

## Growing Together - Message from the Chair

Ann Kent HTM, Chair



### News from the Board of the CHTA

#### CHTA Annual Conference and AGM - Growing Places. September 28 & 29, 2012

The response to the CHTA's early bird special was excellent with 24 people registered by mid-July for the 40 spaces available. Check out the updated information about conference events on page 11 of this newsletter.

#### Nominations for the CHTA Board for the 2012-2013 term:

Ten applications for nomination to the Board of the CHTA were received and reviewed early in July. As two applicants, Jennifer Grant and Jessica Lemieux, are new to board service, the current board has recommended accepting four applications for Member-at-large.

Profiles for each of the nominees, and the position for which each has applied, are provided on page 9 and 10 of this newsletter.

An email was sent to all CHTA members in mid-August providing information about the Annual General Meeting on September 29, profiles of the nominees, and instructions for how to file a proxy vote if you are unable to attend the AGM in person.

#### Communication problems for the CHTA - and a request to observe email courtesies:

In July, a CHTA member simultaneously emailed most of the email addresses for the CHTA, and with multiple or unfamiliar attachments to the emails. This resulted in chaos for many CHTA volunteers who typically have their chta.ca addresses routed to addresses at home or at work. The email triggered spam filters, eliminating not only that email but correspondence from other senders.

Some CHTA volunteers have fixed the problem, several chta.ca addresses may remain unresponsive. If you have been trying to reach someone at CHTA, please understand it will be some time before the problems can be rectified, and the person you wrote to may never know you were trying to send them a message.

This incident has delayed production of the CHTA newsletter, required resending of much of the communication about the CHTA Conference, delayed planning for the CHTA Annual General meeting, and slowed the processing of accreditation and registration applications.

The inability to correspond in a timely and professional manner is stressful and discouraging to conscientious volunteers. To prevent blocking of your email by spam filters, our website host, John Draper, recommends avoiding use of the following: superlatives and exclamation marks in the subject line, keywords that are typical of spam emails, anything that looks like a hard sell, attachments in unfamiliar formats, and use of more than one link in the body of the email.

When sending attachments, please keep the file size small and restrict them to one or two. Unless submitting copy to the CHTA Newsletter, in MS Word, please use a PDF file for text and JPG format for an image file.

*Photo credit: Jessica Kent*

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Resurrection fern (*Polypodium polypodioides*)

This is a plant that fascinates children by its ability to go from a shrivelled and dead-looking ball to green and supple in a few hours when soaked in water. This epiphyte from the southeastern United States has also been "resurrected" by astronauts in the zero gravity of space.

*Photo credit: Cathy Desmond*

## WELCOME NEW MEMBERS!

Denise Winter  
Nanaimo, BC

Jeanette Crnolic  
Hamilton, ON

Lana Reiersen  
Ashcroft, BC

Ingrid Davis  
Merritt, BC

John Cliff  
Hitchin, Herts UK

Norm Gramchuk  
West Vancouver, BC

### Corporate:

Mary O. Hooydonk  
Grandpa's Garden  
Landscaping and Nursery  
Denfield, ON

Chéney Creamer  
Vancouver, BC

## Horticultural Therapy and Autism

By Florence Jarvis

Being an avid gardener, I have involved each of my three children in gardening activities from an early age. Not only did it allow me to share my passion for gardening, it also provided a unique educational experience for my children. The process of participating in the life cycle of a plant from seeds to flowers and vegetables taught them hands-on science lessons. Nurturing and caring for living plants also gave them a sense of responsibility.

When my youngest son, Ben (now 7), was diagnosed with autism at the age of 3, it pained me that he might not derive the same benefits from our gardening experiences as my two older children. Early attempts at gardening with Ben met with limited success. He was unfocused, showed no interest, and required complete hand-over-hand guidance for even simple tasks, such as filling the pots with soil. It would not be unusual for the day to end with Ben dumping the pots on the floor and playing trains in the soil while reciting his favourite Thomas the Train episode, "Mud, Glorious Mud"! Yet I persisted, and I am happy to say, my persistence has paid off.



