



# SNOW

# Pro

The Official Publication of the  
Professional Ski Instructors of America  
Eastern / Education Foundation

WINTER 2006

## Pro Jam “Super Raffle” & Burbridge Raffles Raise more than \$5,500

Money goes to Education Foundation and scholarship funds

By Michael J. Mendrick

PSIA-E/AASI Executive Director

Nearly 550 members, guests, staff and suppliers attended the biggest and (in many minds) best ProJam ever during the week of December 12 -16 at a white and wonderful Killington, VT. Hosts Joe Wood, Tracy Taylor, Kevin Anderson and all the staff at the mountain as well as the Killington Grand Hotel did an exceptional job of hosting us. The snow was great, the weather was (mostly) sunny, the National and Eastern education staff led their groups through an awesome week of learning and fun and we even raised a record amount of money to support some important causes.

Party on Tuesday evening raised \$646.00. Later in the week, during the banquet on December 15 at the Killington Grand Hotel, more than 500 members and guests gathered to celebrate the biggest and by many accounts best Pro Jam ever! On display just outside the banquet room was another terrific selection of merchandise donated by our sponsoring companies.

Led by a stellar team of raffle ticket marketers from our Board of Examiners, one HUGE punch bowl was filled to the brim with thousands of multi-colored raffle tickets. When the dust cleared and the prizes drawn, \$4,865.00 in tickets were sold – an incredible amount for a three-hour dinner program. The dollars raised will go to the Education Foundation and, in particular, the Membership Scholarship Fund. **A HUGE thank you goes to the All-Star Sales Team of Suzy-Chase Motzkin, Kristi Robertson, Pam Greene, Bill Beerman, Dave Capron, Brian Smith, Rick Svencer, Philip Beliveau, Jon Lamb, Peter Weber, Hayden McLaughlin, Rick Skelley, Don Haringa, Lenny Hurrell and Bob “Wingspan” Shostek.**

Thanks to the following donating companies for supporting our organization, contributing product and helping to generate a fun, festive and fruitful experience for members: **Avalanche Ski Wear**, (ski jacket) ; **Dynastar**, (skis); **Fischer**, (RX 4 skis); **Green Mountain Orthotic Lab**, (custom boot fitting);

*continued on page 9*

*You can take a run but you can't hide! Joe Wood, that is. Joe was EVERYWHERE at ProJam – leading his group throughout the week on the hill and taking care of us all week in the Snowshed Lodge. Thanks, Joe!*



*Sun, snow and smiles – what more could you want from ProJam?! Kristy Robertson and her group enjoy the moment on the Killington summit.*



*One smile says it all!*



### ANNUAL MEMBERSHIP MEETING NOTICE

The PSIA-E/AASI Annual Membership meeting will be held at Mount Snow, VT on Sunday, March 26, 2006, during the Spring Rally. **The meeting will begin at 8:00 am and will include an organizational update and announcement of election results.** Complimentary coffee, tea and pastries will be served. No groups will go on-snow until the meeting is adjourned. Meeting room location will be posted at the Rally Registration area. Please plan to attend.

## the inside edge

2 ..... Editor's Desk

3 ..... President's Message

12 ..... Around the Regions

19 ..... Absolutely AASI

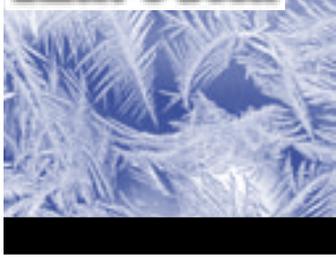
27 ..... 15 Below Club News

30 ..... xx-ploring

35 ..... Your Turn

36 ..... Proposed Bylaws Amendments

**CANDIDATE PROFILES START ON PAGE 14; ELECTION BALLOT IS ON PAGE 39**



## Sustainability

by Bill Hetrick  
SnowPro Editor

Sustainability is a goal pursued by many facets of our society today. This is because there are so many entities in our society whose very existence is threatened. For example:

- The environment – a biggie!
- Our highways.
- Our buildings.
- Our open land.
- Traditional recreational activities.
- Leisure time.
- The economy.
- Our way of life – our freedom!
- The “family”.
- etc., etc., etc.

So, what is sustainability in the context of all these threats? A quick look at Webster's tells us that to sustain means to: “Keep in existence; maintain or prolong; provide for the support of; to provide sustenance or nourishment; carry the weight of or the burden of...” You get the idea!

Since well into the 1990s and continuing into the 21st century, our snowsports industry has faced threats from many sides. One of the greatest, about which we can do little or nothing, is the weather. There are several theories advanced regarding what has happened, or is happening with our weather in the United States, and around the world. We can debate ad infinitum about global warming vs. cyclical normal changes. This article will go no further with that issue. Choose your own side, and then face the frustrations of endless debate and conflicting evidence.

Another threat about which we can do very little - directly - is the image created of winter and/or of our sports by the various components of “the media”. The fears, the negativity, the complete lack of understanding and appreciation! We've tried for years to educate and influence, with only marginal success, if any. So, this article also leaves that issue to someone else!

The threat I would like to talk about is the intense competition for the leisure time, recreational choices and discretionary resources of the demographic groups that are the targeted audience of the snowsports industry.

Study after study has shown that all aspects of our industry are challenged by this competition: Equipment manufacturers, retailers, area owners and operators, the hospitality industry (lodging and food services), snowsports publications, transportation, etc. The competition comes from multiple sources, led by cable and satellite TV, personal computers and the Internet, and the high-tech computer games that cover almost all aspects of life – the stranger and more violent, the better. Like it or not, these things, along with *iPods*, state-of-the-art cell phones, tricked-out cars, unlimited immediate access to all types of music and videos, instant and constant communications, etc., all are in competition for the time and commitment of our audience. The technology can be wonderful and exciting, but the issue here is how we can possibly hope to succeed against this personal “leisure time/recreational” competition that seems to be advancing at a pace almost impossible to imagine?

The answer is in the very unique product that we, as snowsports teachers, have to offer. **Real-time sensations experienced only through developed physical skills!**

What computer game can possibly offer what we have to offer? Let's take a look at a “game” that might profess to offer all the sensations of snowsports. So, the participant fires up the software and enters into the “**virtual reality**” world of skiing or riding. Our friend Webster again helps by telling us that virtual reality means: “Being such practically or in effect, although not in actual fact or name; an artificial environment that is experienced through sensory stimuli (as sights and sounds) provided by an interactive computer program.”

Well, I'm sorry, but that doesn't do it for me! And, I'll bet not for you either. Sure, games can be fun to play, and can be a challenge. But, we also know that, taken to extremes, they can be the root of societal and personal issues involving losing the ability to develop effective interpersonal skills, the loss of physical conditioning, the loss of emotional conditioning, the inability to effectively develop one's personality at a formative time in life, the separation of family units, etc.

So, what's this all about? Well, it's not intended to be a treatise on the problems and issues within today's society, although it could easily become that.

The point here is that we have a major and powerful advantage over the competition in the

*continued next page*



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Bill Hetrick, Editor

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### General Information

Submission of articles, photos or other items for publication is invited. Articles should not exceed about 1000 words. Receipt of submissions will be confirmed to the writer. Upcoming deadlines are published in each issue of *SnowPro*. Material should be sent to “*SnowPro* Editor” at: psia-e@psia-e.org as an MS Word document attachment. If it is necessary to mail material, it may be sent to:

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*Pro Shop header and Your Turn header photos by Scott Markewitz. Courtesy of PSIA.*

All submitted material is subject to editing. Its use, whether solicited or not, is at the discretion of the editorial staff. All published material becomes the property of PSIA-E/EF. Articles are accepted on the condition that they may be released for publication in all National and Divisional publications.

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battle for recreational and leisure time. **We have real-time sensations to offer!**

One can play all the games imaginable, and the **real** sensations provided by gravity and various physical forces, terrain changes, condition changes, speed, cold and wind, snow, etc., will **NOT** be experienced. And, that's what it's all about! If we cannot sell that, and PRODUCE IT, then we don't deserve to be in business, because that's what we have to sell.

And, the people who are key in fulfilling the promise of exciting sensations for our guests are the snowsports teachers – YOU! If you've never seen yourself in this important and critical **sustaining role**, it's time to get yourself there. No one spends the amount of up-close and personal time with the guest that we do as snowsports teachers. This is not to diminish the role of the many other aspects of the company, including lift operations and maintenance, ticket sales, rentals, food and beverage, parking, lodge amenities, etc., etc. Each and every one is important, and failure on the part any one of these to produce effectively and efficiently can ruin the experience. However, the activity is not basically about these things. The reason people come to us is to get on the snow and GO! Have FUN! And do it safely and responsibly!

It is in the intense and up-close relationship we have with the guest that we are able to create and foster a love for the sport, and a life-long commitment to the sport. It is our challenge to create the "buy in". Once the "purchase" is made, the guest will return again and again. That will bring sustainability for our industry.

This "purchase" is made possible by developing the skills needed for each of our assigned guests to fully **experience the sensations**, within their own abilities and expectations.

So, the next time you go out to become the leader and teacher of your group, view it in terms of the critical role you're playing in helping to sustain the entire industry. The level of success that each one of us has in selling and developing the sensations becomes a part of a much larger whole that supports and sustains the snowsports that have become such a major part of our lives. Let's - each one of us - do all we can to sustain our industry and, thereby, ensure that generations to come will be able to enjoy the same wonderful sensations that we've enjoyed! ■

## President's Message



### What Do I Get for My Dues?

by Bob Sbostek  
PSIA-E/AASI President

**B**efore I get into this article - "What Do I Get for My Dues?" - I would like to share what prompted me to address this topic. Because of unanticipated expenses that arose after the June, 2005 Board of Directors budgetary meeting, your PSIA-E leadership felt it was necessary to hold a special BOD meeting on November 28, 2005. The focus of this special meeting was to evaluate our short and long term financial situation in light of greatly increased workers compensation costs and wage tax increases, and their effects on the 2005-06 budget and beyond. After several hours of very productive interaction among BOD members, it was determined that for the 2006-07 season, a \$4.00 dues increase was necessary. (See dues notice on page 5). Everyone attending the meeting, either in person or via conference phone, had input about the issues at hand; the main thing that was common to everyone's input was the benefits the division has to offer to its members. This prompted me to do a little research on when was the last time a detailed article appeared in the newsletter about membership benefits.

I found a well written article in the Professional Ski Teacher newsletter dated Early Fall 1992, by Ray Allard, then the Executive Director of the association. (Yes, I am one of those people that saves everything, and I do have all the newsletters since my membership in the organization began in 1976). I would like to share some excerpts from Ray's article (in Italics), and include some up-to-date information:

*Perhaps the first thing to point out is that no "them/us" relationship exists here. Your elected and appointed representatives on the BOD and committees, as well as your chief paid staff members of this organization, are all dues-paying members of this organization, just like you. There is not an outside establishment (them) controlling the membership (us). Answers are available to those who ask. The opportunity for involvement is available to members who are eligible, and who have the interest. No one has*

*more concern or interest in the financial welfare of this organization than your representatives and staff, because they are the ones who have accepted the responsibility for its integrity and viability.*

*The answer to "What do I get?" varies with each individual. Let's explore some answers, from the practical to the esoteric. Dealing first in big strokes: the vast majority of our members pay (NOW) \$91.00 in dues (\$65.00 in 1992). It is important to understand that (NOW) \$40.00 (\$30.00 in 1992) of these dues is National PSIA dues, and is immediately forwarded to the PSIA office.*

From this point on, Ray lists the benefits one receives from National dues. I'll not repeat what was listed, but suggest you take a look at the National Website, which lists in detail the benefits of being a National member. Just a few key National benefits that I hear continuous praise about are the Subaru VIP program, the Patagonia clothing program, the national Accessories Catalog and the excellent educational materials available.

So now, as Ray puts it in his article, "...to the important "local" question: what do you get for the (NOW) \$51.00 (\$35.00 in 1992) PSIA-E dues?

*In answer, each member receives: an administrative office and full time professional staff in Albany (11 full time NOW --6 back in '92,) that provides a multitude of required member services and everyday types of communication; maintenance of financial and membership records; answers to questions, both general and specific; job placement services; a variety of special services; inventory and sales of educational materials; educational and certification event preparation and administration; publication and distribution of "The SnowPro" newsletter (in '92 it was called The Professional Ski Teacher, 12 to 20 pages long - Now the SnowPro is 40-48 pages); a variety of special services available to ski schools; the availability of excellent educational functions at very reasonable rates (In '92 we offered a little over 220 events for all disciplines with 155 being Alpine - now we offer over 500 events with over 300 for Alpine alone); marketing and industry liaison at the divisional level; support of the work of the regions, the committees and the BOD; and much more.*

In addition to the above, we now have additional benefits like the PSIA-E Website; the Master Teacher educational programs; DVD educational material for all disciplines; free study guides on CD, the Core Concept Manual for all new members, Wizard's Words and educational material for Children's teachers; a Race Series program for coaches and

*continued next page*



Visualize Whirled SNOW!

■ **president's message, continued**

members; the 15 Below club; Avalanche clothing program; the Choice Hotels lodging discount program, customized business cards and more!

Rays' article continues, noting:

.....so much of our work centers on providing and running educational functions, a portion of the fees for educational events – after covering all event field expenses, as well as field staff training, uniforms, etc. – goes into all the above. Your dues alone could not possibly cover the entire cost! In fact it is, finally, additional income from sales, services, interest, sponsorships, etc. that closes the loop in balancing our budget. Continuing growth and on-going cost analysis and containment contribute to maintaining dues on an even keel, even though expenses invariably rise each year.

If the above holds no real meaning for you, then consider this: Professionals of any bent typically belong to and support their industry's professional organization. All organizations offer social benefits; you get to meet, ski and network with a lot of great people with whom you share common experiences and skills. It would be hard to imagine that any member who has attended more than one of our functions hasn't benefited personally and/or professionally from something learned there. Without the national and divisional ski teacher organizations to set and maintain standards, there would be no ski teaching profession. Instruction would be chaos; there would be no national standards – it would be different from place to place, sometimes good, often bad; instructors would have no universal status or respect, and the sport would suffer.

If you still have a need to equate all of this to

an immediate tangible worth for you, ask yourself the following: Have you ever purchased any equipment under a Pro Program available to PSIA members? The savings on a pair of boots alone would pay more than a year's dues; the savings on a complete outfit should cover several years. Have you ever gotten free or discounted tickets at areas elsewhere in the country, or would because you were a member? What would it cost to take two all-day group lessons from a top-notch pro at one of the East's best areas (versus the cost of one of our two-day programs)? Does your area's pay scale add points for holding various levels of PSIA membership?

In closing, Ray simply states:

....all of us who are charged with the organization's operation – Board members, committees, and professional staff – believe members get excellent value for their dues dollar, in both tangible and intangible terms. We are committed to maintaining and increasing that value, and to holding dues at the lowest possible levels, while upholding the financial integrity and long-term growth/health of the organization.

Personally, as a member just like you, I'm looking at the fact that in 1992 my dues were \$65.00--and now they are \$91.00. Um, let's see here - \$26.00 over 14 years equates to approximately \$1.85 increase per year. Also, a Workshop back then cost me \$65.00 and now it costs just \$99.00, equating to approximately \$2.42 per year increase! I can live with these scenarios now that I know a little more about my membership benefits.

In closing, I would just like to say thanks to Ray Allard for a great informative article in 1992, and for letting us use so many great points that are still applicable now in 2006. ■



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# Eastern Division Dues Notice for 2006-'07

## Worker's comp impact leads to \$4 increase

**D**ues invoices for the fiscal year July 1, 2006 through June 30, 2007 will be mailed to all members in May. National dues will remain at \$40.00; PSIA-Eastern Division dues will increase by \$4.00 to \$55.00. Total combined dues for regular members are \$95.00 for 2006-'07 (a 4.4% increase).

The divisional dues increase will help absorb a significant increase of more than \$53,000 in new worker's compensation insurance premiums resulting from the need for the division to take out additional policies covering our education staff in all geographic regions as well as a re-rating of our insurance code. It will also support increased operational costs, educational program and staff support, a continued commitment of investment into a fiscally-responsible contingency fund and technology tools such as web site enhancements and division-specific IT needs.

Senior and student discount policies will remain in effect for 2006-'07. For any Eastern Division student member age 16 - 23, the division discount for 2006-'07 will be \$20.00 and the national discount \$10.00. Therefore, total combined dues for qualifying students will be \$65.00 in 2006-'07.

For seniors age 75 or more with at least ten consecutive years of membership, the division discount is 50% and the national discount is \$10.00.

"We did some research on membership dues a couple of years ago and found in a survey of associations done by the American Society of Association Executives that the average dues for an individual membership association of a regional scope and comparable budget is \$118 annually. So, we feel like our dues continue to provide a very good value for the investment dollar," said PSIA-E/AASI Executive Director Michael Mendrick.

Payment is due by June 30, 2006. A late fee of \$25.00 applies after June 30, 2006. Once again, most members with Internet access may pay "online" safely, securely and conveniently through the national website at [www.psia.org](http://www.psia.org). If you have any questions please contact the Albany office at your earliest convenience. Thank you!

PSIA-E/AASI dues may be deductible as an ordinary and necessary business expense. If you choose to add a donation to the PSIA-E Education Foundation, that donation may be deductible as a charitable contribution.

## The Zipper Line



straight talk from the association

## Everything I've Learned....

by Tom Butler

*Alpine Dev Team Member  
Director, Perfect Turn Ski and  
Snowboard School  
Sugarloaf/USA, ME*

**S**ullivan Butler has taught me more about who I am in two months than a library full of knowledge could ever teach. Sullivan is my two-month old son, and he has been the best teacher I have ever had. Late at night, or very early in the morning, take your pick, you start to think and theorize in a sort of sleep-deprived haze (I'm in it right now). Perhaps this isn't any earth shattering revelation to those reading this, but to a new parent it becomes very obvious that having an infant is not too dissimilar from teaching skiing. Sullivan helped me reduce it down to five main principles: Patience, Adaptability, Safety, Humility, and Fun.

### Patience

This seems obvious, but how often do we attempt to progress a student to a certain level that we determine, or get them up to a specific trail by the end of their week or season? Whom are we here for, and what is our motivation? Now, I have been guilty of this in the past. I would say to myself, "If I could just get this skier up to the top of the mountain by the end of the week, then I would be a wicked good teacher". Every time I substituted their goals with mine, it ended up in disaster. However, every time I listened to a guest, made their goal my own, and patiently helped them achieve it, we both felt great. With regards to a baby, getting him to eat a full bottle in one sitting, or to sleep, is sometimes hard work; but, patiently working with him and following his cues allows him to feel cared for, and eventually we achieve our goal. Being completely there for them at that moment pays dividends in the long run.

### Adaptability

Understanding Patience makes this much easier, I think. If the tried-and-true doesn't cut it any more, you will need to find something else that does work. Your ability to adapt to the situation allows you more options to work with. Forging ahead with the same approach just because it has worked in the past is not serving the guest's best interests. That sure-fire exercise that works on all other guests may not work 100% of the time, so what are you going to do - keep pounding the same message home, or try a different tack? The old saying that there is

more than one way to skin a cat is very true, and at times necessary.

