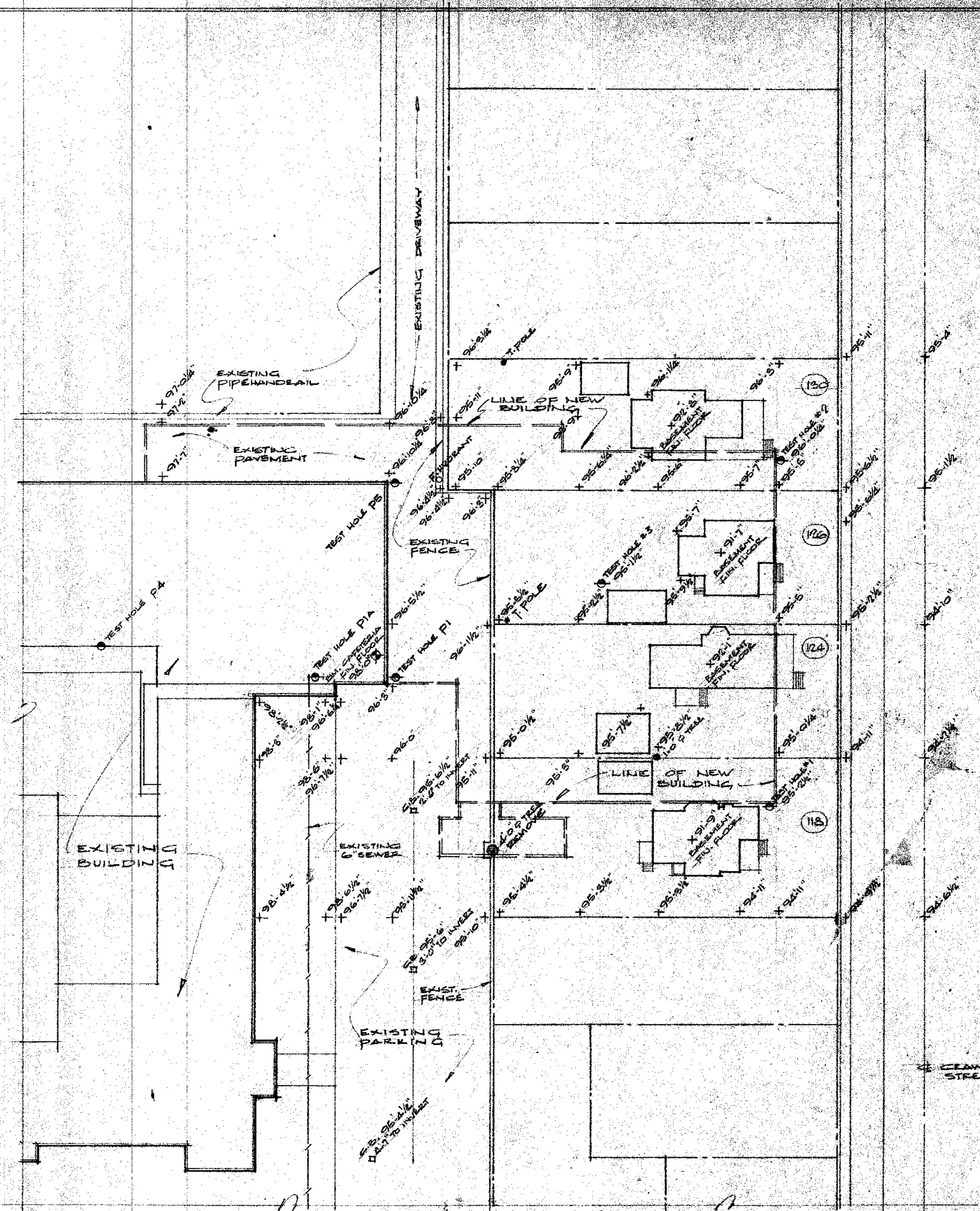


NOTE  
EXIST. GRADES SHOWN +  
NEW FINISH GRADES +  
TOP OF PAVING SHOWN +

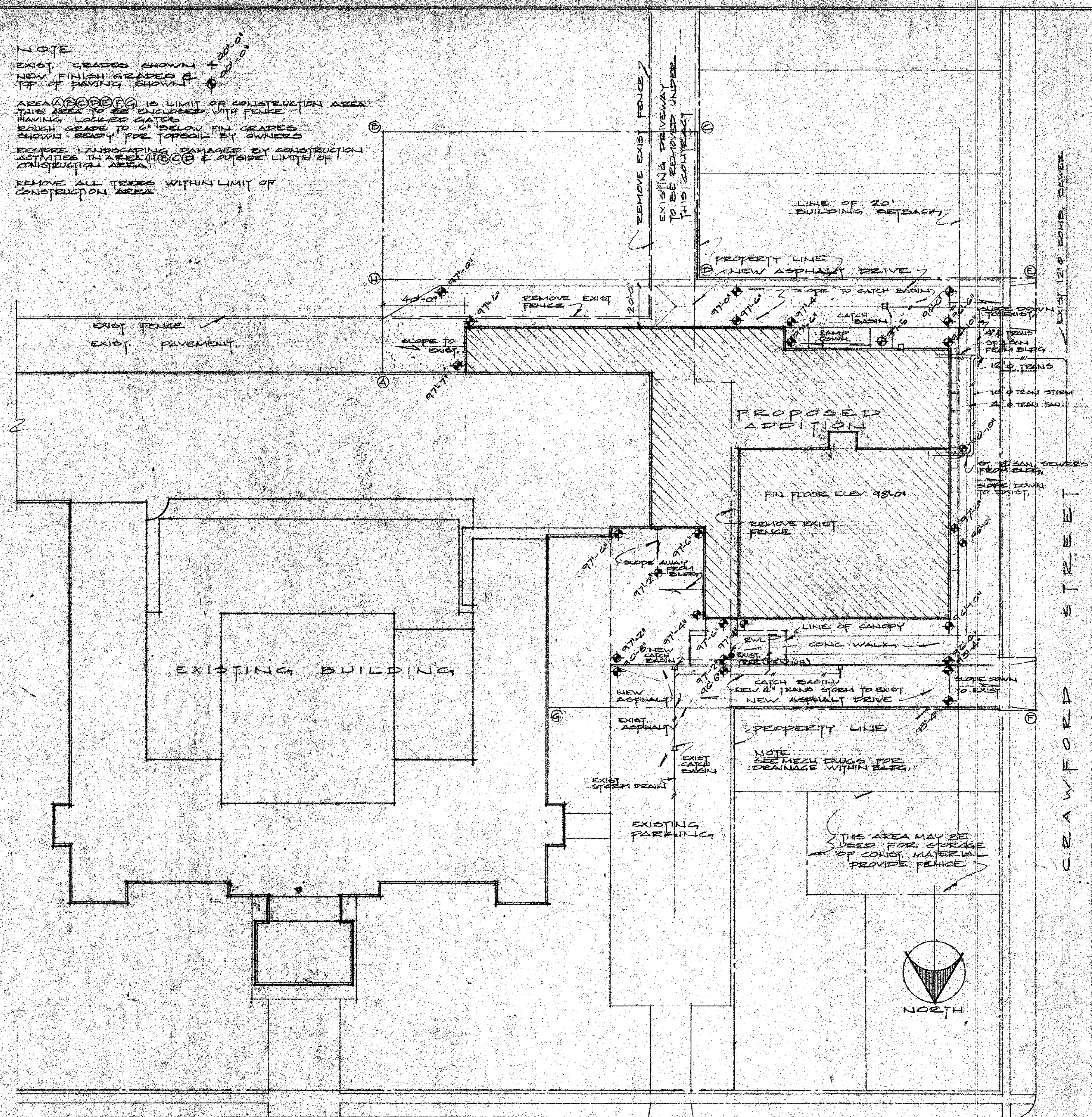
AREA (A) IS LIMIT OF CONSTRUCTION AREA.  
THIS AREA TO BE ENCLOSED WITH FENCE  
HAVING GRADES TO 6" BELOW FIN. GRADES  
