

BYLAW NUMBER 42M2017

**BEING A BYLAW OF THE CITY OF CALGARY
TO DESIGNATE THE KING EDWARD SCHOOL
AS A MUNICIPAL HISTORIC RESOURCE**

WHEREAS the *Historical Resources Act*, R.S.A. 2000 c. H-9, as amended (the “*Act*”) permits The City of Calgary Council (“City Council”) to designate real property as a Municipal Historic Resource whose preservation City Council considers to be in the public interest because of its heritage value;

AND WHEREAS the owners of the King Edward School have been given sixty (60) days written notice of the intention to pass this Bylaw in accordance with the *Act*;

NOW, THEREFORE, THE COUNCIL OF THE CITY OF CALGARY ENACTS AS FOLLOWS:

SHORT TITLE

1. This Bylaw may be cited as “City of Calgary Bylaw to Designate the King Edward School as a Municipal Historic Resource”.

BUILDING AND LAND DESIGNATED AS A MUNICIPAL HISTORIC RESOURCE

2. The “King Edward School” comprises a three-storey Queen Anne Revival style sandstone school built in 1912-13 and is located at 1721 29 Ave S.W., legally described as PLAN 1612680; BLOCK 30; LOT 47 EXCEPTING THEREOUT ALL MINES AND MINERALS as shown on attached Schedule “A”.
3. The King Edward School is hereby designated as a Municipal Historic Resource as defined in the *Act*.
4. The heritage value of the King Edward School is hereby described in the attached Schedule “B”.
5. The specific elements of the King Edward School possessing heritage value are hereby known as the Regulated Portions (the “Regulated Portions”). The Regulated Portions are specifically described or identified in the attached Schedule “C”.

PERMITTED REPAIRS AND REHABILITATION

6. a) The Regulated Portions of the King Edward School, as described or identified in Schedule “C” shall not be removed, destroyed, disturbed, altered, rehabilitated, repaired or otherwise permanently changed, other than routine preservation and maintenance work, without prior written approval from City Council, or the person appointed by City Council as the Approving Authority for the purposes of administration of Section 26 of the *Act*. Any alteration, rehabilitation, repair or change to the Regulated Portions must be in accordance with the terms of the Parks Canada 2010 publication Standards and Guidelines for the Conservation of Historic Places in Canada, (the “*Standards and Guidelines*”), as referenced and summarized in the attached Schedule “D”.

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- b) All portions of the King Edward School, which are not described or identified as a Regulated Portion in Schedule "C" are hereby known as the Non-regulated Portions (the "Non-regulated Portions"). The Non-regulated Portions are not subject to the Standards and Guidelines and may be rehabilitated, altered or repaired, provided that such rehabilitation, alteration, and repair does not negatively impact the Regulated Portions or adversely affect the historical, contextual or landmark character of the property, and that all other permits required to do such work have been obtained.

COMPENSATION

7. No compensation pursuant to Section 28 of the *Act* is owing.

EXECUTION OF DOCUMENTS

8. Any employees of The City of Calgary who exercise land use and heritage planning powers and duties are hereby authorized to execute such documents as may be necessary to give effect to this Bylaw.

SCHEDULES

9. The schedules to this Bylaw form a part of it.
10. This Bylaw comes into force on the date it is passed.

READ A FIRST TIME THIS ____ DAY OF _____, 2017.

READ A SECOND TIME THIS ____ DAY OF _____, 2017.

READ A THIRD TIME THIS ____ DAY OF _____, 2017.

MAYOR
SIGNED THIS ____ DAY OF _____, 2017.

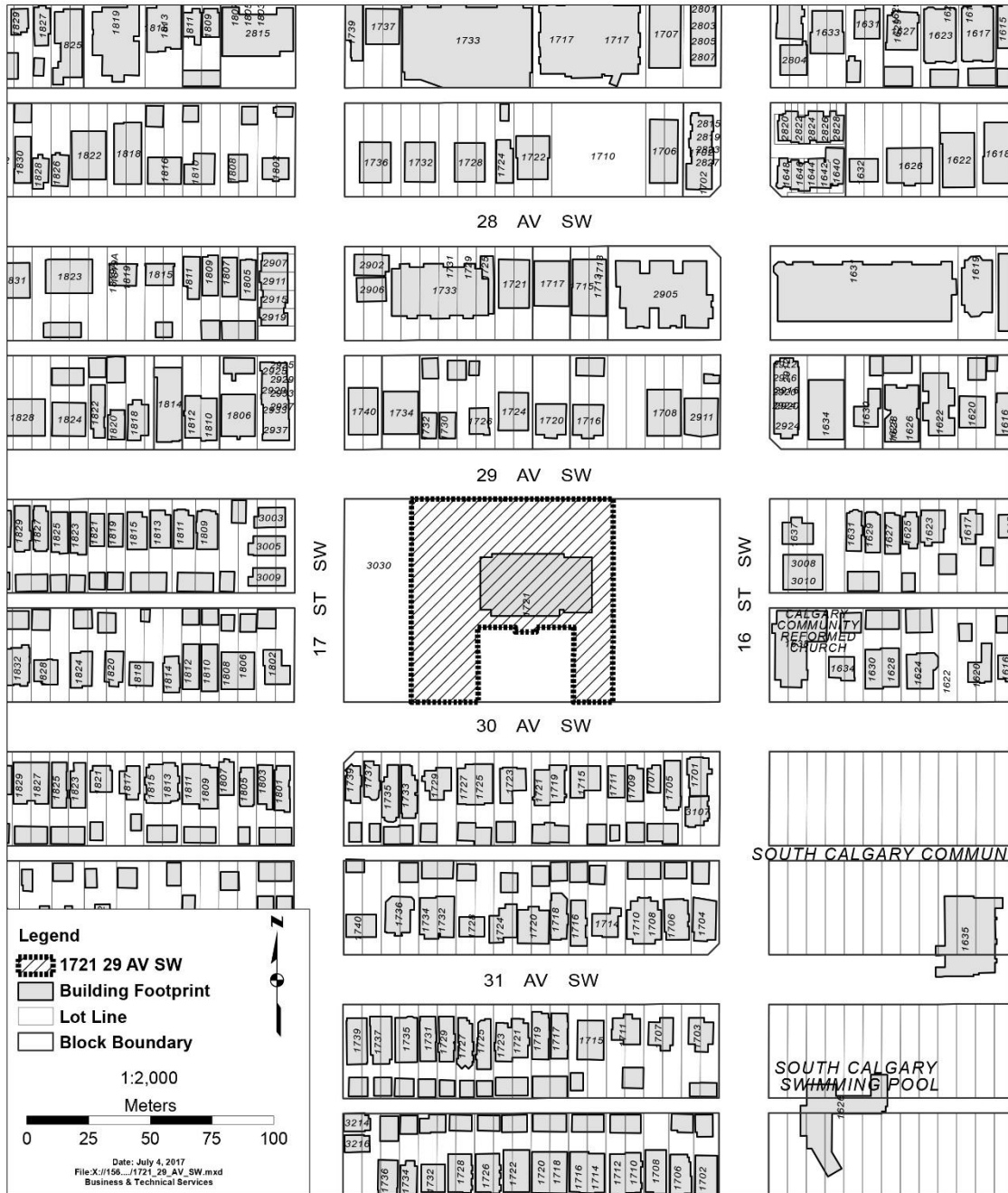
CITY CLERK
SIGNED THIS ____ DAY OF _____, 2017.