*Photo credit: Florence Jarvis*

academic component to our activity.

At my most recent annual seed setting event, Ben was a full participant in the process, and required only verbal prompts for guidance. He independently filled the pots with soil, set the seeds (I choose sunflowers and nasturtiums for their size), and watered them. He was completely focused on the task and thoroughly enjoyed all aspects of the experience. While I had feared that Ben would not gain the same benefits from our horticultural endeavours as my other children, the opposite proved to be true.

The experience of setting seeds targeted a number of skills which are currently being addressed in Ben's therapy:

**Academics:** He began by counting the pots and matching the number of seeds, thus providing an

**Fine motor skills:** Due to his poor fine motor skills, Ben has difficulty with printing, colouring, cutting, and manipulating small objects. Picking up and setting the seeds targeted this weakness.

**Motor planning:** Many children with autism have difficulty with eye-hand coordination. The act of filling and manoeuvring the watering can addressed Ben's motor planning ability.

**Communication skills:** Ben's communication skills are limited. This activity required him to pay attention and follow verbal directions.

**Socialization skills:** Finally, a defining characteristic of autism is a lack of social interaction. The act of engaging in an enjoyable activity with another person provided a great way to enhance Ben's social skills development.

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Autism is considered to be a sensory disorder. Individuals with autism often experience the world differently through their senses, which may be either underactive or overactive. Ben's sense of hearing, for example, is over-sensitive. Loud noises that would not bother another person are physically uncomfortable to him and cause him to cover his ears. His sense of touch, on the other hand, is under-sensitive, and he seems to be impervious to heat, cold and light touch. By taking Ben's unique needs into account, I was able to design a sensory garden that both stimulates and soothes his senses.

In this photo, Ben runs barefoot over a carpet of creeping thyme. The texture of the foliage beneath his feet provides a pleasurable sensation to his skin. With each step, the aroma of the thyme is released into the air, stimulating his sense of smell, while the vibrant colours of the garden provide visual appeal. Chives and other edible plants interspersed throughout the garden allow him to engage his sense of taste. The soothing sounds of trickling water and birdsong complete the sensory experience.



*Photo credit: Florence Jarvis*

As a population, individuals with autism have much to gain from horticultural therapy. It is important however, that the therapist be aware of the characteristics of this population and structure activities accordingly. As communication skills are often weak, visual aids, modelling and guidelines are effective teaching techniques. Sensory issues must be evaluated for each individual. While one person might enjoy the sensation of getting his hands dirty, this may be unbearable for another. As in Ben's case, it is also important for the therapist to be persistent and patient. When these guidelines are followed, horticultural therapy becomes a pleasure for both the client and the therapist.

*Florence Jarvis is an Educational Psychologist who has utilized horticultural therapy with students in both individual and group settings. While she has involved her own children in gardening for many years, she has recently come to see the therapeutic benefit of the practice with her autistic son, Ben. Florence lives in Lewin's Cove, Newfoundland, with her three children. When she is not in her garden, you can find Florence blogging at [www.perksofcancer.com](http://www.perksofcancer.com)*

## ANNOUNCEMENT

Volunteers to assist in promoting Horticultural Therapy would be greatly appreciated at:

INTERNATIONAL PLOWING MATCH  
Roseville, Ontario  
September 18 to 22, 2012  
[www.ipm2012.ca](http://www.ipm2012.ca)

Morning and afternoon shifts are available. For further information please contact Julie Krahule, Member at Large, Canadian Horticultural Therapy Association, [member4@chta.ca](mailto:member4@chta.ca).

## The Brant Avenue Children's Garden

By Matthew Reeves

The summer of 2009 brought an unfamiliar sight to residents of Guelph's Brant neighbourhood. On driveways and porches, shoots of tomato, peppers, green beans and lettuce emerged from pots and planter boxes. The "Kitchen garden project" was the neighbourhood's first step towards a community garden. Though the desire for a garden was expressed the previous winter, no land was available. Pots were collected from nurseries, boxes were built, farmers donated seedlings and families grew veggies regardless. The biggest surprise was the enthusiasm shown by the local children. The following winter, Brant Avenue Public School's front yard was made available by the helpful principal. The 800-square-foot plot was dedicated to the children of the neighbourhood, and so the Brant Avenue Children's Garden was born.



