

“Maximizing Impact, Engaging Youth: Conserving Land Near Schools”
Workshop 3.H., “Saving Special Places” Conference
9 April 2016

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I. Introduction (Howe & Thorne)

- Speakers’ backgrounds, agenda, cell phones off, Q&A along the way
- Teaching notes available digitally by later email request to Tom

II. Impacts Beyond “Bucks and Acres” (Howe)

I *could* talk about the importance of:

A. Getting kids outdoors

1. Connecting with nature
2. Physical exercise

B. Enriching multi-disciplinary curriculum

C. Creating future stewards of local conservation lands

D. Building support for land conservation—and your land trust!

1. Great site for public events, field trips, etc.
2. Engagement of teachers, plus students’ parents

E. Excerpt from speech at 2015 Marlborough Town Mtng. re Allen Family Forest

- What you’re about to hear is part of a speech John Allen gave at Marlborough’s Town Meeting in 2015, galvanizing the approval of town funds for creation of Allen Family Forest, next to Marlborough Elementary School
- Complex set of transactions, coord. by Anne McBride, of Monadnock Conservancy, which holds CE on Town’s 23-ac. Forest—THANKS, ANNE!
- Trails through old growth white pine & red oak stand, used by school’s running team & local citizens

- Property owned & big trees nurtured during century of ownership by Allen Family, forced into selling homestead for nursing home care of elderly matriarch

(Read excerpt from John Allen's speech at Town Mtng.)

III. Why Proximity to a School Matters (Thorne)

- A. Ltd. time, esp. if single classroom period
- B. Costs & logistics of transportation
- C. Conserving lands farther away still important, but more hurdles
 - Local examples
 - Mt. Major, Dave Anderson meeting w/ 4th graders at multiple schools (Gilford, Portsmouth) prior to ann. hike
 - Knights Pond, Brewster Academy
 - More easily overcome by private (vs. public) schools tending to have more \$ and/or flexibility of schedule

IV. Lands Owned by Others, Next to Schools (Howe)

- A. Where are the opportunities?
 - 1. Identify schools (pvt. & public), & adjacent/nearby ownerships, acreage, features, etc. (tax maps, GRANIT, etc.)
 - 2. Std. cons. significance not critical, but helpful
- B. Employ proactive outreach to specific landowners
 - Typical methods/motivations available, e.g. tax incentives for partial or full donations, etc.
- C. Gradations of protection, security of use, & control
 - 1. Informal permission from landowner to use property for educ. (lowest)
 - 2. CE *without* public access
 - 3. CE *with* public access
 - 4. Full ownership by cons. group or school (highest)

Start w/ what you have, then use programs to gain more control/use

- Strengthen support w/in school, landowner, & pot. cons. funder

D. Examples:

1. Cate property, next to PMHS, Alton

- School built 11 yrs. ago, next to existing 65-ac. CE w/o public access, donated by Addison Cate to NEFF (“Rollins Lot”) yrs. ago
- Sarah Thorne’s cultivation of relationship w/ Cate (ann. rpt. of activs.)
- Cate put gift of restricted fee to NEFF in his will, Cate d. 2014
 - NEFF to transfer CE to another cons. group

2. Cogswell Mtn. Conservation Area, next to Gilmanton [Elementary] School

- 4 privately owned tracts, 519 ac., CE’s w/ public access held by Gilm. CC & Forest Society
- Diverse land: beaver ponds, wetlands, hayfields w/ scenic rd. frontage, established trails (incl. mgt. rts. vested w/ Gilm. Snowmobile Assoc.), outlooks, forest mgt., & even labyrinth!
- Generous third parties (John, Ursula, & Frank Allen) donating \$ & CE’s
- Facilitation & fundraising by Gilmanton Land Trust
 - Concept initiated by Sarah Thorne
 - Transactions coordinated by Tom Howe
- Used by Gilm. School science & art teachers (e.g. Artist-in-Residence)
- NH Audubon staff from Prescott Farm, Laconia, for environmental ed.
- Enhancement by adjacent Gilm. Year-Rnd. Library, incl. parking
- Mgt. of agland by local farmers (Price Family)