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SCHEDULE "A"



1721 29 AV SW



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SCHEDULE “B”

Description

The King Edward School is a three-story sandstone structure built in 1912-1913. Its simplified Free Classical detailing includes an arched front entrance with Doric columns, a hipped roof with a large central cupola, and adjacent wings on either side featuring uniform rows of windows. The school is set on a prominent hilltop site in the residential community of South Calgary.

Heritage Value

King Edward School has heritage value as a typical example of the Free Classical style of sandstone schools constructed in Calgary prior to the First World War. Designed by Hugh McClelland, then Calgary's superintendent of school construction, King Edward School is a larger variation of the plan prepared for King George, Ramsay and Sunalta schools. The Free Classical style is expressed in the school's arched front entrance framed by smoothly finished sandstone voussoirs, Doric columns, and an entablature with '1912 KING EDWARD SCHOOL' inscription. The hipped roof features a pressed metal cornice and pediments, a large central cupola with flagpole, and a smaller cupola on the east wing. Originally symmetrical in appearance, the sandstone façade is defined by uniform rows of windows, which reinforce the overall restrained classical detailing of the structure.

King Edward School has further heritage value as a symbol of Calgary's increasing maturity and prosperity during the 1909-1913 real estate boom. The city began expanding southwest into the suburb of South Calgary after it was annexed in 1907. While the community developed slowly until the early 1950s, the substantial scale of King Edward School suggests the city's optimistic outlook at the time of its construction. Meanwhile, the use of choice building materials, including Paskapoo sandstone from the nearby Oliver Brothers quarry, reflects Calgary's growing sophistication and permanence just prior to the First World War.

Used for nearly a century by the Calgary Board of Education, King Edward School also has activity value associated with its role in education. It was one of some 20 sandstone schools built in Calgary between 1892 and 1920 to service a growing student population. The first principal from 1913 to 1915 was William Aberhart, later the Social Credit Premier of Alberta, which further contributes to the building's heritage significance. King Edward School housed both elementary grades and the South Calgary High School from 1918 to 1929. In 1931 it became the first school in Calgary to trial an intermediate (Junior High School) model, which was widely adopted in other schools by 1934.

In addition to its predominant use for education, the King Edward School also played an important community role. Military officers occupied the top floor of the building during the First World War, and the school's older male students received cadet training well into the interwar period. The building was often used as a venue for community dances and socials until the mid-1930s, and it became a temporary wartime location for the Calgary Normal School between 1940 and 1945. The Calgary Board of Education closed King Edward School in 2001 and, after briefly leasing it to the francophone school board, declared the building surplus in 2006.

Finally, the King Edward School has landmark value within the neighbourhood of South Calgary. Constructed on a hilltop site, the school stands out as a substantial structure that establishes the dominant character of the area. While South Calgary has evolved from a sparsely settled community into a dynamic inner city neighbourhood, the school remains a conspicuous and familiar structure within the area.

Character-Defining Elements

The exterior character-defining elements of the King Edward School include but are not limited to its:

- Sandstone façade cladding consisting of rock-faced sandstone laid in regular courses, with two inlaid plaques in sculptural relief on west façade;
- Fenestration throughout, including nine-pane, wooden-sash windows with three-pane transom lights; and six-pane, wooden-sash windows with two-pane transom lights;

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- One-storey porch on south façade with rounded-arch, central entrance framed by smoothly finished sandstone voussoirs, engaged classical columns and entablature with '1912 KING EDWARD SCHOOL' inscription;
- Straight-flight main entrance steps with squared, paneled sandstone newels and closed balustrades;
- Secondary entrance porch of the west wing, north façade, with smoothly finished sandstone cladding and two doorway openings; the 'BOYS' inscription above the doors;
- Compound hipped roof with two wood-frame cupolas, each with louvered rounded-arch openings, polygonal bell-cast roofs, flagpole and a finial;
- Pressed metal cornice with brackets and block-modillion detailing; raked pressed-metal block-modillion cornices forming north and south façade pediments;
- Stone chimney (NE corner of three-storey portion of building);

The interior character-defining elements of the King Edward School include but are not limited to its:

- Classroom and corridor finishes throughout, including blackboards with casings, wood baseboards, chair rails, picture rails, and door casings;
- Decorative plaster features of the original auditorium comprising moulded ceiling beam brackets;
- Main entrance consisting of the porch interior with smoothly finished sandstone ashlar walls with dark mortar joints; and inner foyer; foyer features and finishes including the straight-flight stairs with slate treads and risers; white unglazed porcelain tile flooring with red Greek-key-pattern border; inner and outer foyer oak doorway assemblies with compound transom and fanlights; inner doorway containing paneled, oak, double doors with glazing; and

Side entrance ('BOYS' entrance - west wing) features and finishes comprising an inner and outer foyer; outer foyer with ashlar, sandstone walls with dark mortar-joints; wall between inner and outer foyer containing two doorway openings each surmounted by an interior window; decorative plaster inner-foyer ceiling arch; arched stairway opening; and enclosed straight-flight staircases.

