

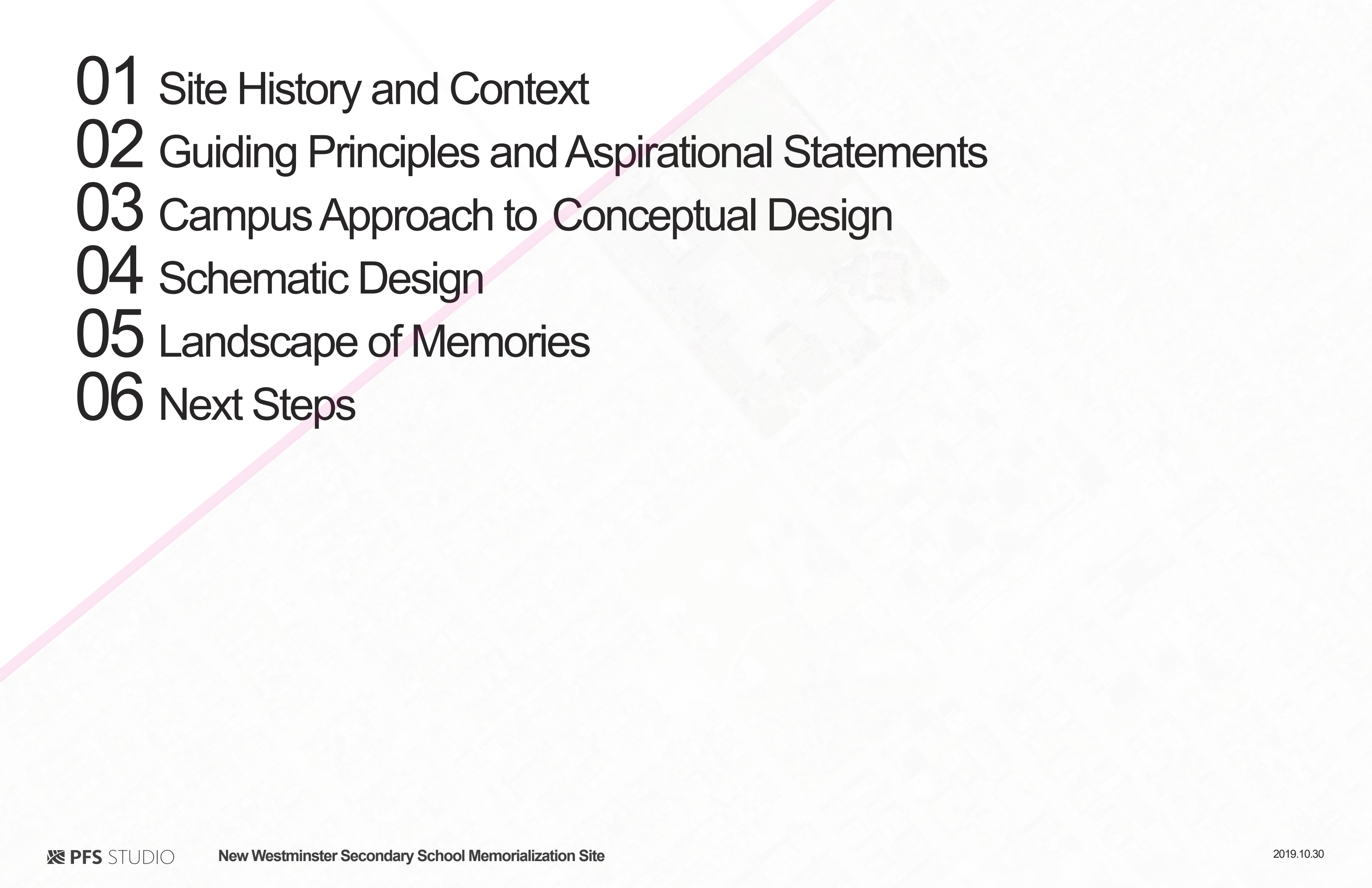


New Westminster Secondary School Site Memorialization

MAC Meeting | December 04, 2019

 **PFS** STUDIO

New Westminster Secondary School Memorialization Site

- 
- 01 Site History and Context
 - 02 Guiding Principles and Aspirational Statements
 - 03 Campus Approach to Conceptual Design
 - 04 Schematic Design
 - 05 Landscape of Memories
 - 06 Next Steps

Site History and Context

01







Guiding Principles and Aspirational Statements

02

The memorialization area should:

- ◆ Preserve oral tradition by integrating storytelling through the site design.
- ◆ Create a non-static dialogue that engages the community and bridges the gap between all generations.
- ◆ Act as a gathering space where diverse community members can come together to share experiences, while also allowing for peaceful and solitary reflection.
- ◆ Provide an opportunity for experiential learning, and evoke curiosity, community and cultural sharing, and facilitate self-reflection.
- ◆ Be a welcoming space that people enjoy visiting.
- ◆ Be inclusive and accessible to all, including people with disabilities.
- ◆ Recognize the diverse cultural heritage of the site and ensure that First Nations, Chinese, disabled, youth and the general community feel a sense of belonging to the memorialization area.
- ◆ Reflect the long and diverse history of the site, and honour the contributions of various groups in the pre and post-colonial development of New Westminster.
- ◆ Ensure that visitors to the space are reminded that the space is meant to respect and honour those who were buried there.

Guiding Principles for Memorialization

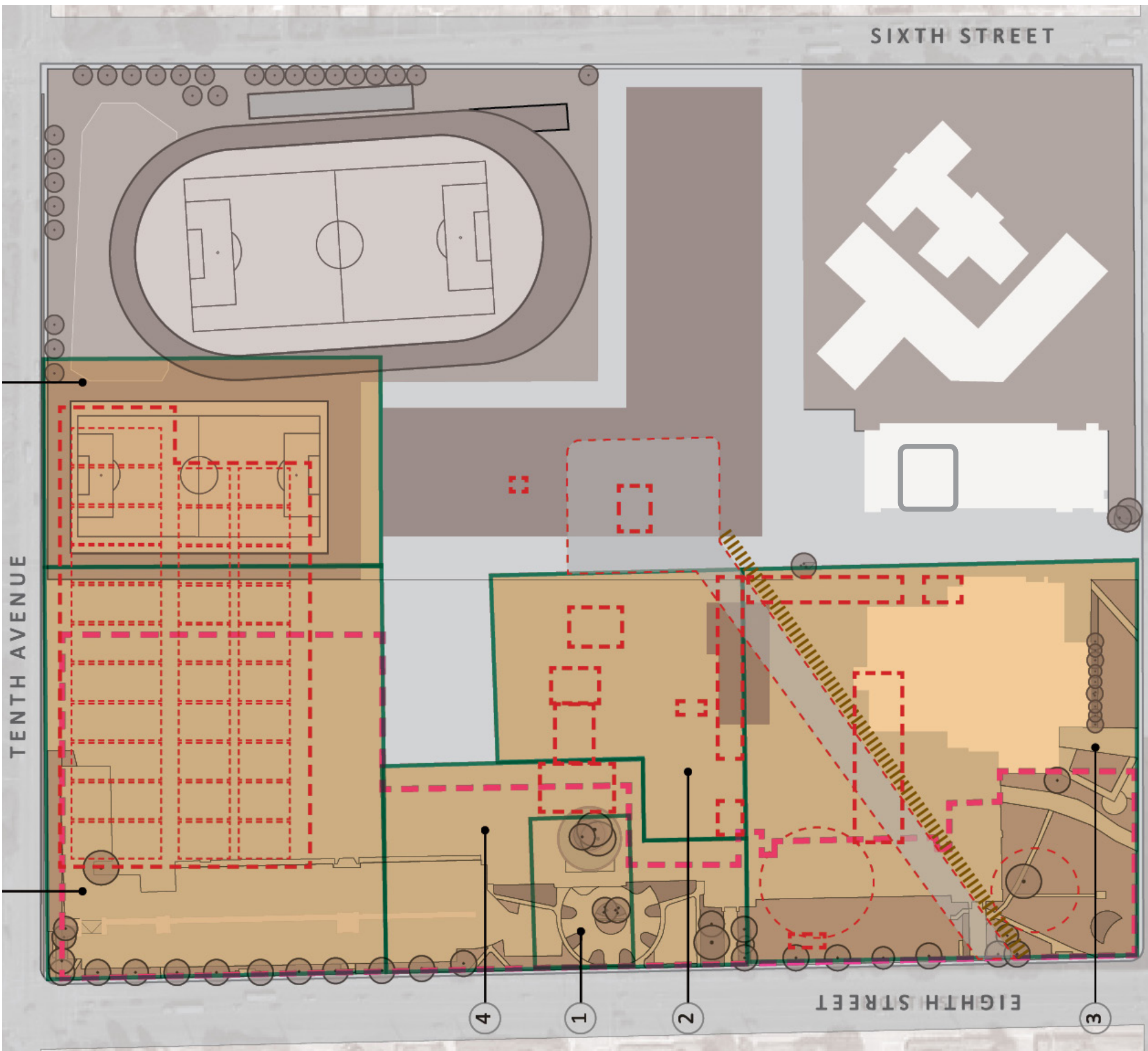
The memorialization area will adhere to the following:

- ◆ Memorialization recommendations will consider and recognize the diverse cultural heritage of the site and respect all groups who have historical connections to the site.
- ◆ Memorialization areas will be a “passive green space”. Both areas, the area designated as cemetery and the area designed as heritage, will be treated in the same way. The committee will recommend permissible activities within the Consumer Protection Branch and Heritage Conservation Act guidelines, and will ensure that activities respect the cultural heritage of groups with historical connections to the site.
- ◆ Memorialization area(s) landscaping will adhere to City of New Westminster’s design guidelines and be consistent with the new school site, incorporating sustainable, low maintenance vegetation.
- ◆ Memorialization recommendations will integrate educational components throughout the site that provoke dialogue and opportunities for experiential learning so that current and future generations understand the cultural significance and the importance of honouring and respecting the site. Where possible, First Peoples Principles of Learning will be encouraged.
- ◆ Memorialization area(s) will be fully accessible and will allow for easy integration and access to other areas of the site and the surrounding community.
- ◆ Memorialization recommendations will consider community and site user safety and security a design priority.
- ◆ There must be a sustainable long-term plan in place for an operating budget for the memorialization area. If possible, committee members should seek available funding opportunities and resources through their community/ industry contacts.
- ◆ Aspirational statements (developed by the committee) should guide the design and development process and may need to be revisited and strengthened throughout the process to reflect additional committee considerations.

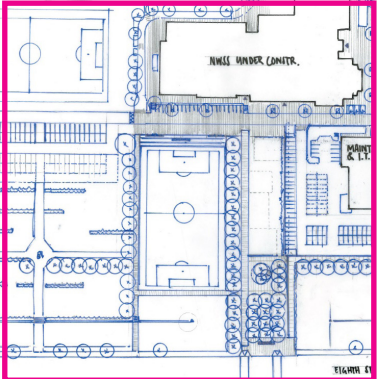
Campus Approach to Conceptual Design

03



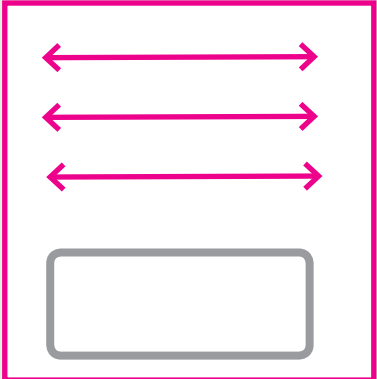


1. Precinct



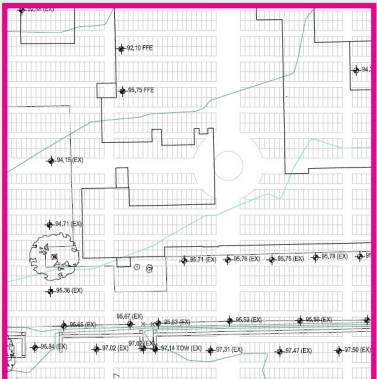
- Treat the site as a campus or precinct that is highly connected to the new school, Massey Theatre, streetscapes, greenway, bicycle and pedestrian ways.
- Avoid placing parking and recreational field in a manner that splits the site into disconnected pieces. Keep the memorial site as whole as possible.
- Stress visual and physical permeability and universal access to all areas

2. Additive Design



- Avoid all excavation over memorial site
- New landscape treatment and elements will need to be additive on top of existing fill
- Use areas of existing turf and hardscape as an interim condition.
- Create a framework that allows emergent stories to be added over time.

3. Reveal Traces

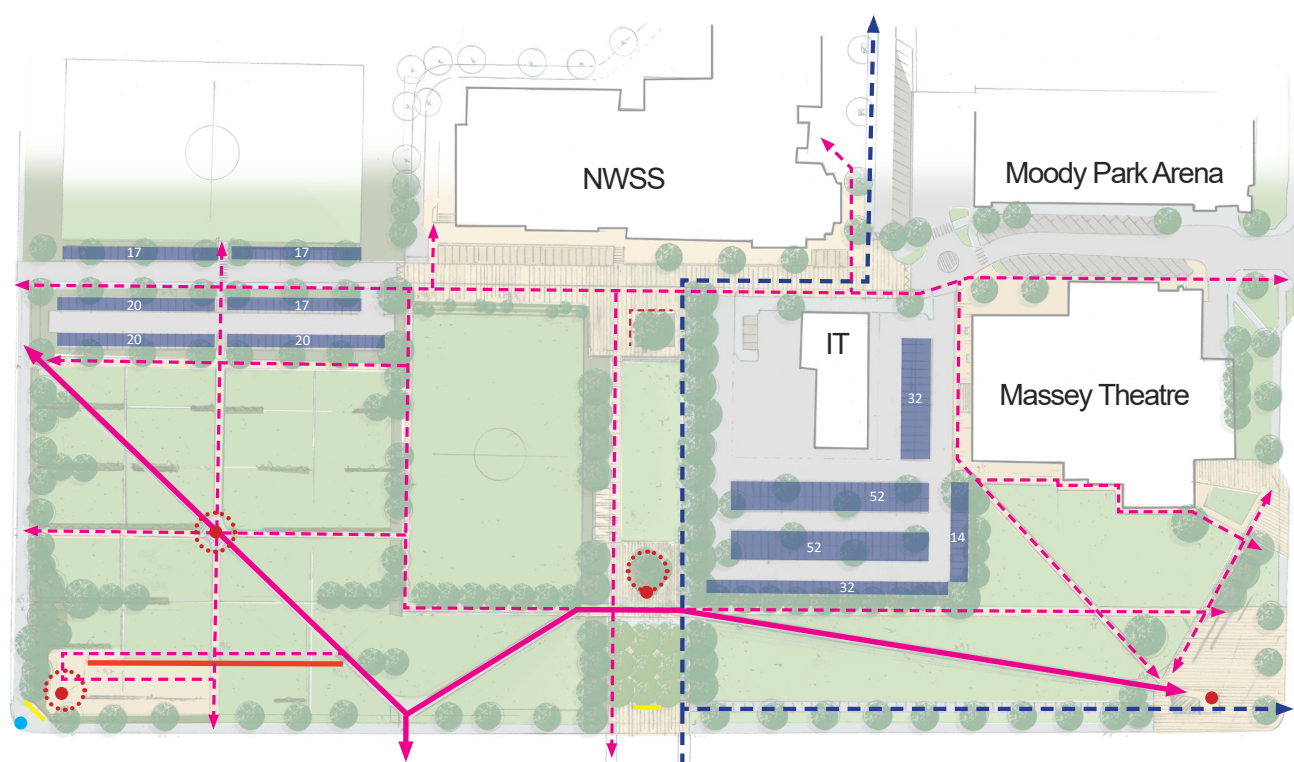


- Select existing elements on site are retained and repurposed (Entry Circular Planter, Retaining Wall, Lawn and trees).
- Recreate historic paths and patterns with defined material treatments (paths, boundaries, column spacing, views)

