Meewasin Valley

INTERPRETIVE CONCEPT

I.L.E. Consulting Services
– planning and evaluation of informal learning environments

Meewasin Valley
INTERPRETIVE CONCEPT

Submitted to: Meewasin Valley Authority

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THE STUDY TEAM

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1. INTRODUCTION

1.1 BACKGROUND

The Meewasin Valley Authority (MVA) is commended for recognizing the need for an interpretive concept for the Meewasin Valley and having the initiative to ensure such a concept was prepared. A concept plan can serve many functions, but the primary purpose of this project is:

> To present an interpretive concept of the Meewasin Valley based upon its natural and cultural resources and its social and physical characteristics in a manner which integrates existing and proposed facilities and features.

Specific aims for this concept were detailed in the terms of reference of this project. They are:

> To provide the MVA with information that will assist in making decisions for both immediate and long-term interpretive requirements.
>
> To outline interpretive goals and objectives for the MVA.
>
> To develop a system for co-operative development of interpretive programs (particularly among the City of Saskatoon, the MVA, Kelsey Institute of Applied Arts and Science, the Public and Separate School Boards, and the University of Saskatchewan) which will recognize certain existing relationships.
>
> To develop interpretive theme concepts and storylines for the Meewasin Valley applicable at both general and site specific levels.
>
> To priorize the interpretive theme concepts and storylines for implementation.
>
> To recommend optional approaches and media, which are both accessible and suitable to the audience, for presenting the interpretive theme, concepts and storylines. Preliminary estimates of costs and staffing requirements will be provided.
>
> To describe a program emphasizing year-round interpretation that considers the needs of particular age and special interest groups.

To consider the need for a centralized interpretive building and/or one or more Field Centres.

1.2 CONSTRAINTS AND OPPORTUNITIES

Certain planning decisions have been made by the MVA. This statement is not to imply that the decisions have been 'bad decisions' but only that by their existence, they have become 'givens'. The most significant of these decisions is the development of an interpretive program at Beaver Creek Conservation Area.

On the one hand these decisions are constraints because the study team was no longer offered 'free rein'; on the other hand, these decisions are opportunities because they helped the team to focus and centre their creative energies.

The broad outline for the Meewasin Valley Authority is contained in the MVA's 100-year Conceptual Plan prepared by Raymond Moriyama (1978). This concept provides direction through the application of 5 Year Development Plans, Master Plans and Site Plans. The documents that have most significantly affected the tone of this interpretive concept are:

The Meewasin Valley Project (a 100 Year Conceptual Plan)

An Act respecting the Establishment of the Meewasin Valley Authority

MVA Development Plan 1982-1987

East Bank South Study

East Bank Open Space Study

West Bank Redevelopment Plan

South Downtown Urban Design Study

Meewasin Park Master Plan

College Drive Streetscape Master Plan

Tipperary Creek Conservation Area Master Plan

Beaver Creek Conservation Area Interpretive Concept Plan

A Proposal for Beaver Creek Conservation Area School Program Plan

1.3 CLARIFICATION OF TERMS

Conservation:

The management of heritage resources for compatible development to ensure their future and their benefit to the most people. Specifically the MVA defines conservation as: management of the resources to protect, restore, enhance, or maintain their quality or quantity.

Heritage resources:

The 'combined' term to describe both the natural resources and the cultural resources, (see 3.1 Heritage Resource Analysis: Introduction and Definitions).

Concept:

Fundamental thinking about probabilities and possibilities, a realistic open base for creative future processes (from Moriyama).

Goals/Objectives:

Goals provide general direction, are timeless, long term and not attainable; objectives are more specific, measurable and are attainable.

Interpretation[1]:

We are using Interpretation Canada's definition of interpretation: "any communication process designed to reveal meanings and relationships of our natural and cultural heritage to the public through first-hand involvement with an object, artifact, landscape or site."

Interpretation as defined shares common themes with environmental education:

- first-hand involvement and the use of all the senses while learning;
- the need for individual involvement and interaction with natural and cultural resources;
- the value of positive social interactions;

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[1] Interpretation (noun); interpretive (adjective).

- the goal of understanding the interrelatedness of all living things; and
- the enjoyment value of a recreational experience.

For this document, interpretation will refer to both the public program offered in informal, leisure settings and the curriculum-linked school program.

1.4 PLANNING METHODOLOGY

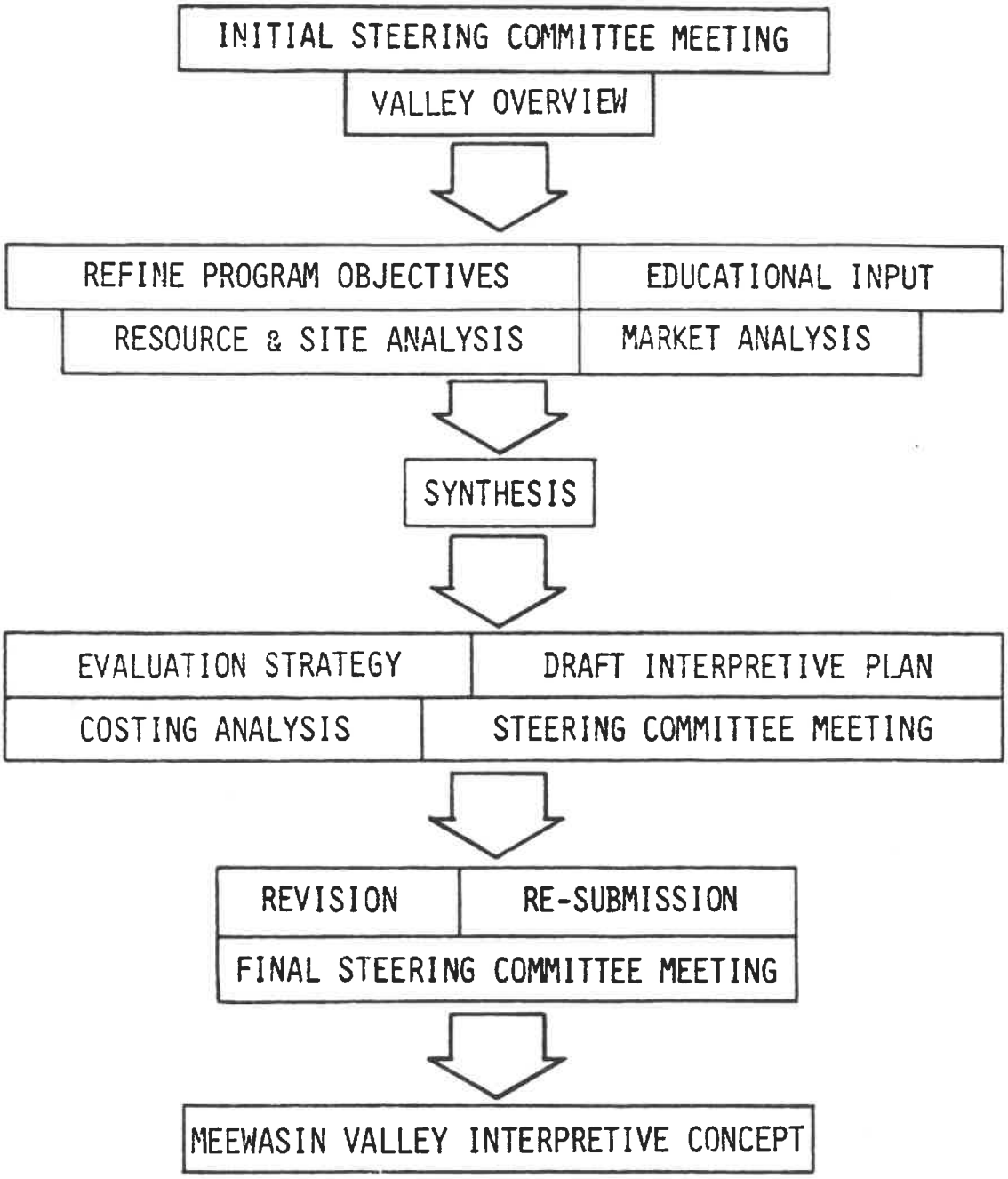
The development of this document followed the approved study process (Figure 1).

Phase I Orientation	
-Initial steering committee meetings	July 16-27 1984
Phase 2 Data Collection	August 1 - September 7, 1984
Phase 3 Synthesis	
-steering committee meeting review of draft	September 17 - October 24, 1984
Phase 4 Interpretive Strategy	
-steering committee meeting approval of concept	November 1 - December 17, 1984

The S-M-R planning model (Figure 2) was employed by the study team. This planning model has been previously explained to MVA staff. The value of this model is that program goals and objectives, heritage resource analysis and visitor/market analysis must each be examined prior to developing specific interpretive techniques and evaluation procedures. Therefore, while the interpretive concept is being developed, each of the following questions must be addressed:

Why have a program?
What is the message?
Who is the program for?
Where are the best places to tell the story?
When is the best time to deliver the program?

Figure 1: STUDY PROCESS

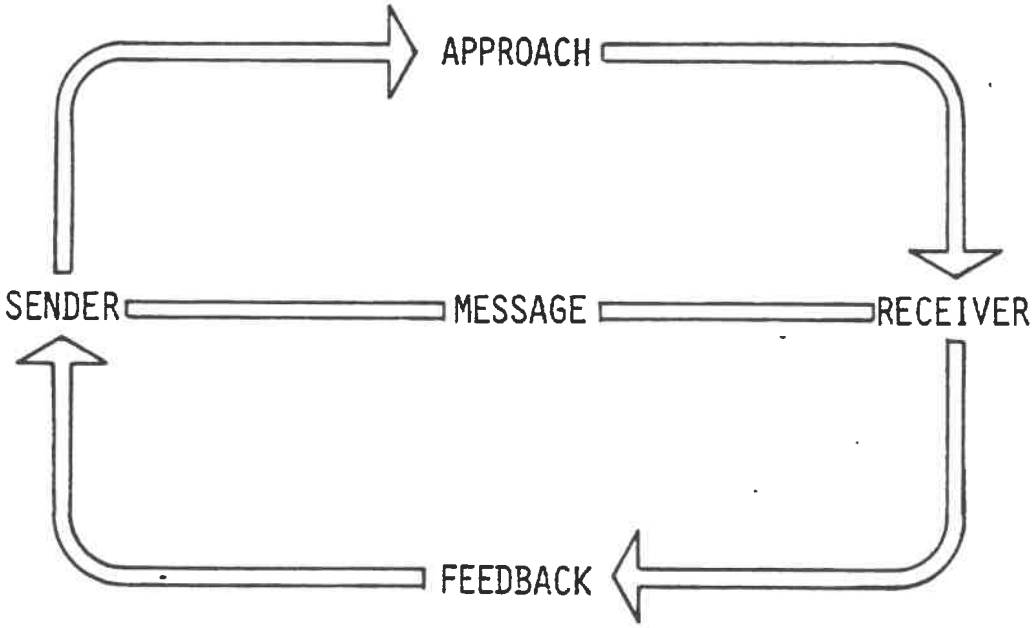


How is the message best delivered?

So what - How will we know if we are successful?

It is essential to realize that the planning process is not a linear process but rather a linked progression of information and ideas whose object is to produce an integrated solution. Eventually the whole can be examined. When planning, solutions and techniques must evolve; they must be slowly revealed. A solution must never be superimposed on a non-analyzed problem. Our study team, by using the S-M-R model, has ensured that the program ideas in this concept evolved from a planning process. In all aspects of the planning process agency constraints, the need to conserve the resource, and the desires of the public, were each duly considered.

Figure 2: THE S-M-R INTERPRETIVE PLANNING MODEL



2. WHY HAVE A PROGRAM? - INTERPRETIVE GOAL ANALYSIS

2.1 INTRODUCTION

In this section of the report the interpretive goals and objectives will be analyzed. With specific goals, the program will have a focus and direction and long-term planning will be facilitated.

2.2 INTERPRETIVE GOAL DEVELOPMENT

This interpretive concept is a responsibility of the MVA's Public Affairs Unit which has three functions: public communication, public participation and public education (interpretation). It is important to accept interpretation as a primary goal in its own right, separate from the goals of public communication and public participation. Each function plays an important role in achieving the MVA's mandate of conservation, education and development.

Theoretically, there are three levels of the decision-making process. The development of interpretive program goals and objectives should reflect these three levels. The first level is the policy level where conceptual program information and orientation is designed; the second level, the strategic level, is where program strategy and action is elaborated; the implementation level is where specific program actions are outlined and program detail is planned. Thus there is a need for policy, strategic and implementation goals and objectives.

Interpretation is seen as the provision of both the public and school programs. The approved policy goal for the Meewasin Valley Interpretive Concept is:(1)

> "To provide opportunities for the public and school groups to develop an appreciation and understanding of the natural and cultural resources of the Meewasin Valley. Through the

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(1) Meewasin Valley Authority Development Plan 1982-1987, pg. 17.

process of education it is believed that people will develop a sense of responsibility toward resource conservation for their, and future generations."

Within the context of this interpretive policy goal, strategic goals have been approved, as stage one of this concept. Keep in mind that these statements must assist in fulfilling the MVA's overall policy goals of conservation, education and development.

1. To promote conservation as the underlying theme of the Meewasin Valley Authority.

2. To educate the public and school groups to better understand and appreciate the need to conserve the heritage resources of the Meewasin Valley.

3. To facilitate the appropriate use and enjoyment of the Meewasin Valley's heritage resources.

4. To provide the public and school groups the opportunity to experience first-hand the heritage resources of the Meewasin Valley.

5. To provide the public and school groups with opportunities to learn about their natural and cultural heritage, the natural and cultural interrelationships of the Meewasin Valley, and the Meewasin Valley Authority's activities.

The policy goal and strategic goals are specific enough to be used as terms of reference for future interpretive planning by the Meewasin Valley Authority. Inherent in these statements are two thoughts; one, that the MVA should be providing high quality interpretive programming to as many people as possible; and two, that conservation is better achieved through education than regulation.

2.3 IMPLEMENTATION OBJECTIVES

Specific implementation objectives have not yet been developed. It must be recognized that this level of detail cannot be developed until public and school group programming has been more clearly described. At the implementation level the objectives must closely parallel the needs of the target audiences. The objectives should also link message theme and storylines

to particular sites. In this manner the implementation objectives become specific, measurable and attainable. Program evaluation then becomes feasible. This task is therefore best performed at the next level of planning.

3. WHAT IS THE MESSAGE? - HERITAGE RESOURCE ANALYSIS

3.1 INTRODUCTION

The goals and objectives have been described. The resource itself now requires careful analysis. It is the resource that the audience experiences. It is the resource that will be conserved if the interpretive program proves to be successful.

3.2 DEFINITIONS

For the purpose of the Meewasin Valley Interpretive Concept, the term 'heritage resource' is (to paraphase the Saskatchewan Heritage Property Act, 1980):

> A heritage resource is any resource, whether a work of nature or of man, that is of interest for its architectural, historical, cultural, environmental, aesthetic or scientific value.

It is suggested that this definition of 'heritage', since it has legal status at the provincial level, should be followed for consistency, clarity and future planning activities. It is clear, however, that there is a need to distinguish between resources resulting from a work of nature and those resources resulting from human activity. Thus 'heritage resources' are considered to consist of two principal types: natural resources and cultural resources.

It is from these natural and cultural resources that the message themes and storylines evolve. It is these themes and storylines that are communicated to the public at various sites throughout the Meewasin Valley.