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SCHEDULE "C"

REGULATED PORTIONS

1.0 South Façade

The following elements are regulated:

- The sandstone façade cladding consisting of rock-faced sandstone laid in regular courses (Photo 1.2);
- The fenestration (window pattern); nine-pane, wooden-sash windows with 3-pane transom lights; and six-pane, wooden-sash windows with 2-pane transom lights. (Photos 1.2, 1.4, 1.5);
- The one-storey porch with a rounded-arch, central entrance framed by smoothly finished sandstone voussoirs, engaged classical columns and entablature with "1912 KING EDWARD SCHOOL" inscription (Photo 1.3); and
- Straight-flight entrance steps with squared, paneled sandstone newels and closed balustrades (Photo 1.3).



(Photo 1.1: South Façade – 1914 view showing original appearance)

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(Photo 1.2: South Façade – contemporary additions/alterations are not regulated)



(Photo 1.3: South Façade – detail view of the main entrance porch)

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(Photo 1.4: An example of the wooden-sash, nine-pane windows with three-pane transom lights)



(Photo 1.5: An example of the wooden-sash, six-pane windows with two-pane transom lights)

2.0 West Façade

The following elements are regulated:

- The sandstone façade cladding consisting of rock-faced sandstone laid in regular courses (contemporary addition and associated elements are not regulated) (Photo 2.2); and
- The two inlaid plaques in sculptural relief (Photos 2.2-2.4).



(Photo 2.1: West façade, showing contemporary addition under construction)



(Photo 2.2: Oblique view of west façade, under construction)



(Photo 2.3: West Façade, prior to construction of contemporary addition)



(Photo 2.4: Inlaid plaque on original west façade in sculptural relief, now concealed from exterior by contemporary addition)

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3.0 North Façade

The following elements are regulated:

- The sandstone façade cladding consisting of rock-faced sandstone laid in regular courses (Photos 3.1, 3.2);
- The fenestration (window pattern); the profile of nine-pane, wooden-sash windows with three-pane transom lights (excluding the basement windows), and six-pane wooden-sash windows with two-pane transom lights (Photo 3.1, 1.4, 1.5); and
- The secondary entrance porch of the west wing with smoothly finished sandstone cladding and two doorway openings (originally open, but now enclosed); the “BOYS” inscription above the doors (Photo 3.3, 3.4).



(Photo 3.1: North Façade - new construction on the north façade, and west façade contemporary addition are not regulated)



(Photo 3.2: North Façade – detail view of the secondary 'BOYS' entrance porch)



(Photo 3.3: North Façade – detail view of 'BOYS' entrance porch)



(Photo 3.4: North Façade – detail view of 'BOYS' entrance inscription)

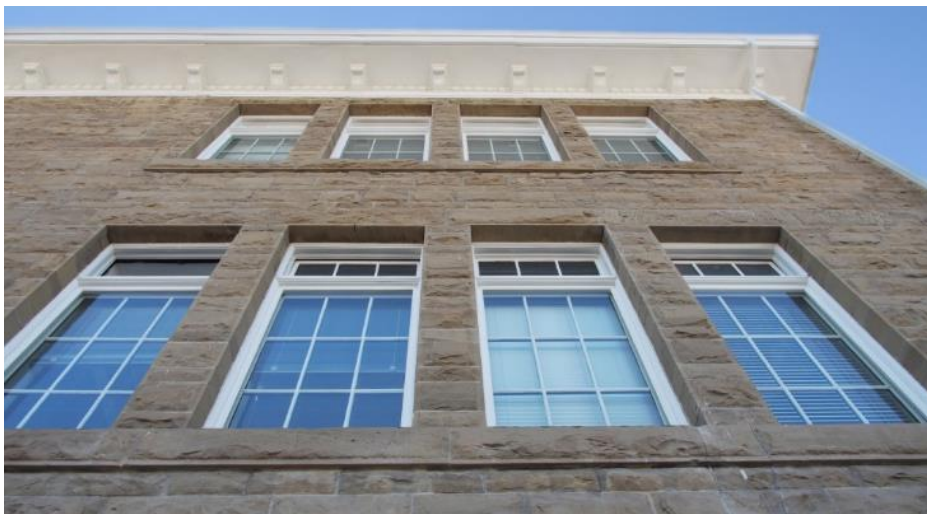
4.0 East Façade

The following elements are regulated:

- The sandstone façade cladding consisting of rock-faced sandstone laid in regular courses (Photo 4.1, 4.2); and
- The fenestration (window pattern); the profile of nine-pane wooden-sash windows with three-pane transom lights. (Photo 4.1, 4.2, 1.4, 1.5).



(Photo 4.1: East façade of the King Edward School)



(Photo 4.2: East façade – detail view of fenestration and windows on right side)

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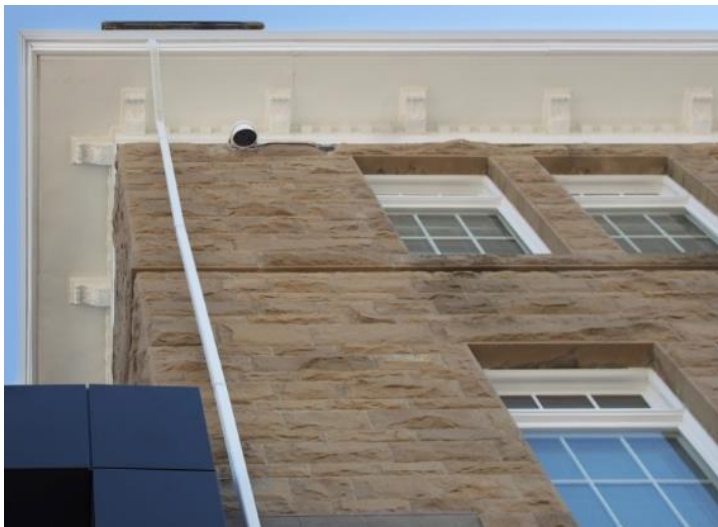
5.0 Roof Elements

The following elements are regulated:

- Compound hipped roof (Photos 1.2, 3.1);
- The two wood-frame cupolas each with louvered rounded-arch openings, polygonal bell-cast roofs, flagpole and finial (Photo 5.1);
- Pressed-metal cornice with brackets and block-modillion detailing; raked pressed-metal block-modillion cornices forming north and south façade pediments (Photo 5.2); and
- Stone chimney (relocated to northeast corner of the building) (Photos 3.1, 4.1).