### Safety

The responsibility we all hold every time we leave lineup with a group is awesome. Thinking about it too much can make you crazy if you really consider every little thing that could happen over the course of a day. Respect the responsibility that you possess, and let your group know that you take it more seriously than anything else. If someone feels unsafe or threatened, you've lost them, and the consequences will last well beyond the clinic. With regards to my son, holding him with anything less than two arms makes him uncomfortable. He wants to feel safe, as do our guests.

### Humility

Sullivan had a #2 event on me for the first time a couple of weeks ago. Embarrassing as it may seem, it happens to every parent at some time. Now, think of that time that you fell on the bunny slope, or prescribed the wrong drill, or mispronounced a guest's name... it happens! Recognize it for what it is, and who you are, and move on. Your group will appreciate seeing an "instructor" in a vulnerable moment, and, if you have been employing the previous three principles, they will never take advantage of that moment.

### Fun

That's what we want to generate. My kid smiles a leg-melting smile when I make silly faces at him.

*continued next page*

■ zipper line, continued

He senses all the attributes of having fun, from facial expressions to muscle tension, to vocal tone. Your guests can too, no matter how old they are, and believe me they want to have fun. No sane person signs up and pays for a ski lesson because they want to have a rotten time. The amount of fun that you have is directly proportional to the fun that they will have. Ski around with a frown, and a canned delivery, and you will not only make their day lousy, but your day will be in the dumps as well. Choose your attitude and make sure that you make it fun for them and yourself.

With regards to your guests (and children for that matter), being patient with their goals, adapting to their needs, showing that you will keep them safe, being humble and having fun in the process will make for an excellent clinic - and a great relationship with your guest! ■

## Versatility the Key to Expert Skiing

by Mark Palamaras  
PSIA-E Alpine Dev Team  
Whitetail Resort, PA

The year was 1991, and I had just become a ski instructor. I was very excited. In preparation for my new venture I purchased new ski equipment at a pro night to be fully prepared for the upcoming season. But, early in the season I received a blow to my new ego. While riding the chairlift with an older gentleman, he looked at me and said, "Next time save your money on equipment and go ski out west." I dismissed this as not worthy of acknowledgement because I was an instructor and I was the one who should be giving the pointers.

Ironically now, many years later, and as a member of the development team, my advice for persons looking to aspire to new levels in skiing are to pass on the new equipment and take a ski trip out west - if you can't make it out west, at least make a point to ski other resorts and various snow conditions. Versatility is what really separates good skiers from the rest of the pack. Through my years of training and exams one theme has been consistent - those that have not experienced different mountains have been at a disadvantage to others in the exam, especially at Level III. Skiing is not about a series of memorized movements, but, instead, about constant adjustment to various skills and movements. Skiing varying conditions and different mountains forces

you to make these changes so later you can make the changes when you want.

I have been told that Austrian skiers believe the mountain teaches you. At first this did not make sense to me. I was like many students and instructors who were looking for someone to tell me when to move, tip or steer. Now, I have realized there is no exact answer; it depends on the conditions and the terrain. Evidently, the Austrians were on to something here. The experience you learn through skiing different terrain makes you a better skier. The best skiers are out there skiing the ice, powder, glades, groomed, or whatever is thrown at them. I am a firm believer that you must learn the fundamentals, but there also is no substitute for mileage - especially for those aspiring for higher levels of skiing.

So, as the gentleman skier I rode the lift with said to me in 1991, I say to you: "Next time, save your money on equipment and go ski other mountains." Including out west, if possible! Try it and let me know what you think - and, don't just ski the groomers. ■

## Alpine Certification Standards DVD available NOW

by Peter Howard  
PSIA-E Alpine Education-Certification  
Chairman

The NEW Alpine Certification Standards DVD is a must for anyone planning to attend a certification exam and for Ski School Directors and Trainers. The purpose of the DVD is to provide images and statements that support and bring life to the PSIA Alpine National Standards.

The DVD contains footage of Eastern Members, Eastern Education Staff, along with other special guest skiers. The narration is non-technical in nature, and references "The Effective Cues" and National Team Concept Statements. The DVD covers all three Certification levels, and has an advanced images section. The skier's runs are looped, accompanied by music, and in some cases additional computer graphics are used to highlight key points.

This DVD will be an aid to anyone contemplating certification, area trainers, and ski teachers interested in movement assessment. The DVD is available through the PSIA-E Office. The cost for this impressive educational tool is only twenty dollars. This DVD is a great compliment to the educational materials that are currently available. ■

## Looking for a Few Good Men and Women!

### Alpine Development Team and DCL Team tryouts in March

by Mickey Sullivan  
Director of Education & Programs

Have you ever thought about being part of the PSIA-E Education Staff? If you're an Alpine Level III certified instructor, then you may want to consider trying out for either the Alpine Development Team or the DCL Team.

What's the difference?

#### DCL:

As a DCL Team member, you are an important and integral part of the PSIA-E Education Staff.

You are considered by your fellow PSIA members and our ski schools to be some of most highly trained and up to date snowsport educators in the country. Our PSIA members and our ski schools look to you to provide them with valuable information regarding personal skiing and ski teaching.

The training and understudy experiences, which DCL's participate in, provide a level of comprehensive information that is not readily or inexpensively available elsewhere.

The "opportunity" of a DCL is obvious. DCL's are able to train with the best in the country to become better skiers and ski teachers at almost no cost other than travel and lodging.

The DCL exam will require advanced skiing skills beyond the Level III requirements with a significant focus on the candidate's Teaching and Presentation skills.

The DCL is not a prerequisite or path to the ETS or Examiner status.

Why would you want to be a DCL - Educational Staff member?

- Access to a more advanced and contemporary level of educational training.
- May understudy events
- May wear Educational Staff clothing
- Work possibilities at some events.

#### Development Team:

The PSIA-E Alpine Development Team is a small group of Certified Level III instructors who are chosen by way of a demanding and competitive exam. This exam is the first required level in the Examiner track. Team members receive training to sharpen their teaching and professional knowledge skills, with a focus on developing into highly effective clinicians. Team members understudy with members of the Educational Staff, and, as needed, occasionally

staff Level 1 exams, Development Series events, and Introductory Mogul events.

**Requirements to try out for the Alpine**

**Development and DCL Teams are as follows:**

- Must have been an Alpine Certified Level III member for a minimum of 18 months.
- Be actively teaching skiing.
- Submit a resume and two letters of recommendation - one from the snowsports school director or immediate supervisor - along with the event application (use the regular event application form, which can be found in both the Early Fall and Fall issues of the SnowPro, or on the website at: [www.psia-e.org](http://www.psia-e.org)).

**This year's Dev Team exam and DCL Exam will be held on March 15-16, 2006, at Hunter Mt., NY. The registration deadline for all materials listed above, plus the event fee, is February 22, 2006. These are two separate events. You must decide to sign up for one or the other. You may not tryout for both teams at once.**

We're looking for a few exceptional men and women that are dedicated and passionate about teaching skiing and coaching others. If this sounds like you, then consider taking this year's Alpine Dev Team exam or DCL exam. ■

# SKI's Top 100 Includes a PSIA-E Area Rep

by Joan Heaton

PSIA-E Area Representative Coordinator

SKI Magazine's panel of judges, once again, has made their selection of the best 100 instructors in North America. This selection was made from a vast pool of talented teachers who were nominated by their snowsports school directors.

The categories this year are: PSIA Demo Team, All Mountain, Kids, Women, Groups, Bumps, Powder, New School, Racing, Adaptive, and Multi-Discipline. Descriptions of the categories, in quotation marks below, are taken directly from SKI Magazine's listings. Serving on SKI's panel of judges are: John Armstrong, Stu Campbell, Victor Gerdin, and Maggie Loring.

The PSIA-E Area Rep. for Stowe, VT, Ed Gill, is named in SKI's Top 100 Ski Instructors List. Congratulations, Ed! In all, 27 instructors from 15 areas in the Eastern Division are on the SKI Magazine 100 List this year. They are:

**PSIA Demo Team**

"The instructors named to the PSIA Demo Team are the best of the best. To earn the honor, an instructor must both ski and teach flawlessly."

Jeb Boyd                      Loon Mountain

**All Mountain**

"The instructors listed here can teach you to handle a wide range of snow and terrain conditions – freeing you to ski the entire mountain with confidence."

Armin Bischofberger	Stratton Mt.	Ed Gill	Stowe
David Corrow	Sugarloaf/USA	John King	Holiday Valley
Bill Cunningham	Cannon Mt.	Lil Pearson	The Balsams
Patty Elliott	Ski Ward	Troy Walsh	Sunday River
Glen Findholt	Smugglers' Notch		

**Kids**

"Teaching kids to ski takes a blend of patience, creativity, and encouragement – plus a well-developed sense of fun. These instructors turn out enthusiastic new skiers by the chair load."

John Bruckner	Cannon Mt.	Judi Dixon	Ski Sundown
Nicki Dimario	Ski Ward	Allen Mezquida	Stratton Mt.

**Women**

"Guidance from a female instructor can help some women develop confidence and overcome fears in a supportive environment."

Pam Gould	Waterville Valley	Kristi Robertson	Stowe
Gale Plunket	Greek Peak	Lucia Wing	Stratton Mt.

**Groups**

"Group lessons can foster camaraderie and provide examples of what (and what not) to do on-piste. The specialists below provide outstanding personalized attention in groups."

Paul Berzatsky	Mad River Glen	Karl Poplawski	Stowe
Leigh Clark	Mad River Glen	Mark Sperling	Whiteface
Neil Leach	Smugglers' Notch		

**Bumps**

"Bumps are one of skiing's long-standing joys – and challenges. The instructors below will have you blazing your own zipper line before you know it."

Dan Dipiro                      Cannon Mt.

**Racing**

"Fast and furious are the end results, but the finesse of racing requires assiduous attention to detail. Find expert help with the instructors below."

Matt Erickson	Sunday River
Jim Okie	Ski Sundown

**Multi-Discipline**

"No need for a specialist if your goal is to be Lord of the Boards. These instructors can hone all of your snowsports skills – whether they involve alpine, telemarking, two planks or one."

Allan Ormondroyd              Sugarloaf/USA

Congratulations to all!! Keep up the great work.

Does your area have a PSIA-E Area Representative? If not, why not? Your school is missing out on a great communication network. To get more information, contact Joan Heaton at ([jeheaton@optonline.net](mailto:jeheaton@optonline.net)). ■

*continued next page*

**Do You Teach Children?**

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## PSIA-E/AASI membership has its privileges!

**Killington announces NEW PSIA-E/AASI discount lift ticket program.**

Our member services department has been working hard this season to create even more value for your PSIA-E/AASI membership. We are pleased to announce that Killington Resort is partnering with us to make available to you, the PSIA-E/AASI member, a terrific lift ticket discount program.

**Beginning January 23, 2006, Killington will be offering a 50% lift ticket discount Sunday-Friday (Non-Holiday periods) to PSIA-E/AASI members. Here is how it works:**

- **Killington will provide any current Eastern Division member the ability to come to the resort and get a PSIA/Killington discount card.**

- **To receive your discount card, you will need to present your current and valid PSIA/AASI membership card and one form of photo identification, at any Killington ticket window.**

- **Once you have the card you can present the discount card at any Killington ticket window along with your valid PSIA/AASI membership card and a photo ID and receive a 50% discount on lift tickets for yourself.**

- **This benefit is not transferable and only one discount lift ticket will be issued to you per day.**

This new partnership with Killington provides a terrific benefit for our members. The program is smooth and easy with very few restrictions. Please remember that every member represents PSIA & AASI when we're at the area and on the hill, so please act in a professional and courteous manner when requesting this benefit at the Killington ticket windows.

Killington is the latest area to provide PSIA-E/AASI members with lift ticket discounts. There are many other ski areas that offer lift ticket discounts to our members. For a complete list of the ski areas and their specific requirements visit the PSIA-E website at [www.psia-e.org](http://www.psia-e.org) and go to member services/eastern benefits.

A big thank you goes to Killington VP of Mountain Services Tracy Taylor and our own Joe Wood (Snowshed Lodge Manager) for initiating this new membership service. ■

## Tactics vs. Technique

by Don Sensenig

PSIA-E Nordic Downhill Dev Team

Jack Frost Mountain/Big Boulder Ski Area, PA

*“Teach your students to make better tactical choices rather than just focusing on improving their skiing technique.”*

Whether a skier or snowboarder, improving your technical skills may be all that you ever desire. But, if all you have is good form and technique, without knowing where, or better yet when, to apply it, you may only ever fulfill half your potential.

I can remember many years ago in a certification exam being assigned with a partner to team-teach a particular task that our group had recently been evaluated on. We were instructed to teach both the technical and tactical aspect of the task. I went first, performing my portion on technique. My partner followed with the tactics assignment, and, unfortunately didn't really have a good grasp on the task and definitely did not understand the difference between tactics and technique. I ended up helping him complete the assignment and the situation became a great learning opportunity for everyone in our group. What I remember most about this experience is that the group was made up of very strong skiers, but they still seemed to have a lot of trouble performing the task. I believe the reason was because of not how the group had decided to ski the task, but where. Skiing right down the middle of the slope where the snow was all scraped off, and the pitch was very steep, was a bad choice! During the teaching segment I had noticed the conditions looked much better toward the edges of the trail, so we moved there and found much softer snow. We were able to get better grip and finally control our speed. The group's performance quickly improved.

I like to think of our technique as our movement options, and the tactics as the choices we make while skiing. Specifically, what size and shape turns to make, and when is the right time and where is the right place to make them in the given situation. As an example, consider how you teach a first-time skier or beginner mogul skier. After developing fundamental movements, we will often have our students follow behind us the first time down the hill or through the moguls, allowing us to make all the decisions for the student - when and where we make the turns and how fast or slow

we go, etc. The same lessons could apply with an intermediate skier who may have sound movement skills on groomed, moderately pitched terrain, but when the snow gets icy, or when there is six inches of wet snow, the skier falls apart. Exploring variable snow conditions, different pitches and speeds will help develop better tactical choices within the skier, so when the student encounters these common conditions, they will have more tools to make better choices. Advanced skiers are no exception. They tend to be highly skilled because of their broad experiences with different snow conditions, as well as their ability to draw from a broad movement pool, which allows them to get through most any situation. But even the best of skiers will make the wrong choice sometimes. I know that I, as well as most of you, can probably remember a few times when we made the wrong choices, and we likely now have a good story to tell about it!

The point to be learned here is that teaching skiing and snowboarding is a package deal. We do our students a disservice if we focus too heavily on tasks which only improve their individual technique in typical skiing conditions. It is equally important to teach them to carefully select their skiing situations. Remember to include plenty of guided practice with your students to help develop their movement options and explore the many skiing conditions that could potentially be encountered. Helping them to recognize how to make better choices will result in your students having improved success, and, more importantly, they will learn to ski more safely and ultimately have more fun. ■



# Master Teacher Enters Phase Two

by Dutch Karman

PSIA-E Region 1 Representative

Vice-President, PSIA-E

Alpine Examiner

Waterville Valley, NH

In the 1999-2000 season, PSIA-E launched a new and innovative education initiative called Master Teacher Certification. The curriculum provided fresh opportunities for members who were "plateaued out" in their snowsports education, or who desired to further their knowledge without the need to be on a certification track. While many members have completed the necessary requirements to become Master Teachers, and some have used successful completion of the program to fulfill their Level III, Part II certification, we fear that others may be avoiding Master Teacher courses because of a concern that taking any MTC or Accreditation course requires completion of all courses in a given area. Take heart! We have some great news.

As the 2005-06 season kicks off, the Master Teacher Certification program is in the process of getting a facelift. As in any academic area, new information continues to surface, and courses continue to evolve. In the spirit of reaching out to as many members as possible, here are some items of interest:

- All Master Teacher Certification events are now open to Level I, II and III members.
- All Accreditation Programs are now open to Level I, II and III members.
- Efforts are now underway to update course outlines, recruit more course conductors, and provide the broadest spectrum of events ever.
- And, just as some members choose not to follow a certification exam path, members may also choose to take MTC and Accreditation courses even though there is no desire to complete either program. That's right! Any MTC or Accreditation course may be taken simply because it is of particular interest. For example, MTC courses such as Knee High Knowledge or Movement Analysis may be taken by any Level I, II or III member who simply wishes to broaden their knowledge in those areas. No strings attached. And, Accreditation Programs such as Teaching Women or Adult Development and Aging are also on this extensive menu.

Take a moment and check out this season's Master Teacher Certification and Accreditation offerings, either in the Fall SnowPro, or on the web at ([www.psia-e.org](http://www.psia-e.org)). Let's continue to grow these exciting and stimulating programs. ■

## ■ **projam, continued from page 1**

**Reliable Racing Supply, Inc.**, (21-piece ski tuning kit); **Tecnica**, (Diablo Flame ski boots); **Volkl**, (AC3 skis); **Surefoot**, (custom ski boots & orthotics); **Marker**, (Titanium 12.0 Piston Control bindings); **Choice Hotels** (\$50 lodging certificate); **Keystone Printing**, (three sets of personalized business cards); **V1 Video** (four sets of ski analysis software); **Healing Touch Massage**, (aromatherapy gift basket); and **PSIA** national office (\$50 gift certificate for the Accessories Catalog).

The total of more than \$5,500.00 raised at ProJam is a testament to the generosity of our sponsors and passion of our members. Thank you to all for your support! ■

## More ProJam '05 Highlights

**A proud PSIA-E moment – Keith "Hoser" Hopkins, lead, ehem "singer" of the I.C. Nuts, performs in full regalia for the adoring ProJam banquet dancing masses.**



**National demo team alumnus Terry Barbour shows his diversity of talents by swallowing an entire swan before an astonished group of onlookers at the ProJam banquet.**

**A moment of Alpine-Nord bonding: Nordic Coordinator Mickey Stone and Alpine BOE member Lani Tapley get into the spirit of it at the Roaring 20's ProJam banquet.**



# World Cup Speed Move... “Parallel Skating”

by Nick Brewster

PSIA-E Ed. Staff – DCL

National Certified USSA Coach

PSIA-E Region 5 Representative

Toggenburg, NY and Mt. Hood SSC Coach

For many years the discussion of being able to increase one's speed in a turn has been debated. Physics engineers have printed papers clearly stating that one's speed can be only maintained in a turn, any speed gained comes only from gravity, and that pure carved turns should be used to reduce speed loss during a direction change. These were stated facts of skiing physics.

As a former hockey defenseman I would spend hours skating backwards, using a powerful “Parallel Skating” move. Using this move one can propel themselves on frozen water while making a turn - with NO gravity. Just watch some hockey to see it. On skis and skates this move can be made going forward! The best on the World Cup display this active move most clearly in Slalom during the first 3-10 turns on flat courses. Clearly, they are accelerating down the hill, and they accelerate while making a parallel turn (not diverging). The skating move is made by extending the new outside leg at the top of the turn, moving the hips into the turn/edging, while completing the direction change at the same time (no diverging of skis). The more you push yourself into the turn, the sharper the edge angle and turn shape. Most top racers make this move at the same time they are extending their arms to block/clear the gate. The more you extend, the more you will have propelled yourself down the hill.