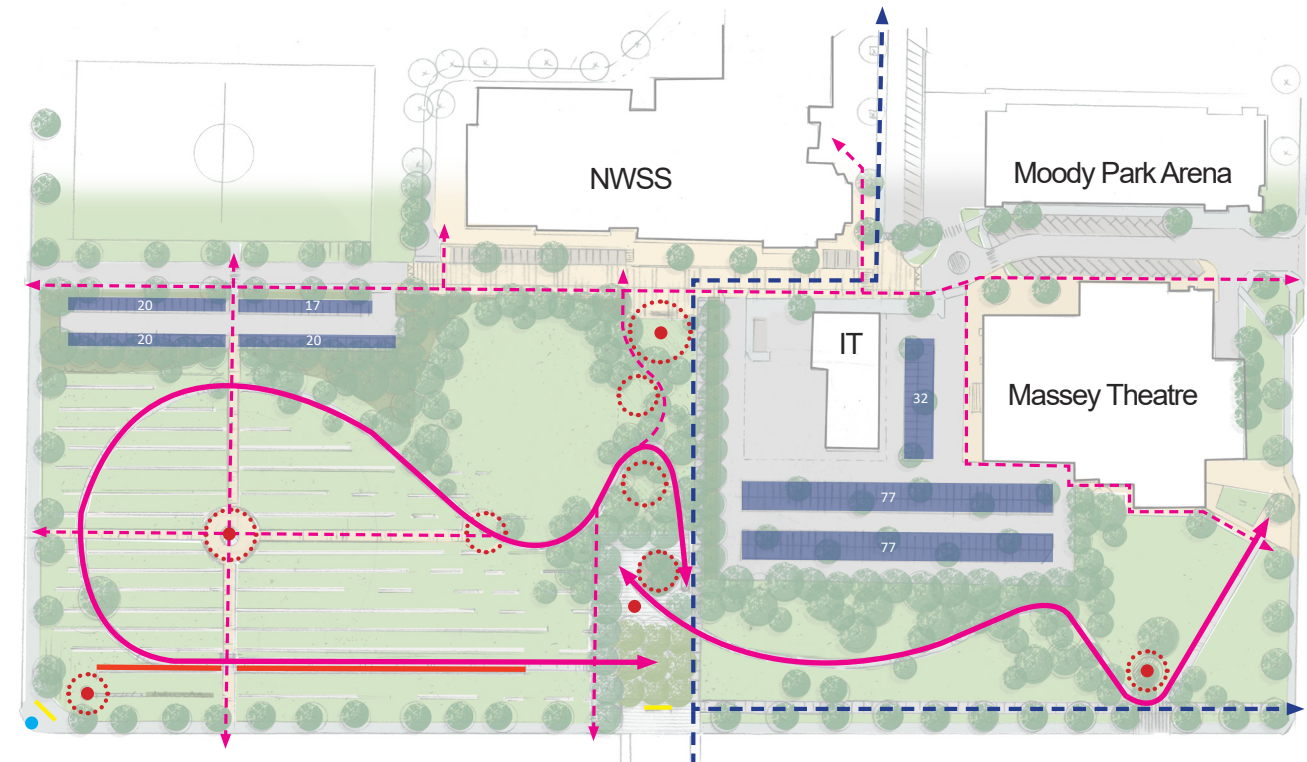
4. Link Experience



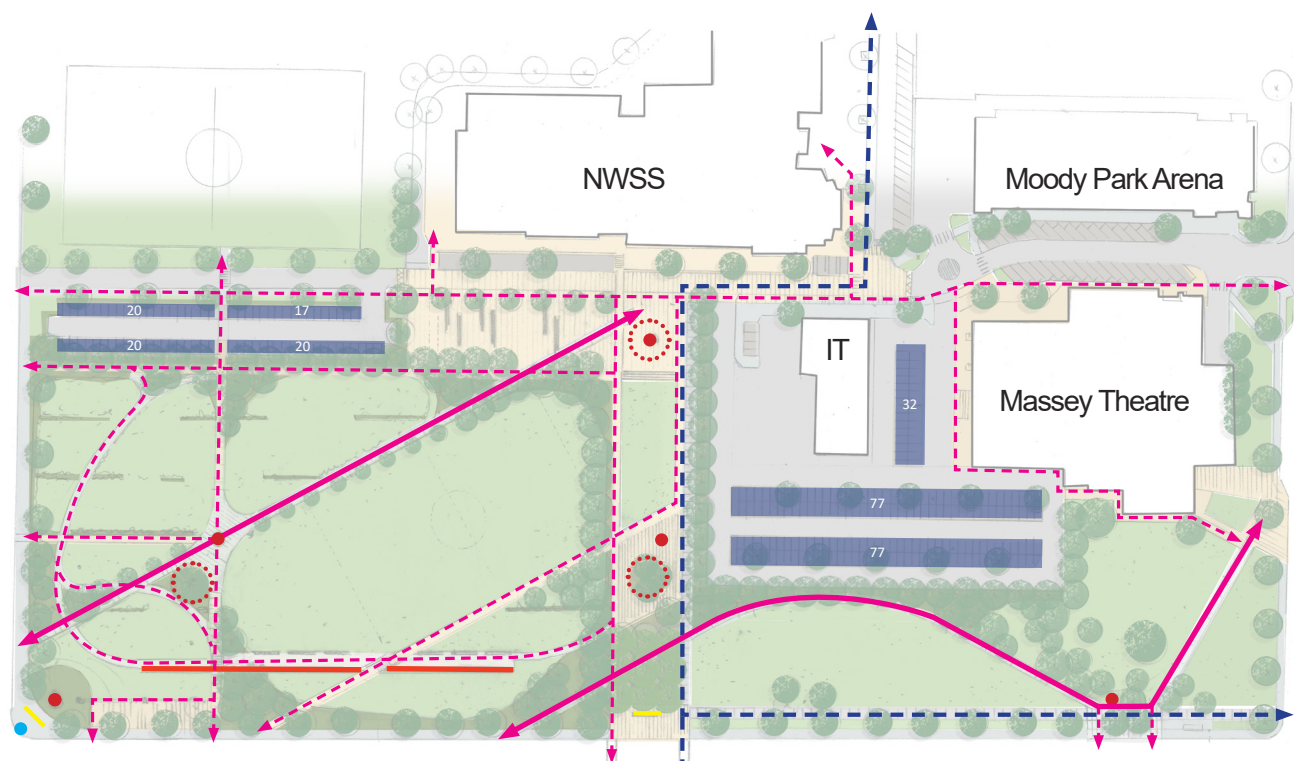
- Use design to tie the disparate programs and histories of the site together through material continuity, a continuous pathway and framed or directed views



Option One



Option Three

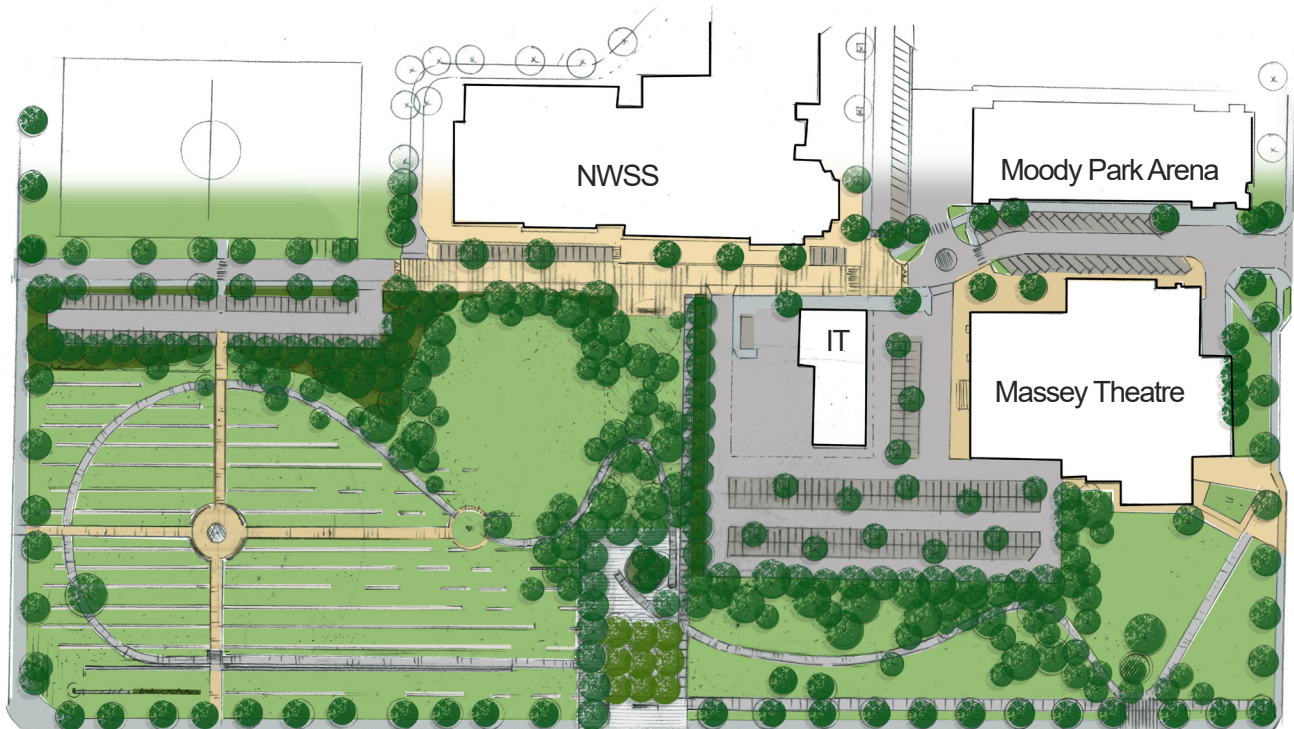


Option Two

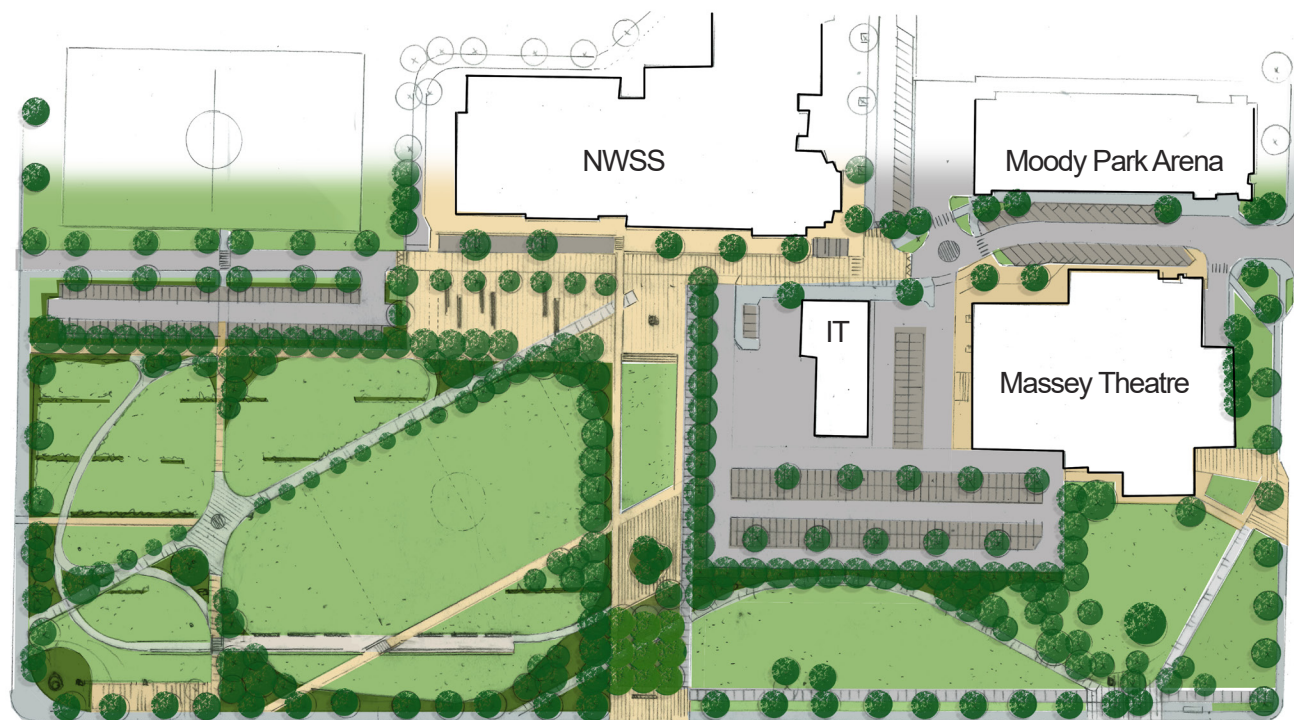
- Legend**
- Bike Route
 - Parking
 - Memorial Wall (Retaining)
 - Potential Signage Location
 - Memorial Walk
 - Memorial Feature/Focal Point
 - Pedestrian Route
 - Learning Circle/Location
 - Gateway



Option One



Option Three



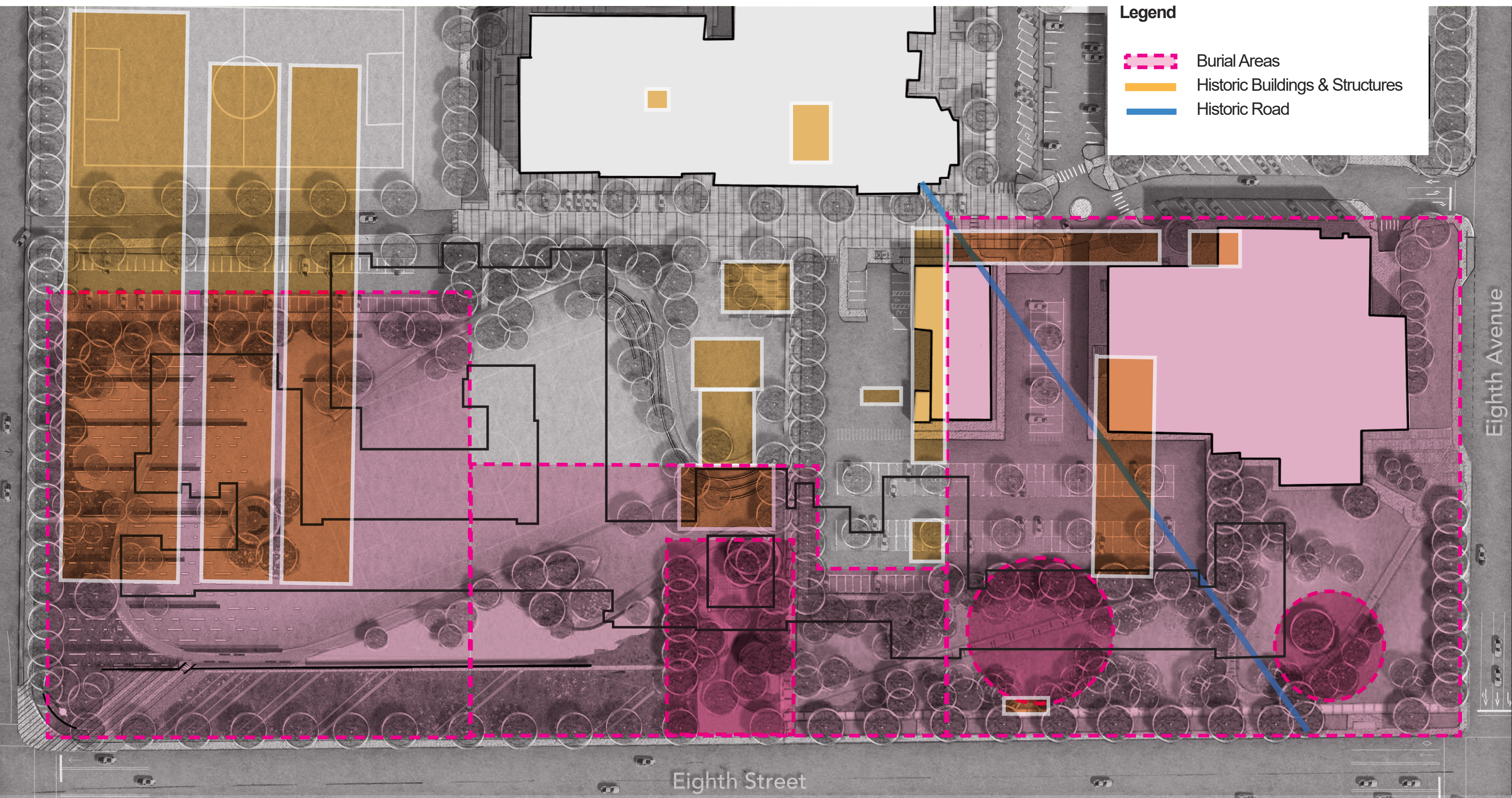
Option Two

The memorialization area should:

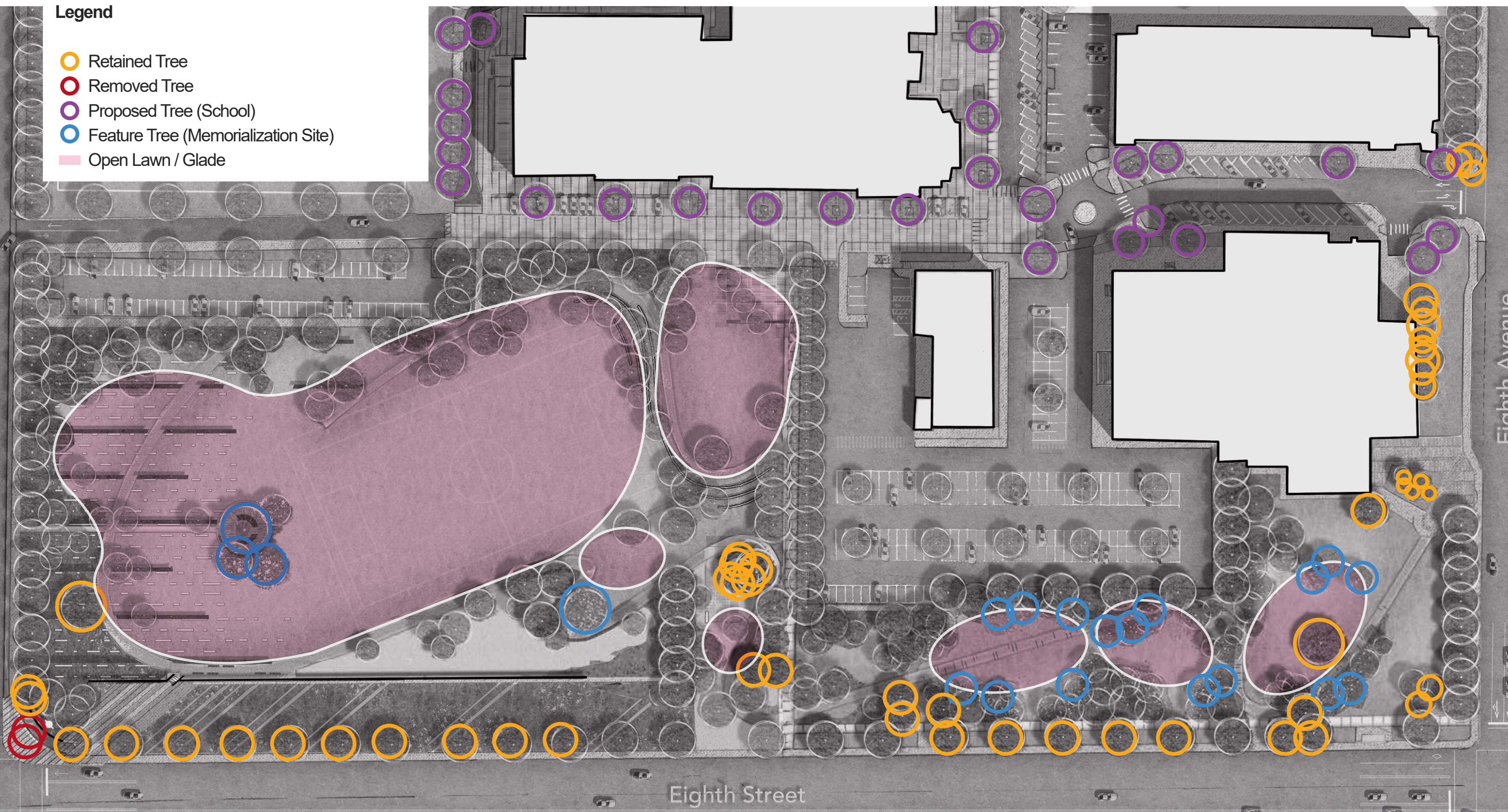
- ◆ Consider and respond to the Guiding Principles and Aspirational Statements.
- ◆ Preserve existing features, such as the NW Wall and School Entrance Circle. Enhance or re-use structure to provide key features in the Memorialization.
- ◆ Place majority of parking closer to Massey Theatre which has high demand.
- ◆ Include parking near the sports field(s) and a clear, safe pedestrian path to Theatre.
- ◆ Break down the regimentation of the historic grids with a softer approach while retaining some original site markings. Provide opportunities to reflect on the historic fixed boundaries and decisions made by some, for others.
- ◆ Retain the contemplative, parklike feel of Option 2 but ensure it feels less rigid. Keep the feeling of 'free-flowing' areas and connections.
- ◆ Retain simplicity in overall design, introduce the new with recognition of the site's history.
- ◆ Provide ability to layer in stories, identification and other information as they may emerge going forward.
- ◆ Provide ample tree canopy cover, with potential to expand over time.
- ◆ Soften the Memorial Grove to provide greater access and visibility.
- ◆ Introduce native ecology as a successional landscape. Involve students or others in the planting as an ongoing evolution of the Memorialization Site. This could be tied to the emergence of stories, or educational program at the school.
- ◆ Consider native ecology, hydrology and geology of the Tsilhqot'in Territory. Plant choices to support and coincide flowering or fruiting with commemoration date of Chief Ahan.
- ◆ Consider the original (1860-1865) location of the first cemetery as the possible location of Chief Ahan's burial.
- ◆ Retain direct routes and desire lines through the Memorialization Site, considering that pedestrians will find their own pathways through the site.
- ◆ Provide an 'arrival point' to the site offering pre-explanation before entry. Provide connection to Moody Park.
- ◆ Provide universal accessibility.
- ◆ Accommodate an area suitable to support activities of a full-sized playing/sports field.
- ◆ 6 elements of river rock or Black Shale rock from the Tsilhqot'in Nation for integration as a memorial element to Chief Ahan, accompanied by didactic element(s).

