

**HERITAGE PROPERTY RESEARCH AND EVALUATION REPORT**



The Metropolitan Toronto School for the Deaf and the  
Davisville Junior Public School and Day Nursery  
43 Millwood Road

Prepared by:  
Heritage Preservation Services  
City Planning Division  
City of Toronto

May 2016

## 1. DESCRIPTION



Above: Model of the project showing the two pavilions for the School for the Deaf at the left, the shared entry/administration pavilion at the centre with the flat-roofed service block behind and the Davisville Junior Public School and Day Nursery with its roof top playground at right  
(Toronto District School Board, 1962)

Cover: North Elevation, the former Metropolitan Toronto School for the Deaf and the Davisville Junior Public School and Day Nursery facing Millwood Road (Heritage Preservation Services, 2016)

<b>Address and Name of Property</b>	
ADDRESS	43 Millwood Road, Toronto ON M4S 1J6
WARD	22 – St. Paul's
LEGAL DESCRIPTION	PLAN 284 LOT 22 PT LOT 23 PLAN 1372 LOTS 1 TO 6 PT LOT 7 LOTS 12 TO 18
NEIGHBOURHOOD/COMMUNITY	Davisville
HISTORICAL NAME	Metropolitan Toronto School for the Deaf and the Davisville Junior Public School and Day Nursery
CONSTRUCTION DATE	1961-2
ORIGINAL OWNER	Toronto District School Board
ORIGINAL USE	Educational and day care facilities
CURRENT USE*	Educational and day care facilities
ARCHITECT/BUILDER/DESIGNER	F. C. Etherington and the TDSB architecture team Morrison, Hershfield, Millman and Huggins, Ltd. Engineers Bennett Pratt Ltd., General Contractor
DESIGN/CONSTRUCTION	Reinforced concrete frame with brick and glass cladding
ARCHITECTURAL STYLE	Modern Expressionist
ADDITIONS/ALTERATIONS	1965-6 by Hicks, Marsh and McLean
CRITERIA	Design/Physical, Historical/Associative and Contextual
HERITAGE STATUS	n/a
RECORDER	Heritage Preservation Services: Marybeth McTeague
REPORT DATE	May 2016

## 2. BACKGROUND

This research and evaluation report describes the history, architecture and context of the property at 43 Millwood Road, and applies evaluation criteria to determine whether it merits designation under Part IV, Section 29 of the Ontario Heritage Act. The conclusions of the research and evaluation are found in Section 4 (Summary).

### i. HISTORICAL TIMELINE

Key Date	Historical Event
1840	John Davis arrives in Toronto
1845	Davis has acquired part of Lot 18 in the Third Concession and sets up Davis and Sons, a pottery business, located at the south-east corner of today's Yonge Street and Millwood Road
1860	Davis donates Lot 22, Plan 284, Lot 18 for a local school for School Section No.1, York Township, later known as Davisville School on Davisville Avenue
1889	Davisville joins the Village of Eglinton becoming the Village of North Toronto
1890	The Village of North Toronto becomes the incorporated Town of North Toronto
1890	Four school rooms are added to the school
1906	Four more school rooms are added and the original school building is demolished
1907	Millwood Road is laid out and originally named Joseph Avenue for Joseph Stanley Davis, John Davis' son
1912	North Toronto is annexed to the City of Toronto
1912	The school is expanded to include a total of 11 classrooms with a kindergarten
1924	By this date, Joseph Avenue has been renamed Millwood Road
1954	The Yonge Street Subway opens and includes Davisville Station
1962	Metropolitan Toronto School for the Deaf and the Davisville Junior Public School and Day Nursery open at 43 Millwood Road and the old school is demolished
1965-6	A two-story addition to the school by architects Hicks, Marsh and McLean is built
2014	The Toronto School for the Deaf moves out of the Davisville school premises

### ii. HISTORICAL BACKGROUND

#### *John Davis, Davis and Sons Pottery and Davisville*

The Davisville Junior Public School property at 43 Millwood Road is part of the Davisville neighbourhood whose origins can be traced back to the arrival of John Davis (1813-1891). *(Image 1)* Davis emigrated from Burslem, Staffordshire to the town of York in 1840. Originally trained as a teacher, he worked as a book-keeper before acquiring part of Lot 18 in the Third Concession on the east side of Yonge Street between what is now Davisville Avenue and Millwood Road. *(Image 2)* In 1845, Davis set up a pottery works, John Davis and Sons, later known as Davisville Pottery, on his property which was located at the south-east corner of Yonge and Millwood Road. Clay for the pottery was taken from the ground to the east of the pottery building. His eldest son, Alexander John Davis (1838-1914), was the chief potter. *(Images 3 and 4)*

The village grew around the pottery. Initially known as Davis' Corners, it soon acquired a post office known as Davisville, with John Davis as the post master. The Davisville

Post Office was first located in Crown's general store, but when Davis' grandsons John J. and Charles R. Davis opened their store on the north-east corner of Yonge and Davisville in the early 1890s, the post-office was relocated to the Davis family store. (*Images 5 and 6*) While the intersection of Yonge and Davisville has changed dramatically over the years, the J. J. Davis store remains as a vestige of the historic settlement.

When Davis died in 1891, his youngest son, Joseph Stanley (1851-1927), a bookkeeper, became the pottery manager. Joseph Stanley succeeded his father as the Davisville postmaster. He was also a mayor of North Toronto for 5 years, a member of Council and a justice of the peace. When Millwood Road was first laid out in 1907, it was named Joseph Street. With the widening of Yonge Street in the 1900s, John Davis's 1860s house was relocated to 66 Millwood Road opposite the school property. In the 1920s, Joseph Stanley's 1880s house was moved to 26 Millwood Road. (*Images 7 and 8*) In 1910, the pottery relocated to Merton Road where it remained until closing in 1931. In 1974, the Royal Ontario Museum excavated the site of the old pottery works at the north-east corner of Yonge Street and Millwood Road. The Davis family are commemorated in Davisville Avenue, on the south side of the school property, and at the Davisville TTC subway station.

#### *Davisville Public School*

In 1860, John Davis, who had trained as a teacher, donated lands for a public school and contributed to the building of the school which served Davisville and the surrounding area. Davis was the Chairman of the Trustees, including Benjamin Hammond and Donald Mathieson, for School Section No. 1, Davisville, York Township. (*Image 9*) The first school was located on the south side of Lot 22 facing Davisville Avenue. (*Image 10*) The school included two rooms and a bell in a small bell tower to call to school the students, who lived as far away as Leaside and west of Avenue Road. (*Images 11 and 12*) The school building evolved over the years, with an addition of 4 classrooms in 1890 and four more in 1906 which also resulted in the demolition of the original building. In 1912 two classrooms and a kindergarten were added. (*Images 13 and 14*) This school building was demolished in 1962.

#### *Innovations in Education*

The provision of education for blind or deaf students was originally the responsibility of the province, with a residential school for the deaf located in Belleville in 1870. However, this meant that children from all over the province lived away from their family homes and were not integrated with hearing students. From the early 1920s, the Toronto Board of Education began providing a few special classes in schools such as Sunny View, for deaf children. With the increase in population following the war, the need to relieve pressure on the Belleville school, saw the construction of a second school in the west of the province at Milton and the creation of more facilities in large city centres.

In 1953, the Metropolitan District School Board was established and the new board assumed responsibility for the assessment and education of deaf and partially hearing impaired children as the demand for school places increased. Following extensive

consultation, it was decided that a new school should be provided in a central location. With the completion of the Yonge Street Subway line in 1954 and the proximity of the Davisville Station, locating the new school at the Davisville school site would enable greater access for families.

