

Appendix

Cispus



*Experiences
in
Green*

The Cispus Learning Center

Administered by

*The Cispus Foundation
of the
Association of Washington School Principals
and
Educational Service District #113*

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1992

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This is Cispus ...

The Cispus Learning Center is located on a tree-clad 45-acre site on the western edge of beautiful Gifford Pinchot National Forest in the southeast corner of Washington State's Lewis County. Constructed for the Job Corps in 1964-65, this unique facility includes heated dormitories with showers and toilet facilities, dining hall, auditorium, education building with a variety of instructional resources and displays, lounge, playfields, gymnasium, dispensary, covered pavilion, meeting rooms, campfire circle and hiking/study trails all of which contribute to the implementation of many kinds of programs for guests of all ages. Cispus also offers ropes course programs provided arrangements are made well ahead of time.

Those responsible for planning and supervising a program at the Center need to know what kinds of meeting rooms, resource materials, displays and types of equipment are available. It is also important for visitors to understand the policies and procedures that are followed at Cispus since they will be responsible for setting up dining tables before meals, helping with dishes and for cleaning the dormitories and meeting spaces to which they are assigned. Program planners are therefore strongly advised to make a visit to Cispus prior to bringing their respective groups. They can then see for themselves exactly what facilities and resources are on hand to help them meet their specific program objectives. They will also learn what they will have to bring to supplement the Center's resources. Such orientations always pay off in terms of more productive and enjoyable programs when the entire group eventually comes to Cispus.

People utilizing the Learning Center present their own programs; they do not come to take "the Cispus Program". This philosophy reflects a clear recognition that incoming teachers and supervisors are best qualified to determine their own specific program objectives and purposes. The Center's unique inventories of educational and recreational materials provide many activity options for program planners to consider.

The Cispus River Valley is covered by dense second-growth forest consisting primarily of conifers, but with a heavy scattering of deciduous species, especially along the waterways. The Center is bordered by the Cispus River on the north and by Yellowjacket Creek on the east. Two freshwater ponds, several creeks and the nearby river provide abundant opportunities for aquatic investigations of many types.

A thin layer of ash from the 1980 eruptions of Mt. St. Helens blankets soil layers composed mostly of tephra from previous volcanic eruptions. Geology students have a wealth of prominent topographical features to consider in this watershed which was partially reshaped by a glacier that filled the valley during the last Ice Age some 10,000 years ago. An on-site soil pit reveals layered deposits dating back some 13,000 years.

Alert observers may catch a glimpse of deer, elk, beaver, otter, grouse, water ouzels, harlequin ducks and other wildlife in the valley. Trees, ferns, mosses and wildflowers also receive much attention from students, hobbyists and professional researchers. An amazing number of many kinds of mushrooms and other fungi carpet the whole watershed, particularly during the spring and fall months.

A collection of basic weather instruments provide daily high/low temperature and precipitation readings which are posted in the Education Building. Those interested in having their students learn something about meteorology, graphing and perhaps data interpretation have the information and displays needed to accommodate such studies.

Trails ...

Covell Creek Trail was constructed in the spring of 1973 by the Olympia High School Special Education Class. This trail begins across the road from the Center's entrance, and extends for approximately three quarters of a mile to where it comes out in the area formerly occupied by government trailers during the construction days of 1964 and 1965. Trailers #8, #9 and #10 are located close to the common exit of the Covell Creek and Braille Trails. Easy to follow, the Covell Creek Trail winds through beautiful stands of conifer and deciduous trees along the creek. This is an especially productive area for students, teachers and anyone seeking the tranquility and serenity of an attractive forest setting.

The Braille Trail is marked by some 2400 feet of guide rope as it wends its way through Douglas Firs, vine maples, cottonwoods, wood sorrel, Oregon grape, salal and broad leafed maples which are much appreciated by the visually-impaired, casual strollers and environmental students alike.

Those desiring more of a physical challenge will enjoy an up-hill hike to Angel Falls where Covell Creek spills over a big rock face covered by ferns and mosses. The route has been altered so as to avoid having to cross Road 28 twice as it did formerly. The new access takes off from the top of the Covell Creek Trail a few feet from the west side of the foot bridge near the study shelter. The falls are located about a mile and a half from the Center so allow time to make the full three mile roundtrip.

The top of Burley Mountain is available via Roads 77 or 7605. Check with the Cispus office for directions. From an altitude of just over 5300 feet, the summit of Burley offers really spectacular views of Mt. Adams, Mt. Rainier, Mt. Hood and Mt. St. Helens. Sunrises and sunsets from Burley are very special!

The Pond Trail takes off from behind the gymnasium, and follows the Yellowjacket Creek up to, and across, the bridge, then another quarter of a mile to a couple of freshwater ponds that serve as excellent sites for a variety of aquatic investigations. The fact that both are periodically stocked with rainbow trout does not detract from their popularity.

The River Trail takes one from the Campfire Circle a few hundred yards through cottonwoods, maples, alders and scattered conifers to the confluence of Yellowjacket Creek with the Cispus River. Extensive gravel bars, a dynamic floodplain and great scenery offer esthetic pleasure as well as abundant study opportunities. The water is colder, swifter and deeper than it appears so please do not let youngsters take this trail unless they are supervised by adults.

Reminder to study groups...

Those engaging in environmental studies have a special responsibility for the plants, animals and habitats they are studying. Study sites should be left as nearly as possible as they were found. Excessive disturbance of habitats is at least as damaging as heavy collecting. Specimens should be examined in place, and animals should be returned to the site from which they were collected.

1. See that hikers stay on trails, and avoid making new trails or shortcuts.
2. Avoid collecting plant and animal specimens in the immediate vicinity.
3. Prevent the building of survival shelters.
4. Impress upon your groups the importance of litter control.
5. Leave "nurse logs" and dead stumps intact.

Your cooperation in these matters is not only appreciated, it is absolutely vital to keeping the Center and its environs the kind of place to which you will want to return and which visitors of all ages will continue to enjoy.

Weather...

Those approaching Cispus from Randle along the black-topped Road 23 between towering walls of magnificent trees often have the impression they are going up into the mountains. The Center's 1300 foot elevation is actually not very much above sea level, and the Cispus climate reflects its transitional position between eastern and western Washington. If, and when, winter brings more than an inch or two of snow, the roads are kept open to accommodate school buses serving local residents. Annual rainfall of between 45 and 60 inches is typical of the area. In general, Cispus weather is similar to that of Seattle and Tacoma, and the Center is a full-year-around facility.

Physical Facilities...

Originally constructed as a Job Corps Center, the 45-acre site has a variety of buildings which accommodate many different kinds of programs. Buildings are heated and well lighted.

Housing units include seven dormitories each of which contains 48 wooden-framed beds with mattresses. Visitors bring their own sleeping bags or bedding. Shower stalls, toilets and wash basins with mirrors are available on both sides of each dorm. The floor plan provides four bays each of which is furnished with 11 beds, and two separate rooms with two beds each near the dorm entrances. A lockable door is located in the middle of each dormitory which provides the privacy necessary to assigning both sexes to the same dorm. Group leaders are asked to emphasize the necessity of keeping dorm doors and windows closed during the colder months to ensure their own comfort and to conserve energy.

The Center's large dining hall is furnished with table-bench units which make it easy to set up for meals and to clean the eating areas. Visitors are responsible for placing, setting and cleaning their respective table-benches for each meal. Student groups also help with dishwashing chores. Wholesome meals are prepared by Cispus staff members, and meals are served family-style. Breakfast is usually served at 8:00, lunch at noon and dinner at 5:30. Arrangements can be made for sack lunches for extended field trips if sufficient prior notice is given.

The Sasquatch Lodge is the one remaining building left from when the Cispus site served the Civilian Conservation Corps (C.C.C.) some fifty years ago. Repaneled, carpeted and provided with window drapes, the Sasquatch is one of the Center's most popular meeting, planning and relaxing areas. It boasts a nice stone-faced fireplace and comfortable furniture.

The Littlefoot Lair is another very functional meeting space, or arts and crafts workroom, for up to 25 or 30 individuals. It is situated on the east end (toward the dining hall) of the same building that houses the Sasquatch Lounge.

The spacious Education Building offers a combination of meeting rooms and a surprising assortment of learning resources. Hall displays are interesting and informative. The large Conference Room holds more than 150 seated individuals, or several smaller sub-groups. It is furnished with drapes which accommodate the use of projectors during the daylight hours. Each of the following rooms can also serve as small group meeting areas if needed.

Elementary and middle school groups make good use of the materials and displays in the Survival Education Room. Helping others to understand how to avoid panic when lost, how to navigate in the wilderness and how to find shelter, food and water becomes a very practical form of life insurance since none of us really knows what the future holds regardless of our current life styles.

The Natural History Room holds insect collections, informative displays, and a variety of stuffed specimens of general interest to some and of specific interest to those trying to help students understand predator-prey relationships, protective adaptations and anatomical similarities or differences of some of the area's residents.

The Skull and Pelt Room is very popular with visitors of all ages. The State Wildlife Department has loaned a number of high quality mammal pelts for Center use, and these have been supplemented with an assortment of skulls, horns and antlers. Identification, natural history and carrying capacity along with the various implications of utilizing animal pelts for clothing are among the many topics and issues typically considered here.

The carpeted Library contains an impressive collection of reference books and several periodicals pertaining to plants and animals, wildlife management, ecology and environmental issues of many kinds. Teachers find it rewarding to browse through the voluminous files of suggested student activities, environmental investigations and learning games which help so much in planning programs for students. Although available for their use, groups are requested not to use the Library as a general meeting room or classroom.

Colorful murals depicting woodland settings line the very functional Forestry Room which can accommodate 40-50 for films, lectures and other activities.

Spectacular photographs and an excellent scale model are the main attractions in the Mt. St. Helens Room. Detailed explanations of these and other available resources, combined with a viewing of the Forest Service's film on the 1980 eruption provide a highly informative preview, or follow-up, to an actual visitation to the devastated area around the volcano. The Center is just 34 miles by road from Windy Ridge, which is as close to the crater as the public is allowed to go. Cispus lies within the Mt. Adams watershed, so is not endangered by any present or future mudflows which might result from resumption of major eruptive activity by Mt. St. Helens.

Groups of up to 300 use the Auditorium located in a large converted garage building just down the street from the Education Building. Interior dividers have been removed, the walls have been painted and drapes have been installed on all the windows to make this an inviting meeting place for larger groups or for a number of sub-groups. The concrete floor is heated, and the acoustics are very respectable. This is where most groups hold their dances. A stage and piano complete a package which is particularly appreciated by those who find it expedient to move important campfire programs inside during periods of inclement weather.