To accomplish this you must be in a position to skate down the fall line. Just tipping over will not cut it, and being airborne is not in position. The POSITION is on the ground with both feet, and having your legs coiled and ready to extend. If the legs are coiled and can extend, then and only then can you push yourself down the hill and accelerate/skate. This position is most commonly attained by a quick cross-under movement, keeping the skis on the snow and/or flexing one's legs before beginning the first turn. This is why the best World Cuppers look like their hips are so far forward by the time they reach the fall line; they have fully extended their legs and skated into it. They then absorb the rest of the turn and are poised/flexed to extend themselves into the next turn.

The USA's Ted Ligety used this powerful move in winning the U.S. National Slalom title in March. It also appears that he has been able to use the “Parallel Skating” move in GS while winning the second run at the World Cup opener in Sölden, Aut. - using the move on the flats at the top of the course.

The best way to teach the move is on roller blades, skates, and short skis on flat terrain. Using the skate-to-shape exercise, keep pumping the turns and extending at the beginning to propel yourself forward for as long as you can. Start with small direction changes. Watch some World Cup film of the first 6 turns. Watch some NHL/AHL hockey. It's work, and a great workout. You will be faster once you add this “Parallel Skate” move to your quiver of skiing/skating moves. It's a great way to burn calories and go fast. Give this a try next time you're making railroad tracks on the groomers. ■

**Greek Peak Resort, Virgil, NY, will again host the Jack Heib Memorial Instructors Race and Syncro Competition.**

**This is the 25th running of the event.**

Jack Heib was a leader in teaching certification standards at Greek Peak, and an active member in PSIA Eastern and National. Jack was lost in a tragic auto accident returning home from ski teaching.

**Event Details:**

Date: Sunday, March 12, 2006. Registration opens at 7:30am.

Syncro competition begins at 9:00am.

Race begins at 10:00am.

Syncro Team is a judged event.

Race is 3 runs combined time for individuals and teams.

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# Eastern Team Tryouts

## What is it? When is it? Who Can Try Out?

Those selected to be on the Eastern Team will have the opportunity to receive extensive training in preparation for the 2008 PSIA/AASI National tryouts, involving some of the best skiers and educators in the country. The Eastern Teams will represent the best skiers, riders and coaches in the east and PSIA-E/AASI. Those selected to the Eastern Team should be prepared to arrange their schedule to allow for a minimum of 15 days per year to attend various training events and activities.

Each discipline will have its own selection tryout and individual training activities. There will also be many training activities that can and will be held for all discipline team members in preparation for the 2008 tryouts.

**PSIA-E/AASI Level III certified members are eligible to register for and participate in the Eastern Team tryout of your discipline.**

PSIA/AASI rules allow each division to send a pre-determined number of qualified candidates to the national tryouts. A qualified candidate must be a Level III certified instructor, in good standing, in the discipline for which they are trying out, be full time (seasonal) in the ski/snowboard industry, and chosen by their division to represent PSIA/AASI at a National level.

### ALPINE TRYOUTS

Part 1 of the Alpine Eastern Team tryout is scheduled for March 28-29, 2006, at Killington, VT. The cost to participate in Part 1 of this tryout is \$195. Applicants should use a standard event registration form and adhere to the registration deadline of March 7, 2006.

**Part 1** of the Alpine tryout will focus primarily on skiing skills in all conditions, terrain and situations. There will be some evaluation throughout the exam of personal character, communication skills and leadership skills. Those selected at this tryout will be considered to be on the Alpine Eastern Team during the time leading up to Part 2 of the tryout.

**Part 2** of the Alpine tryout will be held during the early winter of 2007. This will be a one or two day tryout that will focus on coaching and presentation skills.

If you are considering the Alpine Eastern Team tryout and have additional questions please e-mail or call:

Terry Barbour, Alpine Eastern Team Coach, [tbar@madriver.com](mailto:tbar@madriver.com)

Mickey Sullivan, Director of Education and Programs, [msullivan@psia-e.org](mailto:msullivan@psia-e.org)

### AASI TRYOUTS

The AASI Eastern Team tryout is scheduled for April 6-7, 2006, at Killington, VT. This tryout will be held in conjunction with the AASI Dev Team tryout, with a focus on riding, teaching, and presentation skills. A short writing sample will be required as well. It is possible to try out for both the AASI Dev Team and the AASI Eastern Team at this tryout event. The cost for this event, whether trying out for Dev Team, Eastern Team, or both, is \$195. Applicants should use a standard event registration form and adhere to the

registration deadline of March 16, 2006.

If you are considering the AASI Eastern Team tryout and have additional questions please e-mail or call:

Rob Bevier, AASI Eastern Team Coach, [bevrbt@aol.com](mailto:bevrbt@aol.com)

John Hobbs, AASI Coordinator, [onetracksmine@aol.com](mailto:onetracksmine@aol.com)

### NORDIC TRYOUTS

The Nordic Eastern Team tryout is scheduled for March 28-29, 2006, at Killington, VT. This tryout will be held in conjunction with the Alpine Eastern Team tryout. The tryout will focus on skiing skills, coaching skills and presentation skills. The cost to participate in this tryout is \$125. Applicants should use a standard event registration form and adhere to the registration deadline of March 7, 2006.

There will be an opportunity for those that missed the 2006 tryout to participate in a 2007 tryout. However, it should be noted that those that elect to participate in the 2007 tryout will have to be a very strong candidate. Those selected in 2006 will remain on the Nordic Eastern Team and any newcomers will have to be strong enough to make that team.

If you are considering the Nordic Eastern Team tryout and have additional questions please e-mail or call:

Mickey Stone, Nordic Eastern Team Coach, [cpage3@aol.com](mailto:cpage3@aol.com)

### ADAPTIVE TRYOUTS

The Adaptive Eastern Team tryout is scheduled for March 28-29, 2006, at Killington, VT. This tryout will be held in conjunction with the Alpine Eastern Team tryout. The PSIA board requires that the Adaptive member should be truly adaptive - i.e., not "able-bodied". The tryout will focus on skiing skills, coaching skills and presentation skills. The cost to participate in this tryout is \$125. Applicants should use a standard event registration form and adhere to the registration deadline of March 7, 2006.

If you are considering the Adaptive Eastern Team tryout and have additional questions please e-mail or call:

John Lincoln, Adaptive Coordinator, [jlincoln04078@yahoo.com](mailto:jlincoln04078@yahoo.com)



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### Region 1 (ME & NH)

**Ross Boisvert, Regional Director, reports:** Winter is here. The time we have all been waiting for. It is time to get out and start enjoying a fantastic winter season.

The Snowsports Management Seminar was very well attended this year. There were many interesting sessions to attend, with loads of information. The new Alpine standards DVD is now available and provides great visuals and explanations of effective and ineffective movement patterns of the Levels I, II, and III standards for certification. This new DVD is an excellent training tool for everyone to have in the library of ski teaching educational materials. Thank you to Peter Howard and everyone involved with putting this well needed DVD together - great job everyone!

At the Snowsports Seminar I had the distinct pleasure of presenting Bertie Holland from Pat's Peak with the Life Membership Award from PSIA-E/AASI. Those of you that know Bert know that she has been a tremendous asset to skiing in New Hampshire. She has been at the Peak for many years and has seen over 700,000 skiers run through the program at Pat's. She is known at the Peak as Mama B, Mother Bird, and "PRINCESS", as I heard Chris "KLIFY" Blombeck whisper in her ear as she accepted the award and the beautiful bouquet of flowers that he gave her. As you can see she is loved and respected by her staff and area management. She is well deserving of this award. Congratulations again, Bertie. Dutch Karnan presented Nat Putnum with a Life Membership award. Nat served on the PSIA-E Board of Directors and was president of PSIA-E. He is currently working at Cannon Mt., New Hampshire. Congratulations Nat.

I hope everyone has a wonderful skiing and riding season and that everyone gets to make a lot of turns this year. Please ski and ride safely. I am continuing to work on trying to set up a ski/ride day for Region 1 members. It will be scheduled sometime in March. The location is to be determined. If you have questions, concerns, thoughts, or ideas please email me at (ross@mcinintyreskiarea.com).

### Region 2 (VT)

**Marty Harrison, Regional Director, reports:** First, I'd like to apologize for the confusion surrounding our recent Region 2 meeting and ski-ride day. Since Killington was not open on the day of our meeting, several of you tried, at times in vain, to get information as to whether or not the meeting would still be held. My being in Tennessee dealing with an ill family member, and not checking my email for the few days prior to the meeting, complicated your efforts. Thanks to Rich Weiss, Region 2 Representative, the meeting was held as scheduled. Even though attendance was less than usual, there was a good exchange of ideas and information, and some good feedback will be presented to the Board by Rich. In the future we'll have a better system in place to deal with unforeseen circumstances like this year. Our thanks to Kevin Anderson and the staff at Killington for continuing to host this year's annual meeting, even through adverse conditions.

Despite a slow start to the season, Region 2 has already successfully hosted several large premier events such as the Snowsports Management Seminar, Pro Jam, and the Children's Academy, among others. Given uncertain snow conditions and all the bugs that can exist in our systems at that time of year, it's not always easy to host these large, early-season events. We're always very grateful to the snowsports areas that are willing to let us visit them in large numbers in early December.

One final reminder that, in case you've missed my last several articles, we have an important election in Region 2 this year. This issue contains the candidacy information of those interested in running for a seat on the Board of Directors or a position on either the Snowsports School Management Committee or the Alpine Education/Certification Committee. It also contains a ballot for you to fill out and return. PLEASE VOTE!! Again, if you work in Region 2 but live in a state other than Vermont, you may not be a voting member of our region. Please check with the PSIA-E office in Albany if you are unsure of which region is considered your official region for voting purposes. If you are a member of another region but would like to change to Region 2, please notify the PSIA-E office of your intentions. You can be a member of either your work region or your residential region, if they are not the same. If you have any questions about the election, you can email me at (mgone2sun@aol.com).

Happy Holidays to all of you. May this be one of the best seasons of all time!

### Region 3 (MA, CT & RI)

**David Welch, Regional Representative, reports:** As a new season gets underway here in Region 3, a NEW ADAPTIVE program is also taking shape! Ski Sundown in New Hartford, CT, working in conjunction with Stride Adaptive Ski Programs, has launched a new Adaptive program at the area this season. The addition of this program creates some exciting new opportunities for the skiers and riders of Southern New England, and will also add to the numbers of dedicated Adaptive instructors in the Region.

There are a lot of great educational events going on in the Region this season so get out and take advantage of something close to home. There's something on the schedule for everyone - don't delay!

As always, your comments, suggestions and news items are welcome. Contacts: Ray DeVerry at (raydeverry@verizon.net) or David Welch at (candace.welch@snet.net).

### Region 4 (PA & NJ)

**Eric Jordan, Regional Director, reports:** Winter has finally arrived in Region 4, and hopefully the cold weather is here to stay. I hope everyone remembered to highlight January 24th on his/her calendar so we can set a new attendance record at the Region 4 annual membership meeting. It will begin at 4:15 p.m. at the Elk Mountain lodge. I am going to go out on a limb like some athletes do when they guarantee a victory in the big game, except I am going to guarantee a POWDER DAY on the 24th. What better way is there to spend a day than with some of the best trainers in the country in a foot or more of fresh powder? Even if it forgets to snow, I am sure it will be worth the trip and it would be great to hear your input and suggestions, both regionally and nationally.

I'm sure many of you are planning on attending events this winter. I would urge everyone to support the events within Region 4 so we can continue to have a wide variety of events to choose from, relatively close to home. Also, you may want to consider attending more than one event this year. There is such a wide variety of events available that one sometimes just isn't enough. Speaking of variety, why not try your hand at another discipline this winter? Everyone loves a new challenge and imagine how valuable you would be at your home area if you were to get certified in two different disciplines.

I would also encourage everyone to visit the new and improved PSIA-E website at (www.psia-

e.com). A big thanks goes out to Jodi Benson in the PSIA-E office who spent countless hours redesigning the site to make it a much more useful tool for the members. The site is full of great educational information and contains a full listing of the menu of events as well as a downloadable event registration form.

That's all for now from Region 4. I welcome you to contact me at (enj5050@yahoo.com) with any current events within the Region that you would like to have mentioned in this section, or with questions or comments. Best of luck to everyone this winter and I hope to see you at Elk Mountain on January 24th.

Pennsylvania members should be aware of a great organization that is gaining strength within the industry. The Pennsylvania Ski and Winter Sports Museum and Hall of Fame, which is located at the base of Camelback Ski Area, is dedicated to preserving Pennsylvania's winter sports heritage. Founded in 1994, the museum has established a Hall of Fame to honor those who have made major contributions to the development of winter sports throughout the Keystone state. Candidates honored are selected from the ranks of competitors, instructors, patrolmen and businesses. The museum is currently taking steps to associate itself with complimentary organizations such as the Pennsylvania Historical and Museum Commission, as well as the US Ski Association. The museum has several exhibits on site which contain ski and sledding equipment along with photos, posters, and books spanning many decades. The museum is currently seeking both nominations and sponsors for future induction classes. To make a donation or nomination, or for more information on the museum, please contact them at the following address or e-mail me at enj5050@yahoo.com:

Pennsylvania Ski and Winter Sports Museum  
PO Box 432  
Tannersville, Pa. 18372

## Region 5 (Western NY State)

### Ron Kubicki, Regional Director, reports:

Wow. I look at the calendar and see it's December, but to look out the window the mountain looks like it's mid-January! What a great start! This is a good opportunity to make this the season you take a proactive role in your school, your association and your career as a Snowsports teacher.

Look at the info about our new Registered Membership level. This is now an easier way to get people to join our organization. Much of the discussion at Board Meetings and at the Management Seminar was about: "How do we grow the organization?" Well, our biggest tool is us. As members of PSIA-E/AASI, we need to promote it ourselves.

Points and benefits to consider:

- Access to hundreds of fun and educational events.
- The *SnowPro* newsletter.
- The *Professional Skier* and *Pro Rider* publications.
- Merchandise and educational material available in the PSIA/AASI accessories catalog or on-line.
- Eastern Division Forum on the PSIA web ([www.psia.org](http://www.psia.org)).
- Downloadable training and educational materials at PSIA-E's new website.
- Business cards available on the website.
- Reduced lodging at Choice Hotels, year round - not just event-associated.  
..... and more!

Take a look at the PSIA-E website. It has a much improved look and is more user-friendly, with drop-down menus and a clearer format.

Nick Brewster, Regional Rep., and I will be getting the info out in the next week or so regarding our Region 5 membership meetings.

We are facing the Holidays and the beginning of the busy months of our season. Remember the role you have at your resort to look out for the guest and assist in their enjoyment of the sport and their "mountain experience".

Support and assist each other, and enjoy the successes and achievements of your students. And, remember every day to make at least one run just for yourself!

We hope you enjoyed the Holidays with family, friends and guests. Be Safe!

Contact Ron Kubicki,  
rkubiki@holidayvalley.com.

## Region 6 (Eastern New York)

As a result of the recent resignation of Sue Moses as Region 6 Director, Scott Allard has been moved from Region 6 Representative to Region 6 Director by appointment of the Board of Directors. In addition, Cherisse Young has been appointed Region 6 Representative. Cherisse received the third-most

number of votes in the 2005 Region 6 election. Both Scott and Cherisse will serve until the next Region 6 elections in 2008. You may contact Scott at [allardc@frontiernet.net](mailto:allardc@frontiernet.net).

## Region 7 (States South of PA & NJ)

**Steve Kling, Regional Director, reports:** In the local-area-makes-good department, of all resorts in the East the third to open this season was Cataloochee, NC, which began accepting guests on-snow November 17. Who says there's no winter south of the Mason-Dixon line?

Hopefully, everyone has seen the news that Bill Cox has resigned as Regional Representative, and as PSIA-E Treasurer, because of a career move to Utah. Bill has been replaced by John Cossaboom, which seems very fitting because John is the person most responsible for the creation of Region 7 in the first place. As a veteran of the Board, John has been able to step right in and keep things on track. The other development from Bill's departure is that I have been elected Treasurer of the Association in Bill's stead. We can't count on Treasurer as a legacy position for the Region, but it's a good thing that we are represented on the Executive Committee.

As you'll see discussed in more detail elsewhere in this issue, we've had a major challenge with unbudgeted workman's compensation insurance. It turns out that for many years we've been getting a huge break on our coverage, insuring the entire education staff in New York State where comp rates are relatively low. Unfortunately, we now need to have policies for each state in which Ed Staff members live. So, it's less a case that our costs went up, and more a case that a 20-year discount went away. The good news is that we have the financial reserves to cover the expenses this year. We'll be working hard to keep down workman's comp costs in years to come.

Remember to support educational events in Region 7 this year, and look for details of the Regional Meeting, which will be coming soon.

Contact Steve Kling, [skling1@verizon.net](mailto:skling1@verizon.net).

*Nicolette Sacco-Brown, PSIA-E/AASI member from Catamount, submitted this photo, taken in March, 2005. Pictured are Catamount's international friends from Brazil. Nicolette shares that the group was an indispensable part of the Catamount Snowsports Education Team and had a great time in the "great northeast".*



## REGION 1 & 2 CANDIDATE PROFILES

### Region 1

#### Region 1 Election (ME, NH): Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are five (5) candidates running in Region 5 for Board seats, no candidates for the Snowsports School Management Committee and two (2) candidates for the Alpine Education & Certification Committee. The Board candidate receiving the most votes will be elected Region 1 Director; the candidate with the second-most votes will be elected Region 1 Representative (within compliance of the association bylaws provisions relative to board elections). No write-in votes for any positions will be accepted on the ballot form.



*Region 1 Board of Directors: **Ross Boisvert**, A3  
McIntyre Ski Area; School Director*

#### Statement of Background & Qualifications:

I have a great passion for snowsports and a desire to serve our organization and membership. In addition to my experience as a ski instructor since 1984, I have spent the past 16 years as the ski school director and manager, as well as manager of the retail and rental shop at McIntyre Ski Area. I have served on the Ski School Management Committee of PSIA-E (member-at-large) for the past five years, and I am currently in my fourth year on the Small Ski Areas Committee of the National Ski Areas Association. I am a certified Ski Patroller and a member of the National Ski Patrol.

Over the past four years on the PSIA board, my respect for the educational staff of PSIA/AASI and the entire Board of Directors continues to grow, and I will continue to support the progress and development of the organization's educational programs. I also have had the great opportunity to meet many fantastic people in Region 1 (Maine and New Hampshire) who have the same passion for snowsports as I have.

#### Statement of Philosophy & Direction:

If re-elected I will work toward making membership, educational, and certification events more accessible and affordable to members and new instructors. Additionally, I will work toward developing and maintaining relationships between all snowsports providers, especially between large and small ski areas, to sustain industry growth and training. I will continue to try to implement a committee or subcommittee for small ski areas, work toward addressing the needs of part-time instructors with increased weekend and night events, and increased benefits for our membership.

PSIA-E/AASI has a responsibility to bring a high level of service and education to our industry and to its members. We need to continue to provide our members with educational materials and programs to further their educational and personal goals, while maintaining a high level of customer service. My other top priority will be to work toward regaining the recognition and prestige of our organization.

If you choose to re-elect me I will support the development and accessibility of snowsports for years to come, with a special focus on children's programs. They are our future and we are theirs! Our organization has an extraordinary future and many worthy goals yet to achieve. I hope you'll give me the opportunity to continue to serve as your Regional Director.