SHOWN READY FOR TOPSOIL BY OWNERS

REMOVE LANDSCAPING DAMAGED BY CONSTRUCTION  
ACTIVITIES IN AREA (B) & OUTSIDE LIMITS OF  
CONSTRUCTION AREA

REMOVE ALL TREES WITHIN LIMIT OF  
CONSTRUCTION AREA



PLAN OF EXISTING SITE SCALE: 1"=30'-0"



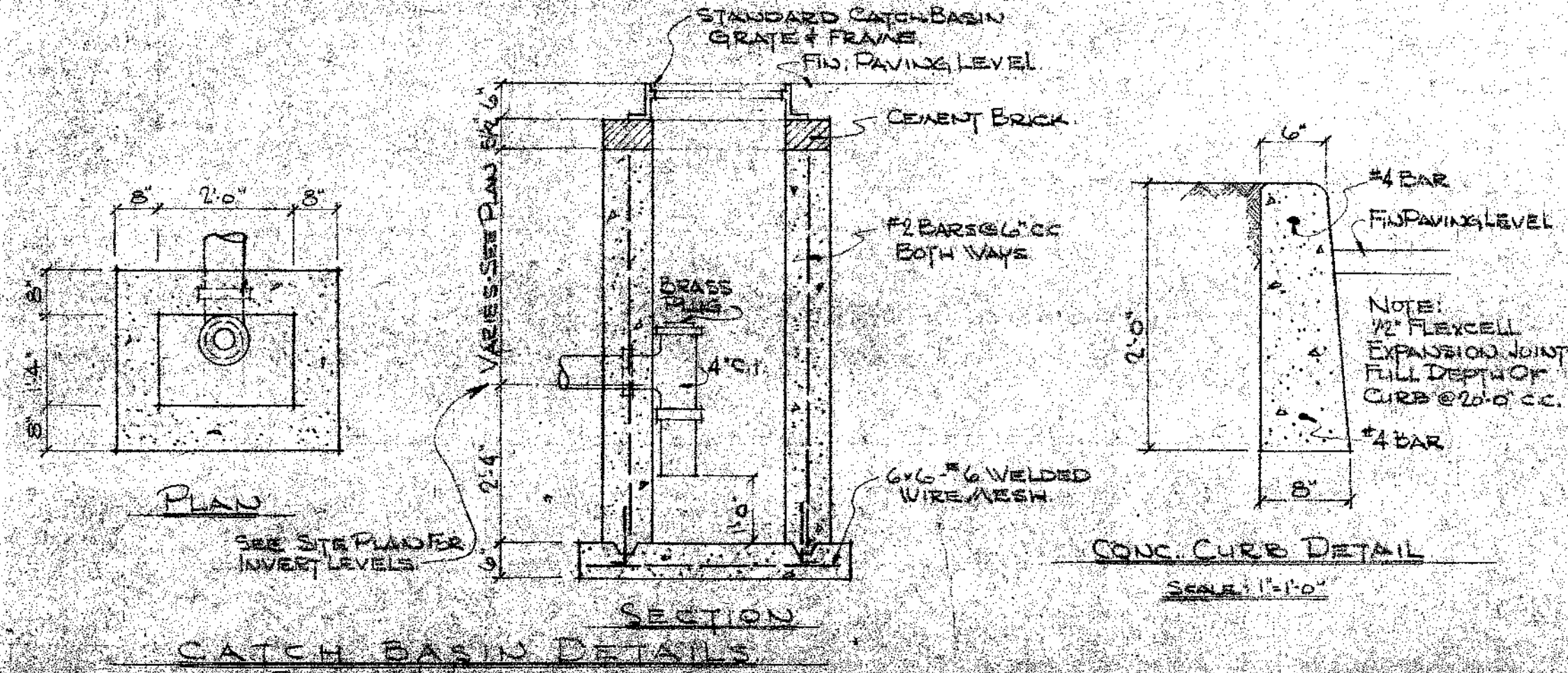
SITE PLAN SCALE: 1"=30'