The Star Room is lined by murals of Tower Rock, Covell Creek and local woodland trails. The ceiling is dotted with pigmented paints corresponding to the actual positions of the stars in a June night sky at Cispus. The floor is carpeted, and shielded ultraviolet lights are used to stimulate the "stars" in an impressive fashion. Poetry, astronomy, creative writing, story-telling, Indian myths and even wolf-howlings are held here.

Those interested in the history of the logging industry will enjoy examining the old drag saw, springboards, hand saws, tree calipers, scaling sticks and fire-locator on display in the Logging Room next to the Auditorium. The Earth Room also contains some useful instructional displays and provides a nice classroom-sized meeting and working space. The Little Theater is another spacious meeting room with a lot of flexible uses. Its location behind the Center's Workshop provides a quiet space away from the distractions of vehicle traffic and the activities of other groups that may be here.

A full-sized hardwood floor gymnasium is a much-used resource. Outdoor volleyball courts and large grass playfields offer exercise options during break periods between learning or planning sessions.

A large covered pavilion offers some 2000 square feet of concrete-floored activity space along with an attractive fireplace. Benches and full lighting facilitate use of this structure in which guests have the feeling of being outside, but are well protected from the elements. The Campfire Circle is in the northeast corner of the campus amid towering Douglas Firs and a mixture of deciduous trees. Sturdy amphitheater seats facing the fire circle and stage provide a natural setting for the skits, songs and stories which so many groups enjoy.

The Center's Dispensary lies across the street from the Education Building just to the south of the Main Office. It provides an office, a three-bed open bay, an isolation room, nurse's quarters, toilets, shower and a limited supply of first aid equipment. Visiting groups are responsible for their own medical care.

Amphitheater seating and a stage are available to Cispus visitors just to the rear of the Education Building. A large screen is mounted on the building wall for those wishing to use projectors outdoors during the nicer weather.

The Cispus equipment inventory includes limited numbers of basketballs, volleyballs, footballs, soccerballs, compasses, rock picks, gold pans, hand lenses, magnifying glasses, dissecting microscopes, water-test kits and other items for educational and recreational purposes. -

Audio-Visual resources include VCRs, monitors, movie projectors, overhead projectors, slide projectors, and an opaque projector. Make arrangements to reserve projectors ahead of time if there will be several groups here during your visit. Over 100 motion picture films dealing with natural resource management, survival in the wilderness, ecology and the natural history of plants and animals are available for use in the Education Building. A collection of videotapes is gradually being added to the list of AV resources.

General Information ...

The Cispus Learning Center is administered by the Cispus Foundation of the Association of Washington School Principals and Educational Service District 113, both of which have their headquarters in Olympia. The Cispus Director is based in the AWSP Office, and the Cispus Center Manager is based on-site at the Center.

The Center's local staff is a team consisting of the manager, a couple of people helping to coordinate programs, a ropes course supervisor, two office secretaries, a maintenance crew, and a kitchen supervisor along with her group of competent cooks. The lack of a traditional custodial staff makes it especially important for visitors to accept responsibility for helping to keep the facility and its resources clean and intact.

Groups in need of program planning assistance, inservice preparation of teachers, an orientation to the Cispus Center's educational potential, suggested teaching strategies or evaluation techniques should make arrangements for such services by contacting the Cispus Manager in the Center's main office. Regular office hours are from 8:00 a.m. to 4:30 p.m. seven days a week all year long.

Visitors are responsible for their own medical care. Registered nurses, those with EMT training or other qualified individuals do have access to the dispensary. Emergency 911 services are available from Randle, and emergency medical treatment is just thirty miles away at Morton General Hospital.

Groups with their own instructional and recreational equipment are encouraged to bring whatever items are essential to their programs. The Center's equipment is available to supplement what clients bring. Youth group leaders should make a special point of reminding their participants to bring clothing appropriate to the season. A limited number of rain capes and overshoes are available to those who do not have the protective clothing needed during inclement weather.

Prior to your group's arrival at Cispus ...

Those in charge of implementing programs are strongly advised to arrange for a personal orientation to the physical facilities and surrounding area well before they bring their groups to Cispus. These "pre-visitations" enable folks to see for themselves exactly what buildings, trails, equipment, learning resources, instructional displays, living quarters, meeting areas, study sites and recreational opportunities can be most effectively utilized to make their particular programs as productive and enjoyable as possible. Careful preparation and attention to logistical details are absolutely essential to a truly outstanding Cispus experience. Informed planners make the best decisions!

Schedules should account for every hour spent at the Center. Recreational, or "free", periods should be supervised by one or more adults at all times. Signed parental permission slips, equipment lists, task assignments, arrangements for resource speakers, recommended personal item lists and a bewildering number of other details must be dealt with by your program planning team. When first considered, the details seem overwhelming, but when tackled one at a time - and when care is taken not to overlook any of the essentials - planning diligence is the best guarantee of a really rewarding program.

Experience indicates that, regardless of the age of participants, one individual should be given the critically important position of Camp Director. This person would accept responsibility for coordinating program planning, scheduling, selecting and training teachers, completing contract forms, arranging transportation, collecting funds, managing equipment, delegating tasks, etc. The Camp Coordinator of educational groups should probably not try to teach while at Cispus since his, or her, supervisory duties will demand their full attention.

Those accepting teaching roles should be given the psychological and educational support inherent in any well-organized inservice program. Regardless of one's academic proficiency, if all of their formal instructional experience has occurred within the four walls of school classrooms, teaching outside can seem genuinely threatening. Even a brief encounter with forest trails, ponds, soil pits, anthills, gravel bars, "nurse logs", woodland streams, plant communities, weather stations and other study sites will help build the self-assurance needed to realize one's full teaching potential when working outside with inquisitive students. Make arrangements at the front office for staff assistance in planning and implementing inservice programs for instructors.

It is especially important for those planning educational programs that are to be implemented at Cispus to clearly identify precisely what they expect their participants to gain by such an experience. Once the planning team has reached a consensus regarding their particular objectives, written copies should be made so that all concerned have a common set of purposes upon which to base the decisions that will largely determine how productive and enjoyable their group's stay at Cispus will be. Those organizing a program for the first time may wish to involve Cispus staff in a planning session which could be held in conjunction with the team's orientation visit to the Center.

Setting up a realistic time schedule is one of the planning team's major responsibilities. Distances and transportation arrangements have an obvious impact upon the schedule, and the Cispus staff needs a fairly accurate indication of arrival and departure times. Center meals are usually served at 8:00, 12:00 and 5:30. You'll need to send table setters to the dining hall approximately 15 minutes prior to each meal. The length of your study sessions will be correlated with your learning objectives, student attention spans, distances to study sites and the activities being pursued. Please keep in mind that schedules must account for the all 24 hours of every day you spend at Cispus. Minimizing "free" time will reduce the number and magnitude of the problems you will encounter.

Some type of written evaluation of the strengths and weaknesses of your Cispus experience (as measured against your own program objectives) should be made to help your group's future planners understand what really works best for your particular clientele.

Cispus dining hall procedures ...

To minimize confusion and frustration at your first Cispus meal, please assign a dining hall supervisor, and make certain that they clearly understand how the Center's dining hall system operates. Your supervisor should be prepared to issue instructions to table setters, diners and dishwashing crews. A speaker system facilitates the giving of instructions.

1. Supervisor and table setters to dining hall 15 minutes before meals.
2. Check with kitchen staff, and set up table units needed for your group.
3. Set tables with plates, silverware and napkins.
4. Group enters dining hall, and all are seated. We eat "family style".
5. This is a good time for group leaders to give program announcements, for observing a moment of silence, for saying grace, etc.
6. One "jump-up" from each table unit goes to serving counter to obtain food servings for their respective tables.
7. After meals, unconsumed food is returned to serving counter.
8. Food scraps are scraped into receptacles provided.
9. Take dirty dishes, silverware and paper items to marked windows.
10. Wipe tables and benches with damp sponges that are provided.
11. Fold table units and push aside to facilitate sweeping.
12. Mop-brooms are in metal cabinet in corner. Sweep floor and damp-mop if needed. Always damp-mop your eating area after your last meal.
13. Dishwashing crew reports to kitchen staff for assignments.

Thanks for your cooperation!

A Representative Schedule ...

Those accepting responsibility for planning a Cispus environmental education program for the first time may appreciate the following sample schedule which provides some ideas around which to plan a schedule tailored to meet their own specific learning objectives.

First Day

8:30-9:15	Load buses at school.
9:30	Depart from school for Cispus.
11:30	Arrive at Cispus. Move into assigned dormitories.
11:45	Supervisor and table setters to dining hall.
12:00	Lunch. Table units cleared, cleaned and folded. Dining area swept. Dishwashers help kitchen staff.
1:30-4:30	Study sessions
4:30-5:15	Supervised recreation
5:15	Table setters to dining hall.
5:15	Flag lowering ceremony
5:30	Dinner. Table units cleared, cleaned and folded. Dining area swept. Dishwashers help kitchen staff.
6:00-7:00	Study and supervised free time. Plan campfire skits. Work on assignments.
7:00-8:30	Campfire. Program in auditorium or pavilion if rainy.
8:30-8:45	Return to dorms and prepare for bed. Lights out!

Mid-Week

7:00	Rise and shine!
7:45	Flag raising. Table setters to dining hall.
8:00	Breakfast. Announcements. Table units cleared, etc.
8:30-9:00	Clean dorms. Prepare for study sessions.
9:00-11:30	Study sessions
11:30-12:00	Clean up and prepare for lunch.
11:45	Table setters to dining hall.
12:00	Lunch. Announcements. Table units cleared, etc.
1:00-1:45	Rest, and letter writing.
1:45-4:00	Study sessions
4:00-5:00	Supervised recreation
5:15	Flag lowering ceremony. Table setters to dining hall.
5:30	Dinner. Instructions for evening. Table units cleared, etc.
6:00-7:00	Study and supervised free time
7:00-8:30	Campfire program or educational sessions
8:30	Return to dorms. Prepare for bed.
9:15	Lights out!

Representative Schedule continued:

Final Day

7:00	Everybody up!
7:45	Flag raising ceremony. Table setters to dining hall.
8:00	Breakfast. Clean up and departure instructions. Table units cleared, cleaned and folded. Dining area swept and damp-mopped. Dishwashers help staff.
8:30-9:00	Clean dorms, and prepare for last study session.
9:00-10:30	Study sessions
10:30-11:15	Final cleanup of all buildings utilized during stay. Return all equipment to proper storage rooms. Remove all personal belongings from dorms, and take to loading area. Pick up litter, especially by dorm entries.
11:15-11:30	Pick up sack lunches. Load buses. Depart for home.