*The Metropolitan School for the Deaf and the Davisville Junior Public School and Day Nursery*

The new school was unique in combining the Davisville Junior Public School, the Metropolitan Toronto School for the Deaf, as well as a Day Nursery to assist working parents with the provision of care for pre-school infants and children. Tenders for the new school were received in May of 1961 and the new school building, which was located on the north half of the school property, was complete by September 1962. When the school opened in 1962, it was hailed as one of the innovations in Toronto's education that year.<sup>1</sup>

The design and inclusion of these facilities represented a shift in public education which was less hierarchical, more collaborative with parents and teachers and attempted to address a wider range of social needs as well as the diverse requirements of its students.<sup>2</sup> It also was a part of the wide-spread, optimistic sense of renewal in post-World War II Canada, which was underpinned by economic and population growth, new technological possibilities and broader social and cultural engagement. Writing in 1964, Robert D. Ferguson, Director of Publications for the Toronto Board of Education summarised this situation:

"In recent years education has been shaking itself loose from [its] traditional role and more and more responding to the continuing changes of the second half of the twentieth century.

The visible signs of education's responses are the new schools being designed with an architectural flair unknown or impossible a decade ago. These school may have imposing outward shells, but they are chiefly remarkable for their utility in meeting the pressing educational needs in the 1960s."<sup>3</sup>

Education worked in tandem with other social and cultural institutions and within the school walls it sought to foster more broadly engaged student learning experiences. This broader-based, student-centred focus was expressed in the 1960s schools created by the Toronto District School Board (TDSB) architects.

*F. C. Etherington and the TDSB Architectural Team*

The Davisville School was completed in 1962 to the designs and specifications of the TDSB architecture team led by Frederick C. Etherington, Chief Architect<sup>4</sup> with the

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<sup>1</sup> Munro, "Thousands Await Opening Bell," *The Globe and Mail*, 3 September 1962, p. 16.

<sup>2</sup> Hardy, E. A. *Centennial Story: the Board of Education for the City of Toronto 1850-1950*, see Chapter 8.

<sup>3</sup> Ferguson, p. 4.

<sup>4</sup> Led by Etherington, the TDSB team also included G. D. Frittenburg, Deputy Chief Architect, Peter Pennington, Design-Architect, H. G. Facey, Chief Engineer, B. H. Boyd, Design Engineer Mechanical, K. H. Hatch, Design Engineer Structural and A. T. Robinson, Design Engineer Electrical.

engineering firm Morrison, Hershfield, Millman and Huggins<sup>5</sup> and Bennett Pratt Ltd., General Contractor.<sup>6</sup>

The TDSB architectural team is renowned for their creation of other 1960s schools in Toronto which responded in an innovative manner to program, location and technology with an architectural style that was both functionally and structurally expressive enhancing the experience of the students and staff using the buildings. Etherington worked for the Board for 42 years and was Chief Architect from 1951-1965. He was in charge of all new schools being built in Toronto, often to the designs of outside architects, but he kept projects which had "more interesting programs, more complex technical requirements and requiring community input"<sup>7</sup> for his in-house team. As a result "a fresh approach characterized all the schools of the period, especially those developed by the Board's staff under Etherington's direction."<sup>8</sup> Other Etherington-designed TDSB schools included the Lord Lansdowne Public School, the Parkway Vocational School and the Williamson Road Junior and Senior School. These schools were part of a new wave of iconic Modern buildings, along with the new City Hall and the O'Keefe Centre, created in the late 1950s and 1960s, that established Toronto as a unique contributor to post-World War II architecture.

The school was extended in 1965-6 by the architects Hicks, Marsh and McLean. Since the departure of the Toronto Deaf School in 2014, minor modifications have been made to combine the smaller, purpose-designed, deaf school classrooms to accommodate junior school use. The school now includes the Spectrum Alternative Senior School. The day nursery is known as the Davisville Early Learning & Child Care Centre.

### iii. ARCHITECTURAL DESCRIPTION

"In the post-war years, national self-assurance and the tenets of modern architecture began to produce a Canadian architecture that reflected the society that it served."<sup>9</sup> This quote, from Blanche van Ginkel, architect and former Dean of the Faculty of Architecture and Landscape Architecture at the University of Toronto, applies to the work of the TDSB's Chief Architect, Frederick C. Etherington and his team, and is evident in their Metropolitan Toronto School for the Deaf and the Davisville Junior Public School and Day Nursery. (*Image 15*) The significance of the TDSB team work and the Davisville School lies not only in the extraordinary sculptural and expressive modern architecture, but in the way in which the architecture responded to new ambitions for education and particularly to the students who would occupy the school. This is not only an example of the modernist dictum: "form follows function" but rather form celebrates and enhances function acquiring a new identity for a school typology.

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<sup>5</sup> The engineering firm of Morrison, Hershfield, Millman and Huggins was founded in Toronto in 1946 and since 1982 have practised as Morrison Hershfield.

<sup>6</sup> Bennett-Pratt were the contractors for other TDSB schools including Lord Lansdowne.

<sup>7</sup> Contreras and Ferrara, p. 20.

<sup>8</sup> Ibid.

<sup>9</sup> Martins-Manteiga, John, p. 9.

The Davisville school building is a three-storey, reinforced-concrete frame structure with brick cladding and three different types of hyperbolic paraboloid roofs. (*Images 16, 17 and 18*) It is composed of discreet volumes – a central block with entrance, administration and other communal functions, with two pavilions for the deaf school on the east side and two pavilions for the junior school and day nursery on the west. (*Image 19*) These three separate functions each have a different type of hyperbolic paraboloid roof. The day nursery includes an innovative roof top playground. Behind the entry pavilion, a flat-roofed, four-storey block was designed to house various school and mechanical services and is crowned with a tall chimney.

The school represents the Modern Expressionist style which is evident in the exposed, reinforced-concrete frame, the dramatic and varied hyperbolic paraboloid roofs, and, at the main entrance, the inverted concrete canopy roof supported on splayed fieldstone walls. (*Image 15 as above*)

The Modern Expressionist style fused with the new educational philosophy that was more child-centred. This is evident in the way in which the scale of the building is broken down into a series of smaller pavilions, with profiles with gable-roof profiles have a familiar house-like appearance. (*Images 20, 21, 22 and 23*) The white, reinforced-concrete frame and the second and third floor white-framed windows set in a pattern of alternating horizontal and vertical rectangles express a playful character. The use of two different colours of brick, brown on the classroom pavilions and lighter tan brick on the linking elements housing various services, contributes to the legibility of function, and the breaking down of the massing into smaller-scaled elements. The ensemble of pavilions is unique in its particular application of the structurally and functionally expressive version of Modern Expressionism to the programmatic requirements of the school.

In writing of the innovative roof forms and structure at the Lord Lansdowne Senior Public School, another TDSB School designed under Etherington's design leadership, one of the TDSB design-architects, Peter Pennington, wrote: "the roof effect [and the structure] were intended to excite the imagination of the child."<sup>10</sup> He continued, "We attempted to take some of the ordinary elements of a school building and make the extraordinary"<sup>11</sup>

The school is situated on the south side of Millwood Road as a sequence of pavilions set parallel to the road with a setback allowing for small playgrounds in a landscaped setting. Low playground walls of field-stone and metal railings set in a zig-zag pattern create an enclosure which alternates between solid and transparent. (*Image 24*) The connection with the ground and the outside world is evident in the full-length, ground-floor windows which provide continuity between the school interior and the playground. (*Images 21-23 and 25*) They are framed by a colonnade of pre-cast concrete fins which create a *brise-*

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<sup>10</sup> Pennington, p. 222.