PREVIOUS TEST BORINGS (1959)				NEW TEST BORINGS (1968)		
TEST HOLE	P1	P1A	P4	P5	1	2
ELEV. 96'-9"	95'-9"	96'-9"	97'-9"	96'-9"	95'-9"	96'-9"
TOP SOIL	TOP SOIL	TOP SOIL	TOP SOIL	TOP SOIL	TOP SOIL	TOP SOIL
MEDIUM SOFT BROWN SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	SOFT BROWN SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	SOFT BROWN SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	BROWNISH GREY SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	BROWNISH GREY SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	BROWNISH GREY SILTY CLAY, FEW PEBBLES, ORGANIC MATTER	BROWNISH GREY SILTY CLAY, FEW PEBBLES, ORGANIC MATTER
91'-9"	91'-9"	91'-9"	91'-9"	91'-9"	91'-9"	91'-9"
STIFF BROWN SILTY CLAY, FEW PEBBLES, VERY STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF
87'-9"	87'-9"	87'-9"	87'-9"	87'-9"	87'-9"	87'-9"
STIFF BROWN SILTY CLAY, FEW PEBBLES, VERY STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF
80'-9"	80'-9"	80'-9"	80'-9"	80'-9"	80'-9"	80'-9"
STIFF BROWN SILTY CLAY, FEW PEBBLES, VERY STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF
80'-9"	80'-9"	80'-9"	80'-9"	80'-9"	80'-9"	80'-9"
STIFF BROWN SILTY CLAY, FEW PEBBLES, VERY STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF	BROWNISH GREY SILTY CLAY, FEW PEBBLES, STIFF

# SOIL TEST BORINGS

BY SARNIA INSPECTION CO. (1968)  
BY CONSTRUCTION BORINGS LTD. (1969)

NOTE:  
- ALL BORINGS ARE PLOTTED TO 1/4"=1'-0"  
- LOCATIONS & ELEVATIONS OF TEST HOLES ARE INDICATED ON SITE PLAN ABOVE

