CoDe

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BRITISH CANOE UNION
COACHING SCHEME

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Contributions, including pictures, are welcome. Please send them to BCU, Flexel House, 45 High St, Addlestone, Surrey KT15 1TU.

EDITORIAL

Graham Lyon
Chairman of the BCU Coaching Scheme

I would like to say a public 'thank you' to Peter Pendlebury. He has just taken over the putting together of C.O.D.E. and his offer has come at just the right time. I know he will do a good job. This is the good news and now we have the bad news.

You will know that when the artificial slalom course was proposed we promised to contribute £100,000. For various reasons which are now history we where unable to meet this commitment. Whilst steps are being taken to pay the money, the position at the present time is that the Sports Council has stopped £50,000 from the B.C.U. grant. The basic finances of the B.C.U. are sound and a substantial surplus has in fact been budgeted for this year, backed up by a well thought out marketing plan. However, the loss of £50,000 at this stage of the year will create considerable difficulties. I am not building up to persuading you to put your hand in your pocket, but Coaching Scheme members in particular can help.

We have always had a pretty impressive record of recruiting members at the time of taking Star and Proficiency Tests. This year we really do need to improve our membership figures. This would greatly help with the coming cash flow problem. I have ordered a long hot summer which will, as always, create a demand for tests so you will have every opportunity to promote membership.

As you sit reading this copy of C.O.D.E there will be about 6,000 other Coaching Scheme members reading it as well. If we are able to push this number up still further this year we may be in a position to actually improve services to you in spite of all I have said about our financial difficulties.

However more about this in a future edition of C.O.D.E. There is nothing like a good mystery but make sure you pack out the Training and Assessment Courses this year.

I came across an amazing fact the other day. There is an average 3.8 people per television set worldwide. This is 657 million televisions in 162 countries. The average person in this country spends 38% of all their leisure time watching television. On this evidence there must be a market for a waterproof television set.

CANOEING IN EDUCATION

A Report by Wally Keay

Wally Keay is Chairman of the Duke of Edinburgh Award Expedition Training Advisory Panel recently having re-written the Award's'Expedition Guide'.A past Chairman of the Mountain (Walking) Leader Training Board,he was for many years a lecturer at Keighley College.

Wally was commissioned,in 1986,to produce an independent report for the British Schools Canoeing Association to determine:The needs of the teacher who is seeking to promote canoeing in his or her school; what organisation is necessary to provide for those needs; how such an organisation should be structured;how compatible the findings are with the current structure of the B.S.C.A and the B.C.U. Development Plan; to indentify the various agencies who are currently promoting canoeing as a medium for adventure in the urban environment.

As a result of Wally's findings and observations,the 'B.C.U. Youth Initiative' has been launched,which was announced on page five of Focus 54,April 1988.

The full copy of his report 'Canoeing in Education' is available from the B.C.U. Coaching Office,price £2.Following is an extract of that report.

In the thirty-five years or so that I have been associated with canoeing within education I have provided my share of entertainment for the general public on the banks of the Wharfe,Aire,Ouse and the Leeds and Liverpool Canel.So I decided that I would look at canoeing as just an ordinary member of the British public.I set out to do this systematically at places where there were public access,and I had the advantage of knowing where canoeing takes place,especially throughout the North of England.I spent a long time doing this and I was able to observe a wide cross-section of canoeing involved young people.In addition I arranged visits to a number of groups and accepted offers to visit groups while at work as I also wished to talk to young people who were participating in the activity.Courtesy and protocol demanded that I could only do this with the permission of the person in charge.
I was able to observe:
Schools
Youth groups within Local Authorities
Voluntary Youth Organisations
Outdoor Pursuits Centres/canoeing centres
Commercial Centres
Canoe Clubs
Groups working with Y.T.S
Groups associated with the community programme
Groups concerned with Combatting inner city deprivation
Holiday provision for inner city children.

During these observations I saw much that was good; highly dedicated teachers and instructors,often giving very freely of their own time,and in many cases I suspected,making a financial contribution as well.Without their commitment and enthusiasm the lives of many young people would be poorer.These teachers and instructors were not only able to provide tuition of a very high standard but able to enthuse and motivate as well.Fortunate indeed were the young people who had leaders

of this calibre, for canoeing really was an adventurous outdoor pursuit. However, for the purposes of this appraisal their praises must remain unsung and their only reward that of knowing that they were involved in work well done. It would have been presumptuous of me to have commented on their abilities. Their performance can however be used as a yardstick to measure that which is good. I did see work which was less good and, on occasions , activity that was cause for concern.

By and large the activity was 'safe', particulary that which associated with schools; they seem to be fully aware of their responsibilities and to be well advised. Equipment was generally good and suited to its task. In some instances inflatable life-jackets had obviously not had a recent inflation test, many being frayed and porous around their lower margins. Groups operating on coastal waters, or large expanses of water need to be mindful of this matter. Buoyancy aids, I suspected were providing greater security than badly maintained life-jackets.

I was surprised at the number of canoes which had not sufficient, secure buoyancy, as I thought this problem had been sorted out at least ten or fifteen years ago. I actually saw canoes sink! In addition there were still some kayaks with the non-return valve type foot-rests which trap the ankles of the occupant, and which caused the fatality on the Ribble at Horton.
Another cause for concern was clothing for canoeing. While it tended to be safe insofar that it would not have impeded exit from the cockpit it was frequently inadequate, lacking the necessary insulative qualities; this tended to be particularly marked amongst groups which did not canoe on a regular basis or who were participating in 'taster' courses. There was often a wide disparity in the adequacy of the dress of the instructor in the wet-suit and the pupils which must have led to to widely differing perspectives between the tutor and the group on the satisfaction and enjoyment derived from the activity.

In one or two instances concerning groups associated with the unemployed and inner city community programme projects I was concerned with the small difference in age between the instructors and the instructed and the doubtful quality of leadership not to mention the lack of life-saving or first aid qualifications.

By and large, where the instructor had a B.C.U Senior Instructor's qualification there was little need for concern for the safety of the group. These comments on safety are made in passing, the main purpose of the observations are concerned with the quality of the tuition and the educational experience. The quality of both the instruction and educational experience differed to such an extent that frequently the only things that the activities had in common were the canoes and the water.

Some instructors were completely oblivious to the environment in which they were working. No opportunity was allowed for the surroundings to influence the activity that was taking place and the groups were not advised or helped on how to survive or exist in the environment, much less how to care and protect it. To some it was just water on which canoes would float and on which the same mechanistic activity could take place. Just as I believe that you can never appreciate the subtlety, form, texture, and complexity of snow until you have skied, or air unless you have sailed or piloted a glider, so you can never fully appreciate the nature and force of water until you have canoed. It was sad that a greater appreciation and aesthetic awareness, of what was to many, a completely new medium was not developed or encouraged, especially when that medium covers about three fifths of our planet.

The quality of the tuition varied enormously and assessing the quality of tuition was difficult in many cases as I was not always aware of what the aims and objectives of the sessions were, though it might be churlish to suspect that, on occasions, I did not think the instructor knew either. Where skill was concerned, again the Senior Instructor's qualification tended to ensure at least a minimum level of competence as they were able to teach to the level of the Proficiency Award. This award and the 'Star Awards' often added a much needed purpose to many sessions, leading to greater motivation, more satisfaction and a greater sense of achievement. Less satisfactory were the sessions where the skill was taught because the instructors did not know what else to do and could only repeat that which had happened to them. This tended to be dull and unimaginitive, with the skills unrelated to need, and no opportunity to utilize any skill acquired. For many this resulted in paddling around in circles with a few support strokes thrown in, with just sufficient intervention by the instructor to prevent the youngsters using their natural talents and their own initiative.