3.3 THE HERITAGE RESOURCE

The heritage resources are the South Saskatchewan River valley, its adjoining natural communities and the settlement history of Saskatoon. These resources must be presented to the audience in a manner that encourages curiosity and interest in the message. After presentation the visitor should have obtained a better understanding of the prairies and a wish to conserve the heritage resources.

It must be assured that the resources are interpreted within the larger context of their surroundings. The story of Saskatoon cannot be analyzed in isolation. Therefore facts such as the following must be communicated:

> that the main areas of prairie in Canada extend from the foothills of the Rockies eastward for a distance of about 1200 kilometres to a point just east of the Red River in Manitoba;
>
> that the grasslands extend northward from the U.S. border to the aspen parkland which borders the southern edge of the boreal forest;
>
> that Saskatoon is located in the Aspen Parkland Region; and
>
> that the South Saskatchewan River flows through Saskatoon and is one of the major drainage systems of the Canadian prairie.

Analyzing a resource for an interpretive program involves examining the resource from a wide range of differing viewpoints. The analysis should outline the most important messages and ensure that established program objectives will be met. In this context, the message and storyline development lies within the framework of physiography, drainage, soil classifications, climatology, geology, biology, ecology, anthropology, archaeology, palaeontology, settlement and pre-European influence.

It can be seen therefore that the story of Saskatoon and the Meewasin Valley offers a range of story components ranging from buffalo to Indians, geese to evaporation, grass to paddlewheel boats and coyotes to gophers. A storyline analysis should be detailed enough to ensure that specific stories such as these can be readily identified, yet broad enough to ensure that an holistic ecological approach can be presented to the public. In this manner, as a more specific breakdown of the storyline is undertaken a balance of

of themes and story components will result. As a framework for this storyline development Figure 3 'The Heritage Resource' is presented.

3.4 ANALYSIS

3.4.1 The Cultural Resource Storyline

Figure 3 categorized the cultural resources as:

Historical Resources - heritage buildings
- historical transportation resources and sites
- other historical structures and sites
- oral histories

Archaeological Resources

Recognizing that the inventoried cultural resources are, for the most part, 'old resources' one mustn't ignore the continuum from the past to the present. Nevertheless, these cultural resources form the basis for a cultural storyline of the Meewasin Valley. Map 1 locates the cultural resources throughout the Meewasin Valley.

a. Historical Resources

i. Heritage Buildings - The MVA's Heritage Resources Manuals document 76 heritage buildings: 17 on the University of Saskatchewan Campus; six churches; four schools (one of which has been demolished); 37 dwellings; and 12 public and commercial buildings. Of the 76 heritage buildings, the MVA is unlikely to have any effective 'control', in terms of interpretive use, of 48 of them because of the nature of their ownership. The 28 remaining buildings include those buildings either under MVA jurisdiction or amenable to MVA involvement. Detailed documentation and categorization of interpretive potential of each of the heritage buildings may be found in either the MVA Heritage Resources Manuals or in the background information accompanying this concept. Map 1 indicates the general distribution of heritage buildings along the Meewasin Valley.

Generally speaking, the more fully accessible a building is to the public (both inside and outside), the greater is the potential for interpretation. As noted, some of the buildings are accessible to the public, and will probably continue to be (e.g. old stone schoolhouse). For others, the exterior

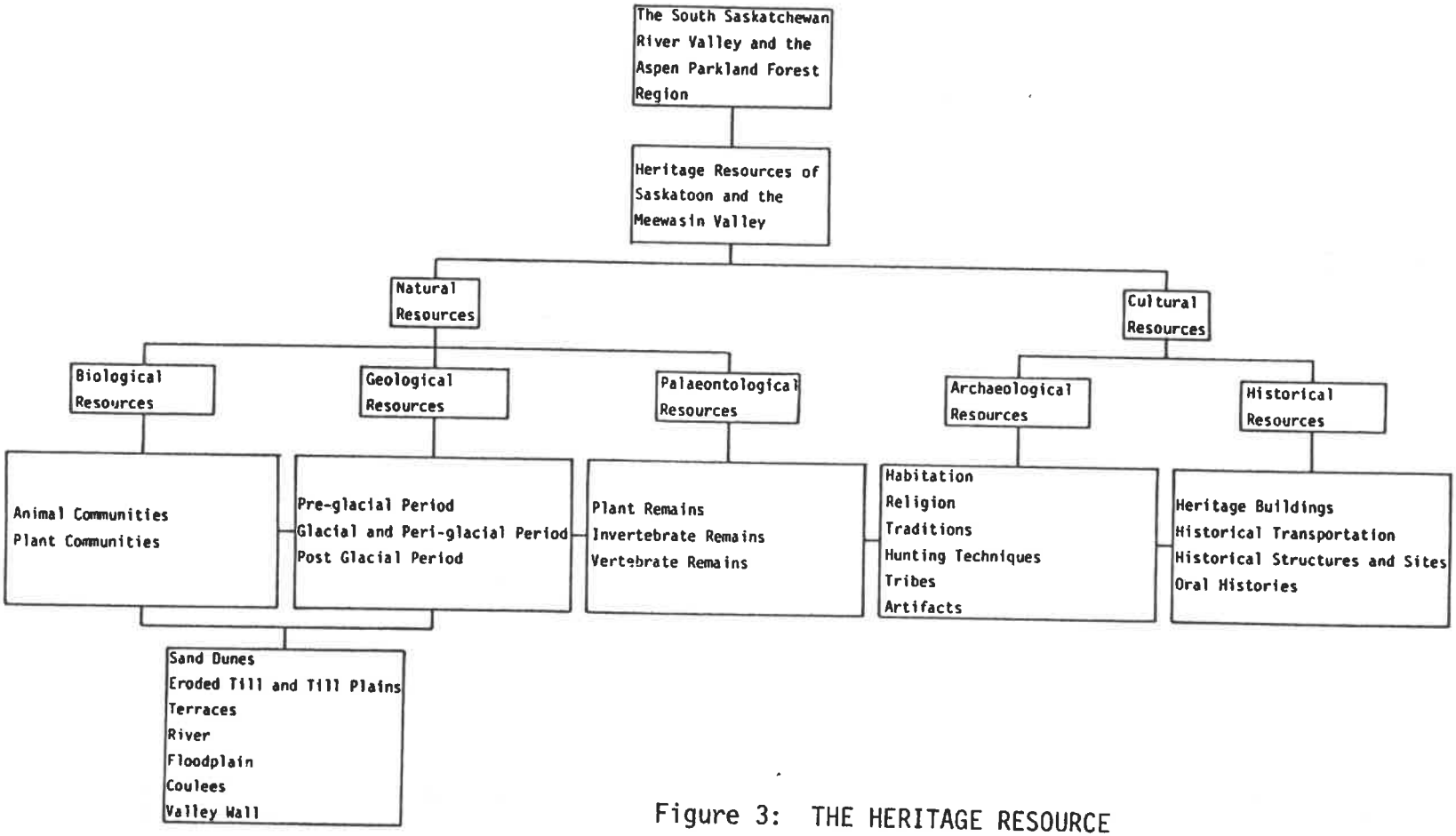


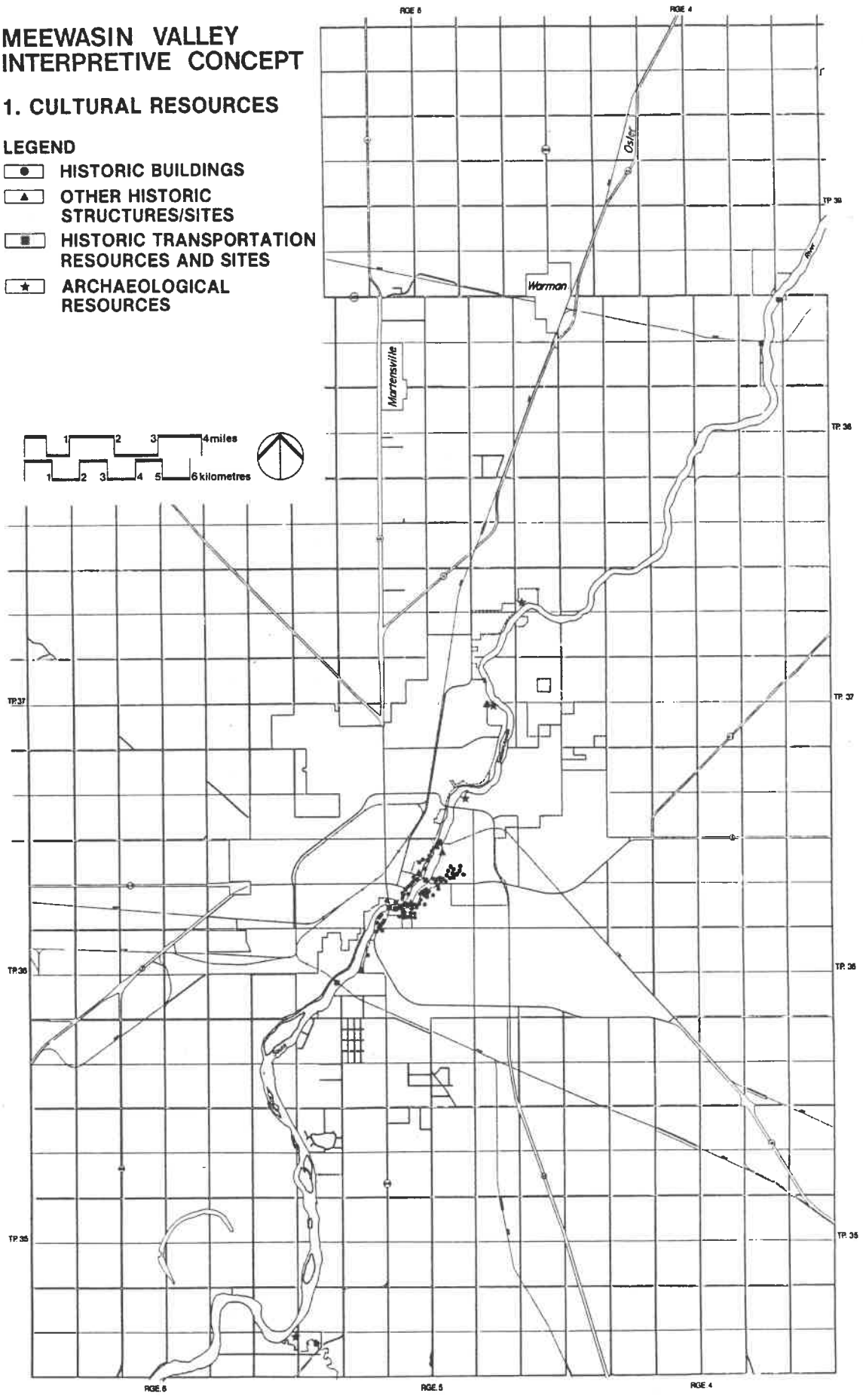
Figure 3: THE HERITAGE RESOURCE

MEEWASIN VALLEY INTERPRETIVE CONCEPT

1. CULTURAL RESOURCES

LEGEND

- HISTORIC BUILDINGS
- OTHER HISTORIC STRUCTURES/SITES
- HISTORIC TRANSPORTATION RESOURCES AND SITES
- ARCHAEOLOGICAL RESOURCES



may be the only part 'used' (e.g. private residences). The public and commercial buildings are not open for viewing or interpretive visits, strictly speaking, unless permission from the owner can be obtained.

ii. Historical Transportation Resources and Sites - Historical transportation resources pertain to both river and overland transportation. Overland transportation specifically includes historical trails, railways and road transportation.

No physical evidence remains in Saskatoon of the historical use of the South Saskatchewan River as a major transportation route for paddlewheel steamers. Sites of the steamers' berths, and the site of the sinking of the last paddlewheeler to ply the South Saskatchewan are known.

Fragmentary remains of historical overland trails probably exist in or near MVA lands both north and south of Saskatoon (refer to detailed background information or MVA's Heritage Resources Manuals). Existing railway bridges and known sites of former river crossings by railroads are well documented. The known original Saskatoon ferry crossing site, the existing Clarkboro Ferry, existing traffic bridges in Saskatoon and physical evidence of overland trails all provide considerable first-hand opportunities to experience the evolution of road transportation in Saskatoon.

iii. Other Historical Structures and Sites - Additional cultural resources exist to tell a number of stories related to Saskatoon's history. The remains of the Factoria industrial development of pre-World War I days and Silverwood's springwater bottling plant in the north end of the city recount the early boom-and-bust cycle of community life. The proposed Poplar Point residential development (Sutherland Beach) is an example of a different manifestation of the 'boomtown' attitude of the same period.

The Pioneer Cairn commemorates the spirit of Saskatoon's earliest settlers and marks the approximate location of the first dwelling in Saskatoon. The Pioneer Cemetery documents some of the early families settling in the community.

Beaver Creek, one of the most popular meeting, picnicking and recreational places for Saskatoon residents throughout the community's history is today under MVA control. Finally the Memorial Gates, the Star Phoenix Clock, the Vimy Memorial Bandstand and the Hugh Cairns monument all commemorate those residents killed during the First World War.

iv. Oral Histories and Archival Materials - Effective use of oral histories is difficult for a number of reasons; however they have a high potential for use. Regarding oral history, the development of effective interviewing procedures, editing difficulties, and transcription inaccuracies limit their use.

Two examples of the accomplishments already made using oral histories and archival materials serve to illustrate the potential of these materials.

First, the videotape vignettes prepared by MVA for Saskatoon's centennial celebrations in 1981-1982 were effective in exposing television viewers to brief, interesting glimpses of historical activities and events along the river. Second, the report Beaver Creek Human Heritage Interpretation (1983) is excellent, in that it combines some results of oral history interviews with archival research to give a good overview of the human history and use of the Beaver Creek area.

b. Archaeological Resources

No systematic survey of the Meewasin Valley has been undertaken to identify all archaeological resources. Consequently, archaeological knowledge is based, for the most part, on studies undertaken in specific areas for specific purposes.

The archaeological resources documented to date are concentrated in six locations:

Tipperary Creek

-16 sites, with varying levels of disturbance, representing multiple and single component habitations, up to 4000 years old.

-includes a medicine wheel, tipi rings, bison kill areas, and a multiple component site which may serve as the cultural and temporal datum for the region.

Beaver Creek

-six sites; three have been seriously disturbed and one is, for the most part, intact.

-represents both single and multiple component habitations.

Silverwood/Factoria

-multiple component site dating back about 5000 years.

-most of the site has been disturbed, but there are some undisturbed cultural deposits.

Marr Residence

-back yard investigations yielding historical period artifacts

Sutherland Beach

-habitation site from the late prehistorical period.

City of Saskatoon Landfill/Queen Elizabeth Generating Station

-3 campsites now destroyed, yielded some material dating back to about 6000 years B.P. (oldest human occupation identified to date in Saskatchewan).

In some of these locations the resources have been destroyed or will ultimately be destroyed by development or other activities. In other locations the resources are reasonably intact and offer potential for possible on-site interpretive programs.

3.4.2 The Natural Resource Storyline

Natural resources are the second type of heritage resource in the Meewasin Valley. The three categories of natural resources as described in Figure 3 are geological resources, biological resources and palaeontological resources. Each resource type reflects different components of the Meewasin Valley landscape and each illustrates different storyline development. See Map 2.

a. Geological Resources

The Meewasin Valley reflects a complex interaction of energy flows, geological processes, and earth materials. At a basic level the creation and evolution of the Meewasin Valley can be broken into three relatively distinct periods: the pre-glacial period; the glacial and periglacial period; and post-glacial period.