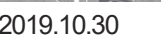


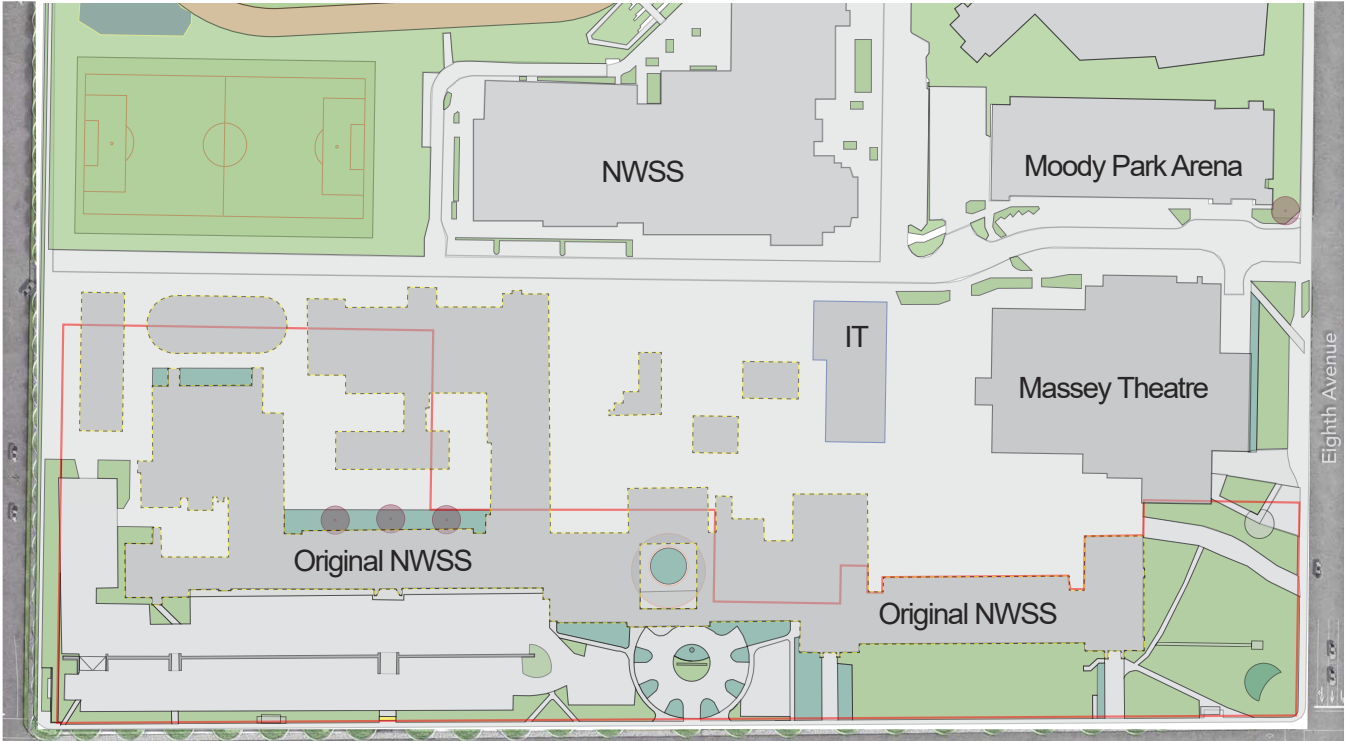




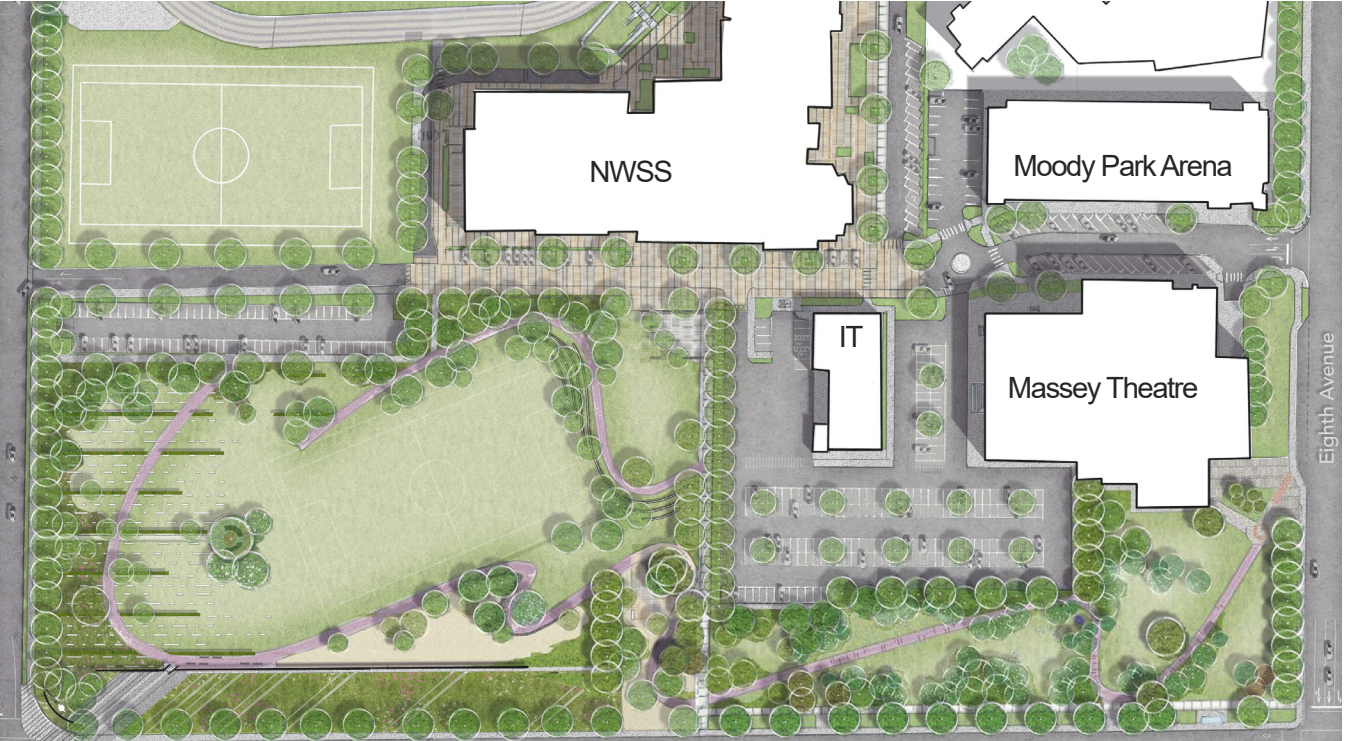








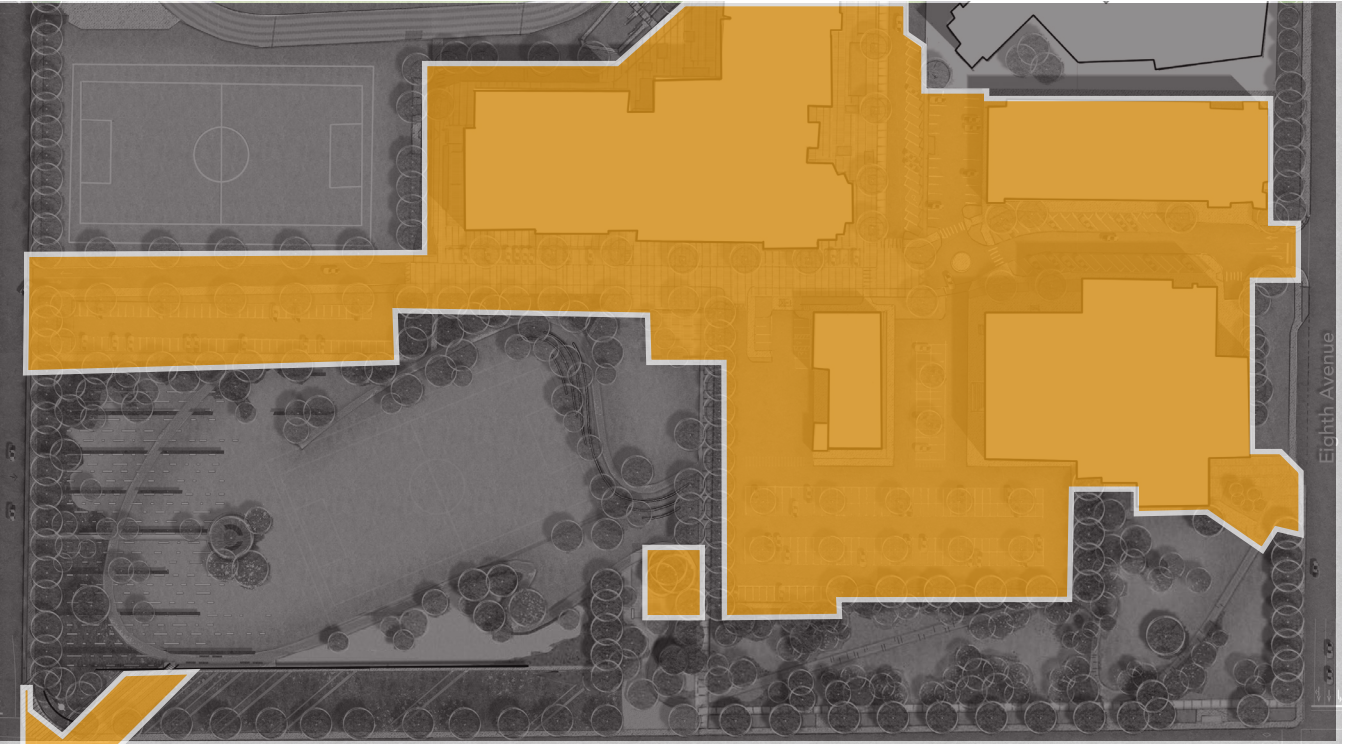
Existing Hard and Soft Surfaces



Proposed Hard and Soft Surfaces



Comparison - Typically Hard Surface (Before)

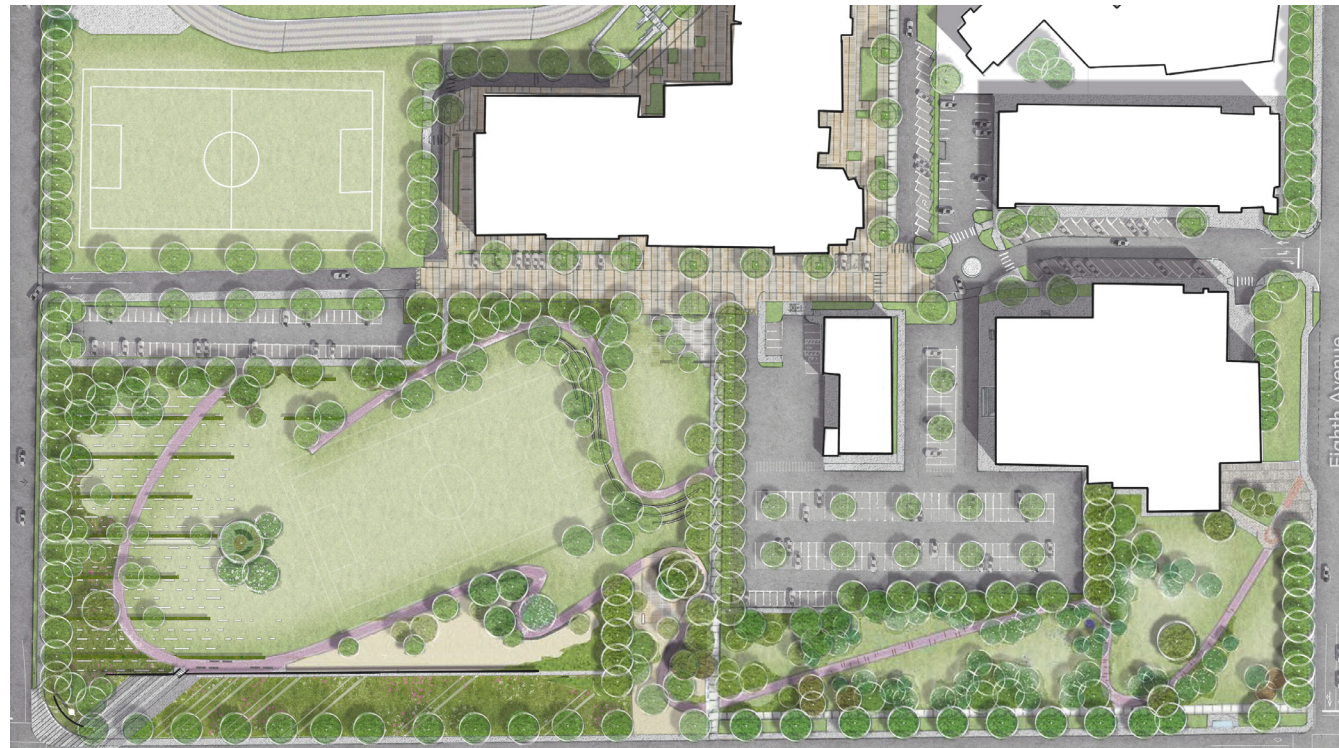


Comparison - Typically Hard Surface (After)