When instructors were asked to state the purpose of the activity, the most frequently stated aims were personal or group development, the provision of adventurous activity the development of interests for leisure time, skill development, competition or simply recreation. All were very worthy aims and they are not mutually exclusive. I questioned young people on the purpose of their involvement in canoeing. While they frequently enjoyed what they were doing, usually they had not been told the purpose of the activity other than 'they were going canoeing': neither could they discern the aims or the objectives of the session. In schools where a more authoritarian approach is common, such an approach might be understood even if it is difficult to justify, but where the young people had left school, and the avowed intent of the instructor was personal development, the failure to share the purpose of the activity was less easily understood. If there was a 'hidden curriculum' I can only congratulate those concerned in hiding it so effectively from every-one.
Some canoeing sessions, intended to develop leisure interests were labelled 'taster courses' While approving of the concept and acknowledging that I was not in a position to know what enthusiasms had been kindled for the future, frequently the quality of the experience did not do justice to canoeing. Canoeing was often chosen for entirely negative reasons and even as"an alternative to academic work for less academically gifted children." The standard of tuition often left much to be desired, the clothing of the participants was often inadequate, and little care and no concern was shown for either the equipment or the environment. Perhaps it was as well that the number of sessions tended to be limited as any long term expectations on the part of the participants would have not been realized.

Groups involved in competitive canoeing were some of the best served. They had clear aims and objectives which they were able to express; they were highly motivated, and related strongly to both their peers and their teachers. I appreciated the irony that these groups with the most limited of expressed aims, were apparently achieving more in terms of personal development than groups whose professed aim was personal development. They depended on partnership of parents, teachers and young people to achieve their purpose, whether this was fund raising or travelling to weekend slalom competitions, they had the assurance and confidence which springs from competence, commitment to canoeing as a sport, a team spirit and a loyalty to their group.

Moving Forward With Canoe Poling

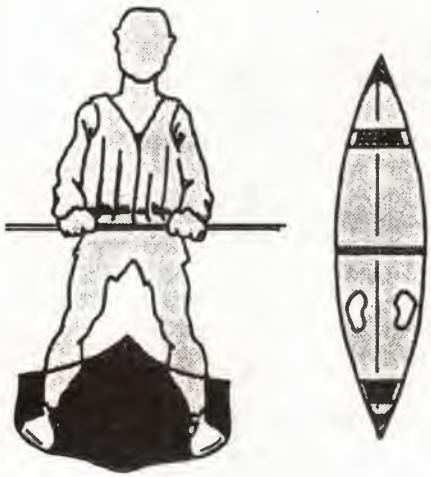
By Harry Rock

Once a beginner feels comfortable with standing and balancing in a canoe, the next important step in canoe poling is generating forward power. Let's explore the use of pole plants against the river or lake bottom — a very powerful, efficient and rapid means of moving a canoe.

Efficient poling involves the important principle that "for every action, there is an opposite and equal reaction." Pole plants must be *parallel* to the canoe's centerline to move the canoe forward or backward *in a straight line.* A pole is planted in one direction and the canoe is thrust powerfully in the opposite direction.

Thrusts at any other angle than parallel will cause the canoe to veer off course. Course correction can be difficult and potentially dangerous in swiftly-moving water. It's best to practice these new techniques on quiet water and refine these powerful thrusts before graduating to moving water.

Always use the modern poling stnace. This "squared-off" stance spreads the feet as widely as possible at a perpendicular angle to the canoe's centerline. Stand about 2 1/2 to 2 feet behind the center thwart (which creates slightly stern-heavy trim).



Modern Poling Stance spreads the poler's feet against the canoe chine, perpendicular to the canoe's midline and 1 1/2 to 2 feet behind the center thwart, and creates slightly stern-heavy trim.

Hand position on the pole remains the same when generating straight-line power regardless of the technique. The hands are placed together as high on the pole as possible with thumbs always pointed toward the sky. The bottom hand is the same one as the poling side. (For instance, the right hand assumes the bottom position when poling on the right side.)

Let's look more closely at the three types of forward thrust techniques.

Power Poling

Power poling is the most common forward thrust technique. A quick and powerful method, it allows for a rapid recovery in preparation for the next pole plant. Power poling is best against strong current.

Power Poling Body Position requires wide foot placement, perpendicular to the canoe's centerline. Note slight knee bend, forward lean of upper body, high hand placement and forward pole angle for powerful leverage off the bottom.

Plant the bottom end of the pole behind the body; this position creates a forward angle on the pole and allows effective leverage against it to propel the boat forward. Avoid planting the pole end in front of the body and pulling yourself toward the pole. This results in limited power, awkward body positions and possible immediate and unpremediated wet exits from the boat!

Once the pole is planted, the shoulders and upper torso rotate swiftly to initiate forward movement. Then the arms and back muscles come into play to complete the motion; it ends with the hands by the hips. The knees bend and the body sinks slightly during this thrusting phase. This use of body weight and motion generates forward power before the arm and back muscles begin to work. Poling can become tiring in a short time unless good technique is used. Always incorporate body motion before engaging the upper body muscles to obtain good power.

Cross-Over Power Poling

Alternating sides with the power thrust can help to maintain a proper course. This approach equalizes the power on each side and counters the effect of the previous thrust.

Cross-Over Power Poling allows the poler to alternate sides for bow control while moving upstream. It efficiently uses muscles on both sides of the body. The lower hand must change position to the top of the other hand once the pole is replanted in the water.

INSTRUCTOR'S NOTEBOOK

Transfer the pole over the canoe at the end of the recovery phase. The wet end of the pole passes in front of the canoeist and re-enters the water. Hand placement changes so that new top and bottom hands grip the pole.

Alternating sides also evenly utilizes both sides of the body. This technique works the body more efficiently and prevents premature muscle exhaustion on one side.

Pole Recoveries

Each power phase ends with an efficient pole recovery that leads to the next thrust. Several variations can be used effectively to return to the original catch position.

Pool Cue Recovery is a very fast recovery which maintains constant forward pole angle for leverage. The lower hand encircles the pole like a pool cue using the thumb and forefinger, while the upper hand gives a rapid upward thrust so the pole regains its original position.

The *pool cue* recovery promotes a quick return to the catch. The thumb and forefinger of the bottom hand form a circle around the pole like the grasp on a pool cue. The other hand gives a quick upward pull and slides the pole up through the bottom hand until the pole is back to its original position for replanting. Slide both hands back together as high as possible, press down firmly on the pole for purchase against the bottom and begin the next power thrust.

Windmill Recovery is usually used in shallow water. The poler keeps the pole on the same side of the canoe, rotates it 180 degrees and uses a new end after each power thrust. The lower hand reverses its grip, reaches down and flips the pole over for replanting. The other hand remains stationary and provides a point of rotation for the pole.

Be cautious with windmill recoveries at first because the pole may bounce up when it re-enters the water. The cause is a near vertical plant against the bottom. Firm placement counters this effect, and soft spikes can help to absorb the strike impact on rocks.

The *windmill* recovery is efficient for quiet water or mild current and can be used to travel in either direction. Rather than sliding the pole through the hands, it is flipped over 180 degrees on the same side of the canoe and a new end is used for the plant. Reach down and reverse the bottom hand so the thumb points toward the water at the end of the power thrust. The hand should be positioned on the pole's lower half to help initiate the spin (and be in position for the next power thrust). This new control hand flips the pole up and over. The other hand remains stationary and provides the point of rotation for the pole's windmill spin. It then moves up the pole and regains its original position on top of the control hand to begin the next thrust. This recovery reduces time between pole plants and results in increased speed and efficiency.

Hand-Over-Hand Poling

The hand-over-hand technique is commonly known as "climbing the pole". It promotes greater initial control of the canoe but less forward speed.

Hand-Over-Hand Poling uses the power poling position but the hands are placed at eye level on the pole. They then can climb over each other to the pole end for leverage off the bottom.

Start with the same "catch" or plant position in the water but do not place the hands as high on the pole. Climb the pole by placing one hand over the other until the pole end is reached. Give a final power thrust with both hands. Recover

by using the "pool cue" technique (see below).

This technique is extremely effective in poling upstream against moving water or climbing over small drops and ledges.

Course Correction

Traveling in a straight line is a challenge to beginners. While alternating sides can help considerably, it may not always be practical.

Ruddering is an effective technique when traveling across flatwater or moving downstream. Allow the pole to float up off the bottom at the end of a power thrust before the recovery. Push or pull the pole to the left or right as needed before recovering to the next catch position.

With practice, canoeists become more proficient with power thrusts parallel to the desired direction of travel, and they perform fewer corrections. Also developed is a sense of the subtle pole movements that can help with minor course correction during the power phase. Apply slight pressure inward or outward on the pole while generating forward power.

