



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



I'm Back!  
See me in  
the  
centerfold.

## Inside Scoop for Passing a Skiing Exam

by Mermer Blakeslee  
PSIA-E Examiner  
Former Member, PSIA National  
Alpine Demo Team

### Prepare for Superficial Inconsistencies

I've heard many candidates complain about "inconsistency" during a skiing exam. When I've asked for details, they've often referred to the width of an examiner's wedge, or the speed of another's open parallel, or the time of match in a christie - and, I thought (and sometimes said), *that's great!*

Any exam worth its salt attempting to test a teacher's skiing skills *should* show a healthy variation of these superficial characteristics. As teachers, we must accommodate a wide range of students skiing an equally wide range of equipment in varying terrain and conditions. When we teach a student who skis very slowly, we don't say, "Excuse me, but you must keep up with my open parallel. I ski that skill level at only one speed." Just the same, if one examiner asks for a wedge that is a little wider, and the next asks for one a bit narrower, we should be prepared to show our adaptability as we would in every lesson we give. If our exams (especially at Level 3) become a series of cookie cutter final forms, they would not reflect the skiing required for the real job of teaching.

Speed and width of stance are just two examples of superficial inconsistencies that a candidate should prepare for; not just to pass the exam, but to accommodate the often wildly diverse demands of effective teaching. Here are a few more:

- \* speed/pace
- \* stance width (size of wedge, open track, etc.)
- \* pole use (swing the poles in this demo, or not?)
- \* amount of vertical motion

- \* time of matching in wedge (or spontaneous) christies
- \* radius
- \* amount of carve vs. amount of skid (very dependent on equipment)

When I train teachers interested in taking an exam, I ask them to modify each of these characteristics *on demand* in their lower level skiing. They should be able to demonstrate an open parallel that's quite skiddy, but also be able to speed it up, add more edge and approach dynamic skiing - what I call the full continuum of open parallel from sloppy to slick. This range is especially important with the advent of short, very shaped skis. Some athletic students are making snazzy railroad track turns in a week. But, even if we naturally adjust our demos to the needs of the day when we teach, it is important to prepare. I have known teachers who adapt effortlessly in front of a student, but get thrown by the same variations in a test. I even suggest to candidates that they ask the examiner which modification he or she prefers (e.g. "Would you like me to ski the open parallel with more skid like you did, or faster and with more carve, like we were asked to do yesterday?"). In training, I often set up a circle ski so I can vary one or two characteristics each time around, asking the rest of the group to simulate what they see me change. In a spontaneous christie, let's say, I'll slow down by turning more across the hill. That means the timing of the match will *naturally* vary (so there's no need to worry about it). What should *not* change are the underlying movements, such as the skier's stance, balancing, and steering (*how* the match occurs). This gets me to the next topic: *What should remain consistent throughout an exam.*

### Know What Examiners are Really Looking At

As an examiner, I have never failed a candidate for skiing a demo with different superficial characteristics from my own; let's say, with

a narrower stance, faster, or with more edge. I *have* failed candidates, however, for not adapting their demos when asked because of a habitually ineffective movement; or, because a bad or outdated habit was revealed when a candidate did try to adapt. All the more reason to practice these variations while *maintaining efficient movements*. Here are some of the movements that should remain consistent (don't obsess over the wording - this is not an "official" list):

- \* Stance: Are the hips, knees, and ankles relaxed but ready for a fluid extension/flexion?
- \* Balancing: Is the direction of movement *toward* the desired path? Are the hips or the head/shoulders retreating?
- \* Use of ski: Is the ski moving forward through the turns or (unintentionally) being pushed sideways? Tips first and tails following?
- \* Ski-snow interaction: Can both skis be turned in whatever shape is desired? Can they slip sideways when asked? Can they stop slip-

*continued on page 3*

### ON THE INSIDE

Editor's Desk	2
Executive Tracks	4
Around the Regions	9
AASI Evolving	12
2002-03 Event Schedules	starts 14
The Wizard's Words	centerfold
Nordic Event Descriptions	22
Region I & II Election Rules	30



Bill Hetrick,  
Editor

## Growth and Stability through Member Service

Over the past couple of decades - at least - and maybe even longer, the top priority of the PSIA-E Board of Directors has always been member service. This is a challenge because of the type or organization we happen to be.

All of the PSIA divisions were born out of the need to certify ski instructors. Thus, of necessity, the early top priority was given to the certification process, including all of its standards and processes. If we were an organization of, say, recreational skiers, with no education or certification standards to be concerned about, the task of member satisfaction and service would be much simpler to address. However, we have the dichotomy of member service and educational standards to always challenge our policy-makers. The challenge is to maintain that delicate balance between service and benefits, and the integrity of our educational standards. Between the personal needs of members and the philosophical needs of the organization.

Fortunately, our education and validation (i.e. certification) standards and process has become well developed and stabilized over the years. At the same time, our organization has grown to over 11,000 members. Thus, the perceived needs began to shift from those concerned with education/certification to concerns about the growth and stability of the organization. The development and stability of the education and certification sector, while always needing to be fine-tuned, is pretty well set.

So, as we ended the 1900s and entered the 2000s, a number of very aggressive programs have been put in place to address the new challenge - namely, maintaining our stability through the satisfaction of an increasingly diverse population of members. That is, the need to bring in new members, and, once in, build a strong organization by keeping them as members.