There is no first-hand evidence of the pre-glacial period in the Meewasin Valley. However there are numerous landforms which clearly illustrate the glacial, periglacial and postglacial processes that led to the present landscapes of the Meewasin Valley. These landforms are listed below:

Glacial and Periglacial Period

- proglacial lakes (lake beds)
- proglacial deltas (sand dunes)
- eroded till and till plains
- hummocky moraine
- terraces

Post Glacial Period

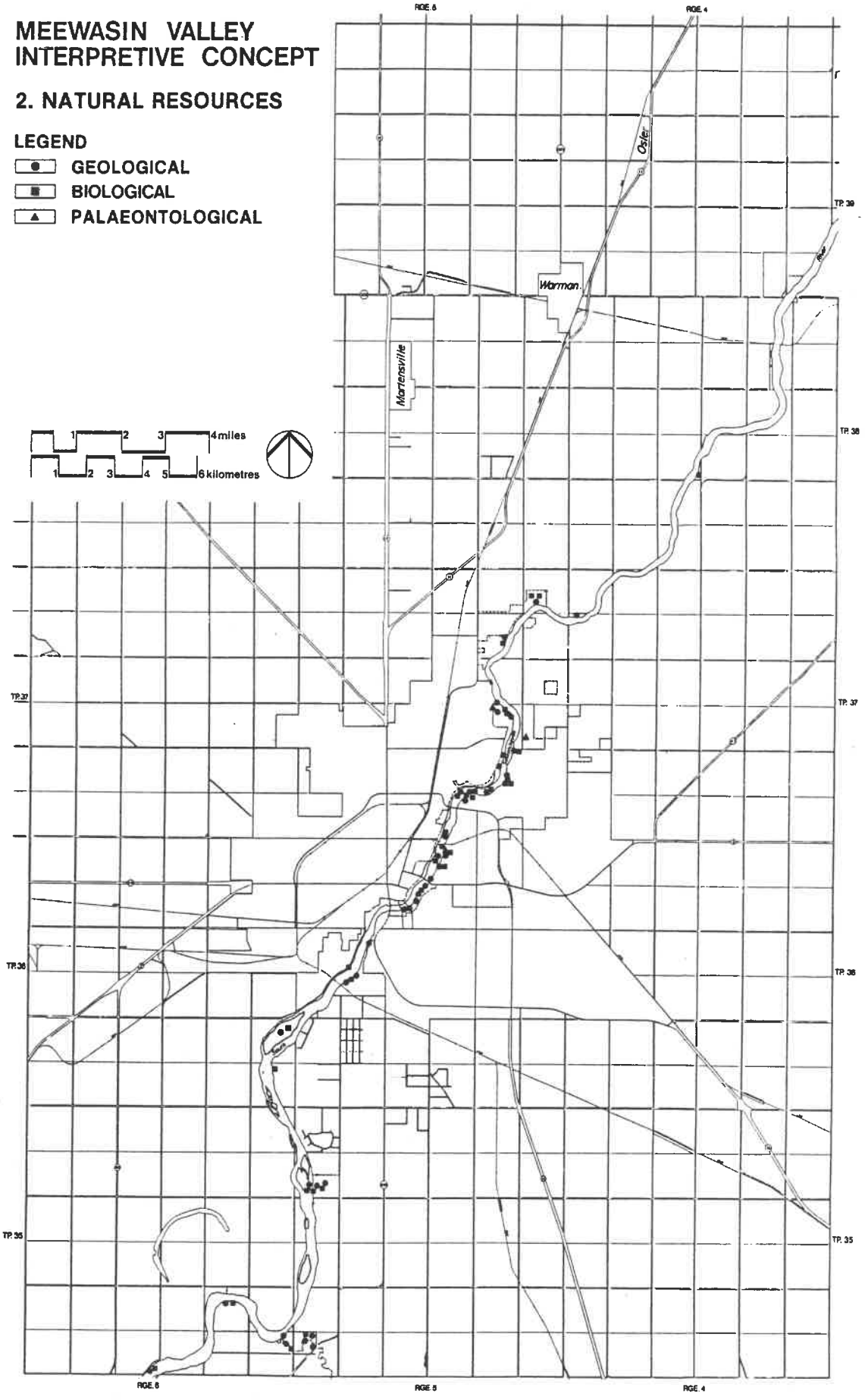
- river channel and floodplain evolution
- coulees
- valley wall instability (slumps, piping failures)

MEEWASIN VALLEY INTERPRETIVE CONCEPT

2. NATURAL RESOURCES

LEGEND

- GEOLOGICAL
- BIOLOGICAL
- PALAEONTOLOGICAL



b. Biological Resources

The biological communities of the Meewasin Valley reflect the Aspen Parkland as the dominating forest region. Changes in composition occur in both a temporal sense (succession) and a spatial sense. The biological resources of the Meewasin Valley can be categorized. In turn each of these categories can be examined to better identify specific plant and animal communities.

Sand Dunes

- -succession and natural stabilization of dunes
- -habitats and wildlife (especially small mammals) of the sand communities.

Eroded Till and Till Plains

- -possible unbroken prairie
- -lichen growth on eroded till

Terraces

- -stratification of communities
- -vegetative and habitat diversity
- -birds, small and large mammals

River

- -aquatic vegetation
- -fish
- -aquatic invertebrates

Floodplain

- -habitat and wildlife of sand bars/islands
- -succession and habitat creation on meander scars
- -the importance of beaver and muskrat
- -levee communities

Coulees

- -micro-climatic interrelationships
- -vegetative and habitat diversity

Valley Wall

-seepage zones

-stratification of communities

-bog communities

c. Palaeontological Resources

Palaeontological resources have been located at three locations in the Meewasin Valley. At two of the locations (Silverwood borrow pit and the Riddell Site) the palaeontological remains consist of plants, invertebrates and vertebrates. The third location, near Ski Jump Coulee on the University Campus, has only vertebrate and invertebrate remains.

3.5 SITE AND STORYLINE LINKAGE

The following data reflect a preliminary attempt to link the heritage resource storyline with specific interpretive sites.(1) As Map 3 indicates the location and extent of lands lying within the MVA Conservation Zone and provides the location of key potential interpretive sites and Conservation Areas it serves as a useful reference for this section.

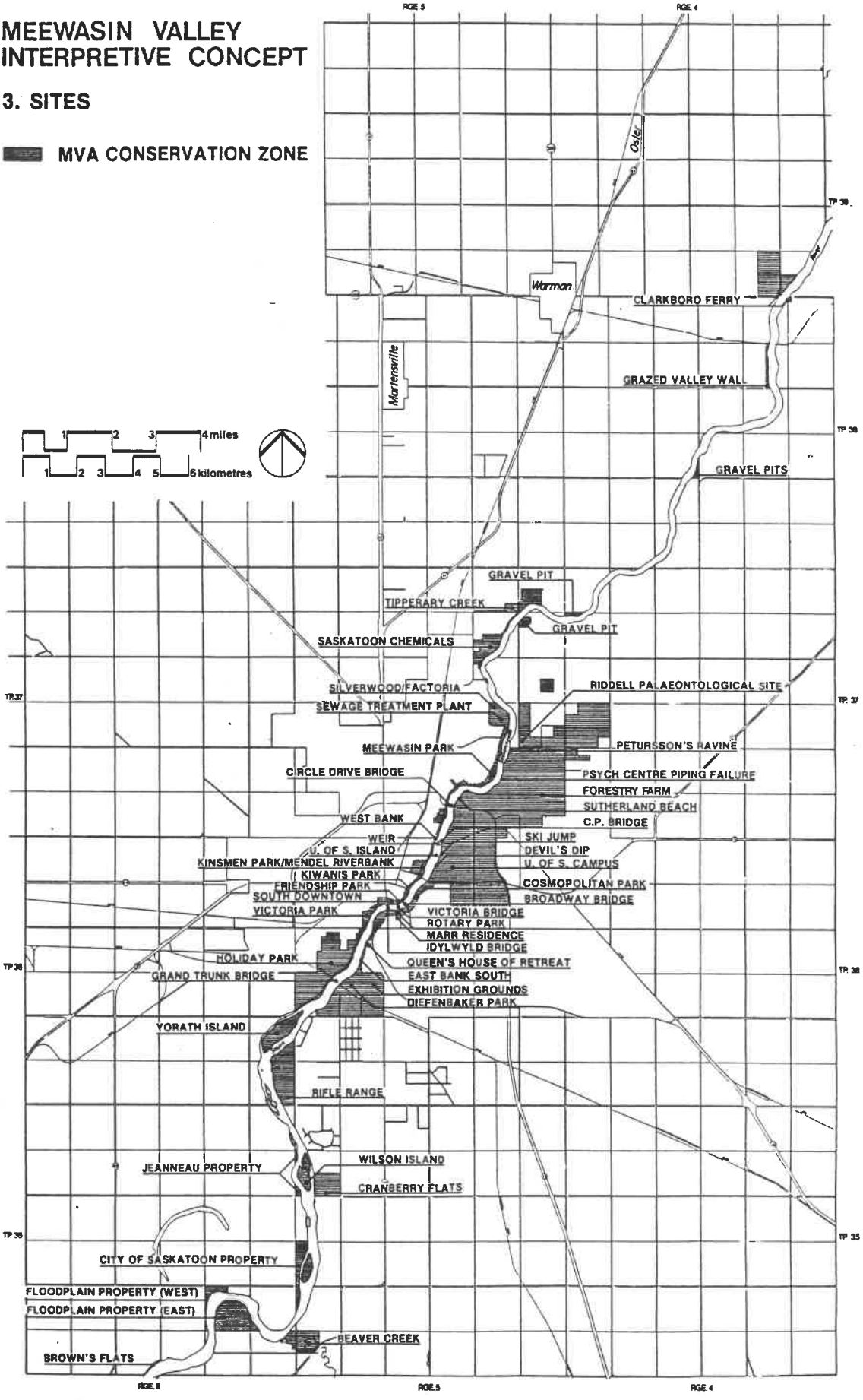
PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
1. GEOLOGICAL RESOURCES	
a. Pre-glacial Period	-no sites
b. Glaciation and Periglacial Period	
i. pro-glacial lakes - lake beds	-no good sites apparent
ii. pro-glacial deltas - sand dunes	-Cranberry Flats -Beaver Creek
iii. eroded till and till plains	-Psych. Centre area -Silverwood borrow pit

(1) As more detailed planning is conducted the links between heritage resource stories and specific sites will come into sharper focus and be thus better able to be described. This detail will assist in ensuring that first-hand experiences will be offered to the public.

MEEWASIN VALLEY INTERPRETIVE CONCEPT

3. SITES

MVA CONSERVATION ZONE



PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
iv. hummocky moraine	-no sites, but good views of Strawberry Hills from several points, including Saskatoon Chemicals, Psych. Centre area, Silverwood site.
v. terraces	-Sutherland Beach -Meewasin Park -several gravel pit sites
c. Post-glacial Period	
i. river channel and floodplain evolution	-Beaver Creek -floodplain property (east) -Wilson Island -Yorath Island -U. of S. Island -islands below weir
ii. coulees	-Beaver Creek -Devil's Dip (U. of S.) -Tipperary Creek -Meewasin Park
iii. valley wall instability	-Beaver Creek -Diefenbaker Park -Queen's House of Retreat -Nutana Collegiate (Rotary Park) -Long Hill (Rotary Park) -15th Street (Cosmo Park) -McCraney Slide (Cosmo Park) -18th Street (Cosmo Park) -President's Residence (U. of S.) -Devil's Dip (U. of S.) -Ski Jump Ravine (U. of S.) -Psych. Centre Piping Failure -Petursson's Ravine
2. BIOLOGICAL RESOURCES	
a. Sand dunes	
i. dune succession and natural stabilization	-Cranberry Flats -Beaver Creek
ii. sand community habitat	-Cranberry Flats -Beaver Creek

PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
b. Eroded till and till plains	
i. unbroken prairie	-Psych. Centre area ?
ii. lichens	-Psych. Centre - Peturrson's Ravine
iii. palaeontological remains	-Silverwood borrow pit -Ski Jump hill -Riddell site (north of Petursson's Ravine)
c. Terraces	
i. stratification of communities	-Meewasin Park -Sutherland Beach -Saskatoon Chemicals
ii. vegetative and habitat diversity	-Sutherland Beach
iii. wildlife diversity	-Sutherland Beach -Meewasin Park
d. River and Floodplain	
i. aquatic invertebrates	-Cranberry Flats -Sutherland Beach
ii. fish	-weir -Sutherland Beach
iii. sand bars/islands	-Brown's Flats -Wilson Island -Yorath Island -U. of S. Island -islands below weir
iv. meander scars - succession/ habitat	-Floodplain property (east)
v. beaver/muskrat	-Beaver Creek -Devil's Dip (U. of S.) -Meewasin Park -numerous other sites
vi. levees	-Meewasin Park
e. Coulees	
i. micro-climate	-Beaver Creek
ii. diversity of habitat	-Beaver Creek -Devil's Dip (U. of S.) -Tipperary Creek
f. Valley Wall	
i. seepage zones	-East Bank (Diefenbaker Park, Psych. Centre, Peturrson's Ravine, Cosmo Park

PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
ii. stratification of communities	-Beaver Creek -Cranberry Flats -Rifle Range -Cosmo Park -Meewasin Park
iii. bog communities	-Psych. Centre Piping Failure -Peturrson's Ravine
3. HUMAN/ENVIRONMENT INTERRELATIONSHIPS	
a. Archaeological Remains	
i. prehistorical settlement patterns	-Tipperary Creek -Beaver Creek
ii. use of local and 'exotic' lithic resources	-various sites
iii. use of local floral and faunal resources (ethnobotany and ethnozoology)	-various sites
iv. metaphysics ?	-Tipperary Creek medicine wheel -probably other sites.
b. Transportation	
i. river transportation	-Rotary Park (steamer berth, sinking of the 'City of Medicine Hat') -Marr Residence (Riel Rebellion, transportation of troops, prisoners and wounded)
ii. overland transportation - railways	-CP Bridge -Grand Trunk Bridge -Idylwyld Bridge -Bessborough Hotel
- historical trails	-Beaver Creek (Round Prairie Trail) -University Drive/Memorial Gates (Batoche Trail) -grazed valley wall ? (Telegraph Trail)
- road transportation	-University Bridge -Victoria Bridge -Broadway Bridge -Idylwyld Bridge -Circle Drive Bridge

PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
	-ferry crossing (Rotary Park) -Clarkboro Ferry -old city cobble streets (Marr Residence area)
c. Land Use	
i. changing land use over time	-Tipperary Creek to Meewasin Park (prehistoric land use, Silverwood Farm, Silverwood Springs, Factoria, agricultural land use at Tipperary Creek, Saskatoon Chemicals, residential development, new golf course)
ii. agricultural practices	-grazed valley wall (overgrazing, irrigation) -Tipperary Creek Valley (overgrazing, creation of 'savanna') -Sutherland Beach (shelterbelts, edge effect) -University of Saskatchewan (agricultural plots, R.O.P. station, animal and poultry science, crop science facilities)
d. Settlement and Urban Development	
i. settlement and early development	-Cosmo Park (Pioneer Cairn, Pugsley and Conn 'house') -Marr Residence -original Victoria School -pioneer cemetery
ii. urban design/planning and protection of riverbank areas from development	-Kiwanis Park -Cosmopolitan Park -West Bank
iii. industrial development	-Factoria -Labatt's
iv. commercial development	-downtown area (C.B.D.)
v. residential development	-Spadina Crescent -University Drive area -Idylwyld area

PROPOSED STORYLINE	POTENTIAL INTERPRETIVE SITES
vi. education and research	-University of Saskatchewan -Innovation Place -Mendel Art Gallery -Forestry Farm
vii. landfilling in the river	-Labatt's fill -Victoria Park -Rotary Park -Meewasin Park
viii. volunteer colonization of riverbank areas by horticultural species of plants	-Cosmo Park -west bank north of CP Bridge
ix. alteration of river channel	-weir -landfill areas -Queen Elizabeth G.S.
x. human settlement and its effect on wildlife (e.g. migration of the magpie, cougar)	-Meewasin Park -numerous other sites
e. Conservation and resource management	
i. slope stability and manipulation	-Cosmo Park -President's residence -Diefenbaker Park
ii. Beaver Creek Park/Conservation Area	-Beaver Creek
iii. Meewasin Valley Authority	-MVA headquarters -Beaver Creek -other sites ?
iv. habitat enhancement	-Labatt's landfill
v. riverbank degradation and restoration	-Labatt's landfill -Diefenbaker Park slide -Devil's Dip -Mendel Riverbank -other sites
vi. water pollution and control	-sewage treatment plant
vii. peregrine falcon restoration	-Bessborough Hotel
viii. heritage building preservation	-Marr Residence -Victoria School -other sites

This data can also be organized in a manner that links the possible storylines to potential interpretive sites. This system thus enables the reader to see not only which storylines are best told at which sites but also the major storylines of each key site.