Cross-Over Windmill Recovery involves alternating sides to combine speed of recovery with improved bow control in stiff current. The top hand provides the point of rotation for the pole, while the lower hand reaches down with a reverse grip to flip the pole 180 degrees and direct it across the boat.

The *cross-over windmill* recovery combines cross-over power poling with a windmill recovery. It increases bow directional control and prevents premature muscle exhaustion. As the pole flips over to begin the new thrust phase, transfer the new placement end to the opposite side of the canoe. The cross-over should be smooth; the upper hand becomes the point of rotation as the pole's top end moves toward the opposite side of the canoe and downward toward the water. The pole should be horizontal as it crosses the midline of the body. The lower hand has reached down with a reverse grip to become the new control hand and directs the pole through the cross over to its new point of entry into the water.

Illustrations by Shaun Rock

This article is reproduced, with thanks, from 'the American Canoeist', the magazine of the American Canoe Association.

BRIAN BARTON

1927-1988

It is with great sadness that we report the death, after a short illness, of Brian Barton.

Brian became an Instructor in 1967, and a Senior Instructor, under Oliver Cock, no less, in 1970. He was a Freeman of Coventry, and a local Magistrate.

Brians greatest canoeing interest was in helping persons who were disabled to canoe. For many years he worked with girls who suffered from paraplegia, at the Florence Treloar Hospital at Alton, including getting them to accomplish Duke of Edinburgh Award expeditions by kayak. Brian was a member of his local canoe club, and latterly had devoted himself particularly to assisting persons with mental handicaps.

Quietly competent, he was a tireless worker - the epitome of the unsung voluntary hero, beavering away in the background. Through his endeavours the lives of countless people have been enriched.

We mourn the passing of a stalwart and loyal member, of a devoted family man, and one who gave of his time and talents selflessly for the common good.

Our sincere condolences are extended to Mrs Barton and her family.

COACHING THOUGHTS

The following articles were originally produced for Coach Assessment by Keith Steer and Tim Ward. Both were assessed in 1986 for the inland award. Each of the essays opens with the simple but often forgotten premise that as canoeing teachers it is our job to make the learning of boat control as easy and as simple for the beginner. There is no better way of to do this than to let the early experiences take place in a directional kayak.

TURNING TO STRAIGHT RUNNERS
by Keith Steer

Novice and experienced paddlers spend most of their time paddling forward. The more efficient this forward paddle stroke becomes, the more efficient and enjoyable our paddling becomes. How best to achieve this efficiently has been the point of discussion just recently. This has lead to new ideas, increased enthusiasm for flat water clubs and a new placid water scheme.

Look back to how you first started canoeing. Your first experiences could have been in a heavily rockered, highly manoeuvrable kayak. You may have gone around in circles, until, by trial and error, you managed to sort it out. Perhaps with a development of skill you were able to realise the full potential of the kayak. If not, could you have started in a more directionally stable kayak. Were you able to paddle it in a straight line easily?. Did this immediate success keep your interest and encourage you to develop skills ? However you started, you must still have an interest in canoeing; but were you held back or restricted in learning during those early days?

To propel the kayak in a straight line we must, in theory, bring the paddle along the centre line of the boat. This is not possible, and therefore every stroke pushes the canoe off line and initiates a turn. The "Swedish Form" design of most kayaks accelerates this turning action. The kayak begins to skid, the whole of the back slides over the water. The momentum accelerates this skid and the kayak swings off course.

Too be able to paddle a boat of this design efficiently, you must have a fluent paddle stroke. this means flowing smoothly from one stroke to another and not allowing the small turn that is initiated to establish itself.

Introducing students or novice paddlers in this type of boat means that you have very little room for error. Frequently the boat has accelerated into such a powerful skid that they have little chance of correcting it with forward sweeps. When using this type of kayak for introducing people to paddling, we must teach them to first check a skid and then how to correct the course.

Analysis of how an experienced canoeist copes with this problem shows us that a stern rudder is the easiest way to check the skid. This in effect changes the shape of the hull and makes it more knife like.

We then find the second half of the forward sweep stroke is the most effective way to both check and correct the skid. During the first half, from the bow to ninety degrees, the paddle blade is pushing the front away but the stern is still skidding. only the second half of the stroke is pulling the skidding stern back on course and correcting the skid. For the novice to correct a skid, he or she must be taught to do what all experienced canoeist do naturally.

During the first session with all beginners, I demonstrate a skid out of control and how ineffective it is to repeat short forward strokes when trying to correct it. I then show how only the second half of the sweep, i.e fully into the stern, is able to correct and check skidding. This demonstration if done effectively, helped the student to visualise what is happening. Time spent here does mean students will not lose momentum by skidding into a full spin and are able to correct themselves later.

Should there be long, stable straight running kayaks available then none of these skidding problems would arise. The student could concentrate almost entirely on the forward paddle action, develop good style, body rotation and eventually power. This should mean the student developes a better stroke in a shorter length of time. Instant success maintaines and develops interest. He or she could then move on to a more manoeuvrable boat when or if they wanted.

From my experience, students who want to go on to paddle moving water in small manoeuvrable boats benefit and progress more quickly in straight running kayaks. The transition between boats is smooth and I do not hesitate to start students in this type of kayak. I find they have a definite advantage over students who have started off in the "Ultimate White Water Machine!".

From an instructional point of view, these easy to paddle, straight running kayaks would mean that a fairly long trip would be possible in just the first session. Games and tasks to provide and stimulate interest are made more skilful and provided that everyone is in the same type of kayak nobody is at a disadvantage. Effective technique will develop because no longer will you be able to spin the kayak with only one sweep stroke.

Too advocate this design to all beginners may restrict the keen white water enthusiast. The majority of organisations or people cannot afford several types of kayak. One possible solution would be to buy a compromise kayak, but this does tend to have the worst traits of both as well as some good points.

The ability to change the kayaks hull shape would seem useful. Skegs have been around for some time but their use is mainly restricted to the sea. They are a fixed stern rudder that checks the skidding and gives the paddler more time to develop a fluent paddle action. Groups of people learning new skills develop at different rates. The practice of removing skegs to present the paddler with new challenges helps to keep the group together and fully involved.

I have use skegs extensively with groups who have had half day sessions of canoeing. This has mainly been in the personal development field. Newly learned and quickly developed skills can the be put into practice with an expedition to one of the small islands across the lake. These same boats are often used by experienced paddlers on weekend white water and proficiency courses. In this instance, skegs proved to be the only affordable solution to the requirements of the centre.

The main factor which determines how people are introduced to canoeing is the availability of equipment and location. This is dependant on funds. I believe that you should start with a stable straight running kayak and move through a whole progression of kayaks as and when ability improves. This progression could be to whatever discipline is required.

USE OF THE LOWER BODY IN KAYAK PADDLING

or 'Don't forget the legs'

by Tim Ward

Having decided last summer to take marathon racing a little more seriously then in the past after needing a rest in mid race, I have now paddling K1 once a week and occasionally twice for the last year and have discovered just how much work the legs are called upon to do.

As a keen slalom/surf kayak paddler up until then I have been concentrating on trying to improve my forward paddling technique in line with all the written advice which stresses the importance of the legs being used in unison with the paddle stroke, trunk rotation ect, to transfer power via the foot-rest to the boat. I am not and never have been in the slightest interested in running so these sessions often leave me with very tired legs.

Thinking back to one of David Train's lectures I remember him berating the coaching scheme for having a distinct bias toward slalom/whitewater technique, and now realise that he was nearer the truth than I was prepared to believe at the time. This I now feel is due to using small cockpit manoeuvrable boats in which novices and their teachers concentrate on paddling in a straight line and accumulate bad habits which are hard to eradicate once the novices are able to cope with the refining of their technique. In many cases the teacher is also probably unaware of the importance of a through knowledge and sound performance of the basic stroke.

As an experiment I took several canoeists of a few years experience, who incidentally all help out with teaching novice courses, and invited them to learn to paddle racing kayaks. Once in boats with larger cockpits it was much easier to assess their personal ability in forward paddling and was plain that not only was trunk rotation sadly lacking but use of the legs was totally non-existent.