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Additional info ...

Pay phones are available at the east side of the main office building and outside the southwest corner of the dining hall.

Please park vehicles only on black-topped areas, not on the grass.

The bringing of pets is not encouraged, and they are not permitted in the dining hall or dormitories.

Furniture should not be moved from one building to another without prior approval. All moved furniture must be returned by users to its original location.

Resources available at the Cispus Learning Center ...

Limited numbers of the following items are available to Cispus visitors.

Basketballs
Volleyballs
Softballs
Bats
Parachute

Footballs
Soccerballs
Playground Balls
Archery Equipment

Opaque Projectors
Wollensak Tape Players
Overhead Projectors
Portable Screens
Video Cassette Recorders (VHS)

Carrousel Projectors (35 mm)
Movie Projectors
Easels
Bullhorn
Monitors

Compasses
Soil pH Kits
Soil Thermometers
Tape Measures (100')

Geology Picks
Hand Lenses
Dissecting Microscopes
Small Plastic Cups with Lids

In addition to the resources listed above, program planners will find a collection of learning guides which have been prepared by teachers, curriculum specialists and agency representatives on a variety of nature study topics pertinent to the Cispus River Valley. Subjects addressed include:

Amphibians and Reptiles of the Cispus River Drainage
Identifying Birds at the Cispus Learning Center
Aquatic Insects of the Cispus Region
Terrestrial Insects of Cispus
Macrofungi of the Cispus River Drainage
Mammals of the Cispus Area
Key to Winter Twigs
Geology of the Cispus Area
Plants of the Covell Creek Trail
Guide To the Trees of the Cispus Learning Center
Stargazing Guide
Collection of Ideas for Use at the Cispus Learning Center
Maps of the Center and of the Five Local Trails

What to bring to Cispus ...

This obviously depends upon the nature of your program, the types of activities in which you plan to participate, the season of the year, the length of stay and a host of other variables dependent upon your personal needs, but the following list of suggestions should prove helpful.

Sleeping Bag or Bedding: (We have wood-framed beds with mattresses.)

Clothing: (Come prepared for cold or wet weather...needed, or not!)

Complete change...sweater, shirt, pants, underwear, socks and shoes

At least one pair of socks for each day you are here

At least one pair of long pants...even in summer!

Warm coat or jacket

Pajamas

Rain gear...hat, coat, water-resistant footwear

Toilet Articles:

Bath towel and wash cloth

Soap and shampoo

Toothbrush and toothpaste

Comb or hairbrush

Hand lotion

Additional Items You May Wish to Consider:

Camera and film

Alarm clock

Dark glasses

Wristwatch

Pen, pencil and notebook

Insect repellent

Sunshield

Kleenex

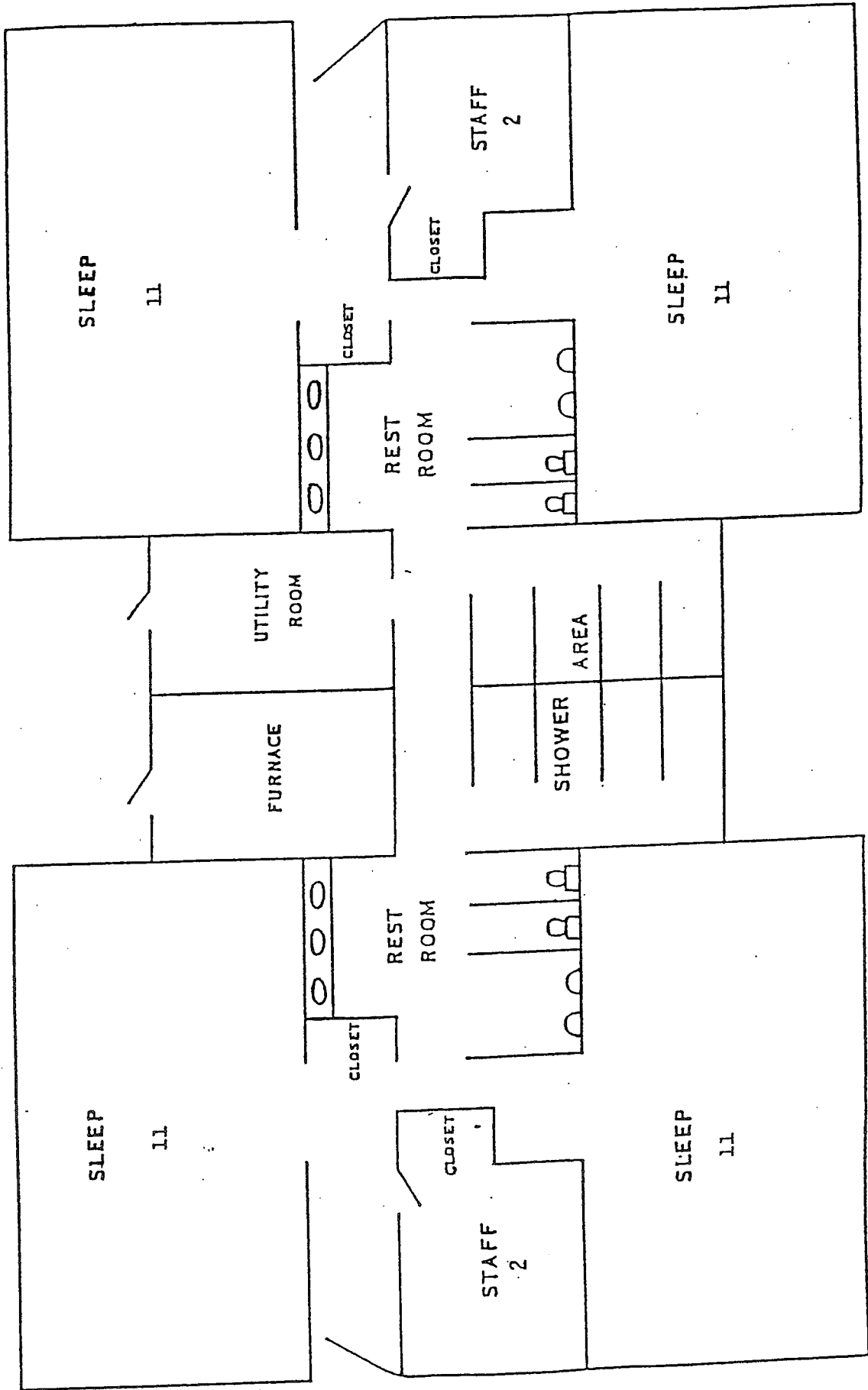
Chapstick

Flashlight

Please label your possessions, and double-check when departing to make very certain that you leave none of your personal things behind. If something does turn up in "lost and found", it will cost a minimum of \$5.00 to have it packaged and mailed to you.

We sincerely hope that your stay at Cispus is productive and thoroughly enjoyable for all of your participants. Our staff will be happy to assist you in any way we can, so do not hesitate to call on us.