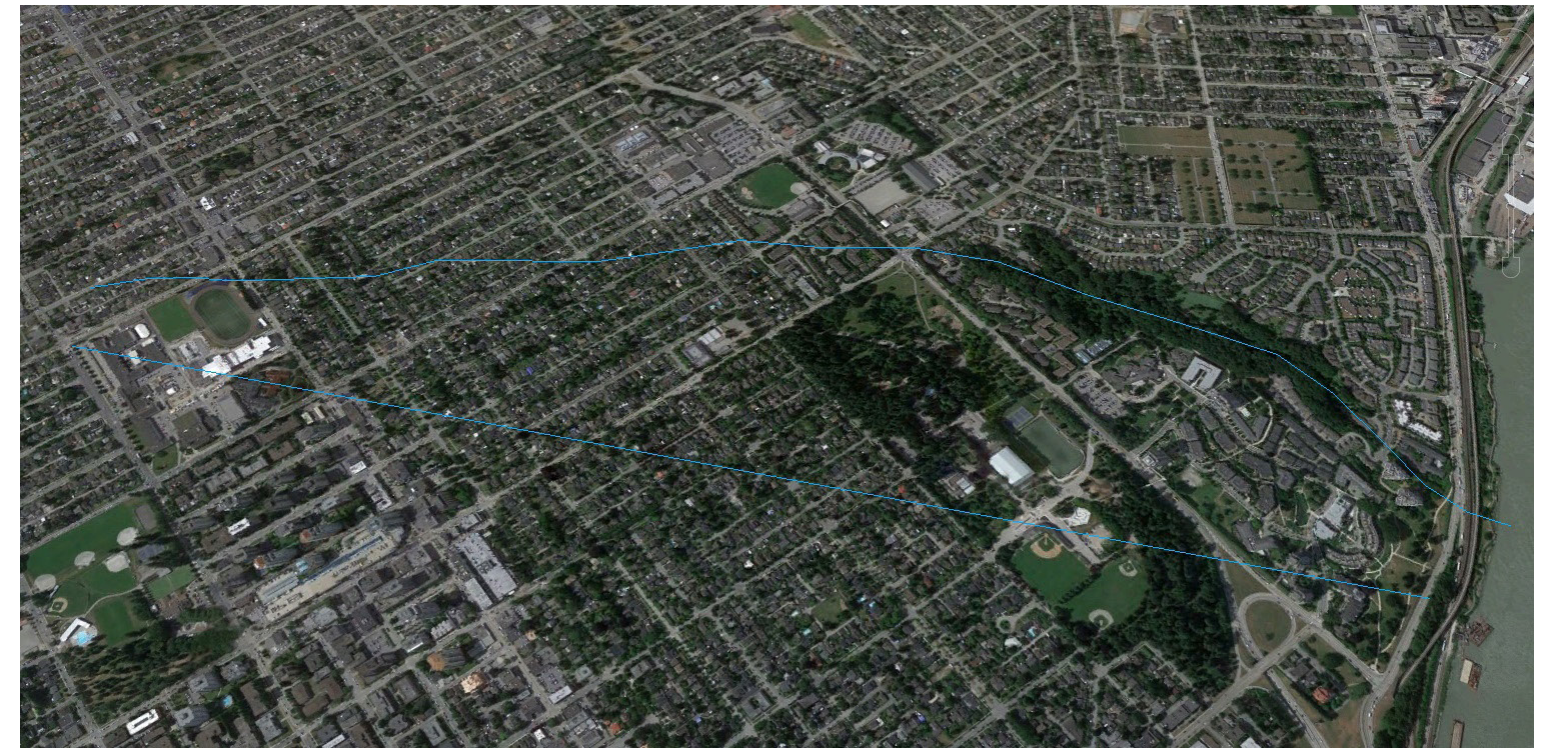
Landscape of Memories

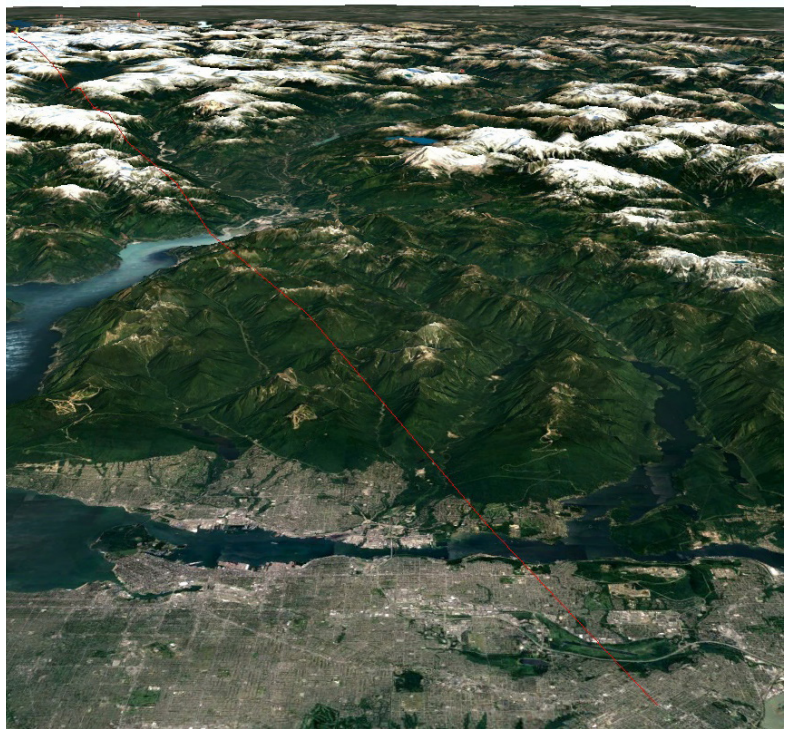
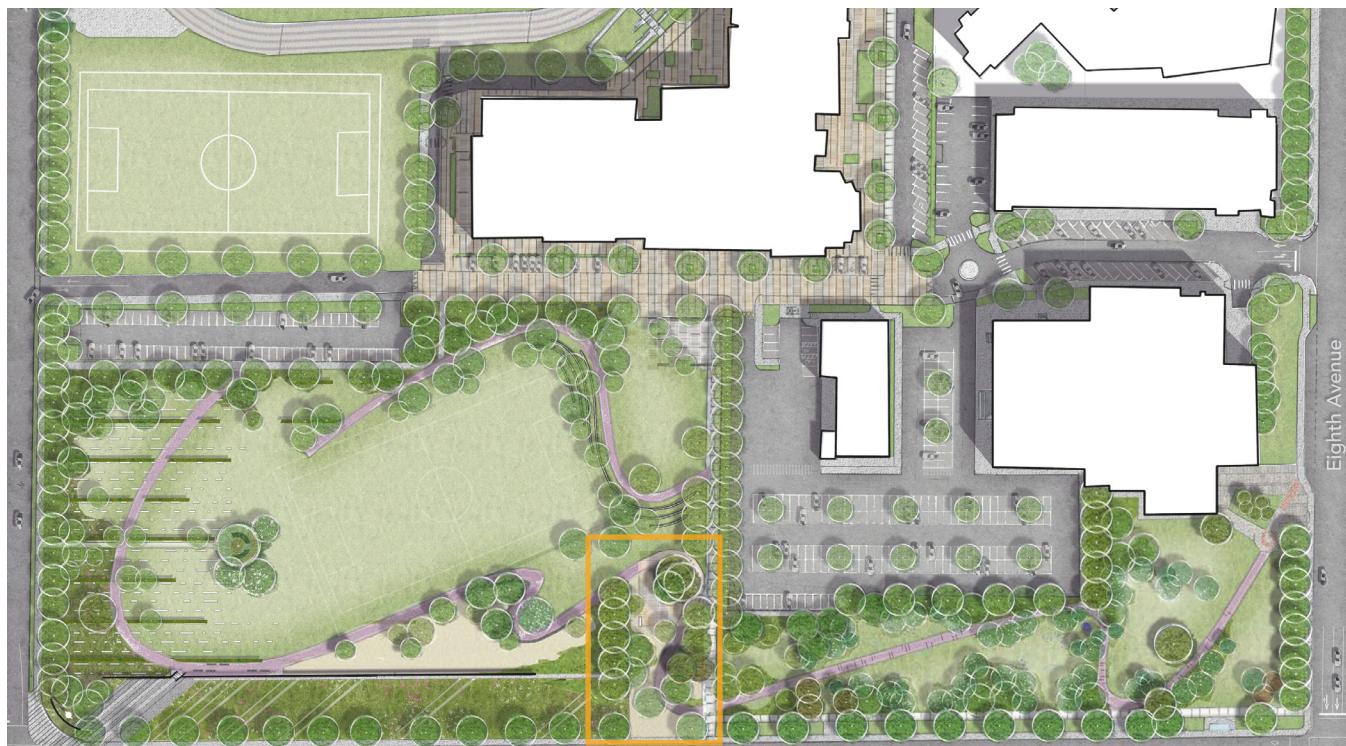
05



Overall Approach - Qayqayt and the Native Ecology

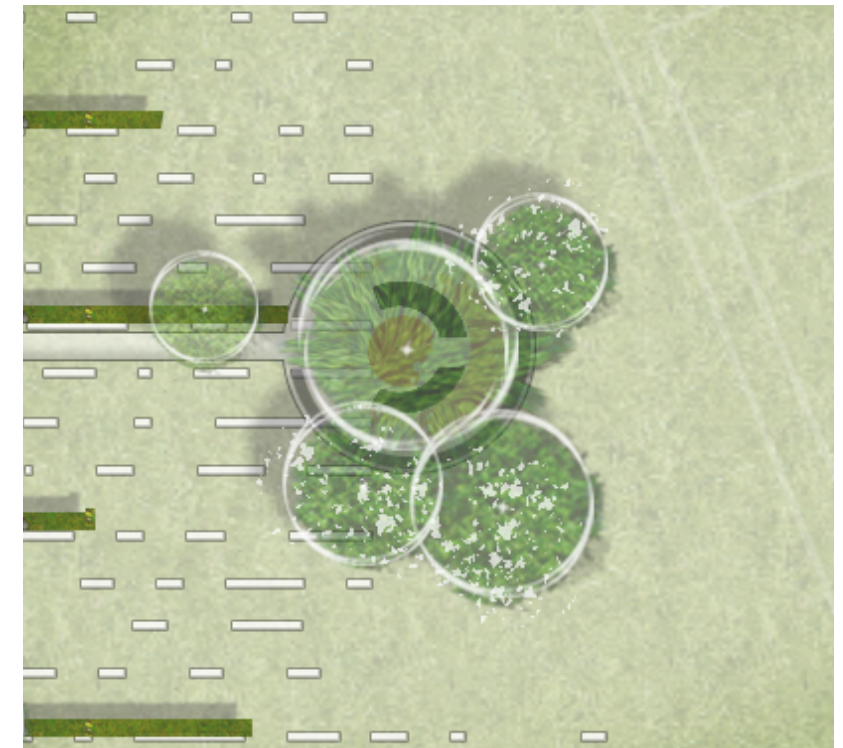
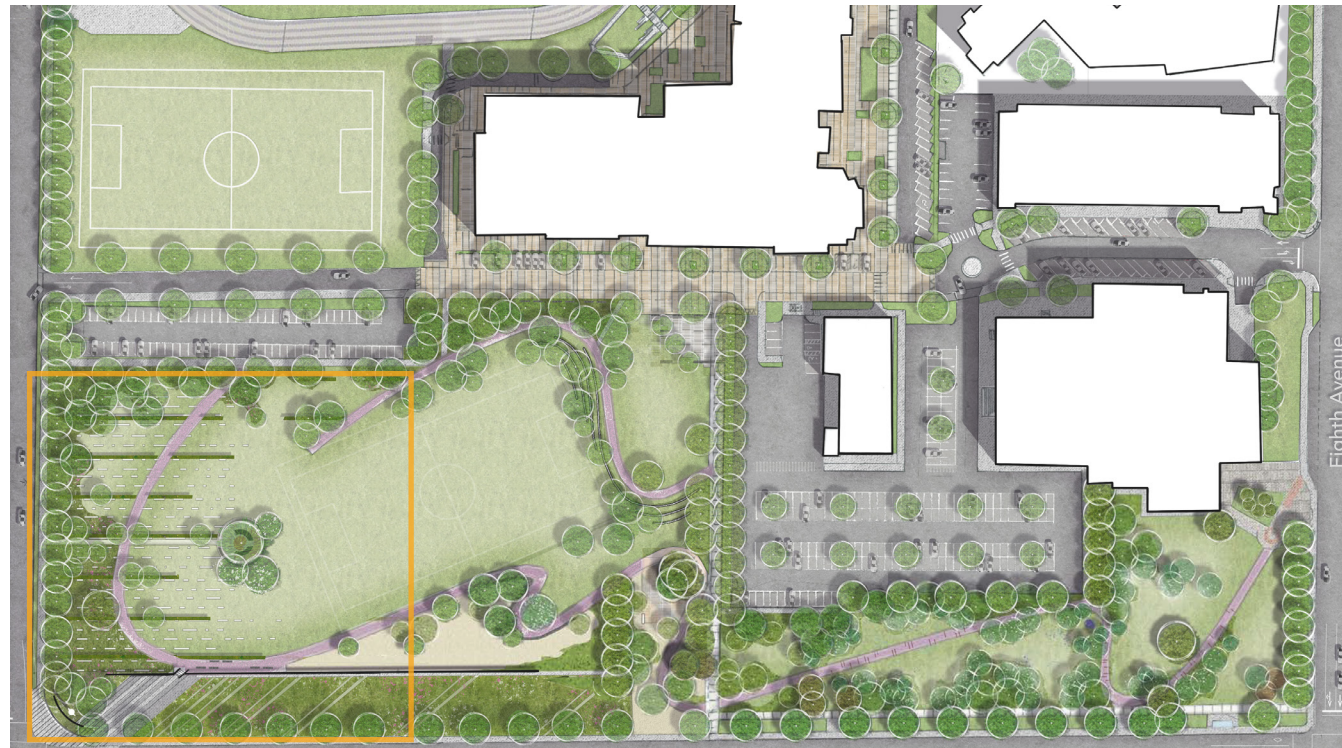
- Historic Ravine Ecology
- Connection to Glenbrook Ravine Park (1st park in BC)
- Colonel Moody, 1959 *“The woods are magnificent, superb beyond description but most vexatious to a surveyor and the first dwellers in a town. I declare without the least sentimentality, I grieve and mourn the ruthless destruction of these most glorious trees. What a grand old Park this whole hill would make! I am reserving a very beautiful glen and adjoining ravine for the People and Park.....”*
- Connections to Qayqayt village
- Tsilqotin lands





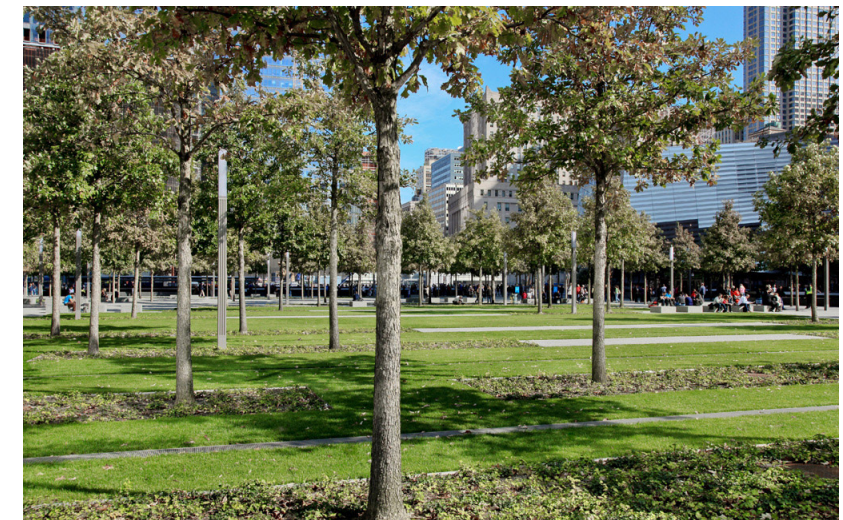
First Clearing- New Westminster Public Cemetery

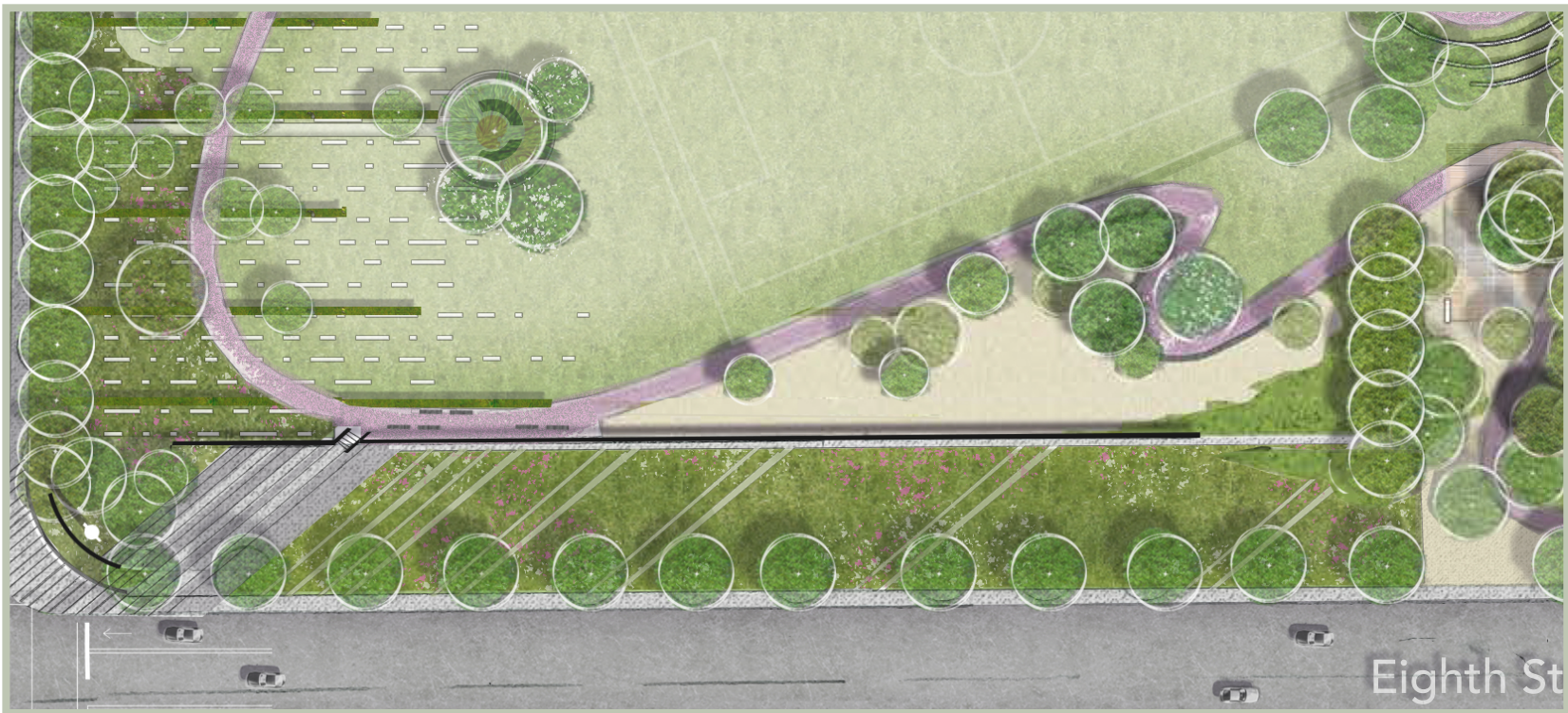
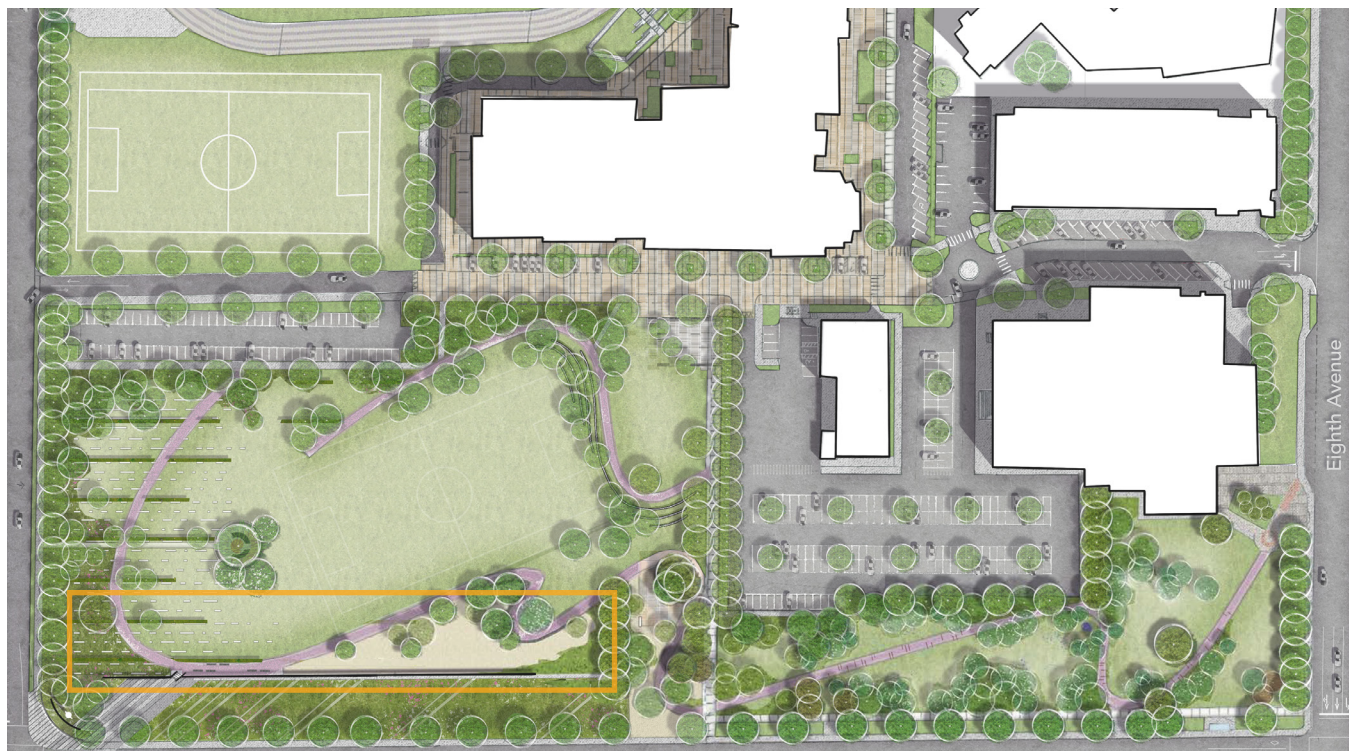
- Primary Entrance / Welcoming Plaza
- Historic Location of:
 - First clearing and cemetery (1861-1865)
 - First part of New Westminster Cemetery (1861-1907)
 - Entrance courtyard of existing school
 - Circular planter with welcome pole
 - Entrance doors to school from Dublin St.
- Wayfinding
- Informal Gathering Space at the crossroads
- Loose grove of native trees and groundcover
- Small clearing for gatherings and rituals
- Site to reference Qayqayt, Tsilq'otin, Residential
- Schools, NWSS students stories
- Space for Chief Ahan Memorial / Events



Douglas Cemetery Area

- Wooded zone segueing to open field
- Historic Location of Douglas Cemetery (1908-1920)
- Native planting undulating over linear hedgerows and benches
- Gathering and Teaching Circle with Central Weeping Willow
- Salix Alba (species from Punjab), used in Chinese Tomb Day
- Circular seating with memorial opportunities
- Split face granite stone inlays for marking identifiable gravesites throughout the site. Poetic references to those absent and missing (paupers, mentally ill, children, the sick, criminals), and to the communities historically erased (Qayqayt, Tsilqo'tin, Chinese, Sikh, Japanese, other?).