*Region 1 Board of Directors: **Kathleen Brennan** – A3 (Education Staff Employee)  
Loon Mountain, NH; Assistant Snowsports School Director*

#### Statement of Background & Qualifications:

Ski instructing has been at the center of my life since I first started teaching when I was 16. Over the next 27 years, I worked as an instructor at Blandford, then at Mount Wachusett, and next I spent 11 years as a part-time instructor/trainer at Loon Mountain. This season, I'm pleased to return to the industry full-time as Loon's Assistant Snowsports Director.

Through-out my career I have reaped many benefits from being a PSIA member. This past spring I was delighted when I earned a coveted spot on the Examiner Training Squad. I have also acted as Loon's PSIA-E Area Rep for the past four seasons. In this capacity, I have attended the annual regional meetings and provided meeting notes to Loon's PSIA members. I have also created an online group to easily share information and act as a resource to our staff.

In addition, to my ski specific qualifications, I have degrees in Economics/Finance and Accounting with over 20 years of experience helping my customers to identify, define, document and prioritize their computer software requirements and work processes.

#### Statement of Philosophy & Direction:

As valuable as my education and experience have been, I believe it was the instructor training I received that gave me the professionalism, confidence, maturity and teaching skills to be successful in my career. To give something back, I continue to expand my involvement with PSIA. I see a position on the Board as the next step.

As a Board Member, I will certainly listen to, and advocate for, the members in my region. On my own agenda, I want PSIA-E to continue to reach out to new members. PSIA-E has the opportunity to help new instructors to realize that the rewards from instructing, while valuable, are not necessarily monetary. Once PSIA-E creates this awareness then we need to ensure it is easy for our members to reap the rewards by facilitating the education and certification processes and delivering world-class programs and services.

I also support PSIA's "Go With A Pro" initiative to increase interest in taking lessons and increase the value of instructors. I would like to see more public exposure to this program or others like it. I believe this is an important way we can have an impact on the success and growth of our sport.

Thank you for considering me to be your representative.

## Important Note on Open Positions

**Important Note on Open Position:** The Region 1 Snowsports School Management Committee Representative is currently an open position, with no applying candidates. The Region 2 Alpine Education & Certification Representative and Region 2 Snowsports School Management Committee Representative are currently open positions, with no applying candidates. The PSIA-E Board of Directors will approve the appointment of these unfilled positions at their June 9-11, 2006 meeting. If you are interested in being considered as a designate for this open position, please send written notification via e-mail to the attention of Michael Mendrick, Executive Director, at [mmendrick@psia-e.org](mailto:mmendrick@psia-e.org).

## REGION 1 & 2 CANDIDATE PROFILES



*Region 1 Board of Directors:*  
**Tom Butler** – A3  
*Sugarloaf, ME; Perfect Turn School Director*

### Statement of Background & Qualifications

I am asking for your vote to the PSIA-E board of directors for Region 1. From 1999-2002 I served as your representative to the Board and am currently an Education Staff member as a 2nd year Development Team member. My home mountain for 13 years has been Sugarloaf/USA where I currently serve as the Perfect Turn Ski and Snowboard School Director.

### Statement of Philosophy & Direction

We, as coaches love to help others. Teaching skiing just happens to be the medium that we use to satisfy this desire, but the bottom line is that we get tremendous pleasure out of helping others achieve their goals. Consequently, as we all became better teachers, we needed to learn more ourselves so that we can continue to help our guests in different conditions, on different trails and, of course, teach those of different ages. PSIA has been the organization that has continued to help us reach our professional goals so that we can help our guests reach theirs. I realized that teaching skiing was opening a door to a great career that has allowed me to live in a community that I care deeply about and has given me some of the greatest friendships anyone could hope for. This probably rings true for many of you. The connections that we make through this organization and sport improve the quality of our lives. We are inquisitive, proud, determined, and passionate. We love to have a good time, we love our skiing and we love to share that experience with others. That's what makes us teachers.

The organization continues to evolve; exciting new programs and initiatives are continuously being designed to further enhance your lives. The new Level 1 format, Master Teacher Certification and 15 Below programs are just a few examples of how PSIA-E seeks to complement our education and experience. I know that there are quite a few teachers like myself that are in or aspire to be in management positions. I think that there are opportunities for PSIA to create programs that will help provide the tools to further enhance your careers whether it is on the snow or off. I would like to continue help shape this organization's future, knowing that the benefits of our efforts would help fuel and continue your passion for teaching.



*Region 1 Board of Directors:*  
**Chandler Simpkins** – A3, S3, D3  
*(Education Staff Employee)*  
*Sunday River, ME; Trainer*

### Statement of Background & Qualifications:

My name is Chandler Simpkins, and I am an 18-year member of PSIA/AASI-East. Currently, I am a member of the AASI Examiner Training Squad, the PSIA-East Alpine Development Team, and the Snowboard Steering Committee. I am also a Nordic DH Level III and work for New England Telemark. Currently I am a Staff Trainer at Sunday River, ME where I head the Snowboard, Telemark, and Freestyle training and have been living for the past 4 years. My work history includes full and part time teaching positions, as well as training director and manager. Before moving to Montana for three years I worked at Jay Peak and Smuggler's Notch in Vermont, and Tussey Mountain, PA. While in Montana (as a dual member), I worked at Missoula Snowbowl and Marshall Mountain in Missoula, and also worked as an AASI Clinician/Examiner for the PSIA/AASI Northern Rocky Mountain Division. I have owned and operated a small restoration/construction business for the last 10 years.

### Statement of Philosophy & Direction:

I believe we can achieve greater levels of communication throughout the disciplines. While the tools are different, the true strengths lie in understanding the different cultures. Towards this goal, I believe representation at the Board level should be commiserate with the membership demographics, with up to 30% of the membership being Snowboarders, and up 10% Nordic members. I believe I can represent these members, and as well as respecting my alpine roots. While continuing the sound policies of recent years, we need to address the new fiscal challenges in the industry such as the Workman's Compensation issues and growth in our industry. I also support the initiative for greater Eastern representation on the National Teams, helping the Eastern Division to contribute more towards shaping the future of snowsports.



*Region 1 Board of Directors: Pete Weber* – A3  
*(Education Staff Employee)*  
*Waterville Valley, NH; Snowsports School Director*

### Statement of Background & Qualifications:

I have been sliding around on snow as a full time ski teacher and industry professional since 1983 and have been a member since 1984. I am currently the Snowsports Director for Waterville Valley, NH. Prior to that I was the Assistant Director at Loon Mountain, NH. My Level III alpine certification was achieved in 1988, and I have been an Examiner/course conductor since 1999. I am co-creator of the Waterville Valley Snow Country Passport, an NSAA award-winning program for beginner skier and rider retention.

### Statement of Philosophy & Direction:

I am a firm believer that the educational and development opportunities of membership in our organization are a crucial part of our industry. The Guests at all our resorts benefit directly from the base of education received from membership and even more from validation at a level of national certification. At the heart of all we do is the guest that is purchasing a slice of learning time. Our organization is the force and support for our members of that learning environment. I believe that in every thing we strive for, we should continue to keep an eye on our guest's experience.

I also feel strongly that:

- Being a certified member should have its privileges within the industry as a whole.
- Keeping the excellent relationships we already have with other industry organizations and building more is key to future success.
- The organization keep the public and industry awareness high regarding the large impact certified instructors have on the sport, industry and value of lessons.

*Region 1 Alpine Education & Certification Committee Rep:*

**Dennis Cash** – A3  
*Loon Mountain, NH; Coach*

No statements of background or direction were submitted.

*continued next page*

*Region 1 Alpine Education & Certification Committee Rep:*

**Luke Martin** – A3

*Pat's Peak, NH; Technical Director*

### Statement of Background & Qualifications

- PSIA-E -member since 1993
- Alpine Development Team staff member since 2003
- PSIA-E Level III Alpine
- USSA alpine coach Level I
- University of Maine at Farmington Ski Industry program graduate
- Technical Director at Pat's Peak Ski area for the past six years
- Experience working with children through adults, as well as successfully educating and training instructors for all levels of certification

### Statement of Philosophy & Direction

I see my primary responsibility as being a spokesperson between division members and the committee. One of PSIA-E's values is towards its ongoing educational and certification process, consistently helping individuals achieve higher and higher standards of excellence in skiing performance and teaching. I wish to work with all levels of membership, in conveying expectations and desires to the committee.

I will work with the committee for the members to ensure the continued implementation of an objective and consistent certification process, as well as the continued development of educational events that challenge and train the membership.

With over 15 years of ski industry experience, I have participated in numerous education and certification events. I have seen the education and certification processes evolve to higher standards over the years, I wish to work with you the members to help take it to the next level, the highest.

Thanks for your vote.

## Call for Committee Chairs

All committee chairs are recommended by the President to the Board of Directors for ratification at the June Board meeting each year. The Chairperson of the Snowsports School Management Committee must have had experience as a snowsports school director. The chairperson of the Alpine Education & Certification Committee must be an active member of the Alpine Board of Examiners at the time of appointment. If you are interested in serving (or continuing) as chairperson of any committee, please submit your interest in writing (e-mail acceptable) by March 15, 2006 to the attention of Michael Mendrick, Executive Director, at [mmendrick@psia-e.org](mailto:mmendrick@psia-e.org). Thank you in advance for your interest in serving PSIA-E and AASI.

## Region 2

### Region 2 Election (Vermont): Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are three (3) candidates running in Region 2 for Board seats, no candidates for the Snowsports School Management Committee and no candidates for the Alpine Education & Certification Committee. The Board candidate receiving the most votes will be elected Region 2 Director; the candidate with the second-most votes will be elected Region 2 Representative (within compliance of the association bylaws provisions relative to board elections). No write-in votes for any positions will be accepted on the ballot form.

*Region 2 Board of Directors: Rob Bevier* – A3, S3

*(Education Staff Employee)*

*Okemo, VT; Snowboard Manager*

### Statement of Background & Qualifications:

My best friend tells me that this is not a time to be shy, but to state the facts about what I have done in my career. I am very proud of what I have done, but I admit that it does seem strange to see it on paper -- let alone share it. So with a bit of self-consciousness, here is what I have done with this snowsports life to date...in under 400 words.

This season I will have been teaching snowsports with pride for over 20 years. I am currently a snowboard examiner for the Eastern division, coach of the Eastern Demonstration Team, chair of the Eastern Snowboard Committee, a member of the national Snowboard Education Committee, and have been recently appointed to the Education Advisory Council for the national organization. In the past, I have held the position of Eastern Dev Team snowboard coach, examiner training squad coach, and the Eastern AASI advisor.

I work as the manager of the Okemo Mountain snowboard school with a staff of around 80 full and part time instructors. I have worked at Sugarloaf in Maine, La Parva Chile, Bromley, Magic Mountain, and now at Okemo.

I have sat in on at least 3 years of BOD meetings as the AASI Advisor and feel that I have a good handle on how they work. My experience with writing proposals and bringing them to the board for approval will aid my ability to make decisions that will benefit all members of our organization. Not many people can say that they like those meetings, but I like the challenges put forth and the people that make solutions happen. I want to be a part of that process as a voting member.

I hope you have gotten a glimpse into what I have done in the past and are willing to allow me to help with the future of AASI/PSIA-E. I look forward to helping our organization in any way I can, with your help.

### Statement of Philosophy & Direction:

If elected I will support and strive to keep PSIA-E/AASI member driven, financially stable, and quick to change when necessary. I feel that an organization our size and quality has the responsibility to its members to listen and react to their needs. I will listen to our members and use my experience within the snowsports industry to vote with the member's best interest in mind. Without members, our organization is nothing...

## REGION 1 & 2 CANDIDATE PROFILES

Region 2 Board of Directors: **Steven O'Connor** – A3  
(Education Staff Employee)  
Killington, VT; Instructor

### Statement of Background & Qualifications:

A greeting to all, my name is Steve O'Connor and I would like to be your next Region 2 Director or Representative. I am currently employed with PSIA-E as an educational staff member (Examiner/Alpine) and have been for the past seven years. I have been a full-time ski pro for 29 years, the past twenty as an eastern member. I also am Level-3 Nordic/Alpine.

For the past twenty years, I have had an enriching career as a ski pro at Killington, here in Vermont. As a front line staff member, I have had the pleasure of meeting thousands interesting people from all walks of life. As a result of those interactions, many of those folks have become teachers of our sport. I am proud to have affected their interest in snowsports. Many have gone on to become members of our organization, become certified and educational staff.

### Statement of Philosophy & Direction:

As your representative, I will continue on with this quest to increase the number of our membership and take whatever concerns you may have to the next level. My exposure as an educational staff member and a full-time ski pro will allow me to meet and mix with much of our region. I hope you will consider choosing me and look forward to meeting as many of you as I can this winter season.

Region 2 Board of Directors: **Sherm White** – A3  
Smugglers Notch, VT; Alpine Program Manager

### Statement of Background & Qualifications:

Certified in 1973. Seventeen years on the PSIA-E Board of Directors, 6 years as President. 6 years as the Eastern Rep to the PSIA National Board. One term as SnowSports Management Committee Chair. Current member of the SnowSports Management Committee. Currently an Alpine DCL-Ed. Staff. Involvement on many Divisional and National task forces. Acted as a reviewer for both the Core Concepts and Alpine Technical Manuals.

### Statement of Philosophy & Direction:

PSIA-E is a member driven organization. The Board needs to keep this philosophy utmost in its mind when making decisions. We are on the verge of some great opportunities that will grow the organization. That growth will create new opportunities to enhance the value of membership. I would like to use my experience and energy to be a part of directing that growth. I believe that my broad experience in the snowsports industry, both divisionally and nationally will be an asset to the Board and to Region 2. I also feel that it would be beneficial to diversify the representation within Region 2 to give more opportunities and voice for members of the more northerly schools in the region. ■

### Classy-fied



**WANT TO BUY:** Old ski books, pins, patches, postcards, posters produced before 1970. Natalie Bombard-Leduc, 69 Mount Pisgah Ln., Saranac Lake, NY 12983. 518-891-4781

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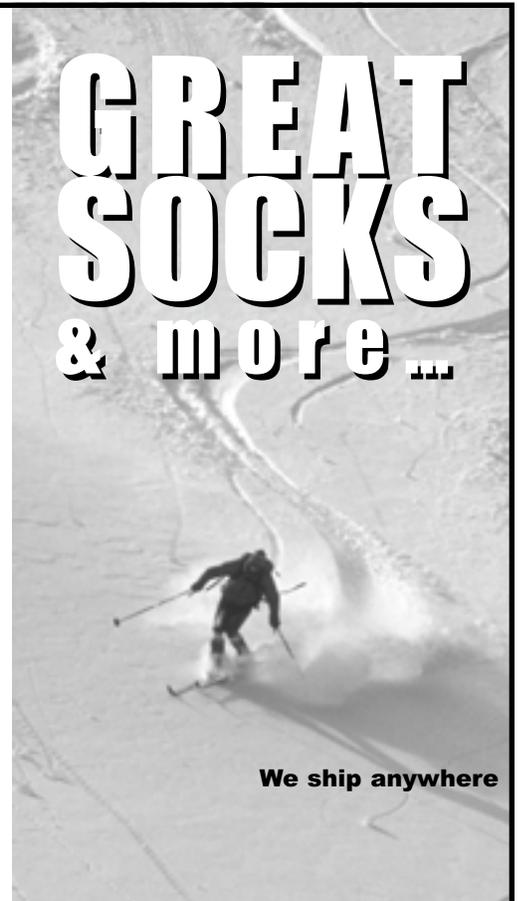
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# Snowsports School Management Seminar Highlights



*Life Membership award honorees Roberta "Bertie" Holland, Wendy Cram and Nat Putnam proudly display their new "hardware" after the Snowsports School Management Seminar banquet on November 29 at Mount Snow, VT.*



*Distinguished Service Award honorees Gwen Allard (former Adaptive Coordinator), Bill Beerman (Immediate Past President) and Rob Bevier (former AASI Advisor) share a light moment following the SSM banquet on November 29 at Mount Snow, VT.*



*Director Ross Boisvert surprises Linc Hayes with the ultimate tribute – his own BOBBLE HEAD!*

## A Tribute in Verse

**T**hank you to all the National Team members who worked so hard to make this year's Masters Academy a tremendous experience. Your dedication and professionalism goes unrivaled. I would also like to thank the members of my group who were so welcoming and fun – you will always remain very special to me.

These words are for you.....

The deed is done,  
you've achieved your level three.  
A weight lifts from our shoulders-  
suddenly you're free.  
The feeling is grand,  
'cause now you can just go ski!

You relax and enjoy....  
That lasts a month or two or three.

Now you crave for more,  
attend the Masters Academy.  
You arrive a little nervous,  
everyone can see.  
You might as well wear a sign:  
"Hey, I'm the Rookie"

You're welcomed with open arms,  
no judgment - you can ski.  
The week flies by and you realize  
I'm finally where I want to be...

*Donnmarie Colasurdo  
Mount Snow, Vermont* ■

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## AASI Dev Team/ Eastern Team Tryouts

by John Hobbs  
Eastern AASI Advisor  
Killington, VT

Are you interested in becoming a member of the AASI Dev Team or Eastern Team? We will be holding concurrent tryouts for both on April 6-7, 2006, at Killington, VT. These tryouts are open to any AASI Level III member in good standing. As we may end up with an adequate number of Educational Staff members, this could be the last tryout for AASI Dev Team until 2008. However, there will be another opportunity to try out for the Eastern Team in 2007.

Any AASI Level II member who is taking the April Level III exam may also apply for the Dev/Eastern Team tryout. Should you not attain your Level III, your application fee of \$195 will be refunded. Pretty safe bet, there.

But, before you start ordering new business cards, you need to know the skizzy. First of all, you should enjoy traveling. If you make Dev Team, you will be understudying other Educational Staff members at various mountains. If you make Eastern Team, you will be attending training that will not only help you be a better coach, but also help you perform during the National Team tryouts. You also need to commit time - approximately fifteen days per season. Quality coaching and bettering your own skills through training and understudying is your compensation; neither of these positions comes with a paycheck...to start.

Still interested? Candidates will need to submit an event application (signed by your School Director) by the March 16, 2006 deadline. We will also need your resume, along with a blurb outlining your five-year goals/plans, two letters of reference, and a 500 word writing sample (part of the responsibilities for either position is to write articles for Snow Pro and/or Pro Rider). In addition to this paperwork, the evaluation process includes on-snow teaching and riding, and a 10-20 minute presentation, followed by a brief

interview. The topics for your writing/presentation need not be confined/limited to snowboarding, unless you so choose.

These tryouts open up a number of options and opportunities for AASI Level III members. Whether you end up on AASI's Dev Team, or E-Team, or both, is determined by the final results of the tryout. So, whatever your interest and passion, the possibilities are exciting and we look forward to this AASI spring event.

Hope you are all enjoying winter! ■

## Training Clinics Best Prep for Exams!

by Joe Valaitis  
Ski Sundown, CT  
and, Holly Andersen  
Mount Snow, VT.  
AASI Steering Committee Members

Last season, the AASI Steering Committee began to collect data in an attempt to better communicate to members how to prepare for an exam. A survey was given out at the 2005 Level 2 and Level 3 exams held at Killington, VT, to gather information about the candidates' approach to this process.