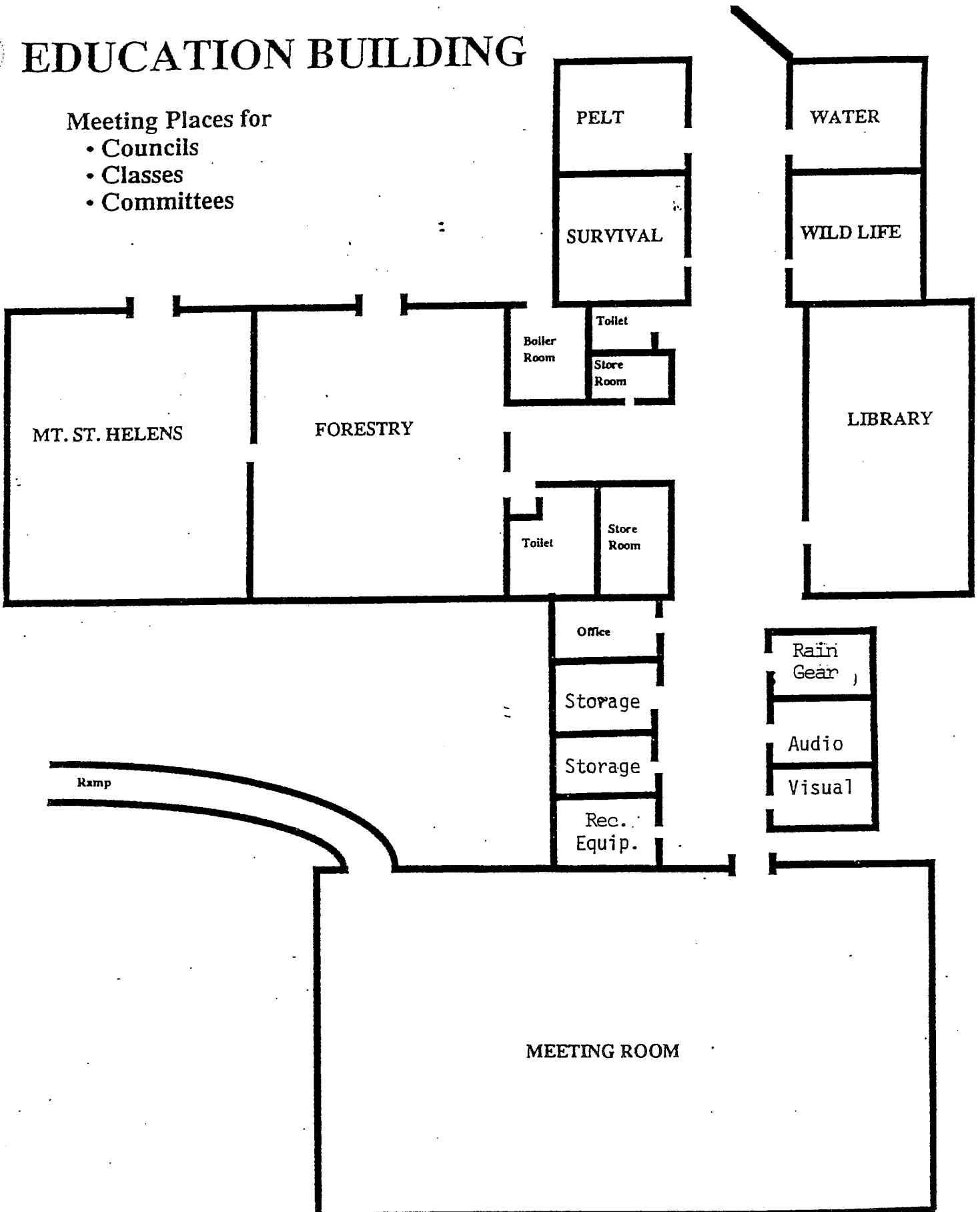
Cispus Dormitory

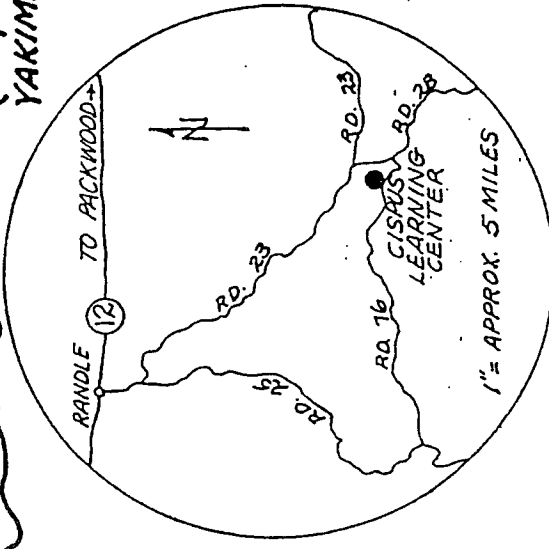
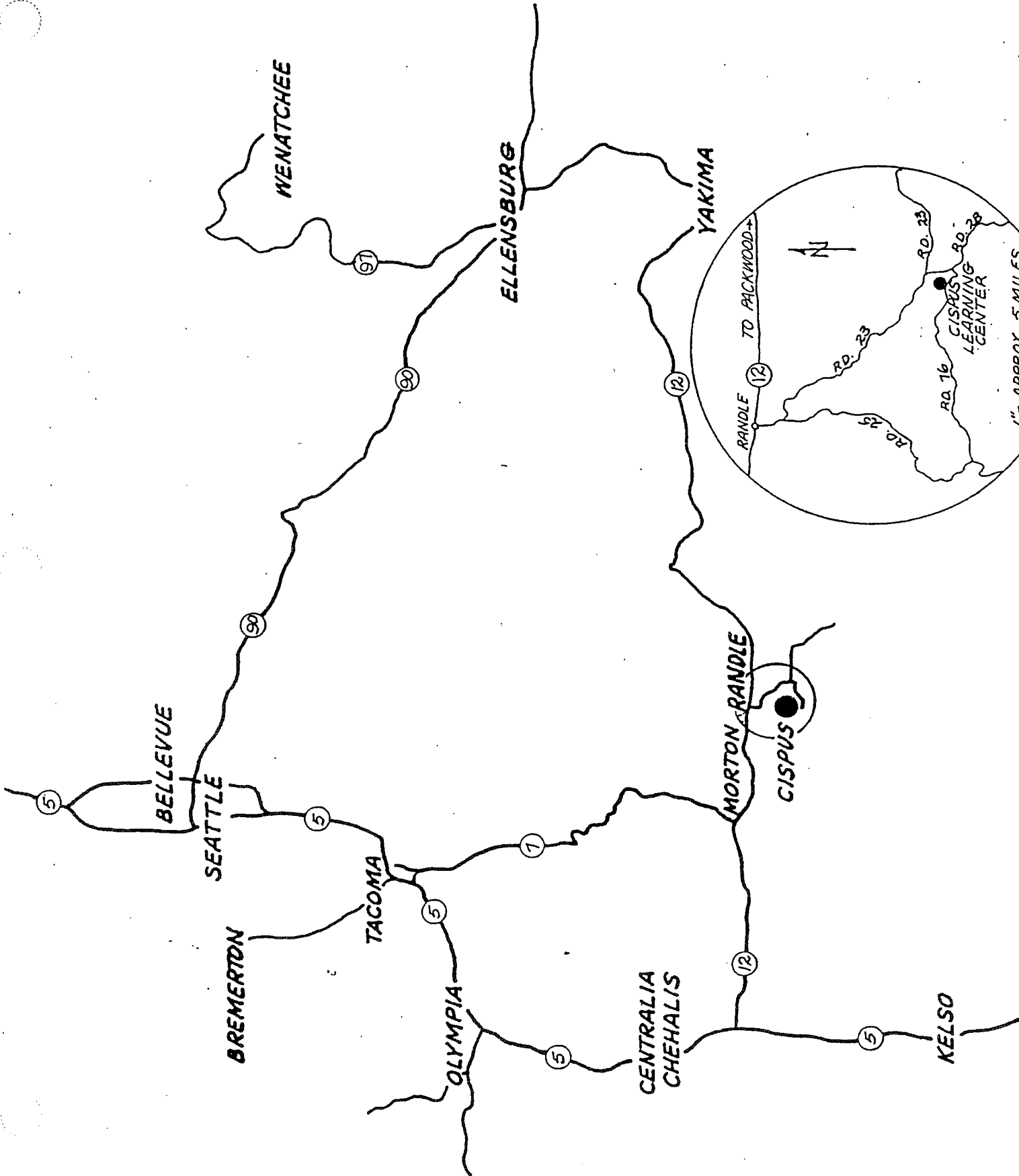


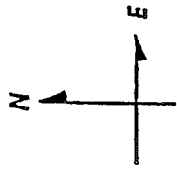
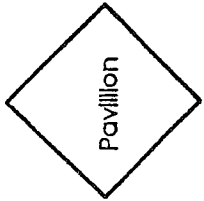
EDUCATION BUILDING

Meeting Places for

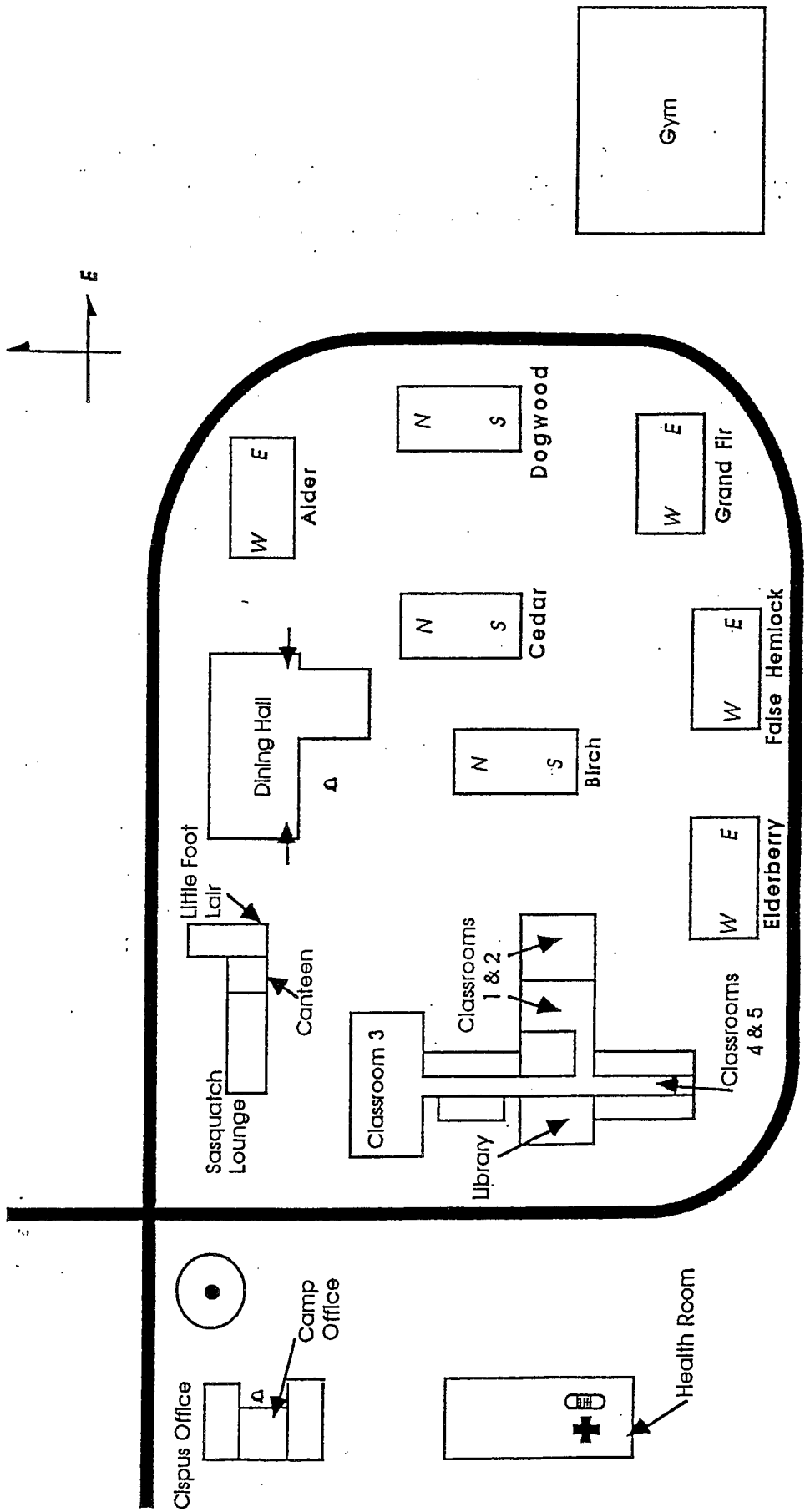
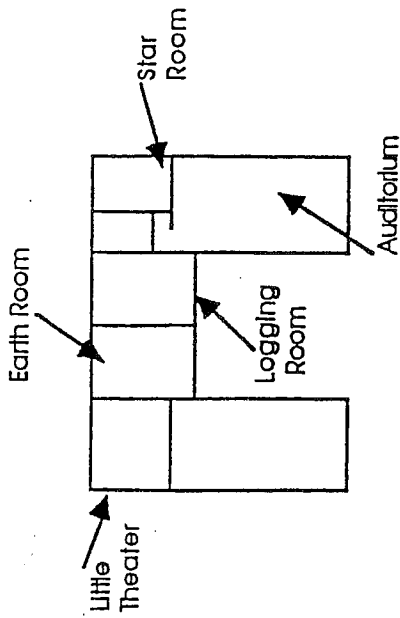
- Councils
- Classes
- Committees