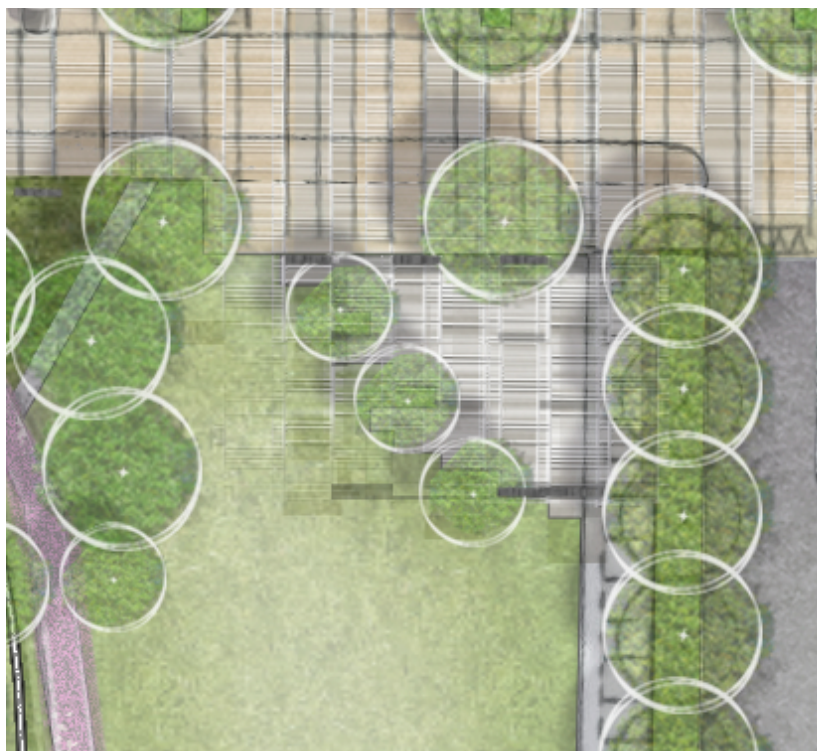
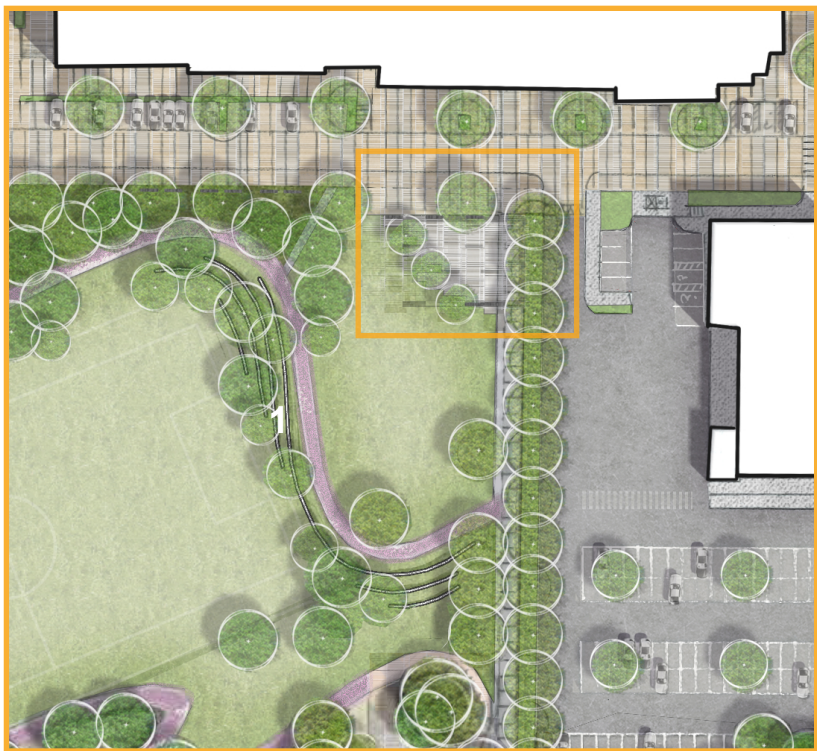
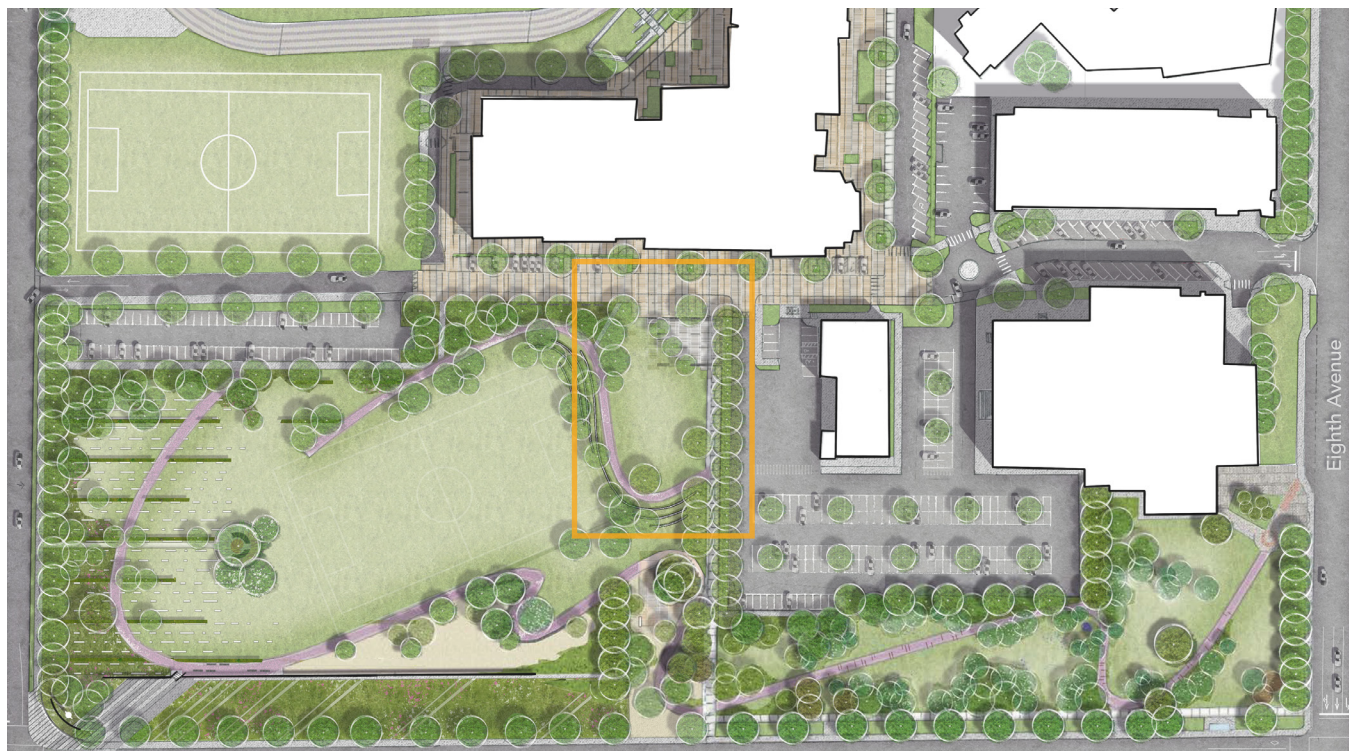




The Memorial Wall Zone

- Memorial Wall with associated gathering spaces
- Historic Location of:
 - New Westminster Cemetery Expansion
 - Douglas Cemetery
 - H.S. Retaining Wall
- New Westminster Gateway signage/element plaza
- 8th Street native plant garden with access paths
- Fraser/Qayqayt directional access paths
- Space for future art / plaques / memory wall / altar
- Crushed granite gathering space
- Intimate treed gathering zones

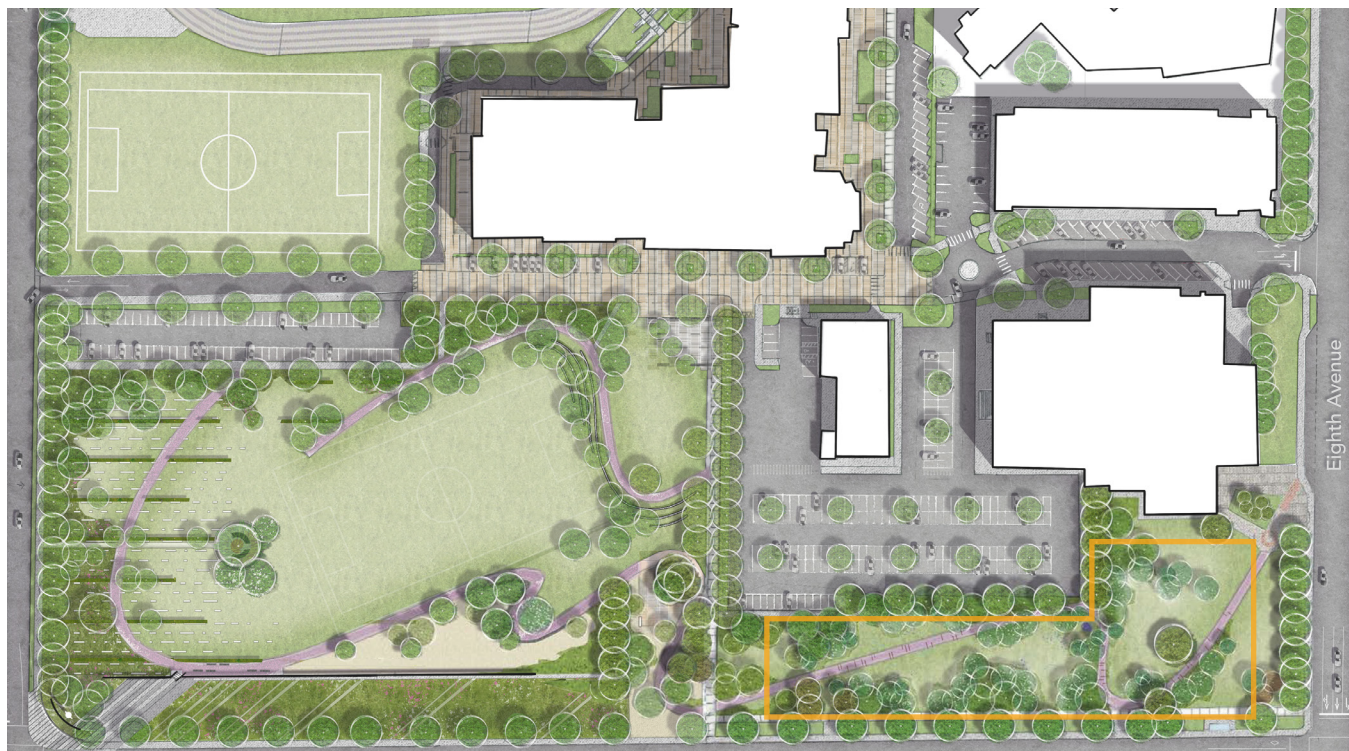




The Isolation Hospital Zone

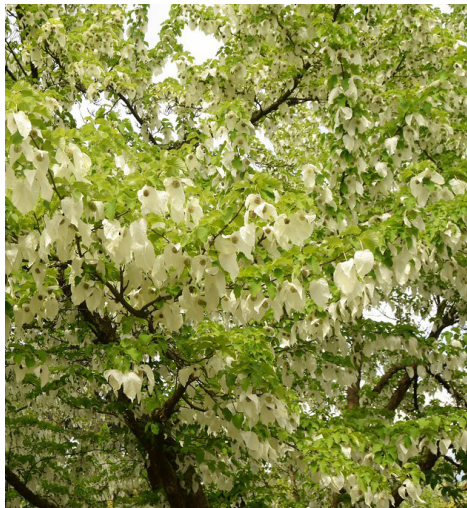
- Activities Plaza and Lawn
- Historic location of:
 - Isolation Hospital (1892)
- Spill out space for H.S. Music and Arts activities
- Adjacent open lawn with amphitheatre seating
- Small performances
- Teaching zone





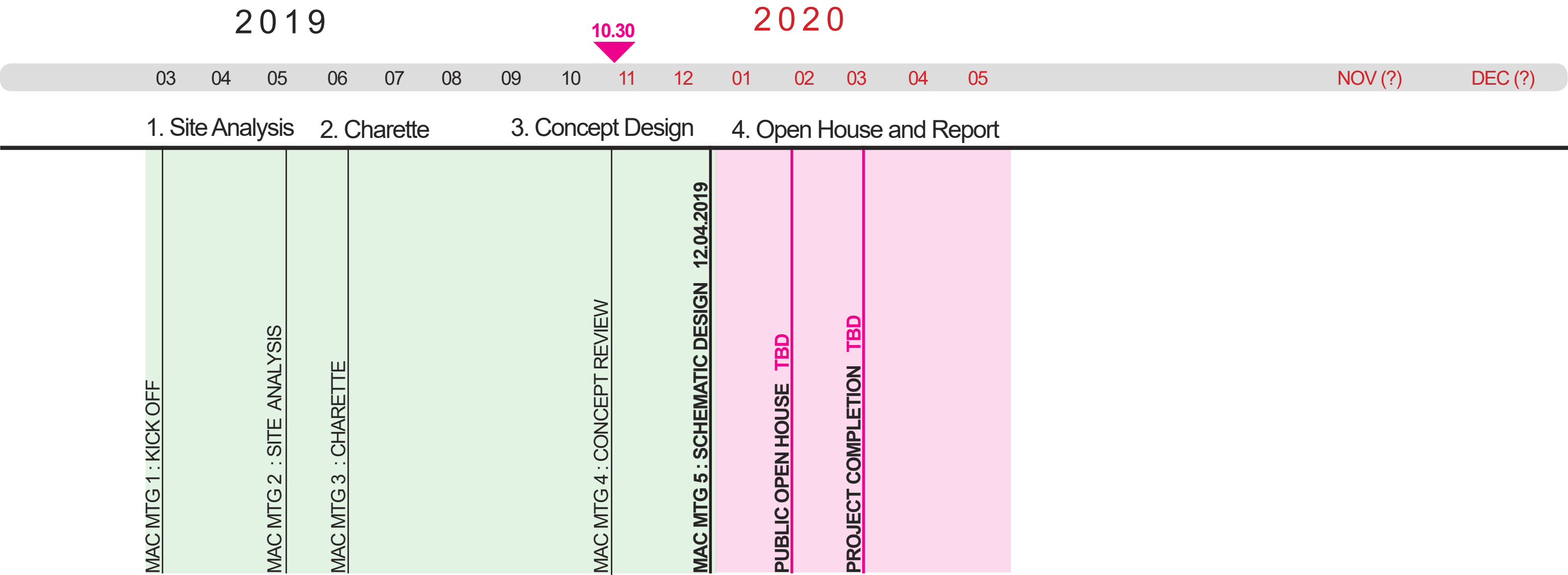
The Chinese Cemeteries and the Potters Field

- 3 loosely defined intimate glades
- Historic location of:
 - 2 Chinese cemetery zones (1892-1909, 1909-1914)
 - Altar and crematory
- Altar/Memorial space for incense
- Dove / Handkerchief Tree (*Davidia involucrata*), Shepherd's Purse Flower
- White flowers
- Berry and fruit producing native shrubs and trees
- Cheng yu character inscription or Taoist/Buddhist prayers
- April 4 or 5 "Tomb Sweeping Day"- flying kites, sweeping loved ones graves, planting willows, weeding, laying willow boughs, filial piety