<sup>11</sup> *Ibid.*

*soleil*. The nursery playground, on the roof top at the second level, is surrounded by coloured screens of red, yellow and blue rectangles. (*Image 26*)

The 1965-6 addition, on the east end of the school by Hicks, Marsh and McLean, is only two storeys and has a flat roof. (*Images 27 and 28*) On its east elevation it features a secondary school entrance for vehicular drop-off with a long, concrete canopy with an inverted roof and rectangular section piers that taper towards the ground. It maintains some of the same elevational treatment of the original school by having the expressed reinforced concrete frame, full-length windows set into a concrete colonnade of narrow fins and with brown brick cladding at the upper storey and the alternating horizontal and vertical windows. But it lacks the hyperbolic paraboloid roof, the gable roof-profile of the original and on the south elevation, facing the playground, the full-length windows are absent making it appear oddly legless in comparison with the adjacent school pavilion.

Rather than the school building being set on a raised base and approached by a grand set of stairs, as was typical of traditional schools before World War II, the building is set on the ground with a grade-level entrance, promoting ease of access. Pennington's words about the Lord Lansdowne school apply equally to Davisville: the school "is an attempt to break with the restrictions of the schools of the early twentieth century. Instead of providing the teaching profession with a mundane architectural monument, it was conceived with a desire to give the teacher an exciting educational environment."<sup>12</sup>

The main entrance to the school is emphasized at a distance by the dramatic inverted roof, which points down to a single tapering white element, the only interruption on the equally dramatic plain brown brick surface below. (*Image 29*) At grade, a sequence of elements draws students and teachers into the school. This includes a planter of field-stone and concrete walls, for the large tree that originally stood at the entrance, followed by two, full-height, field-stone walls with larger rocks set in their coursing supporting an inverted concrete canopy. (*Images 30 and 31*) Under the canopy, which creates a low entry space with a scale appropriate to young children, a zig-zag pattern of terrazzo flooring is echoed in the two pairs of fully-glazed doors set in a zig-zag, one on each side of a central pier representing the two different schools and corresponding the duality of the interior lobby. (The day nursery has a separate entrance on the west side of the property.)

The entry presents a lot of contrasts. The smooth surfaces and precise outlines of the white pier and the inverted concrete roof, contrast with the randomness and natural texture of the field-stone walls. (*Images 32 and 33*) These contrasts are brought together with the precise zig-zag pattern of the terrazzo floor which features random stones in its surface. While the doors of the school are fully-glazed with metal frames, the door pulls are set in finely crafted metal handles with wood elements where hands need to grip or push. (*Images 35 and 36*) All of these details, natural materials and patterns and geometric and ergonomic elements contribute to the exciting educational environment

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<sup>12</sup> *Ibid.*, p. 223.



Pennington intended: "We should present [the young child] with a variety of colours, textures, space enclosures and moods in order to feed the sensations his active mind demands."<sup>13</sup>

### *School Interior*

Inside, the school has a sequence of small-scale entry spaces including a vestibule, waiting area and lobby, which in plan, repeat the zig-zag theme. (*Image 34*) The vestibule combines the fieldstone wall and the terrazzo floor of the exterior with the wood panelling of the interior making a steady transition from outside to inside. (*Image 33, as above*)

The school lobby has two separate reception counters, designed to serve the School for the Deaf and the Junior School. (*Images 37-39*) They are composed of rectangular boxes on slender metal legs with a smaller counter set at a lower height for younger children. As Pennington wrote, "We made the office counter in two levels so that even the smallest child could still be seen and heard."<sup>14</sup> The materials which combine two-toned striped, wood panelling on the face of the counters and some adjacent walls, as well as the red Masonite panels of the children's counter and the specially designed overhead lighting are typical stylistic features of the period. The lobby space is terminated by the junction with the main school corridor and at this point a panel with a decorative Mondrianesque design of parquetry in varying wood tones completes the visual axis. (*Image 40*)

Mid-century Modernist detailing continues in the screens separating the classrooms from the cloak rooms and in the detailing of the cubby-holes as can be seen in the Junior Kindergarten classrooms. (*Images 41 and 42*) These also feature sinks, counters and water fountains designed at a height for use by very young children. (*Images 43 and 44*)

The original staircases in their full-height glazed volumes facing south to the playground provide the transitional links between the pavilions as well as vertical circulation. They feature dramatic structural aspects as the stairs are only supported at the landings and then span with a slender central beam which supports a wider support beam for the cantilevered treads. (*Image 45*) The stairs float within the space without touching the walls creating a sense of openness and continuity between the four stories of the school while the full-height glazing provides a continuity with the exterior playground. The hand rails are set at two levels accommodating the different heights of students and staff. The slender metal balusters are bent in an angled wave to accommodate the two handrails. A similar stair, with a full-height window facing west to a screen of pine trees, without the open treads and with more levels of handrails and extra enclosing elements on the railings, was provided in the day nursery stair. (*Image 46*)

The school is significant in both architectural and historical terms as it makes a progressive departure with the past in both its built form and in the type of education system it was made to accommodate. Unlike many of the schools built during this time,

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<sup>13</sup> Ibid., p. 222.

<sup>14</sup> Ibid., p. 223.

which follow what Christopher Armstrong has described as being based on a system of standardized components for economic assembly,<sup>15</sup> schools produced under the design leadership of the TDSB's Chief Architect Frederick C. Etherington aimed higher, producing buildings that transformed traditional school typology and style by embracing the dramatic, expressive and sculptural style of Modern Expressionist architecture. The schools produced by Etherington's team responded in an innovative manner to program, location and technology with an architectural style that is both functionally and structurally expressive, enhancing the experience of the students and staff using the buildings.

#### iv. CONTEXT

The school is situated on the south side of Millwood Avenue, between Yonge Street and Mount Pleasant Road, on the north side of the original school property donated by John Davis in 1860, and just to the east of the location of the Davis and Sons pottery. Davis and Sons, established in 1845, stimulated the growth of the village known as Davisville. On the north side of Millwood, John Davis' 1860s house is located at 66 Millwood Road and his son, Joseph Stanley's 1880s house is located at 26 Millwood Road. (*Images 47 and 48*)

The north side of Millwood Road is lined with residential properties which were part of the Glebe Manor Estates and are primarily composed of single-family residences, two to three storeys in height, with well-treed and landscaped gardens between the street and the houses. The Davisville School responds with a similar set-back and a well-treed playground. It responds to the scale of the houses with a corresponding line of pavilions with house-like elevations and domestically-scaled windows in its upper two stories.

The Modern Expressionist style of the school pavilions is similarly reflected in the apartment and office buildings that were constructed in the former town of North Toronto in the early 1960s at the south-east corner of Yonge Street and Davisville Avenue, on Eglinton Avenue East, Erskine Avenue and Roehampton Avenue, which are also distinguished by exuberant sculptural forms rendered in concrete. (*Image 49*)

The school can be viewed from Yonge Street and from Davisville Avenue. With its dramatic roof forms, tall chimney with sculptural detail and broad canopied entrance, the school is a landmark within the community representing 155 years of commitment to education in Davisville which for the past 54 years was broadened to respond to a greater range of student needs and enhanced experience on this site.