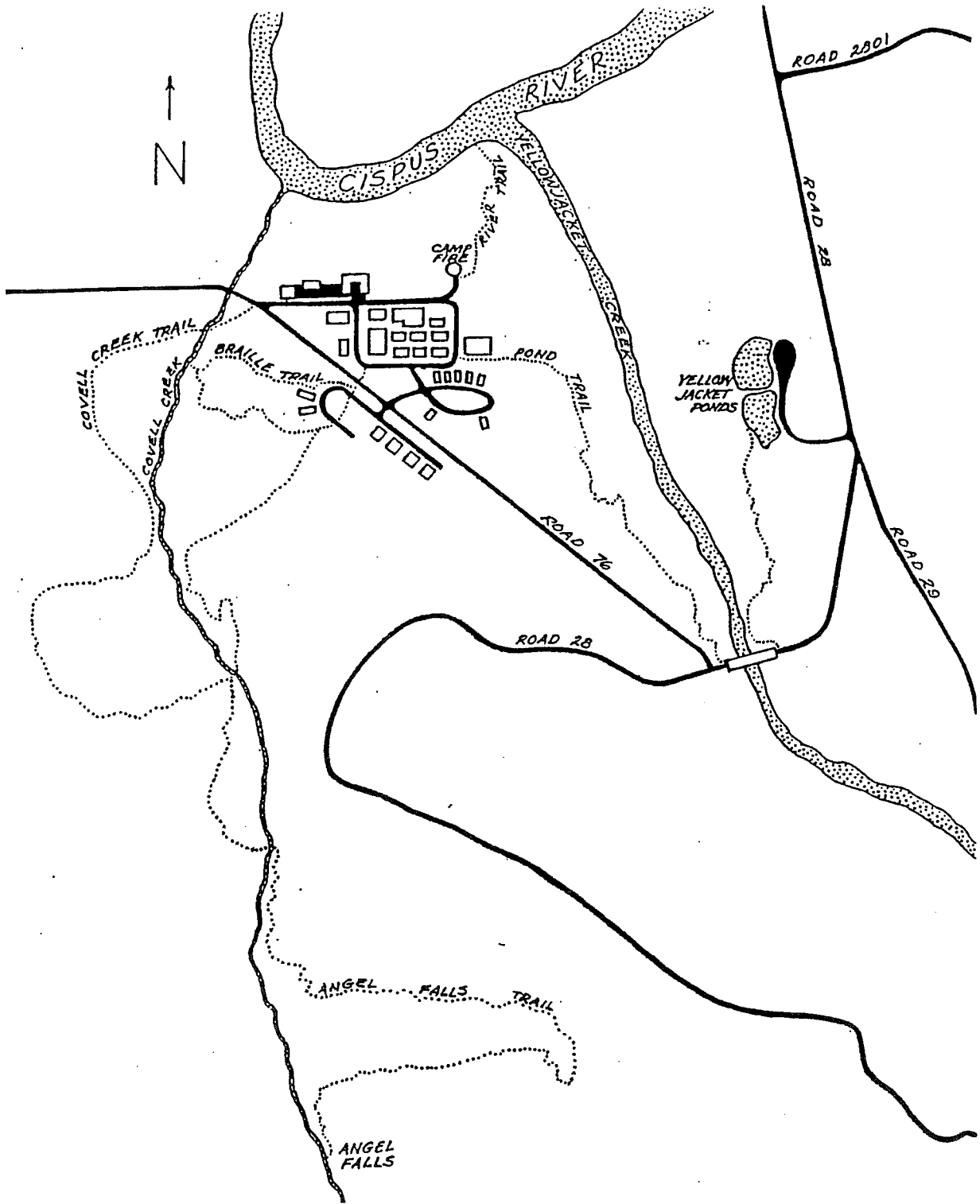






THE FIELD





**CISPUS
LEARNING
CENTER
TRAILS**

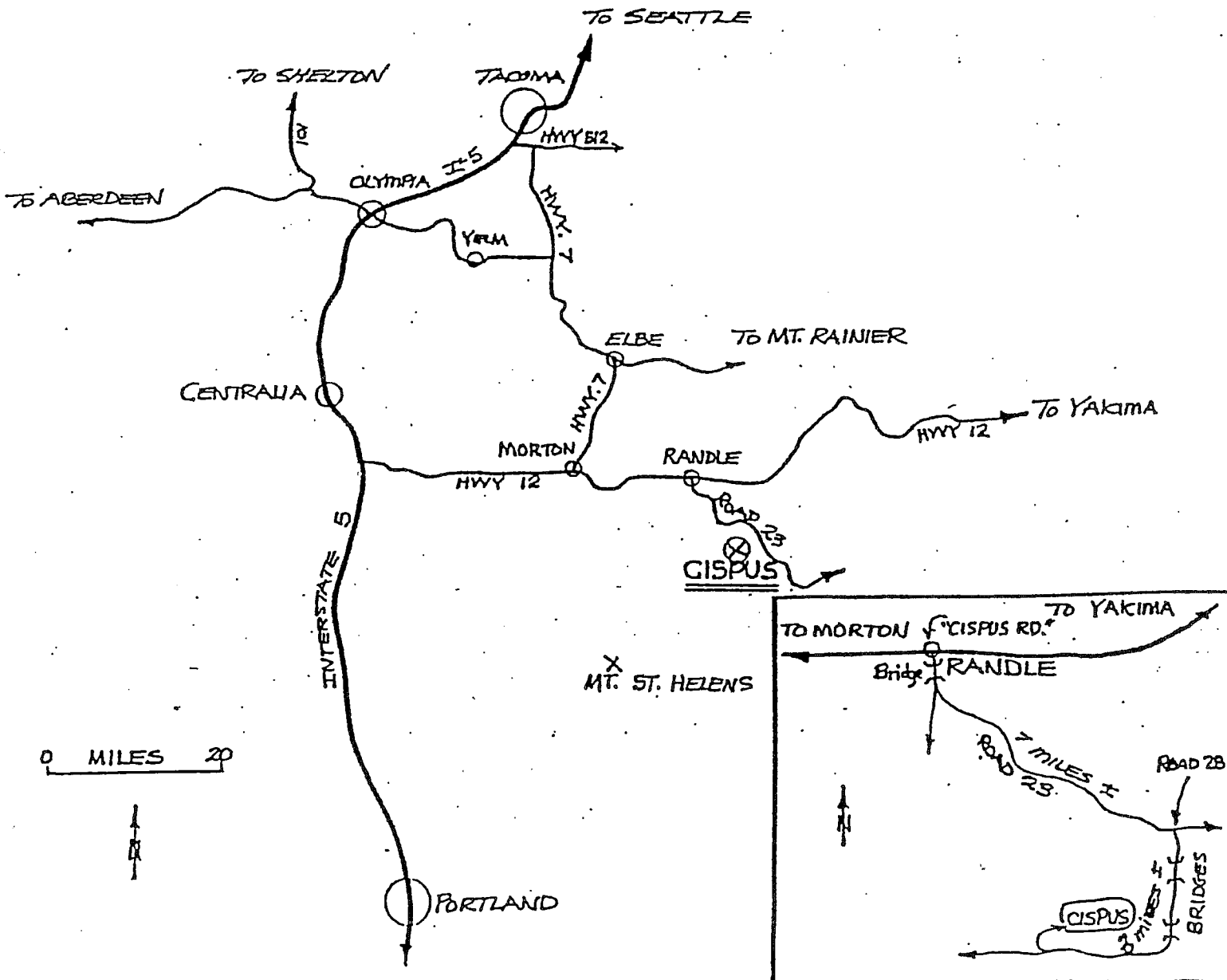
	(Each Way)
Angel Falls Trail	1.5 miles
Covell Creek Trail	1.0 mile
Braille Trail	.33 mile
Pond Trail	1.0 mile
River Trail	.33 mile

DIRECTIONS TO CISPUS LEARNING CENTER

2142 Cispus Road
Randle, Washington 98377
(206) 497-7131/FAX (206) 497-7132

Turn east off I-5, exit 68 (highway 12, White Pass, Yakima). Follow 12 to Randle (48 miles). Make a right turn at Randle intersection (Mt. Adam's/ St. Helen's Cafe).

After making turn at Randle, continue on 23 and follow signs to Cispus. About a mile and a half up Road 23 you will reach a "Y" - take the road to the left. The rest of the way is well marked (brown signs on the right side of the road).

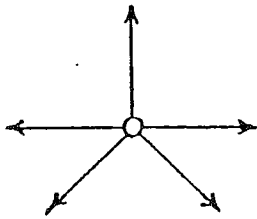


CIGRUG

TRAILS

Angel
Falls

Forest
Loop



Covell
Creek

River

Ponds

Trees

Insects

Soils

Birds

Plants

Mammals

CISPUS TRAILS

The Cispus Learning Center offers five primary trail options from which recreational walkers, serious exercisers and students of nature can select those most appropriate for their particular purposes. The choices range from relatively short, flat paths to considerably longer, uphill challenges for those seeking a more strenuous workout.

The distances listed represent measurements starting and ending at the Center's flagpole near the main office.

FOREST LOOP TRAIL... (Flagpole to flagpole = 3/4 mile)

This level, easily-traversed path is located across Road 76 from the Center. It winds through a stand of conifers with an attractive understory of vine maple and is carpeted most of the year with the soft green foliage of the wood sorrel (*Oxalis*). A number of absolutely classic "nurse logs" provide teachers and students with excellent opportunities for studying cycles, succession, decomposition, plant community relationships and other significant ecological concepts. Cross-sections of old-growth logs, a sprinkling of wildflowers and Covell Creek all offer obvious invitations for scientific investigations, artistic activities and creative writing assignments.

The casual stroller will also find this a delightful area in which to spend some quiet moments in the peaceful serenity of a forest setting. The Forest Loop Trail has been enjoyed by folks of all ages, and even by some in wheel-chairs or with crutches.

RIVER TRAIL... (Flagpole to flagpole = 2/3 mile)

This trail leads past the campfire circle, across several tiny feeder creeks, and eventually to the large gravel bar bordering the confluence of the Cispus River and Yellowjacket Creek. The sheer face of Tower Rock and other rocky outcroppings are evidence of the glacier which helped shape the river valley some 10,000 years ago. Youngsters should always be accompanied by at least one adult whenever they go to the river.

Students and teachers often conduct water studies along this trail, and make plaster casts of animal tracks found in the sand bars along the edge of the feeder streams.

COVELL CREEK TRAIL... (Flagpole to flagpole = 1 1/4 miles)

Passes through conifer stands, nurse logs with their plant communities, vine-maple understory, carpets of oxalis, scattered stands of deciduous trees and a variety of wildflowers. Leads upstream to a study shelter, and returns along the opposite side of the creek.