Taking this to a logical conclusion, I wondered if they made effective use of their legs in all the other strokes in their repertoire. Could this be part of the reason that they and many others find the advanced strokes difficult to master?

With the assumption that all members of the coaching scheme are experienced canoeists who produce flowing movements from their kayaks (or can they ?) without thinking about the relationship between paddle, body and kayak I now put forward the suggestion that an unhealthy percentage of us probably tell novices to brace the feet against a properly adjusted foot-rest, the knees up against the under-side of the deck, fit a spray-cover and from then onwards forget all that is beneath it. We may perhaps make vague mention of "hip flicks" when teaching rolling.

My small collection of canoeing books contains nearly a dozen with sections on basic and advanced technique and all but three have scant if any reference to the lower body. The old "Coaching Handbook" refers to a strange thing called the "stability triangle" and Derek Hutchinson advises that the canoe is "worn" by the paddler and propelled not only by the movement of the trunk and arms but by the whole body literally to the tips of the toes. Here is a man who paddles boats also designed to efficiently cover long distances albeit in a different environment.

I read with interest the article in CoDe 22 by Dr Tony Crocker where interestingly he says " learn to use his opposing knee ", but implies that the novice will find this out for himself. I tend to agree with Brian Greenaway in that good technique is important and would add that the basic strokes are not difficult to teach, or to learn. Providing that the instructor knows, (A) how to perform them correctly himself and (B) how to break them down to teach them. It is during this breaking down process that most people mention the paddle, its position and direction of movement, the hands, the wrists, elbows, arms and finally the boat. Often however, nothing about the trunk and virtually never anything about the legs. Hidden away out of sight and out of mind.

I will try to emphasise my point by going through a few basic and then a few advanced strokes. Firstly , we should consider the main tasks the legs perform are to press against, and therefore transfer forward motion to the foot-rest, and secondly to lean the kayak, by relaxing one knee, lifting the other and flexing at the waist. Forward paddling is adequately covered by the Canoeing Handbook so I will cover strokes where I believe inadequate mention is made of the lower body.

Draw Stroke.
The boat should be kept horizontal or possibly leaned slightly away from the paddle to allow the water to flow under the boat without catching the gunnel. This is achieved by pressing upward with the right knee during the stroke (right hand side) and relaxing the left knee simultaneously. The knee pressure increases and reduces in time with the application of power during the stroke.

Recovery Stroke.
This is the technique which makes greatest use of the legs as the boat is rotated on its longitudinal axis by use of the so called "hip flick". The classic novice performance that we are all familiar with is of flicking the boat over and then striking the water with a flourish as the boat is already returning to its upright position. It should be explained that on the right hand brace the paddle is merely an outrigger and serves no purpose at supporting until the right knee, rather that the left knee is pressing against the deck. As the boat is leaned the point of balance coincides with the change of pressure on the knees. The pupil may think he can fool the instructor but he can no longer fool himself! The instructor can test this theory by laying right over on a right hand sculling support when he will be able to relax his left leg completely.

Stern Rudder.
When using this stroke to skull along the crest of a wave, the boat is kept upright, or leaning into the wave by lifting the shore-ward, or upstream knee.

Low Brace Turn.
Once again the boat is leaned over to the side of the stroke by leaning one knee. The stomach and leg muscles are also working here as the drag causing the turn is transferred via the upper body.

Moving Water Techniques.
Having worked through and gained proficiency at the basic skills, the majority of novices are keen to progress to moving water. This is where the developed understanding of the lower body contribution will pay dividends as control of the boat depends totally on awareness of the kayaks lateral stability, and the affect upon this that currents and eddies have.

Advanced strokes are much more difficult to explain to novices as there are now two variables involved - movement relative to the water and movement relative to the bank. This makes careful and thorough breakdown of the strokes even more essential to the successful mastery of the skills. Here I feel is the main problem area for the instructors as many are not aware themselves of exactly what is happening in certain manoeuvres. Instructors, having the ability to perform set pieces with the greatest ease pass on incorrect information in all innocence through misunderstanding and not questioning thoroughly the things they were taught. Once again rather than going through every stroke , I will attempt to add to that written in the Canoeing Handbook.

Leaning the boat is only necessary when it is moving relative to the water in any direction other than straight forward or reverse. When the boat moves in any other direction (refer to draw stroke) the "upstream" gunnel must be raised so presenting the hull to the water coming toward the boat. This concept is very difficult to explain and is where it is better often to forget the bank and the general direction of the flow of the river as when in an eddy, upstream and downstream are effectively reversed. When riding a surf wave "upstream" is toward the beach, therefore one must lean into the wave. When the boat moves solely forward or reverse in relation to the water leaning is totally unnecessary - as in the ferry glide. The reader will probably think "no-one leans 'downstream'during a ferry glide". In fact the lean is needed only when crossing the line of transition from slack water to moving water and vice-versa the other side. The majority of sea canoeing involves ferry glides (extended). When for instance, crossing the solent from Calshot to Cowes, one doesn't spend an hour or more leaning the boat. In a ferry glide, the water does not press on the side of the boat - a very commonly held misconception. Back to my earlier point of movement in relation to the water simultaneously with the water moving in relation to the bank.

High Cross.
The lean is very important here, as the high cross is made up of part of a break in, a planing surf ride followed by part of a break out stroke. The lean needs to be dramatic in a fast high cross and alternates very quickly from one way on entering the current just behind the peak of the highest safe wave as entering in front of the peak often results in a pearl dive, loop or at least a face full of water which does not help the improver's concentration on exiting the current correctly.

Eskimo Roll.
Here the lower body is doing nearly all the work, in fact the better the lower body technique, the better the roll, because the less pressure is required on the paddle blade. Only excellent mobility and full use of hips and legs will allow hand rolling, i.e. no paddle, no lever, merely technique. During the roll it is not helpful to good performance to be clamped in tight with both legs - the "hip flick" is merely waist mobility, the legs or rather lower leg does the flicking with the upper leg only lifting at the end of the stroke when the upper body is brought upright.

It is only by very careful breakdown of all these parts into easy steps, explaining in non-canoeing language ,that the skills will be passed on effectively to novices entering the sport. Hopefully with a sound basic knowledge some of them will progress to being able one day to pass on their knowledge correctly rather than in a technically incomplete fashion often seen currently. After what percentage of S.I candidates shine in personal performance of strokes during their assessment ?

****

Tim Ward is self employed,putting his engineering and fibre glassing talents into repairing gliders.Keith Steer is currently studying Outdoor Education at I.M.Marsh College,Liverpool.

LONDON COACHING PANEL.
Will the London Coaching Panel members please note that Paul Wilson the R.C.O has appointed the following L.C.O's

LONDON NORTH EAST (EAST) BARKING, HAVERING, NEWHAM:
Jerry Elsmore, 121 Park Avenue, Barking Essex 1G11 8QY

LONDON SOUTH WEST (WEST) RICHMOND KINGSTON:
Mike McDonagh, 177 Wrythe Lane, Carshalton, Surrey SM5 1TZ

The appointments are made subject to non-receipt of objections from those panels by the 1st of September 88.
Objections must be accompanied by an alternative nomination of someone who has agreed to stand for election, proposed and seconded by two current panel members, and sent to Paul Wilson. Should alternative nominations be received a postal ballot will be conducted.

SEE PAGE 19 FOR ADDRESSES OF R.C.O's

FOUR IN A ROAD?
Is this a record? TAN Y BULCH, at NYNYDD Llandeqai, in North Wales boasts four canoeing coaches in the one street. Nigel Foster, Ray Rowe, Drew Delaney and Ian Leslie. We wonder what they find to talk about in the evenings?

DIPLOMA IN SPORTS COACHING
Moray House College of Education Cramond Campus, Cramond Road, North Edinburgh. EH4 6JD is offering a one year Diploma in Sports Coaching Course. The course fees have be reduced and the admission regulations have been widened particularly for mature candidates.