*Photo credit: Matthew Reeves*

### Structure and Growth

Ground was broken in spring of 2010. After the initial heavy labour was completed, the task of planting, maintaining and harvesting the garden was taken over by a group of enthusiastic neighbourhood children. This group, which became known as the "Garden club," met once a week under the guidance of the volunteer garden coordinator. Field trips were taken to local farms and gardens. Pleased with the success of the first year, "Garden club" continued through 2011, delivering weekly programs from May to October, and incorporating seasonal art and craft activities into the garden experience.

### Substance abuse

The Brant Garden is located in a high-density low-income neighbourhood in the Northeast corner of the city. Amenities such as shopping malls, grocery stores, health care, and recreation centres are all a considerable distance away. Unemployment is high and many families contend with housing and food insecurity, addiction, mental illness, and physical health problems. Many children struggle with learning disabilities, poor classroom performance, and the residual effects of trauma. For most families, child care, art lessons or sports activities are unaffordable. When school is out, neighbourhood children have little to do but roam the streets, and are at risk of engaging in activities that would increase their vulnerability, such as vandalism, substance use, and gang activities.

### Garden as Sanctuary

The Brant Garden takes its cues from programs that have successfully used gardens and outdoor settings to help at-risk children. The program provides a safe environment in which participants may relate to peers and positive role models, and build their resiliency. It allows children who have difficulty in classroom environments to engage in a non-academic yet educational setting. It lets them take ownership over a season-long project, with guaranteed rewards at the end. It engages math skills and spatial reasoning, and teaches biodiversity, food awareness, and land stewardship. It allows children who have



*Photo credit: Matthew Reeves*

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been branded as troublemakers to experience themselves in a creative, care-taking context. The program shows that nature is forgiving and renewing, as a failed crop is followed by a successful one, and the onset of winter is followed by spring. It connects children to seasonal cycles, giving them stability and equanimity in the midst of traumatic experiences that can be chaotic and confusing.

### Therapeutic Dynamics

The therapeutic effects of plants and gardens have long been known. Healing gardens have been in use since ancient times and are currently experiencing a renaissance in the health care field. There is, however, an urgent need to bring gardens and nature back to schools and urban neighbourhoods. In his 2005 book, *Last Child in the Woods*, Richard Louv describes a phenomenon he has termed "nature deficit disorder." This disorder originates in alienation from the natural world and is particularly prevalent among children. Louv presents evidence that links many modern childhood health concerns such as ADD/ADHD, learning disabilities, depression, and obesity to a lack of exposure to nature. Researchers have shown that time spent outdoors significantly reduces ADD symptoms, improves classroom performance and increases children's ability to contend with stressful life situations. Inner-city neighbourhoods with green spaces have stronger communities and less crime.

### Process & Partnerships

The idea for the Brant Avenue garden was born in community visioning meetings held by the Brant neighbourhood group. A core group of community partners and neighbours were engaged to support the development of the garden. No progress would have been made however without support from the wider community. Before breaking ground on the front yard of the school, surrounding neighbours were invited to a consultation meeting where they could voice concerns and share ideas. Partnership with the upper Grand district school board, family and children's services and the city of Guelph has been indispensable, as well as linking to the citizen-led community gardens network. A neighbourhood church lent volunteer labour, skills and materials. Local farmers and market gardeners donated seeds and seedlings, and opened their gates as destinations for field trips.



Photo credit: Matthew Reeves

### Outcomes

The children's garden was successful in many ways. Children who would not normally touch a vegetable eagerly plucked peas, tomatoes and carrots, and took home baskets of fresh veggies to their families. Youth who found they were drifting into trouble stepped up as helpful role models for younger children. Neighbours separated by socioeconomic or ethnic divides mingled and worked together. One neighbour gave a clear statement of the impact the garden has had upon the community:

"I think that our garden brought the community together, as it brought families to work together and get along with their neighbours; strangers became friends and learnt from each other. It helped the kids learn to work with one another, to learn to communicate and be friendly with each other and care about their community. Instead of being all over and vandalizing other's properties, the children had something to do and care about."