This is one of our most popular trails for recreationists and nature study groups. Those interested in plant identification will find Douglas fir, vine maple, broad-leafed maple, cedar, alder, salal, Oregon grape, devil's club, sword fern, wood sorrel, hemlock, huckleberry and an interesting mix of wildflowers. Cottonwoods and willows are found closer to the water down along the River Trail. Mosses, lichens and different types of fungi can be observed on any of the trails.

ANGEL FALLS TRAIL... (Flagpole to flagpole = 3 1/2 miles)

The most physically challenging, this trail leads uphill across the road from the Center toward Durley Mountain. Those who wish to avoid most of the trail's switchbacks, but still want to see the falls, may drive part way up the hill. Note on the map that the trail does cross the road twice. Angel Falls consists of a large rock face over which Covell Creek spills amid several kinds of lush green ferns and mosses.

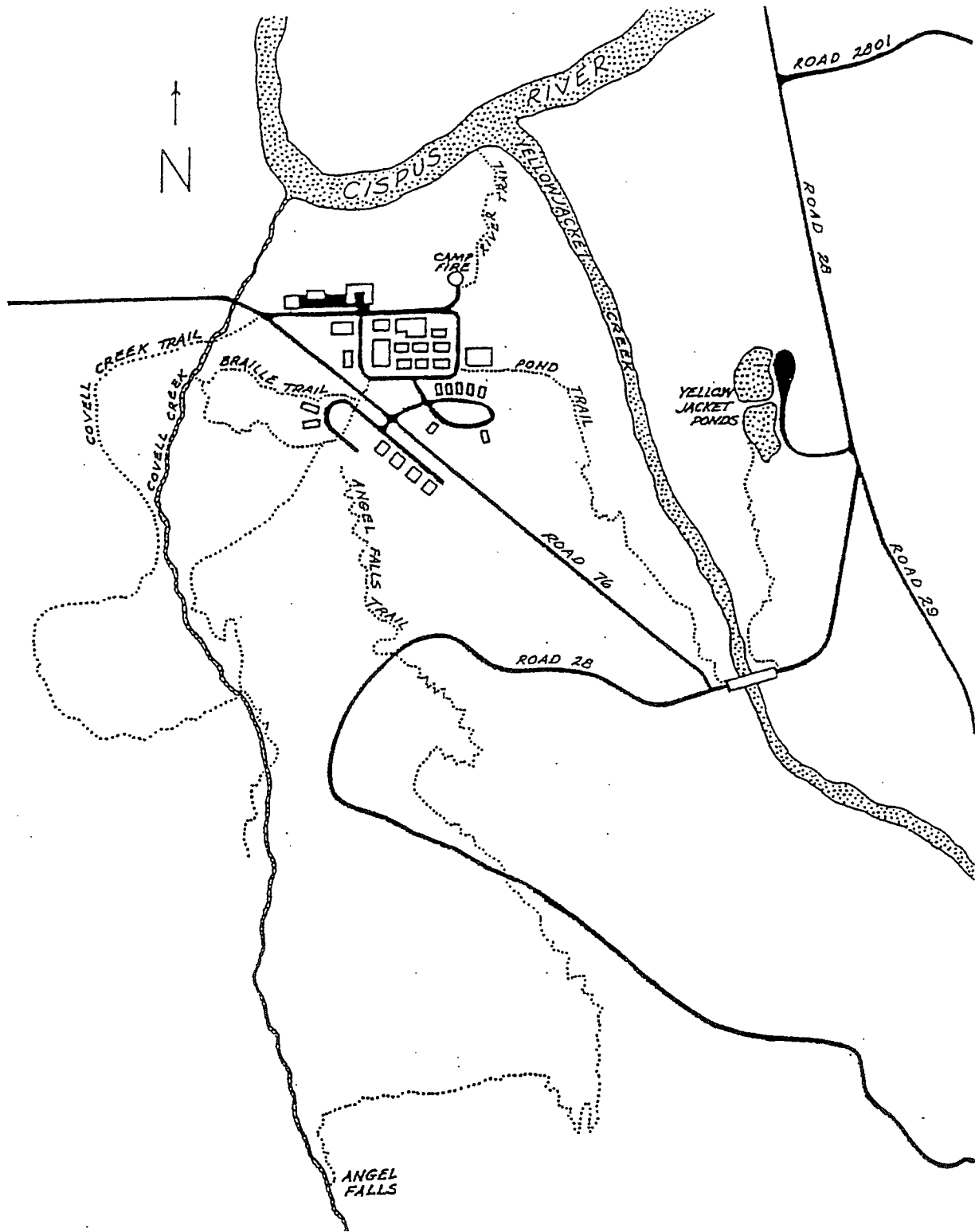
This trail does actually continue to the top of Durley Mountain, but the upper portions are accessible only after the winter's snows recede.

POND TRAIL... (Flagpole to flagpole = 2 miles)

This forest trail parallels Yellowjacket Creek back to the bridge, and then leads to the pair of Yellowjacket Ponds. These ponds serve as excellent study sites for aquatic biology investigations, and are stocked periodically with small rainbow trout. The fishing season coincides with that of Washington's upland lakes and streams.

The shoreline of Yellowjacket Creek is lined with small willows, alders and a few cottonwoods. These species are thoroughly appreciated by the industrious beavers that inhabit the area. Fresh-cut trees and limbs can almost always be found just above the waterline.

The Cispus River Valley supports a very large, highly diverse mushroom population which is much enjoyed by amateur hobbyists as well as professional mycologists.



**CISPUS
LEARNING
CENTER
TRAILS**

	(Each Way)
Angel Falls Trail	1.5 miles
Covell Creek Trail	1.0 mile
Braille Trail	.33 mile
Pond Trail	1.0 mile
River Trail	.33 mile

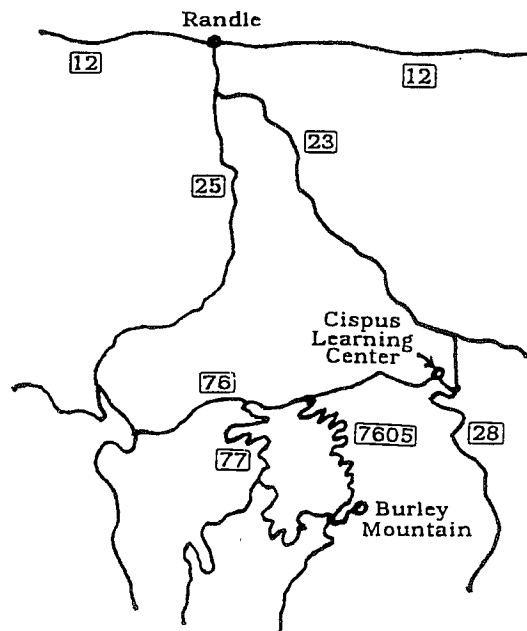
BURLEY MOUNTAIN

Visitors to the Cispus Learning Center soon notice two very prominent geological features overlooking the 45 acre center. To the southwest, Tower Rock looms some 2,000 feet above the Center which is situated on the broad Cispus River floodplain approximately 1,300 feet above sea level. On the highest portion of the skyline directly to the south appears a rather small rectangular building, a bank of photoelectric cells and communication relay antennae all of which are components of a fully functional fire lookout station atop Burley Mountain. This is one of only three active lookouts remaining on the Gifford Pinchot National Forest. The summit of Burley is just over 5,300 feet above sea level, approximately 2,000 feet higher than the top of Tower Rock and 4,000 feet above the Center.

The view from the crest of Burley Mountain is absolutely spectacular. To the southwest lie the remains of Mt. St. Helens; to the north lies Mt. Rainier; to the east lies Mt. Adams and on clear days Oregon's Mt. Hood is easily observed on the southern horizon. The tree-clad hills and rocky outcrops of a major share of the Gifford Pinchot National Forest are truly awesome in their own right, as are the snow-capped peaks of the Goat Rocks Wilderness Area to the east. Riffe Lake to the west, the Cispus Learning Center, nearby Randle, a patchwork of clear-cuts, a variety of wildflowers and huckleberries in season and occasional sightings of grouse, deer, elk, hawks and other wildlife all contribute to the memorable qualities of a visit to the top of Burley Mountain. Sunrises and sunsets on relatively clear days are almost spiritual experiences. Most observers report feeling a humbling sense of personal insignificance along with a definite awareness of what a privilege it is just to be a part of such a magnificent system.

There are two routes by which one can drive from the Cispus Center to the parking area just below the summit of Burley. One is via Road 77, and the other is via Road 7605. Road 77 is the more civilized, though it is 17 miles from Road 76 to the top. It has a blacktopped surface for the first 5 miles, then is a typical graveled Forest Service road to within a mile or two of the parking spot. The last stretch of road is dirt surfaced or graveled, narrow and steep. Turn left off of Road 76 about 3 miles west of the Cispus Center.

The trip to the top via Road 7605 is only a little over 7 miles, but is narrow, graveled half way (remainder dirt surfaced) and has many tight switchbacks. Turn left off of Road 76 just over 2 miles west of the Cispus Center. Both routes share the last mile or two. Neither road requires a four-wheeled vehicle, but neither is recommended for buses and other large vehicles or particularly low-slung cars.