This exam was the largest that AASI-Eastern had ever held. Most of the candidates who attended felt they knew what was required to pass: 86% of the Level 2 candidates and 92% of Level 3 candidates felt they came to the exam prepared. At this particular exam, 68 % of the Level 2 and 23% of the Level 3 candidates passed this exam.

There were several areas that seemed to stand out to the Steering Committee regarding the preparation of our members. Most people attended only one AASI clinic as a way to train for the exam. Only 5% of the candidates went to more than two AASI clinics to prepare.

It was surprising to note that, after the exam, it wasn't riding that most candidates felt they should have prepared more for. The Level 2 candidates felt that it was professional knowledge for which they should have studied more. The Level 3 candidates felt that they should have prepared more effectively for teaching.

The average preparation time on each area varied for each level. Those trying out for Level 2 certification spent an average of 74 hours on riding, 70

hours on teaching, and 14 hours on pro-knowledge. Members trying out for their Level 3 certification spent an average of 50 hours riding, 30 hours on teaching, and 31 hours on pro-knowledge. The range of hours spent from candidate to candidate was large, but this gives some idea as to what had been done.

The results indicate that many of the participants may have underestimated the time and effort necessary to meet exam standards. Although there isn't a silver bullet to guarantee a member will walk away with a new pin, nothing beats hard work through training and teaching. Every year, our AASI Education Staff gives its member many choices for training clinics. This may be the best way to train and obtain appropriate feedback for all those attempting to take a step to the next level. ■

## Inoculate Your Beginners Against Their Fear

by Mike Sites  
AASI Level III and Alpine Level III  
Snowboard Examiner  
Wisp, MD

Mostly, I have learned that my limitations come not from a lack of understanding what to do, but from an inability to turn off my survival instincts and put my fears in the backseat. For example, at 50 I can still do a half-twisting reverse flip...at least off a diving board where the water is soft. That's because I learned to do it when I was 18, and that movement pattern is stamped firmly into my brain. I also know that I have history on my side; that I have consistently been able to do this move successfully ever since I learned it. A Rodeo 540 requires almost the same moves. But, do you think I can make myself do it? The answer is simply, NO! At 25 it took me a week or so to heal from a sprain, at 35 a month or so, and by 45 it sometimes took more than a year. If the trend continues, I can see that a serious injury at age 55 may be so permanent as to cause me to have to give up snowboarding. I plan to ride until I'm 85, if I live that long.

I think too often when we are teaching we tend to forget that our client may be thinking about the risks involved. How many times have we preached "lean forward" over and over to novice students who are leaning towards the tail of their boards, as if somehow

continued next page

it isn't obvious to them that they're about to land on their behinds? We (instructors) think we can talk students out of their fearful reactions, but this is rarely the case. Strong emotions almost always overwhelm logic for the inexperienced. In situations like this, the real problem is "US" (the instructor). You may be saying to yourself at this point, "What is he saying, a student's leaning backwards is MY fault?" Yes, I am.

The number one mistake that even seasoned instructors make is to violate the second level of Maslow's Hierarchy, which involves having a sense of feeling safe. When human beings find themselves in unfamiliar situations involving apparent risk, they are essentially controlled primarily by their defense mechanisms. In unnatural situations, such as engaging in the act of snowboarding, defensive reactions may result in doing exactly the opposite of what is required for the task. Students who appear frozen and unable to perform the required actions to remain in control - or those who are spastic and flailing - obviously do not feel safe.

It would seem logical that there would be some way to explore risks without ever having to suffer the consequences of failure. However, even if this were possible it would be of no benefit because this is not the way humans learn. Humans learn far more from failure than they do from success. Helen Keller said it best: "Avoiding danger [altogether] is no less risky in the long run than outright exposure". It would seem that we are stuck in an impossible dilemma.

Medical professionals immunize their patients from disease by inoculating them with a vaccine. This vaccine is actually made up of a weakened form of the very thing that causes the disease in the first place. This gives the body's immune system a means to recognize the threatening agent, and prepare an effective defense for it. Then, when the patient is confronted with the full strength version, the immune system deals with it in the background without disrupting other body functions. In the same way, we can inoculate our students by creating situations which expose them to very mild forms of the risks they will encounter while snowboarding. Students are freely allowed to fail during experimentation, but the risks are reduced to the point where failure is highly unlikely to produce adverse experiences.

I inoculate against fear primarily by doing two simple things: First, I introduce movements on totally flat terrain, if it is available. The second thing is key. I almost always have students working in pairs, taking turns, one on the snowboard at a time while the partner physically assists. It's that simple.

Here are some examples of how I put this into practice. Initially, I let students experiment, standing on the binding plates with neither foot strapped onto the binding, and then having their partner push

them slowly across level terrain. Generally, I have the assisting partner push with one hand on the rider's shoulder and the other on the rider's forearm, which is held close to the rider's trailing side. Obviously, we take care to be sure we are working where snowboards cannot take off downhill and get away from students. Once students are comfortable with this I have them skate and glide on their own, both feet still totally unbuckled. Most times it is easier for them to jump onto the top skin with both feet rather than to attempt jumping onto the binding plates, especially if they have step-in type bindings. Students quickly learn on their own to balance properly without leaning back. Far more mileage can be gained this way than with the typical line call-down class structure, and the falls are not so risky.

Next, we have one of the partners buckle both feet on the board. Then, we repeat the process of having the assisting partners push them around while they get a chance to experiment with the various movements and board performances. Gradually, the partners push each other faster and faster until riders are gliding across the flats with sufficient momentum to attempt turns and experience skidding. It's always good to have the partners assisting each other in getting up. When students have learned the basics of turning and stopping on the flats they usually are ready to begin gliding down a very gentle slope for a short distance. Do not make the mistake of going to significantly steeper terrain, or all your preparatory work will be in vain. I find that students occasionally do better with two feet buckled in from this point on, but you can also have them practice with the rear foot unstrapped. In either case, it is especially helpful at this point to have partners assisting each other. I show them how to help each other up, to place one foot under the nose of their partner's board and to help steady them as they begin sliding.

The real magic of using the pairs comes when you

progress to the point of teaching sideslips and board twist. Instead of the instructor assisting one student at a time while the rest of the class waits patiently on the ground with frozen behinds, the entire class is active simultaneously. When one of the partners has taken his/her practice turn, and is sitting down to remove the snowboard for the climb back to the top, the other partner has walked back up to the top and is putting his/her snowboard on. By the time the first partner gets the board off and has returned to the top, the second is there ready to go.

At first you may be inclined to think this class structure would slow things down, but the opposite is true. Mileage using this setup is nearly quadrupled compared to the typical call-down structure used by most instructors of beginner classes. And, there are other side benefits as well. Instructors are free to coach the individuals who need it most, while the fast learners are free to get as much mileage as they like.

Surprisingly, partners often learn more when they are acting in the assisting role than they do when they are actually on the board. It is interesting to see the assistants spontaneously coaching the riders. You will have better class interaction, which means more fun for everyone. 90% of your work is done for you if you set it up right, leaving you with plenty of energy for your next class. I hope you will give this a try. ■

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## Bi-Ski Tethering for Snowboarders

by John Lincoln

PSIA-E/AASI Adaptive Coordinator

A number of Adaptive programs have found that their riding volunteers can help out the skiers with the Bi-Ski Tethering duties. Enterprising riders have developed methods, and this article is an attempt to outline their findings. The adaptive world is just that – adaptive. Described here are new approaches to working with the very versatile Bi-Ski. Be mindful that safety is always the first concern and appropriate skill levels are a



must to safely tether a Bi-Ski. This is true for either a skier or a rider.

Tethering a Bi-Ski on a snowboard is best done using the heel-side falling-leaf technique. The tethers are held in both hands, positioned near the hips for maximum strength and control. The position behind the Bi-Ski is always uphill and inside the turn of the Bi-Ski. The tetherer should anticipate the next turn and move in that direction slightly before the Bi-Ski turns. Only when low tether tension is required (as for flat terrain, lightweight Bi-Skier or near-independent Bi-Skier) might the snowboard

tetherer link turns with the aim of reducing the tetherer's speed.

Your board should permit you to ride with either end forward. A symmetrical board is best, but a twin tip board will do, especially if you mount your bindings midway. Alpine carving boards and race boards will present problems.



It is necessary that you be able to move to your left and to your right with equal facility. Therefore, it may be best to adjust your bindings to a neutral ("duck foot") stance, such as +6° and -6°.

This also makes equal use of your strongest leg muscles. If you have large feet, this will require a relatively wide board, lest your heels and toes drag in the snow.

Stopping while tethering can be simply a matter of applying additional heel-side pressure and, as you slow to a stop, sitting yourself down. The Bi-Skier is least likely to tip over if you do this while going straight down the fall line.



of your way, and so that (s)he will not inadvertently turn into you.

Re-starting the Bi-Ski while you are seated uphill of the Bi-Ski is most easily done with the assistance of one of your blockers. Ask the blocker who is positioned in front of the stopped Bi-Ski to pull forward on the Bi-Ski enough to create tension on the tethers and keep enough downhill force to keep you from pulling the Bi-Ski backwards. Then, stand up like a water skier coming out of the water. If you have had the foresight to stop the Bi-Ski on a slope you can clear the blocker out of the way and resume tethering.

Alternatively, you can re-start the Bi-Ski by thumb tethering it until it reaches a comfortable speed and then casting it free to resume regular tethering, which is easiest if the Bi-Ski is pointed down the fall line. You should tell the Bi-Skier to re-deploy his/her hand-held outriggers once there is tension on the tethers.

### Thumb Tethering for Snowboarders

The essence of thumb tethering from a snowboard is to ride close enough to the Bi-Ski that you can grasp it with your hands to tilt the Bi-Ski so that it turns, and to get out of its way while maintaining control of both the Bi-Ski and your snowboard. We'll present four methods with which to do this, after first discussing three precautions that apply to all of these methods.

First Precaution: It may be a good idea to remind the Bi-Skier to tip the upper body with the Bi-Ski rather than try to remain vertical, just as you would advise a novice passenger on a motorcycle, lest she wind up inadvertently fighting you on the turns. (S)he may be fine with this idea while on tethers, but may feel the urge to remain upright when seeing you close alongside.

Second Precaution: It is helpful to wrap the tethers around your wrists or hands an extra couple of turns so that they don't drag on the snow and get in your way.

Third Precaution: Never thumb tether without the tethers attached. Never! There is nothing about thumb tethering that renders falling impossible. Should you fall without tethers, the Bi-Skier can accelerate down the hill unimpeded and uncontrolled.

There are at least four methods by which a snowboarder can thumb tether a Bi-Ski. All are made easier by installing a broad horizontal handle, much like a towel rack, behind the Bi-Ski's seat back.



1) The most common approach can be described as the "inside of the turn" method. The tetherer grasps the handle (or the seat back) and positions him/herself parallel to the Bi-Ski, on the heel-side edge and

on the inside of the upcoming turn direction. The Bi-Ski is tipped to make the turn and, at the completion, the tetherer, still on the heel-side edge, moves him/herself around the back of the Bi-Ski to the same parallel position on the other side of the Bi-Ski. The tipping is repeated to initiate the next turn.



continued next page

## ■ adaptive airtime, continued

2) The second method offers a better view of overtaking traffic, but does involve a greater distance of travel for the tetherer. It differs from the first method in that the tetherer is on the outside of the turn and on the toe-side edge. As you initiate the next turn, make a heel-side turn so that you are momentarily on your heel edge as the Bi-Ski goes through the fall line - only momentarily, though, for you will finish this next turn with another toe-side turn, this time with your other foot forward.



3) The third, and perhaps the easiest, method is to grab the handle with both hands and to use the heel-side falling-leaf technique, much as if you were using tethers. Your arms will be outstretched, and your waist bent as much as necessary to keep your board clear of the Bi-Ski tails. Your position will be directly uphill of the Bi-Ski. This thumb tethering method permits the Bi-Skier to use hand-held outriggers.

4) The fourth method works with or without a handle. You ride alongside the Bi-Ski with your back fingers and thumb gripping the top of the seat back, and your front hand gripping the front of the seat bucket. You steer the Bi-Ski merely by tipping it to one side or the other.

- When you tip the Bi-Ski toward you, you should immediately begin a heel-side turn to get out of the way of the Bi-Ski. Because you are bent forward in order to grip the Bi-Ski, you will have to squat in order to effect this heel-side turn. The further away from the Bi-Ski you must be (say, in order to avoid its fixed outriggers), the deeper you will have to squat; keep this in mind when affixing those outriggers.

- When you tip the Bi-Ski away from you, you should immediately begin a toe-side turn to remain near enough to the Bi-Ski in order to keep your grip on it.

You can always control speed with turn shape. With practice, you can learn to skid the Bi-Ski's turns to bleed off speed. Additionally, when you are thumb tethering on your heel edge, you can easily control speed by varying your own edge angle. When

you are on your toe edge, you can slow down by creating a wedge between your board and the Bi-Ski by extending your back arm and back leg while contracting your front arm and front leg.

### Loading the Bi-Ski for Snowboarders



As a snowboarder, you are fortunate in that you can lift the Bi-Skier onto the lift without having to twist your back.

However, you do want to position your board so that your free foot rests on the snow rather than on your board, lest you be propelled forward as you try to shove the Bi-Ski back onto the lift.

### Unloading the Bi-Ski for Snowboarders

Before you move the Bi-Ski off the lift, you want to make certain that your board is facing forward, for if the Bi-Ski lands on the tail of your board, you will be trapped there and the lift seat could push you onto the Bi-Ski. Also, before you move the Bi-Ski off the lift you want your hands in position to thumb tether, because once you move the Bi-Ski and then yourself off the lift, you should thumb tether the Bi-Ski to a good stopping place. If you aren't yet comfortable with the idea of thumb tethering with only one foot attached to your board, then you can drag your back foot to slow down and then skate the Bi-Ski to that stopping place.

It is probably not a good idea to attach your rear foot to the board before loading or during the lift ride because with both feet attached it is difficult to position your board forward enough to avoid the Bi-Ski (see previous paragraph).

#### Acknowledgements:

*John Lincoln*  
PSIA-E Adaptive Coordinator  
Adaptive Level III, Alpine Level III  
Maine Handicapped Skiing @ Sunday River  
and Sugarloaf USA

*Scott Hynek*  
Maine Handicapped Skiing and White Mountain  
Adaptive Snowsports School

*With special thanks to riders from the White Mountain Adaptive Snowsports School @ LOON Mountain, NH and Wintergreen Adaptive Skiing (WAS) at Wintergreen Resort, VA. ■*

# Coach for Changes Close to the Ski First

*by Todd Gill*

*White Mountain Adaptive Snowsports at Loon Mt.*

*Adaptive Examiner Training Squad  
Alpine Level III*

**W**hen working with adaptive skiers try to keep your movement analysis simple - start at the ski and work your way up.

For example, if you notice a stance (fore/aft balance) issue with an Alpine student - you probably won't look to see if they are tilting their head forward or back. You'll take a look at the ankle and see if it is flexing and extending appropriately through the turn. If that looks ok - you'll look at the knee, hip, spine, hands, arms, and then finally at the noggin.

The same rules-of-thumb can be applied to an adaptive skier. In general, you should focus on the joint closest to the ski with strength and appropriate mobility, and coach for skill application there.

Look at how the ski interacts with the snow. Based on that interaction, ask which of the ATS skills (balance, edging, rotary, pressure control, diagonal movements) should be enhanced to improve the performance of the ski for the skier?

Some good questions to ask yourself:

- Is the skier balanced?
- Is the snow spray from the tip, tail, or middle of the ski?
- If they have two skis, do they change edges at the same time?
- Are the skis tipped progressively through the turn, or suddenly at the end?
- What is the turn shape (C, comma, Z)? Why?

The answers to these questions will help you determine which skill is in need of development. Once the skill has been decided, there will be times when you will need the help of your student to determine how close to the ski you can go - it is a partnership.

If you start thinking that the ATS skiing model doesn't apply to the situation, take a step back and look at the common movements across all of the adaptive disciplines. For example, a mono skier has a mechanical component of pressure control movements (the shock) - but how that affects the ski is still the same. Mono skiers can use arm movements to alter and control the compression/rebound rate of the suspension.

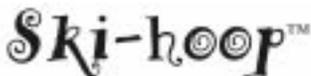
Remember to keep your progressions/lessons focused on one skill at a time. Keeping in mind what is common across the different ways we slide on the snow will help you develop your ability to coach effective movement patterns. ■

# Thanks

*Thanks to our sponsoring companies for making the 2005 Snowsports Management Seminar, Snow Pro Jam, and our Pro Jam Educational Fund Super Raffle a HUGE success!*



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2005-2006  
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**If applying for any certification level, your Ski/Snowboard School Director must complete the following:**

As Director, I attest to the following: This applicant is a member of my staff. If a candidate for any level of certification, the candidate has received exam training and preparation. If a candidate for Level I, the applicant has completed the PSIA/AASI minimum entry level requirements, including a minimum of 50 hours of teaching/training.

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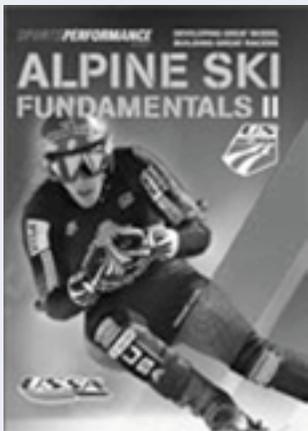
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# In Memoriam

**Steve Daly**, of Lansdale, PA, has passed away at the age of 59. He was an Alpine Level I member of PSIA-E, having joined in 1994. He taught at Camelback Ski and Snowboard School, PA.

**Susan McCostis**, of Ludlow, VT, passed away on September 23, 2005, at the age of 62. She was an Alpine Level I member of PSIA-E, having joined in 2003. She taught at Okemo Learning Center, VT.

**Reed McFadden**, of Bradford, PA, has passed away at the age of 73 after a long battle with heart disease. He was an Alpine Level I member of PSIA-E, having joined in 1991. He taught at Holiday Valley Ski & Snowboard School, NY. Ron Kubicki, school director, shares the following in tribute to Reed: “Reed began his teaching career over 40 years ago on the Zippo slopes in Bradford, PA. Reed was an excellent teacher and was a constant promoter of the sport and of ski teaching. Many members of our staff were once Reed’s students. Also, three generations of his family were on staff, as his daughter and granddaughter teach, and another granddaughter is on the race team. Reed’s signature was his ‘white cowboy hat’, his infectious smile and a joke for every occasion. His family, our staff, his many friends in the industry and his students will miss Reed.”

**Regina Nordstrom**, of Bishopville, MD, has passed away at the age of 63. She was an Alpine Level I member of PSIA-E, having joined in 1986. She taught at Hunter Mt. Learning Center, NY.

**Robert E. Smith**, of Wallingford, CT, has passed away at the age of 59 after a four-month battle with cancer. He was an Alpine Level II member of PSIA-E, having joined in 1985. He taught at Bromley Ski & Snowboard School, VT.