If you have not already done so, take a good look at the article on the back page of the Early Fall, 2002 SnowPro. It announces a great new **reinstatement policy** for individuals who allow their membership to lapse, and who were in good standing when they left. This policy is a major positive step forward for PSIA-E and for its members. In the past, many members who allowed their membership to lapse, and then desired to return, found that they had to return at a certification level lower than they had earned. This new policy allows any lapsed member in prior good standing to return at their certification level earned. Naturally, there

are escalating educational and financial requirements, depending upon the time out. The policy even allows for the inclusion of prior lapsed members who came in under the previous policy and had their level reduced. This new policy is an initiative aimed at fairness to all concerned, and the goal of assuring the stability of the association.

This new policy is in keeping with the spirit of other initiatives in recent years, all aimed at the same goals of fairness, growth and stability:

**Inactive Status** - Years ago we instituted a leave-of-absence policy that allows members to go inactive for periods of time without losing their level of certification, and with ease of reentry to active status.

**Students** - A couple of years ago we instituted a policy that gave a dues reduction and educational re-up cycle reduction to full-time college students. That policy was subsequently expanded to high school students as well.

**Seniors** - We recently also implemented new senior member policies that provide for reduced dues and re-up cycle requirements, and also provide for automatic Life Membership at a certain age, if qualified. In addition, the educational programming now includes an expanded number of senior-only clinics for those who choose to be part of the "Senior Tour".

The Board is presently looking at the possibility of a policy that would establish an "associate" type of membership category for youth/juniors who have relatives who are currently members of PSIA-E. Also being studied is the possibility of a "family membership" rate. Both of these are only under study at present, but have the possibility of approval if they are viewed to be practical and financially feasible.

All of these initiatives can be viewed by members as evidence of the sincere and intense interest of the Board of Directors to provide the highest possible level of service to PSIA-E members. All of this while maintaining our high level of educational requirements. PSIA-E will continue to be a leader on the member-service and member-education fronts.

Be sure that you're familiar with these policies as a member of PSIA-E, and be prepared to share the information with prospective members, with current members who are questioning how they might be able to retain their membership, or with past members who want to reenter. There are many life circumstances to deal with today, and we need to be prepared to address them for our members. We need to attract and retain as many strong members as possible.

If you need additional information of any of the policies discussed above, please contact the PSIA-E office in Albany, NY.

Thanks, and here's wishing everyone a wonderful fall season, and a winter filled with cold temps and lots of snow. ♦♦



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## inside scoop, continued from page 1

ping and move forward again? Can they both make clean tracks in the snow? etc.

\* Active legs against a relatively stable upper body.

In the circle ski I mentioned (doing spontaneous christies), I will check if the tips of a candidate's skis move down the hill with the tails following, or if the tail of the uphill ski is pushed back up the hill to create a stem. (I also train teachers to do old-fashioned stem christies. They can be helpful in all-terrain skiing.) In the match, I watch to see if the candidate is steering the inside ski into a parallel, with the pivot point right under the foot rather than pulling the uphill boot next to the downhill one with the pivot point at the tip. Is the candidate's torso headed in the direction he or she is going? Or, does it twist about, first up the hill, then down? And, most important, I will watch the candidate's stance and balancing - both somewhat different (but don't worry about the semantics).

Stance is static and should be fiddled with in a recommended boot shop. With a good stance, you feel that you can jump off the snow at any moment when you're skiing, even if you choose not to. (But your boots will never be perfect, so don't make yourself crazy.) Balancing means moving forward along with your skis so you can steer or adjust the edges of *both* skis at will, without first needing to make a gross adjustment; or worse, a winch from God. (If we're having fun and stretching our skills, we'll need divine winches occasionally, but, hopefully, not in every turn or in our lower level skiing.)

If a person is "back", (what I call retreating from the intended path), I will check to see when that retreat happens (is it in the fall-line consistently?), as well as with which body part. This is important because we usually retreat in one of two ways - with our heads or with our hips. I make this distinction because the cure for each way of retreating is different. For most of us, our style of retreat will never fully disappear in our upper level skiing, it will only diminish. Still, a blatant retreat in lower level skiing is not passable. This intractable standard protects students (especially young ones) who are very susceptible to our image - what we visually communicate.

### Train for Both: Maintaining Helpful Movements while Varying (on demand) the Superficial Characteristics of Each Demo

This is not always easy. Last winter, I asked a candidate I was training to slow down her open parallel. Each time she steered her skis a bit more across the hill, she would draw her head and shoulders back. It was an old prob-

lem she had cured in most of her skiing, but it popped up again in this particular version of an open parallel. While practicing, she learned that whenever she attempted a rounder turn, she needed to focus on keeping her shoulders moving forward (along with her skis). Making that movement a consistent element of her demo variations helped her upper level skiing as well. She found she had that same tendency to retreat whenever she had to twist her skis quickly before a gnarly rut in the bumps. This habit often threw her so out of balance, she couldn't maintain her line. After nailing the variations at the open parallel, she eventually transferred the correction to her bump skiing.

In an exam, even the most steeled candidates can find it hard to ski as relaxed as they do when they're teaching. But, preparing for both what *should* vary, and what *should not*, can help you better reflect the adaptability and competence you show your students. ♦♦

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## administrative update

by Michael J. Mendrick  
PSIA-E Executive Director

There is no “off season.” I’m convinced of it now. There’s “the season” and “the planning season” and that’s it. I continue to be impressed by the dedication of our volunteer leadership and committees in developing new programs and initiatives, as well as the professionalism of your division staff in helping to implement and deliver these products and services. The effort takes a lot of energy and enthusiasm “across the board,” and fortunately that is one commodity that appears to be in plentiful supply with this organization.