Next Steps

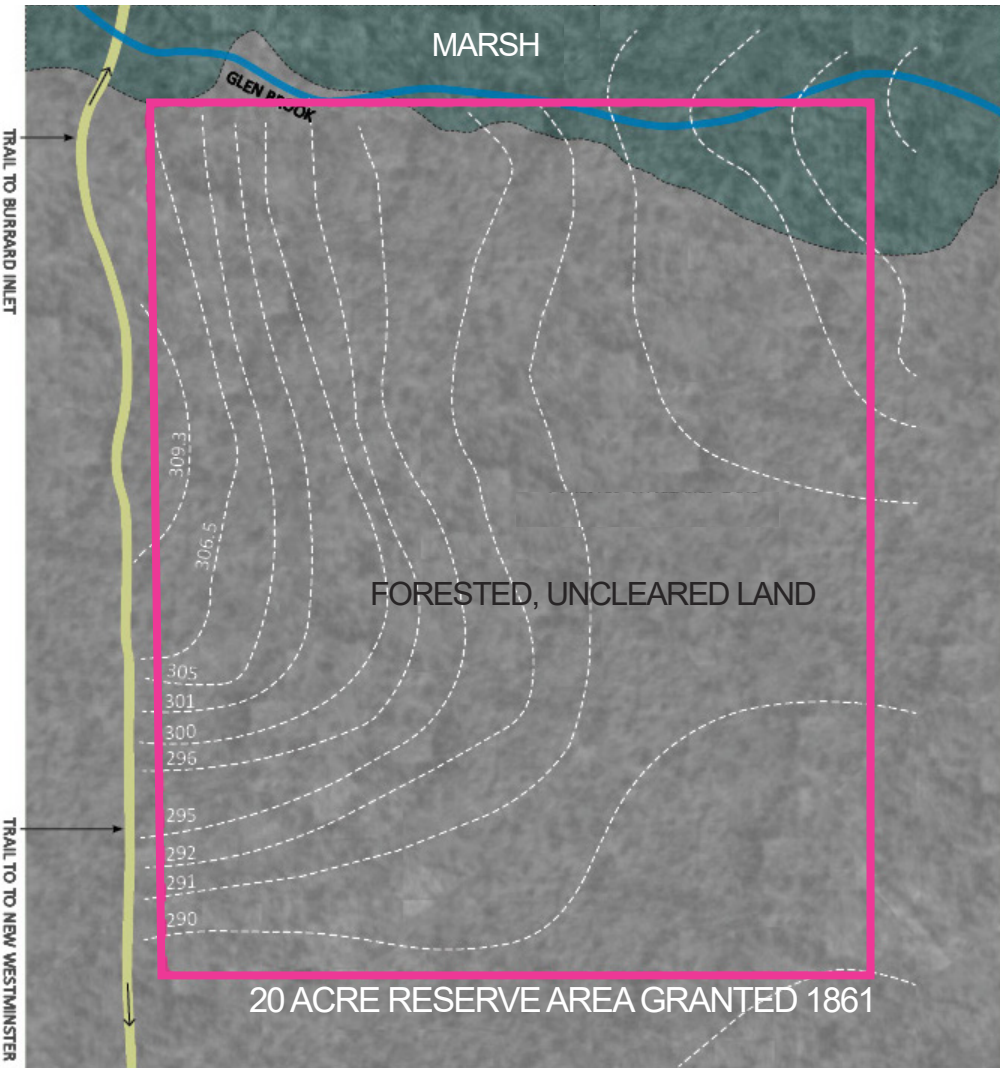
06



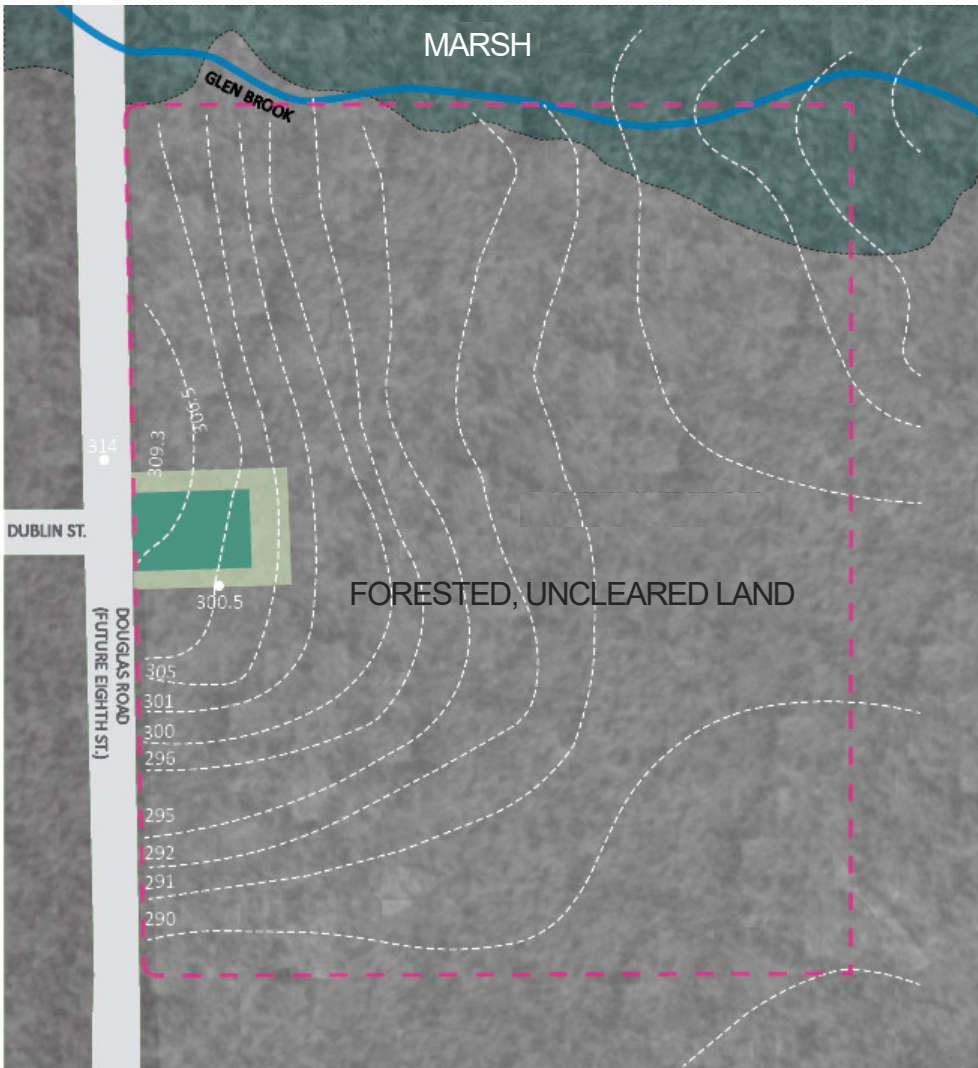
Previous Meeting Slides

PS

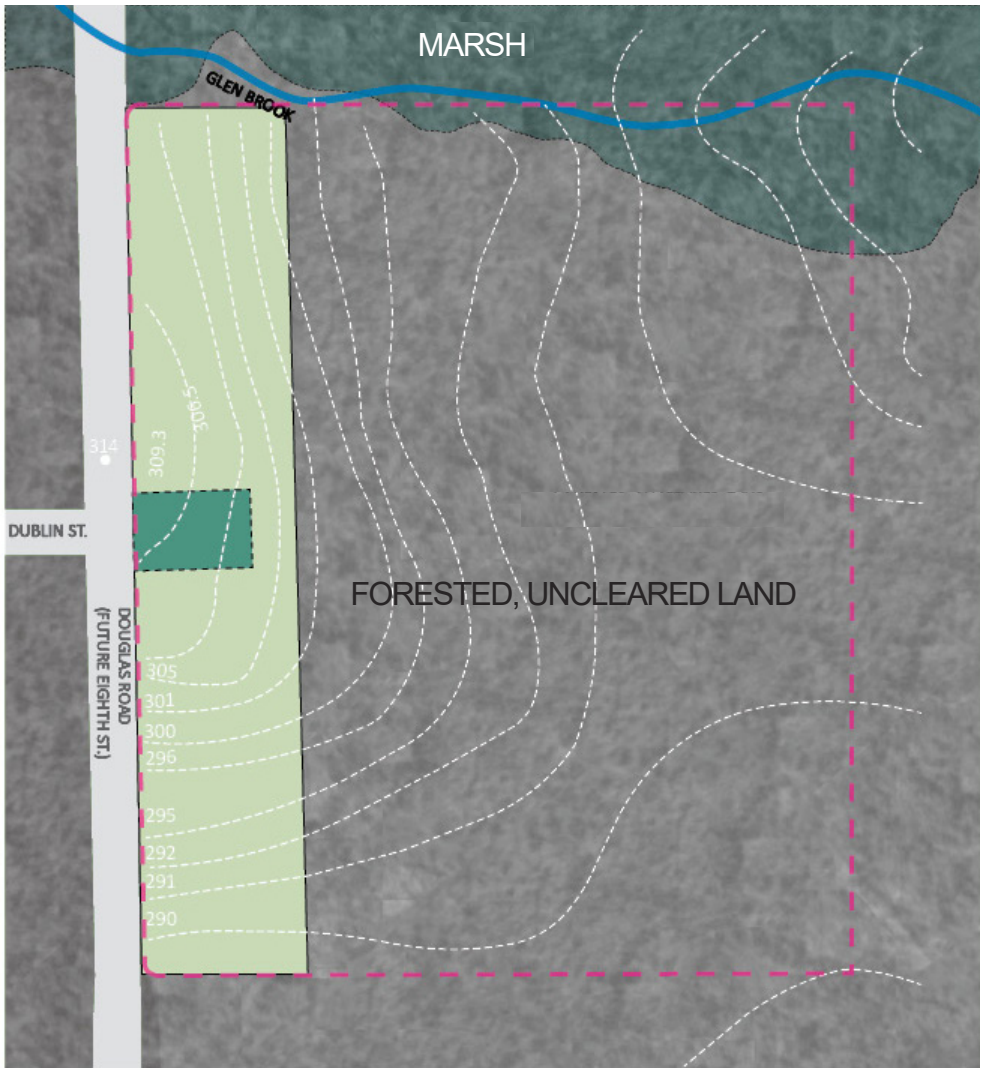
Pre-1861



1861

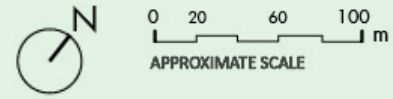


1865



Legend

- Historic Trail
- Approximate Contours (Ft)
- 20 acre granted reserve
- Logged and Cleared Area
- Levelled Cemetery area
- Marshy headwaters of Glen Brook
- Glen Brook watercourse



Glenbrook Creek today (Typical Ecological Character)

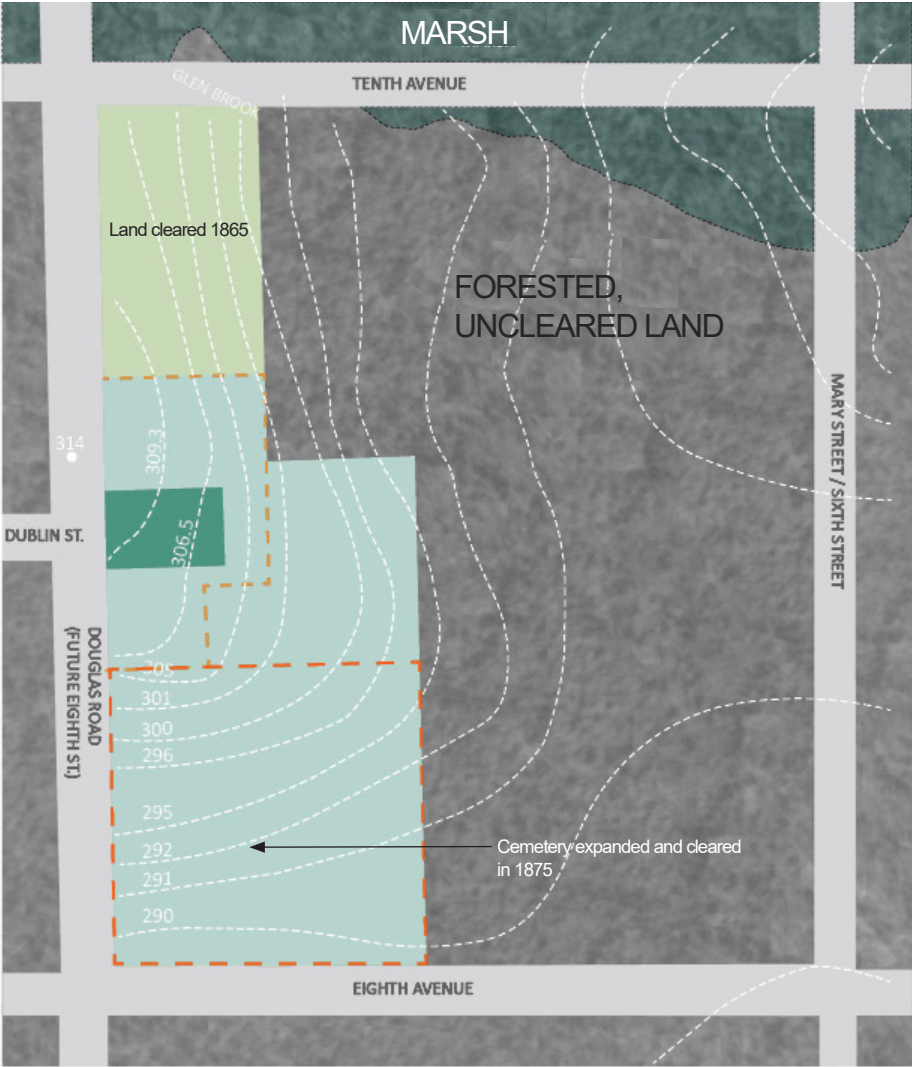


Original Holy Trinity Anglican Church, 1860. (Not on Site)

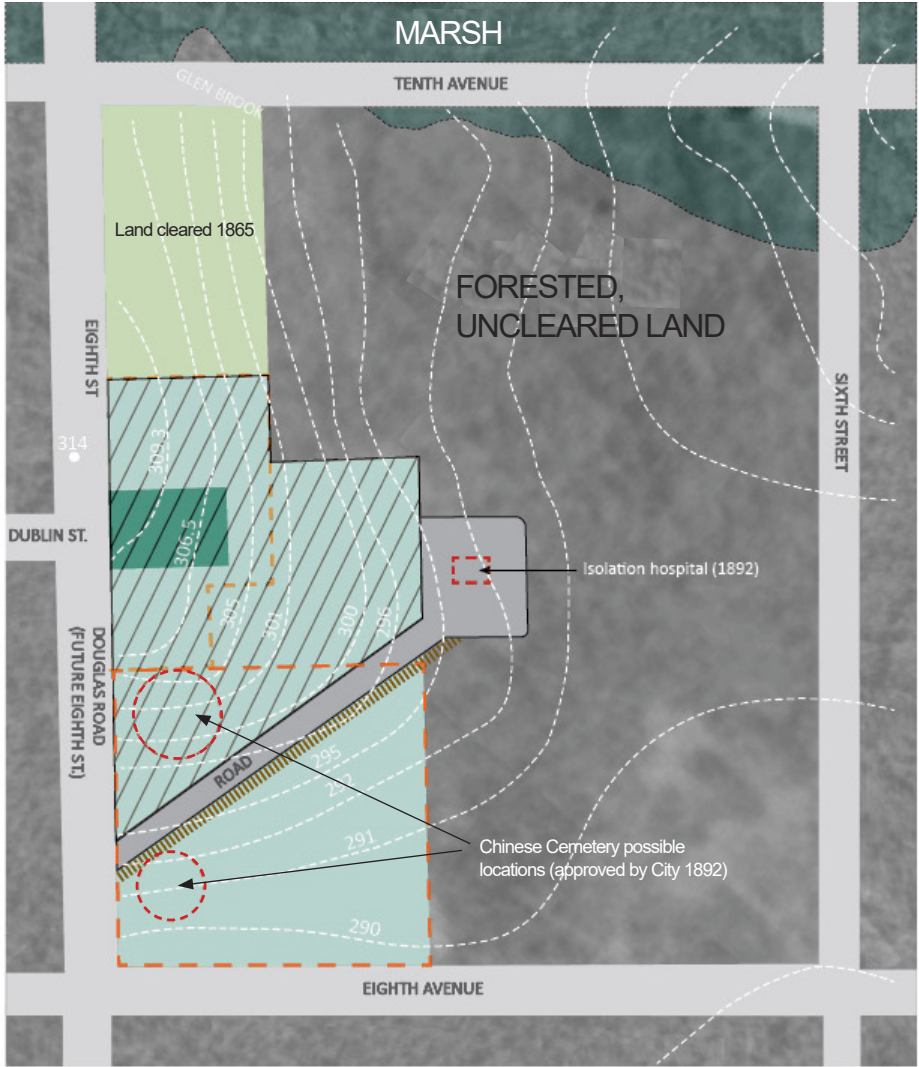


First Nations gathered in demonstration at the Queen's birthday, 1865

1865-1891



1892-1907



1908-1920



Legend

- Approximate contours (Ft)
- Logged and cleared area
- Original Cemetery area
- Area cleared for Cemetery expansion
- Marshy headwaters of Glen Brook
- Fenced Cemetery area
- 'Potter's Field' approximate area
- Historic Buildings
- Potential area declared full in 1907
- Historic Boardwalk
- Possible location of Chinese Cemetery

