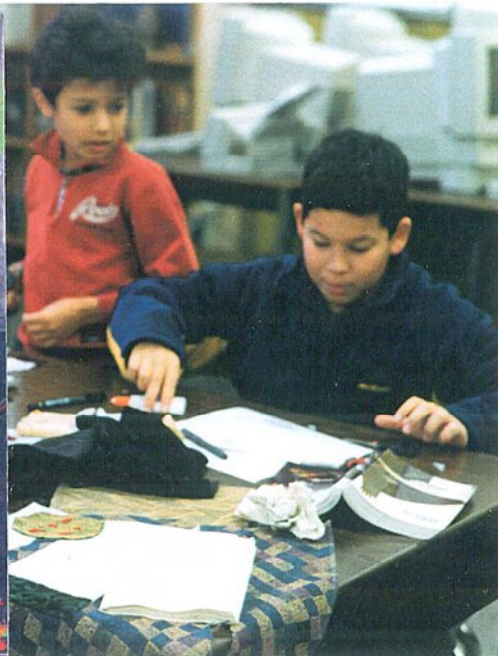
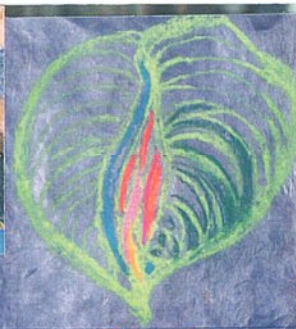


Trout Lake Atlas

Report on the Trout Lake Community Mapping Project



TROUT LAKE ATLAS

Report on the Trout Lake Community Mapping Project

by Caffyn Kelley

TABLE OF CONTENTS

WHAT IS A MAP?.....	7
TROUT LAKE.....	11
RAREFOOT MAPPING.....	17
FINDING YOUR POWER ANIMAL.....	25
THE NATURAL HISTORY OF TROUT LAKE.....	31
MAPPING THE FUTURE OF TROUT LAKE.....	47
COMING HOME.....	57
WATER DREAM / WATER MEMORY.....	67
CREATIVITY.....	77
CELEBRATION	87
TESTIMONIALS FROM PROJECT PARTICIPANTS.....	91
WORKSHOP RECORD	93
LIST OF GRAPHIC MATERIALS DEVELOPED	99
RIBLIOGRAPHY	101
APPENDICES	107

I. Pages from *Shoreline Event and Activity Manual*

II. Plants of Trout Lake

III. Birds of Trout Lake

ACKNOWLEDGMENTS

The Trout Lake Community Mapping Project was an Environmental Art Residency sponsored by the Grandview Community Association, the Vancouver Board of Parks and Recreation, and the City of Vancouver, Office of Cultural Affairs.

The project could not have taken place without the help and support of many people. While every significant participant cannot be acknowledged on this page, it still seems important to offer a heartfelt thanks to special people whose help profoundly shaped the project. Particular thanks is due to Debbie Adams and her Grade 4, 5 and 6 class at Tyee Elementary School, who participated so enthusiastically in creating a beautiful quilt on Trout Lake's natural history. All the students of Gladstone Secondary School Montessori Program worked so hard on this project. Dick Averno, Chair of the Artist-in-Residence Committee at Trout Lake, contributed many creative ideas and much support. Cynthia and Richard Baxter fed and housed me throughout. They comforted me when my car was vandalized and the original Natural History Quilt stolen, along with much other material for the project. Cynthia Baxter also donated a great variety of handmade cakes to the celebration. Wendy Baxter made it all work by helping with workshop design and scheduling. Blue Velvet Upholstery and Lisa Kew made wonderful fabric donations. Bill and Donna Egeland lent their truck, rock drill, much help with various aspects of the construction of the environmental sculpture. Will Egeland worked cheerfully on the sculpture construction in every kind of weather. Leanne Leith lent her environmental knowledge and fundraising acumen to the project. Raza Mirani organized the science curriculum at Gladstone Secondary School Montessori Program to cover wetland ecosystems and Trout Lake stewardship. Huber Moore worked many hours with me, identifying and re-identifying birds and plants at Trout Lake. Beth Nicolson was impeccably professional, and the quality of her rock engraving always excellent. Grade 9 student Emily Nixon came twice to speak to the community at the Centre, as well as contributing much to the maps of the Present, Past and Future at Trout Lake. She was so well-prepared and passionate in her presentation, she inspired many people. Haruko Okano lent creativity and vision through her participation in the project, and her amazing map, *Ground/Water*. Sharee Proudfoot, head of the Gladstone High School Montessori Program, embraced the project from its inception. She engaged students and parents. She supported the work I did with in-class study, making the Community Mapping Project a rich academic, social and environmental experience for her students. Ms. Proudfoot has also committed the Montessori Program to ongoing stewardship activities at Trout Lake. Karen Stanley was – and is – an incredible contributor to Trout Lake. She came every week to participate in the Community Mapping Project, and she was an important part of every aspect. Her friendship became a sustaining force, and her artwork was always inspiring. Now she leads stewardship activities at the Lake with monthly cleanup walks (1 pm on first Saturdays of each month). Megan Stuart-Stubbs shepherded the project through various approval processes, and helped in many other ways. Mearnie Summers