Here are some highlights of recent and ongoing activities & initiatives as we prepare for what we hope is a rain-free and snow-laden winter:

- We are now “live” with a number of **changes and updates to the [www.psia-e.org](http://www.psia-e.org) web site**, all designed to provide you more value and convenience for your membership investment. Check out the feature on the back of this issue.

- In recognition of the continued growth of this segment, we have been **working toward the evolution of AASI** program and event planning to ensure the highest level of membership service. See the article in the Absolutely AASI section of this issue for more details on some dynamic changes taking place for this season.

- In late-August we hosted a well-received “**Sponsor Appreciation Day**” at Mount Snow. Joining us for an valuable roundtable meeting followed by a soggy day of golf were industry partners Deno Dudanake from Rossignol, Ivar Dahl from Volkl/Tecnica, Charlie Adams and Rodney Putnam from Dynastar/Lange, Pete Fickeisen and Mark Hand from Ovo Helmets, Shaun Cattnach from Burton Snowboards, Keary Millard and Scott Noel from Red Bull, Kevin Anderson and Joe Wood from Killington and John Iannelli from Mount Snow. Joining me in representing PSIA-E were Kim Seevers, our Director of Education & Programs; Liz Kingston, our AASI Office Coordinator; PSIA-E/AASI President Bill Beerman and PSIA national Board representative Ray Allard. Our guests universally expressed appreciation to PSIA-E for the outreach effort and we believe it can only help strengthen these valuable relationships.

- We have enjoyed productive meetings with representatives from Hunter Mountain (namely, Russ Coloton, Ron Hawkes and Charlie Knopp), Ray Allard, Kim Seevers and me regarding the **development of a “Snowsports Growth Project”** in partnership between PSIA-E, NSAA and

Hunter Mountain. While plans are still in development, we anticipate this exciting initiative will launch this season. Look for more details on this in the Early Winter *SnowPro*.

- Kim Seevers and I attended both the **NSAA/Northeast Winter Sports Summit** September 3 -5 at the Mount Washington Hotel in New Hampshire and the **Ski Areas of New York Trade Show and Conference** September 9 -11 at Windham Mountain to staff a booth and present a panel discussion entitled: “Your Snowsports School Can Impact Your Bottom Line: Are You Working Together?” This well received program demonstrated support for the NSAA conversion initiative from a PSIA-E perspective. Joining us for the programs were Bill Irwin of Elan/Dolomite, Randy Williamson of Rossignol, Jeb Boyd of Loon Mountain, Russ Coloton, Ron Hawkes and Charlie Knopp of Hunter Mountain. We thank our industry partners for participating in a dynamic program that proved valuable to both area managers and snowsports school directors.

- The initiative to **integrate our database with the web-based database at the PSIA national office** continues with good progress, thanks to continued efforts by Mike Young and his staff at PSIA, Ray Allard as our national liaison as well as Sue Tamer and Delia Pyskadlo with our division office. An example of this partnership is the national web site now hosting the Eastern Division Pro Room forum as well as accepting online dues payments for the first time. We expect that full integration will be completed in time for the 2003-04 season, which will open us up to a whole new menu of improved membership services such as online registration and payment for events.

- Last and by no means least, **the division office welcomes Melissa Skinner and Jodi Bedson** as the newest members of the administrative team. Melissa is providing administrative support for event registrations and Jodi is our new assistant for Administrative Director Delia Pyskadlo. We also “**welcome back**” **Trish Bianchini**, who will be assisting Education Director Kim Seevers with programming support and Controller Sue Tamer with bookkeeping support.

As you can see, much is happening throughout the organization as we hustle to prepare for what we all hope is a fun, productive and rewarding season. As always, your comments, insight and ideas are welcome as [mmendrick@psia-e.org](mailto:mmendrick@psia-e.org). ♦♦

## Professional Ski Instructors of America - Eastern Education Foundation and Professional Ski Instructors of America - Eastern

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## SNOWSPORTS MANAGEMENT NEWS

### Our Role in Making "The Growth Model" a Success

by Einar Aas  
PSIA-E Snowsports School  
Management Committee Chair

How can we, as snowsport school managers, best help in growing the sport? NSAA has tried several programs over the years, with mixed success. Last year NSAA launched a strategic 15-year Growth Model. Michael Berry, NSAA President, is presenting part 2, "A Blueprint for Growth", at this fall's NSAA seminars. It looks much more realistic than some previous attempts, and we would love to help it succeed.

"Growing the Sport" obviously means how we can attract more people to take up the sport, and, more importantly, make it their sport - or at least stick with it on a semi-regular basis. We all know that there are thousands of skiers and snowboarders out there - they just don't know it yet, because they are in the yet "untapped" market. Since our organization (PSIA/AASI) doesn't have much of a budget for marketing to the non-skier/rider, it has always been NSAA and the area operators' responsibility to try to entice people to at least try the sport.

Some of the previous programs were meant to achieve that - "Ski It to Believe It", "Operation Snowblast", and others. However, the answer to how most of our guests finally found us and got to try the sport for the first time might not be what you think. According to John Clifford's (former PSIA-E BOD member) article in SAM ("Ski Area Management"), July 2002, he points to the 2000 National Skier/Boarder Survey where 68% of first-timers reported that friends and families were the primary influences that brought them to the slopes. SAM's editor, Dave Rowan, writes in the same issue, "Looking at statistics on entry into the snowsports over the years, we have not lacked for entrants. American Sports Data shows that we receive between 13 and 19 percent new entrants every year, and NSAA estimates about 20 percent". The disturbing news is that the Growth Model's chart indicates that

85 percent don't come back, for one reason or another.