0 20 60 100 m
APPROXIMATE SCALE



Government Buildings on Columbia St, 1865



View to brow of the hill from Fraser River, 1866



After the Great Fire - Chinatown, 1898

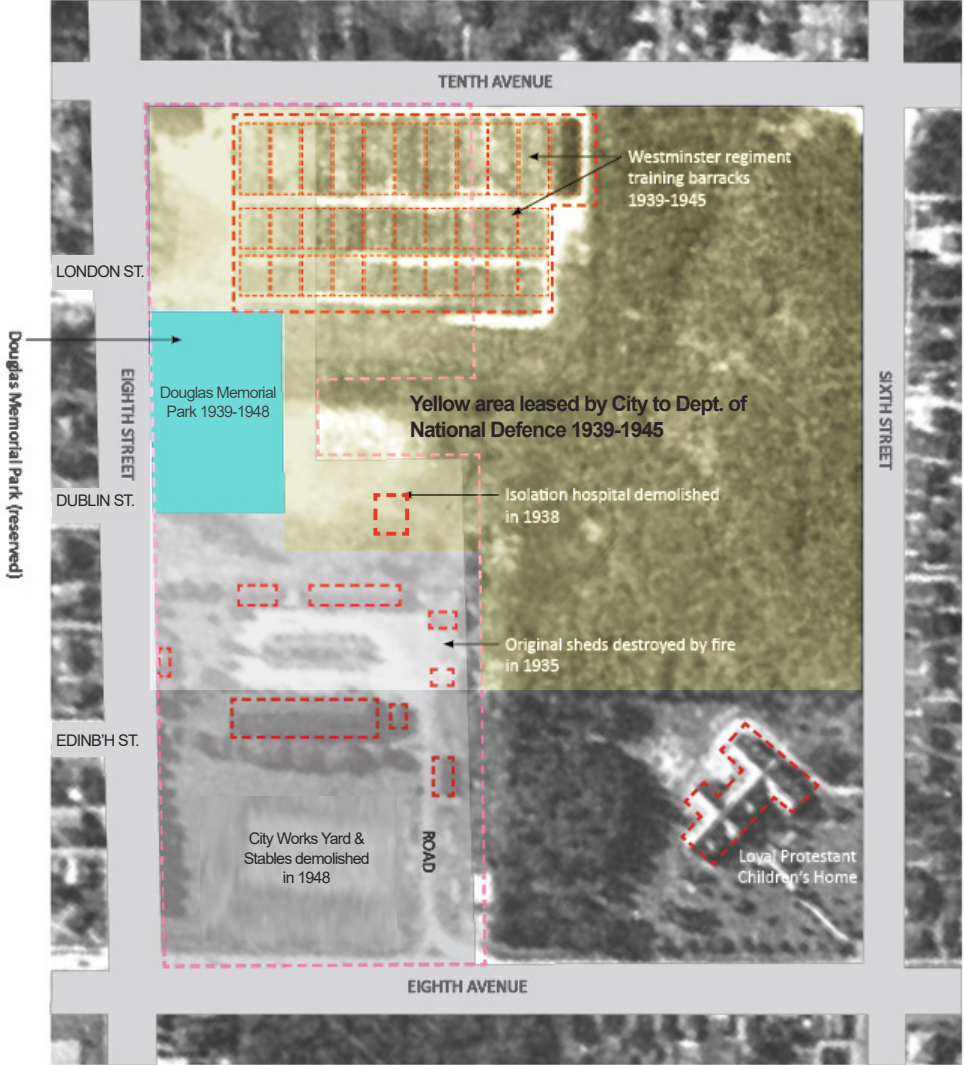
Site Timeline | 1921 to 1965

PS

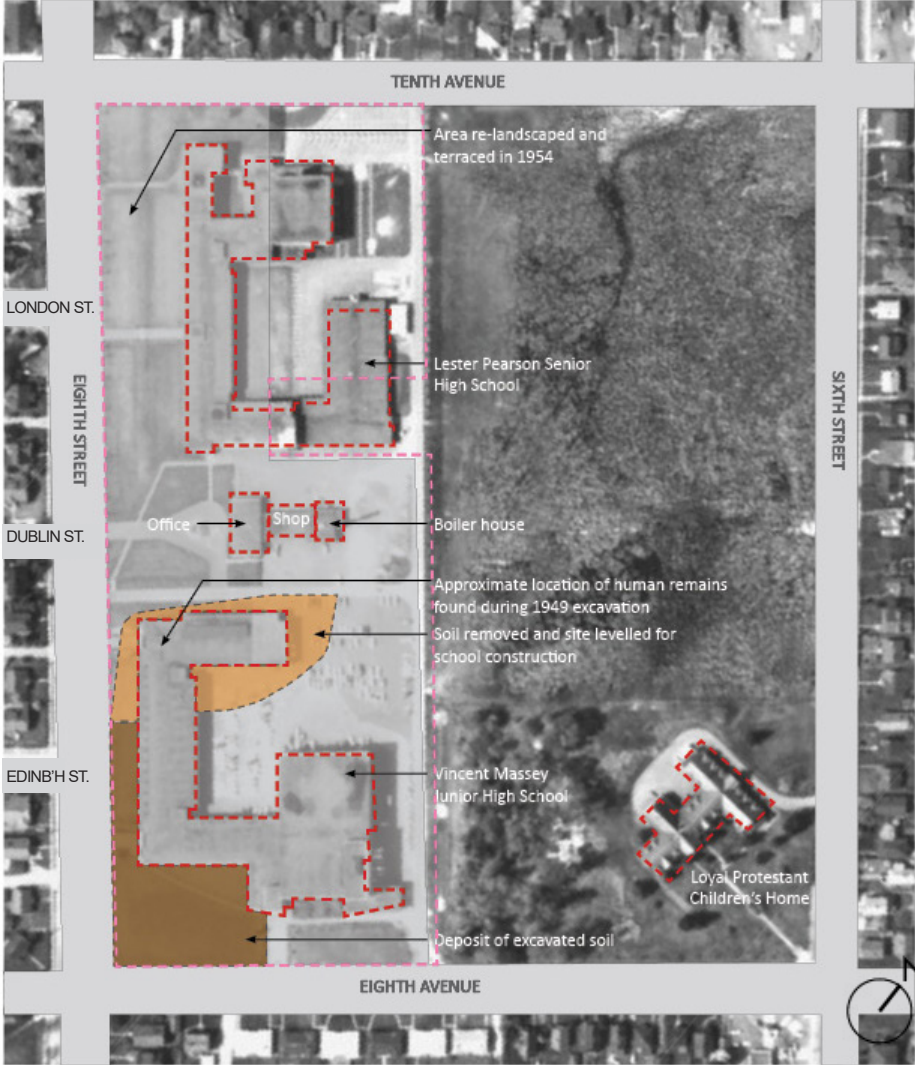
1921-1930



1931-1948



1949-1965



Legend

- Approximate contours (Ft)
- Douglas Memorial Park area
- Original Cemetery area
- Expanded (New) Cemetery areas
- Marshy headwaters of Glen Brook
- Historic Buildings
- Outline of historic Cemetery use

0 20 60 100 m
APPROXIMATE SCALE



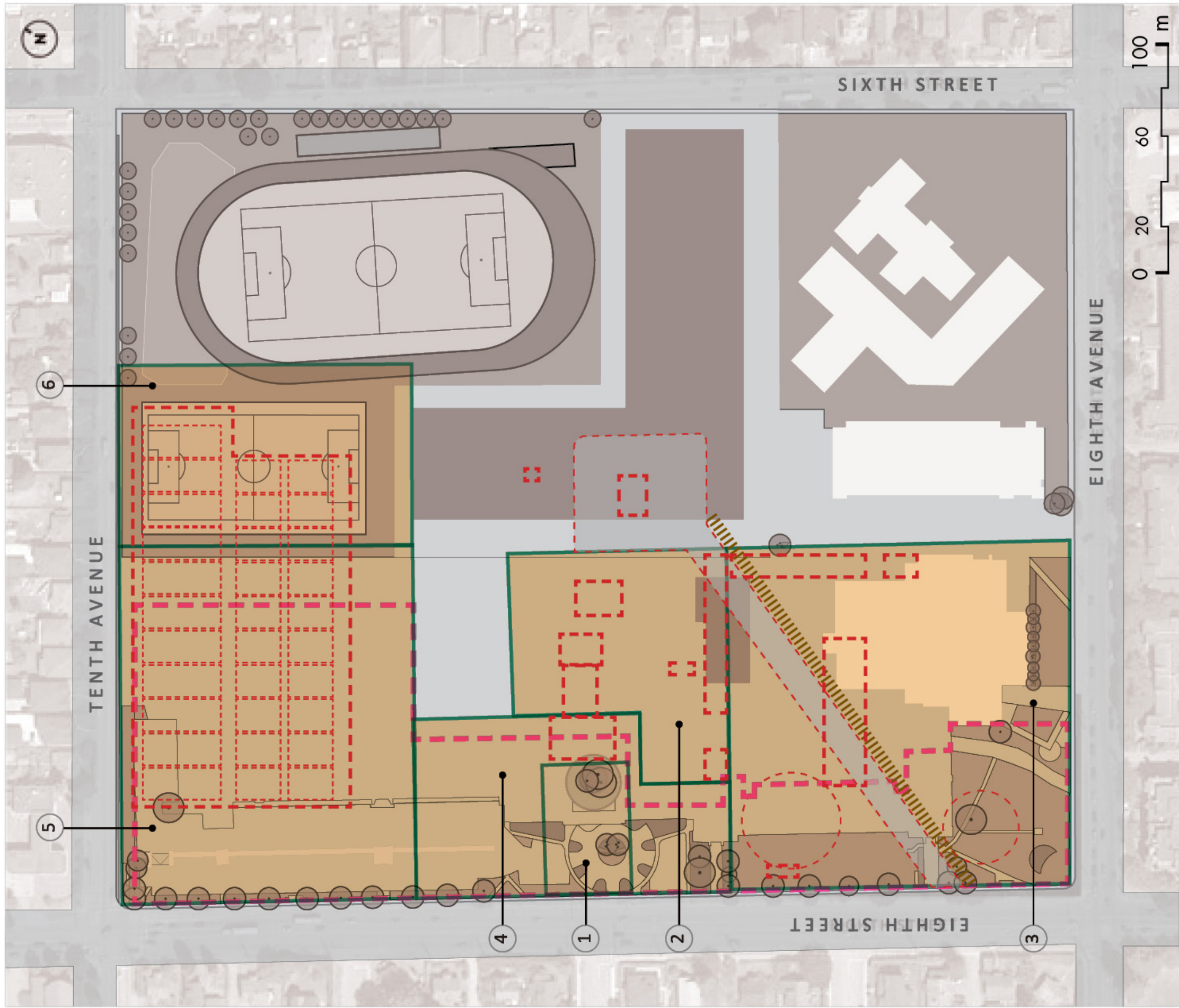
View East on Columbia St, 1923



4th Convention of NW Chinese Nationalist League, 1928



Newly constructed Vincent Massey High School, 1950



Legend

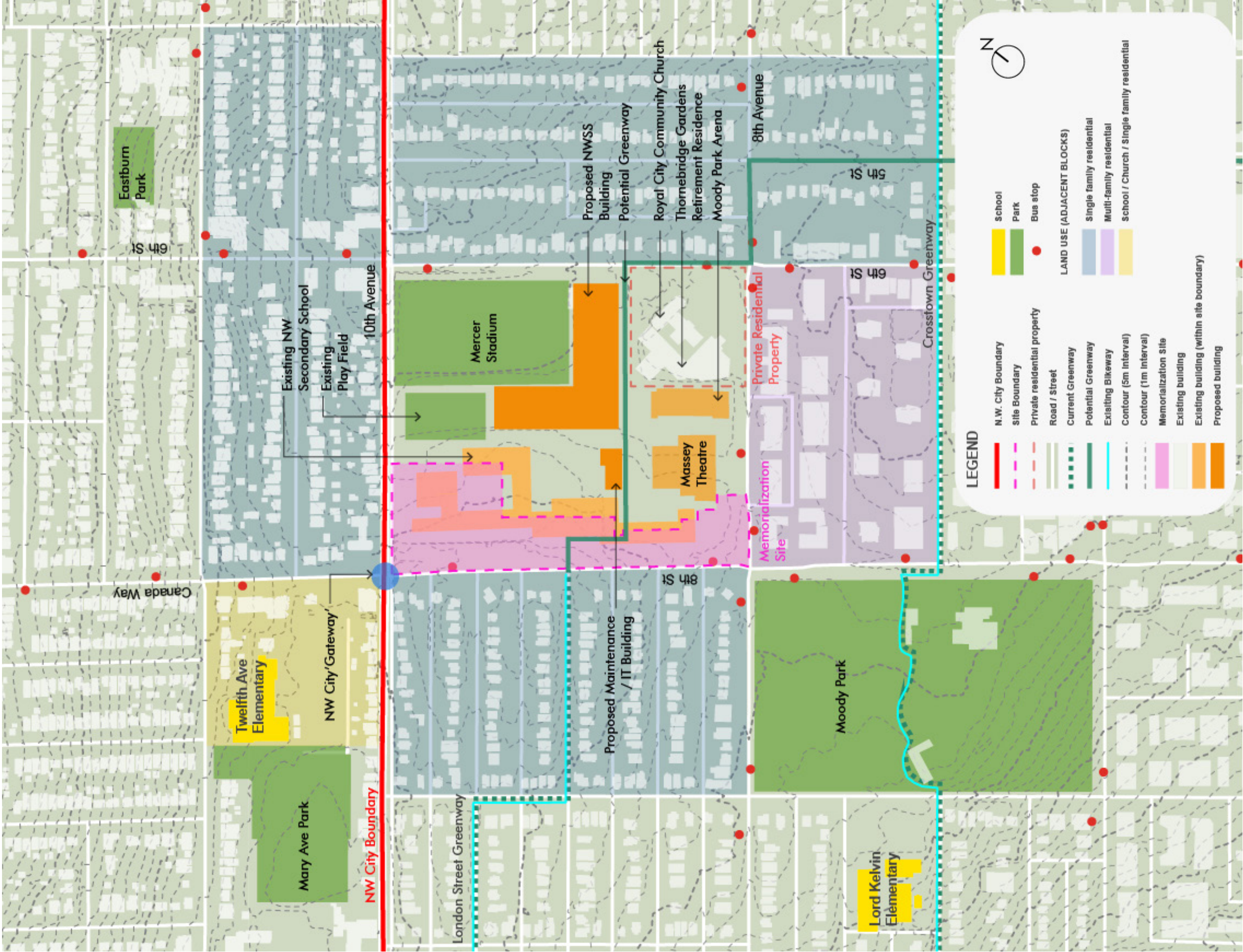
 Historical cemetery and field

 Historical buildings

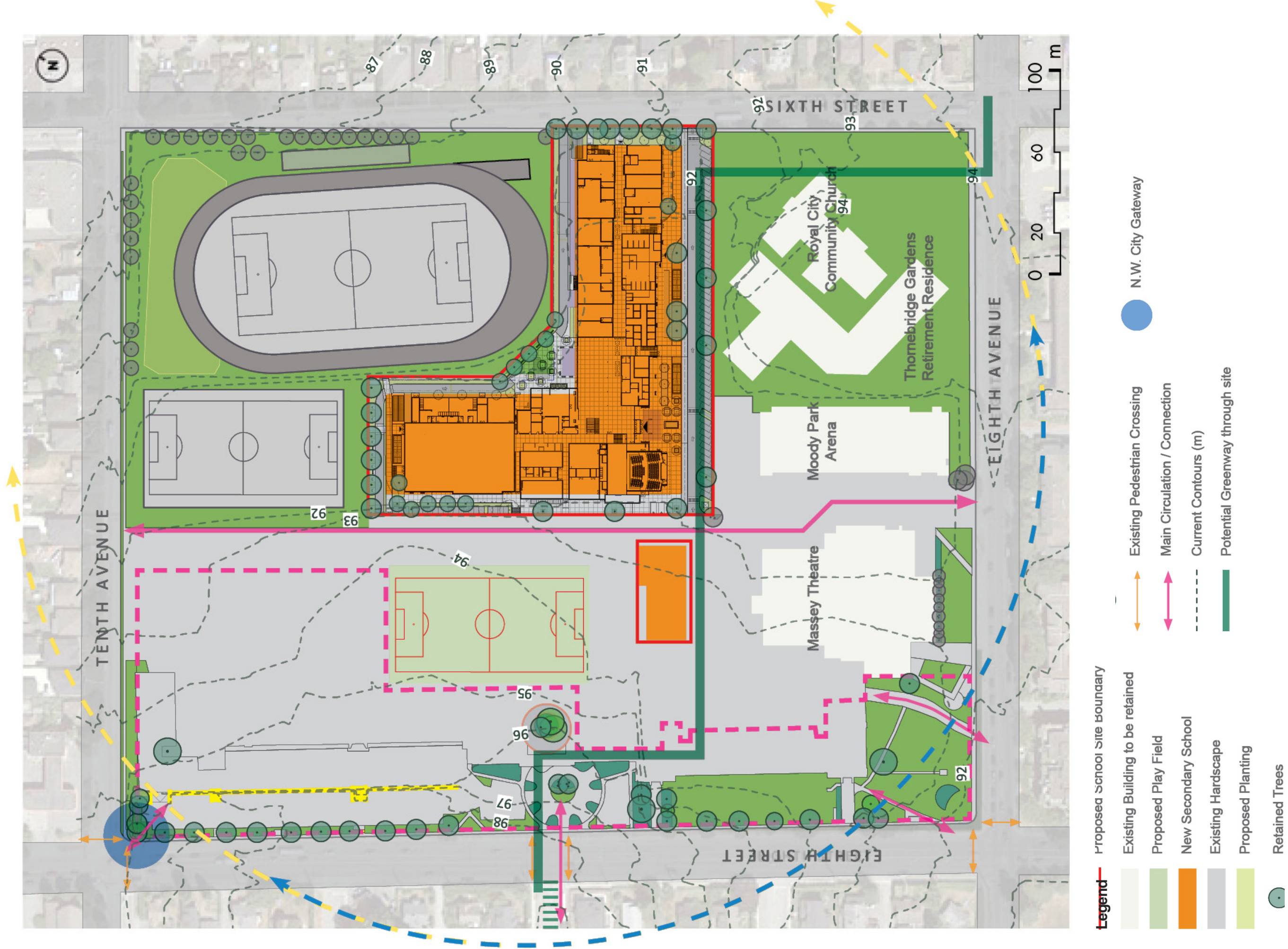
 Historical road / boardwalk

 Possible location of Chinese cemetery approved by City Council in 1892

1. Original area of public cemetery used as burial ground (1 1/2 acre logged)
2. Cemetery expanded and cleared in 1875 (potential burial area)
3. Area recorded as 'Potter's Field' (Source: *Province of BC Order in Council, July 16, 1812*)
4. Original cemetery area fenced (surveyed in 1913)
5. 4 acre Douglas Cemetery (1908-c.1920)
6. 2 acre Chinese Cemetery (1909-1914)