V. Lands Owned by Schools (Howe)

A. Methods & motivations more limiting

1. Fiduciary duty to preserve options for unknown future needs, & not give away assets
 - Align cons. outcome w/ school's mission
 - Full-value purchase more likely to succeed
2. Greater cons. opportunities for separate lands that are NOT integral part of main campus
 - School may view as more of a fungible, financial asset
3. Examples:
 - In NH: fabulous opportunities, w/ some cons. related usage happening now, but not permanently conserved—at least YET
 - St. Paul's School, 1,000+ ac., Concord
 - Exeter Academy, 800 ac., Exeter
 - Dartmouth College, Dartmouth Grant (ex. of separate land, w/ incr. qualities as fin. asset than integral part of campus)
 - Middlebury College's Breadloaf Campus, 2,100-ac. CE, Ripton, VT
 - Property donated to College in 1920's by Joseph Battell, with broad restrictions requiring maint. as "parkland" and prohibiting lumbering
 - Property has 100+ seasonal buildings w/ intense maint. obliqs., plus woodlands w/ renowned x-c ski course
 - Rare plant communities & species
 - CE donated to Vt. Land Trust in 2015
 - Complex project w/ following key ingredients, per Nan Jenks-Jay, Dean of Envir. Affairs at Midd. Coll.:
 - Detailed resource inventory, by 10 students w/ one faculty member, revealing rare plant communities & species not previously known
 - Takeaway: Engagement of students, revealing special features
 - Gift to College of major endowment funds supporting mgt. of CE property by alum & conservationist Louis Bacon

- Takeaway: sympathetic third party addressing landowner's financial needs in way that would also lead to better stew. of CE property

PLEASE LET TOM KNOW OF ANY EXAMPLES YOU'RE AWARE OF, SO HE CAN UPDATE HIS STATEWIDE LIST

VI. Capitalizing on the Adjacent Outdoor Classroom (Thorne)

VII. Conclusion (Howe & Thorne)

- Promote/support school's use of abutting undeveloped land, regardless of current level of protection, and then use those activities to help build the case for more permanent, formal conservation giving school more secure usage
- Impact of our work will extend way beyond the physical boundaries and specific natural resources of the particular property involved, to building the future of our land conservation movement and ensuring perpetual protection of lands we work so hard to set up today
- Conserving land near schools should be just as much a priority in our acquisition criteria as any other resource feature

(Evaluation Forms)

IF YOU'D LIKE TOM'S DETAILED PRESENTATION NOTES AND SARAH'S ONLINE RESOURCE LIST, EMAIL REQUEST TO TOM

Outdoor Curriculum Resources used by Sarah Thorne:

Hubbard Brook Research Foundation <http://hubbardbrookfoundation.org/middle-and-high-school-2/>

NH Fish and Game Curriculum Kits <http://www.wildlife.state.nh.us/education/resources.html>

NH Fish and Game Watershed Education Program
<http://www.wildlife.state.nh.us/education/watershed.html>

NH LoVoTECS <https://www.plymouth.edu/center-for-the-environment/projects/ecosystems-and-society-nh-epscor/nh-lovotecs-network/>

Project Budburst <http://budburst.org/>

Project Learning Tree www.plt.org, www.nhplt.org

Society for Protection of NH Forests <https://www.forestsofnewhampshire.org/mount-major-outdoor-classroom>

UNH Cooperative Extension <http://extension.unh.edu/Contact-Forestry-and-Wildlife-Staff>

White Mountain National Forest
<http://www.fs.usda.gov/detailfull/whitemountain/home/?cid=STELPRD3820933&width=full>

MAXIMIZING IMPACT, ENGAGING YOUTH: CONSERVING LAND NEAR SCHOOLS

BY

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Allen, Marlborough



NAD 83 - NH State Plane
A. McBride, 8/23/15
Source: GRANIT & SWRPC

- Allen land
- Allen house

Note: Map is not survey
accurate.