POTENTIAL INTERPRETIVE SITES	PROPOSED STORYLINE
Brown's Flats	- sand bars/islands
Floodplain Property (east)	-river channel and floodplain evolution -meander scars - succession/habitat
Beaver Creek Conservation Area	-pro-glacial deltas - sand dunes -river channel and floodplain evolution -coulees -valley wall instability -dune succession and natural stabilization -sand community habitat -beaver/muskrat -micro-climate (coulees) -diversity of habitat -stratification of communities -historical trails -Beaver Creek Park/Conservation Area -Meewasin Valley Authority -pre-historical settlement patterns
Cranberry Flats	-pro-glacial deltas - sand dunes -sand dune succession and natural stabilization -sand community habitat -aquatic invertebrates -stratification of communities
Wilson Island	-river channel and floodplain evolution -sand bars/islands
Rifle Range	-stratification of communities
Yorath Island	-river channel and floodplain evolution -sand bars/islands
Queen Elizabeth G.S.	-alteration of river channel
Grand Trunk Bridge	-railways
Diefenbaker Park	-valley wall instability -seepage zones -slope stability and manipulation -riverbank degradation and restoration

POTENTIAL INTERPRETIVE SITES	PROPOSED STORYLINE
East Bank South	-valley wall instability -settlement and early development -industrial development -residential development -landfilling in the river -alteration of river channel -habitat enhancement -riverbank degradation and restoration
Victoria Park	-landfilling in the river -alteration of river channel
Idylwyld Bridge	-railways -road transportation
Rotary Park	-valley wall instability -river transportation -road transportation -landfilling in the river -alteration of river channel
Marr Residence	-river transportation -road transportation (cobble streets) -settlement and early development -heritage building preservation
Victoria Bridge	-road transportation
Downtown Area (C.B.D.)	-commercial development
Broadway Bridge	-road transportation
Cosmo Park Area	-valley wall instability -seepage zones -stratification of communities -historical trails -settlement and early development -residential development -volunteer colonization by horticultural plant species -urban design/planning and protection of riverbank areas
Bessborough Hotel	-railways -peregrine falcon restoration

POTENTIAL INTERPRETIVE SITES	PROPOSED STORYLINE
University Campus	-coulees -valley wall instability -palaeontological remains -beaver/muskrat -diversity of habitat -agricultural practices -settlement and early development -education and research -slope stability and manipulation -riverbank degradation and restoration -heritage building preservation -historical trails
University Bridge	-road transportation
West Bank (Kiwanis Park, Mendel Art Gallery, Mendel Riverbank, Spadina Crescent)	-urban design/planning and protection of riverbank areas -residential development -riverbank degradation and restoration -volunteer colonization by horticultural plant species -education and research
U. of S. Island	-river channel and floodplain evolution -sand bars/islands
Weir	-fish -alteration of river channel
Islands below weir	-river channel and floodplain evolution -sand bars/islands
CP Bridge	-railways
Sutherland Beach	-terraces -stratification of communities -vegetative and habitat diversity -wildlife diversity -aquatic invertebrates -fish -agricultural practices -road transportation (Circle Drive Bridge)
Psych. Centre area	-eroded till and till plains -hummocky moraine (visual linkage) -valley wall instability -unbroken prairie ? -lichens -seepage zones -bog communities

POTENTIAL INTERPRETIVE SITES	PROPOSED STORYLINE
Petursson's Ravine	-valley wall instability -lichens -palaeontological remains (Riddell site) -seepage zones -bog communities
Meewasin Park	-terraces -coulees -stratification of communities -wildlife diversity -beaver/muskrat -levees -landfilling in the river -alteration of river channel -human settlement and effect on wildlife
Sewage Treatment Plant	-water pollution and control
Silverwood/Factoria	-eroded till and till plains -hummocky moraine (visual linkages) -palaeontological remains -changing land use over time -industrial development
Saskatoon Chemicals Area	-hummocky moraine (visual linkage) -stratification of communities -changing land use over time
Tipperary Creek	-coulees -diversity of habitat -changing land use over time -agricultural practices -prehistorical settlement patterns -metaphysics ?
Forestry Farm	-education and research
Gravel Pits	-terraces
Grazed valley wall	-agricultural practices -historical trails ?
Clarkboro Ferry	-road transportation
MVA Headquarters	-Meewasin Valley Authority

3.6 SIGNIFICANCE AND POTENTIAL OF HERITAGE RESOURCES

In discussing the significance and interpretive potential of the heritage resources in the Meewasin Valley, three somewhat distinct perspectives are required. The first relates to the academic or scientific 'significance' of the individual resources themselves (which is often equated with the 'uniqueness' of the resources on a local, provincial or national scale). In this sense, the heritage resources of the Meewasin Valley would be, with few exceptions, of local significance. Exceptions might include a number of the buildings on the University of Saskatchewan campus (the Collegiate Gothic architectural style is probably unique on the Prairies, and their role in the life of the province is of provincial significance); the Mendel Art Gallery, (the design of which resulted from a national design competition); and Tipperary Creek. Aside from the few exceptions, however, the individual resources of the Meewasin Valley should not be considered unique or particularly spectacular. Their value is that they are good representative or typical examples of many of the processes, flows and interrelationships that come into play as a prairie river valley takes shape.

The second perspective is the value of the heritage resources because of their situation and distribution. In this sense they are of considerably greater significance. As the resources are situated either within or in close proximity to a major urban centre they are both easily accessible and highly visible. The concentration of these resources in relatively small areas (e.g. Tipperary Creek and Beaver Creek Conservation Areas, the downtown area) also offers special opportunities to tell a variety of stories about the cultural and natural history of the northern plains and of a prairie river.

The third perspective is their value as a component of an integrated interpretive program. In this sense, the collective resources of the Valley, with associated interpretive development, would be of at least provincial significance. The potential for an overall interpretive program in the Meewasin Valley to relate the geological, biological and anthropological processes and interrelationships that have worked and continue to work in the shaping of Saskatoon, is indeed great. Further,

an integrated interpretive program based on the diversity of resources in the Valley would be unique in terms of both its scale and the diversity of the stories that could be told.

3.7 INTERPRETIVE THEME

Upon reviewing the heritage resource analysis it is evident the storyline requires a perspective to ensure that a fragmented message won't be delivered to the public. (As an example the separation of geological and biological resources is artificial and occurs solely to illustrate the linkage among proposed stories and potential interpretive sites). When the actual interpretive message is delivered to the public, however, interrelationships and the dynamics of the valley processes need to be emphasized. If the message is not approached holistically there is a danger that the public will view each story as separate, static and not linked to the whole story - the whole story being a prairie river shaping a valley that has become a major settlement area.

An interpretive theme can provide such a basic foundation upon which the essential message and storyline can be based. In this sense an interpretive theme must meet the following criteria: to state a storyline in a clear, concise but holistic manner; to provide a phrase around which interpretive programming can be structured; to focus perspective and direction for future interpretive planning; to set a mood; and to become a program signature. Finding a phrase to meet these criteria is indeed a hard task. The final product can be either written precisely or elaborately, as long as the words used are perfectly clear and the statements provide a firm foundation for storyline development.

Upon reviewing the heritage analysis the study team felt that a certain dynamic emerged - the Meewasin Valley was changing, was taking shape. Some changes were good, some were bad; but slowly, over time, a shape or pattern was forming. Saskatoon as a city is taking shape, the river valley is taking shape as the South Saskatchewan flows northward, land use along the river banks is taking shape - the shape reflecting a pride for the past and a concern for the future. It became evident that there was an opportunity for the public to experience a river in the act of creating a landscape ; to

experience a river valley and settlement taking shape.

'Taking Shape' thus evolved as an imaginative theme capable of illustrating the exciting dynamics of the Meewasin Valley. 'Taking Shape' emerged as a vehicle to be used to assist in interpreting to the public the everchanging processes of a river valley. 'Taking Shape' suggests continuing changes, creation and re-creation, regeneration, motion, forming and re-forming, shaping and re-shaping. All parts of the valley are interacting and affecting in some way the future shape of the Meewasin Valley and the City of Saskatoon.

The phrase 'Taking Shape' is in itself dynamic, it reflects life and vibrancy and clearly projects the diverse and ever-changing natural and cultural resources of the Meewasin Valley. In turn this phrase also meets the stated criteria for a theme: 'Taking Shape' is a clear and concise statement of the storyline; 'Taking Shape' is a phrase upon which interpretive programs can be structured; 'Taking Shape' focuses a direction for future interpretive planning; 'Taking Shape' sets a mood; and 'Taking Shape' can become a program signature.

3.8 INTERPRETIVE SUB-THEMES

As the analysis of the heritage resource continued, four sub-themes emerged as logical extensions of the theme 'Taking Shape'. These sub-themes were: 'Valley Formation', 'The Living Environment', 'Settlement' and 'Land Use'. Each of these sub-themes allows the resource to be described and/or experienced from a slightly different perspective, thus adding a broad dimension to the storyline of the Meewasin Valley.

Valley Formation: To be used in the context of landform, river channel and floodplain evolution. As this evolution occurs various biological communities emerge. The dynamics of landforms and landforming processes are inextricably tied to the biological processes and communities that occur in association with them, and to the settlement and land use patterns on them. The storyline will focus upon glaciation and de-glaciation, fluvial processes, eroded till and till plains, terraces, moraines, coulees, the river channel and the river valley wall. Continual exposure to the formative processes of the South Saskatchewan River Valley is crucial to the visitor.

The Living Environment: To describe the numerous biological communities found along the river and their interrelationships with other landscape components. Each community arises within the context of the Aspen Parkland and the presence of the South Saskatchewan River. The visitor must experience the biological resources of the river itself, the river edge, the banks, the valley walls, coulees, etc., all in relationship to the prairie and the effect the River has on the plant and animal communities of the area.

Settlement: Settlement, in its broadest context, has been occurring in the Saskatoon area for thousands of years. From pre-European influence and the story of the native tribes and cultures, through to the present settlement of Saskatoon, on to the tremenduous potential of the future - each is a story worth knowing; each is a story that can be easily experienced by the visitor. The history of the area, the evolution of a community and the effect of the South Saskatchewan River on settlement patterns can easily be presented along the Meewasin Valley.

Land Use: Land use is closely linked to the 'Settlement', 'The Living Environment' and the 'Valley Formation' sub-themes. Here is the story of 'man and the land'; the effect the biological, geological and climatological characteristics of the area had on how the land was used; the successes - the failures; the gradual shaping of land use patterns throughout the region . Changing land use over time, agricultural practices, the presence of a university, urban and industrial growth, pollution and the resultant need for conservation together form a pattern that can be easily experienced and understood by the visitor.

3.9 SUMMARY

This section has presented the cultural and natural resource storyline that visitors should be experiencing. Potential sites and specific storylines have been linked. The theme 'Taking Shape' and the four sub-themes: 'Valley Formation', 'The Living Environment', 'Settlement' and 'Land Use' have been described.

The heritage resources of the Meewasin Valley offer a most enriching story that begs to be shared with the visitor. This type of 'urban interpretation' is not that commonly implemented. Thus the very act of implementing an interpretive program elevates the resources to one of value and significance to the entire province.

4. WHO IS THE PROGRAM FOR? - AUDIENCE AND MARKET ANALYSIS

4.1 INTRODUCTION

The program goals and objectives have been described, the heritage resource analyzed with themes and sub-themes identified. The task now is to identify and priorize the target audience groups, their characteristics, their needs and their wants.

When identifying the target audience it is essential to remember that the population is a dynamic entity, characterized by definite trends in structure and behaviour. As an interpretive concept is for both the short and long term, understanding these population characteristics and trends is essential. Knowledge of these characteristics, trends and demographic information is essential if one wishes to develop an interpretive concept with some assurance.

It should be recognized that the analysis that follows is not set out in the detail necessary to develop specific interpretive techniques beyond a conceptual framework. However at the concept level the data is sufficient to determine program direction and identify target audience priorities.

4.2 BACKGROUND DATA

The background information accompanying this concept includes a comprehensive assessment of the many factors affecting audience groups and therefore interpretive programming priorities. The main items contained in the assessment are summarized below:

a. Leisure Trends:

- there is a significant and continuing trend toward increased leisure time.

- the way in which people are using their leisure time is changing, with increased emphasis being placed on activities that focus on family and friends. Interpretation and other forms of non-consumptive educationally-based pursuits such as touring, attending exhibits and discovering the environment are therefore increasing in popularity.

-changes in behaviour and demands will reflect reduced impact of school vacation schedules on timing of recreational activities. There will be an increased need for improved accessibility of recreational sites.

-increased energy costs will result in people travelling less frequently and with more forethought. Travel to destinations closer to home or to mass transit centres is going to increase. Visitors will increase their length of stay rather than visit a number of destinations on one trip.

-a renewed interest in history and geneology is stimulating interest in historic site preservation and interpretation.

b. Demographic Trends:

-the age structure is expected to change dramatically in the next 15-20 years, with the median age increasing to 36 years by 2001 (from 27.8 years in 1976 and 25.4 years in 1966).

-a much larger proportion of our population will be in the 45+ age group.

-the young adult age group (less than 30 years) is expected to experience high unemployment for a considerable period, and will thus have less disposable income and be less likely to travel for recreational purposes.

-the size of the more affluent age group (45+ years) will continue to grow. This group will become continually more significant with its own wants, needs and behavioural patterns.

-the proportion of retired people will grow (because of the ageing population and increasing numbers taking early retirement.

c. Saskatoon Trends:

-Saskatoon's 1984 population is in excess of ±165,000. A steady growth is anticipated.

-approximately 360,000 people live in Saskatoon and region (i.e. within a two-hour drive of the city).

-in 1982 approximately 1.5 million person trips were made to Saskatoon by Canadians, of which about 85% were made by Saskatchewan residents and 15% by Canadians from other provinces.

-generally about 75% of the trips to Saskatoon are for reasons other than business.

-Saskatoon is the destination for about 23% of all person trips made by Canadians to or within Saskatchewan.