So, the obvious conclusion is that to grow the sport we have to figure out how to make the first-timers come back and eventually

make it their sport. And, in my opinion, this is where we, the snowsport schools, can have the most influence; making our guests come back time and again, and convincing them to make it their sport - enjoying it the way we have done for so many years.

We know this goal will be impossible to achieve without the cooperation of all the area departments, so one of the Round Table Discussions at this fall's Snowsport Management Seminars is addressing that problem: "How Can

We Work with All Departments in Attracting and Retaining New Skiers/Boarders." Another subject at the same Roundtable discussion is, "The First Lesson: Creating an Appropriate Outline for Your Area...to help the new instructor specifically, with much emphasis on customer service". I would propose that we expand that discussion to promote "The First Lesson" to be highly customer-service oriented, and to be a must for all instructors who might teach first-time skiers or boarders (isn't that everybody?).

As usual, the seminars will offer a slew of indoor and on-snow programs, with Mermer Blakesly as the keynote speaker. It is a perfect way to kick off the season. The seminars are open to anyone who is part of a snowsport school's management. Detailed program information and an event application will be sent to every school in the division. Join in to assist us in supporting the NSAA "Growth Model", and helping to assure its success.◆◆

### Attending a PSIA-E/AASI Event at Killington?

Special rates are being offered to PSIA-E/AASI members for events at Killington this season by the following lodging properties:

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# Master Teacher Program **Graduates** **First Classes**

The PSIA-E is proud to acknowledge the first graduates of the Master Teacher Certification program. Eleven members completed all required courses for the program and passed all of the written exams required for certification. The grads were guests of the division at the 2001 Snowsports School Management Seminar and received their diplomas and pins at the annual banquet. Master Teacher programs are intended to provide ski teachers with an in-depth educational background in a variety of different areas. In order to receive Master Teacher Certification, the instructor must complete 20 days of coursework and pass a written test on each course. Coursework includes indoor lectures as well as on-snow application. Members of the inaugural Master Teacher's class include:

Donnamarie Colasurdo	Doug Gardner	Robert Redding
Blaine Cromie	Bill Gluck	Robert Shane
Hank Dubin	Peter Lucatuorto	Jere Shank
Bernadette Durman	Patricia McGowan	

This past season saw the following additional ski teachers receive Master Teacher Certification.

Lisa Beach	Stacey Lazarus
Linda Castronovo	Lionel Schwartz
Linda Highhouse	Patrick Tamminen
Cal Johnson	

Congratulations to all!

If you would like more information on requirements and courses for the Master Teacher Certification program, please visit the PSIA-E website ([www.psia-e.org](http://www.psia-e.org)).

## Master Teacher Certification Indoor Testing Sites

MTC mid-term, final, and retake tests will all be offered at several sites throughout the division this winter. These testing opportunities will be offered during the regularly scheduled events listed below and will provide participants with additional options for testing other than the fall indoor sessions. Please fill out a regular event application and return it to the office with the \$10 administrative fee prior to the event deadline. You **MUST** send in an application for your test. There will be no exceptions to the deadline as we will be in season and it is very time consuming to prepare your tests. Please note: retakes will no longer be given at individual events. If you need to retake an exam, you should make plans to attend one of the times listed here. All exams will be administered at 4:00 PM on the day listed. Find the event administrator at the registration area for the event for your exam.

Event #	Test Date	Location	Deadline
#312	January 13 <sup>th</sup> , 2003	Seven Springs, PA	12/23/02
#313	January 23 <sup>rd</sup> , 2003	Jiminy Peak, MA	1/02/03
#314	February 8 <sup>th</sup> , 2003	Ski Beech, NC	1/18/03
#315	February 11 <sup>th</sup> , 2003	Killington, VT	1/21/03
#316	March 3 <sup>rd</sup> , 2003	Bristol, NY	2/10/03
#317	March 23 <sup>rd</sup> , 2003	Hunter Mtn. NY	3/3/03
#318	March 24 <sup>th</sup> , 2003	Sunday River, ME	3/3/03

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## PSIA-E Race Week **Guest Coaches Announced**

*Kim Seevers, Director of  
Education & Programs*

PSIA-E is proud to announce the guest coaches for Race Week, December 16<sup>th</sup> – 20<sup>th</sup>. As well as your PSIA-Eastern coaches, Race Week will feature coaching and indoor presentations by three great guest coaches. We are very privileged and excited to have Dave Gregory, Chris Kastner and Terry Barbour as part of our program at Hunter. Chris and Terry are both members of the US National Alpine Demonstration Team. Chris is the Director of Skiing and Snowboarding at Washington's Crystal Mountain and is the Certification V.P. for PSIA-Northwest. He is also the director and head ski coach for the Matsumoto Summer Race Camp at Mount Hood, Oregon. Terry Barbour is the Director of the Ski School at Mad River Glen, VT. and is an Eastern examiner. Terry is well known to Eastern members and will be a great addition to our race programs. Dave Gregory is the Director of the Peak Performance Ski Camps as well as Head Coach for the Mt. Washington Valley Ski Academy. He is a former Head Coach of the Dartmouth Women's Ski Team. Guest coaches will present indoor sessions on World Cup racing technique and movement analysis. They will also be on snow with participants providing movement analysis and coaching. Chris and Dave will be staffing the three-day event (12/16-18) and Terry will be featured December 19-20. Sign up for any of the race programs scheduled for this season and take advantage of the excellent coaching available. ♦♦

## **CORRECTION**

Joan Heaton, PSIA-E Education Committee Chair, offers the following correction: On page 11 of the Early Fall, 2002, issue of SnowPro, as part of the article, "The Education Committee Proudly Reports", Ron Dean was listed among the new members of the Education Committee. He was reported to be from Mt. Snow, VT. Ron is from Okemo, VT. We apologize! ♦♦