COACHING AND LEADERSHIP: A SYNTHESIS By Richard Robinson

Richard Robertson qualified as a coach last year, having become a Senior Instructor in 1972.
The emphasis which was made in the course on the difference between 'coaching' and 'instructing has led him to relate the principles emerging from the business world on management and leadership techniques to the canoe coaching situation.
Members with a particular interest in this field are invited to send to the Director of Coaching at the B.C.U, s Addlestone office for a copy of Richards draft thesis, and are welcome to comment back to him in the hope that a useful and substantive document, or article, may result.

From the Introduction

In the field of business studies, there has been considerable research into human behaviour under the subject areas of management and leadership. Much of this work appears to be relevant to canoe coaching. This synthesis reviews some of the more recent publications from the business field and attempt's to draw lessons from them that are relevant to coaching, instructing and leadership in the canoeing context.
The selection of material in the synthesis is subjective and the list of publications reviewed is not exhaustive. Nevertheless, some of the ideas and concepts presented may help coaches and others working in the B.C.U. Coaching Scheme to understand their role more fully and to carry out more effectively the coaching tasks that they undertake.

SAFETY "ITS OUR CONCERN"

FOURTH INTERNATIONAL SAFETY SYMPOSIUM

The international safety symposium will be held this year for the first time in Britian. It will take place at the National Watersports Centre, Nottingham on the 1st to the 4th of September.

The first ISS was convened in Switzerland in 1982 as a reaction to the steep rise in accident numbers which occured at that time. Polyethylene had established itself in boat construction, many more paddlers were taking up white water adventuring and a new thinking about the upper limits of difficulty had emerged. Accident statistics in Europe almost inevitably showed an increase with entrapments featuring in abundance.

The objectives of ISS is to bring together paddlers, educators and researchers from around the world for an interchange of ideas on all aspects of Safety. Such a gathering can hardly fail to bring out knowledge and experience into the open where they can be used for the benifit of all.

A lot of paddlers from the UK have asked if they can still attend ISS '88'. At the present time the international delegates are still being assembled but once these places are finalised it will be possible to offer a limited number of places to Coaching Scheme members. This will be anounced through our publications.

The Symposium has been denied financial assistance from the ICF. With assistance from the Coaching Scheme and hopefully commercial sponsorship it will be able to run on a self-financing basis. The cost to delegates is £50, inclusive of meals and accomadation. One must hope that eventually the ICF will see sense and give real support to ISS gatherings.

It is absolutely essential that the information gathered and debated at each symposium is disseminated efficiently. This has not always been done as well as it should and we hope that in this and in other ways the BCU can set new standards in the 1988 meeting.

Finally I would like to express the thanks of the Coaching Scheme and myself for the excellent offer of assistance from Frank Goodman of Current Trends and invaluable contributions from The Mike Jones Rally, The B.C.M.A and the Alpine Kayak Club.

Ray Rowe.

4th INTERNATIONAL SAFETY SYMPOSIUM

1st - 4th SEPTEMBER 88

NATIONAL WATERSPORTS CENTRE NOTTINGHAM

EMPLOYMENT OPPORTUNITIES

TRAINEE TUTOR/ INSTRUCTOR WITH CLIMBING CANOEING /CANOEING QUALIFICATION REQUIRED.
Applications are invited for the above vacancy from persons who hold the necessary qualifications i.e M.L.T.B. / B.C.U. TI/SI
For further details and an application form please write or telephone:

Geoff Houghton,Staff Tutor,
Y.M.C.A. National Centre, Fairthorne Manor,
CURDRIDGE, Southampton. SO 3 2GH
Telephone Botley (048923 5228)

Courtlands Centre South Devon

Qualified Instructors R.Y.A.Tidal,B.C.U/SI, Climbers. Clean driving licence essential. Minimum age 21 years. Long and short term vacancies.Apply with C.V & Photograph to: The Director, Courtlands Centre Nr Kingsbridge. South Devon TQ7 4BN

South Wales

The following staff required for season March to December at centre,offering canoeing,rock climbing,Hill Walking.
Instructors(voluntary) no qualifications or experience required, full training given. Kitchen Assistant - good capable person. All persons are residential with full board and accommodation. Please contact Emrys Evans, Dovey Valley Training Centre, Newlands House, Machynlleth, Powys. Telephone 0654 3166.

Cornwall

Adventure days are looking to appoint an S/I and Instructors for the 1988 season, Applications forms from:
Paddy Frost, Adventure International Ltd, Belle Vue, Bude, Cornwall.
Telephone 0288 55551/2

Sussex

An assistant is required at the Adur Centre, Brighton Road,Shoreham by Sea,West Sussex,starting as soon as possible,£80 per week plus accommodation. Telephone 07917 62928.

Surrey

B.C.U. Qualified Canoeing Instructors required at new Childrens Watersports Centre and Summer Camps in Surrey. July to August.Ring/Write:
Freetime Leisure,Mayford Centre,Woking. GU22 0PP Telephone 04862 24821

OUTDOORS UNLIMITED

Have you registered with the National Staffing Bureau For Outdoor Pursuits Instructors yet.We offer all instructors a free job-finding service for employment opportunities at all levels of instruction in Britain and Abroad.The service is totally free to all instructors. We are experienced outdoor pursuit instructors ourselves and know the industry well.We wish to register instructors of all outdoor activities, at all levels of experience and qualification.We deal with all types of vacancy;seasonal,permenant,freelance,tempory and holiday.Centres throughout the country are seeking staff NOW! Contact Nick Eve now for a registration form. OUTDOORS UNLIMITED, P.O.BOX 75 Hereford,HR1 1NU
Telephone 0432 279030.

LETTERS TO CODE

Are you bent or straight ?

For over a year each issue of Paddler, the American Canoe Association Magazine has had some comment on the bent vs straight paddle shaft issue. Regrettably the subjectivity of both comment and testing has done little to improve our Knowledge. Fortunately the answers for which we search are readily found through the use of the following formula:

$$P = \frac{K_1 \sin}{K_2 \sin} \times C_d \times A \times V_2$$

Where P = Pressure acting on the paddle blade
Cd = Co-efficient of drag
K1 & K2 = Constants
= Angle made by paddle with the water flow
A = Area of the paddle
V= Velocity of paddle

which when applied to the study of the individuals stroke mechanics, reveals which paddle is best for the paddler, how much better it will be and how the stroke can be improved. The key word is "individual" since there are probably as many stroke styles as there are paddlers. Nevertheless, we can make some general statements:
1. For all portions of the stroke where the blade is angled forward (blade forward of grip), the straight shaft paddle is more efficient.
2. For all portions of the stroke where the blade is angled aft (blade aft of the grip more than half the shaft bend), the bent shaft paddle is more efficient.

Those who can remember their high school trigonometry will recall that the sine of angles greater than 70 is practically unity (.9397 for 70) and so, for much of the stroke there is little difference in power per unit area no matter what the shaft configuration. It can be seen that the farther forward one starts the stroke, the less efficient the bent paddle. The reverse is true as the stroke is carried aft. In my case, the bent paddle produces about 5% more total thrust. Obviously different paddlers get different results and the thrust or lack of thrust with either paddle is a function of stroke mechanics.

An additional complication is the tie between canoe performance and the paddle. Recreational canoes when loading for tripping begin to experience a rapid rise in resistance to the 3rd or 4th power of velocity at a speed/length ratio of .8. At this speed a 5% increase in power produces less than a 2% increase in speed as the speed increases the situation is worse. Below speed/length ratio .7 the resistance raises more slowly at about the square of the velocity. Obviously any power improvements due to paddle type will be less apparent at higher speeds. Marathon racing canoes of resistance "wall" and increased power produces noticeable results. Recreational that cruise at or below speed/length ratios of .7 will find the improvements less dramatic.

Ron Frenette's experiments when compared to Toni Harting's are a good example of this phenomenon. Toni was paddling tandem at a higher displacement /length ratio than Ron who paddled solo. Toni simply wouldn't have noticed so much difference. Had they both used paddles of the same area and drag co-efficient they would have had more valid results but, even at that, the inability of the human body to produce precisely the same power at all times throws a monkey wrench into the works.

A Frequent argument in favour of the bent paddle is the reduction of upward component at the end of the stroke. This is quite true for the racers whose stroke is strong throughout but, for most of us dabblers,

the paddle slows rapidly toward the end in preparation for the return stroke and so the effect is minimal.