1:3,000

0 100 200 400
Feet



Prospect Mtn. High School, Alton



Legend

- State
- County
- City/Town
- Interstates
- Turnpikes
- US Routes
- State Routes
- Local Roads
- NH 2015 1-foot RGB

Map Scale

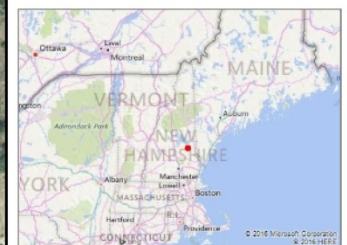
1: 7,193



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Map Generated: 4/7/2016

Notes



welcome to the
**COGSWELL MOUNTAIN
 CONSERVATION AREA**
— Gilmanton, New Hampshire —

Cogswell Mountain Conservation Area Usage Guidelines

The parcels that compose the Cogswell Mountain Conservation Area (CMCA) are owned by four different landowners. They are conserved by conservation easements held by the Town of Gilmanton acting through its Conservation Commission, or the Society for the Protection of New Hampshire Forests (SPNHF).

The language for each of the conservation easements is different, but in general all allow for public access for low-impact, pedestrian, non-commercial, outdoor recreational and outdoor educational purposes. Other activities such as camping, hunting and trail work would need permission from the landowner. In addition, the public may use snowmobiles on the Skantze Tract. The use of snowmobiles elsewhere is negotiated between the landowner and the Gilmanton Snowmobile Association.

Please remember that these lands are privately owned and treat them with respect and appreciation.

Parking:

Feel free to park at the Gilmanton School, Lou Lane, or in the Gilmanton Year-Round Library parking lot if it's not open.

Beaver Pond Loop:

Marked with orange trail blazes, this trail includes an observation deck on the edge of the beaver pond.

Summit Trail:

This trail is marked with yellow trail blazes, and features picnic tables at the top for your enjoyment.

East Summit Trail:

Once an old logging road, this trail, although unmarked, is easy to follow. On the map, it's a purple line.

Spur Trails:

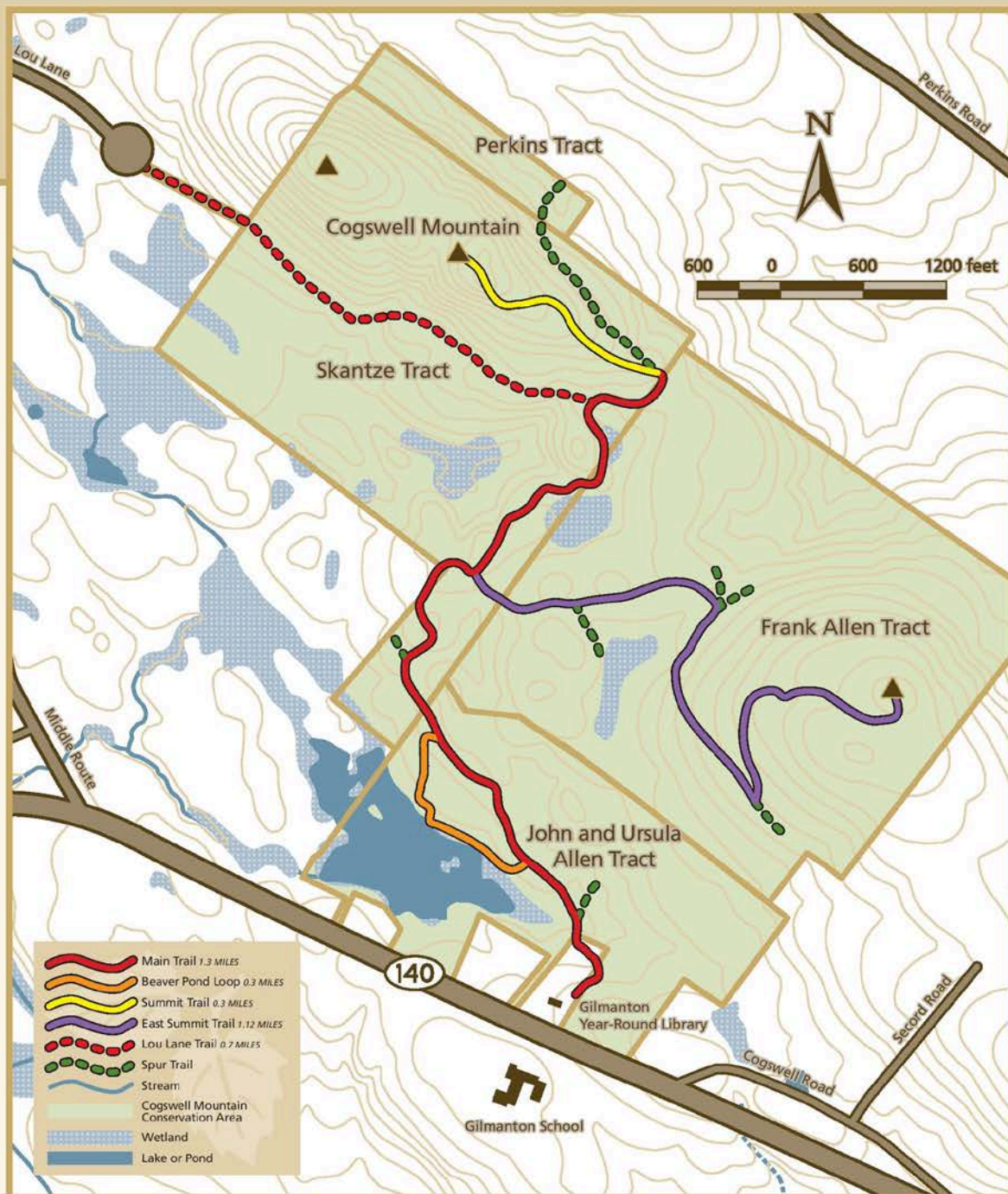
Shown as green dotted lines on the map, these are short trail segments that stop abruptly.