# Keys To Motivational Teaching: Strategies For Maximizing Coaching And Instruction

by Dr. Tony D. Crespi

For most individuals, formal educational experiences are part of the fabric of life. Whether through traditional classroom learning leading to a high school diploma or college degree, a continuing education initiative comprising part of workplace education, or through a PSIA workshop, virtually every child and adult is exposed to instructional experiences. Still, despite the prevalence of teaching experiences, too many learning opportunities are less than exemplary. Too few teachers understand keys to motivational instruction. What are the keys to motivational teaching? The key characteristics to motivational teaching and instruction include the following:

1. Expertise
2. Empathy
3. Enthusiasm
4. Clarity
5. Sensitivity

Each is fundamental to motivating learners. Still, despite the widespread acknowledgment that such characteristics are core elements to effective instruction, many ski pros do not foster the motivational conditions necessary to maximize instruction. This article is intended to explore specific motivational strategies to enhance mountain learning.

What IS motivation? Despite its widespread importance, motivation remains a somewhat vague concept. Specifically, we cannot touch motivation, we cannot taste motivation, and we cannot smell motivation. Still, it IS a concept that is commonly discussed. Functionally, we can define motivation as a driving force that is directed to accomplishing some task. Toward this end, it involves attention, concentration, and energy. More to the point, motivation is important because it is that force which compels one to succeed. Can you recall a teacher who you found inspiring? Can you recall another teacher who, dare we say, did not possess the characteristics to inspire your interest in learning? Motivational teachers typically possess the five qualities above. Let's consider each in turn:

## Expertise

Ski instructors and coaches must be knowledgeable. In other words, to motivate learning, teachers must possess clear expert knowledge and be viewed as possessing specific expertise. Consider these elements to maximize expertise:

1) Maximize teaching knowledge. Knowledge is critical. Otherwise, students will feel a class is simply a waste of time. Forget age or experience. Many adult learners, after all, possess experiences that can surpass the teacher. A class of adults, for instance, as a group, is likely to possess more education and more diverse travel experiences than the ski pro. Don't try to impress. Try to teach. And this begins by displaying clear knowledge of the subject.

2) Learn to truly know your subject and curriculum. There is no substitute for depth and breadth of knowledge. Do you read deeply about our craft? Can you give multiple examples of specific points? Can you demonstrate what you teach? Do you have handouts for students? Do you know your weaknesses? Simply put, depth and breadth of knowledge is key to teaching mastery. Master your subject!

3) Learn to maximally convey your knowledge. How well prepared are you each day to teach? How effective are your communication skills? Do you maximally integrate open and closed questions? Do you attend to both verbal and nonverbal communication? Indeed, to convey knowledge we must be watchful for many cues from students. What do you do when you see fear, boredom, angst, or frustration? Do you maximally foster a teacher-learner partnership? Are you aware of gender and cultural differences? How often do you have your teaching critiqued?

Expertise is critical to effective teaching. Learn to maximally prepare your lessons. Refine your communication skills. Vary your use of open and closed questions. Be attentive to student feelings. Be sensitive to gender and cultural differences. Maximize the student-teacher learning partnership. Incorporate feedback. Take the time to conduct self-evaluations. Ask others to rate your expertise.

## Empathy

Truly motivational teachers are understanding. Students, in any learning environment, come with different needs and sensitivities. How do you gauge student feelings, goals, needs, and aspirations? Student goals, of course, influence motivation. At the mountain, instructors and coaches must attend to, and be sensitive to a wide array of variables that can impact learning. The instructional environ-

ment itself, from steepness of terrain to snow conditions, can impact learner expectations and comfort. How sensitive are you to such variables? How do you gauge student feelings on such issues? Empathy can be defined as the ability to understand student feelings and reactions. It requires a sensitivity and awareness of how learning feels to the student. Consider these points to enhance empathy:

- 1) Practice routinely evaluating student goals, feelings, and perspectives.
- 2) Learn to adapt teaching to the student's experience and skill. Continually adjust your speed to the student's comfort.
- 3) Continually evaluate student feelings.

Empathy is a critical aspect to effective teaching. Students learn more effectively when they feel that teachers genuinely care. Refine your empathy. Hone your listening skills. Practice listening in order to elicit deeper understanding. Listen to meet students' needs while assessing instructional outcomes.

## Enthusiasm

Enthusiastic, dynamic teachers can transform learning experiences. Enthusiasm inspires learning. Enthusiasm reflects a deep caring for the subject matter. Do you teach in a monotone? Do you bring energy to your teaching? Do you look at your students when speaking? Does your body reflect enthusiasm or listlessness? Do you feel tired, or excited to teach during a snowstorm? How do you react to less than ideal snow? Do you ever convey listless depression about weather or snow? How would you react to your lessons? Consider these points for refining your enthusiasm:

- 1) Practice maximally valuing your students.
- 2) Assess your commitment to student learning.
- 3) Gauge your enthusiasm for teaching and skiing.

Evaluate your teaching. Enthusiasm can be evaluated on multiple levels. Does your speech reflect an upbeat volume and speed or do you talk in a monotone? Do you use gestures to enhance teaching? Are your facial expressions positive? Do you display positive energy? Evaluate your enthusiasm. Gauge your positive energy. Gauge your stress! Evaluate your sense of purpose. Try to avoid becoming stagnant.

*continued next page*

## —psychological perspectives, continued

Work to energize your teaching. Find the challenge. Learn to maximize your enthusiasm.