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### Future of Brant Garden

As well as continuing Garden club in 2011, an additional 1000 square foot garden was added for use as a community garden where individuals and families could have their own plots - with plans to expand in 2012. The Brant garden is eager to continue its work reconnecting children to nature, fostering community development, and increasing food security in the city of Guelph.

Louv, Richard, *Last Child in the Woods*. Algonquin Books of Chapel Hill, 2005.

*Matthew Reeves is the volunteer coordinator of the Brant Ave. children's garden club. He currently resides in Guelph, ON, and is working towards registration as a horticultural therapist. Matthew lived and worked on Camphill communities in Ireland and England in his early twenties, which gave him first-hand experience of the healing potential of working with the land.*



Photo credit: O'Dell Engineering

### Creative "Messy" Play: A Child's Strategy for Learning

By Chad Kennedy

*"Play is the first great educator" - Robert Baden-Powell*

Muddy faces, dusty jeans, water-soaked shoes and paint-stained T-shirts were common occurrences during my childhood. As a father now myself, I better understand the innate internal struggle my mother must have felt as she lovingly allowed my siblings and me to engage in unstructured (messy) play, knowing full well that there would be unpleasant clean-up to follow! The roles are now reversed and it is now I that must make the effort not to interfere as I watch my young children investigate and explore the "messy" world around them. The importance of this unstructured play is very well researched and is considered crucial to children's creativity and over-all development.

Truly creative "messy" play is based on allowing children to fully engage their senses during the process of exploration and investigation. It involves materials that can be molded or manipulated and must not focus on the expectation of a final product or result. This type of play cannot occur in sterile or highly structured environments where the child's ability to govern and make decisions is limited or artificially obstructed. As a child engages in creative play they do not experience pressure to perform and thus do not worry about pleasing others or achieving a goal attached to perceived or real constraints.<sup>1</sup> Peter Gray, Ph.D. explained this well when he wrote, "in free play, children do what they want to do, and the learning and psychological growth that result are byproducts, not conscious goals of the activity".<sup>4</sup> Children have the ability to be entirely engaged in activities that they enjoy and that, unbeknownst to them, are actually benefiting them and their skill sets.

One of the significant benefits of unstructured play is its encouragement of creative problem solving through natural processes. This act of resolving problems, sometimes in group settings, results in children with greater resilience, confidence, decision-making abilities and more accurate perceptions of the world around them.<sup>2</sup> Play also affords children opportunities to discover knowledge for themselves which in turn becomes personal

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experience. Experiences gained in this manner are highly valued, highly imaginative, self-evaluated, and more vivid in children's minds. Teachers of young children often document that curricula utilizing these types of activities result in more curious students who are interested in discovery and exploration and who are more open-minded.<sup>3</sup>

In addition to creative problem solving, and perhaps even more important, mental health of children can benefit greatly from creative play. A steady decline in the mental health of our society's youth has been documented over the years, but Dr. Gray suggests this alarming trend can be combated in part through play. In addition to the items mentioned above, through play, children's mental health will benefit from opportunities of dealing with social interactions, regulating emotions, exerting self-control, following rules and experiencing joy.<sup>4</sup> All of these effects are the result of creative play and in the end promote mental health.

The concept of unstructured and messy play does not, however, mean that adults take a back seat or hands-off approach to play. Adult presence can be very valuable and often enjoyable for children. Adults can be a part of the play experience in a variety of ways:

-*First* and foremost, the adult must be willing to allow free exploration and the consequences that result from it. Be involved but not in the middle of things. (Do not confuse consequences with safety. The adult should always provide safe places for play);

-*second*, adults may need to provide materials or locations within which creative play may occur;

-*third*, adults should pose open-ended questions, to no one in particular, for the sole-purpose of stimulating thought and further exploration. ("I wonder why..." etc.)<sup>1</sup>;

-*fourth*, adults need to learn with and from children. Documenting the events in some form will help the adult reflect back on play events resulting in a more responsive and engaging experience the next time.<sup>2</sup> Children will also benefit from a reminder of past experiences.