was my rock. She invented a wonderful construction technique for the habitat sculpture, and built it on time and under budget. Jo Thomas became an wonderful advocate for the project at the Community Centre, as well as contributing her beautiful *Map of the Inner World of Nature*. Tarrynea generously donated her time to instruct me in glazing techniques, allowing completion of all the bowls made in the “Bowl as Map” workshop. Terry Taylor donated many days to identifying plants and describing ecosystems. His help was invaluable. Jil Weaving assisted the project with her expertise in community art processes and her gentle, collaborative spirit.

A very special thank you is also extended to Glen Anderson, Elizabeth de Balasi, Connie Batore, Susan Gordan, Lynn Green – Principal of Gladstone Secondary School, the employees at Fraser Masonry Ltd., Paula Jardine, Faune Johnson, Paul Neely – City of Vancouver Engineering Department, Allan Main, Diane Murphy, Kate Spencer, Mac Stairs – Superintendent of Park Management, Toni Stovel, Marina Szijarto, Tony Tieu, Clasina Vanbommel, the office staff at the Trout Lake Community Centre, and all the participants in each workshop.

The *Water, Watersheds and Stewardship* workshop was donated by Wild BC, a project of the Habitat Conservation Trust Fund, Ministry of Water, Land & Air Protection. Educational materials were donated by Ducks Unlimited and the Living By Water Project.

With apologies to anyone whose name I have missed here.

– *Caffyn Kelley*
February 2002

WHAT IS A MAP?

“Mapping has become an activity primarily reserved for those in power. . . . The making of maps has become dominated by specialists who wield satellites and other complex machinery. The result is that although we have great access to maps, we have lost the ability ourselves to *conceptualize, make and use* images of place – skills which our ancestors honed over thousands of years.”

– Doug Aberley

Trout Lake Community Mapping Project Logo



Mapping subverts established notions of what art is or can be, as it brings image and science together to create community knowledge.

A map tells a story about a place. It is an image that communicates what we see and cherish in the world around us. We are surrounded by maps made by developers, scientists and engineers, but these maps can obscure both the intricate workings of natural systems and the values held by local residents.

In recent years, people around the world have been inventing new ways to describe their home places. Community mapping projects are opportunities for local people to contribute their own knowledge, experience and values to images of the land.