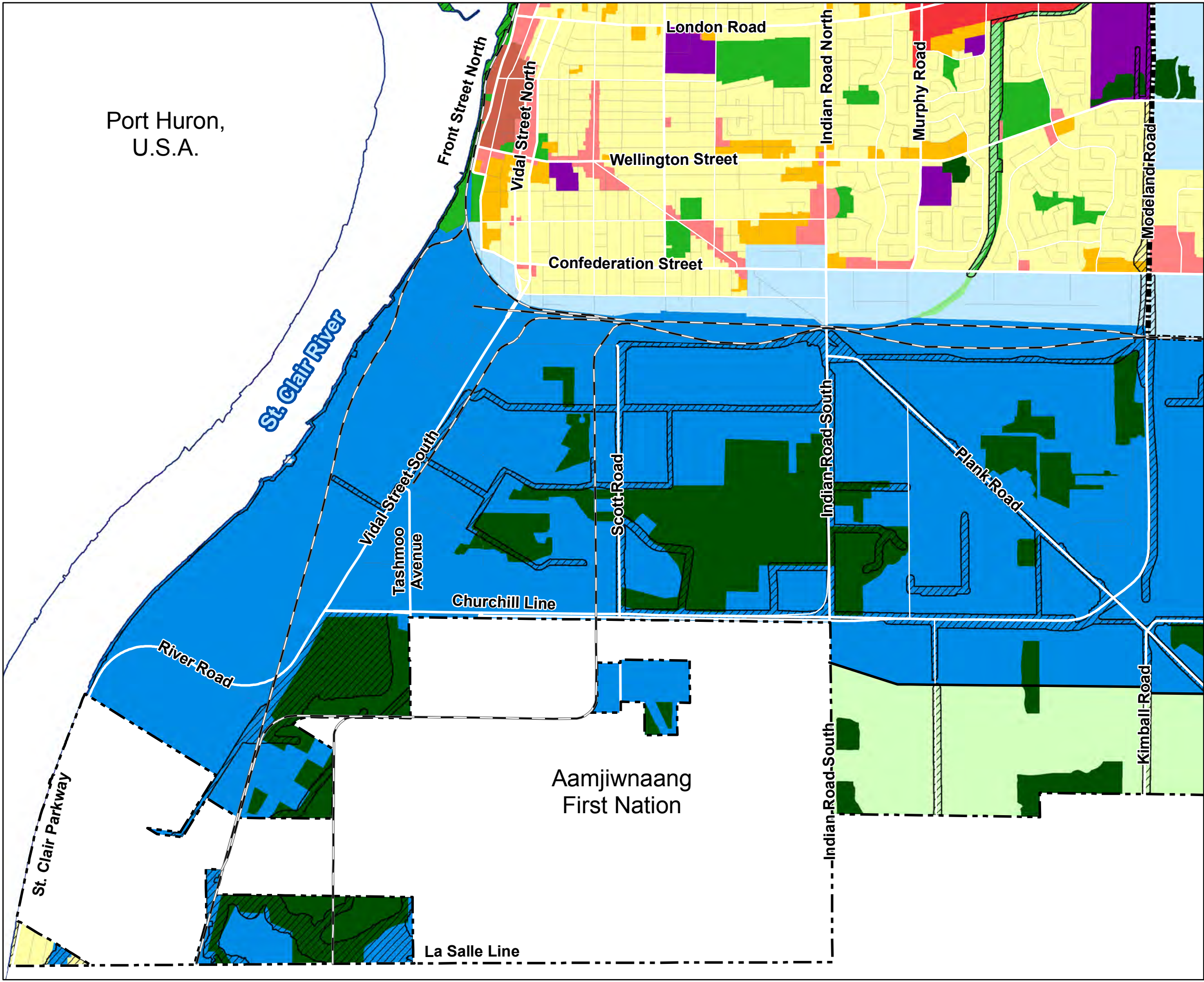


<p>DETAIL SYMBOLS</p> <p>DETAIL OF SECTION 1/4"</p> <p>DETAIL OF SECTION 1/4"</p>		<p>ARCHITECTS</p> <p>SARNIA ONTARIO</p>	<p>DATE</p> <p>PROJECT</p> <p>510</p> <p>CWG</p>
<p>DETAIL OF SECTION 1/4"</p> <p>DETAIL OF SECTION 1/4"</p>			



## Appendix H: City of Sarnia, Official Plan, Map 10 Land Use Plan

Port Huron,  
U.S.A.



# MAP 10 Land Use Plan

## Land Use Designation

- Agriculture
- Airport
- Urban Residential
- Suburban Residential
- Apartment Residential
- Private Residential
- Institutional
- Downtown
- Commercial Centre
- Mixed Use
- Highway Commercial
- Heavy Industrial
- Light Industrial
- Business Park
- Parks
- Open Space
- Natural Areas
- Natural Hazards

—30— Noise Exposure Forecast

Major Roads

Local Roads

Railway

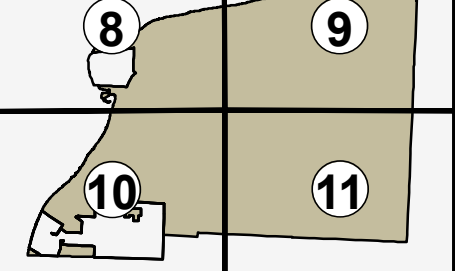
0 250 500 1,000  
Metres



Planning &  
Building Department  
June 2014



## Key Map





## Appendix I: Terms of Reference

## **Sarnia Heritage Committee**

### **CULTURAL HERITAGE EVALUATION REPORT - TERMS OF REFERENCE**

#### **SARNIA COLLEGIATE INSTITUTE AND TECHNICAL SCHOOL (SCITS)**

The Sarnia Heritage Committee is accepting proposal for the preparation of Cultural Heritage Evaluation Report (CHER) for the Sarnia Collegiate Institute and Technical School (SCITS), the oldest High School building in the City.

The Lambton-Kent District School Board – owner of the property is in the process of consolidating two of its high schools (St. Clair Secondary School and SCITS) into one new school known as “**Great Lake Secondary School**”. The new Secondary School will be located on the St. Clair Secondary School site, while the SCITS property will be disposed of.

The eventual relocation of the students and closure of the building has sparked concerns throughout the community that the building may remain vacant for a period of time and may eventually fall into disrepair, thereby negatively affecting the heritage value of the structure. Another concern is that new owners may want to make major changes to the original structure, or even demolish it. Given these concerns, The Sarnia Heritage Committee sought and **received its Council’s support to undertake a** Cultural Heritage Evaluation of the property so that an informed decision could be made to protect and preserve the heritage integrity of the building.

#### **Background**

The requirement to prepare this report is derived from the Ontario Heritage Act R.S.O 1990, CHAPTER O.18, Section 2(d) of the Planning Act, the Provincial Policy Statement, and Section 5.2 of the City of Sarnia’s Official Plan.