The CMCA is approximately 519 acres.

a publication of the
**Gilmanton
 Conservation
 Commission**

For information
 call 603-267-6726 or e-mail
conservation@gilmantonnh.org

Map and layout
 courtesy of Pepperjack Design **PJD**



(Excerpt from John Allen's speech to Marlborough Town Meeting in 2015, advocating approval of town funding for conservation of Allen Family Forest)

"Dad was very skilled at scaling logs and grading lumber having been a sawyer his whole life, as was his father, John Ellsworth. So you see, Dad knew a thing or two about forestry. He knew all the local loggers and people in the industry. He had people begging him to let them cut those giant red oaks but he continually refused. He and Mom would tell us that there are some things in this world that you just can't put a price on.

...

I hope that some of these stories help you understand why Laurie and I are so committed to preserving the land and trees in their present state. If our only concern was to maximize our profits, this land would have been sold and logged off long ago. But because of our upbringing and experiences in this community we chose principle over profit. We would much prefer to keep these trails open to the public as they have been through the generosity of my parents.

Where else can you find such a pristine old growth forest with such diversity with a ready made trail system, with access from two sides and just a few steps from the students' classrooms?

This is the perfect opportunity to help the students apply what they learn in the classroom. We could lead them to these mammoth red oak trees and show them how they produce truck loads of acorns year after year, that support the wildlife, such as, deer, black bear, turkeys and squirrels. This is an opportunity to show them that there is much more to life than being a couch potato, playing video games or messaging each other on Facebook.

...

In light of this increasingly chaotic and violent society in which we have around the country and on the news, it is my view that we would be better off to take our kids out into the woods and get away from the electronic devices.

We have the perfect opportunity to teach our young curious minds the value of our natural resources, so that they too might grow up and be ready to make wise decisions that benefit their children and preserve our woodlands.

How does one put a dollar figure on knowledge? How does one put a value on an experience like watching a deer playing in a meadow, or an opportunity to run on these wooded trails?

...

It is my view the property will provide benefits to the school children, teachers and residents alike that will be exponential and immeasurable, and in a word...."priceless".