**Kathy Stefano**, of Scottsville, NY, has passed away at the age of 43. She was an Alpine Level II member of PSIA-E, having joined in 1981. She taught at Bristol Mt. Ski School, NY. Mickey Sullivan, PSIA-E/AASI Director of Education and Programs, shares the following in tribute to Kathy: “Have you ever met the perfect ski instructor for your kids? Or a manager that you really enjoyed working for, who was also your friend. This was Kathy. Always smiling, always doing for others. Kathy became a Level II ski instructor at the age of 18 and this would be her 25th year as a member of PSIA. Kathy started as a ski instructor at Bristol Mountain, NY, and more recently managed one of the biggest, little ski areas in the world, Northampton Park. The kids loved her as did her staff. Kathy will be missed by all of us and she will be remembered by the thousands of people that she influenced and touched. From Mickey, Betsy and all of those that worked with you at Bristol Mountain and Northampton Park, Thank You for touching our lives.”

**Bill Umstadter** of Brielle, NJ passed away suddenly at his home on June 27, 2005 at the age of 73. Bill began skiing in 1970 at the age of 39, started teaching at Pico in 1975, and was PSIA Certified in 1979 at the age of 48. He became an instructor at Killington in 1981 where he continued to teach through 1992. Bill continued skiing with his wife Jane until his death and remained active in PSIA, retired status. As a Professor of Science and a dedicated educator it was his love of skiing and his ability to share that passion with all those who wanted to learn to ski that he will be remembered for. Not only did he teach skills, he taught the beauty of the mountain, often stopping his classes to have them take in the glory of the view, the sun glistening on the trees and the sparkle of the snow. He shared his love of life and his sense of adventure. Donations can be made in his name to PSIA-E Education Foundation, Attn: Susan Tamer, Eastern Division, 1-A Lincoln Avenue, Albany, NY 12205-4907. Bill is survived by his wife Jane Umstadter, 8 Courtyard Lane, Brielle, NJ 08730 and his daughters Wendy Ryan of Morristown, NJ and Michelle Umstadter of Redondo Beach, CA

*PSIA-E/AASI extends its heartfelt sympathy to friends and family of our passing members.*



**"15 Below" Club  
Event Sign-Up Form**

Club members &  
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complete all sections.

CLUB EVENT: "WRAP IT UP" RIDE & SLIDE EVENT

EVENT FEE: \$104.00

EVENT DATES: March 25-26 Mount Snow, VT

SIGN-UP DEADLINE: March 3, 2006

MEMBER NAME: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Male / Female  
Circle one

MEMBER NUMBER (On your membership card): \_\_\_\_\_

WILL YOU BE SKIING OR SNOWBOARDING AT THIS EVENT?\* **Skiing** **Snowboarding** Please circle.  
\*Participants should be able to easily ski or ride blue square terrain.

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Recognizing that skiing and snowboarding can be hazardous sports, I hereby release PSIA-E, PSIA-E/EF, AASI, the host area, and agents and employees of each from liability for any and all injuries of whatever nature arising during, or in connection with the conduction of the event for which this application is made.

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Note: While the "15 Below" club operates under the umbrella of PSIA-E, club membership is separate from PSIA-E/AASI membership.



## “15 Below” Graduate Profile

by Gary “Griz” Caudle  
“15 Below” Club Advisor

Claire DeRosa is a junior at Norwood High in Norwood, MA. She loves to play soccer and participates in both indoor and outdoor track. Claire has been teaching three years at Blue Hills Ski School in Canton, MA. In April, 2005, she completed her Level I after two years in the “15 Below” club. She also attended the weekend Pro Jam at Killington in December as a “new” PSIA-E Level I member.

Claire says: “My favorite part of ‘15 Below’ events was meeting other young ski instructors from all over New England and sharing stories and teaching ideas with each other. I also liked that while we were having fun skiing all day, it definitely prepared me for the Level I exam.”



hey guys...once again, you have a chance to win a FREE pass to attend the 15 Below “Wrap-It-Up” event held during Spring Rally!

This year’s event is at Mount Snow Vermont on March 25-26.

Here’s how!

Write a one-page essay on, “Why I want to teach skiing/snowboarding.”

That’s all there is to it.

A select group of college English majors will read your essay. These readers will all be teachers some day, so it will be good practice for them. I’m doing this so that each entry is judged without any bias.

Send it to: Griz Caudle  
50 Madore Farm Rd  
Tupper Lake, NY 12926

Include: Name and Age  
Full Address

Deadline: Must be postmarked by March 3rd

Good Luck! See you at Mount Snow!

Sapere aude, Griz



## Season starting “15 Below” Event

by Gary “Griz” Caudle  
“15 Below” Club Advisor  
and Mac Jackson  
ACE Team Coordinator

Twenty four members of the 15 Below Club were treated to some great early season conditions at the kickoff event at Killington December 10th and 11th. Great conditions led to some great ridin’ and slidin’ on the slopes led by the ACE team of Gary “Griz” Caudle, and Mac Jackson; and joined by Children’s Committee member Steve McGrath. Groups explored the mountain, worked on skier/ rider improvement skills, and hit the terrain park to show off.

On Saturday, Griz took the snowboard group and some skiers around the mountain to check out all the terrain. Steve and Mac took the skiers on an adventure, skiing the steeps and bumps along the way. Sunday morning, Griz led the freestylers through the Terrain Park, where there were some boxes, rails and jumps. He and some hot park riders showed the group how to ride rails, boxes and jump safely. They did their preride, reride and freeride sessions! Development Team member Mark Palamaras also joined us on Sunday, and took a group

through the bumps. One participant said, “It was awesome skiing at Killington and I met a few new friends! We got to ski most of the trails and it was so fun! Our group leader was awesome and let us ski black diamonds!”

Our last premier event for this season of the “15 Below” club will be held on Saturday and Sunday, March 25 and 26, 2005 at Mount Snow, VT, during the PSIA-E/AASI Spring Rally. Maybe you can remind your PSIA-E/AASI sponsor that they can participate in Spring Rally while you are at your “15 Below” event—that helps with the driving arrangements. And don’t forget to send in your submission to the essay contest described in this issue. If you win, you are at the event practically free of charge!

Have a great season. See you at the Wrap-It-Up event in March...

Sapere aude,  
Griz ■



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Rev. 01/17/2006



## Eastern Children's Academy - 2005

by Jeffrey W "Jake" Jacobsen  
PSIA-E Children's Committee Chair  
ACE Team Member

For those of you who attended the 2005 Eastern Children's Academy, we want to thank you for your attendance and support. This event is a highlight of the season for many children's ski and ride educators, and this year at Mount Snow was no exception. I would like to thank Mount Snow and their Grand Summit Hotel for their help and hospitality during our three-day event. Marianne in the conference sales department was amazing to work with, trying to anticipate needs rather than react to them... GREAT JOB!

The Children's Committee, ACE coach Mac Jackson, and the entire ACE staff had a lot of fun (as well as a little stress) planning and presenting this event to over 120 members. Beginning Sunday night with early registration, nearly half of the attendees registered, which proved to be very convenient for all involved.

Monday morning brought the typical shuffle to form groups and meet the course conductors, and then we were off and running. Sessions included Short Shapes for Kids, Through the Ages (keeping or getting current), Freestyle, and Creativity. Thanks to Elan for making equipment available, and thank you to the Mount Snow rental shop for providing so much of their Discovery Center rental fleet in order for attendees to feel the difference a short ski can make in the early stages. Billy, Erik Barnes, Doug Kaufman, and Maureen Drummey were terrific hosts, and allowed us to use their facility to enhance the experience.

We heard a keynote speech entitled "The Power of Kids Today", delivered by Rich Jacobsen, President & CEO of Time Warner Sales & Marketing and Chairman & CEO Time Inc. Home Entertainment. Rich referenced research completed by Sports Illustrated for Kids. This presentation was intended to inform the attending members about the influence that

children have in their families regarding family travel and activities, as well as current trends seen in kids today. The mission is to take this information back to the resort and review our children's programming to determine if it matches the trends reported. This information also creates an opportunity to provide input to resort marketing managers to help them speak the right language to the right people in the families, to drive more cars to the parking lot. We received some very positive feedback regarding this presentation, along with some ideas for improvement, and all is appreciated.

Sue Kramer (understudied by Steve McGrath) skied with a group of newly certified Level I members, and KC Gandee (AASI national team member) joined our very own snowboard ACE, "Griz", to round out this multi-gear event. It was a pleasure to help present this event, and we are already looking at ways to make it even more special for 2006.

Thank you, and see you on the hill!

Following are excerpts from a note we received from a Children's Academy attendee after this year's event:

Jake,

*I would like to express my appreciation and thanks to... the Children's Committee and the ACE Team for putting on such an exceptional program. I've been a member of PSIA for 20 years, and have probably attended 20-30 clinics over that timeframe, and this was one of the best organized and presented programs I've attended. This was my first Children's Academy and my daughter attended it with me; she is in her 5th year as an instructor and 3rd year as Level I certified, and I had some apprehension on what to expect...it was a fantastic experience for my daughter....She's a senior in high school and will be attending college next year, majoring in elementary education. Her experiences with teaching skiing and involvement in PSIA have created...a solid foundation that she will benefit tremendously from in college. It's been such a joy to me watching her enthusiasm and ability for teaching kids grow and develop. It's individuals like...the members of the ACE Team and the Children's Committee that have instilled this enthusiasm and developed her abilities. So, as a parent I want to thank...everyone involved in the Children's Academy for being such a positive influence and role model to my daughter. Have a great season.*

Hutch ■

## Versatility...More is Better!

by Jeffrey W "Jake" Jacobsen  
PSIA-E Children's Committee Chair  
ACE Team Member

If you are a children's ski or ride pro (Truthfully, we all are, aren't we?), who are your guests? Obviously, the children skiing or riding with you are, but do you think about the bigger person standing right behind that child - meaning Mom, Dad, or other adult - that purchased the lesson? Have you ever listened to the dialogue between a children's ski or ride pro and their guests at the end of a great day on the hill? The pros that do it best are reviewing the lesson with the little person first, and then repeating the information in grown-up language for the big person standing behind them. How many "adult only" pros can deliver a summary of their lesson for two distinct audiences?

Fellow ACE team member, Dana Scronek, and I presented a clinic at Development Team training that dealt with this topic in a fun environment. The group presented a series of activities as if we were working with adults, and then were asked to present the same activities to a group of children within a certain age range. The presentation changed, the references changed, and, in some cases, the performance expectations (physical) changed, but the activities stayed the same. All it takes is a basic understanding of the ages and stages of development for children, knowledge of what is fun and exciting for kids today, and a willingness to use the children to make the activities fun and creative.

If we are able to speak to the purpose of the activities and the impact on the fundamental movements, then we should be able to address both audiences effectively. Developing this level of understanding of the activities we use on-snow to speak to both children and adults will create a more versatile ski or ride pro...and, More is Better! ■

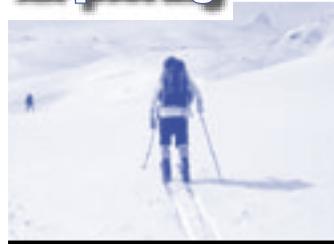
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## Thanks to One of Our Partners

Often, we see the names of PSIA-E partners in publication, but if we don't have direct contact, or use their services, we may not fully understand or appreciate their value to our organization. That said, I would like to tell you about John Jacobs from Reliable Racing and the commitment his company has made to PSIA-E. Not only does John's company support the race program, but John has very generously supplied the ACE team with a bag of race materials ranging from brush gates to stubbies to be used at Children's Educational events throughout the winter season.

On behalf of the ACE Team and the Eastern Children's Committee, I would like to express our thanks to John Jacobs and Reliable Racing for their continued support of PSIA-E.

Jeffrey W "Jake" Jacobsen  
PSIA-E Children's Committee Chair  
ACE Team Member ■



with loose heels

## A Family Affair

by Julie West

PSIA-E Nordic Track/Skate Dev Team  
School Director, Garnet Hill XC Ski Center  
North River, NY

OK, picture this scenario: Family of four comes from the city. At home, both parents work all day, kids are in school with after-school activities. They all get home about dinnertime, give or take, possibly get to eat together, but usually not, and then there's homework and everyone's exhausted. To get out of their rut and change the pace, the family schedules a ski vacation so they can get a break and spend some time together.

They walk up to the ski school desk, enthusiastically announcing that they would like a lesson. They are told, "The kid lessons meet here, and the adult lessons meet over there." They start squirming, "But we want to stay together." The response: "Kids learn best one way, and adults have a different way of learning, so we feel you'll get more out of the lesson if you separate." Really wanting to be together, they get uncomfortable with this notion, and reply "But we came here to be together, and we'd like a

lesson together." Now it's the ski school's turn to get uncomfortable, as they reluctantly say, "Well, OK - it could be challenging, but we'll do it."

We all know that kids and adults often learn in different ways. We all know the developmental stages, experiential learning through games vs. cognitive learning, etc.... But, it's good to remember that we are here to provide a service, and our service is: #1 - FUN. If the family wants to spend time together and chooses their ski lesson as their first activity - why not? We now have the challenge of starting off their vacation with a bang, and making a big difference in one family's life.

These families don't come along very often, in my experience. But they do happen. I admit I've been terrified with the prospect of teaching a family together. I explain the reasons we usually separate them, and if they still want to stay together, I'll say OK, let's do it. At that point it's up to me to turn my head around. As I'm getting my clothing and gear ready, my mind is nervously spinning with all the possibilities of activities to do and different approaches so that everyone has a fun and worthwhile experience. My own excitement grows as the possibilities and unknowns swirl through my head. By the time I head out the door I've usually gone through an entire transformation, and am in a state of relaxed awareness, having talked myself into the fact that I really do have the skills to handle this easily.

These lessons have been some of the most challenging and rewarding lessons I've ever taught! Generally, I gear it toward the play side of the equation because most adults could use a little more child-like play time anyway. Usually (and thankfully), the parents, when it's their choice to be with the kids, are happy to be kids themselves. If the adults get a little uneasy that they are not "learning" anything, I explain to them the skills that we are covering, and they relax. In fact, they are usually amazed.

I have two favorite lessons that stick in my memory. One was a beginner telemark lesson. The parents were preparing to go on a hut-to-hut back-country ski vacation in the Rockies. The child, who was about 10, said, "Sorry, but you're not leaving me behind this time. You've done it before and it's not happening again!" Now, I'm mostly a track/skate instructor; I teach maybe three tele lessons a year. I thought - oooh boy, how am I gonna do this? What sticks in my mind is not how I did it, but the fact that I did. The amazed parents watched their son catch on to this - much quicker than they did, of course. That was one happy family, and one hooked child!

The other lesson was a beginner skate ski lesson - two parents and two kids who were about 9 and 11. A typical adult skate ski lesson, with all its drills and necessary repetitions, can quickly get boring for a child, even though the adult usually



remains totally engrossed in the challenging task at hand. Keenly aware of this, I geared this lesson toward the game side of things. After some initial introduction, half the lesson was spent playing tag (on a gentle slope), and I've never seen parents have so much fun with their kids. Another happy family, and an extremely rewarding experience for me as I realized I contributed to what was probably the highlight of their vacation.

Teaching families together really requires us to think outside the box. It requires us to get playful, pull out the stops and be a kid and adult at the same time. We need to be completely in the present. Sometimes we have to pull tricks out of the hat that we didn't even know were in there. That's the mark of a true magician, I guess!

Perhaps the adults won't come out of this lesson having learned quite as much as they would have in a normal adult lesson – or, perhaps they will. It brings up the basic question: What is the purpose? What is learning? Negative learning is not what we're after. If the students don't get to have a say in their learning environment, we're already starting in the wrong direction. A small amount learned in a positive, fun setting will go worlds farther than a whole lot covered under stress.

For these families who are adamant about remaining together, sharing the experience is every bit as important to them as learning the skills. Sometimes it's easy for us to forget that fact. As teachers, we get pulled out of our comfort zone, and stretched in ways that allow our own growth. It really can be a win-win-win (teacher-parents-kids) situation! ■

## The Diagonal Stride...

### Body Position as the foundation for generating momentum

by Sue Wemyss

PSIA-E Nordic Development Team  
Great Glen Trails, NH

Propelling oneself across the flats and up hills of a cross-country ski track can require considerable effort, and leads observers to think of our sport as "hard". However, as one learns and accepts some position changes from an upright, standing posture, we discover these changes can help move us forward along the track with little effort. An effective body position is the foundation for generating momentum for skiers of all ability levels.



Photo #1 shows our skier in a body position leading to forward motion. Beginning from the feet upward, ankles and knees are flexed forward. The back is rounded with shoulders rounded forward and butt tucked under. The body position of the torso resembles that of an ape! The head is held comfortably, eyes looking at the track 2-3 meters ahead. As the skier increases her forward lean by moving hips forward of the ankles, she can't help but take a forward step to maintain balance. This is the start to forward momentum, utilizing body position and gravity. As she falls forward, she catches herself with weight transferring onto one ski. Momentum is carried forward onto this gliding ski. Continued forward positioning, with weight transfer from one ski to the next, will perpetuate forward motion. The task becomes one of having the legs kept up underneath a constantly-leaning and leading center-of-mass.

The use of forward body positioning and lean may be easier to learn on dry land first before moving out onto the snow and the sliding platforms of our skis. The fear of falling flat on one's face is lessened considerably! Practicing indoors with a runway of 30 feet or so will give numerous chances to feel the forward body position, move hips forward, and fall forward, catching oneself onto one foot. The momentum is maintained by moving the core of the body forward over the leading foot, largely by increasing the amount of flex at the ankle joint while maintaining the rounded torso.

Once an effective body position is established, greater momentum can be generated by applying more energy. Ideally, we skiers want our momentum to go forward, and not so much downward. Simply falling forward without any change in knee flexion causes our mass to drive down on the ski, dampening its glide across the snow. By adding a well-timed compression at the knee joint, we can transfer the momentum of our moving mass more smoothly onto our ski such that it travels forward along the track. The quick pulse of compression at the knee occurs just prior to our step forward. Increased body lean has begun our momentum; the quick knee compression transfers that movement horizontally. Increases in flexion at the knee and ankle joint can help generate increased power during the diagonal stride. But, power applied without regard to effective body positioning is energy wasted.



The rounded shoulders and upper torso of our ape position also enables the skier to engage more muscles for poling. Applying pressure down the pole shaft in the rounded shoulder position engages the deltoids (shoulder muscles), lats (back) and triceps (back of upper arms) for force development. In contrast, applying pressure down the shaft with shoulders back tends to concentrate all the work on the triceps. No matter how strong our triceps, they are no match for the added strength from deltoids and lat muscles too. This can be demonstrated to students on snow by requiring them to pole only for propulsion. Instruct them to keep their legs together while they propel themselves forward using diagonal poling (opposing arm swing movements). They will almost certainly curl over at the shoulders to get more force into their poles, when the going gets tough. This curled upper torso position leads them to engage more muscles, thus generating more force for forward propulsion.

Purposefully "slouching like a teenager," (as I heard one ski coach describe the rounded torso position), is a radical idea for many adults who were admonished to "sit or stand up straight," i.e. display good posture. But by demonstrating the advantages to the rounded shoulder and torso position in developing poling power, students can be convinced of its advantages.