#### Sarnia Official Plan policy on Heritage

According to Section **5.2.1.1** of the Official Plan:

*It is the policy of the City to encourage the conservation of its heritage resources, including buildings, structures, monuments or artifacts of historic and/or architectural value or interest and areas of unique, rare or effective urban composition, streetscape, landscape or archaeological value or interest;*

*and for such purposes the City will continue to maintain an inventory of the City's heritage resources, including those properties which have been designated pursuant to the Ontario Heritage Act and those which have not, in which each such resource is appropriately described, illustrated and evaluated in terms of:*

- a) the architectural and/or historic value or interest of the resource;*
- b) the contribution made by the resource to the effectiveness of the urban composition, streetscape or landscape of which it may form a part; and*
- c) the structural condition of the resource, including the need for and feasibility of undertaking its physical restoration or rehabilitation.*

**The Building can be considered a heritage structure of historic and architectural value or interest because it represents a unique and rare example of archaeological value and interest in the City. There is no other building of this size and type of construction in the City.**

Official Plan Policy **5.2.2.2** outlines the policy of the City to preserve and enhance the City's heritage resources wherever possible and for these purposes, Council may:

- a) assess the probable impact of proposed road improvements and other public works projects on any abutting heritage resource which is included in the inventory and provide in the design of such projects for the mitigation of any negative impact;*
- b) encourage the integration of heritage resources into the design of draft plans of proposed subdivision and other development;*
- c) provide for any heritage resource located within public open space to be restored, rehabilitated, used and maintained for any purpose compatible with the existing or proposed function of such public open space and consistent with the other provisions of this Plan;*
- d) pass by-laws under the Planning Act to enable the conservation of heritage resources;*
- e) undertake studies and formulate and implement heritage plans and programs, including consultation and cooperation with other local, Provincial and national heritage conservation agencies and organizations;*
- f) promote public awareness of the City's heritage resources included in the inventory by conducting programs, publishing information or otherwise stimulating interest in such cultural heritage resources;*

**The Building fits within the context of subsection b) above because it can be integrated into the design of draft plans of proposed subdivision and other development to be an integral part of the City's urban residential system.**



In addition, Official Plan Heritage Evaluation Criteria Policy **5.2.3** permits the City to include a Building into its inventory, if it is determined to be of:

- a) historic value or interest; and/or*
- b) architectural value or interest.*

And to determine the historic value or interest, Official Plan Policy **5.2.3.2** states:

*A Building shall be considered to have historic value or interest if the Building has been designated by the Province to be of archaeological or historical significance pursuant to the Ontario Heritage Act or, in the opinion of the City, satisfies at least two of the following criteria or one of these criteria plus one of the criteria listed in Policy 5.2.3.3:*

- a) it dates from an early period in the development of the City's communities;*
- b) it is a good, representative example of the work of an outstanding local, national or international architect, engineer, builder, designer, landscape architect, interior designer or sculptor and is well preserved;*
- c) it is associated with a person who is recognized as having made a significant contribution to the City's social, cultural, political, economic, technological or physical development or as having materially influenced the course of local, Provincial, national or international history;*
- d) it is directly associated with a historic event which is recognized as having local, Provincial, national or international importance; or*
- e) it is a well preserved example and illustration of the City's social, cultural, political, economic or technological development history.*

**In the opinion of the City staff and Sarnia Heritage Committee, the Building satisfies more than two of the criteria listed above and more than one of the criterion listed in Policy 5.2.3.3 below:**

And for Architectural Value or Interest, Policy **5.2.3.3** states

*A Building shall be considered to have architectural value or interest if, in the opinion of the City, it satisfies at least two of the following criteria or one to these criteria plus one of the criteria listed in Policy 5.2.3.2:*

- a) it is a well preserved, representative example of a method of construction now rarely used;*

- b) it is a good, well preserved and representative example of its architectural style or period of building;*
- c) it is a well preserved and outstanding example of architectural design;*
- d) it makes an important contribution to the urban composition or streetscape of which it forms a part;*
- e) it is generally recognized as an important City landmark;*
- f) it is a well preserved example of outstanding interior design; or*
- g) it is an example of a rare or otherwise important feature of good urban design or street-scaping.*

**The Building is considered to have architectural value and interest because it satisfies more than two of the criteria listed above.**

## **Preliminary Evaluation of the Sarnia Heritage Committee's Evaluation of Cultural Heritage Value or Interest of SCITS**

### Summary Table

Criteria for Determine Cultural heritage value or interest

The following evaluation applies Ontario Regulation 9/06 made under the Ontario Heritage Act: Criteria for Determining Cultural Heritage Value or Interest. While the criteria are prescribed for municipal designation under Part IV, Section 29 of the Ontario Heritage Act, the evaluation can be used when assessing properties for inclusion on the municipal Inventory of Heritage Properties. Sarnia Heritage Committee used the evaluation table to determine the cultural heritage value of the **Building**. We have marked "N/A" on the table, if the criterion is "not applicable" to the structure and "X" if it is applicable, with explanatory text below.