### Clarity

Can you recall feeling confused in a classroom? Can you recall a class where you felt the teacher was not organized and it made learning less than maximal? Clear communication is a hallmark of motivational teachers. Instructional clarity is central to effective teaching. After all, we cannot learn from someone we don't understand. Consider these points for improving clarity:

- 1) Practice planning lessons with a clear focus.
- 2) Be sure your lesson curriculum is logical.
- 3) Reduce and eliminate vagueness.
- 4) Learn to modify your rate of speech, expressions, and teaching to enhance clarity.

Clarity is a hallmark of good teaching. Clear teachers know how to present key concepts simply. Clarity requires instructional pacing, where the material is taught at a reasonable pace. Clarity requires repetition and clarification. Clarity requires practice, clear examples, understandable language, examples and demonstrations, and responsiveness to students. Maximize clearness and clarity in your teaching.

### Sensitivity

Motivational teachers are sensitive to cultural and gender differences, responsive to learner needs, and respectful to the teaching-learning partnership. Do you respect diversity? Do you sensitively create a positive, safe, learning environment? Do you listen and gauge learner needs according to their needs and interests or according to your value system? Consider these points for enhancing instructional sensitivity:

- 1) Practice maximally displaying understanding. Evaluate your verbal and nonverbal teaching. Work to intentionally display understanding of student feelings, needs, and goals.
- 2) Evaluate how you display respect. We can never be too respectful. Sometimes, though, teachers make humorous remarks at the student's expense. Strive to respect your students.
- 3) Reflect an appreciation for differing levels of motivation.

Not all students possess the same level of motivation. Sometimes, teachers judge motivation unfairly. Skiing means different things to different people. That's fine. We must all strive to respect different motivational dynamics. Sensitivity is a marker of excellence. Maximize your sensitivity!

## Strategies To Maximize Student Motivation

How successfully does your teaching address each of the five core elements to motivational teaching: 1) Expertise, 2) Empathy, 3) Enthusiasm, 4) Clarity, and 5) Sensitivity? Raising your awareness about each element can itself reflect an important sensitivity to student development. When was the last time you asked students, in writing, to evaluate your class – your teaching – on these elements? University professors, routinely, for instance, have students in different classes complete written evaluations in order to acquire feedback. At the same time, to be effective in evaluating motivation, evaluation tools need to address these specific elements.

All this notwithstanding, are you interested in specific strategies, beyond these points, to enhance motivation? Consider these instructional strategies:

- 1) Value introductory salutations

Welcome your students! Learn brief details about their backgrounds and goals. Provide introductory details about yourself. Learn names. Set the tone.

- 2) Emphasize the cooperative partnership of teaching and learning

Many – most – students come with apprehensions. Will the class actually stimulate growth? Will it be too difficult? Ideally, set an atmosphere of mutual intention and interdependence. Teachers need students, AND students need teachers. Emphasizing a learning partnership can impart caring and help solidify basic learning goals.

- 3) Amplify Engagement

Professional speakers often utilize a brief narrative to engage their audience. Sometimes this is accomplished through humor. Sometimes by sharing a brief anecdote that conveys mutual concerns. Ideally, show enthusiasm AND caring. Using this approach you can diminish tension, break down barriers to learning, and enhance a basic human connection.

- 4) Explore Cooperative Learning

Ideally, teachers and students should work cooperatively. That is to say, EVERYONE must participate. Are you solely a teacher, or a partner in learning? Do you foster group interactions to maximize interdependent and cooperative learning? Do you act as a positive role model? Do you listen? Do you request periodic feedback? Do you systematically ask students to teach someone else what they just learned?

Learning to foster a motivational teaching style takes practice, and it takes specific teaching interventions. How motivated are you to enhance your teaching skills? Our craft carries a heavy responsibility. Done well, we can inspire a lifelong love for both the mountains AND athletic pursuits on the mountain. Done well, motivational teachers can instill confidence, competence, and enthusiasm. As teachers, the challenge is humbling.

Carpe Diem. ♦♦

*Dr. Tony D. Crespi is presently Associate Professor of Psychology and Director, School Psychology Program, The University of Hartford [CT]. A Licensed Psychologist and Licensed Marriage and Family Therapist, he has served as both a Ski School Trainer and Development Team Coach.*

## Education Foundation Donors

The PSIA-E Education Foundation expresses its sincere appreciation to the following additional members who have contributed at least \$50.00 to the Foundation through the annual dues "add-on" program. Since no dues or program fees go to the EF, contributions are the primary source of support for the Foundation and its scholarships. Thank you!

**Brian Fairbank  
Freddie Anderson  
Warren Gilbertson**

### Submitting to SnowPro?

The copy and ad closing date for the Early Winter 2003 issue is November 15, 2002. The issue will be mailed out to members in early January.



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## **Region 1 (ME and NH)**

Ross Boisvert, Regional Director, reports: Can you believe it? After over 13 years of being closed, Crotched Mountain is going to make a come back. Peak Resorts, based in St. Louis, Missouri, will reopen Crotched Mountain December, 2003. President of Peak Resorts Tim Boyd said that they are very excited to be in New Hampshire and have already started the rebirth of Crotched Mountain.

Peak Resorts looked at both Temple and Crotched Mountain and chose Crotched over Temple because of its trail design and that it would be more user-friendly for families and beginner to intermediate skiers. As of the first week of August, 2001, they had two lifts in the base parking lot and had started re-cutting the trails. The trails will be wider than the original trail plans. Lift service will run up the left side of the trails and snowmaking on the right side of the trails. Ski Peaks plans to invest 7 million dollars in the first phase of the project which would include two fixed grip quads, one triple, existing double lift, magic carpet lifts, state of the art snowmaking system, one hundred snow cannons fan guns, all new lighting, and a brand new base lodge. Crotched will be open for day and night skiing and will be open 24 hours on Friday and Saturday nights. The staff will consist of 10 to 20 full-time year around positions and 300 to 400 full and part-time seasonal positions.