(Photo 5.1: Roof elements – detail view showing the two extant cupolas)



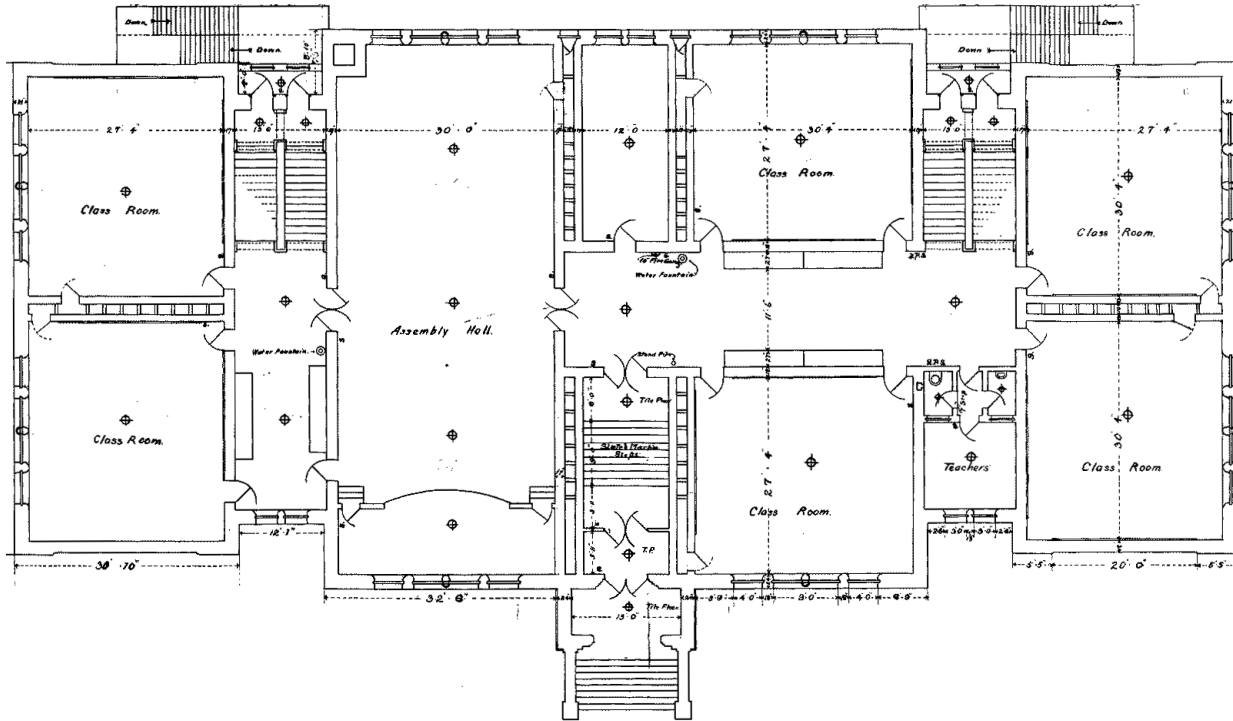
(Photo 5.2: Roof elements – detail view showing a portion of the pressed-metal cornice)

6.0 Interior Elements

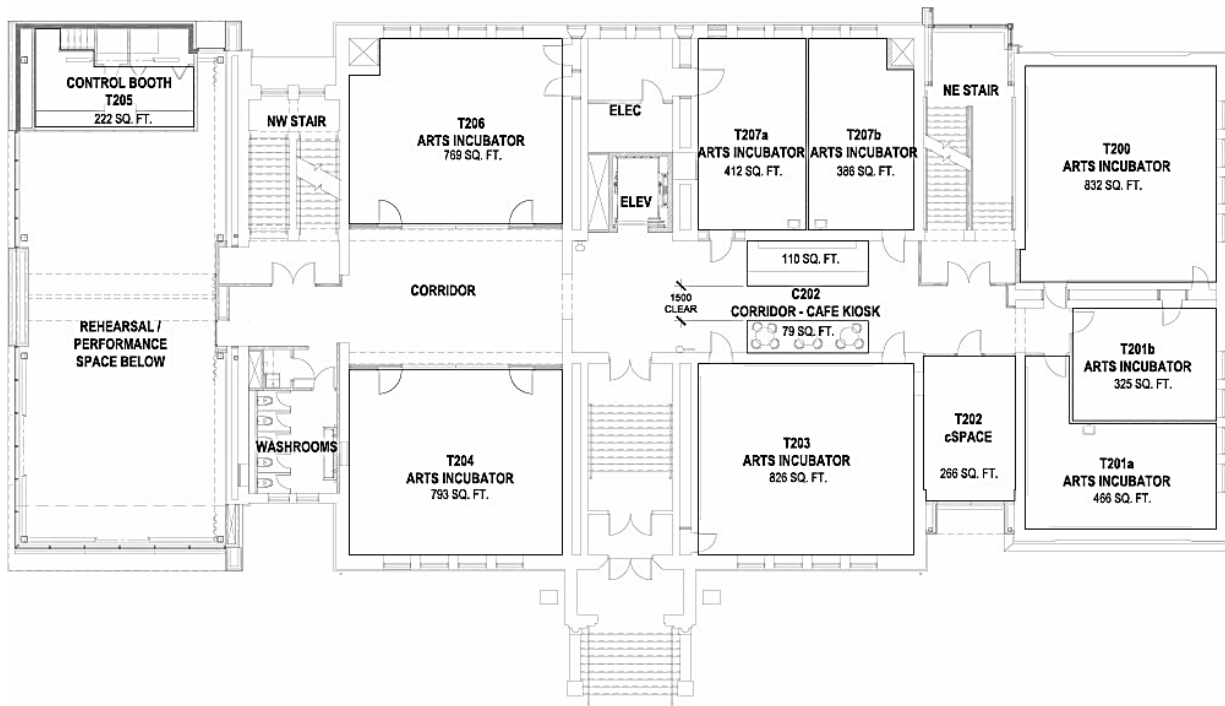
6.1 First floor

The following elements are regulated:

- Those features of the original floor plan / configuration that are also extant in the rehabilitation plan / configuration (Compare Images 6.1.01 & 6.1.0.2);
- Classroom and corridor finishes throughout including backboards with casings, wood baseboards, chair rails, picture rails, and door casings (Photos 6.1.03, 6.1.04, 6.1.05, 6.1.06, 6.1.07, 6.2.3);
- Decorative plaster features of the original auditorium comprising moulded ceiling beam brackets (Photo 6.1.05);
- Main entrance consisting of the porch interior (originally open) with smoothly finished sandstone ashlar walls with dark mortar joints; an inner foyer; foyer features and finishes including the straight-flight stairs with slate treads and risers; white unglazed porcelain tile flooring with red Greek-key-pattern border; inner and outer foyer oak doorway assemblies with compound transom and fanlights; inner doorway containing panelled, oak, double doors with glazing; (Photos 6.1.08, 6.1.09); and
- Side entrance ('BOYS' entrance - west wing) features and finishes comprising an inner and outer foyer; outer foyer with ashlar, sandstone walls with dark mortar-joints; wall between inner and outer foyer containing two doorway openings each surmounted by an interior window; decorative plaster inner-foyer ceiling arch; arched stairway opening; enclosed straight-flight staircases (Photos 6.1.10, 6.1.11).

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(Image 6.1.01: First Floor – original plans)



(Image 6.1.02: First floor – rehabilitation plans)

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(Photo 6.1.03: An example of classroom detailing/ finishes)



(Photo 6.1.04: View of tenant spaces from gallery, showing original woodwork, and contemporary materials)

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(Photo 6.1.05: First Floor – former auditorium space showing plaster ceiling beams and decorative brackets)



(Photo 6.1.06: An example of door casings common throughout the building)



(Photo 6.1.07: An example of a paneled and glazed door and door casings common throughout the building)

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(Photo 6.1.08: First Floor – Main entrance foyer showing patterned porcelain flooring and interior doorway assembly with transom lights and fanlights)



(Photo 6.1.09: First Floor - Main entrance porch and foyer showing ashlar sandstone wall finishes)



(Photo 6.1.10: First Floor – 'BOYS' side entrance stairwell showing finishes and features)



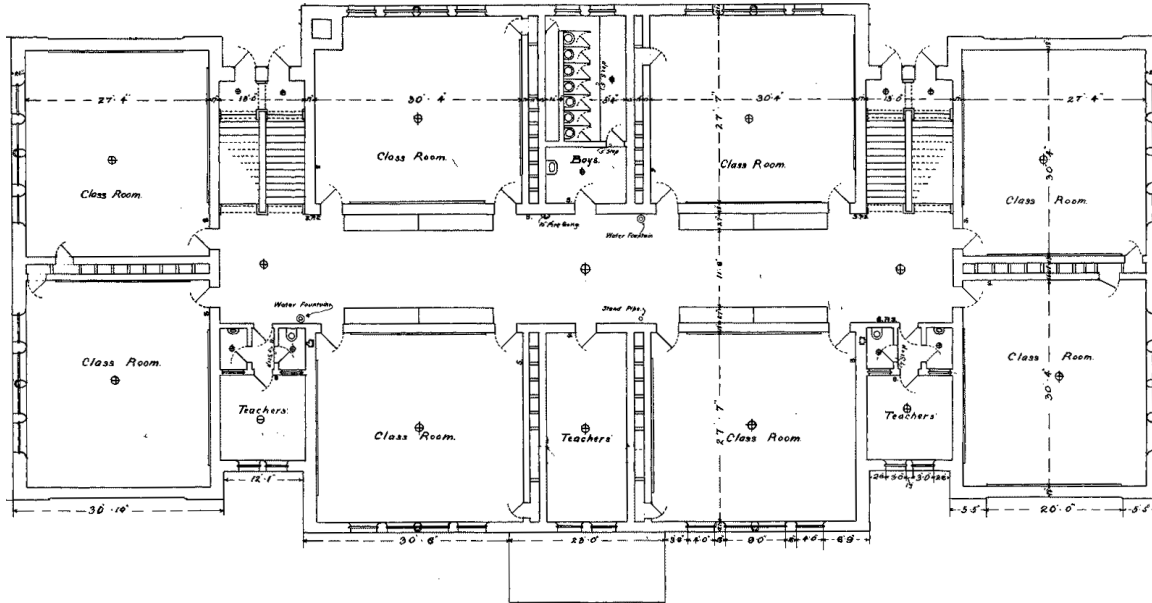
(Photo 6.1.11: First Floor - 'BOYS' side entrance showing outer foyer ashlar sandstone wall finish)

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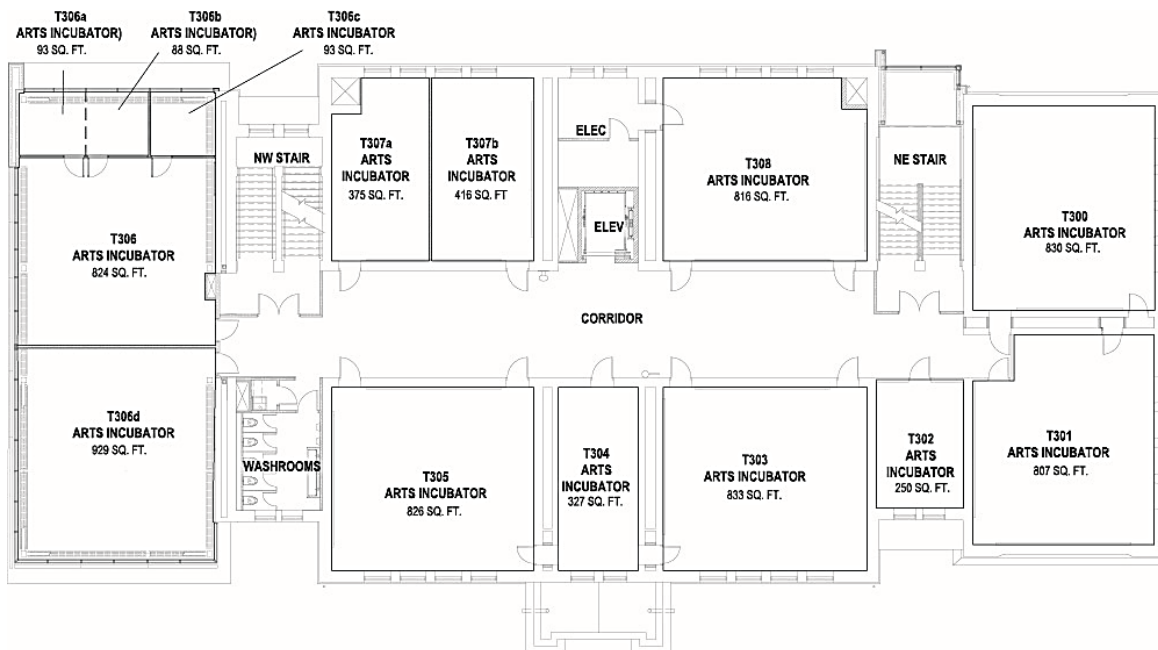
6.2 Second floor