<b>Design or Physical Value</b>	
i. rare, unique, representative or early example of a style, type, expression, material or construction method	<b>X</b>
ii. displays high degree of craftsmanship or artistic merit	<b>X</b>
iii. demonstrates high degree of scientific or technical achievement	<b>N/A</b>

<b>Historical or Associative Value</b>	
i. direct associations with a theme, event, belief, person, activity, organization or institution that is significant to a community	<b>X</b>
ii. yields, or has the potential to yield, information that contributes to an understanding of a community or culture	<b>N/A</b>
iii. demonstrates or reflects the work or ideas of an architect, artist, builder, designer or theorist who is significant to a community	<b>X</b>

<b>Contextual Value</b>	
i. important in defining, maintaining or supporting the character of an area	<b>X</b>
ii. physically, functionally, visually or historically linked to its surroundings	<b>X</b>
iii. landmark	<b>X</b>



## **Recommended contents of the Cultural Heritage Evaluation Report (CHER)**

### 1. Background

- 1.1 Provide a background on the purpose of the CHER by outlining why it was undertaken, by whom and the date(s) the evaluation took place.
- 1.2 Provide a briefly outline the methodology used to conduct the evaluation.

### 2. Identification and Location of the Building

- 2.1 Provide a location plan of the Building, including a site map and aerial photograph at an appropriate scale that indicates the context in which the Building is situated.
- 2.2 Briefly document and describe the Building, identifying all significant features and surrounding landscape.
- 2.3 Document and describe the context including adjacent properties, land uses, etc.
- 2.4 Document, describe, and assess the apparent physical condition, security, and critical maintenance concerns, as well as the integrity of the Building.
- 2.5 If the structural integrity of the Building is a concern, recommend the undertaking of a follow-up structural and engineering assessment to confirm if conservation, rehabilitation and/or restoration are feasible. Evaluation must be conducted by qualified professionals with heritage Building experience.

### 3. Evaluation of Cultural Heritage Value or Interest

- 3.1 Thoroughly document and describe all heritage resources associated with the Building and the property it sits on, including structural elements, building materials, architectural features, vistas, and potential archaeological resources.
- 3.2 Provide a chronological history of the Building, including additions, deletions, conversions, etc., if possible.
- 3.3 Provide a history of the land use(s) to identify, describe, and evaluate the significance of any persons, groups, trends, themes, and/or events that are historically or culturally associated with the Building.
- 3.4 Document heritage resource(s) using current photographs of each elevation, and/or measured drawings, engineering plans, and a site map at an appropriate scale. Also include historical photos, drawings, or other archival material that is available and relevant.
- 3.5 Using Regulation 9/06 of the Ontario Heritage Act (Criteria for Determining Cultural Heritage Value or Interest), identify, describe, and

evaluate the cultural heritage value or interest of the Building as a whole, outlining in detail all significant heritage attributes and other heritage elements.

- 3.6 Provide a summary of the evaluation in the form of a table (see Summary Table above) outlining each criterion (design or physical value; historical or associative value; contextual value), the conclusion for each criterion, and a brief explanation for each conclusion.

#### 4. Mitigation Options, Conservation Methods, and Proposed Alternatives

- 4.1 Provide mitigation measures, conservation methods, and/or alternative development options that avoid or limit the direct and indirect impacts to the Building.
- 4.2 Evaluate the advantages and disadvantages (pros and cons) of each proposed mitigation measure/option.
- 4.3 Identify any site planning and landscaping measures that may ensure **the Buildings' protection and/or enhancement.**
- 4.4 If demolition or other significant alteration to the Building is proposed and is supported by the heritage consultant, provide clear rationale and justification for such recommendations.
- 4.5 If retention is recommended, outline short-term site maintenance, conservation, and critical building stabilization measures.
- 4.6 Provide recommendations for follow-up site-specific heritage strategies or plans such as a Conservation Plan, Adaptive Reuse Plan, and/or Structural/Engineering Assessment.
- 4.7 Provide recommendations for advertising the sale of the Building. For example, this could include listing the Building on the Architectural Conservancy of Ontario (ACO) website in order to allow interested parties to propose the relocation of the Building. Acceptable timelines and any other requirements will be determined in consultation with City staff.
- 4.8 If the Building cannot be retained, alternatives will be considered for salvage and mitigation.
- 4.9 An implementation schedule and reporting/monitoring system for implementation of the recommended conservation or mitigation strategies may be required.

#### 5. Recommendations



- 5.1 Provide clear recommendations for the most appropriate course of action for the Building.
- 5.2 The following questions must be answered in the final recommendation of the report:
  - Is the Building worthy of heritage designation under the Ontario Heritage Act?
  - Why or why not does the subject Building meet the criteria for heritage designation?

## 6. Executive Summary

- 6.1 Provide an executive summary of the Report findings at the beginning of the report.
- 6.2 Outline and summarize all recommendations including mitigation strategies, need for the preparation of follow-up plans such as an adaptive reuse plans and other requirements as warranted. Please rank mitigation options from most preferred to least.

## 7. Other Requirements

- 7.1 Provide a bibliography listing all sources used in preparing the CHER.
- 7.2 Provide proper referencing within the CHER, including images, maps, etc.
- 7.3 Provide three copies of the final CHER, and one digital copy (PDF or Word)
- 7.4 Provide a digital copy of all images taken or obtained for the CHER on Compact Disk.
- 7.5 Qualified Parties for Preparing a Cultural Heritage Evaluation Report
  - 7.5.1 The Cultural Heritage Evaluation Report must be prepared by qualified professional with applied and demonstrated knowledge of accepted standards of heritage conservation, historical research, identification, evaluation of cultural heritage value or interest, mitigation, and the like.