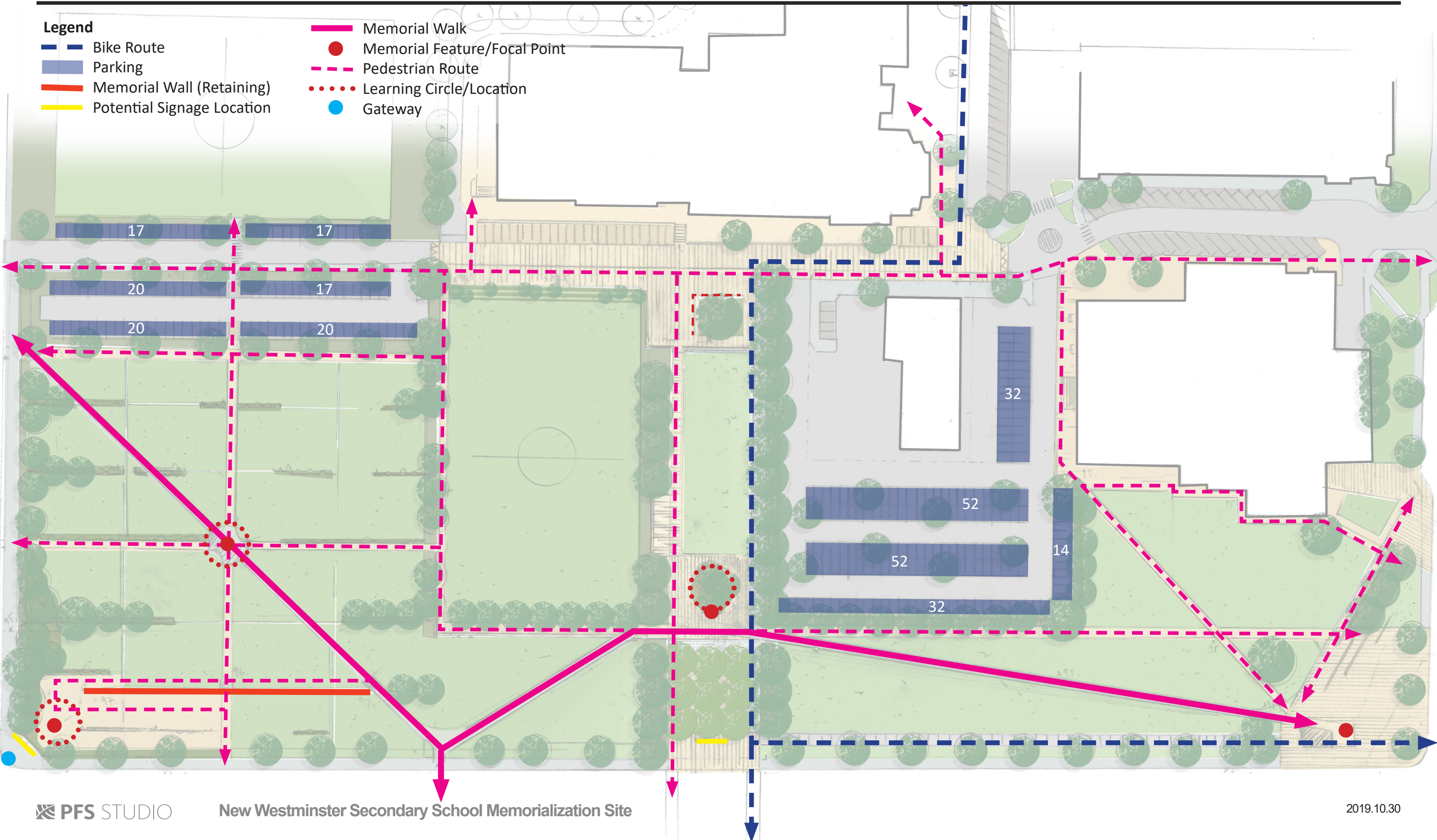




Conceptual Designs

- Legend**

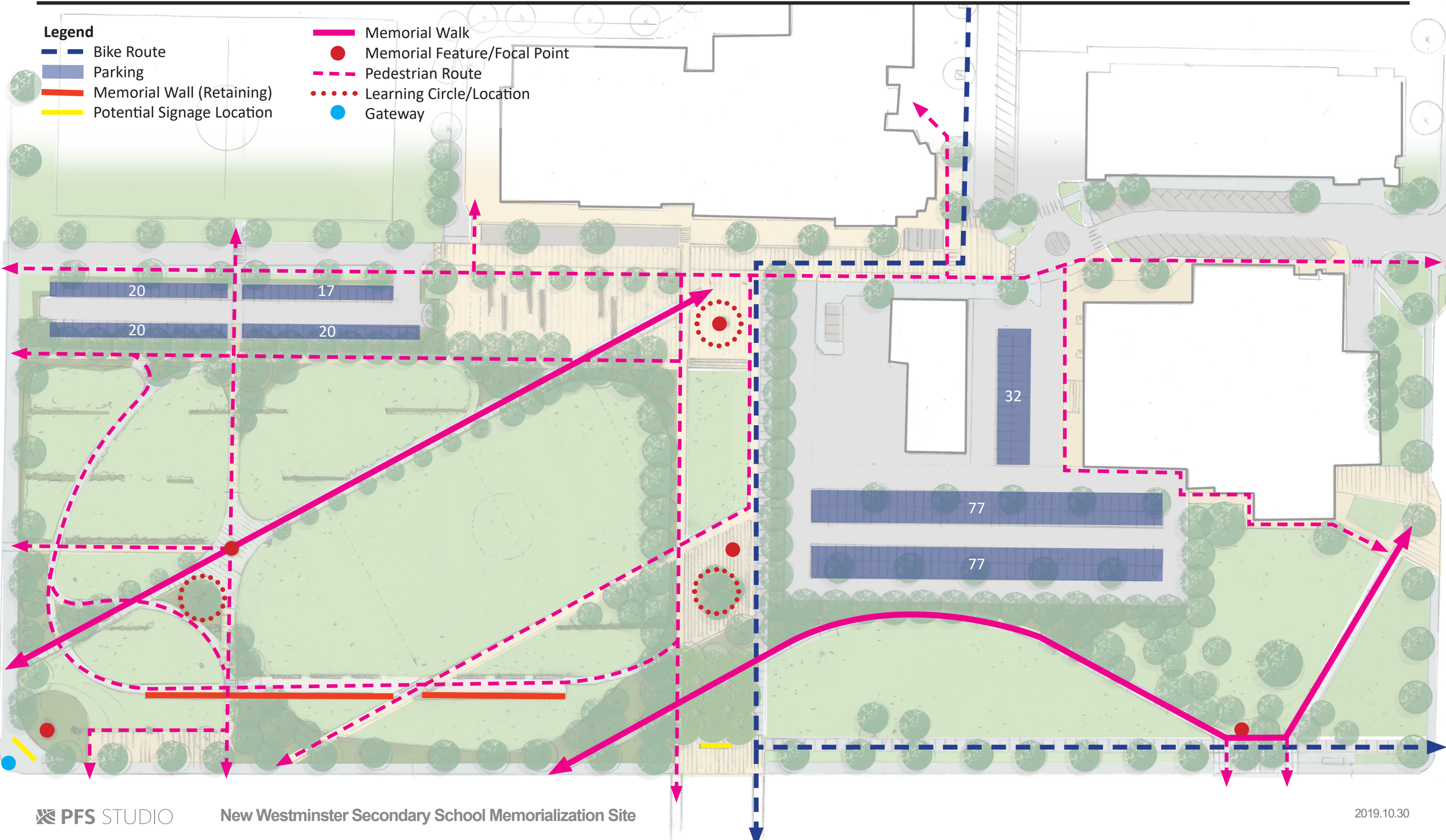
 - Bike Route
 - Parking
 - Memorial Wall (Retaining)
 - Potential Signage Location
- Memorial Walk
 - Memorial Feature/Focal Point
 - Pedestrian Route
 - Learning Circle/Location
 - Gateway



Conceptual Designs

- Legend**

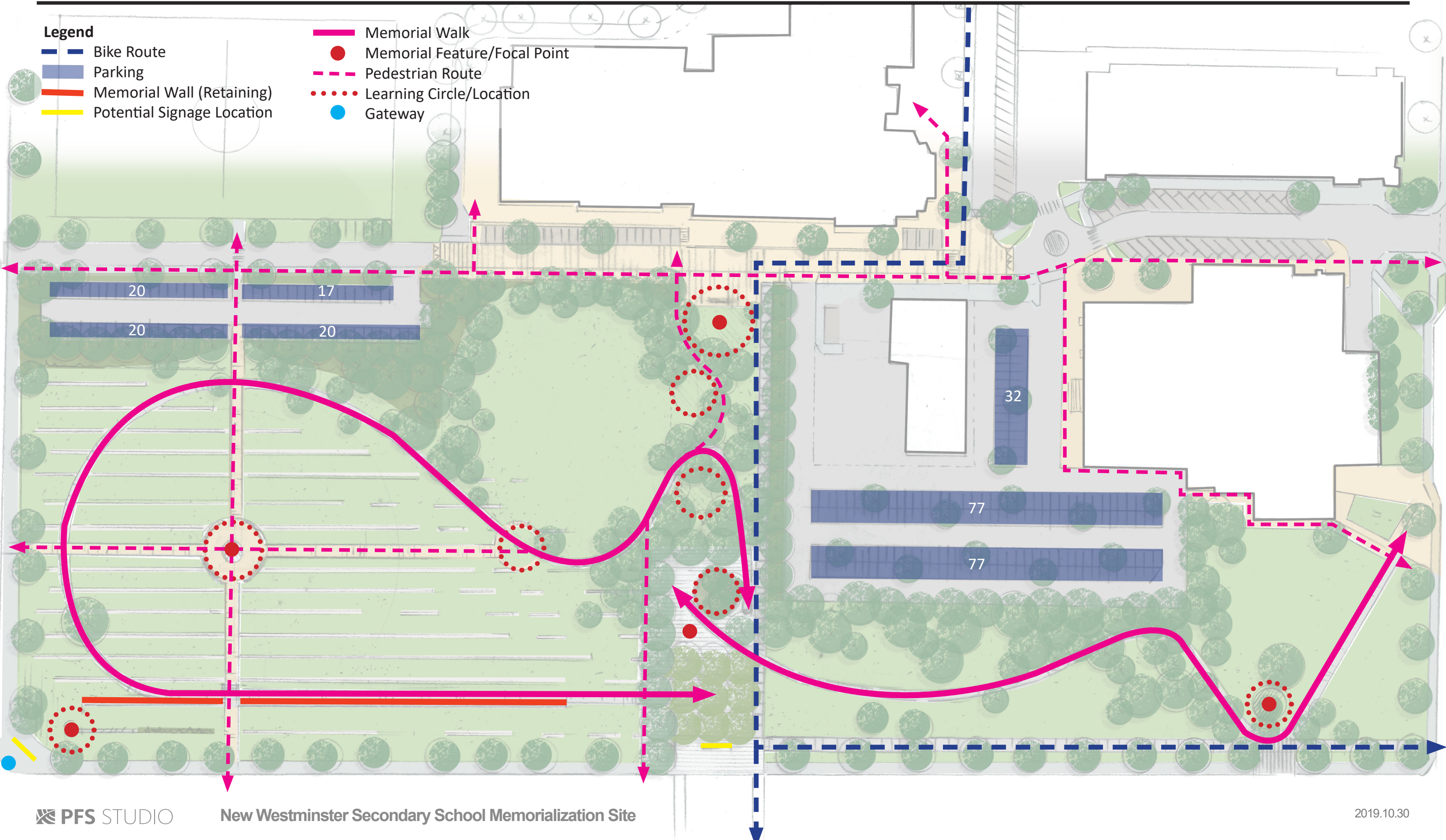
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Conceptual Designs

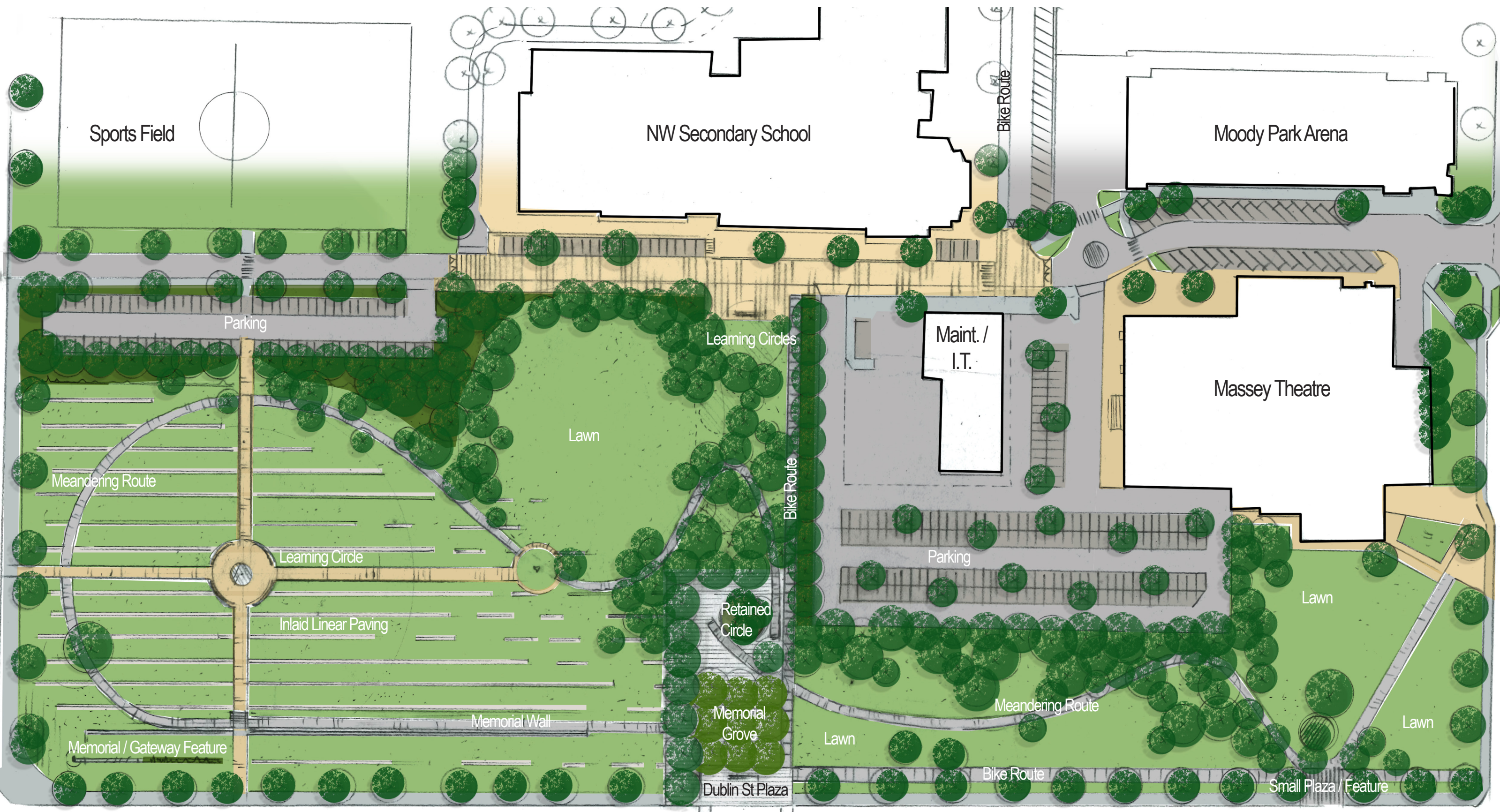
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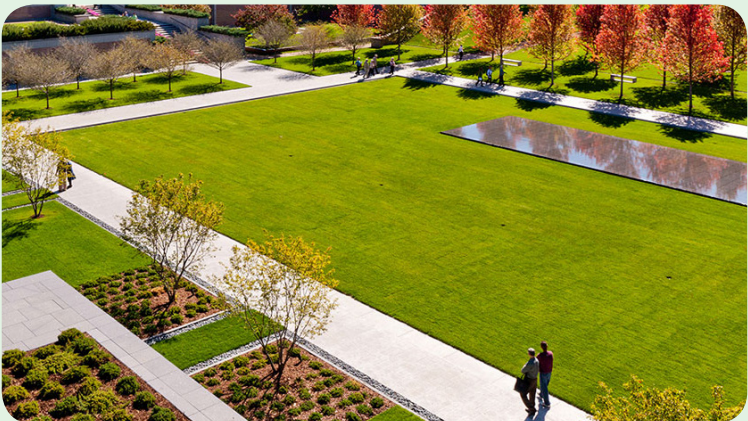








Edges and Boundaries



Courtyard Planter



Paths between graves



Retaining Wall



Opportunities to connect with the dead





Stormwater / Historic creek



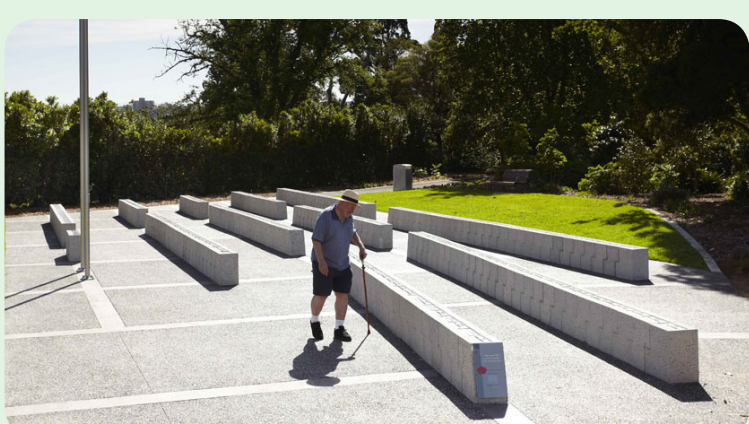
First clearing in the woods



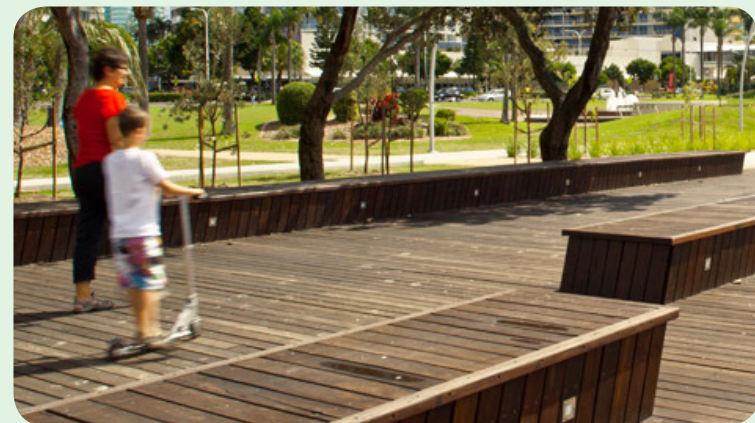
Simple, low level planting and trees



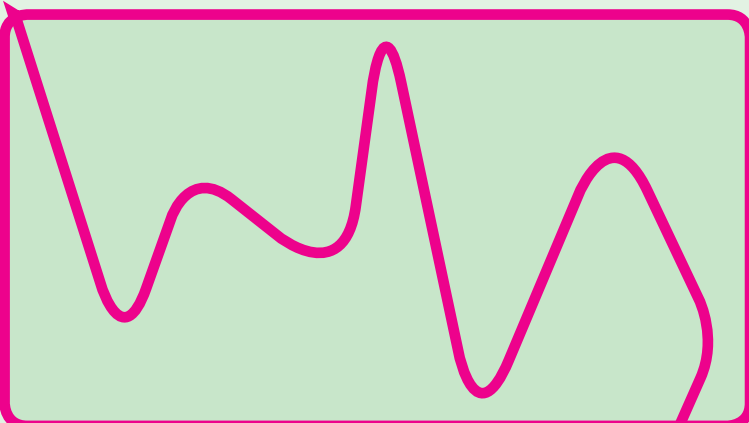
Smaller / sequential elements



Continuous / linear element



Wood boardwalk



Circuitous pathways



Bold planting blocks