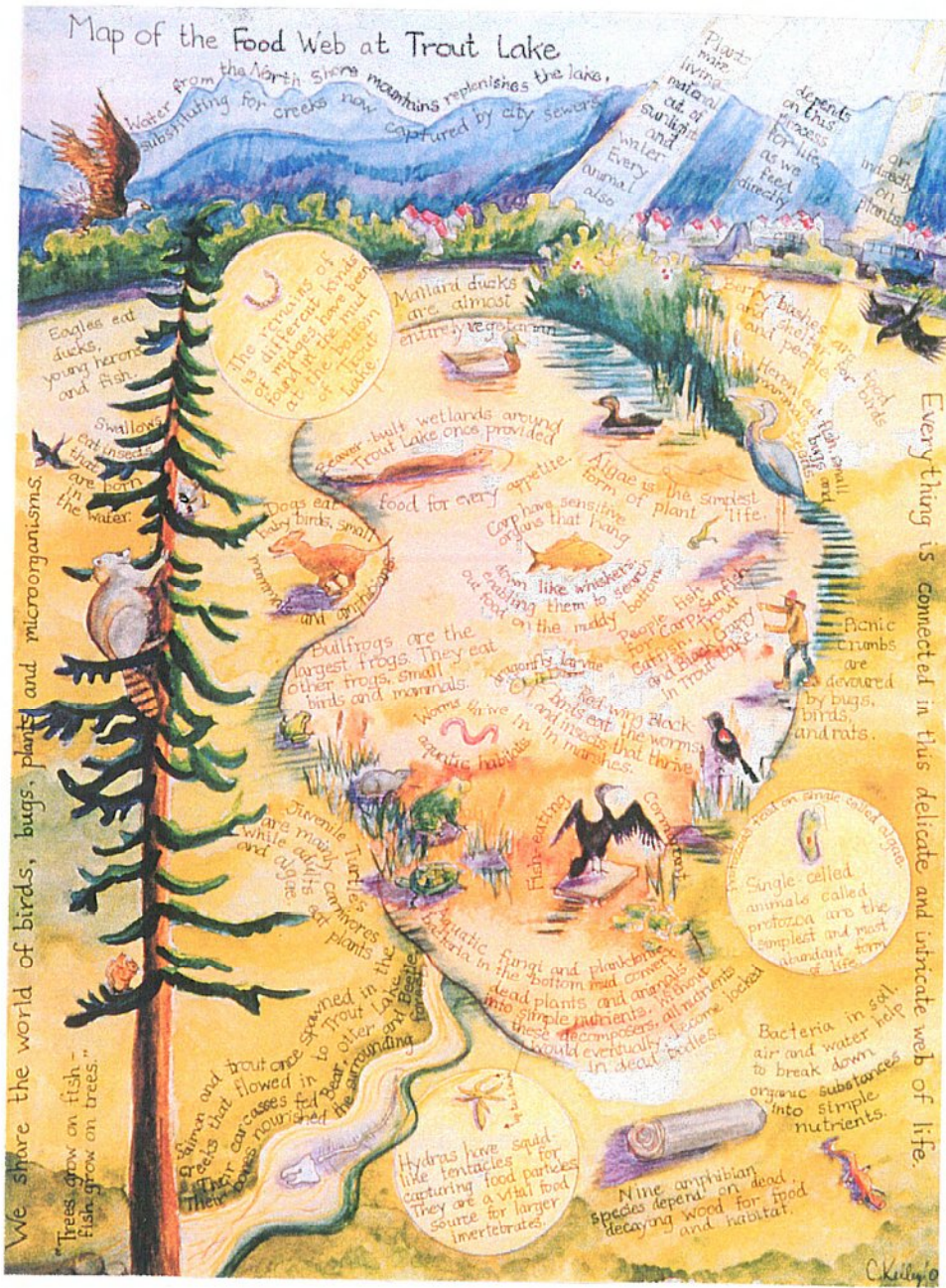
There is a Zen koan that pertains to mapping: “Without surroundings, there can be no path.” Mapping engages us in a process of “coming home” to the places we inhabit. When we map, we pay close attention to both outer and inner worlds, as we search for images and words to describe their connections.

Doug Aberley talks about the spiral of dissociation that comes when we have no ways to document, celebrate and defend the places we inhabit. He writes, “If land, weather, and nature are invisible abstractions, we tolerate the destruction of the web of life more easily.”

Maps can create community knowledge – chart the future as well as bring the past to life. Maps that are personal and communal descriptions of space can also depict process and relationship. Maps are about “Giving the Land a Voice” – the title of a book on community mapping. Maps can be painted on paper, stitched in fabric, woven, sung, and danced. They can illustrate, in intimate detail, a particular tree or patch of ground, or show how each place is connected – physically and culturally – with the entire globe. Maps empower communities. They help us find our way.

Project participants mapping the lakeshore at Trout Lake, October 27, 2001





left: *Map of the Food Web At Trout Lake* by Caffyn Kelley, watercolour

below: students from Gladstone Secondary School mapping Trout Lake