-assuming similar patterns of visitation, Saskatoon is the destination for 40,000 - 45,000 Americans and 9,000 - 10,000 visitors from other countries. 90 - 95% of these visits are for reasons other than business.

All of the above changes in structure will increase the demand for tourism and recreational services, facilities and programs (including interpretation) in the Saskatoon area. Thus the potential role that an MVA interpretive program could play as a component of Saskatoon's tourism industry must be recognized. Generally speaking, tourism benefits occur when more tourists are attracted to a city; when tourists extend their stay in a city; and/or when tourists return to a city on subsequent trips. It is probably unreasonable to expect an interpretive program in Saskatoon to have a significant effect as a tourism 'draw'. Similarly, the length of stay is usually planned ahead and is relatively fixed. However, if tourists, once in the city, experience the interpretive program and have an enjoyable time in the MeewasinValley, the memory of such an experience can be important in getting them to return to the city. Therefore when developing programs for non-resident target groups (tourists) it is logical to stress the strategic goal of "facilitating appropriate use and enjoyment of the Meewasin Valley's heritage resources.

4.3 TARGET AUDIENCE GROUPS AND PRIORITIES

The priorization and ranking of audience groups for an interpretive concept must reflect a number of factors:

That the greatest initial positive impact of an interpretive program can be achieved by targeting those individuals that stand to 'gain' the most from an interpretive program (through increased knowledge, understanding and awareness); and that have the greatest potential (through appropriate and inappropriate behaviour) to affect the Meewasin Valley and its resources;

That the ranking of target audiences is intended only to indicate priorities; it is not to suggest that programming will be developed for any audience(s) to the exclusion of any other audience(s);

That limited financial resources will not permit all target audiences to be 'reached' to the fullest extent possible;

That implementation of an interpretive program will need to be phased;

> That the interpretive program initially be designed to assist those individuals with little knowledge, understanding and/or awareness to learn; whereas the goal for those individuals with knowledge, understanding and/or awareness will be to reinforce their beliefs and behaviour. It is anticipated that the reinforcement role of the interpretive program will increase in importance over time, as the general level of awareness of the target audiences increases.

Because of the dynamic nature of our society it is clear, with perhaps the exception of the school audience, that there will be long term changes in the structure of the audience population. It is therefore anticipated that target audience group priorities may also change. However for the present and short term future, the following guidelines should be followed:

1. People with relatively little knowledge, understanding and/or awareness of the Meewasin Valley and the MVA should be considered a higher priority target audience than those with a relatively high level of knowledge, understanding and/or awareness.

2. Regardless of relative levels of knowledge, understanding and/or awareness of the Meewasin Valley and the MVA, City of Saskatoon residents should be considered a higher priority audience group than non-residents.

The target audience for the MVA can then be ranked:

1. Residents of Saskatoon with relatively little knowledge, understanding and/or awareness of either the Meewasin Valley or the MVA.

2. Residents of Saskatoon with a relatively high level of knowledge, understanding and/or awareness of either the Meewasin Valley or the MVA.

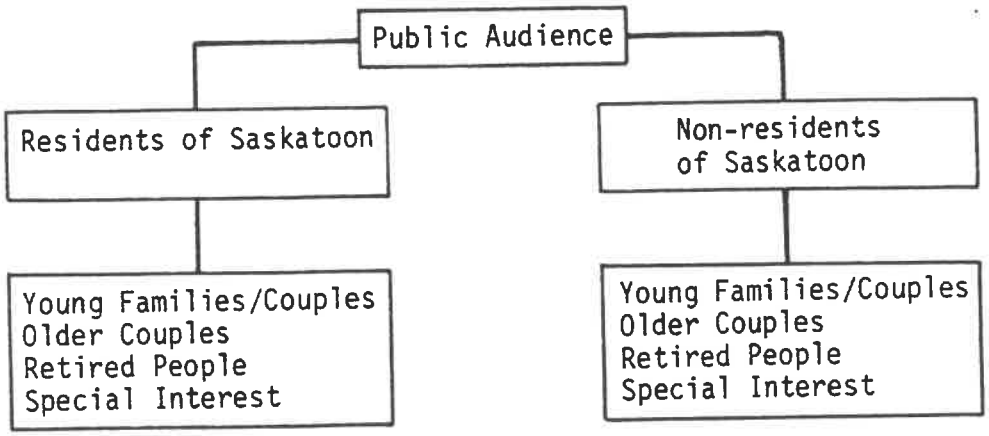
3. Non-residents of Saskatoon with relatively little knowledge, understanding and/or awareness of either the Meewasin Valley or the MVA.

4. Non-residents of Saskatoon with a relatively high level of knowledge, understanding and/or awareness of either the Meewasin Valley or the MVA.

The Meewasin Valley target audience is divided into 2 main groups: the public and schools. With reference to the relative priority of the public program and the school program, at the conceptual level both programs and audience groups will be viewed as important. Priorizing the public and school programs should more appropriately occur at a more detailed planning level. More information is required on the characteristics, needs, and demographics of the two audience groups before target decisions can be made regarding site and story suitability.

4.4 PUBLIC AUDIENCE DESCRIPTION

There are many ways of analyzing or subdividing the public audience. Often the first step is to divide the public into residents and non-residents. These categories can be subdivided into 4 smaller groups: young families/couples; older couples; retired people; special interest. The public audience then consists of:



At the conceptual level young families/couples, older couples, retired people and special interest are each considered important and no priority decisions will be applied. This priorizing is more appropriate at the detailed planning level when site and story suitability is considered. It must be remembered however that within each of these 4 public groups individuals can be either residents or non-residents of Saskatoon, and/or individuals can have varying levels of knowledge, understanding or awareness of the Meewasin Valley and the MVA.

What follows is a summary of the data found in the background information of this report for each of the four public audience groups.

a. Young Families/Couples

- the trend toward later marriages, fewer children and increased emphasis upon professional careers (with both parents frequently working) will continue.
- emphasis upon shared family experiences will continue as a major leisure time focus.
- many young families will be relatively affluent because of both parents working.
- with both parents working, available vacation time will be restricted and demand will grow for shorter-period holiday activities, some of which will be sought close to home.
- families will seek to offset any decreases in structured, school-based, out-of-school education by pursuing individual family activities which have an educational value.
- families will show an increased desire to attend activities and facilities which are self-directed and organized.

b. Older Couples

- the well-educated, relatively affluent 45+ group will continue to place increased emphasis upon collecting experiences, increasing knowledge and understanding the environment.
- as children grow older and move away, older couples will have increased personal leisure time to devote to recreational pursuits and experiences.
- interesting activities/events close to home will provide an important component of their daily lives.

- as the 45+ age group increases in relation to population, they will constitute an ever-increasing proportion of the recreational/interpretive audience.

c. Retired People

- institutionalized living will increase considerably as the population ages and health care services expand.

- institutionalized living will require and permit increased programming for the elderly.

- retired people will become a significant audience segment. Their flexible hours and availability during the week can be used to advantage.

- preparation for retirement will stress the need to participate and remain active - as a result, educational experience will increase in importance for the elderly.

- interpretive facilities will need to provide access to and meet the special needs of the elderly.

- the elderly will become an organized interest group demanding greater special service delivery.

d. Special Interest

- although the activities and programs of special interest groups may be affected by budgeting constraints, the need to support special interest groups, particularly the handicapped, will continue.

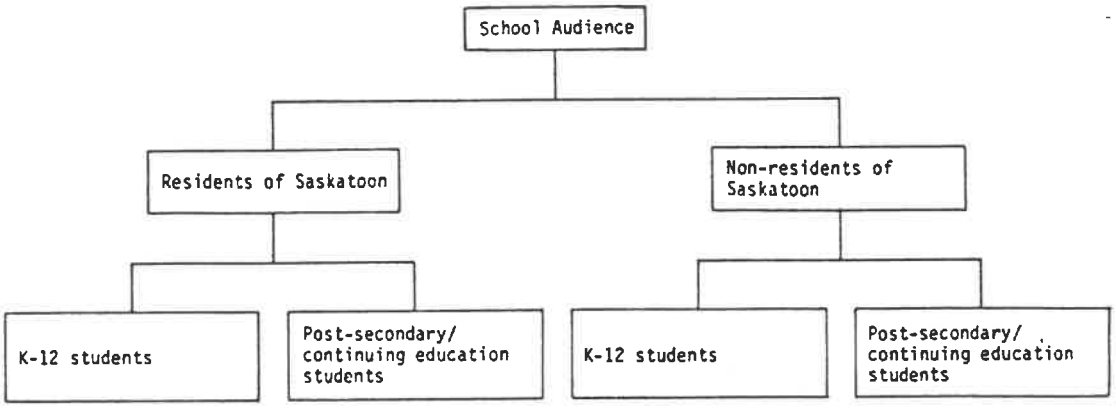
- interest groups will continue to lobby in support of their special interests and causes, and may have to increase their political activism in the face of funding cutbacks.

- public agencies will respond to the requirements of special interest groups.

- interest groups not as reliant on public funding (natural history, environmental or heritage societies, cubs, scouts, guides, etc.) will make use of educational opportunities with or without interpretive programs. Their use of facilities would be expected to increase with the development of interpretive programs.

4.5 SCHOOL GROUP AUDIENCE DESCRIPTION

For programming purposes the school audience has been traditionally subdivided into kindergarten through Grade 12 students (K-12) and post-secondary/continuing education students. Like the public audience school groups can be either residents or non-residents of Saskatoon. Until now the MVA school program has been directed only towards residents but in the future a broader marketing scope is expected to include non-residents. The school audience consists of:



At the conceptual level K-12 students and post-secondary/continuing education students are each considered important. Priority decisions will be made at the more detailed planning level. However it must be recognized that certain priority decisions regarding residency and degree of knowledge/awareness of the Meewasin Valley and the MVA have been made. As specifically applied to school groups these rankings are:

1. K-12 students of the Saskatoon Public and Separate School Boards (residents of Saskatoon; little knowledge understanding and/or awareness).

2. Post-secondary/continuing education students enrolled at Kelsey, University of Saskatchewan or Continuing education (residents; more knowledge, understanding and/or awareness).

3. K-12 students in Public and Separate systems outside Saskatoon (non-residents; little knowledge, understanding and/or awareness).

4. Post-secondary/continuing education students enrolled in institutions outside Saskatoon (non-residents; more knowledge, understanding and/or awareness).

A brief description of school audience trends and grade characteristics follows:

a. Trends

- despite projected population growth, it is anticipated that school enrolments will grow at lower rates over the next ten years as average family size falls.

- summer environmental program interest is expected to increase. More families have both parents working, and increased emphasis is being placed on environmental awareness and the development of appropriate attitudes and behaviour among children.

- budget restrictions are expected to remain a limiting factor in the provision of opportunities for out-of-school education.

- greater organizational commitment and volunteer assistance may be required to provide out-of-school education in lieu of teachers and resources.

b. Grades K-4 (1)

K-4 students are likely to utilize sites that are close-at-hand, such as parks and green spaces close to their schools. Teachers of these classes usually take the children out for short periods, often spontaneously, rather than for full-day trips.

c. Grades 5-8

Program priorities for these grades must be based on previously made decisions and agreements that might affect out-of-school opportunities.(2)(3)

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(1) Please refer to Background Information Document for statistics on school enrolments.

(2) Reference: Abraham, M. A Proposal for Beaver Creek Conservation Area School Program Plan. October 1983.

(3) Saskatoon Public Board of Education - Out of School Education Study, 1984.

Beaver Creek Conservation Area has already been targeted for Grade 5.

Grade 6 has frequently been identified by school boards, in this and other provinces, as the ideal grade level for a program at a live-in residential school because of the nature of the student and his/her less specialized curriculum. Such a centre allows for the creation of a high-quality, multi-disciplinary out-of-school experience.

As the themes of the grades 7 and 8 Life Sciences and Earth Science curriculum mesh closely with the major stories of the Meewasin Valley, teachers of these students may wish to utilize MVA sites for field trips. However because Life and Earth Science teachers tend to be more specialized in their subject areas they may appreciate assistance with the identification of sites for use by 7's and 8's. The responsibility for specific on-site programming will be left up to them.

d. Grades 9-12

In contrast, grades 9-12 have a more specialized curriculum. Appropriate approaches may therefore be of the 'resource inventory' nature carefully linked to MVA sites and the curriculum.

e. Post-secondary/Continuing Students

Although post-secondary and continuing students appear as a 'lower priority' than school children in the audience analysis it is important to point out that the use of MVA sites by these students is not deemed any less valuable. Opportunities abound for post-secondary students to experience the natural and cultural resources of the Meewasin Valley. The difference in priority lies in the level of MVA staff involvement in post-secondary programming and in the types of approaches appropriate for this level of student. Liaison, controlled access to MVA sites and the development of resource materials are possible approaches for this target group. In this regard it will be especially important that the MVA liaise with instructors at these levels to explore the possibilities for getting post-secondary students in touch with the resources of the Meewasin Valley. As a specific example it is clear that Resource Conservation and Recreational Technology students at Kelsey Institute could benefit from field experiences utilizing MVA sites. Another example would be the potential for U. of S. education students to use adjacent riverbank areas for practicums in out-of-school instruction. Many types of involvement are possible and there is no doubt more ideas will emerge.

4.6 SUMMARY

The need to thoroughly examine the audience to identify specific characteristics relevant to interpretive programming has been recognized. Priority decisions were made between residents and non-residents and those individuals who have/haven't awareness or knowledge of the Meewasin Valley or the MVA's activities. The public and school audiences were examined in more detail.

5. HOW? WHEN? WHERE? A CONCEPTUAL INTERPRETIVE PLAN

5.1 INTRODUCTION

The interpretive goals have been set out; the heritage resources analyzed; themes and sub-themes outlined; and the audience described. Each of these tasks has provided valuable information for the development of an interpretive concept. Each has contributed to a pattern, a program progression ultimately leading toward an interpretive concept. What remains is to describe an approach that details how, when and where the message will be delivered.

It should be noted that a wide range of interpretive techniques exist - each excellent, given the proper situation and suitable audience. Generally speaking these techniques can be classified as either personal or non-personal. Some of the more common personal techniques are information/orientation; conducted activities, roving (walks and tours); talks and living interpretation. The more common non-personal activities are audio-visual presentations, exhibits, self-guided trails and tours, signs with labels and publications.

Recognizing that personal contact is highly effective and often preferable to non-personal activities, conceptual plans should present a flexible approach that allows either to be utilized depending on the staffing and financial ability of the agency involved. In turn, a range of development is available, from those programs requiring large capital investment and funding to operate, through to those programs that operate 'on a shoestring'. A conceptual plan must allow for a range of capital development as well as freedom to adjust the personal/non-personal balance.

5.2 EXISTING INTERPRETIVE PROGRAMS

There are few agencies presently interpreting the natural resources of the Meewasin Valley. Among those programs are the University of Saskatchewan (patterson Gardens, use of certain areas of campus for biological and educational purposes); the Forestry Farm Zoo (in which North American and more specifically prairie and boreal forest exhibits, are being redeveloped); some small public displays at the Prairie Migratory Bird Research Centre, and a casual program associated with cruise boats on the river[1]. Although the MVA needs to have little concern about interfering with established interpretive programs telling a natural history story, every attempt should be made to liaise in a positive manner.