Ski Peaks also owns four areas in the Midwest: Paoli Peak, IN, Hidden Valley, MI, Snow Creek, MI, and Mad River, OH. The re-birth of Crotched Mountain will be managed by Felix Kagi of Paoli Peaks. Felix will also be the General Manager for at least the first two years of Crotched's operation. We wish you luck and congratulations for putting Crotched back on the map. The website for Peak Resorts is: [www.skipeaks.com](http://www.skipeaks.com)

## **Region 3 (MA, CN and RI)**

Ray De Verry, Regional Director, reports: Greetings Region 3 members! By now you should have received notification through the mail of the upcoming Regional membership meeting. It will be held on Sunday, October 27, at 10:00 am at Jiminy Peak in Hancock, Massachusetts. We look forward to seeing you there!

With fall underway and the days growing shorter your thoughts are probably turning to

the upcoming winter season. The schedule of events is full of opportunities to get out and take those needed credits, or to challenge yourself with something new. Now is the time to plan and get ready for the new season. Again, as in years past, our region will

host a wide range of events in most disciplines. There should be something for just about everybody. Have a great fall and THINK SNOW!!

## **Region 4 (PA, NJ and all states southward)**

Angelo Ross, Regional Director, reports: The bad news is that (as I write this) it is still very, very hot. The good news is that (by the time you read this) Labor Day sales are over, snowsports staff meetings are happening, and winter is coming. I received some good news yesterday—from a very reliable source—that weather patterns this summer are identical to weather patterns in '73 when snowfall averages were up and temperature averages were down. El Niño who? Greenhouse Effect what? Everybody go outside and do a cold weather dance.

I urge everyone to review the Schedule of Events for Winter 2002—03. This is an update year for many of us. Consider using your update as an opportunity to visit a new mountain. Reviewing the schedule usually serves as a wake-up call for me to start thinking about maybe trying to figure out when to get into shape for the season. Learn from my mistake: February is too late to start. I also urge everyone to visit the Eastern website at ([www.psia-e.org](http://www.psia-e.org)). The site has been updated with many new features, like a downloadable Event Schedule, info on the PSIA-E Whistler Trip, downloadable Event Application and Pro Shop Forms.

The Region 4-South General Membership Meeting will be Monday, December 16 at 4:00 pm during the Southern Snowsports Management Seminar. The Region 4-North General Membership Meeting will be held Sunday, October 13, from 1 PM until 5 PM at Ski Liberty. A roundtable work session will follow a brief "state-of-the-union" report, so bring your comments, questions, concerns and criticisms. See you there!

## **Region 5 (Western NY State)**

Mickey Sullivan, Regional Director, reports: There's a lot of excitement in the central and western New York region this fall. Holiday Valley is doing a \$2.9 Million expansion that includes a new Learn-to-Ski Center, a new Adventure Fort for Kids, increased snowmaking, and more. Bristol Mountain is adding two new

trails and increased snowmaking. And, I'm sure your home area is also making preparations for the upcoming ski season.

Have you checked out the PSIA-E website? There's no reason not to have all the information that you're looking for regarding your PSIA organization. Just go to [www.psia-e.org](http://www.psia-e.org)

We want to hear from you regarding your needs from PSIA-E. We also want to keep you as informed as possible. There is a Region 5 meeting scheduled at Holiday Valley on Saturday, December 14, at 5pm. This will be a time to hear what's going on with PSIA-E, and to share your thoughts and concerns. We will also look to have a meeting in the Syracuse/Cortland area later in the season. You may contact me at ([mickkeys@5pillars.com](mailto:mickkeys@5pillars.com)), or at 585-394-0266.

Remember, as a ski teacher - full-time or part-time - you're a professional. So, get yourself in good physical and mental condition prior to the ski season. There's no such thing as skiing yourself into shape. Work out and read this fall, and start your ski season off STRONG.

## **Region 6 (Eastern NY State)**

Alex Sharpe, Regional Director, reports: It is almost that time of year again. As I keep getting younger, the summers just keep getting shorter and shorter! I would like to thank all who voted in the Region 6 elections for re-electing me - this time as your Director - and for electing Peter Lucatuorto as your Regional Representative. Your support is greatly appreciated by both of us. You, the membership, will always be our number one priority. The first meeting of the new Board of Directors was held at Whiteface Mountain at the Spring Rally. At that meeting Peter and I were nominated and elected to the Executive Committee, Peter as Secretary and myself as Treasurer.

We are planning to have two Tech-Days during the season to have our Regional meetings combined with some skiing and a great day of fun. We hope to have one in the southern part of the Region and one in the northern part. This should make it convenient for members to make one meeting or the other, or both. We are just waiting for the mountains to get back to us with dates that will work for them. When the dates and places are finalized, you'll be notified in the next issue of the SnowPro or by mail from the office on a Post Card.

We're looking forward to a great ski season, hopefully with more snow than we had this past season! If anyone has any suggestions, or I can be of any assistance to you, please do not hesitate to contact me through the Albany office.

**Other Regions - Not Reporting:**  
**Region 2 (VT) ♦♦**



PSIA-E/AASI Event Application



OFFICE USE ONLY

Please print. Fill out all sections. Application must be received by event deadline.