-*fifth*, unfortunately, and often, clean-up or maintenance is required. This can be minimized if activities occur outdoors, in designated play areas, or if provisions are made ahead of time for quick clean-up (wash basins, hose bibs, drop cloths, etc.). Though it is sometimes hard for us as adults to relax and encourage or let creative play occur, the benefits of letting our children experience internal and external freedom during play will reveal all sorts of fascinating and magical opportunities that otherwise would have gone unnoticed. For the benefit of our children...let's get messy!

1 Duffy, Bernadette. All About Messy Play. Nursery World, November, 2004. p15-22.

2 Craft, Anna. Creativity and Possibility in the Early Years. The University of Exeter and the Open University. 2008.

3 DFES. Excellence and Enjoyment: A Strategy for Primary Schools. London. 2003.

4 Gray, Peter. The Decline of Play and the Rise of Psychopathology in Children and Adolescents. American Journal of Play, vol.3, num.4. 2011.



Photo credit: O'Dell Engineering

*This article is reprinted with the kind permission of Chad Kennedy, a landscape architect and member of the American Society of Landscape Architects, who works for O'Dell Engineering, a company with offices in Modesto and Palo Alto, California. The O'Dell website provides an extensive list of articles under the heading Land Connections, "in hopes of fostering greater understanding and collaboration between professions." Chad has written a series of articles on landscape environments for children, as well as spaces to foster intergenerational play, which can be accessed at: <http://www.odellengineering.com/land-connections.html>*



## Nominations for Board of the CHTA - 2012-2013 Term

The Board of the CHTA has accepted nominations from the following individuals, received by June 30, 2012, for the 2012-2013 Term. Information about the Annual General Meeting and elections will be sent to each member of the CHTA early in August.

### First Vice Chair - Norman Goodyear

Dr. Norman Goodyear is an Associate Professor in the Plant Sciences Section, Department of Plant and Animal Sciences, and Dean, Teaching and Learning, at the Nova Scotia Agricultural College (NSAC), Truro, NS. He is engaged in international development work where he has focused on Latin America. He teaches at various levels: technical, undergraduate and graduate. Dr. Goodyear has developed a course titled Horticultural Therapy, the first academic course of this nature to be offered at NSAC and first taught during the winter semester of 2009. Dr. Goodyear holds the Horticultural Therapist Technician (HTT) designation from the CHTA. He has served on the board of the CHTA since the fall of 2009.

### Education Coordinator - Karyn Booth

Karyn lives and works in Calgary, Alberta. She has a professional background as an elementary and junior high school teacher. Karyn studied horticultural therapy at Providence Farm in 2006 and completed her Master Gardener training at Calgary Zoo in 2010. She has completed part of an HT internship at the Parks Foundation Calgary under the supervision of Mary Anne Robeson HTR. Karyn cites her ability to multi-task and her creativity and organizational skills as important contributions to her volunteer service for the CHTA. Karyn has served as a Member-at-large since 2010 and is also a member of the CHTA's Education Committee.

### Newsletter Editor - Cathy Desmond

Cathy was born in Montreal, Quebec, and grew up in Belleville, Ontario. She attended the Ontario College of Art and Design, the University of Guelph, and the University of Toronto, where she obtained a Masters of Divinity. Cathy has been an ordained priest of the Anglican Church and later a minister of the Presbyterian Church. She became interested in gardening through her volunteer activities, discovered a passion for connecting people and plants, and took classes in HT at Homewood. Cathy is building a practice in HT and working toward her HTR. She has been a Member-at-large on the Board of the CHTA since February, 2010, the CHTA's Newsletter Editor for the past two terms, and also sits on the Education Committee.