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<sup>15</sup> Armstrong, *Making Toronto Modern*, p. 282.

### 3. EVALUATION CHECKLIST

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 City of Toronto uses it when assessing properties for inclusion on the City of Toronto Heritage Register. The evaluation table is marked “N/A” if the criterion is “not applicable” to the properties or 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>X</b>

The property at 43 Millwood Road, the original Metropolitan Toronto School for the Deaf and Davisville Junior Public School and Day Nursery, has design value as a representative of one in a series of unique schools produced by the TDSB in the early 1960s which employs a playful version of the Modern Expressionist style whose structural expression and carefully considered details contributed to a re-imagining of the traditional, school-building type. The focus of the architectural design was on positively transforming the experience of students and staff, and enhancing the potential of education. The school displays a high degree of craftsmanship and artistic merit in its imaginative composition of building forms, structural expression, and fully-considered details. In the development and construction of three different types of concrete hyperbolic paraboloid roofs, the architects, engineers and contractors demonstrated a high degree of technical achievement.

<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>X</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>

The 1960s school building has historic value as it yields an understanding of the transformation which had taken place in education at the TDSB by the 1950s, resulting in a more child-centred, less regimented and experimental attitude to the function of the school and the purpose of education. The school name commemorates its association with the Davisville Pottery Works, the village of Davisville and John Davis's donation of the land for the school. The property has historic value as since 1860 it has been the site of the Davisville school.

<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>

The property has contextual value as its scale, massing, form and set-back maintain and support the built-form and landscape character of the residential neighbourhood on Millwood Road. The Modern Expressionist style of the school is reflected in the adjacent office and apartment buildings which were built in response to the increase in local population following the completion of the Yonge Street subway line and the Davisville station. With its dramatic roof forms and tall chimney the Davisville school is a landmark on Millwood Road and can also be viewed from Yonge Street and Davisville Avenues.

#### 4. SUMMARY

Following research and evaluation according to Regulation 9/06, it has been determined that the property at 43 Millwood Road has design, associative and contextual values.

Located at 43 Millwood Road, the former Metropolitan Toronto School For the Deaf, the Davisville Junior Public School and Day Nursery, completed in 1962 to the designs and specifications of the TDSB architecture team led by Frederick C. Etherington, is unique in its application of the Modern Expressionist style to a school specially designed and programmed as a combined deaf and junior school and pre-school day care, whose architectural forms respond to and enhance children's educational experience. The school property has a long and close historic association with John Davis and the settlement of Davisville village. In its scale, form, massing and siting, it responds to the residential context of Millwood Road while also being a landmark building on the street and viewed from Yonge Street and Davisville Avenue. It forms part of the collection of Mid-century Modernist buildings which, along with the new City Hall and the O'Keefe Centre, established the City of Toronto as a unique contributor to post-World War II architecture.

## 5. SOURCES

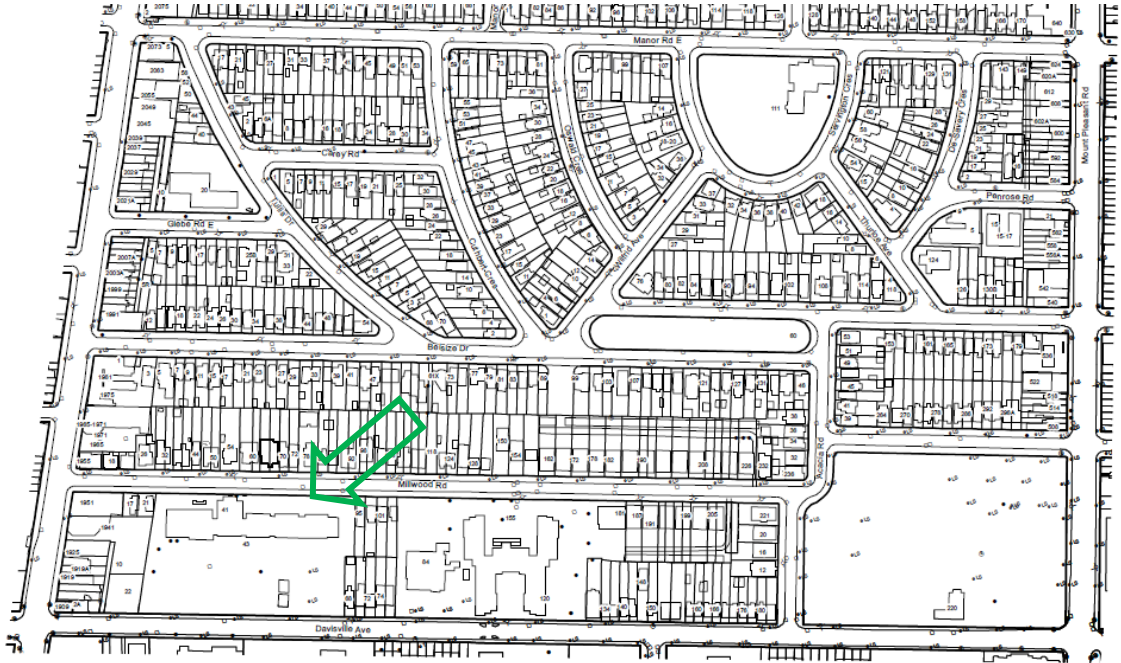
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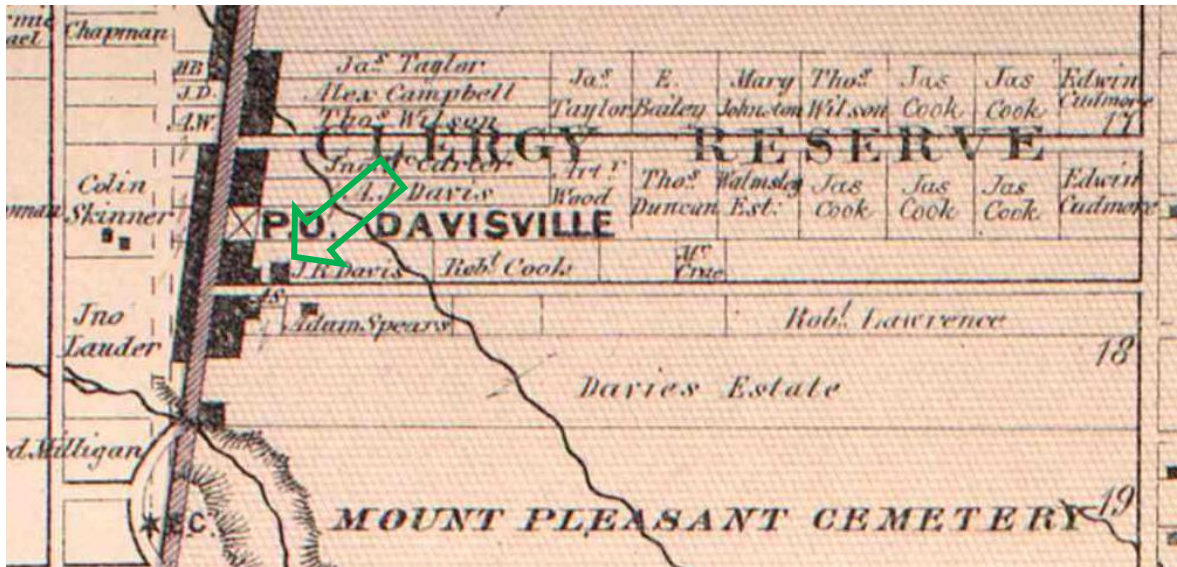
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6. IMAGES: the **arrows** mark the location of the subject properties unless otherwise indicated. *North is always at the top of all plans unless otherwise indicated.*



1. City of Toronto Property Data Map: showing the property at 43 Millwood Road between Yonge Street and Mount Pleasant Road.