At present more agencies are offering cultural resource interpretive programs than natural resource interpretive programs in the Saskatoon area. Among those cultural programs are: the Mendel Art Gallery, the Saskatoon Public Library, the Western Development Museum; the Ukrainian Museum; the Diefenbaker Centre; tours of the University of Saskatchewan; the Little Stone School House; boat cruises on the river; and walking tours of downtown Saskatoon.

The existence of these interpretive programs provides the MVA with an opportunity to establish liaison, to integrate with and perhaps even co-sponsor, rather than duplicate, the interpretive stories that are already being told by other agencies[2].

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(1) It is understood that Saskatchewan Parks and Renewable Resources offers an interpretive program at Pike Lake Provincial Park. Although the Park lies outside the Meewasin Valley, opportunities may exist for the MVA to integrate its interpretive programs with Pike Lake.

(2) The potential for interpreting some aspects of the natural (and indeed cultural) resources of the Meewasin Valley in various museum displays on the University of Saskatchewan campus should be noted especially since the feasibility of establishing a University of Saskatchewan museum program on campus is currently under investigation.

5.3 THE INTERPRETIVE UNITS

Interpretive units are a technique used to help place specific sites into the context of both the themes and sub-themes, and the visitors' experience. Each interpretive unit provides an opportunity for the audience to experience a different perspective of the Meewasin Valley.

To define the interpretive units a specific process was followed. First the cultural and natural resources were plotted separately (Maps 1 and 2). Second, a composite picture of the distribution of these resources was obtained by overlaying these two maps. This overlay procedure illustrated a number of 'concentrations' of heritage resources in the Meewasin Valley. It was these concentrations, or clusters, of resources that began to define the areas where a wide variety of stories could be told. After considering both the nature and types of the resources and possible stories in these clusters, and the four sub-themes which are intended to provide different perspectives for the stories, it was possible to establish boundaries for several interpretive units. The result of this process was the emergence of six major areas of interpretive opportunity. These interpretive units are (Map 4):(1)

Beaver Creek Interpretive Unit
Cranberry Flats Interpretive Unit
City Centre Interpretive Unit
University Interpretive Unit
Sutherland Beach Interpretive Unit
Silverwood/Tipperary Creek Interpretive Unit

Recognizing the theme of 'Taking Shape', and the role the South Saskatchewan River plays in this shaping process one can visualize how the experience of the visitor changes as he/she moves from interpretive unit to interpretive unit along the river. Each unit is different and each affords an exciting opportunity to experience the heritage resources of the Meewasin Valley.

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(1) It is noteworthy that the units identified in this manner display considerable similarity to, and from an interpretive planning perspective would seem to re-inforce, Moriyama's outline of links and nodes in the Meewasin Valley.

MEEWASIN VALLEY INTERPRETIVE CONCEPT

4. INTERPRETIVE UNITS

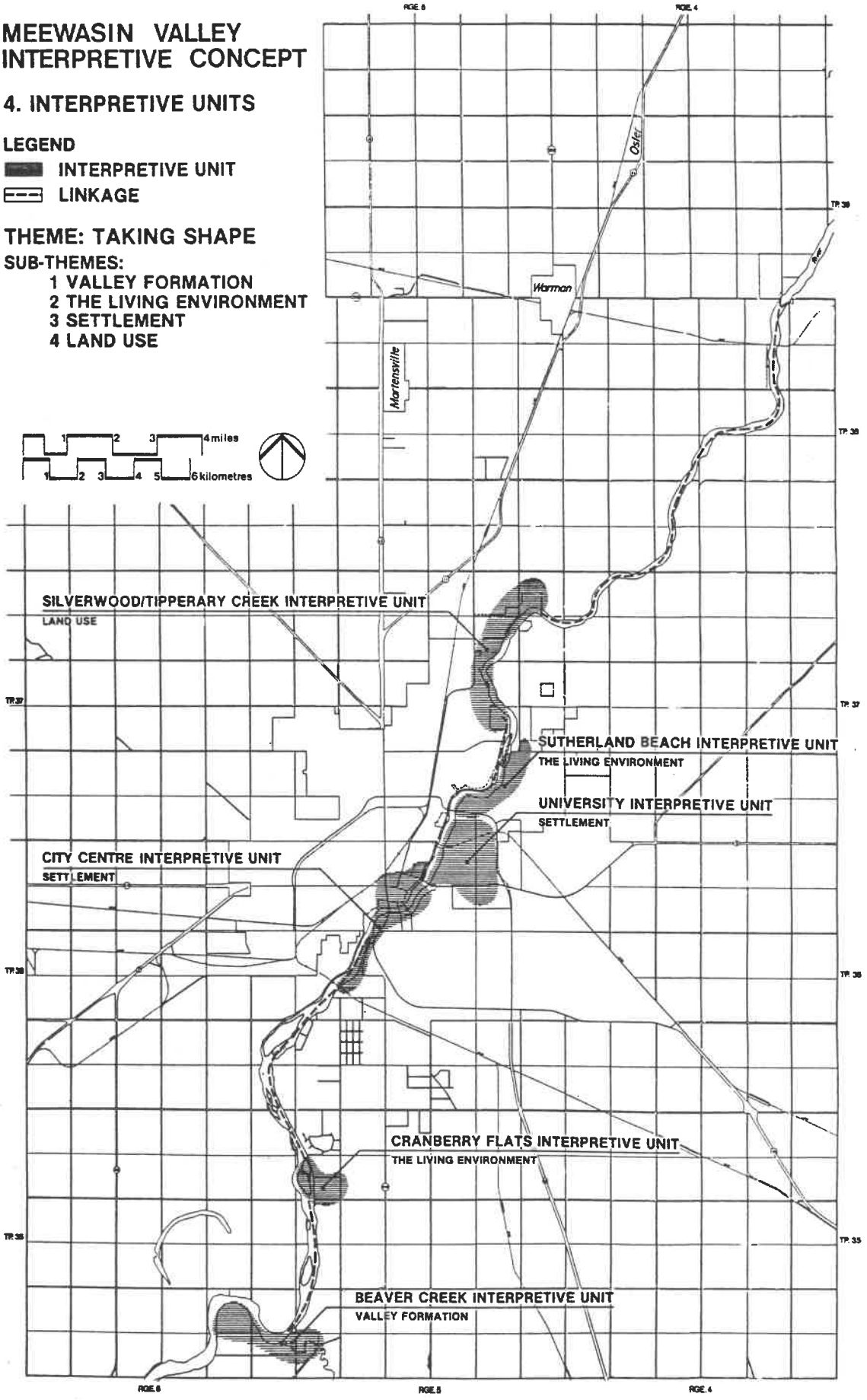
LEGEND

- INTERPRETIVE UNIT
- LINKAGE

THEME: TAKING SHAPE

SUB-THEMES:

1 VALLEY FORMATION
2 THE LIVING ENVIRONMENT
3 SETTLEMENT
4 LAND USE



It is the river which provides the critical linkage between each of the units and, in that sense, interpretive opportunities along the river can serve to tie the six units together both physically and in terms of the perspectives from which the story of the Meewasin Valley can be told.

Stories related to Valley Formation, The Living Environment, Settlement and Land Use can all be told in every unit. However, the unique context of, and combination of resources within a given unit suggests that all of these stories would most appropriately be told from one perspective: the sub-theme for that unit.

5.3.1 Beaver Creek Interpretive Unit

The Beaver Creek Conservation Area is, in many ways, the Meewasin Valley in microcosm. It contains within its boundaries some classic and easily-seen examples of fluvial processes and the products of these processes, including a meandering stream (complete with point bars, cut banks, cut-offs, etc.). The presence of water has resulted in an area rich in plant and animal diversity, concrete evidence of human use that has been on-going for thousands of years and impressive examples of unstable valley walls. Recent activity by the MVA provides excellent examples of site restoration and resource management, necessitated by many years of heavy recreational use. Abrupt changes in visual, biological and topographic characteristics all afford a variety of experiences in a very small area, and all relate to the evolution of a prairie stream valley.

Immediately upstream of the Beaver Creek Conservation Area, on the east bank of the river, there are opportunities to see and learn about a meandering river at full scale. Meander scrolls on the inside of a river bend have been successively colonized by plant species that provide ideal habitat for birds and both large and small mammals. The fertile alluvial soils of this floodplain area have been cleared and are cultivated, opening up meadows in the floodplain forest, further enhancing wildlife habitat.

Thus there are a variety of stories to be told in the Beaver Creek Interpretive Unit, but they can all be related to the formation of a prairie river valley.

THEME: Taking Shape
SUB-THEME: Valley Formation

5.3.2 Cranberry Flats Interpretive Unit

The Cranberry Flats property and Wilson Island are presently one of the most popular summer recreational areas for people in and around Saskatoon wishing to 'spend a day at the beach'. In addition, the area exhibits a broad diversity of biological communities and habitat conditions, ranging from the bare, unstabilized sand dunes and vegetated, stabilized dunes of the upland, through a steep sandy valley wall, partially covered with extensive juniper growth, to the floodplain and island communities where groves of some of the largest cottonwoods in the Meewasin Valley are intermixed with unvegetated, migrating sandbars in the river channel. Stories in this unit can relate to the historical importance of Cranberry Flats as a popular recreational area in Saskatoon, the evolution of the upland sand dunes and floodplain sandbars and islands, the inappropriate use and abuse to which the area has been put over the years, the processes of natural restoration and stabilization that are on-going and, it is to be hoped, the conservation measures undertaken to protect and restore this special and ecologically sensitive sand dune area. This ecological sensitivity and biological diversity is perhaps the key to interpretation in the Cranberry Flats Interpretive Unit. The interrelationships between the biological community and the landforms; the need to recognize that inappropriate use can so easily disrupt the delicate balance that exists in those communities; and the procedures and techniques that can be used to maintain this balance; are all there to be told at Cranberry Flats.

THEME: Taking Shape
SUB-THEME: The Living Environment

5.3.3 City Centre Interpretive Unit

The City Centre Interpretive Unit focuses on the original area of urban development in Saskatoon. On the east bank, it includes the early residential areas including University Drive, Saskatchewan Crescent and the Idylwyld area. On the west bank, it includes the commercial core of the city. A northward extension on the west bank incorporates the Mendel Gallery in this unit. To the south, the unit projects along the east bank as far south as the Grand Trunk Railway Bridge. Within this interpretive unit lie numerous historical buildings and other structures, examples of contemporary buildings that are of major significance from the perspective of urban planning and architectural design, major urban park areas along the river (ranging from fully developed to near-natural conditions), important historical and contemporary transportation resources and sites, some examples of the early industrial development in Saskatoon, classic examples of unstable valley wall conditions, and a landfill area along the river that could, over time, represent a novel and innovative approach to 'land creation' on the prairies. The diversity of resources and stories in the area is clear. But again, the perspective from which these stories could most appropriately be told is also clear. The settlement and urban development of Saskatoon began here and is still focused here. The city centre is perhaps the one area of Saskatoon seen most often by the most people (residents and non-residents alike); it is a place full of activity: business, shopping, cultural, recreational and residential activity. This is the area where the settlement and development of Saskatoon provides the best perspective for all interpretive stories.

THEME: Taking Shape
SUB-THEME: Settlement

5.3.4 University Interpretive Unit

The University Interpretive Unit includes the main campus of the University of Saskatchewan, Innovation Place, Patterson Gardens, University cropping and experimental plot areas south and west of Circle Drive and the east valley wall from the University Bridge to the old Simpkins Farmstead near the Circle Drive Bridge.

The presence of the University of Saskatchewan adds tremendous potential to the Meewasin Valley story. The University offers opportunities to integrate the history of Saskatoon, land use practices and research related to the natural and cultural life of the region into the interpretive concept. The University campus provides a quiet, richly landscaped setting for a number of historical and elegant buildings whose architectural style is unique on the prairies. It is also a centre for advanced education and scientific research in the province. Much of this research has traditionally been related to the mainstay of Saskatchewan's economy - agriculture. However, as the provincial economy has grown and diversified, so has the scope of research at the University. The recent development of Innovation Place, and the activities of V.I.D.O., the Prairie Migratory Bird Research Centre, the National and Saskatchewan Research Councils and other groups is indicative of this broadening scope of research. Such diversification of research and educational activities relates directly to the historical settlement and urban/industrial development of Saskatchewan (and of Saskatoon).

A number of other heritage resources in the University Interpretive Unit offer interpretive storyline opportunities related to the biological components of the Meewasin Valley (eg. Devil's Dip, fish ladder at the weir) and the geological processes on-going in the valley (eg. ski jump coulee). Again, however, these stories can perhaps be best told within the context of the settlement history and development of Saskatchewan.

THEME: Taking Shape
SUB-THEME: Settlement

5.3.5 Sutherland Beach Interpretive Unit

The Sutherland Beach Interpretive Unit extends from the Circle Drive Bridge downstream along the east bank to Peturrson's Ravine and the Riddell Palaeontological site. It includes the old Simpkins Farmstead, the expanse of open and wooded land at Sutherland Beach, the University of Saskatchewan Feedlot and Bull Testing Station, the Psych Centre and Peturrson's Ravine piping failures, the palaeontological site, as well as the connecting valley wall and adjacent upland areas.

The Sutherland Beach area is like a remnant island of 'countryside' within a city. It is surrounded by residential, industrial and intensive agricultural development, yet it has retained that quiet, colourful, fresh 'country' feeling so rare in large urban centres. This gentle sloping depositional terrace leads through a mixture of shelterbelts, meadows, aspen groves and river valley woods down to a cobble point bar and the water's edge. Wildlife abounds and many exciting opportunities exist to explore and experience the wide variety of visual and biological landscapes.

Further downstream, the dry flat boulder till of the upland (with its splash of colours from the widespread lichen and juniper growth) abruptly changes at the crest of the valley wall, below which true bog conditions can be explored in the areas of the piping failures (rare conditions on the prairies). In Peturrson's Ravine, water is always flowing and this is reflected in the biological richness and diversity of the ravine.

Throughout the unit, it is this non-urban richness and broad mix of vegetation and habitat conditions that first strikes the senses of the visitor. Clearly, some of the resources offer excellent opportunities to learn about land use practices and many aspects of valley formation. Nevertheless, the complex interrelationships between the living environment, human influences and geological processes, combined with the abundance of biological interpretive opportunities and the 'special' feeling created in this 'living landscape' suggest the perspective from which the stories in this unit could best be told.

THEME: Taking Shape
SUB-THEME: The Living Environment

5.3.6 Silverwood/Tipperary Creek Interpretive Unit

This interpretive unit extends along the west bank from the water pollution control plant north to the Tipperary Creek Conservation Area. Within the unit are two major 'clusters' of heritage resources. At Tipperary Creek, the greatest concentration of archaeological resources yet found in the Meewasin Valley (and for that matter near any major urban centre in Saskatchewan) offers an excellent opportunity to tell many stories about human activities, behaviour, beliefs, lifestyles and settlement patterns dating back perhaps 8000 years. At the south end of the unit, another concentration of resources offers similar opportunities relating to more recent times. At the Silverwood Farmstead site, remains of the Silverwood dairy farming operation still exist. Silverwood's farm was also the only major source of potable water in Saskatoon before the city had installed a central water treatment facility. Further, Silverwood farm was the site of another major development in Saskatoon's history - Factoria. Factoria was to be a major industrial centre north of Saskatoon early in the 20th century. Although a number of enterprises were established, the economic bust of 1913 saw this dream 'turn to dust'. Some evidence of a hotel, brick plant and flour mill existed as of 1978, but the subsequent development of Silverwood Heights destroyed all but some artifacts at the Silverwood Farmstead.