As beginning skiers progress with in-track diagonal striding, encouraging forward lean with the upper body and a rounded back will help them get the most out of their energy input. ■



continued next page

# PSIA National Telemark Examiners College

by Mickey Stone

PSIA-E Nordic Coordinator



An invitation by the PSIA National Nordic Team brought together an eclectic blend of telemark examiners from all 9 divisions nationwide - congregated at Copper Mountain for two days and three nights for the Telemark Examiners College. It had been 13 long years since the last gathering of this kind.

In true Nord style, we were welcomed by Craig Panarisi (Nordic Coach), Scott Mcghee, Dan Clausen, Tor Brown and Ross Matlock, with good food, beer and wine while the true purpose of the gathering was revealed. Our task was presented to us in three parts:

- 1) To define, refine and approve National Telemark Certification Standards for adoption at the National Level.
- 2) Arrive at a more consistent interpretation of Certification Standards.
- 3) Practice using and refining the National standards for adoption within divisions.

On Saturday morning we awoke to 5 inches of the light fluffy stuff, with whiteness gently softening the perfect man-made snow. Copper Mountain had opened one run that was host to freestyle skiers, GS and SL racers, and us! For many it was the first ski day for the season on snow and at altitude. The energy created by the nature of the group allowed us to remain focused on our tasks, with big grins on our faces. The interactions ranged from renewing old friendships, to establishing new ones, voicing strong opinions, compromising, agreeing, and finally reaching consensus. Without getting too self-aggrandizing, it was a fine example of "the strength is in the group." We hope when you see the fruits of our labors you will agree.

Prior to our arrivals, the National Nordic Team rough-outlined a rather simple, one page matrix to help define our certification requirements at the 3 levels of Telemark accreditation. Our job was to nurture a final form of The Telemark Matrix (shown elsewhere in this section!).

Saturday night saw a progressive dinner followed with spontaneous rollerskiing down the hallways. This culminated in a "Calf Off", where naked Nordic lower limbs were paraded and voted upon using body-building criteria. Urmas Franosch won "calves-down" for size, definition and flex pattern. (Sorry, I felt pictures would be too revealing.)

## Nordic Downhill – Telemark Certification Teaching Standards - 2005 Awareness, Understanding and Knowledge

- **Level I - Beginner Zone**  
*The candidate is able to...*
- **Level II – Intermediate Zone**  
*The candidate is able to...*
- ◆ **Level III - Advanced Zone**  
*The candidate is able to...*

● <b>Level I - Beginner Zone</b> <i>The candidate is able to...</i>	■ <b>Level II – Intermediate Zone</b> <i>The candidate is able to...</i>	◆ <b>Level III - Advanced Zone</b> <i>The candidate is able to...</i>
<ul style="list-style-type: none"> <li>● Understand the coach/student relationship and how to develop trust between them</li> <li>● Recall the components of the learning environment and discuss how to incorporate them into lessons that will create memorable experiences</li> <li>● Identify the components of good teaching</li> <li>● Categorize teaching, skiing, and guest service principles of ATS, relative to Beginner/Novice zone students</li> <li>● Understand student needs of specific groups (i.e., adults, children, women, seniors, beginners, etc.)</li> <li>● List considerations for managing the learning environment for children at different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>■ Consider and address safety concerns as students move beyond the Beginner/Novice zone learning environment</li> <li>■ Understand and identify the components of the learning process, and relate these concepts to individual learning styles and preferences</li> <li>■ Understand the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students</li> <li>■ Illustrate the components of effective feedback in the learning environment</li> <li>■ Accurately distinguish "What is happening?" with regard to movement analysis</li> <li>■ Formulate lesson plan options for a variety of student needs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consider safety concerns as students move beyond the Intermediate zone learning environment</li> <li>◆ Make specific lesson plan decisions based upon accurate interpretation of student behavior and performance</li> <li>◆ Adjust the depth and pacing of information and feedback to address the needs, motivation, and interest level of the students</li> <li>◆ Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment</li> <li>◆ Identify the elements of multiple intelligence theory and relate these concepts to sensory preferences in communication and information exchange</li> <li>◆ Describe, in depth, the skier services and activities available at one's home area as well as within the ski industry</li> <li>◆ Display a strong ability to answer the "How do I get there?" question regarding movement analysis</li> <li>◆ Display an in-depth understanding of cause-and-effect relationships relative to skill references and specific movement issues</li> <li>◆ Create unique lesson plans through a strong understanding of people and ski technique</li> </ul>

Over the two days the group, with much passion and debate, created the new Telemark National Standards. These standards are evaluation criteria and movement outcomes. It's worthwhile to note that this group of Telemark Examiners included folks who are Advanced Educators in Cross Country, Backcountry, Park and Pipe, Snowboard, and Alpine. It was a great breadth of experience and background.

The Matrix is included with this article, but remember that it must be taken in context with the "general characteristics" (available for download on the National website), as well as the new Nordic Technical Manual.

The process and the outcome were a success, from what we can see. But, we have tried to keep in mind that, on a higher level, the current stan-

dards are not an end in themselves; rather, they are another milestone on a continuing process that must be consistently reevaluated and refined for its relevance and timeliness (modernity?). This event and its outcome were powerful. Let's not have it be another 13 years until the next one! Plus, it was a buttload of fun while performing our tasks and defining the Telemark movements.

I would like to thank the authors and voting members: Patti Banks of Rocky Mountain, Urmas Franosch of West, Stuart Craig of Northwest, Colin Craig of Northern Rocky Mountain, Lou Peterson of Northern Intermountain, Chris Ulm of Intermountain, Lou Awody of Central, and Warren Souther of Alaska. ■

## Nordic Downhill – Telemark Certification Skiing Standards - 2005

	<span style="color: grey;">●</span> <b>Level I - Beginner Zone</b> <i>The candidate is able to...</i>	<span style="color: grey;">■</span> <b>Level II - Intermediate Zone</b> <i>The candidate is able to...</i>	<span style="color: grey;">◆</span> <b>Level III - Advanced Zone</b> <i>The candidate is able to...</i>
<b>Balance &amp; Stance</b>	<ul style="list-style-type: none"> <li>● Maintain lateral and fore-aft balance with hips between feet <b>throughout the entire turn</b></li> <li>● Weight the whole front foot and ball of the back foot (Tele) and over both feet (alpine)</li> <li>● Round the lower back slightly, keep elbows in front of the spine and look ahead</li> </ul>	<ul style="list-style-type: none"> <li>■ Maintain lateral and fore-aft balance with hips between the feet <b>throughout the turn and turn transitions</b></li> <li>■ Regain balance in <b>minor situations in which balance is compromised</b></li> <li>■ <b>Adjust visual focus further ahead with increasing speed</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain lateral and fore-aft balance with hips between the feet <b>through turn transitions in all terrain and snow conditions</b></li> <li>◆ <b>Utilize fine motor adjustments</b> to anticipate ski reaction and create balance adjustments, <b>minimizing the interruption of rhythm and flow</b></li> <li>◆ <b>Employ any skill with either leg at any point during the turn</b></li> </ul>
<b>Lead Change</b>	<ul style="list-style-type: none"> <li>● Blend lead change movements with <b>edge release movements</b></li> <li>● <b>Perform a lead change that allows the skier to edge, turn and pressure both feet effectively</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Perform a lead change with <b>edge change at the same time</b></li> <li>■ Perform a lead change with <b>continuous motion from one telemark stance to another</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Blend simultaneous lead change and edge change with <b>rotary and pressuring movements</b></li> <li>◆ <b>Utilize a variety of lead changes to adapt to terrain and conditions</b></li> </ul>
<b>Edging Movements</b>	<ul style="list-style-type: none"> <li>● Show tipping of the skis starting from the feet to match edge angles in the <b>finish phase of the turn</b></li> <li>● <b>Demonstrate the use of ski design</b></li> <li>● <b>Move the Center of Mass</b> inside the turn in the finish phase</li> </ul>	<ul style="list-style-type: none"> <li>■ Continue tipping of the skis starting from the feet while engaging the new edges <b>simultaneously, with matching edge angles during the shaping phase</b></li> <li>■ <b>Utilize the ski design</b> as a component of turn shape and speed control</li> <li>■ <b>Move the Center of Mass</b> inside the turn in the shaping phase</li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate progressive tipping of the skis from the feet up while simultaneously engaging both edges in the initiation phase</li> <li>◆ <b>Utilize ski design as the major component</b> controlling turn shape in most conditions in most situations</li> <li>◆ <b>Move the Center of Mass</b> inside the turn in the initiation phase</li> </ul>
<b>Rotary Movements</b>	<ul style="list-style-type: none"> <li>● Turn both feet to <b>assist in turn initiation and shaping</b></li> <li>● Maintain a parallel relationship with the skis in the <b>finish phase of the turn</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Make rotational movements of the lower body complement edging and pressuring relationships to <b>assist edge engagement and direction change</b></li> <li>■ Maintain a parallel relationship with the skis <b>throughout the shaping and finish phases of the turn</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Use rotational movements of the lower body in <b>conjunction with edging and pressure control movements through the turn unless required by terrain or task</b></li> <li>◆ Maintain a parallel relationship with the skis and <b>consistent width track throughout the turn and turn transitions</b></li> </ul>
<b>Pressure Control</b>	<ul style="list-style-type: none"> <li>● Demonstrate pressuring movements <b>during the finishing phase of the turn</b></li> <li>● Maintain pressure on both feet <b>through the shaping phase</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrate pressuring movements <b>during the shaping phase</b></li> <li>■ Pressure both feet <b>throughout the turn</b></li> <li>■ <b>Maintain ski-snow contact with both skis</b></li> <li>■ Regulate pressure through minor terrain variations with <b>minimal interruption</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Actively manage pressure <b>throughout the turn and through turn transitions</b></li> <li>◆ Regulate pressure distribution between both feet <b>throughout the turn in all conditions</b></li> <li>◆ Maintain ski to snow contact <b>unless tactics/conditions demand otherwise</b></li> <li>◆ Use pressuring movements to <i>regulate</i> pressure and turn forces while maintaining turn shape and accuracy</li> </ul>

Refer to the Nordic Technical Manual (2005) under "Visual Cues for Effective Nordic Downhill" or further detail on technique.



### Application

<span style="color: grey;">●</span> <b>Level I - Beginner Zone</b> <i>The candidate is able to...</i>	<span style="color: grey;">■</span> <b>Level II - Intermediate Zone</b> <i>The candidate is able to...</i>	<span style="color: grey;">◆</span> <b>Level III - Advanced Zone</b> <i>The candidate is able to...</i>
<ul style="list-style-type: none"> <li>● Teach the public through the Beginner/Novice zone</li> <li>● Demonstrate an ability to develop a relationship of trust between teacher and students</li> <li>● Identify learning styles and preferences and cite examples of how to use them in a lesson</li> <li>● Recognize the <i>stepping stones</i> concept and identify a pathway to learning based on the needs of students specific to the instructors home area</li> <li>● Handle a class based on group energy level, conditions, safety, and lesson content</li> <li>● Predict and meet the needs of specific groups (i.e., children, seniors, men)</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach the skiing public through the Intermediate zone</li> <li>■ Identify the personality traits and learning preferences of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences</li> <li>■ Work with ranges of student performance and personalities within a group; maintain group cohesiveness and a personal, emotional attachment with students and the learning environment</li> <li>■ Make technical lesson content decisions based upon both movement analysis observations and student desires and needs; applying the <i>stepping stones</i> concept beyond the Beginner/Novice zone</li> <li>■ Demonstrate an effective balance between the amount of information and the amount of practice time; display an effective use of teaching activities</li> <li>■ Develop accurate lesson plan options that tailor lesson situations to individual needs and goals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teach the skiing public through the Advanced zone</li> <li>◆ Account for the mental, emotional, social, and physical cues encountered with students in most lesson situations</li> <li>◆ Creatively utilize the conditions of the day to ensure safety and create unique experiences for students</li> <li>◆ Make technical lesson content decisions based upon specific movement analysis observations, as well as non-movement factors (mental, emotional, physical)</li> <li>◆ Demonstrate an ability to encourage students to become responsible for their own learning</li> <li>◆ Lessons are characterized by a continuously developing lesson plan based on observations and the development and adjustment of guest goals; rather than a preconceived lesson plan based upon initial perceptions</li> </ul>

*continued next page*

# What Goes Down Must Come Up.... Climbing Efficiently on XC skis

by Julie West

PSIA-E Nordic Track/Skate Dev Team  
School Director, Garnet Hill XC Ski Center  
North River, NY

**O**K, so maybe we consider ourselves a special breed of humans. Some think we're crazy. We love going downhill on skis - the excitement, the challenge, the adrenaline rush... and every bit as much as that, we love going uphill on skis - the excitement, the challenge, the endorphin rush... We don't rely on fossil fuels to get us back uphill. We rely on our breakfast, our muscle and aerobic capacity, and, you guessed it - technique. Does this sound like you? If so, read on, and get to the top faster and easier.

For both classic and skate skiing, there are some fundamental rules that go across the board. Your hips need to stay over your feet. You'll hear this no matter what type of skiing you do, uphill or downhill. When you're going uphill, this is absolutely crucial to maintain momentum, glide, and good kick. Another rule is that the pushoff should be quick and powerful (both skating and striding). So let's get to the nitty gritty:

## Classic Skiing

It's well known that jogging up a hill gives you better grip. Why? Because the jogging motion sets your wax pocket down firmly and right on time, with your weight over your foot. The jog is a solid way to go up hills, but there's one thing lacking - glide! It'd be nice to get that rock solid kick and also some glide. Here are some drills to help you with both. Don't think about them all at once. Try them one at a time, and later you can start incorporating them together:

- First of all, look up! This raises your torso and gets your hips forward, so you will push off of a fully weighted ski.
- Increase the tempo of the stride as the incline increases. Shorter strides, faster turnover.
- When you stride up the hill, practice driving your foot forward and setting your heel. Rather than focusing on the pushoff, think about driving that gliding foot right up the hill.
- Now, try to start your pushoff (I'm using the terms "pushoff" and "kick" interchangeably) with your heel. Feel the whole foot involved in the pushoff, not just the ball of the foot.

- While doing the above, allow your hip to naturally swivel and follow the foot that is driving forward. In other words, don't let "blocked hips" limit your stride length.

- Focus on a powerful, quick, and snappy leg compression when you kick off. Your knee should snap downward as you flex your ankle - the movement is intense and quick to set your wax.. Picture the crack of a whip - that's how snappy it should feel.

The goal of these drills is a perfectly timed kick. Most slip on the hills has to do with "late kick", or a sluggish kick that is happening weakly off the ball of the foot when the weight has already started shifting to the next gliding ski. The kick ends up going back rather than straight down as it should to give you a firm platform from which to slide forward up the hill.

I should mention that you won't even feel the need for these subtle techniques if you aren't using waxable skis, unless you are slipping on your no-wax skis. Waxable skis allow more glide, but they require good technique with the timing of your kick. If you intend to do some racing, or just want to take your technique (and fun) to a whole new level, get some waxable skis and learn how to use them.

## Skate Skiing

Once again, keeping the hips forward is crucial. If the hips fall back, the skis will stall out, and every skate step will be like starting over and require enormous quadriceps and triceps work. Here are some drills for uphill skating:

- As the hill increases, so does your tempo, and the glides become shorter (sound familiar?).
- Using no poles at first, flex the ankles. Allow your whole body to fall forward in this way, from the ankles. In order to keep from falling on your face, you will need to step forward. If you keep falling forward, you need to keep stepping forward, and skating up the hill. Note that you are stepping forward to keep up with your hips. At no point do your hips fall behind your feet with this drill. The physics of this, along with quick feet, get you up the hill - it's like magic!
- Another way to feel this efficient position is to slide down the hill in a backwards snowplow. Then stop quickly. To do that you'll be flexing the knees and ankles and sinking lower. Freeze in that stopped



position and take note of where your hips, knees, and ankles are. Continue skating up the hill in this flexed position. (Note that this is also a good drill for the herringbone in classical skiing.)

- As you skate uphill, focus on quick, dynamic feet. Keep the feet moving. There should be a continuous flowing movement. Think "quick feet!"

- Practice different tempos. Skate uphill, counting your tempo (1,2,1,2). Now try to increase that tempo with quick feet and the above exercises.

- When you add poles, let the poles match the tempo of the feet. The poles will grab quickly, there will be little or no follow-through behind the body, and they will recover quickly to the plant position.

- Minimize side-to-side upper body movement. Look ahead and try to keep the head centered and your torso facing up the trail. Fewer extraneous body movements means more efficient skiing and more of your energy going up the trail.

- Start your poling with a focus on an abdominal crunch. However, at no point should you bend forward at the hips! (This causes them to fall back). Keep the crunches high and short, matching the tempo of your feet.

I also need to mention transitions, as one of the easiest and most fun ways to get up hills is to use the momentum from the last downhill to carry you up the next. For classic skiing, as you reach the bottom of the hill at high speed and start to climb, throw in some double poles, and then some kick/double pole, before you go into your diagonal stride. What you do, and how many, is determined by the terrain, but practice reading the terrain and flowing smoothly from one technique to another to maintain your momentum. You lose a lot of momentum if you go right from a tuck to a diagonal stride.

For skating, the natural transition flow as you bottom out and start to climb would be from a free skate to V2 alternate, to V2, and then to V1. If you practice this, and practice uphill V2 (with quick feet and arms), you might find you'll be able to pop up and over smaller hills without even needing the V1. This is an incredible feeling whether you're racing or not!

The concept of keeping the hips over the feet can also be applied to backcountry skiing. Picture going up a narrow trail (without skins) and needing to herringbone. You need to carefully place your feet, and then quickly shift your weight so your hips are over the new ski. From that centered position you can plan your next foot placement (around obstacles, in the powder, etc). Be conscious of your body position. This will result in fewer tiring slips, which leave you elbow deep in powder or against a tree, with your skis stuck at some bizarre angle. Know the feeling?

The beauty of XC skiing is that all the terrain, both up and down, challenges you, and you have endless opportunities to refine your technique. You'll never get bored! ■



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## Experiential Learning – Another Point of View

by Larry Dean

PSIA-E Alpine Level III

PSIA-E Region 6 Ed and Cert Committee  
Windham, NY

After reading “Experiential What?” in the Fall 2005 issue of the Snow Pro, I wanted to share with the membership some other points of view regarding the Experiential Learning Model.

To start with, the Experiential Learning Model is part of the theory developed by David Kolb, Professor of Organizational Behavior, who as far as I know is not a PSIA Certified Ski Instructor. There are alternative points of view even within his field of organizational behavior, such as that of Tennant (1997), who developed a model including steps for both information assimilation and memorization in the learning process.

The article in the Fall issue states that if our student is not primarily a “Feeler” in the learning styles, then using the Experiential Learning Model may lead to resistance. At this point in the lesson it may be a much better idea to return to the American Teaching System with a skill based focus in your teaching rather than using an experiential-only based system that tends to take much longer to have success. There is no quick fix with learning; however, I believe that with the proper coaching and skill development we provide as instructors, our customers gain shortcuts to get the results they desire in their performance on the slopes. Certainly, any person can buy a pair of skis, never take a lesson and become a skier purely through experience on the snow. The customer hires us to give them lessons to save the time it would take to figure this out alone with no help. Even a proficient skier can gain by the further skill development we provide through the American Teaching System.