2. Miles & Co. Illustrated Historical Atlas of County of York (detail), 1878: showing Davisville and the Davisville Post Office as well as John Davis' land holdings as marked by the name J. R. Davis on Lot 18. To the left of this name is a black block indicating the 1860s school facing onto the road that would become Davisville Avenue.



3. Davisville Pottery, c1887: showing the pottery on the east side of Yonge Street just south of today's Millwood Road. (*Toronto Public Library - Baldwin Collection (TPL), 974-8-1*)



4. Davisville Pottery, c 1887: showing John Davis's son, Alexander John Davis, chief potter, at the extreme left. (*TPL, 974-8-5*)



5. J.J. Davis store, c 1900: showing the store owned by John Davis' grandsons, John J. and Charles R., and the Davisville post office location from c1894-1913. (TPL 977-19)



6. J. J. Davis store, 2016: showing the original Davis store at the north-east corner of Yonge Street and Davisville Avenue. The roof tops and chimneys of the Davisville Junior School can be seen at the right of the photograph in the background (HPS 2016)





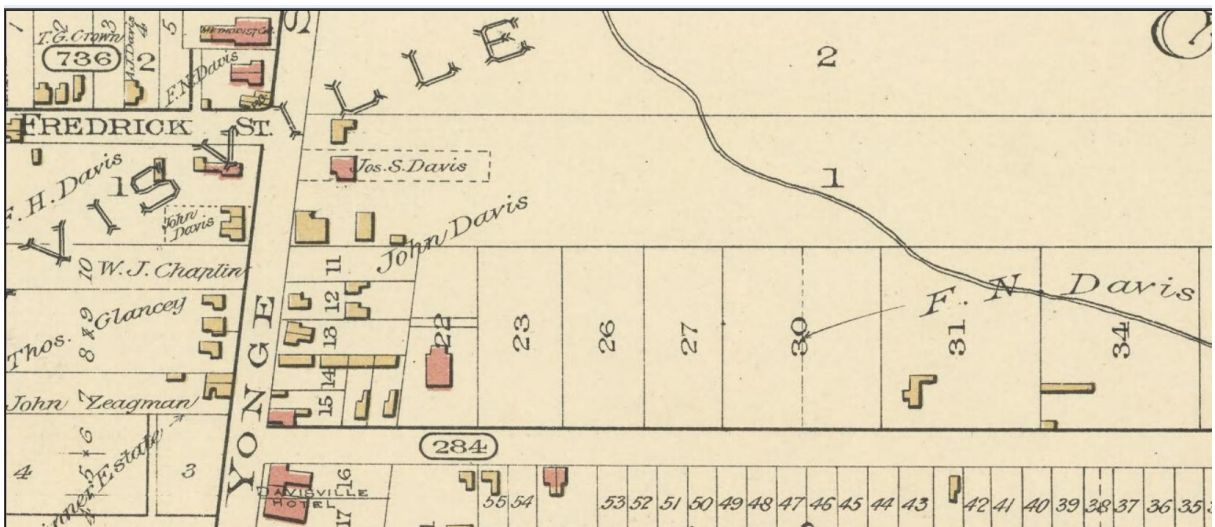
7. John Davis House, c 1860: showing the Davis house now located at 66 Millwood Road opposite the 1962 Davisville school (HPS, 2016)



8. Joseph Stanley Davis House, c 1880s: showing the John Davis' son, J. S. Davis' house now located at 26 Millwood Road opposite the 1962 Davisville school (HPS, 2016)



9. The original stone tablet for the Davisville School: showing the date 1860, at the top, and the names of the trustees: J. Davis, B. Hammond and D. Mathieson. The inscription below reads: "the above tablet replaced by School Board of 1906," which occurred with the completion of the second Davisville school in that year. The tablet sits at the front entry of the 1962 school (HPS, 2016)



10. Goads Atlas, 1890 (detail): showing the outline of the brick school on Lot 22, Plan 284, just east of Yonge Street facing Davisville Avenue. The J. J. Davis store can be seen at the corner of Yonge and Davisville, the pottery location is indicated by the name John Davis at Lots 12 and 11. Joseph Stanley Davis' house is shown just to the north, and is now located at 26 Millwood Road. Other Davis family holdings are shown on the opposite side of Yonge Street including F.H. Davis (Frederick Henry) just south of Frederick Street and his brother, Francis Nathaniel's property on the north. Francis had significant holdings from Lots 30-35 on Davisville Avenue (City of Toronto Archives (CTA) )



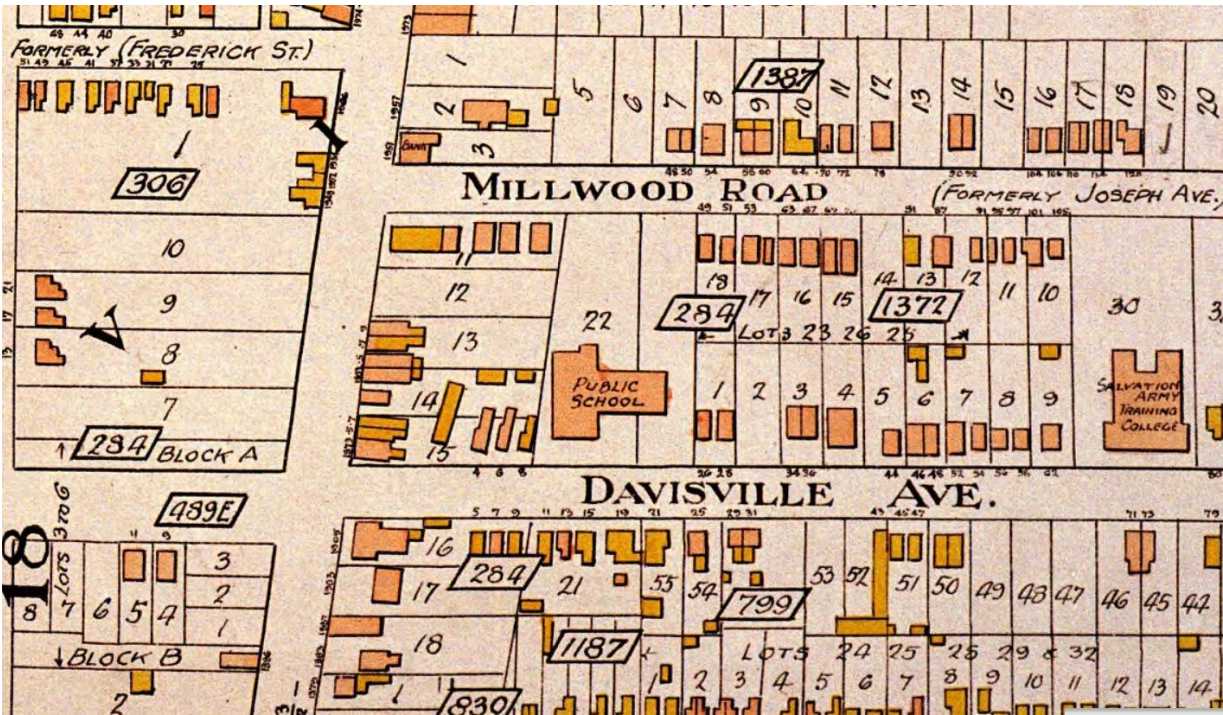
11. Photocopy of a Photograph of the original School Section No. 1 Davisville School, York Township: showing the single-storey building which included a school room and a trustee meeting room. The elevation features a central entrance with a bellcote. The original bell was incorporated in the second Davisville school and now sits in the entry lobby of the current school. *(North Toronto Public Library, Local History Section, Davisville School Files)*