### Promotions Officer - Ann Kent

Ann is a registered horticultural therapist, HTM, with a professional background in teaching, horticulture, restorative garden design, and horticultural therapy. An independent practitioner based in Vancouver, BC, she provides HT services for a large complex care facility and is lead instructor for the HT Certificate and HT Professional Development Program in Vancouver and on Vancouver Island. Ann has served on the Board of the CHTA since March, 2009, and as Chair of the CHTA for the 2010-2011 and 2011-2012 terms. She is an active member of the AHTA and Thrive in the UK. Ann is enjoying her role as conference coordinator for the CHTA's 2012 Conference, "Growing Places" and looking forward to focussing on promotion of the CHTA this next term.

### Conference Coordinator - Julie Krahule

Julie is employed as a horticultural therapist at The Village of Winston Park in Kitchener, Ontario. As a former member of Mississauga Master Gardeners, she chaired the Kids Make It & Take It Garden for 3 years at the International Centre, Toronto. She has initiated and organized HT conferences for Schlegel Villages' hort therapists, employed throughout Ontario at eleven long-term care facilities. Julie brings her former event coordinator experience at Nortel Networks' head office to her work with the CHTA. As an exhibiting botanical artist at UpTown Gallery, Waterloo, Ontario, she gave a lecture at the gallery combining horticulture and art therapies which she titled "Hart". Julie has been a Member-at-large for the Board of the CHTA since 2010.

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**Chapter and Area Support Coordinator - Karen York**

Karen York is a botanical editor and writer, currently working in Victoria, BC. Karen was Arts Editor of *The Globe and Mail* for eighteen years, leaving in 1994 to pursue horticulture and horticultural therapy. In Toronto, she participated in HT programs at Baycrest Centre for Geriatric Care and the Spiral Garden at the Hugh MacMillan Medical Centre. Karen is author of the book, *The Holistic Garden: Creating Spaces for Health and Healing* (Prentice Hall, 2001). She has been an active member of the CHTA Board since 1995, serving as Newsletter Editor and then Chapter Coordinator.

**Member-at-large - Blair Bromley**

Blair lives in Vancouver, BC. She is originally from Ontario but has lived in various parts of BC for the past fifteen years. Blair studied at the Horticultural Centre of the Pacific, Capilano College and Simon Fraser University. Blair completed a Horticultural Therapy Certificate through the Horticultural Therapy Professional Development Program in Vancouver in 2010 and is currently completing an HT internship. Blair notes a particular interest in plant identification and in promoting horticultural therapy in BC. She has been a member of the CHTA since June, 2010, and has served as a Member-at-large since August, 2010.

**Member-at-large - Eloise Ragetli-Julie**

Eloise lives in the Peterborough, Ontario, area and has been providing horticultural therapy programs under contract to two long term care facilities as well as three retirement homes for the past four years. She is also employed as a seasonal horticulturalist and garden designer. In 2008 Eloise received her HTT designation and is now working towards attaining her HTR. Eloise has served as a Member-at-Large since August, 2010, and taken a particular interest in promoting horticultural therapy in the Peterborough area.

**Member-at-large Jennifer Grant**

Jennifer Grant combines her Registered Nurse background, BSc in Biology, and Horticulturist certificate and HT courses to deliver horticultural therapy for two London, Ontario, long term health care facilities. She is a member of CHTA and the Michigan HTA. Since 1990 she has volunteered as a London Middlesex Master Gardener and developed partnerships with organizations such as the City of London, Western Fair board, Lee Valley, and Fanshawe College to foster community outreach programs that empower people to grow their own food or to enjoy learning about gardening. Favourite long term accomplishment – convenor of 'Come Grow With Us/Seedy Saturday' event. Jennifer belongs to several local horticultural societies and is a Horticultural Judge with the Ontario Horticultural Association.

**Member-at-large - Jessica Lemieux**

Jessica lives in Toronto, Ontario, and is employed by Fresh City Farms as an urban farmer. She grows organic vegetables and herbs on a 5000-square-foot-plot, which are sold in food boxes that are delivered to subscribers' homes each week. When not at the farm, Jessica works in supportive housing as a Garden Coordinator, with residents who experience severe and persistent mental illness. She is enrolled in HT Certificate courses at the Royal Botanical Gardens and is completing a Horticulture Certificate through distance learning at the University of Guelph. Jessica is interested in bringing together individuals working as therapeutic gardeners and horticultural therapists in Toronto and beyond, including planning an "Unconference" in the fall of 2012 to expand the conversation about the healing powers of gardens in Toronto.