The following elements are regulated:

- Those features of the original floor plan / configuration that are also extant in the rehabilitation plan / configuration (Compare Images 6.2.1 & 6.2.2); and
- Classroom and corridor finishes throughout including backboards with casings, wood baseboards, chair rails, picture rails, and door casings (Photos 6.1.03, 6.1.04, 6.1.05, 6.1.06, 6.1.07, 6.2.3, 6.2.4).



(Image 6.2.1: Second Floor – original plans)

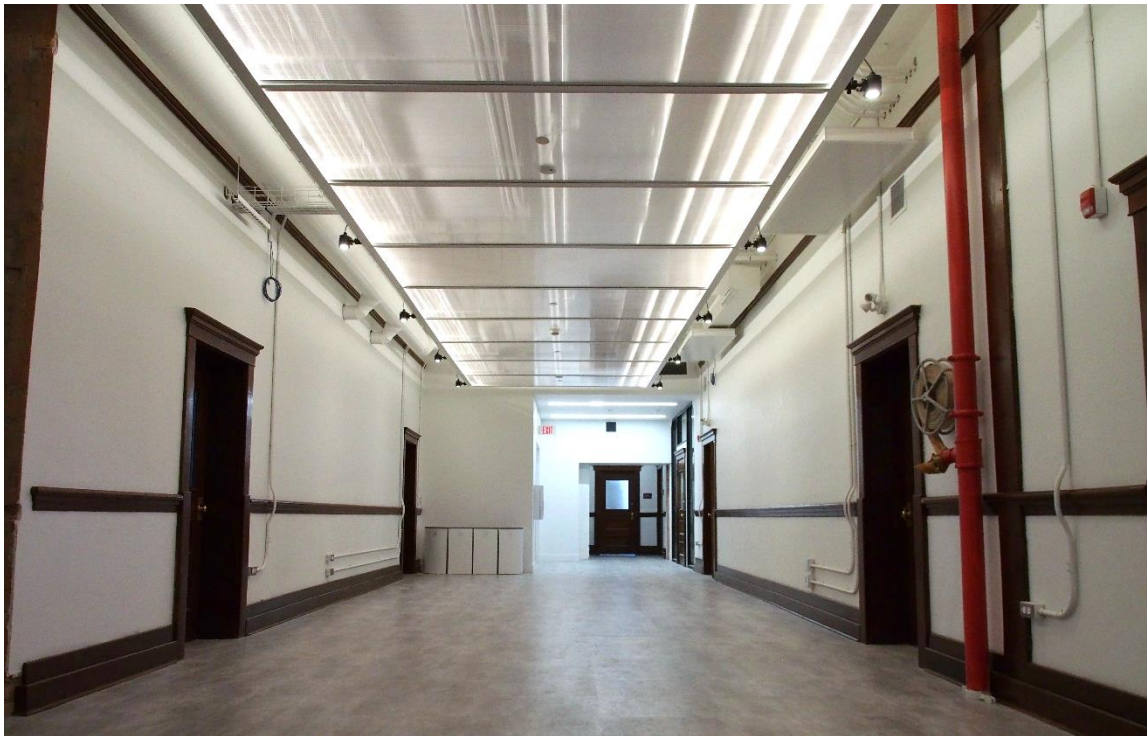


(Image 6.2.2: Second Floor – rehabilitation plans)

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(Photo 6.2.3: An example of an upper floor corridor showing features and finishes)



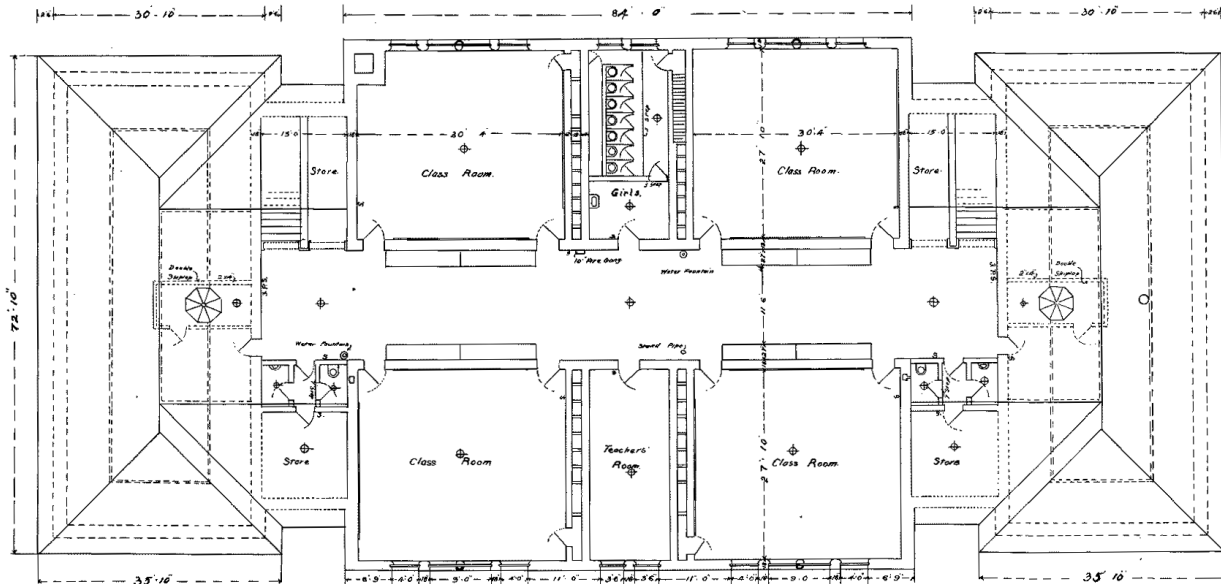
(Photo 6.2.4: An example of an upper floor corridor showing features and finishes)