The entire interpretive unit thus embraces a wide variety of land use patterns and trends spanning a time range of up to 8000 years. Although the two major clusters of resources in the unit are physically separated by the Saskatoon Chemicals and Armak Chemicals operations, these industries are contemporary examples of how land use within the unit has changed over time. Further, a strong visual link does remain between the Silverwood and Tipperary Creek 'nodes' in the interpretive unit.

THEME: Taking Shape
SUB-THEME: Land Use

5.4 LINKAGE

One danger of the interpretive unit planning approach is that the visitor experience can easily focus on the six units to the exclusion of the total gestalt: that is the experience of just being in the Meewasin Valley and just being alongside the South Saskatchewan River. The total story should never be lost and must be reflected both when one is within each unit and when one is outside the units.

In this sense it is the South Saskatchewan River which provides the linkage among the units and serves to join the various intepretive experiences of the Meewasin Valley. Regardless of the unit or theme one is experiencing the context must remain the Meewasin Valley, the South Saskatchewan River and the Aspen Parkland ecotype.

The Meewasin Valley, - its settlement, its biology, its land use patterns - follow the flow of the river. This perspective and the theme 'Taking Shape' both suggest a sequence, a continuum, a thread between and among the units, thus ensuring an integrated holistic interpretive program can be presented to the public.

Nor can one ignore the fact that the interpretive units are visually linked - one can be at the Mendel Gallery and see the outline of the University Campus; a person can be walking through the Peturrson's Ravine area and look across the river to the Silverwood Farmstead. This perceptual linkage is powerful, must be recognized, and serves to emphasize the total experience of being in Saskatoon and the Meewasin Valley.

Within this framework it is therefore critical to recognize that no heritage sites have been overlooked. Each site contributes to the telling of the total story regardless of its presence within or outside a unit. For example the Rifle Range, Yorath Island, Brown's Flats and Clarkboro Crossing can each contribute their cultural and natural messages even though they are not specifically within an interpretive unit. A visitor, by being there will immediately recognize their place in the storyline. The fact that they contribute to the linking of the experiences and the linking of the message ensures that they each positively affect the visitor's total understanding of the Meewasin Valley.

The importance of the linkage to the entire interpretive program must also be reflected in the next phase of the interpretive planning process: the preparation of Interpretive Unit Plans. As unit plans are produced, the role of the heritage resources and sites outside the units must also be addressed, to provide the needed integration of experiences, perspectives and stories throughout the length of the Meewasin Valley. A corollary of this approach is the fact that valid, more detailed planning in the 'linkage' areas can only be ensured if all unit plans (and plans for the linkage) are undertaken concurrently.

5.5 INTERPRETIVE UNIT SUITABILITY RANKING

The theme 'Taking Shape' is exemplified by the six interpretive units and the linkage between them. In order to establish an orderly system of development, however, other factors than the ability to communicate the theme and sub-themes need to be considered. As this concept is implemented, to ensure that appropriate visitor experiences are provided, these six units need to be compared with each other and ranked according to their program suitability.

This suitability ranking must consider the ability of each interpretive unit to:

1. Accomplish assigned goals.
2. Communicate message themes and sub-themes.
3. Take use (i.e. its fragility).
4. Meet audience needs, both public and school.
5. Be accessible to visitors.

To evaluate the overall program suitability of each of the interpretive units, and ultimately to rank the units in terms of their suitability, a 'matrix' was devised (Figure 4). In this matrix, each unit was described in terms of its relative ability to accomplish the stated goals (of which there are 5); to communicate the message theme and the four sub-themes; to withstand high levels of use; to meet the needs of both public and school audiences; and to be accessible to both public and school audiences.

The ability to accomplish goals relates primarily to the types of resources within a unit, the story-lines that can be developed, and the availability and accessibility of resources for first-hand or 'hands-on' interpretation. The ability to communicate the theme and sub-themes also relates to the types of resources within a unit (and more specifically the diversity of resource types), and the ease with which these resources can be interpreted from different perspectives. The ability to take use is primarily a function of the terrain conditions (including ecological conditions), and the sensitivity of sites within a unit to heavy levels of human use. The ability to meet the needs of public and school audiences relates to opportunities within a unit for enjoyable experiences, shared family experiences, discovery, exploration, adventure, personal involvement, economical and convenient activities, etc. Finally, the ability to be accessible to visitors relates both to the actual physical accessibility or a distance to a unit for audience groups and to the 'perceptual' accessibility of a unit (i.e. the 'intimidation' factor that might discourage people from entering a site or unit).

In Figure 4, each interpretive unit is related to each of these criteria by assigning a 'suitability value', as follows:

1. Where general analysis suggests a relatively high degree of compatibility between a unit and one of the criteria, an arbitrary value of '3' was assigned.

2. A moderate degree of compatability was reflected by assigning an arbitrary value of '2'.

3. A relatively low degree of compatability resulted in an arbitrary value of '1' being assigned.

The relative importance of any one of the five sets of criteria noted in Figure 4 depends strongly on the perspective one brings to an analysis such as this. For example, the ability to meet school audience needs might be considered most important by the School Boards, whereas the ability of a unit to withstand use might be the primary concern of those responsible for the conservation or preservation of sensitive resources in the Meewasin Valley. For the purpose of this analysis, therefore, each of the five major sets of criteria were deemed to be of equal importance and were accorded equal weighting in the matrix. Further, because some of the broad

categories in the matrix, consisted of as many as five specific criteria and some consisted of only one or two, the mean compatibility or suitability value for each broad category was used in evaluating the overall program suitability of each unit.

In this exercise, a considerable degree of subjectivity was clearly involved, and arbitrary 'values' were used to come up with an overall ranking of the interpretive units in terms of program suitability. However, this technique is widely applied in the interpretive planning field and is considered a valid approach for determining overall priorities and providing general direction at the conceptual planning stage.

Figure 4: INTERPRETIVE UNIT SUITABILITY RANKING ANALYSIS

	Ability To Accomplish Goals						Ability To Communicate Themes and Sub-Themes						Ability To Take Use	Ability to Meet Audience Needs			Accessibility			Total of Means
	Promote conservation	Conservation education	Facilitate appropriate use	Provide first-hand experience	Learn about Meewasin Valley and MVA	Mean	Taking Shape	Valley Formation	The Living Environment	Land Use	Settlement	Mean	Hardiness of the Heritage Resource	Public Groups	School Groups	Mean	Public Groups	School Groups	Mean	
SUTHERLAND BEACH INTERPRETIVE UNIT	3	3	3	3	3	3	3	2	3	1	1	2.2	3	3	3	3	3	3	3	14.2
CITY CENTRE INTERPRETIVE UNIT	1	2	2	2	3	2	2	3	2	3	3	2.6	3	3	2	2.5	3	3	3	13.1
UNIVERSITY INTERPRETIVE UNIT	2	2	2	2	2	2	2	2	1	2	2	1.8	3	2	3	2.5	2	3	2.5	11.8
BEAVER CREEK INTERPRETIVE UNIT	3	3	3	3	3	3	3	3	3	1	2	2.4	2	3	3	3	1	1	1	11.4
SILVERWOOD/TIPPERARY CREEK INTERPRETIVE UNIT	3	3	3	3	3	3	3	1	2	3	3	2.4	1	2	3	2.5	2	3	2.5	11.4
CRANBERRY FLATS INTERPRETIVE UNIT	3	2	3	3	2	2.6	2	2	3	1	1	1.8	1	2	3	2.5	2	2	2	9.9

The analysis reflected in Figure 4 indicates the following interpretive unit program suitability ranking:

High Priority: Sutherland Beach Interpretive Unit
: City Centre Interpretive Unit

Moderate Priority: University Interpretive Unit
Beaver Creek Interpretive Unit
Silverwood/Tipperary Creek Interpretive Unit

Low Priority: Cranberry Flats Interpretive Unit

This ranking does not exclude any interpretive unit from being developed, nor does it necessarily mean one unit is more important than the other. What it does mean, however, is that when considering all the criteria, Sutherland Beach and City Centre are the most relevant interpretive units to both the MVA and the potential user. Therefore when interpretive development and operational concepts are implemented, these two units should receive priority.

5.6 THE PUBLIC PROGRAM INITIAL STRATEGY

At this time the public program cannot be described in detail as unit planning is not complete. As unit planning is completed, however, one envisages an interpretive program with movement from unit to unit, each unit offering a different visitor experience, each unit focussing on the river and the theme 'Taking Shape' and many opportunities being provided for the visitor to have first-hand experiences with the heritage resources. As unit planning to formulate this interpretive program is being conducted, a number of points need addressing that will determine the direction of the program concept. These points are:

1. Policy and strategic goals have been determined. Implementation objectives will be specifically described during unit planning. These implementation objectives must address each domain of learning: doing, knowing and feeling. Not to do so will shortchange the experience of the visitor.

2. The public audience has been ranked:

    i. Residents of Saskatoon with relatively little knowledge, understanding or awareness of either the Meewasin Valley or the MVA.

ii. Residents of Saskatoon with a relatively high knowledge, understanding or awareness of either the Meewasin Valley or the MVA.

iii. Non-residents of Saskatoon with relatively little knowledge, understanding or awareness of either the Meewasin Valley or the MVA.

iv. Non-residents of Saskatoon with a relatively high knowledge, understanding or awareness of either the Meewasin Valley or the MVA.

Whether residents or non-residents of Saskatoon, the public audience can be sub-divided into four groups:

Young Families/Couples

Older Couples

Retired People

Special Interest

Year round programming for each of these target groups is essential.

3. More systematic planning, in the form of unit plans, needs to be conducted for each interpretive unit. This planning should fully develop implementation objectives, set out the heritage resource storyline in greater detail and further define the target audience groups. This examination should lead to a specific interpretive program for each unit, with cost and staffing requirements clearly outlined. While doing interpretive planning it is important to consider the adjacent units and the linkage for program context.

   Ideally all six unit plans should be planned at once and no interpretive developments should occur until all six unit plans are completed and approved by the MVA.

4. Unit planning should focus on providing the visitor a first-hand experience of the heritage resources. To this end the orientation - interpretation - reinforcement flow sequence model (O-I-R) should be applied. During orientation, information and perspective on the MVA and the Meewasin Valley interpretive program will be provided. The visitor will be prepared for visiting the interpretive units and experiencing certain heritage resources. The interpretation phase allows the visitor to explore and experience first-hand the heritage resources of the Meewasin Valley. Personal and

non-personal interpretation will be provided. Reinforcement provides the opportunity to review program goals, distribute brochures and sales items and summarize the program. Evaluation of the program is often conducted during the reinforcement phase.

Good programming should offer a mixture of personal and non-personal techniques. For financial reasons the present trend in interpretation is to offer mainly non-personal programming. Often public response to this type of programming is not as positive as this approach affords little opportunity for personal interaction. Thus the personal factor cannot be ignored and must remain as an essential element of interpretive programming.

5. Planning and development of the interpretive unit needs to proceed carefully. It is recommended that if all six interpretive units can't be planned and developed as a group that planning and development occur in the following sequence: City Centre, Sutherland Beach, University, Silverwood/Tipperary Creek, Cranberry Flats and Beaver Creek.

   This sequence follows the ranked suitability order with two exceptions: City Centre is recommended for planning and development ahead of Sutherland Beach as there is an immediate opportunity to obtain outside funding assistance for some of the resultant interpretive facilities; Beaver Creek has been moved to last position as the Conservation Area of the unit is already functioning with an approved plan.

6. There is definitely a need for a centralized interpretive building.(1) The primary function will be to house exhibits, displays and audio-visual media for orientation to and reinforcement of the interpretive program, the Meewasin Valley and the MVA. A second function will be to provide suitable programming to meet the needs of special groups. This building must be visible, accessible and centrally located; be placed on a good-sized site that provides ready access for first-hand experience of the heritage resources; be located in a site that will allow program flexibility; and be on a site where MVA land ownership or control is possible. In our opinion the

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(1) The MVA may wish to consider linking its proposed new headquarters with this facility

only site that meets all these criteria is within the Sutherland Beach Interpretive Unit. It should be recognized however that as interpretive unit planning has not yet begun such a decision is, in a sense, 'premature'. This decision should be carefully re-evaluated during the unit planning stage.

As the planning for this building develops the following points should be carefully considered: active participation in all program elements is necessary; both the cultural and natural resources should be clearly represented with displays/exhibits and audio-visual media; the processes and dynamics of the South Saskatchewan River should be clearly presented; ready access to a view of the river is desirable; and the themes/sub-themes should be each presented through a general self-guided program.

7. Field centres will be required for each interpretive unit. Their primary function will be to meet orientation and reinforcement program demands; and to provide perspective on the interpretive unit, the MVA and the Meewasin Valley. As the use and purpose of these facilities will evolve over time, consideration of flexibility of design and function is crucial. Confirming the role of these centres is one of the prime functions of an interpretive unit plan.

5.7 THE SCHOOL PROGRAM INITIAL STRATEGY

5.7.1 The School Program - Introduction

Although the school program shares the overall goals of the public program there are a number of special considerations that should be taken into account when developing ways of communicating Meewasin's themes to school groups. First, it is necessary to view the MVA's program from the perspective of the broad educational framework within which it operates.

Many attempts have been made to develop a global strategy for dealing with environmental concerns. The Belgrade Charter of 1975 (see Background Information Documents) was one such attempt. It suggests that:

> "We need nothing short of a new global ethic - an ethic which espouses attitudes and behaviour for individuals and societies which are consonant with humanity's place within the biosphere which recognizes and sensitively responds to the complex and ever-changing relationships between humanity and nature and between people."

The Charter then comments on the role of education in bringing about this new ethic:

> "The reform of educational processes and systems is central to the building of this new development ethic and world economic order. Governments and policy-makers can order changes, and new development approaches can begin to improve the world's condition - but all of these are no more than short-term solutions, unless the youth of the world receives a new kind of education. This will require new and productive relationships between students and teachers, between the educational system and society at large."

The Province of Saskatchewan similarly calls for environmental education to play a significant role: "The preparation of an aware, understanding and involved citizency is the crucial task."(1)

Out-of-school learning experiences are perhaps the most powerful way that teachers can have students interpret local environments and address the environmental situation. For a number of years, Saskatchewan teachers have been using both urban and natural environments as a medium through which children can learn many of the concepts and skills presented in school curricula. The idea that out-of-school experiences are one of the best methods of learning was stated by L.B. Sharpe:

> That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct experiences outside the classroom, in contact with natural materials, and real life situations, should there be learned.(2)

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(1) Sask. Dept. of Education, Education for Environmental Quality, 1973.

(2) Smith, Julian, et al. Outdoor Education, Englewood Cliffs, N.J., Prentice-Hall, 1963.

The use of out-of-school experiences takes advantage of basic learning theory:

Direct Experiences: the key characteristic of outdoor education is direct exposure.

Discovery, exploration and adventure: Although students in the outdoors may never make a truly original discovery, the excitement of exploring is theirs.

Intense interest: Interest is high when learners are personally involved.

Reality: Problems in the outdoors are real to learners. They are not problems of words, pictures, charts or diagrams.

Problems in context: Problems encountered by learners in the outdoors exist in a real setting.

Learners must be active: It is almost a truism in education that purposeful activity educates.

Activities: Activities are natural to childhood and youth.

Environmental education is recognized for its importance in preparing aware, understanding and involved citizens. The role of environmental education will be greatly enhanced if the MVA endorses school programs as valuable outputs for their interpretive messages.