Given the above,and since the power required to offset resistance is unaffected by the paddle type, it can be seen that the chief benefit in the bent paddle (for recreational types)lies not in making paddling easier but in making more power available.It remains to the individual to decide whether increased speed and/or efficiency is essential to his enjoyment of the sport.This applies equally to aesthetics.

Therefore it behoves the proponents of both sides in this arguments to refrain from striking any "holier than thou" postures and to go forth and paddle their own canoe.

John Winters
BURK'S FALLS, ONT.

Dear CoDe

Well the "courses for women only" debate continues I see.

I have been running novice courses for women for several years now and always find they are well subscribed with women that say they would have not otherwise have tried our sport. However we only segregate the sexes up to one star level and then feed our converts into the local canoe clubs to continue their development. This formula seems to be successful in giving women a gentle introduction to canoeing,and when confidence is gained,they find they can join in with the more boisterous chaps.

I am definitely against any further segregation because it can so easily lead to a reduced standard for women S.I's.The B.C.U.is already becoming too bitty and we need to insure all canoeists are part of the equal partnership of the Union.

I would like to finish with a compliment;the latest edition of CoDe is a very good read. The articles are well written,relevant and of interest, and the layout allows for easy reference. Its good to have CoDe coming back through the letterbox,and I am looking forward to the next one promised soon.

Yours faithfully
Sharon Lambert

Dear CoDe

Spring 88's CoDe had it all, the full confused stories and contradictions of the present Senior Instructor system and standards.
The issue of compulsory rolling for S.I's continues to rear its weary head as of a dinosaur that should be finally laid to rest, by B.C.U legislation. To emphasise the ludicrous position the article by Allan Kimber which showed the grades on which S.I are leading, with (we must assume) no proven ability to roll,come on , there are enough lower level awards(page 6 and 7 of the same issue). Lets finally upgrade the S.I to a fitting level by making it compulsory to roll.
On a lighter vein, following Marcus's article on moving water , a few games I use for teaching moving water:
Break in and out.
1. using sweeps only to emphasise their importance.
2.using no strokes just leans to break in and out.
3. later for advancing paddlers replace the low brace with a hand in the water.
4. figure of eights , break in and break outs.
The first session can be finished on a friendly 'shoot', with the removal of spray decks, and legs on the deck, this removes the hidden fear of the spray decks and white water, and puts fun back into the sessions.

Tim Palmer

ANNUAL CONFERENCE

Holme Pierrepont - 14-15 October.
Priority to RCOs, LCOs, Coaches, and other members of the Coaching Scheme in that order.
Details: Director of Coaching, BCU, Flexel House, 45 High St, Addlestone, Surrey KT15 1TU.

THE ANNUAL MEETING OF DELEGATES will take place at 1500 on Sunday 15 October, 1988, at Holme Pierrepont, Nottingham.

SCA COACHING CONFERENCE

12-13 November - Benmore Lodge, by Dunoon, Argyll. Details: Chris Watkins, 29 Dalvait Rd, Balloch, Dunbartonshire.

'The Switch' – Royal Marines style

I thought the marathon and long distance open-canoeists might be interested in this account which appears in the book 'Cockleshell Heroes', the story of the wartime special services raids on German ships using canoes launched from submarines.

When there was danger being observed by the enemy, the canoe'went into single paddles'; each man separated the two halves of his paddle at the centre joint, stowed the female half on the deck beside him, where there were special hooks for it, and used the other half as a single paddle, the recovery in this case being made feathered, a few inches above the water instead of overhead. This resulted in much less silhouette, and in less noise from the drips of the blade on the recovery. The men, obviously, paddled on opposite sides and would occasionally change sides to rest their muscles.....
There was a full series of hand signals for every manoeuvre, such as 'stop', 'go on', 'change to single paddles', so that it was possible to do everything in complete silence.

The picture and caption opposite was published in Focus, Summer 1983.

How sad it was recently to see Bill Sparks having to sell his hard-won medals in order to eke out his pension.

Original Cockleshell in Crystal Palace Parade

Bill Sparks partnered the legendary 'Blondie' Hasler in one of the 'Cockle Mark Is' that were paddled by the Marine Commandos at night up the Durance to plant limpet mines on enemy shipping in Bordeaux Harbour during World War II.

Bill located a 'Cockle' designed at the time, when on a visit to Poole, and has refurbished it ready to repeat the journey in June. He will be partnered by Gerry Lockyer, and is undertaking the re-enactment in aid of Cancer research. The Ministry of Defence have been persuaded to carry the 'Cockle' and its crew across the Channel by submarine, just as the original raid was transported. The canoes were designed to fold down to 4" in order to be passed through a submarine hatch.

Bill, now 60, and Gerry paddled their craft in the 'Parade of ancient boats' during the Canoe Exhibition. Members wishing to support their endeavour should send donations, made out to 'Cancer Research', to the BCU office, for onward transmission.

We are sure you can find a better caption to Graham Lyon's suggestion about waterproof TV sets. Please send them in and we will print them next time – censors permitting.

INTERNATIONAL CONFERENCE

THE GROWING CHILD IN COMPETITIVE SPORT

During December delegates gathered in Cardiff for the second international Congress on the " Growing Child in Competitive Sport".

The symposium was organized by the British Association of National Coaches (B.A.N.C) with considerable help from the Cardiff bureau and the National Coaching Foundation, and generous sponsorship from the National Westminister Bank, IBM, Power Sports International, and Chemical Co-operative.

A separate theme was pursued on each of the three days involved: Selection and Screening; Readiness for Competitive Sport; Resources.

Those who are suspicious of the motives of top competition coaches, would have been heartened at the end of the day one, when national coaches for badminton and tennis were on their feet accusing the B.A.N.C of seeking to impose an"East Germany"style of selection and screening at an early age on suitable candidates for various sports.

This accusation proved to be ill-founded however, and at the conclusion of the conference, it was obviously that most British coaches were concerned for the welfare of the whole child and very sensitive to the possible physical and psychological dangers of over-training, or over-exposure to the pressures of international sport before a suitable level of mental maturity had been reached.

A synopsis of the congress follows. Copies of the full report may be obtained from NCF. 4 College Close, Beckett Park, Leeds LS6 3QH at £15.

DAY 1: SELECTION AND SCREENING

The congress opened with the theme of selection and Screening. These are areas of considerable interest, contrasting opinion, and lively debate among coaches operating at the higher levels of performance.

In the opening address Professor Russell presented a model for talent detection, selection and perfection, and raised the question of the role of the coach in these areas. Dr Sharp then discussed the use of physiological testing as one means of monitoring performance. In considering selection Peter Coe identified three factors - the selectors, the selection - process and the"probables and possibles"

The next three papers considered talent selection and development internationally. Professor Karacsony provided a detailed insight into the Hungarian system. Geraldine Hartley compared talent selection in the USSR and East Germany, based particularly on the sport of gymnastics. the final paper by Peter Treadwell examined the role of sport boarding schools and compared the British situation with other countries.

Day 2: READINESS FOR COMPETITIVE SPORT

As the development and popularity of organised sports for children increases, parents,
coaches and teachers become increasingly concerned for the welfare of the whole child. One of the most frequent questions raised is, are the

children ready to compete in real competitive sport?' That is, competitive sport as an adult concept.

Very often when adults consider children for competitive sport they only consider the physical and motor signs of readiness, therefore neglecting the social, emotional and intellectual aspects of the sport.

The papers reminded us that the criteria of readiness for each competitive sport are different, and that there are even variations from task to task within the sport. It is very difficult to predict which children will eventually become elite performers, and consequently any consideration of readiness should involve not only the critical periods of physical, motor and cognitive readiness but also the social readiness of the children. An important part of social readiness is the childs own willingness to compete, and its ability to socially compare itself with others in the same competition. Children see competition as different from adults, and readiness for adult competition is a development phenomena.

Evidence from Sweden illustrated that sporting talent has to be developed, and not 'found'. Some of the important factors in that development appear to be the development of an all round sports-person physically, rather than the narrow physical early specialisation of children.

Self-confidence in children is a vital quality when considering readiness for any sport, as it promotes a healthy psychological readiness and psychological capacities for sport.