For three positions on the Board of the CHTA, Chair, Second Vice Chair, and Treasurer, no nominations were received for the 2012-2013 term. It will be the responsibility of the incoming board members of the CHTA for the 2012-2013 Term to invite nominations for these positions.

## CHTA Conference 2012 - Growing Places

**“Gardens for Learning, Gardens for Healing”  
Saturday, September 29, 2012 - Nanaimo, BC  
Hosted garden tours in Duncan, BC, on Friday, September 28**

By Ann Kent, HTM



*Photo credit: Providence farm*

Early registration for the conference day on September 29 at the Bethlehem Retreat Centre in Nanaimo, BC, has been excellent. Presentations and workshops that reflect both the design aspects of gardens that heal and diverse approaches to therapeutic activities connected to such gardens clearly appeal to CHTA members.

To date, participants are coming from communities all over BC as well as from the USA and the United Kingdom. There will be a wealth of perspectives and information to exchange.

Registration for the conference closes Friday, September 7. To download an information package and a registration form please visit the CHTA website at: [www.chta.ca/conference.htm](http://www.chta.ca/conference.htm). Three garden tours take place on Friday, September 28, in Duncan, BC, and are available to conference registrants. Providence Farm hosts a morning tour, followed by lunch at the Farm. Cerwydden Care Centre provides a tour of its therapeutic gardens in the early afternoon. Jubilee Gardens, which hosts community gardens and an intergenerational gardening program called “Garden Pals”, is the site for the third tour.

Conference participants also have the option of attending a study session on Friday afternoon at the Bethlehem Retreat Centre which focuses on internship opportunities in BC and on the CHTA’s voluntary professional registration process.

More information about the Bethlehem Retreat Centre and its beautiful setting adjacent Westwood Lake and Mt Benson is available at [www.bethlehemretreatcentre.com](http://www.bethlehemretreatcentre.com). Access to the labyrinth at Bethlehem Retreat Centre will be available throughout the day on Saturday, September 29.



*Photo credit: L. Gamroth  
Bethlehem Retreat Centre*



*Photo credit: Providence farm*

\* \* \*



Telegraph plant (*Codariocalyx motorius*) This plant is famous for its movement of small, lateral leaflets at speeds rapid enough to be perceivable with the naked eye. This is a strategy to maximise light by tracking the sun. Each leaf is equipped with a hinge that permits it to be moved to receive more sunlight. To optimise its movement, each large leaf has two small leaflets at its base. These move constantly along an elliptical path, sampling the intensity of sunlight, and directing the large leaf to the area where the sun is most intense. This plant is easy to grow for children, but the seeds can take from two to six weeks to sprout.

*Photo credit: Wikipedia*

**Board of Directors: 2011-2012**

**Chair**

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**First Vice Chair**

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**Acting Treasurer**

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**Member at Large**

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**Website updates**

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**The Canadian Horticultural Therapy Association**

The CHTA Newsletter is published six times a year.

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If you would like to submit an article for consideration, please contact the editor at [news@chta.ca](mailto:news@chta.ca)

The CHTA does not guarantee to include submissions and reserves the right to make amendments due to limitations of space.

Articles are welcome about TH and HT programs, activities, and research. Suggestions for "Tools of the Trade" are also appreciated.

**Our Website is:** [www.chta.ca](http://www.chta.ca)  
**Website questions:** [webadmin@chta.ca](mailto:webadmin@chta.ca)

**Annual Membership Fee Structure:**

General Membership \$55.00

Student Membership \$35.00  
 (copy of ID required)

Business/Institutional Membership \$95.00

Annual Fee for Professional Registration, HTT or HTR  
 (Added to general or business membership)  
*Effective, January 1, 2012* \$95.00

For more information about membership benefits in each category or to obtain a membership application please contact Nancy Poplata at [admin@chta.ca](mailto:admin@chta.ca)

This is your newsletter, please contribute to it!



Deadline for next issue is September 30