5.7.2 The Saskatoon School Board Systems

Both the Public and Separate School Boards are committed to high quality out-of-school programming for their students. In order to ensure that these programs are educationally sound, each Board has developed policy guidelines for out-of-school programs (see Background Information Documents). As well, the two Boards have made a number of further commitments:

- The Public Board has a part-time consultant responsible for out-of-school education.
- Both Boards have established Advisory Committees on out-of-school programming.

- Site-specific programs have been developed:

  a. Community Resources Manuals
  b. "Meewasin Meanderings"
  c. Beaver Creek Teachers' Writing Workshop

- Inservices for both the Public and Separate School Boards include:

  a. Grade 5 - Beaver Creek
  b. Grade 6 - Pike Lake
  c. Grade 7 - University Farm

- Both Boards have entered into cost-sharing agreements with the MVA for the Beaver Creek program.

5.7.3 Concept

The first priority of the MVA school group program is to ensure that the goals of both the sponsoring agency and the school boards are met. With this in mind the following guidelines have been considered in developing the school group concept:

a. It is of great importance that out-of-school instruction be of high quality.

b. Out-of-school activities must be related to the students' needs and course of studies.

c. The out-of-school experience is in itself only a small part of a student's total interpretive experience, Pre- and post-visit instruction is vital.

d. Out-of-school experiences for students from grades K-8 generally progress;

   -from the immediate environment of the classroom

   -through an increasing diversity in the environment

   -through longer periods of time

   -through increased distances from school

   - with increasing emphasis on independence

   - from the general to the specialized

e. Generally the primary grades require more concrete-sensory activity and fewer abstract approaches, whereas the senior grades are the reverse.

f. Because of the unfamiliarity and the amount of planning required for out-of-school experiences, teachers need encouragement and assistance.

g. Maximum instructional group size for high quality out-of-school activity is 10-12 students.

h. Basic facility requirements for 'beyond the playground, out-of-school' activities include washrooms and a shelter from the rain.

i. Co-ordination of numbers and proper booking procedures are essential for proper stie utilization.

j. School group programming is presently concentrated in the spring and fall months. The use of MVA sites during the winter should be encouraged. The development of resource materials should reflect use in all three seasons not just fall and spring.

k. Teachers' in-service training and the provision of resource materials is essential.

The components of the School Program Concept are:

1. School group ranking decisions have been made:

   a. K-12 students of the Saskatoon Public and Separate School Boards.

   b. Post-secondary students enrolled at Kelsey, University of Saskatchewan, or Continuing education.

   c. K-12 students in Public or Separate Boards adjacent to Saskatoon.

   d. Post-secondary and continuing education students from institutions outside Saskatoon.

2. As a grade-sequence approach to programming ensures a minimal program for all students; as the duration of the out-of-school experience can lengthen with the increased age of the student; and/or learning styles and behaviour of students varies from K-12 through post-secondary, the following approach was previously suggested:

   - K-4 - resource guides, simple shelters in accessible parks/green spaces for more spontaneous 'mini-field trip' use.

   - Grade 5 - Beaver Creek Conservation Area

   - Grade 6 - live-in residential school

   - Grade 7, 8 - on-site 'teacher led' programming at various MVA sites.

- Grades 9-12 - field trips led by teachers who carefully link specific MVA sites and the curriculum.

- Post-secondary and continuing - liaison with MVA staff and controlled access to MVA sites allowing in-depth 'teacher-led' recreational and educational opportunities.

It should be emphasized that although Beaver Creek Conservation Area exists as a model program it is not suggested that this level of program be provided for all grades. MVA programs are only one of a variety of out-of-school experiences available to Saskatoon students. School programs should not be implemented in isolation but rather as a system that complements MVA goals and the goals of other public agencies in Saskatoon. The key is to ensure that quality educational programming occurs at all grades along the educational process regardless of which agency provides the opportunity.

3. A residential school experience provides students with an opportunity for an extended living and learning activity. It is a powerful method of out-of-school instruction because it is "immersion" and takes advantage of the social impact of a twenty-four hour a day association with classmates and teachers. Thus, the residential school experience may be the most powerful approach that Meewasin could use in delivering its messages to school children. Such a school would provide cabin or dormitory accommodation, washrooms, a recreation hall, dining facilities and instructional and recreational program areas. It would be located on a site within the MVA's jurisdiction. Each class of grade six students would spend from two to five days at the school. An on-site staff would conduct the program in consultation with the classroom teacher. In this way the goals of the MVA, the school curriculum goals and the specific objectives of the classroom teacher could be met. Considering that the school year would allow for approximately 180 days of school use, the facility would also be available for public programming and use for approximately 180 days during summer and weekends. This could allow for a variety of clubs and youth organizations to take advantage of a residential situation to experience interpretive messages of the Valley.

The real advantages of having a residential school within or in close proximity to the city are decreased transportation costs and increased leadership and program potentials. With transportation costs nearly eliminated, the residential experience becomes more feasible for all. A great instructional leadership potential can be tapped. University students, Kelsey students, parents and citizens would all be able to contribute in short blocks of time without upsetting their personal schedules. Both natural and urban studies can become significant to the program in teaching children about the heritage resources of the Meewasin Valley.

Operational costs of a residential facility should be met through cost-sharing arrangements with those who utilize it. The largest users would appear to be the Public and Separate School systems. Examples of cost sharing arrangements involving other Conservation Authorities in similar situations are found in the Background Information Documents.

Three possible locations for the development of a residential school facility are indicated below. The advantages and disadvantages of each are outlined:

1. Sutherland Beach

Advantages

-central to city
  -transportation
  -leadership
  -urban studies
-river frontage
-linkage to Forestry Farm
-linkage to University
-possible sharing with Public Interpretive Centre as model educational site.

Disadvantages

-difficult to restrict access and other public uses.
-close proximity to urban development
-relatively small site

2. Rifle Range

Advantages

-long river frontage (2km)
-river linkage to city
-diversity of land use
-adequate size

Disadvantages

-limited ecological diversity
-close proximity to urban development

3. Lands Adjacent to Beaver Creek Conservation Area[1]

Advantages

-proximity to Beaver Creek Conservation Area
-an existing facility
-distance from urban development
-could combine group programs (e.g. existing Salvation Army summer camping programs)
-natural ecological diversity

Disadvantages

-limitations imposed by existing facility
-necessity for establishing special co-operative or joint-use arrangements with adjacent land-owners.

Considering the components of the school program concept, Figure 5 was developed. This matrix should be viewed as a continuum. As such it is flexible, allowing for simultaneous implementation at different points along the continuum. For example funds may be available to construct one field centre; meanwhile multi-media edu-kits are under production. Construction of any facility should be carefully examined; especially the potential linking of facility needs for the public and school group programs. For example the proposed field centres may be able to double with the requirement for public orientation/reinforcement facilities in each interpretive unit.

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(1) It is suggested that the MVA may wish to explore possible opportunities for co-operative or joint-use arrangements with such adjacent landowners as the Salvation Army Camp on Beaver Creek.

Figure 5: SCHOOL PROGRAM APPROACH

APPROACH / AUDIENCE	LIAISON	INFORMATION ON MVA'S GOALS			RESOURCE INVENTORY		ON-SITE TEACHING MATERIALS			TEACHER ASSISTANCE		FACILITIES		ON-SITE PROGRAMMER
		POSTERS/ BROCHURES	GENERAL MULTI-MEDIA EDU-KITS	"SNOOP"-STYLE MAGAZINE	IDENTIFY SITES/ SUBJECTS	CURRICULUM INTEGRATION	MULTI-MEDIA EDU-KITS	ACTIVITY GUIDE	TRAIL GUIDES	INSERVICE TRAINING	ON-SITE WORKSHOPS	FIELD CENTRES	MAJOR FACILITY	
RESIDENT SCHOOL BOARDS K-4	●	●	●	●	●	●		●		●		●		
5	●	●			●	●	●		●	●	●		●	●
6	●	●			●	●	●		●	●	●		●	●
7	●	●			●	●	●	●		●		●		
8	●	●			●	●	●	●		●		●		
9-12	●	●	●		●	●	●	●		●		●		
RESIDENT POST-SECONDARY	●	●			●									
NON-RESIDENT SCHOOL BOARDS K-12	●	●	● (K-4)	● (K-4)	●									
NON-RESIDENT POST-SECONDARY	●	●			●									

6. SO WHAT? - AN EVALUATION STRATEGY

6.1 INTRODUCTION

The purpose of evaluation is to measure the effect of a program against the goals it set out to accomplish as a means of contributing to subsequent decision-making. It has been suggested in times of weak economy, such as we are now experiencing, accountability and assessing the achievement of objectives increases in importance. Thus the need for both formative and summative evaluation - based on pre-determined measurable objectives - cannot be over emphasized. Without public input, describing their feelings, behaviour and attitudes to the program, long-term growth and evaluation of program quality will be severely hampered.

6.2 EVALUATION OUTLINE

At the conceptual level the issue of evaluation is difficult to address. However as interpretive unit planning progresses, a specific evaluation strategy will be developed. Inherent in the unit planning therefore is the need to develop detailed measurable implementation objectives for all aspects of both the public and school programs.

Once detailed the MVA interpretive evaluation strategy will consist of such items as:(1)

- demographic analysis
- visitation data analysis
- visitor behaviour, learning and attitude testing
- readability testing
- site conservation monitoring
- efficiency data analysis (cost per contact, etc.)

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(1) Refer to An Evaluation Strategy for Beaver Creek Conservation Area, July 1984, by Peart.

Stated simply the goal of the MVA interpretive program is to have Saskatoon residents become more knowledgeable about and more aware of the Meewasin Valley and the MVA. In turn non-residents should have a pleasureable enjoyable experience in the Meewasin Valley that will attract them back to the Saskatoon area. The evaluation strategy will measure how successful the interpretive program is at achieving these aims.

7. IMPLEMENTATION

7.1 STAFFING REQUIREMENTS

In order to implement interpretive unit planning throughout the Meewasin Valley, specific responsibility should be assigned to staff who have the mandate to take a proactive approach toward the achievement of concrete results. Such staff would best be identified as part of the Meewasin Valley Authority and within this structure, would also be able to liaise and co-ordinate the contributions of various agencies into an integrated and directioned approach to the interpretation of the Valley's resources. These agencies include public sector bodies (the City of Saskatoon, provincial and federal governments and their agencies), the education sector (school boards, the University, Kelsey Institute), community organizations, service clubs, and commercial/industrial firms. For all of these bodies, the MVA should serve as a catalyst which brings them together to discuss and develop a wide-ranging interpretive strategy for the Valley.

Many components of such a strategy already exist. Others may be developed through the resources and expertise that exist within the community. Alone, the MVA can only accomplish that which is possible within its available staff resources and finances; but, by drawing on the broader range of institutions, organizations, and individuals within the community, the resources for interpretation can be supplemented and the strategy enriched.

This catalytic approach requires that the MVA ensure that staff resources are devoted to performing this function with enthusiasm and commitment. Although the staff level will eventually be determined by the nature of the detailed interpretive plans emerging from this concept, the initial thrust is also dependent upon the extent to which the Authority is prepared to mobilize the various potential participants. The dynamics of a community-wide interpretive program are exciting to contemplate and could yield, with careful direction, some immediate and tangible results upon which a long-term strategy will be advanced.

With this approach in mind, it is recommended that the MVA devote staff resources, on a full-time basis, to the development and implementation of an interpretive strategy. The initial and immediate tasks of these staff resources should be as follows:

a) To evaluate the Interpretive Concept and develop an implementation strategy in light of available resources both within and outside of the Authority.

b) To implement interpretive unit planning throughout the Meewasin Valley, detailing necessary programming, staffing and financial matters.

c) To formulate program plans.

d) To survey and identify current and potential programs provided by all sectors operating in the Meewasin Valley that could contribute to and enhance the interpretive strategy.

e) To provide an interpretive perspective within the MVA in order to advise on the development of current and future projects and programs of the Authority.

f) To motivate, co-ordinate, and assist non-MVA bodies and individuals to identify and develop projects and programs which have an interpretive component that could be integrated into a Meewasin Valley interpretive strategy.

g) To identify and co-ordinate efforts to obtain resources that may be available in the public and private sectors to enhance interpretive programming in the Meewasin Valley.

It should be evident that the initial thrust is broadly-based and developmental in scope. It attempts to bring together a wide range of resources and participants and to achieve an early commitment for a co-ordinated approach to implementing an interpretive program for the Meewasin Valley. The approach is very dynamic and builds upon certain elements which are already in place. By assigning responsibility to the MVA to serve as both a catalyst for, and major participant in, implementation of an interpretive strategy, the proposed approach reflects a perspective that like the Valley, will be "Taking Shape" over time.

7.2 FINANCIAL REQUIREMENTS

As with staffing requirements, until unit planning is completed, the financial implications of this conceptual plan cannot be predicted. Final costs will be dependent on the level of development and the balance of personal to non-personal programming. Further, the distribution of responsibilities for costs will be dependent upon arrangements made for co-operative funding, co-sponsorship of program components and the integration of complementary projects originating with other agencies and groups.

However, a major component of the required short term financial commitments can be estimated. This is the cost associated with completing the interpretive unit planning. Appendix I sets out the estimated costs (assuming that consultants will undertake the work) of completing unit plans for the six proposed interpretive units and for the linkage.

7.3 RECOMMENDATIONS

1. As soon as possible: establish liaison and a communication framework for co-ordinating the interpretive efforts of the MVA with those of the two School Boards, the University of Saskatchewan, Kelsey Institute, the City of Saskatoon and other agencies offering, and having the potential to offer, interpretive services in the Saskatoon area.

2. As soon as possible: assign sufficient staff and other resources to ensure a liaison/co-ordination role with outside groups and the public, and to oversee and/or undertake the development of unit plans.

3. To begin in 1985 and to be finished by 1986: prepare interpretive unit plans. These plans should be prepared concurrently, as a 'package', to ensure proper integration of all units and the linkage (see Section 5.4). The purpose of unit planning is to describe the detailed programs for both the public and school group components, within the context of other MVA planning and development activities.

4. To be completed by 1986: in conjunction with interpretive unit planning, a more accurate determination of the need for and functions of a centralized interpretive building within the Sutherland Beach Interpretive Unit and field centres within each of the other five units (see Section 5.6).

5. To be completed by 1986: in conjunction with interpretive unit planning, an assessment of the feasibility of a residential school as described in the school program concept (see Section 5.7.3).

6. Once interpretive unit planning is completed: for all six units and the linkage, implementation should proceed in co-ordination with other MVA programs, as financial and staffing capability permit.

APPENDIX I

The tasks required for completion of each interpretive unit include: clarification of terms of reference, gathering of background information, refinement of program objectives, heritage resource analysis, on-site analysis, description of the linkage, educational analysis, visitor/market analysis, data synthesis, development of program approaches, costing and staffing analysis, development of evaluation strategy, draft report writing, map and figure production, committee meetings, gathering of additional data based on feedback from the draft, final analysis and submission of final report. A tremendous amount of detailed work and careful thinking is required to ensure a quality product.

To this end we estimate that if the six interpretive units and linkage were planned together, as recommended, the cost in 1985-86 would be approximately $90,000.00. If it is determined that unit plans will be done separately, which is not recommended, the approximate cost of each in 1985-86 would be about $24,000.00 for a total cost of $145,000.00 ±. It is evident therefore that considerable savings are possible, because of less duplication and overlap of process, functions and direct costs when unit planning is completed as one project. Further, successful integration of resources and sites in the 'linkage' areas, will be dependent upon concurrent planning of all units and the linkage.