12. The original School Section No. 1, Davisville School Bell: now located in the entry lobby to the school. *(HPS, 2016)*



13. Davisville School: showing the second school dating from 1890 with additions from 1906 and 1912. (North Toronto Public Library, Local History Section, Davisville School Files)



14. Goad's Atlas, 1924 (detail): showing the expansion of the school in plan from 1890-1912 as per the photograph above, (Image 13), the layout of Millwood Road (formerly Joseph Avenue) and the new subdivision of Lots 23, 26 and 28 as Plan 1372. Part of Lot 23 is owned by the school. (CTA)



15. North Elevation of the Metropolitan Toronto School for the Deaf and the Davisville Junior School, 1962 facing Millwood Road: showing the central entry pavilion with its dramatic four-corner inverted roof, the Junior School on the right and the School for the Deaf at the left. (HPS, May 2016)



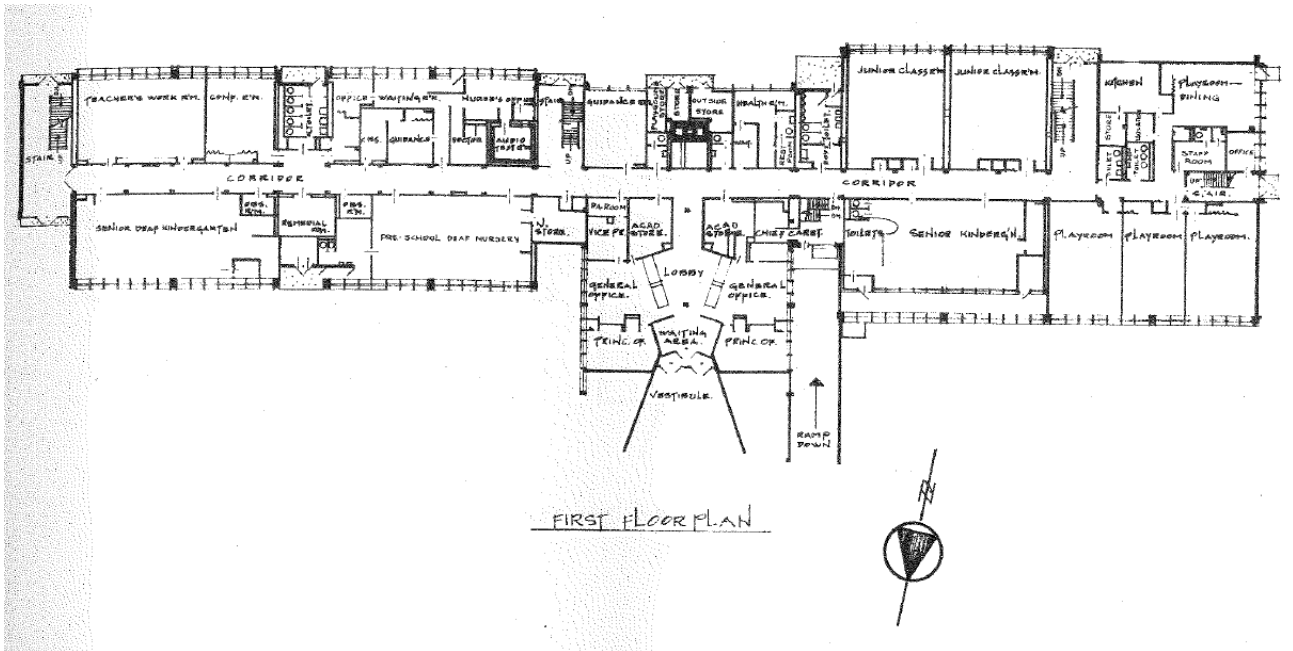
16. Aerial photograph of the 1962 school from the south: showing the south elevations facing the playground with the day care centre and junior school on the left, the entry pavilion behind the chimney in the centre and the school for the deaf on the right, the 1965-6 addition at the extreme right with the flat roof. (Google Maps, April 2016)



17. Central Entry Pavilion Roof: showing the sculptural form and materials of the roof top  
(HPS, 2016)



18. Central Entry Pavilion Roof – side view: showing the side elevation and a portion of the edge of the central roof. (HPS, 2016)



19. Schematic First Floor Plan: showing the internal arrangement with entry lobby and administration at the centre, two wings for the deaf school at the left and junior school with day care facility at the right (*Toronto District School Board, Project Summary, November, 1962*)



20. Junior School Wing, North Elevation: showing entry pavilion at the left and the house-like form of the pavilion, with first floor 'colonnade' of pre-cast concrete fins and full-length windows extending to the ground providing visual continuity with the playground and the playful arrangement of the windows at the second and third floor levels. In the foreground is an original stone playground wall. (*HPS, 2016*)



21. School for the Deaf, North Elevation: showing the 1965-6 addition on the left with the two pavilions for the School for the Deaf in the centre and the projecting entry pavilion at the right. As at the junior school the ground floor colonnades of thin concrete fins and full-length windows provide continuity with the exterior and a more domestic scale is maintained at the upper floors. (HPS, 2016)



22. South Elevation of the School facing the Playground: showing the day nursery with roof top playground, on the left, and the assembly of pavilions with linking elements enclosing stairs or other services in between. (HPS, 2016)





23. Two Pavilions on the South Elevation: showing the Junior School pavilion, on the left, and the service pavilion with chimney and elevation that is different from the classroom pavilions, on the right. The service pavilion housed various functions including , guidance, playground equipment storage, change rooms/washrooms, teachers' room and at the top the plant room. The glazed links enclose the staircases and the solid one, with the lighter tan-coloured brick, washrooms. (HPS, 2016)



24. The original stone and metal playground walls: showing the zig-zag pattern repeating the playful pattern of the entry pavilion and the use of solid and natural stone material alternating with transparent metal railings. (HPS, 2016)



25. Day Nursery Wing: showing the roof top playground at the second level with colourful panels on the enclosure. The Junior School is at the left of the photograph. (HPS, 2016)



26. Nursery Roof Top Playground: showing the screens with the coloured panels at the left and a portion of the triple-parabolic roof form of the Junior School beyond. (HPS, 2016)



27. Two-Storey Addition, Hicks, Marsh and McLean architects, 1965-6: showing the east and north elevations with the ground floor full-height windows with 'colonnade' feature and window pattern of the original school building and the entry canopy for vehicle pick-ups and drop-off. The pavilion for the School for the Deaf is at the right (HPS, 2016)