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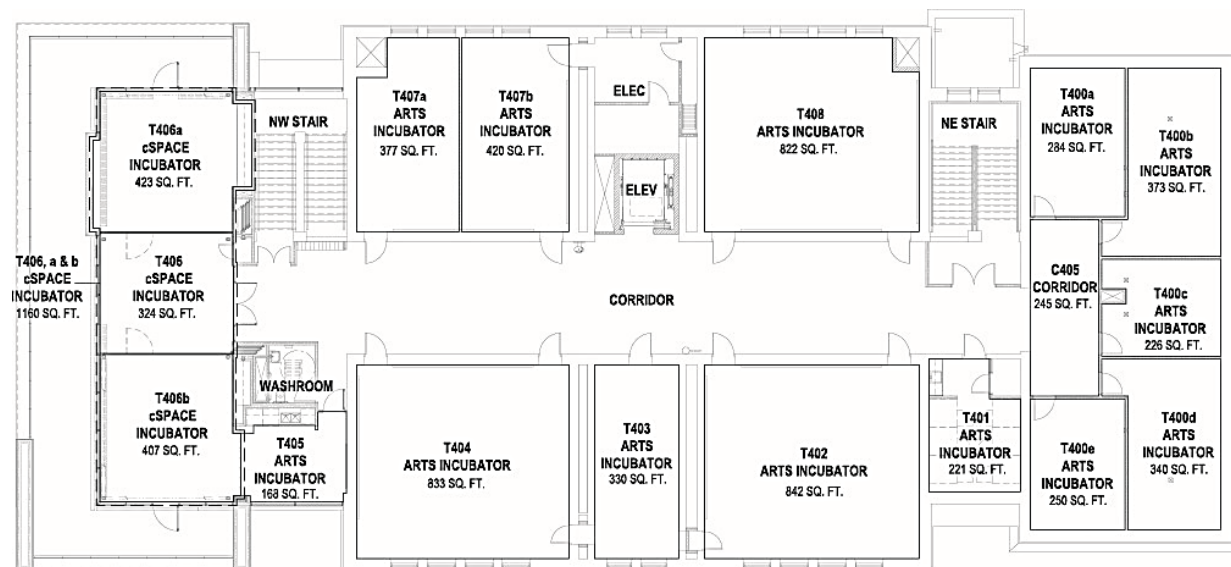
6.3 Third Floor

The following elements are regulated:

- Those features of the original floor plan / configuration that are also extant in the rehabilitation plan / configuration (compare Images 6.3.1 & 6.3.2); and
- Classroom and corridor finishes throughout including backboards with casings, wood baseboards, chair rails, picture rails, and door casings (Photos 6.1.03, 6.1.04, 6.1.05, 6.1.06, 6.1.07, 6.2.3).



(Image 6.3.1: Third Floor – original plans)



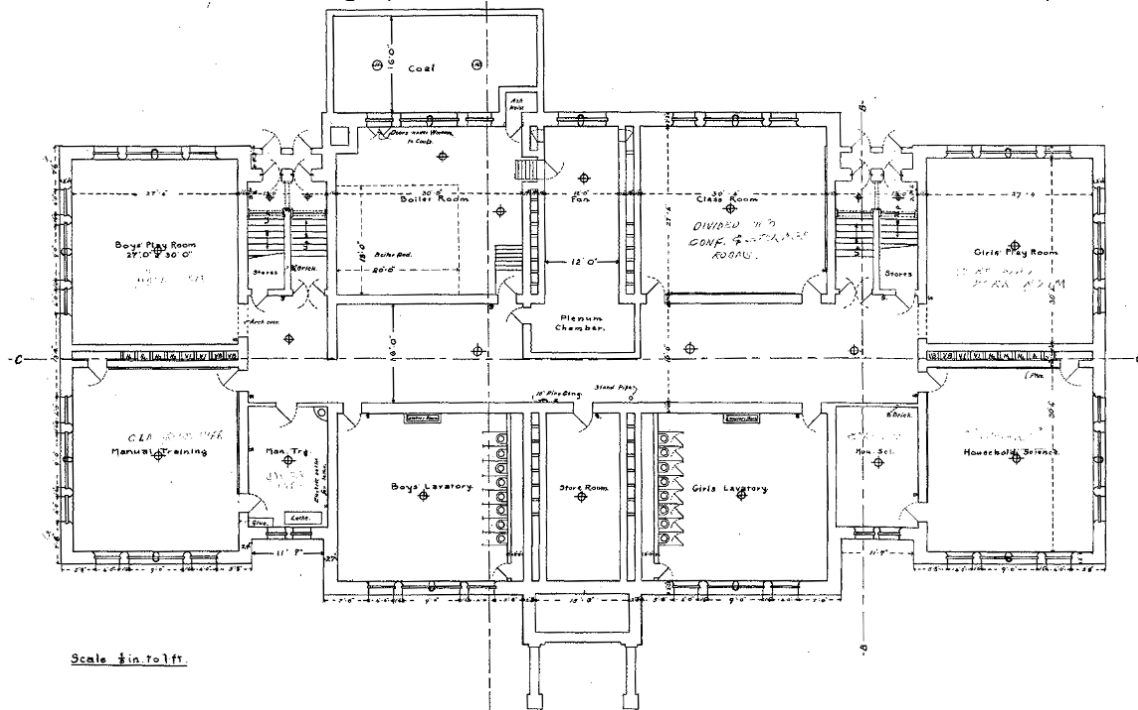
(Image 6.3.2: Third Floor – rehabilitation plans)