The article also points out that discussions of body parts often leads the learner into moving mechanically or robotically. I don’t agree with

this. In ATS there is absolutely no problem with an instructor teaching exercises or progressions that include a focus on a particular body part (ex. ankle, knees, hips, legs, feet, head, shoulders, etc.). After all, we are teaching a dynamic motion activity in skiing. As an example, if the instructor teaches the skier to hold the hands in front of the body to help keep them in balance, then, yes, the skier may hold their hands in a static position. With skiing being a motion sport, the effective instructor may include the proper pole swing and pole plant, as well as describing the motion of their arms and hands to enhance balancing movements. There is nothing static about good skiing, outside of looking good standing in the lift line. Everything we teach with skiing is in motion.

Over the previous 9 years that I have been a Level III instructor, I’ve had the opportunity to ski in many Masters Academies with members of the PSIA National Demonstration Team. I can’t think of one time, in all of the great instruction that I received, where my clinician taught us using the Experiential Learning Model. Of course, we all realize that experiencing the most effective and efficient ways to ski is all part of the American Teaching System. You can’t expect to learn a physical sport by only reading a book. Any reading material and verbal instruction is used to complement the experiences we have on the hill. Our guests get the best results from ski instructors who are effective teachers of ATS, where they further develop the skills of Balance, Steering, Edging, and Pressure Control Movements.

The American Teaching System is alive and well. Let’s all work together to keep it this way. ■

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more  
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Turns”  
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## Turning ¢

by George Graham

PSIA-E Alpine Level III

Methuen, MA

The emphasis of this article is to promote foot sensitivity in combination with edge skill development by concentrating on forming mental images with the soles of our feet. In the 1968 Winter Olympics, Jean Claude Killy won three Olympic Gold Medals, and he was asked, “What sets you apart from the rest of the competition?” He gave a simple answer: “I feel the snow”, and he was right on the money.

On flat terrain, and with the feet comfortably apart, ask your students to close their eyes and imagine that there is a dime (any coin will do) inside their ski sock and in the middle of the sole of both feet. Somewhere under the arch area would be a good location. With their eyes remaining closed, ask your students to concentrate on feeling the dime only with the sole of each foot until they can tell you whether the coin is heads or tails. Not every class member will respond, but that’s OK; we want to get them concentrating on what the bottom of each foot is experiencing. Encourage your class to press down on the edges of the coin, and to try to get both coins up on edge – where, at that point, you will immediately notice boot-to-ski transmission. Before skiing downhill, reinforce the sensitivity that was just experienced, and ask that they continue this imagery and discovery while in motion. All too often, the brain gets in overload when trying to concentrate on other biomechanical forces while skiing, so keep it simple and think Feet First.

Feedback is very important, so ask each class member, “Was it heads or tails, and did you feel the edges of the coin, and when did you feel the edges of the coin, and when was the coin flat?” I have experienced noticeable improvements with my clients in a very short period of time using this sensory exercise. If it makes ¢, try it! ■

This section is utilized for the publication of articles from the membership, and we invite your active participation. Content reflects the opinion and knowledge of the writers only, and is not to be interpreted as official PSIA-E information.

**PROPOSED AMENDMENTS TO BYLAWS OF  
PROFESSIONAL SKI INSTRUCTORS OF AMERICA - EASTERN DIVISION  
Proposed for adoption effective June 2006**

**Notice – All Eligible Voting Members**

**Proposed Bylaws Amendment Questionnaire**

The PSIA-E Board of Directors has proposed the following Bylaws amendments for your consideration and feedback. **The proposed Bylaws amendments will be voted on by the Board of Directors at their June 9-11, 2006 meeting for immediate adoption.**

**Questionnaire Eligibility:** Eligible voters consist of all Level II and Level III members, plus Level I members with at least three (3) consecutive years of membership as of October 1, 2005.

**Amendment Process:** This notice meets the Bylaws requirement to notify the membership prior to any final Board action on the Bylaws, and includes the required questionnaire which you are requested to return. Final Board action will take into account the response received from the voting membership. Eight (8) affirmative Board votes are required to amend the Bylaws.

**Please return the attached questionnaire postmarked no later than May 1, 2006.**

**Reason for amendments:** All proposed amendments are the result of an extensive review, recommendation and discussion process conducted by the Governance Task Force and PSIA-E/AASI Board of Directors and is intended to ensure equity and efficiency in the association's governance policies and practices.

**Important Notes:** Only affected Bylaws articles and sections are listed. For space considerations, only language relevant to proposed change is included. (~~Strike-through text to be deleted~~, underlined text to be added, plain text is unchanged from previous Bylaws)

**ARTICLE II  
CODE OF ETHICS**

**SECTION 2.1 - THE CODE** (AMENDED 12/12/90, AMENDED 10/20/02). In order to fulfill the purposes of the Association, as set forth in Article I, the rigid observance of this Code of Ethics is required by members:

- (e) No member shall issue threats or harassment of any kind against a resort guest or employee, another member or professional staff of the organization.

**Rationale:** The BOD voted unanimously to recommend to members that the Code of Ethics should be expanded in definition to include such areas as sexual harassment and other "non-commercial" breaches of ethics.

**ARTICLE III  
MEMBERSHIP**

**SECTION 3.8 - INACTIVE MEMBER** (AMENDED 8/28/78, 9/7/80, 12/12/90, 6/4/94, 6/2/96; RENUMBERED 4/4/92). Any Certified Level I, Certified Level II or Certified Level III member who desires to remain current and informed on professional snow-sports teaching trends, or may in the future desire to regain active status, may become an Inactive member for a period as established from time to time by the Board of Directors, provided (s)he shall submit written testimony that (s)he will: 1) No longer seek or accept teaching positions, and 2) pay the dues as established for Inactive members by the Board of Directors. Voting rights will be suspended during this period. Active status may be gained by fulfilling those provisions established by the Board of Directors.

~~**SECTION 3.10 - RETIRED MEMBER** (ADDED 12/12/90; AMENDED 6/4/94 9/28/98, RENUMBERED 4/4/92). Any Certified Level I, Certified Level II, Certified Level III, or Inactive member who desires to remain affiliated with the Association, but does not intend to teach any longer, may become a Retired member provided (s)he shall submit written testimony that (s)he will: 1) No longer seek or accept teaching positions, and 2) pay the dues as established for Retired members by the Board of Directors. Retired members do not have voting rights, nor may they return to Active status, except under the provisions for reinstatement of administratively expelled individuals as stated in ARTICLE VI, SECTION 6.6 (b).~~

**Rationale:** The BOD voted affirmatively to recommend to members that Retired and Inactive membership categories can and should be combined into one "Inactive Member" category.

**SECTION 3.12 - VOTING RIGHTS** (RENUMBERED 12/12/90, 4/4/92; AMENDED 8/28/78, 10/31/82, 12/12/90, 4/4/92, 6/4/94). ~~Certified Level II and Certified Level III Members shall be entitled to vote; to sign petitions; to present motions or resolutions; or to nominate or elect Directors. A Certified Level I Member shall have the same voting rights as Certified Level II and Certified Level III Members upon completion of three (3) continuous years of membership in the Association. All members may vote, sign petitions, present motions or resolutions and nominate or elect Directors in their second year of membership (that is, after paying dues for a second membership year). Any Honorary or Life member who was qualified to vote at the time of appointment shall retain voting rights.~~

**Rationale:** After discussion about possible expansion of voting rights, the BOD voted unanimously to recommend to members the above language and policy change regarding voting. This would include Registered members as well.

**ARTICLE VI**  
**CENSURE, SUSPENSION AND EXPULSION**

**SECTION 6.3 - PROCEDURE TO INVOKE CENSURE, SUSPENSION OR EXPULSION.** (AMENDED 10/20/02)

- (e) In the event a member is censured, suspended or expelled, (s)he shall have a period of three (3) months from the date of such notice within which to file an appeal pursuant to the provisions of Section 6.5.

**Rationale:** The BOD voted unanimously to recommend to members that suspension should be included as an option within this section.

**ARTICLE X**  
**GEOGRAPHIC REPRESENTATION**

**SECTION 10.3 - ELECTION OF GEOGRAPHIC REGIONAL REPRESENTATIVES AND COMMITTEE MEMBERS** (AMENDED 12/1/76, 4/13/79, 10/31/82, 4/4/92, 9/28/98, 10/22/01, 10/20/02, 10/19/03).

- (a) Qualified candidates for the Board of Directors, as defined under Section 12.3, shall be classified into two groups.
- ~~1- Those not having an employment affiliation that results in an IRS W-2 with the Association.~~
- ~~2- Those having an affiliation that results (or could result) in their receiving an IRS form W-2 from the Association.~~

- 1- All non-examiner education staff and regular members in good standing.
- 2- Examiner and ETS staff in all disciplines.

**Rationale:** This bylaws language change is required instead of the current W-2 and 1099 definition, which will need to change due to office tax filing requirements.

**ARTICLE XII**  
**BOARD OF DIRECTORS**

**SECTION 12.3 - QUALIFICATIONS** (“TERM OF OFFICE” DELETED 9/26/92) (AMENDED 8/28/78, 6/4/94 6/2/96, 10/20/02; RENUMBERED 9/26/92). ~~Only members who have been Certified Level II or Certified Level III Members for at least two (2) years prior to the date of nomination shall be qualified to hold the office of Director. An individual must be a certified level 1, 2 or 3 member in his/her fourth year of continuous membership to be qualified to serve on the Board of Directors.~~ No full-time, year-round employee of the Association, as defined from time to time by the Board of Directors, may hold a position on the Board of Directors. This includes full-time office staff and year-round discipline coordinators.

**Rationale:** The BOD voted unanimously to recommend to members to include Level 1 members with minimum of 3 completed years of membership as also qualified to run for BOD office.

**SECTION 12.4 - REGULAR MEETINGS** (AMENDED 12/1/76, 10/31/82, 4/4/92, 10/22/01; RENUMBERED 9/26/92). Regular meetings of the Board of Directors shall be not less than one (1) time per year and shall be held at such times and places as the Board may from time to time determine. ~~At the first meeting following each annual elections, the outgoing and incoming Directors shall meet for the purpose of permitting the Directors most recently elected to be seated on the Board; to nominate and elect officers for any open positions from among the qualified members, as described in SECTION 13.4, to serve the forthcoming term, to conclude any business related to the changeover, to exchange office properties, and to appoint chairpersons of the standing committees. Outgoing Board members will complete their terms on March 31 and newly elected Board members will begin their terms on April 1 of each year. The Order of Business of each Board meeting will include review and approval of previous minutes, reports from officers, staff and committee chairs as well as any old and new business to come before the body.~~

**Rationale:** The BOD voted unanimously to recommend to members that the bylaws reflect the current practice related to scheduling and attendance of representatives at Board meetings.

**SECTION 12.9 - VOTING** (RENUMBERED 9/26/92). At all meetings of the Board of Directors, all questions, the manner of deciding which is not specifically otherwise regulated by these Bylaws or by law, shall be determined by a majority vote of the Directors present. Each Director shall have one (1) vote and shall not be permitted to vote by proxy. E-mail voting shall not be allowed. Conference call voting may be allowed but only as an alternative when meeting as a group is deemed impractical.

**Rationale:** The BOD voted unanimously to recommend to members that voting practices be specifically detailed in the bylaws language.

**RECOMMENDED NEW SECTION**  
**12.15 – FINANCE COMMITTEE**

(a) Composition: The Finance Committee shall be comprised of the Association Treasurer (as chairperson) and additional Board members as recommended by the President and ratified by the Board. Members shall be appointed annually, shall serve until a member’s successor is duly elected and qualified or until resignation or removal. The Executive Director shall be an ex officio member.

(b) Purpose and Responsibility: The purpose of the Finance Committee is to assist and advise the Board of Directors on matters of Association finance, annual budget, revenue needs and sources as well as operational and capital expenditures. The Committee shall have the following duties and responsibilities: Review and make recommendations to the Board on long-term financial policy; the annual operating budget and capital expenditures; levels for membership dues and pricing for events.

**Rationale:** The BOD voted unanimously to recommend to members that the bylaws should include provision for a Finance Committee to serve the BOD in matters of financial oversight of the organization.

*continued next page*

**ARTICLE XIII  
OFFICERS**

**SECTION 13.4 - QUALIFICATIONS** (AMENDED 8/28/78, 4/4/92, 9/26/92, 9/28/98, 10/22/01). Any duly elected member of the Board of Directors, ~~who has served at least one immediately preceding prior term of office as a member of the Board of Directors;~~ may be elected an officer. ~~In the event less than four (4) Board members have an immediately prior term on the Board;~~ those with earlier experience, that are willing to serve as officers, will be elected. The remaining number of officer positions may be filled by any other members of the Board of Directors. ~~The above notwithstanding;~~ At least two (2) elected officers must be members of the Board as defined under Section 10.3(a)(1).

**Rationale:** The BOD voted unanimously to recommend to members that officer elections be opened up to all sitting members of the Board of Directors in order to provide greater flexibility and choice in determining volunteer leadership for the association.

**SECTION 13.11 - VACANCIES.** (AMENDED 10/22/01) The vacancy in any office shall be filled for the unexpired portion of the term by the Board of Directors from among its members as outlined in Article XIII, Sections 13.2, 13.3, 13.4 and 13.12. An officer losing a regional board election retains the officer seat until a successor is named.

**Rationale:** The BOD voted affirmatively to recommend to members that there be an addition to this section dealing with election-related vacancies. For example, a BOD member serving as Secretary or Treasurer loses a BOD seat and ends BOD term on March 31. In such a case, the person would retain the officer seat “until a successor is named” with the practice being that would take place at the next BOD meeting (in June).

**ARTICLE XX  
AMENDMENT OF BYLAWS**

**SECTION 20.2 - BY THE BOARD OF DIRECTORS** (AMENDED 4/13/79, 10/31/82, 4/4/92). The Board of Directors may amend or repeal the Bylaws at any regular or special meeting of the Board provided that notice of such proposed action is given in the Association Newsletter or by mail to the membership at least thirty (30) days prior to the date the Board adopts such amendment or repeal. Furthermore, the notice shall contain a questionnaire to be returned by each member advising the Board of the member’s approval or disapproval of the proposal. Eight affirmative votes shall be required to pass any amendment or a repeal of any part of these Bylaws by the Board of Directors. In addition, the Board may amend bylaws language for the purpose of clarification of existing policy or for document reorganization only, with no revision or addition to existing policy, by a majority vote at any regularly schedule meeting of the Board of Directors.

**Rationale:** The BOD voted unanimously to recommend to members that minor changes to the Bylaws dealing with language and structure ONLY (not policy changes) be an option for Board action in the interest of operational efficiency.

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## Bylaws Return Questionnaire

This is YOUR association. We want to hear from you on how it is governed and managed! If you are an eligible voter, please take the time to fill out and return this questionnaire to be postmarked no later than May 1, 2006. Mail to: PSIA-E Bylaws, 1-A Lincoln Ave., Albany, N.Y., 12205.

I agree with the bylaws revision as proposed:

I am not in favor of the following revisions:

Section: Comments: \_\_\_\_\_  
\_\_\_\_\_

Section: Comments: \_\_\_\_\_  
\_\_\_\_\_

Section: Comments: \_\_\_\_\_  
\_\_\_\_\_

# Notice for Members in Regions 1 & 2

**Eligibility to Vote:** Eligible voters are all Level 2 and Level 3 members, plus Level 1 members with three consecutive years of membership as of February 15, 2006. Voters are eligible to vote in only one region. Your designated region for voting is the one in which you live, unless you have specifically instructed the PSIA-E office, in writing, that you wish to be recognized as a member of the region of your snowsports school work affiliation.

**Voting Process:** Please review the election candidate profiles and voting rules on preceding pages to determine the contests within your region. Then use the ballot on the bottom of this page to cast your vote. You must return this original ballot with your mailing label attached on the reverse side. Photocopies and faxes will not be accepted.

**Board Candidate Eligibility:** Please note that in compliance with PSIA-E Bylaws Section 10.3.A, only one candidate having

an education staff employment affiliation with PSIA-E may be elected in each region. Candidate employment with PSIA-E/AASI is indicated where applicable.

**Return of Ballots:** Completed ballots are to be mailed directly to: PSIA-E Election c/o Dorfman-Robbie Certified Public Accountants, P.C., 6 Wembley Court, Albany, N.Y., 12205-3831. **Ballots must be postmarked no later than March 6, 2006 to be valid.**

**Results of Voting:** Election results will be announced at the Spring Rally during the Annual Meeting on Sunday, March 26 and in the Spring issue of the SnowPro. The PSIA-E Board of Directors will approve the appointment of any unfilled positions at their June 9-11, 2006 meeting. If you are interested in being considered as a designate for an open position, notify Michael Mendrick, in writing, at the PSIA-E office as soon as possible.



## PSIA-E/AASI BALLOT FOR REGION

(Please enter your region number)

Mail to: PSIA-E Election c/o Dorfman-Robbie, 6 Wembley Ct., Albany, N.Y. 12205-3831

**Instructions:**

- 1) Print the name of the candidates of your choice on the lines provided.
- 2) Vote for only one candidate per position.
- 3) Write-in votes will not be considered for any position.
- 4) Only this original ballot, with mailing label attached on reverse, will be accepted. No faxes.
- 5) Ballot must be postmarked by March 6, 2006.

<b>Board of Directors</b>	
First Representative _____	
Second Representative _____	
<b>Elected Committees (Region 1 AE&amp;C Committee only)*</b>	
Alpine Education & Certification _____	
Snowsports School Mgt. _____	To be appointed _____
*(Region 1 SSM Committee Rep and Region 2 Alpine Ed & Certification Committee and SSM Committee Reps to be appointed by BOD as there are no candidates)	

## PSIA-E/AASI

Alpine / Snowboard / Nordic Downhill / Adaptive

# Spring Rally

at

## Mount Snow, VT

**March 25-26, 2006 (Sat – Sun.)**

\$152.00 includes clinic, lifts, races, cocktail party & banquet

**Registration Deadline: Friday, March 3, 2006**

**Headquarter Lodging: Mount Snow Grand Summit**

Special Lodging rates are available for PSIA/AASI members  
at select Mt Snow properties

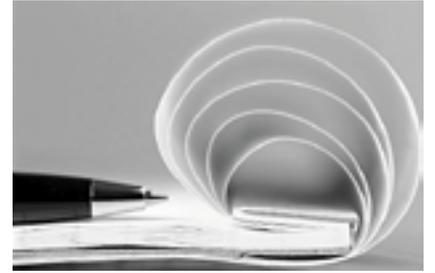
Reservations can be made by calling 800-817-0764  
and identifying yourself as a PSIA-E member attending Spring Rally

### Annual Membership Meeting

**Sunday, March 26, 8:00 AM**

Grand Summit Lodge, Raponda South room

*The Spring Rally is NOT open to non-members.*



### Upcoming *SnowPro* Copy Deadlines

Spring – 3/15/06

### Writing Guidelines

General member submissions to the *SnowPro* should not exceed 1000 words and should be sent to psia-e@psia-e.org as an MS Word document attachment. Please see additional submission guidelines on page two under General Information.



Professional Ski Instructors of America  
Eastern/Education Foundation

1-A Lincoln Avenue  
Albany, NY 12205-4900  
Phone: 518-452-6095

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