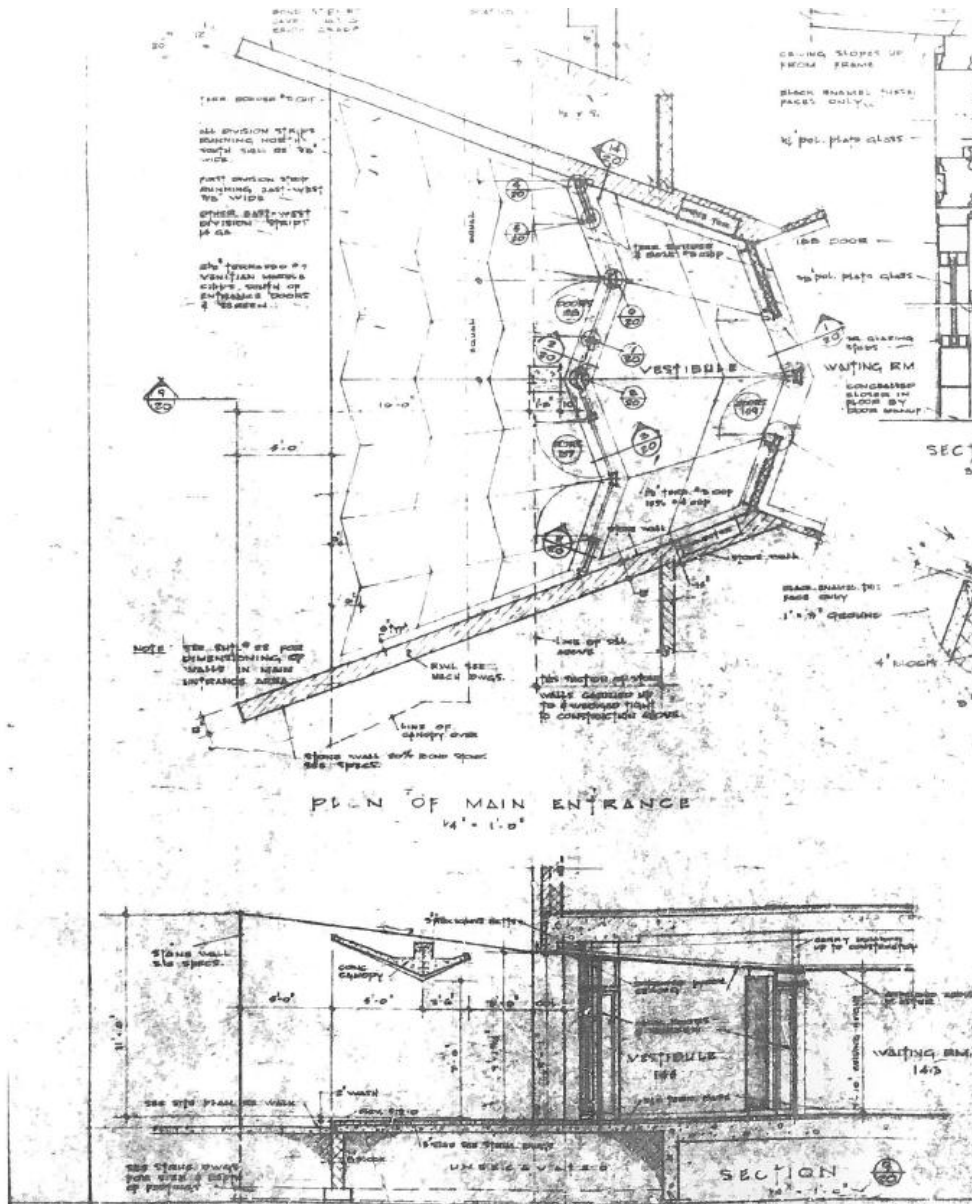
28. South Elevation with 1965-6 Addition (far right): showing one of the original School for the Deaf pavilions with the linking elements which are either in the lighter, buff brick cladding or fully-glazed staircase elements, and at the far right the 1965-6 addition which lacks the gable-roof form, the parabolic roof and is set on the ground without the 'colonnade' of full-height windows. (HPS, 2016)



29. Entry Pavilion, North Elevation facing Millwood Road: showing the dramatic roof, the stone walls supporting the inverted canopy, extending forward, and the low stone walls around the original planting area for the tree and the adjacent school wings. Note the chimney with its parallel inverted decorative concrete element. (HPS, 2016)



30. The Main School Entrance facing Millwood Road: showing the planter with the field-stone and concrete walls around the tree planter and the field-stone walls supporting the inverted concrete canopy which extends beyond the stone walls. (HPS, 2016)



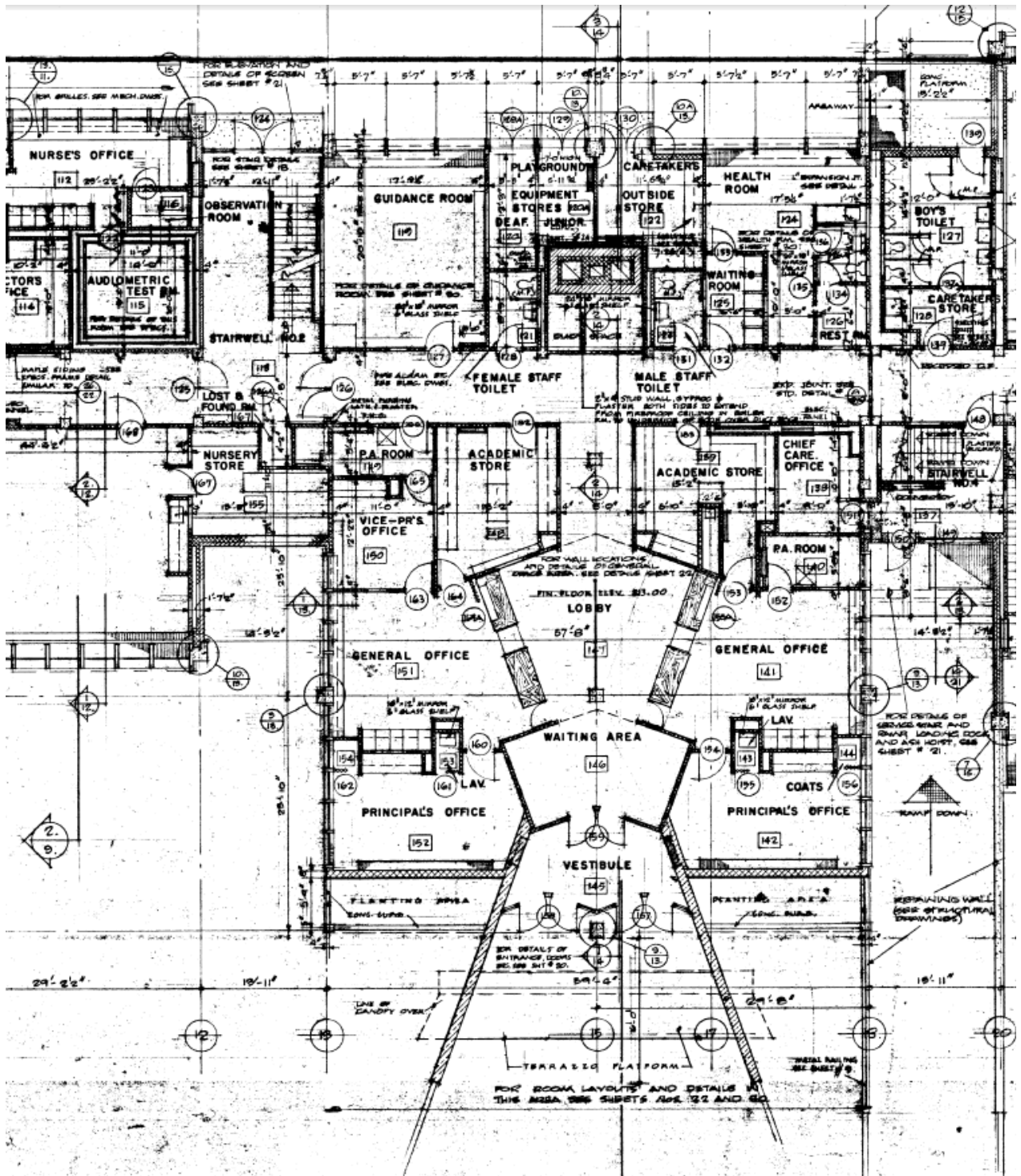
31. Plan and section of the Main Entry, Sheet No. 37, Davisville Public School Building Permit Drawings, F. C. Etherington Architect, August 1960: showing the splayed fieldstone walls, tapering to the entry with the zig-zag pairs of doors and the zig-zag terrazzo floor. The section shows the design of the concrete canopy in relation to the field stone walls. (Building Permit 65546, Building Records, City of Toronto)