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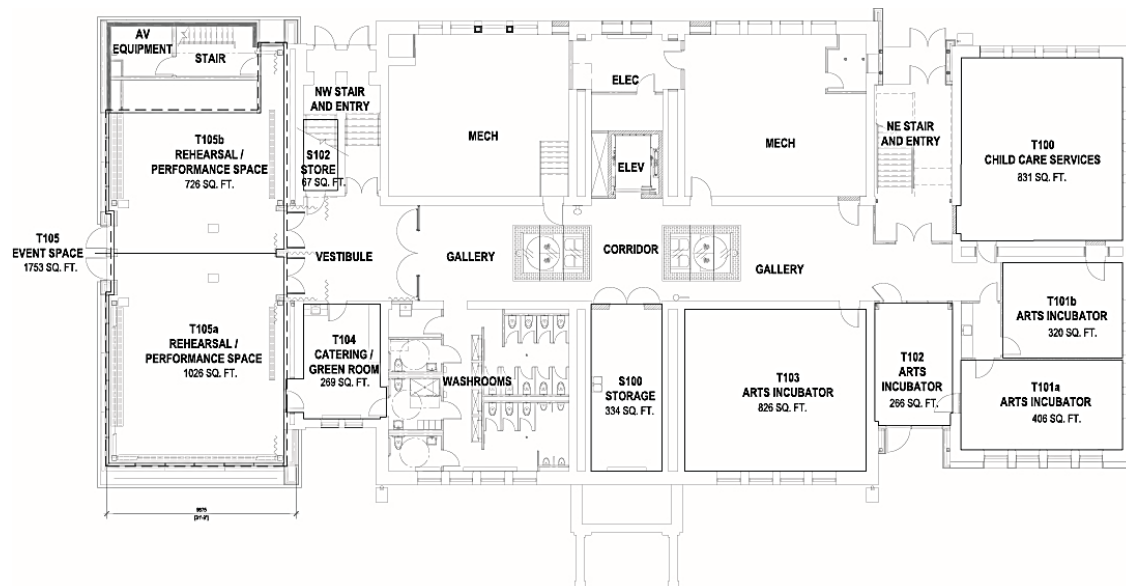
6.4 Basement

The following elements are regulated:

- Those features of the original floor plan / configuration that are also extant in the rehabilitation plan / configuration (compare Images 6.4.1 & 6.4.2); and
- Finishes throughout including backboards with casings, wood baseboards, chair rails, picture rails, and door casings (Photos 6.1.03, 6.1.04, 6.1.05, 6.1.06, 6.1.07, 6.2.3).



(Image 6.4.1: Basement – original plans)



(Image 6.4.2: Basement – rehabilitation plans)

7.0 Land

The Land is regulated as follows:

Any development of any portion of the property (as shown on attached Schedule "A") shall be undertaken in a manner that does not negatively impact the Regulated Portions of the King Edward School or its landmark character.

SCHEDULE “D”

The primary purpose of the Standards and Guidelines is to provide guidance to achieve sound conservation practice. They are used to assess proposed changes to designated Municipal Historical Resources and form the basis for review and assessment for the approved rehabilitation program.

The Standards and Guidelines were developed by Parks Canada and were formally adopted by The City of Calgary in 2005. They provide a philosophical consistency for project work; and while neither technical nor case-specific, they provide the framework for making essential decisions about those features of a historic place, which should be maintained and cannot be altered.

The *Standards* listed below and the referenced *Guidelines* shall apply to the Regulated Portions and any rehabilitation or maintenance work undertaken with respect to them at any time.

The Standards

Definitions of the terms in italics below are set forth in the Introduction of the Standards and Guidelines. In the event of a conflict between the italicized terms below and those in the Standards and Guidelines, the latter shall take precedence. The Standards are not presented in a sequential or hierarchical order, and as such, equal consideration should be given to each. All Standards for any given type of treatment must therefore be applied simultaneously to a project.

General Standards (all projects)

1. Conserve the *heritage value* of a *historic place*. Do not remove, replace, or substantially alter its intact or repairable *character-defining elements*. Do not move a part of a *historic place* if its current location is a *character-defining element*.
2. Conserve changes to a *historic place* which, over time, have become *character-defining elements* in their own right.
3. Conserve *heritage value* by adopting an approach calling for *minimal intervention*.
4. Recognize each *historic place* as a physical record of its time, place and use. Do not create a false sense of historical development by adding elements from other *historic places* or other properties or by combining features of the same property that never coexisted.
5. Find a use for a *historic place* that requires minimal or no change to its *character defining elements*.
6. Protect and, if necessary, stabilize a *historic place* until any subsequent *intervention* is undertaken. Protect and preserve archaeological resources in place. Where there is potential for disturbance of archaeological resources, take mitigation measures to limit damage and loss of information.
7. Evaluate the existing condition of *character-defining elements* to determine the appropriate *intervention* needed. Use the gentlest means possible for any *intervention*. Respect *heritage value* when undertaking an *intervention*.
8. Maintain *character-defining elements* on an ongoing basis. Repair *character-defining elements* by reinforcing their materials using recognized conservation methods. Replace in kind any extensively deteriorated or missing parts of *character-defining elements*, where there are surviving prototypes.

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9. Make any *intervention* needed to preserve *character-defining elements* physically and visually compatible and identifiable upon close inspection and document any *intervention* for future reference.

Additional Standards Relating to Rehabilitation

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, materials 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*.
11. Conserve the *heritage value* and *character-defining elements* when creating any new additions to a *historic place* or any related new construction. Make the new work physically and visually compatible with, subordinate to and distinguishable from the *historic place*.
12. Create any new additions or related new construction so that the essential form and integrity of a *historic place* will not be impaired if the new work is removed in the future.

Additional Standards Relating to Restoration

13. Repair rather than replace *character-defining elements* from the restoration period. 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, materials and detailing of sound versions of the same elements.
14. Replace missing features from the restoration period with new features whose forms, materials and detailing are based on sufficient physical, documentary and/or oral evidence.

Guidelines

The full text of the *Standards and Guidelines* is available online through www.historicplaces.ca, or from:

Parks Canada National Office
25 Eddy Street
Gatineau, Quebec K1A 0M5