The key feature in developing children in sport according to this evidence is the nature of the training environment. This environment should be stimulating and relatively permissive, rather than restrictive and non-stimulating.

As the demands of society for success in sport at a high level increases, the nature of childrens sport will become even more important. They are our future high level performers. Fortunately competitive sport for children can be planned and managed to accommodate all the vital issues which are so important to the healthy development of childrens sport, and consequently the future elite sports-persons.

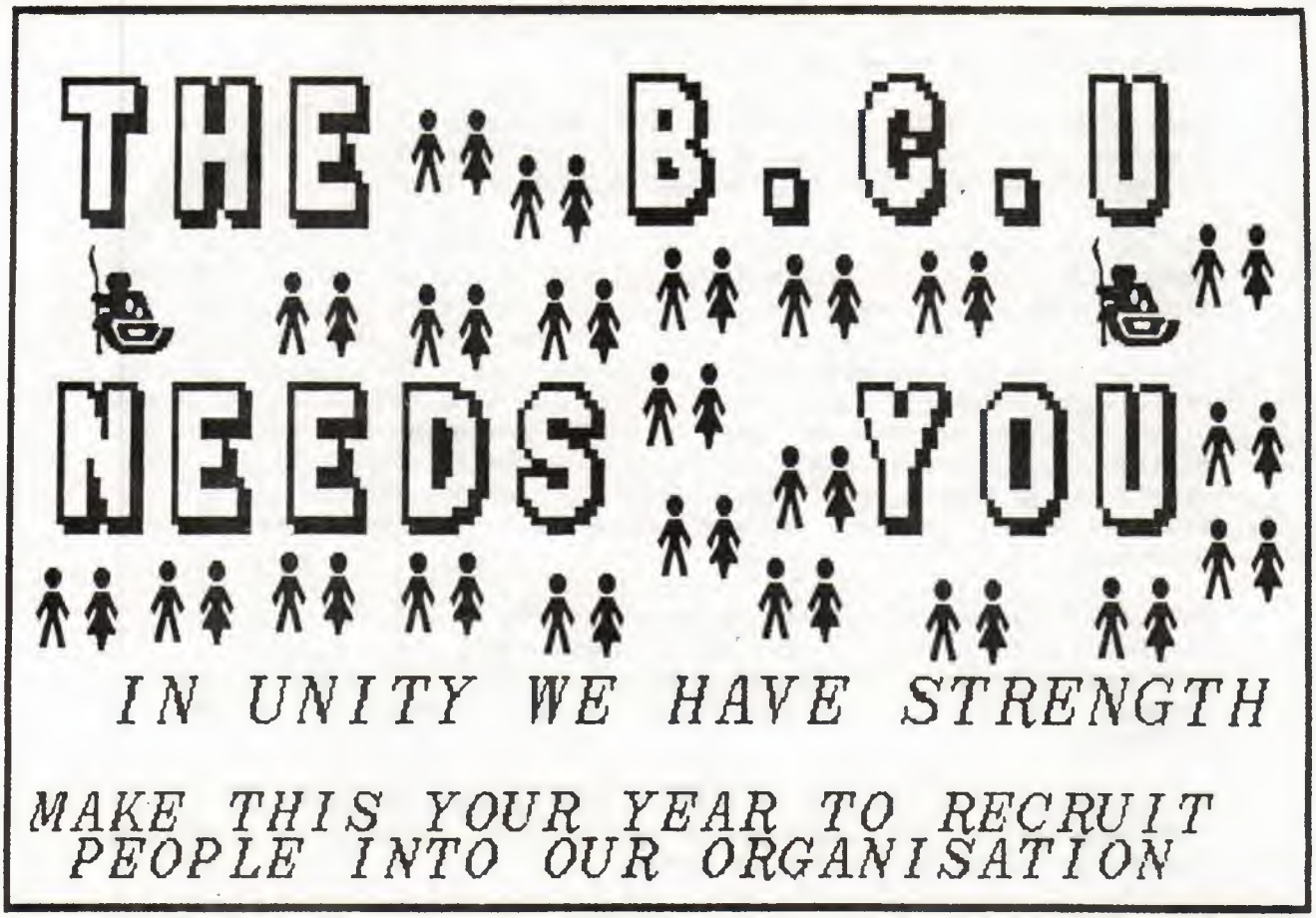
Day 3: RESOURCES

The speakers focused on the resources needed to support a development programme for all children involved in competitive sport. To ensure that children achieve their potential we need to provide good facilities, opportunity and time for performers within those facilities, and the highest possible standards of leadership.

In the introductory paper Dr Ranier Martens concentrated on the coach as an important resource in the development of children. What qualities does a good coach possess and what philosophy should they have underpinning their work?

The teacher, as well as the coach, obviously plays an important part in the sporting development of children. John Lyle considered the role of the physical education specialist and how this important human resource can be maximised for the benefit of all children involved in competitive sport.

Finally, James Munn and John Anderson described how resources are being provided at local level, thus ensuring sporting opportunities for everyone and giving those with ability the opportunity to fulfill their potential.



CHURCHILL TRAVELLING FELLOWSHIPS 1989

We have received information from the Winston Churchill Memorial Trust relating to the topics for the 1989 Travelling Fellowships. One of the categories included in the list for next year is:

'SPORTS SCIENCE - COACHES, TRAINERS, DOCTORS AND THERAPISTS'

Should any member be interested they should contact: Winston Churchill Memorial Trust, 15 Queens Gate Terrace, London SW7 5BR for further details.

COACHING CALENDAR UPDATE

INSTRUCTOR TRAINING

2-4 Sep Ross on Wye	D McEneaney, PGL Young Adventure, Court Farm, Hole in the Wall, Foy, Ross on Wye, Hereford HR9 7S

INSTRUCTOR/SENIOR INSTRUCTOR ASSESSMENT

9-11 Sep	Ross on Wye	As above

SENIOR INSTRUCTOR ASSESSMENT

29-30 Oct (Longridge)	Course run by Tony Bloor for Northampton Trainee Senior Instructors. A G Bloor, 38 Friars Crescent, Delapre, Northampton NN4 9QA (0604 766660)

WHITE WATER SAFETY COURSE

1-2 Oct Cumbria	Outward Bound Ullswater, Ullswater, Penrith, Cumbria CA11 0J1 (08536 347)

BCU COACHES' SYMPOSIUM

7-8 Jan 89 N Wales	All BCU Coaches (Teaching branch - not directly applicable to Competition Coaches, although such are welcome to attend) are invited to attend this general forum on the Award. Topics: The Future of the Coach Award; The National Coaching Foundation and its links with BCU; The Sea Coach Award - what are we looking for ?; Coaching techniques. Full details: G Wardle, 39 Heatherbrook Rd, Anstey Heights, Leicester LE4 1AJ.

CONFIDENCE IN THE COUNTRYSIDE

7-9 Oct Derby	'Confidence in the Countryside' is the theme of this year's National Association for Outdoor Education Conference. Details from P Townsend, Peak National Park Centre, Losehill Hall, Castleton, Derby S30 2WB.