## Appendix J: Curricula Vitae



## CURRICULUM VITAE

### Dan Currie, BA, BES, MA, MCIP, RPP, CAHP

#### EDUCATION

2006

Masters of Arts (Planning)  
University of Waterloo

1998

Bachelor of Environmental Studies  
University of Waterloo

1998

Bachelor of Arts (Art History)  
University of Saskatchewan

Dan Currie, a Partner with MHBC, joined MHBC Planning in 2009, after having worked in various positions in the public sector since 1997 including the Director of Policy Planning for the City of Cambridge and Senior Policy Planner for the City of Waterloo.

Dan provides a variety of planning services for public and private sector clients including a wide range of policy and development work. Dan has experience in a number of areas including strategic planning, growth plan policy, secondary plans, watershed plans, housing studies and downtown revitalization plans. Dan specializes in long range planning and has experience in growth plans, settlement area expansions and urban growth studies.

Dan holds a Masters degree in Planning from the University of Waterloo, a Bachelors degree (Honours) in Planning from the University of Waterloo and a Bachelor of Arts degree from the University of Saskatchewan. He is a registered Professional Planner and a Member of the Canadian Institute of Planners and a Professional Member of the Canadian Association of Heritage Professionals.

#### PROFESSIONAL ASSOCIATIONS

Full Member, Canadian Institute of Planners

Full Member, Ontario Professional Planners Institute

Professional Member, Canadian Association of Heritage Professionals

Past Board Member, Town and Gown Association of Ontario

#### PROFESSIONAL HISTORY

2013 – Present    Partner,  
MacNaughton Hermsen Britton Clarkson Planning Limited

2009 – 2013      Associate  
MacNaughton Hermsen Britton Clarkson Planning Limited

2007 - 2009      Director, Policy Planning, City of Cambridge

2000 - 2007      Senior Planner, City of Waterloo

#### CONTACT

540 Bingemans Centre Drive,  
Suite 200  
Kitchener, ON N2B 3X9  
T 519 576 3650 x 744  
F 519 576 0121  
dcurrie@mhbcplan.com  
www.mhbcplan.com



## CURRICULUM **VITAE**

**Dan Currie**, BA, BES, MA, MCIP, RPP, CAHP

1999 - 2000      Planner, City of Waterloo

1997 - 1998      Research Planner, City of Kitchener

### SELECTED PROJECT EXPERIENCE

#### MASTER PLANS, GROWTH MANAGEMENT STRATEGIES AND POLICY STUDIES

Township of West Lincoln, Smithville Northwest Quadrant Secondary Plan  
 Township of Tiny Growth Management Strategy and Urban Expansion Analysis  
 Niagara-on-the-Lake Mary Street Streetscape Study  
 Richmond Hill, Bond Crescent Intensification Strategy  
 City of Cambridge Climate Change Adaptation Policy  
 Ministry of Infrastructure Pilot Test of Growth Plan Indicators Study  
 Cambridge West Master Environmental Servicing Plan  
 Township of Tiny Residential Land Use Study  
 Township of West Lincoln Settlement Area Expansion Analysis  
 Port Severn Settlement Area Boundary Review  
 City of Cambridge Green Building Policy  
 Township of West Lincoln Intensification Study & Employment Land Strategy  
 Ministry of the Environment Review of the D-Series Land Use Guidelines  
 Meadowlands Conservation Area Management Plan  
 City of Cambridge Trails Master Plan  
 City of Kawartha Lakes Growth Management Strategy  
 City of Cambridge Growth Management Strategy  
 Cambridge GO Train Feasibility Study  
 City of Waterloo Height and Density Policy  
 City of Waterloo Student Accommodation Study  
 Uptown Waterloo Residential Market Study  
 City of Waterloo Land Supply Study  
 City of Kitchener Inner City Housing Study

### CONTACT

540 Bingemans Centre Drive,  
 Suite 200  
 Kitchener, ON N2B 3X9  
 T 519 576 3650 x 744  
 F 519 576 0121  
[dcurrie@mhbcplan.com](mailto:dcurrie@mhbcplan.com)  
[www.mhbcplan.com](http://www.mhbcplan.com)

## CURRICULUM **VITAE**

**Dan Currie**, BA, BES, MA, MCIP, RPP, CAHP

### HERITAGE PLANNING

Town of Cobourg Heritage Master Plan  
Municipality of Chatham-Kent Rondeau Heritage Conservation District Plan  
City of Markham Victoria Square Heritage Conservation District Study  
City of Kingston Barriefield Heritage Conservation District Plan  
Burlington Heights Heritage Lands Management Plan  
Township of Muskoka Lakes, Bala Heritage Conservation District Study and Plan  
Municipality of Meaford, Downtown Meaford Heritage Conservation District Plan  
City of Guelph Brooklyn and College Hill Heritage Conservation District Plan  
Niagara Peninsula Conservation Authority St John's Master Plan  
City of Toronto Garden District Heritage Conservation District Study and Plan  
City of London Western Counties Cultural Heritage Plan  
City of Cambridge Heritage Master Plan  
City of Waterloo Mary-Allen Neighbourhood Heritage District Study  
City of Waterloo Rummelhardt School Heritage Designation  
Other heritage consulting services including:

- Heritage Impact Assessments
- Requests for Designations
- Alterations or new developments within Heritage Conservation Districts

### DEVELOPMENT PLANNING

Provide consulting services and prepare planning applications for private sector clients for:

- Draft plans of subdivision
- Consent
- Official Plan Amendment
- Zoning By-law Amendment
- Minor Variance
- Site Plan

### CONTACT

540 Bingemans Centre Drive,  
Suite 200  
Kitchener, ON N2B 3X9  
T 519 576 3650 x 744  
F 519 576 0121  
dcurrie@mhbcplan.com  
www.mhbcplan.com

## CURRICULUMVITAE

Vanessa Hicks, M.A., C.A.H.P.

### EDUCATION

2016

Master of Arts in Planning,  
specializing in Heritage  
Planning

*University of Waterloo,  
School of Planning*

2010

Bachelor of Arts (Honours) in  
Historical/Industrial  
Archaeology

*Wilfrid Laurier University*

Vanessa Hicks is a Heritage Planner with MHBC and joined the firm after having gained experience as a Manager of Heritage Planning in the public realm where she was responsible for working with Heritage Advisory Committees in managing heritage resources, Heritage Conservation Districts, designations, special events and heritage projects (such as the Architectural Salvage Program).

Vanessa is a member of the Canadian Association of Heritage Professionals and graduated from the University of Waterloo with a Masters Degree in Planning, specializing in heritage planning and conservation. Vanessa provides a variety of research and report writing services for public and private sector clients. She has experience in historical research, inventory work, evaluation and analysis on a variety of projects, including Heritage Conservation Districts (HCDs), Heritage Impact Assessments (HIAs), Cultural Heritage Evaluation Reports (CHERs), Conservation Plans (CPs), Documentation and Salvage Reports, and Commemoration Projects (i.e. plaques). Vanessa is also able to comment provide comments regarding Stages 1-4 Archaeological Assessments due to her experience as a practicing field archaeologist and experience writing archaeological reports submitted to the Ministry of Tourism, Culture and sport.

### PROFESSIONAL ASSOCIATIONS

Professional Member, Canadian Association of Heritage Professionals

### PROFESSIONAL EXPERIENCE

June 2016 - Present      Cultural Heritage Specialist/ Heritage Planner  
MacNaughton Hermesen Britton Clarkson Planning Ltd.

2012 - 2016      Program Manager, Heritage Planning  
Town of Aurora

May 2012 - October 2012      Heritage Planning Assistant  
Town of Grimsby

2007 - 2010      Archaeologist  
Archaeological Research Associates Ltd.

### CONTACT

540 Bingham Centre Drive,  
Suite 200  
Kitchener, ON N2B 3X9  
T 519 576 3650 x 728  
F 519 576 0121  
vhicks@mhbcplan.com  
www.mhbcplan.com



## CURRICULUM VITAE

Vanessa Hicks, M.A., C.A.H.P.

### SELECT PROJECT EXPERIENCE

#### HERITAGE IMPACT ASSESSMENTS (HIAs) 2016-2019

Heritage Impact Assessment - 'Southworks', 64 Grand Avenue South, City of Cambridge

Heritage Impact Assessment – Badley Bridge, part of a Municipal EA Class Assessment, Township of Centre Wellington

Heritage Impact Assessment – 474 and 484 Queen Street South (and Schneider Haus National Historic Site), City of Kitchener

Heritage Impact Assessment – 883 Doon Village Road, City of Kitchener

Heritage Impact Assessment – 57 Lakeport Road, City of St. Catharines

Heritage Impact Assessment – Langmaids Island, Lake of Bays

Heritage Impact Assessment – 1679 Blair Road, City of Cambridge

Heritage Impact Assessment - 64 Margaret Avenue, City of Kitchener

#### CULTURAL HERITAGE EVALUATION REPORTS (CHERs) 2016-2019

Cultural Heritage Evaluation Report - Dunlop Street West and Bradford Street, Barrie - Prince of Wales School and Barrie Central Collegiate Institute

Cultural Heritage Evaluation Report - Lakeshore Drive, Town of Oakville

Cultural Heritage Evaluation Report – Queen Victoria Park Cultural Heritage

#### HERITAGE CONSERVATION DISTRICTS (HCDs)

Heritage Conservation District Study – Southeast Old Aurora (Town of Aurora)

#### CONSERVATION PLANS

Strategic Conservation Plan – Queen Victoria Park Cultural Heritage Landscape

#### DOCUMENTATION AND SALVAGE REPORTS

Documentation and Salvage Report & Commemoration Plan – 474 and 484 Queen Street South, City of Kitchener

#### SPECIAL PROJECTS

Artifact Display Case - Three Brewers Restaurant(275 Yonge St., Toronto)

#### CONTACT

540 Bingemans Centre Drive,  
Suite 200

Kitchener, ON N2B 3X9

T 519 576 3650 x 728

F 519 576 0121

vhicks@mhbcplan.com

www.mhbcplan.com



**MHBC**  
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A R C H I T E C T U R E