Cispus Videotape Inventory

December, 1992

- | | |
|--|------------|
| 12 Angry Men
Courtroom drama, starring Henry Fonda.
(MGM/UA) | 96 minutes |
| A Rage Over Trees
Addresses controversy between conservationists and lumbermen concerning our remaining old growth forest resources.
(Audubon) | 50 minutes |
| After the Warming-Part One
Addresses the greenhouse effect and its possible results.
(Ambrose Video) | 55 minutes |
| After the Warming-Part Two
Looking back at the 1990's from the year 2050 and the consequences of increased air temperature, rainfall, deforestation, shifts in weather patterns, and the impact of global warming on the food supply.
(Ambrose Video) | 55 minutes |
| Audubon's Video Guide to Birds of North America
5 tapes
(Audubon) | |
| Bird Watching
Techniques for attracting and watching birds.
(West Wind Productions) | 15 minutes |
| Black Footed Ferret
Endangered ferrets "at home" and the efforts of people to save them from extinction.
Loretta Switt narrates.
(Audubon) | 60 minutes |
| Bottom of the Barrel
<i>3-2-1 Contact</i> provides an entertaining way to learn about oil from top to bottom.
(Childrens Television Workshop) | 30 minutes |
| By Nature's Rules
Survival in a mountain setting. | 24 minutes |
| California Condor
Efforts to save the condor from extinction and rare flight footage. Robert Redford narrates
(Audubon) | 60 minutes |
| Cispus Dining Hall Management
(Kelso School District) | 49 minutes |
| Cispus Orientation
(Jim Garner) | 22 minutes |
| Climb the High Winds
Human efforts to save Peregrine Falcons. Segments showing the techniques used by The Peregrin Fund and The World Center for Birds of Prey to raise, release, and study these | 18 minutes |

birds.
(Echo Film Productions)

- Dangerous Plants** 10 minutes
Shows the possible dangers of many common wild and domestic plants.
(West Wind Productions)
- Down the Drain** 30 minute
3-2-1 Contact dives right into facts about our water supply.
(Childrens TelevisionWorkshop)
- Fabulous Wetlands** 7 minutes
A humorous introduction to wetlands.
(E.P.A.)
- Future of Wildlife** 15 minutes
Wildlife requirements of a quality living space with food, water and shelter.
(West Wind Productions)
- Grizzly and Man** 60 minutes
Managing bear activities in our national parks. Robert Redford narrates.
(Audubon)
- How to Fish for Trout** 30 minutes
Trout fishing tips from the experts.
(West Wind Productions)
- In These Ancient Trees** 35 minutes
Forests of the Pacific Northwest: their beauty, the threats to their existence, and the people working to preserve them.
(National Wildlife Federation, Windstar Foundation)
- Layser Cave** 20 minutes
Excellent orientation for use prior to, or following, a trip to Layser Cave.
(Janet Healy Production)
- Mountains Don't Care** 20 minutes
Survival in a mountain environment
- Mt. St. Helens: The Turmoil of Creation** 90 minutes
Volcanic eruption, aerial photographs, Spirit Lake and mountain devastation, inside the crater, national interpretive programs, Port of Longview, and the Gifford Pinchot National Forest.
(Panorama)
- Mt. St. Helens, A Living Laboratory** 20 minutes
(U.S.F.S.)
- Over Washington** 60 minutes
An airborne journey through the beauty, history and personality of Washington State.
(KCTS)
- Panthers and Cheetahs** 60 minutes
Big cats in peril: Florida Panther and Cheetah. Loretta Switt narrates.
(Audubon)

- Sea Turtles** 60 minutes
Addresses the problems of poaching, pollution and destruction of nesting beaches; and suggests some solutions. Jane Alexander narrates.
(Audubon)
- Smart Choices**
Resource and teachers guide for energy conservation
(Texaco)
- Solutions Unlimited**
"Hey, Wait, Think", "The Great Canoe Race", "Plan Ahead", and "Letters From the Past".
- The ABC's of Compass and Map** 25 minutes
Easy to understand, step-by-step instructions on the use of map and compass.
(Brunton)
- The Dam Builders** 30 minutes
Compares environmental impacts of dam building by man and beavers.
- The Lorax** 24 minutes
Dr. Seuss cartoon concerning the importance of caring about the conservation of natural resources (trees, in this instance).
- The Rotten Truth** 30 minutes
3-2-1 Contact gives kids the real scoop on garbage.
(Children's Television Workshop)
- This Place In Time** 24 minutes
The 1980 eruption of Mt. St. Helens
(U.S.F.S.)
- Whales** 60 minutes
The consequences of over-hunting, conservation efforts, underwater footage and action shots. Johnny Carson narrates.
(Audubon)
- Wild Edible Plants** 17 minutes
Harvesting and uses of wild plants. Stresses safety.
(West Wind Productions)
- Wildlife-An American Heritage** 14 minutes
Historic facts and the basic concepts of wildlife management.
(West Wind Productions)
- Wilderness-An American Ideal** 15 minutes
America's changing attitudes about wild places.
(West Wind Productions)
- You Can't Grow Home Again** 60 minutes
3-2-1 Contact presents a kids-eye-view of rain forests.
(Children's Television Workshop)

*An extensive selection of environmental films is also available at Cispus.
Ask office staff for the catalog.

Cispus Learning Center

COUNSELOR HANDBOOK

2142 CISPUS ROAD

RANDLE, WASHINGTON 98377

1992

Dear Counselor,

Congratulations! You have been paid a very fine compliment in being selected to serve as a counselor to younger students here at the Cispus Learning Center. It means that you have been identified as one who can accept responsibility, exercise leadership, serve as a role model and provide the friendship, guidance, patience and understanding required to ensure that boys and girls have a positive, happy and productive experience during their stay at the Center. Your enthusiasm, compassion, maturity and common sense will all play key roles in determining the success of your group's program. You are face to face with a great opportunity for personal development and for demonstrating that the trust shown in you has been well placed. Go for it!

COUNSELORS REALLY COUNT!

Student counselors play very significant roles in most educational programs at the Cispus Center. You matter! You are the ones who must establish a positive, trusting, friendly rapport with the younger students to which you are assigned. The cultivation of this critically important rapport demands more patience, caring and tolerance than are usually required of teenagers, but seeing the individuals in your group blossom under your guidance is a most rewarding experience and certainly worth your best efforts. Boys and girls need to know that they can depend upon, and confide in, their own particular counselor. In just a few days these special little sub-groups often become very close, and this closeness not only facilitates, but is essential to, the youngsters' successful involvement in the wide variety of living and learning experiences to which they are exposed during their stay at the Cispus Center.

The social development of the youngsters in your care is every bit as important as their academic activities. Helping young people to become well-adjusted, happy, productive citizens is among the general goals of all educational programs, and building self/peer-respect, experiencing some success in learning activities and establishing themselves as worthwhile members of their group are all essential to attaining such goals. Learning to cooperate and communicate effectively with their peers, counselors and teachers is of obvious importance to the personal development of every boy and girl. Anything you do as a counselor to maximize the benefits your charges realize from their Cispus experiences will be much appreciated by all concerned even if it does not get the recognition it deserves.

GETTING OFF ON THE RIGHT FOOT

"You never have a second chance to make a good first impression." Therefore, immediately let your charges know what you expect of them and what they can expect from you. Do this in a non-threatening manner which lets them know you are a real friend who will help and lend support at the same time you expect them to cooperate cheerfully, follow instructions readily and make a personal effort to contribute as best they can individually and collectively.

Greet your students with enthusiasm, pride and determination. Let them know that you are happy to be their leader. Encourage their feelings of unity and pride in their group. Foster an open-minded honesty and discuss with them the importance of cooperating and showing consideration of others if their Cispus stay is to be happy and productive for the entire group. There are few things more contagious than a good example, so do your best to be exactly that. Being fair and consistent will, of course, pay off in many ways. Cultivate group-cohesion at every opportunity.

Make certain that all of your students know each other through more than formal introductions. Use your imagination, consult a New Games book or ask an instructor how to make all participants comfortable group members via some type of game format or "ice-breaking" activity.

Involve your students in helping to set up ground rules for acceptable behavior in the dormitories, the dining hall, the classrooms and outdoors around the campus. Compliance and cooperation are more likely when all have had a hand in laying out the rules. Make certain that each boy and girl in your keeping understands exactly what you expect of them. Being where they are supposed to be when they are supposed to be there is vitally important. You can also head off any number of potential disciplinary problems by communicating clearly and fairly. This is not a Marine Corps boot camp, but there does need to be a common understanding that a well-planned, carefully organized program is being implemented under the guidance of qualified teachers and capable, caring counselors. Cultivate a team feeling of cohesion and pride within your group.

JOURNAL KEEPING

Journals are notebooks kept by each individual in which many kinds of information are recorded. Their purpose is to help students derive maximum benefits from their learning and living experiences at the Center. Teachers may make journals an assigned responsibility to be turned in later, or may prefer that each student have a private journal that he or she can decide individually whether or not to share with others. Journal contents usually include notations and sketches, of course, but could also have anything else which the student feels will help remind them of discoveries and observations made during their stay. Journals are not ordinarily subject to spelling and grammar corrections or teacher grading. They are just useful tools for reinforcing a wide variety of learning experiences.

Some groups choose to have a "quiet time" each evening to allow students to reflect on the day's activities, and to record their experiences. Since holding "quiet times" results from a group decision made when you are laying out general behavioral guidelines, all members should be expected to comply and to cooperate fully. Visiting and roughhousing are not permitted during quiet times. Use your own discretion as to the duration of such periods as this; younger students get pretty restless in a short time. Twenty to thirty minutes seem to work rather well for most groups. Quiet times can be spent wherever you feel it would be best for your particular students—often in the dormitory, but could be outside.

If journals are to be kept, then appropriate materials must be purchased prior to your arrival at Cispus. Teachers can involve students in the selection and design of their journals. At Cispus, counselors should see that each of their charges puts their name on their notebook covers in case they are misplaced. Many students enjoy sharing their journals with their families at the completion of the Cispus program since it serves as a helpful log of many of the things they did here.

GROUP INTERACTION

Make a conscious effort to provide opportunities for your students to deal individually and collectively with their feelings, problems and personality differences. Evening sessions can sometimes help with this. You may not need, or want, to meet every evening on these matters, but this is a good strategy for identifying potential trouble spots and resolving them before they cause serious concern. Listen, more than lecture. Be patient, but compassionate in letting your youngsters know you really do want to help them through the tough spots. Their problems may seem petty and silly to you, but they are real to them, so give them a helping hand.

An effective approach to group sessions is to place your participants in a circle close enough to ensure eye contact and to make certain that everyone hears what is said. Be sensitive to the natural reluctance of many boys and girls to openly express their true feelings. Patience and sensitivity pay big dividends. Encourage, rather than force, participation. Make it clear that they are not to interrupt one another,

put anybody down or make fun of anyone. Homesickness, cliques, indifference, resentment and personality clashes can all be addressed in sessions of this sort. It's a great chance to teach the necessity of having tolerance for others who might think, act, talk and dress differently than we do.

COUNSELOR'S ROLE IN THE LEARNING PROCESS

Self-confidence and emotional security are vital to effective learning. Anything you can do to help your charges feel good about themselves, feel that it's perfectly all right to make an occasional mistake, feel that they are respected members of their group and feel that learning is important enough that they will give it their best shot is going to be most helpful. The following are some suggestions that should help:

Show them you believe they can actually accomplish the task or handle the assignment.

Encourage them to really try.

Find opportunities for students to succeed (to reinforce their self-esteem and confidence).

Set reasonable and appropriate goals and performance expectations.

Accept students as they are, but encourage their efforts to improve what they are.

Learn names as soon as possible, and use them.

Make eye contact with those with whom you are talking.

Challenge each youngster to think, and apply him/herself.

Involve all members in planning and in all activities as much as possible.

Set a good example. Like it or not, you are going to be a role model for those in your charge.

Try to make every student feel important and worthy members of your group.

