

# Local Studies Resource Kit

## Number 2

### LOCAL HISTORY FROM THE AIR

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## I N T R O D U C T I O N

The air photographs in this kit are starting points for closer examinations of the history and geography of West Kootenay communities.

All of the stated objectives can be accomplished by studying carefully the air-photographs, topographic maps, and other sources such as local histories, reminiscences, municipal records, historical photographs or what have you.

But this kit sets another, equally important task and that is to use the air photos as a "prelude" to microscopic field examinations.

Students and teachers are encouraged to hover over the communities for awhile from the 5 mile high vantage point of the air photograph.

But at some point they should leave the world of air photos, maps and the classroom and examine the neighbourhoods, streets, and buildings of West Kootenay communities and relate these to the past, present, and future and to the development of other communities in other places.

The air photographs are seen as motivators. Starting points, not endings. Resources which will stimulate students & teachers to explore some details of community life.

### O B J E C T I V E S

1. To give students a "cosmic" view of the West Kootenay communities over time.
2. To teach students about land division and subdivision, and how these change over the years. And to supplement these discoveries with field explorations.
3. To teach students about land use and how it changes over the years. And to supplement those discoveries with field explorations.
4. To examine the development of communication and transportation in the West Kootenay. To supplement these discoveries with field exploration.
5. To inquire into the history of the settlement of the West Kootenay, and to raise questions like: why are the communities where they are? when were the communities established? who were the first settlers and how did they get there? where was the first core of the community and has it shifted? where were the central business district, "good" and "bad" parts of town, and where are they now? And to supplement these discoveries with field explorations.

### THINGS TO SEE IN THE AIR PHOTOS

1. Observe how the land is divided in the older of the group of photos for a community. (That is, how big are the lots, how are the buildings placed on lots?) Compare with how the land is divided in the more recent group of photos for the same community. Look at the "city", the "suburbs" and the rural parts.
2. Observe how the land is used in the older of the group of photos for a community. Compare this with how the land is used in the more recent photo for the same community. Use the following classification index of land uses:
  - residential land
  - industrial land
  - commercial land
  - recreational land
  - open space
  - agricultural land
  - institutional land
  - forest land
3. Observe the location and condition (i.e. width, surface, route) of the main highways in the older of the group of photos for a community. Compare this with the more recent photos.
4. Observe the location of bridges in the older and in the more recent photos.

5. Observe the location of rail routes in the older and in the more recent photos.
6. Look for evidence of steamer transportation in the older and in the more recent photos.
7. Observe the location and condition of secondary roads in the older and in the more recent photos.
8. Observe the location and condition of streets in the downtown core and suburban areas in the older and in the more recent photos.
9. Observe the site of the community in relation to:
  - a) transportation routes
  - b) other communities
  - c) relief
  - d) the community's classification as either a
    - i. Market town
    - ii. port
    - iii. capital
    - iv. industrial town
    - v. mining town
    - vi. bedroom community

### T H I N G S   T O   D O

There are many different mapping, graphing and reporting exercises that you can do after you have made some observations and have become familiar with the photos.

1. Produce a map showing the uses to which land is put as shown in the earlier air photos of a community.
2. Produce a map showing the uses to which land is put as shown in the more recent air photos of a community. Compare the two maps and interpret your discoveries.
3. Produce a map showing the transportation routes (railways, highways, streets, secondary roads, bridges, airports, ferries) in the communities as shown in the earlier photos.
4. Produce a map showing the transportation routes in the communities as shown in the more recent air photos. Compare these maps and interpret your discoveries.
5. Produce a map showing the differences in land division and subdivision in

a community over time. Explain the difference.

6. Produce a map showing the differences in land division and subdivision between communities. Explain the differences.
7. Classify communities as market, port, capital, industrial, mining or bedroom. Has the classification changed over time?
8. How is the site of each of the West Kootenay communities related to its origin or original classification (market, port, capital, industrial, mining, bedroom), and how is the site related to each community's changing fortunes?



## GETTING OUT

Each of the recommended "THINGS TO DO" has a "field component". That is, as well as studying the air photos and maps to answer your question about the West Kootenay communities, you should get out and look around.

Field study will give you an opportunity to test the observation you make in school; you will be able either to confirm or reject your conclusions.

But field study will lead to something else.

You will find, as you examine a community from the ground, many features of the original settlement still intact or changed very little.

Use your field examination to document systematically the existence of these features by photographing them, drawing them, placing them on maps, collecting information about them. Or, if they are in jeopardy of being destroyed, protect them, repair them, publicize them.

Here are some features to study:

buildings - schools, hospitals, government buildings, homes,  
hotels, business blocks, barns, industries

roads & trails, railroads - their location & conditions

bridges

dams, culverts, irrigation systems

building materials - brick, stone, log, frame, steel

cemeteries and monuments

old farms & fruit lands

disused wharves, ferry landings, railway stations & sidings

## SOME USEFUL CONTACTS

Here are some useful contacts for when you want more information about communities:

1) Selkirk College

- a) Library }
- b) Local Collection } } Librarian John Mansbridge
- c) Selkirk Regional Archives } Craig Andrews

Box 1200, Castlegar, British Columbia V1N 3J1

2) Provincial Archives of British Columbia  
Victoria, British Columbia

3) "S.S. Moyie" Museum  
Roy Green  
B. Avenue, Kaslo, British Columbia

4) Silvery Slocan Museum  
Ray Nunn  
6th Street, New Denver, British Columbia

5) Nelson Museum  
W.A. Fetterley  
811 - 6th Street, Nelson, British Columbia

6) Kootenay Doukhobor Historical Society Museum  
Peter Oglow, President  
719 Lynnwood Crescent, Castlegar, British Columbia

7) Rossland Historical Museum  
Ernie Pierpoint  
630 Dickens  
Trail, British Columbia

8) Trail Italian Archives  
Al Tognotti  
3775 Dogwood, Trail, British Columbia



- 9) Cominco  
for access to their photo collection contact  
James Cameron  
Cominco Ltd.,  
Trail, British Columbia
- 10) Trail Historical Society  
Fred Edwards  
475 Forrest,  
Trail, British Columbia
- 11) Castlegar Museum  
Harold Webber  
288 Greenwood,  
Castlegar, British Columbia
- 12) Grand Forks Museum  
Leo Mills  
275 NE 1st Avenue, Grand Forks, British Columbia
- 13) Community Libraries

A L S O   L O O K   A T

Holdsworth, Deryck and Paul Bailey, B.C. Urban History: Discovering the Past in the Present. U.B.C. Vancouver Environment Education Project, 1975.  
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