REGIONAL COACHING ORGANISERS

ENGLAND
EAST
D. Coggins, 5 Capel Close, Broomfield, CHELMSFORD, ESSEX
EAST MIDLANDS
G Wardle, 39 Heatherbrook Road, Castlefields, ANSTEY HEIGHTS, Leics.
LONDON
P. Wilson, 109 Cranbrook Pt. North Woolwich Road, LONDON, E16 2SA.
SOUTHEAST
P Newman, 20 The Rise, Hempstead GILLINGHAM, Kent.
NORTH EAST
R Egelstaff, Pendower, OEC, Fox and Hounds Lane, Benwell, NEWCASTLE ON TYNE NE15 6PE
CUMBRIA
B Howell, Eynsford, Barn Hey, Allithwaite, GRANGE OVER SANDS, Cumbria LA11 7 RJ.
NORTHWEST
R Hitchings, 1 Western Avenue, NANTWICH Cheshire.
SOUTH
Peter Lee, 66 Newtown Road, MARLOW, Bucks, SL7 1LA.
SOUTHWEST
WESSEX
P.C. Pendlebury Phoenix WINTERBOURNE MONKTON Nr Swindon Wilts SN4 9NV
DEVON & CORNWALL
Mrs J Bradford, Eden Villa, Exminister, EXETER, Devon. EX 6 8DB
WEST MIDLANDS
R. Drummond, South View, 8 Severn Bank, SHREWSBURY, Shropshire, SY1 2JD
YORKSHIRE AND HUMBERSIDE
S Cook, Bewerley Park Centre, Bewerley, HARROGATE, N. Yorks HG3 5JB
BFPO
WO1 A.J Ford ANTC Silberhutte, BFPO 27.
CHANNEL ISLANDS
K Mansell, 177 Quennevais Park, ST BRELADE, Jersey. C.I.
NORTHERN IRELAND
R Livingstone 22 Boyhill Park MAGUIRS BRIDGE Co Fermanagh
SCOTLAND
HIGHLANDS & ISLANDS
K A.J Nicol, 10 Forss Road THURSO, Caithness KW 14 7QB
TAYSIDE
P Jackson, 17 Isla Place, Albert Street TAYPORT, Fife
FIFE
I Gill, 55 Woodstock Court, Waverley Drive, GLENROTHES, Fife KY6 2LY
LOTHIANS
D Simpson, Rosebank, Greenside, PEEBLES, EH45 8 JA
BORDERS
J Hall, Danum Cottage, 4 Main Street, HEITON Roxburghshire
DUMFRIES & GALLOWAY
G Knowles, Cargenbridge Resource Centre CARGENBRIDGE, Dumfries.
CENTRAL
A Johnstone, 52 Eden Road. ALLOA, FK10 2JJ
STRATHCLYDE EAST (Lararkshire, Dunbartonshire, & Glasgow)
G Davis, 28 Dunrobin Road, AIRDRIE, ML6 8LP.
STRATHCLYDE WEST (Renfrewshire, Ayrshire, Argyll & Bute)
M McElroy, 39 Burnlea Cr. HOUSTON, Renfrewshire, PA6 7GL
GRAMPIAN & SPEYSIDE
D Horrocks, 15 Chievres Place, ELLON, Aberdeenshire.
WALES
P Blain, The Towers Capel Curig, BETWS-Y-COED, Gwynedd, LL24 0DF
SOUTH WALES
R Batsford, 41 Llundain Fach, FELINFOEL, Llanelli, SA 15 3JX

EMPLOYMENT OPPORTUNITY - NORTH DEVON

Qualified Instructors in Outdoor Activities required for short periods now and February to October 1989. We particularly need RYA, BCU, BWSF, MLC qualified/experienced staff. Drivers only, minimum age 21. John Watson, Skern Lodge, Appledor, Bideford, North Devon (02372 75992).

BCU MEMBERSHIP FEES		SCA	WCA
Intro Youth+		£5.00	
Basic*	£9.50	5.00	7.50
Cadet+	£ 5.50	3.00	4,00
Introductory+	£ 11.00	10.00	9.00
Youth	£ 9.50	8.00	9.00
Full	£ 19.50	16.00	16.50
Family	£ 10.50	7.00	8.00
Life	£300.00		300.00

*(does NOT include competition or coaching) +(includes competition but NOT coaching)

ADDRESSES

BCU, Flexel House, 45 High Street ADDLESTONE Surrey KT15 1TU

CANI, House of Sport, Upper Malone Road, BELFAST, N Ireland

SCA, 18 Ainslie Place, Edinburgh EH3 6AU

WCA, Pen y Bont, CORWEN, Clwyd LL21 0EL

STAR TESTS - PRICE FOR CERTIFICATE AND BADGE £2.00 - Instructor: 1, 2 Star; SI: 1,2,3 Star
Certificates and badges can be purchased by Coaching Scheme members and by recognised Centres and Authorities at £16.50 per lot of 10 certificates and badges. Please state whether 1, 2 or 3 star. Lots may be mixed. £80.00 per lot of 50. Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form, on which he or she applies to BCU or National Association Head Office for certificate and badge. There is NO FEE payable for a FAIL.

PLACID WATER TESTS - PRICE FOR CERTIFICATE AND BADGE 2.00 - PW Teacher: grades 1, 2; PW SI: grades 1, 2, 3, 4
Certificates and badges can be purchased by Coaching Scheme members and recognised Centres and Authorities at £16.50. per lot of 10 certificates and badges. Please state carefully grade or distance, and whether kayak or canoe. Lots may be mixed. £80.00 per lot of 50. Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form, on which he or she applies to BCU (in all cases) for certificate and badge. There is NO FEE payable for a FAIL.

CANOE SAFETY TEST - PRICE FOR CERTIFICATE AND BADGE £4.00 - CERTIFICATE ONLY £2
Books of 10 test entry forms are issued free to Grade 1 (Proficiency) Examiners (E1) on application to BCU HQ or National Associations. There is NO FEE payable for a FAIL. Cheques payable to COCLG

OTHER TESTS	Members	Non-Members
Proficiency	£3.00	*£6.50
Assistant Lifeguard (Life Saving)	£3.00	£5.00
Lifeguard Resuscitation	£3.00	£5.00
Advanced Proficiency	£3.00	£5.00

*Fee includes Cadet membership for 17 year olds and under
There is NO FEE for a FAIL for Proficiency or COCLG AIG

COACHING AWARDS

White water boats / Sea Kayaks		Competition	
+SI Training (Registration fee)	£4.00	+Competition Trainer	£4.00 (registration fee)
Instructor (assessment fee)	£3.00	+Competition Coach	£4.00 (registration fee)
Senior Instructor " "	£4.00		+first course only

Placid Water boats

Teacher (Registration fee)	£3.00	(Half price if candidate is already a member of the Coaching Scheme)
Senior Instructor	£4.00	

BOOKS	Members	Non-Members	
Log Book	£1.20	£1.80	(Please state whether bound or loose-leaf)
Log Book continuation sheets	75p		
Canoeing Handbook (inc p&p)	£7.00	£10.95	(state whether bound or loose leaf - binder £3.20)

BADGES	Members	Non-Members
++ Proficiency cloth Badge (available at discount to Examiners)	£1.00	£1.50
Metal Lapel Badge - Proficiency, Bronze, Advanced, Silver	£1 00	£1.50
Sew-on Badge (Instructor/Senior Instructor/PW Teacher)	£1.00	
Competition Coaches (only)	£1.00	
Assistant Lifeguard Chevron	£2.00	
COCLG member's badge	£2.00	

++The Proficiency Cloth Badge is offered to qualified Examiners at £6.00 per 10

COACHING SCHEME TIES (Award holders only - green or maroon) £3.50

COACHING SCHEME JUMPERS (Award holders only - green or maroon, with 'BCU Coaching' in gold on left breast) £9.00 (Please state size: S, M, L, XL)

COACHING SCHEME ANORAKS
The Coaching Scheme Anorak is available to Coaching Scheme members at £17.50. Made from 4-ounce pu coated nylon in red or blue, with distinctive white/blue or white/red piping. The anorak incorporates a self-draining breast pocket, and soft (rip-stop) hood. This acts as a soft, leak-deterring collar, or provides a face-moulding hood which does not impair all-round vision. Send £17.50 plus chest measurement, and state colour preference, to Coaching Supplies.

All prices include VAT and postage and packing (except where stated). Please address all orders to the Coaching Office and allow 14 days' delivery. Cheques and postal orders should be made payable to the British Canoe Union and crossed.

RECOMMENDED SCALE OF MINIMUM FEES

Fees should normally be paid in accordance with the established scales of the employing authority concerned. In other cases where fees are appropriate, the following are the recommended minimums:

(a)	Coach	£30 per day for the first two days - £25 per day thereafter
(b)	Senior Instructor	£25 and £20 as above
(c)	Instructor	£20 and £15 as above
(d)	ALL	£10 minimum for lectures, with or without slides

NB SCOUT ASSOCIATION and GIRL GUIDES ASSOCIATION Warranted Leaders, and SEA CADET CORPS Officers, who are not individual members, are treated as members for Proficiency Tests and BCU Supplies only (not Coaching Awards). This does NOT apply to ordinary Scouts, Guides or Sea Cadets.