Don't permit more aggressive students to dominate others.

Always be fair and honest in your dealings with students...even if it isn't easy some times.

Express appreciation for your group's cooperation, fine efforts and accomplishments.

Do everything you can to ensure that your students really do enjoy their stay at Cispus.

Demonstrate your faith and confidence in students whenever you have the opportunity.

DISCIPLINE

Disciplinary problems typical of a regular classroom or schoolyard are much reduced when students come to the Cispus Center. The chance to branch out from the confining four walls of their school's classrooms provides a unique sense of freedom and excitement. Boys and girls are delighted to be here, and are usually on their good behavior, so disciplinary problems are minimized. They do exist at times though, and need to be appropriately resolved. Reminding groups that poor deportment could ruin the chances of groups from their school coming to Cispus in the future impresses some, but not all.

Providing a positive, dependable role model helps to cultivate constructive attitudes and helps forestall unruly student behavior. Be as "upbeat" as you can. Try your best to be cheerful, friendly and fair at all times. That will put most of your charges on your side to start with. Be aware too that some behavior requires an adult, don't let your pride prevent you from involving the teachers.

If one person's actions begin to make others unhappy or interfere with the group's activities, some form of discipline is appropriate. Be certain all of your charges understand what the rules are and what is acceptable, then take a firm stand when someone goes too far. Indecisiveness invites youngsters to test the limits of what is permissible, but remember that you are dealing with very young boys and girls so do not be overly harsh. Avoid using physical force. It probably is not called for, and is a clear indication that you are no longer in control. Continuing discipline problems with a particular student should be discussed with your supervising teacher, and severe problems must be referred to the program director.

GROUP BEHAVIOR

The effectiveness of a group's interactions is largely determined by how the individuals perceive themselves and the group, by how well they communicate, by their collective interest levels and by how well they all understand what is expected of them. The need to dominate and for attention and approval are very strong in some. These needs may seriously interfere with the personal development of other group members and with the achievement of group goals if you permit them to do so.

Groups tend to reject the contributions of people whom they dislike, and accept even inferior contributions from those they like. Some personalities vie for positions of leadership. There are often differences in cultural and family backgrounds which result in conflicting points of view, and need to be dealt with so as not to interfere with the group's progress.

Successful group work requires at least two kinds of skills: (1) those required for the particular activity, such as making posters to persuade or inform and (2) the ability to work together. The latter include abilities to listen attentively, to express one's ideas clearly and concisely relevant to

what is under consideration, to defuse potentially tense situations, to emphasize the positive contributions of others, and the ability to coordinate various points of view.

PROBLEM SOLVING IN A GROUP

If a group is to have a successful experience working together, there must be a procedure for resolving the problems that inevitably occur. Problem solving starts with the identification of the problem.

All members may not agree that they even have a problem, and various individuals will have different perspectives to bring to bear. You, as counselor, will often have to act as moderator in helping the group identify their problem, helping them to consider possible solutions and then helping them to resolve whatever is bothering them.

There are many approaches to problem-solving, but one effective strategy involves the following four stages:

(1) Recognizing the problem: Chances are good that you will be very aware that a problem is developing within your group. When you detect the need for your group to deal with a problem, you should tackle the task of focusing the members' attention on it.

Example:

Earlier in the day the group took a hike to Angel Falls. While there, several of your students ran into the water with their shoes on. Hopefully, a discussion took place at the time whereby the students were helped to realize the poor judgment exercised in their decision to go wading.

Now the group has returned and it is time for a sack lunch. Half the group wants to eat outside because the sun is shining and it is a beautiful day. The other half wants to eat inside. A group consensus is needed since you want your charges to stay together. Everyone is aware at this point that a problem exists.

(2) Diagnosing the problem: As the leader, your job will be to help your group identify the nature of their problem and its possible causes. In this example, you would focus on the wet feet. You might say, "it's interesting to me that the people who choose to eat inside happen to be the same people who ran into the water this morning. Would the fact that you are now uncomfortable with your wet feet have anything to do with your decision to eat inside?"

(3) Decision making: Nearly all problems have a number of effective solutions. You may decide to help your group realize that those with wet feet are willing to deprive the rest of the group because of their poor judgment earlier. Once the group grasps the situation, they need to reach agreement upon which way to go. The wet feet folks may opt to join the others outside for lunch as a consequence of their actions at Angel Falls. It may be that the others will decide to eat inside so the people with wet feet won't have to be uncomfortable. The important thing here is that the final decision comes from the group and all accept it as fair and reasonable.

Don't solve problems by flipping coins or drawing straws. In doing so, you deprive your charges of a valuable learning experiences in decision-making and problem-solving.

(4)Accepting and carrying out decisions: This final stage involves the implementation of the group's decision. People will be more likely to accept and carry out a course of action if they have had a part in deciding on the particular solution.

In dealing with problem situations try to remain non-judgmental. Avoid dictating solutions when you can turn a situation into a learning experience by involving students in the process. This helps develop self and group respect, tolerance for differing opinions, respect for others and a better understanding of how to get along with others.

POTENTIAL PROBLEM AREAS

HOMESICKNESS: You'll undoubtedly detect this with one or more of your students at some time during your stay at Cispus. This is often the very first time some girls and boys have been away from home for several nights running, except maybe for going to their grandparents' or other relatives. Encourage openness in such feelings so that you can deal with them effectively. Be fully supportive in assuring youngsters that it is a perfectly normal feeling which almost all of us have at some time or other. Cultivate peer support too in helping the homesick to feel better. Consider activities like the "Train" (sitting in line with each giving the one in front of them a gentle massage), or the "Trust Circle" as used in the low ropes course and New Games programs.

CLIQUE: This problem can usually be minimized if you have developed a general feeling of group pride and cohesion from the outset. If you observe that anyone is being intentionally ignored or excluded from group activities, you'll want to deal with it. Let the group know what you have noticed. Involve them in a discussion concerning the importance of feeling accepted, and of being a respected member of the group. Impress them with the need to be sensitive to the needs and feelings of others. Try to get them to identify the clique, and to explore the reasons for it having formed. Remind them that everyone is considered to be an equal and that all should be made to feel a part of the group. Ask those who have been left out to share their feelings with the group. Urge them to be open and honest about how it can hurt to be rejected or excluded. You may want to devise an activity which will help the clique members to understand how it feels to be left out.

AVOIDING WORK AND STUDY ASSIGNMENTS: Make it very clear that everyone is expected to accept responsibility for cleaning up, taking their turn at dishwashing and keeping up with their study assignments. Deal with offenders within the whole group by discussing the adverse effects their lack of cooperation can have. Remind them that one of the main objectives of coming to Cispus is to teach students to accept responsibility. You might point out that carrying out work assignments responsibly is a good way to show their appreciation for the privilege of being here. Build on the concept of teamwork, and try to instill a desire to be effective group members.

BED WETTING: This is a common problem at this age level. Show real patience in dealing with these situations. There are many causes for bed wetting, you'll need to be quite sensitive to the embarrassment and frustration that it causes and avoid making the student feel even worse.

Try getting him or her up every night for a bathroom run about one hour after retiring. During breakfast, sneak back to the dorms and check everyone's bed. If there is a wet sleeping bag, remove it and replace it with your own. Then take the wet bag to the laundry room and wash it.

REFUSAL TO EAT WHAT IS SERVED: Hold group discussion of the importance of a well balanced meal and the need to eat properly, especially when busily engaged in a very full daily schedule. A poor diet or actual hunger can have an adverse effect upon a youngster's general behavior. Disparaging remarks concerning the quality of food have a contagiously detrimental effect upon the appetites and eating enjoyment of others. Setting a good example in your enthusiastic acceptance of the menu is important.

TABLE ETIQUETTE: Hold group discussions regarding proper table manners. Remind them that others are watching them, and use their group pride as a lever for proper deportment. Some youngsters simply do not know correct table manners, so you may have to give them some instruction.

HIKING TIPS: Before taking your first hike, involve your students in a team consideration of how they should behave on the area's five trails. Student safety, litter control, environmental protection, plant community integrity and erosion control are all key factors. The Cispus Center has established suggestions for hikers:

(1) Stay on the trail! Wandering off trails destroys wild plants and degrades the environment. Injuries are much more likely when students are allowed to stray off trails. Do not allow your students to "shortcut" switchback corners; it causes serious erosion problems.

(2) Do not pick wildflowers or uproot young plants.

(3) Do not litter; please pick up whatever litter you may encounter and bring back to receptacles.

(4) Do not build survival shelters along the Center's trails. Such practices take students off of trails, are tough on tender plants and degrade the area's appearance.

Keep your people together at all times in order to avoid anyone getting lost. Have students help one another over some of the tougher spots if necessary. Never throw or kick anything while on a hike; to do so could cause injury or damage to another person, to wildlife or to the environment. Designate your slowest hikers as pacesetters. As a safety precaution, you may want to make one person your "sweep" who is responsible for stopping the group if anyone falls behind or stops for any reason. Involve as many as possible by rotating such assignments among your students. Avoid loud, boisterous activities while hiking. It is frightening to wildlife, and reflects no credit whatsoever on the people involved. You may want to take a first aid kit along

on your hike.

Appropriate clothing is very important for those heading out on the trail. You should make a personal inspection of your charges' protective gear. Ill-fitting shoes can cause painful blisters which can often be avoided by applying moleskin before blisters become a problem.

SNACKS: On behalf of good nutrition, and to help minimize campus littering, groups are discouraged from bringing traditional snacks and "junk food" to the Center. If group directors feel that fruit/cookie/milk-type snacks are important to their programs, they can make special arrangements for same on the appropriate forms. Such arrangements need to be made prior to your arrival so that materials can be ordered, delivered and prepared before they are actually needed.

WHAT TO BRING

The length of your stay, the nature of your program activities, the season of the year, the vagaries of the weather as well as your personal needs and preferences all will obviously dictate what you should bring to the Cispus Conference and Learning Center. The following list may help you make decisions.

A. Sleeping bag or blankets, sheets and pillow.

B. Toilet Articles:

Hand towel

Bath towel

Washrag

Soap in appropriate container

Toothbrush and toothpaste

Comb or brush

Shampoo

Hand lotion

C. Clothing

Complete change of outside clothing such as shirt, pants, shoes, etc.

Pairs of socks (one for each day + one)

Changes of underwear

Warm jacket

Pajamas

Extra sweater or sweatshirt

Rain gear

D. Useful Items

Camera

Pen or pencil

Alarm clock and watch (leaders)

Flashlight

Insect repellent

Lip balm

Sun glasses