32. The Main School Entrance: showing the inverted concrete canopy, the pier separating the two entrances for the two schools, the zig-zag pattern of the doors with the corresponding zig-zag patterns in the terrazzo and one of two field stone walls framing the entrance with the various sized stones. (HPS, 2016)



33. Main Entry Vestibule: showing the field-stone wall and terrazzo floor of the exterior continuing into the vestibule where they are combined with the two-toned wood panels of the lobby space (HPS, 2016)



34. Entry Lobby Plan: showing the internal entry sequence with the vestibule and waiting area and the two counters for the general offices and two principal's offices with that for the deaf school on the left and the junior school on the right (*Building Permit 65546, Drawing Sheet No. 5, F. C. Etherington Architect, August 1960*)



35. Main Entry - Vestibule door pulls (left): showing the combination of cast aluminum and wood handles (HPS, 2016)

36. Main Entry – Lobby door push handles (right): showing the organic form of the door-push and featuring revealed wood grain. (HPS, 2016)



37. Main Entry Lobby: showing the two reception counters originally for the Junior School (left) and the School for the Deaf (right). The tree was created by the students. (HPS, 2016)





38. Entry Lobby Counter: showing the details with the lower level counter for the children with the red perforated masonite, the two-tone striped desk, the original lighting with the red masonite and soffit in blue (HPS, 2016)



39. Entry Lobby Counter: showing the two-tone wall panelling and the lightness of structure of both the counter as well as the original mail slots (HPS, 2016)



40. End Wall Facing Lobby: showing the wall which terminates the lobby as it connects with the corridor featuring a panel with a Mondrianesque design in wood parquetry repeating some of the two-toned wood elements of the lobby reception counters and adjacent walls, as above (Image 35) (HPS 2016)



41. Junior Kindergarten Classroom: showing the Mid-century Modernist screen, 'floating' on three slender columns separating the classroom from the cubby room allowing visual continuity (HPS, 2016)



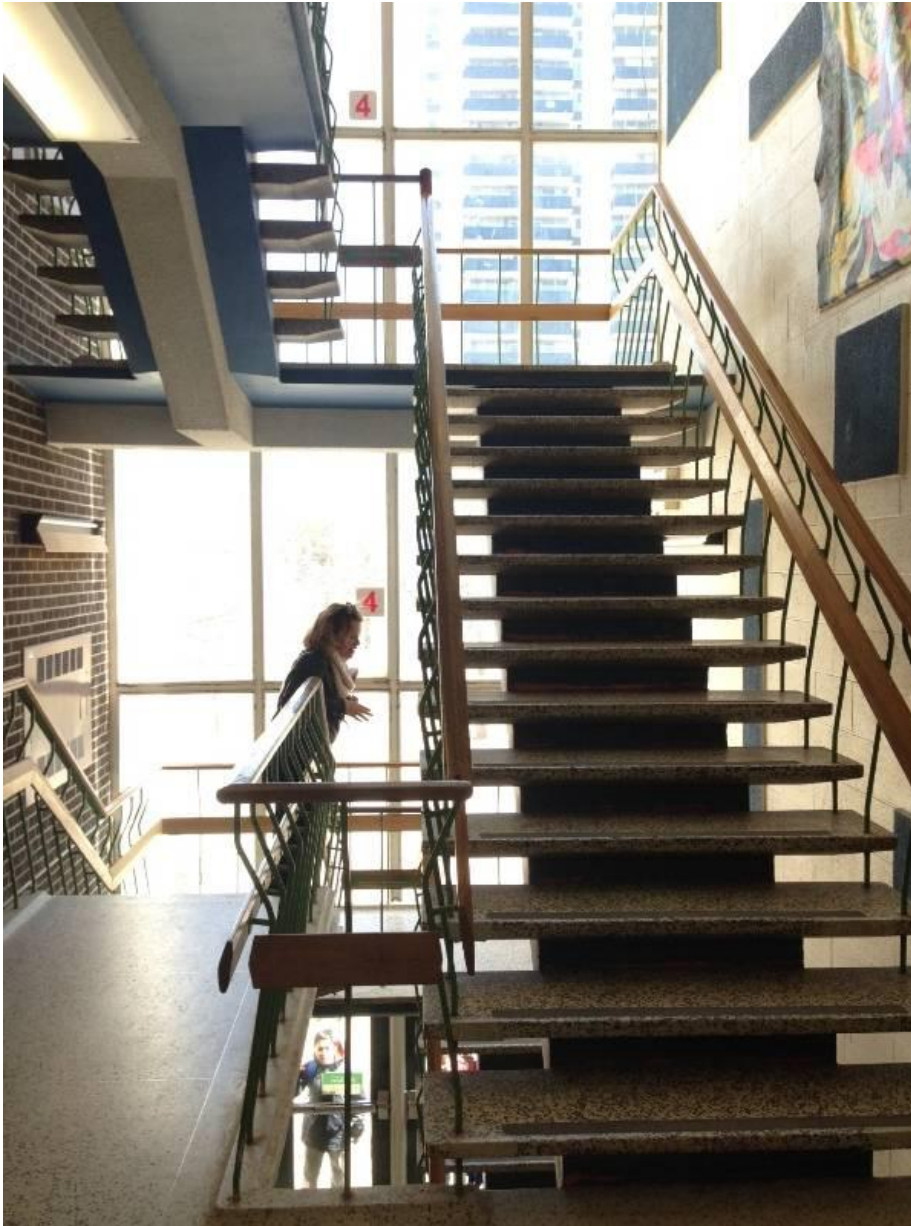
42. Junior Kindergarten Classroom: showing the cubby room with benches, cubbies and hooks designed for child-sized use in a Mid-century Modern style (HPS, 2016)



43. Junior Kindergarten Classroom: showing the child-height sink and counter (HPS, 2016)



44. Junior Kindergarten Classroom: showing the child-height wash-basin and drinking fountain and the direct access from the classroom to the playground (HPS, 2016)



45. Original Staircase: showing the structure which spans from landing to landing without touching the walls as well as the open cantilevered stairs and angled metal balusters all of which add to a sense of openness and interest. The two levels of handrail provide for the needs of young students and teachers. (*HPS, 2016*)



46. Day Nursery Staircase: showing the stairs which are built into the walls and the multiple handrails for additional safety. (HPS, 2016)



47. North side of Millwood Road: showing the John Davis 1860s house (on the left) and the other houses with their set-backs and gardens lining the street. (HPS, 2016)



48. North side of Millwood Road: showing additional residential context of Millwood Road facing the school. (HPS, 2016)



49. High-Rise, c 1960, South-East Corner of Yonge Street and Davisville: showing the Modern Expressionist style prevalent in the Davisville neighbourhood and evident in the dramatic concrete canopy (HPS, 2016)