PSIA-E/AASI Eastern Member No. [ ] Date of Birth [ ]
If a new member, check box

NAME: Last First Male / Female Circle one

ADDRESS: Street/Box City State Zip
Check box if a change [ ]

DAYTIME PHONE: ( )

EVENT #: E-mail address:

EVENT: Type Location Date Alpine / Adaptive Nordic / Snowboard Circle one

PAYING BY CHECK [ ] CHECK #: AMOUNT: \$

OR Please charge to my: MasterCard [ ] or Visa [ ] Exp. Date:
\$ Amount Signed

Mail or fax to: PSIA-E or AASI, 1-A Lincoln Ave., Albany, NY 12205 Fax # 518-452-6099

New members, circle the region in which you live (or work) for mailing and voting purposes.

- 1 - ME, NH 3 - MA, CT, RI 5 - Western NY
2 - VT 4 - States south of NY 6 - Eastern NY

Please note: Current members wishing to change region must notify the office; change is not generated from this form.

All applicants must sign the following Release Form:
Recognizing that skiing can be a hazardous sport, 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.
Signature Date

If applying as a new member, or 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 Registered or Level I, the applicant has completed the PSIA/AASI entry level requirements, including 25 hours of teaching/training for Registered, or 50 hours for Level I.
Director's Signature Name of School

ADMINISTRATIVE CHARGES FOR NO-SHOWS, CANCELLATIONS AND RETURNED CHECKS
TRANSFERS: Up to one week prior to original event \$10.00
During the week prior to original event (notice no later than 4:30 PM on last business day before event) 40 % of fee
NOTE: Transfers to another event must be before the three week deadline of that event.
NO-SHOWS: Regardless of reason 75% of fee
CANCELLATIONS: Up to one week prior to event \$15.00
During the week prior to event (notice given no later than 4:30 PM on the last business day before event) 50 % of fee
RETURNED CHECKS/DECLINED CHARGES: Checks returned for insufficient funds will not be redeposited.
Registrant's application will be voided unless such checks or charges are replaced by certified check, money order or cash prior to the event. For returned checks, this must include a processing charge of \$20.00.



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\$20 Minimum for credit card orders: <input type="checkbox"/> Master Card <input type="checkbox"/> Visa <b>ONLY</b> Card #: _____		Membership Number: _____	
Exp. _____ Signature _____		Daytime phone _____ E-mail _____	

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# The Plan

by David Paquette  
Snowboard Supervisor  
Mount Sunapee, NH  
AASI Member

## AASI Evolving

Michael J. Mendrick, PSIA-E/AASI  
Executive Director

Some important and dynamic changes are taking place in the planning and programming of AASI events this season.

- First, after serving for several years as the AASI Coordinator, Brian Spear will instead be serving on the newly expanded AASI Advisory Committee and the PSIA-E/AASI Board of Directors. Brian's contribution to the AASI effort has been and will continue to be an essential element to the growth and success of our snowboarding program.

- Rob Bevier will be serving in the newly defined role of AASI Advisor. He will work closely with the division office, AASI Advisory Committee, AASI Education Staff and new AASI Office Coordinator position to help pull together all facets of programming, events and strategic planning for AASI in PSIA-E.

- Liz Kingston, who last year served as the Education & Programs Assistant, this year will be taking on an expanded role as the AASI Office Coordinator. She will be responsible for working closely with the AASI Advisor and AASI Advisory Committee to provide the planning and logistical support needed to ensure a smooth and productive season for both the education staff and our attending members.

- The AASI Advisory Committee is a diversified and expanded version of the AASI Steering Committee. This group will oversee the programming direction of AASI and develop and monitor AASI priorities and initiatives. Members of the committee include Rob Bevier as chairperson, Brian Spear, Neville Burt (AASI national rep for the Eastern Division), Joe Fucci (PSIA-E Vice President and chair of the Umbrella Steering Committee), Ray DeVerry (ETS Coach and PSIA-E Board of Directors), Ted Fleischer, Tom Vickery, John Legge plus a Dev Team and ETS Team member to be determined.

I applaud the efforts of Brian Spear, Neville Burt, Joe Fucci and Rob Bevier, as well as your President, Bill Beerman, for facilitating and supporting this important leadership and planning evolution for the benefit of AASI staff and members. It should be a great season for AASI members! ♦♦



As the snowboard supervisor for Mt. Sunapee, my goal was to provide consistent information and methods by which we teach our students, as well as help our guests achieve success quickly while having fun on snow. This is a plan that has proven to be effective for us at Mt. Sunapee. Obviously, each school will need to develop its own program in keeping with its goals and objectives.

At the beginning of the season, many of the veteran instructors did not want to buy into a more standardized lesson plan, fearing that their individuality would be taken out of the lesson. Therefore, I turned to my wife, a veteran teacher, who helped me lay out a lesson outline that did not mandate a style or approach to teaching, but simply **what** to teach, down to the smallest detail. Early in the season, after several training sessions with both new and veteran instructors, we began using the plan to instruct first-time students.

### Start

- Greet and welcome each student. Learn their names and a few things about them.
- Count the number of students you have.
- Put them at ease by explaining where they will be going and what the lesson will entail. Discuss the expectations and realistic goals of the lesson with the student.

### Gear Check

- Check for proper equipment and clothing.
- Check boots and bindings for correct fit.
- Make sure each student can enter and exit his/her bindings.
- Safety: Board leash is required. Head, eye, and/or wrist protection suggested.

### Intro

- Explain heel side, toe side, nose, tail, uphill, and downhill terminology.
- Begin safety and etiquette discussion, and continue it throughout the rest of the lesson.

### Stance: "The stance is the key to balance in snowboarding."

- We are looking for an athletic stance with our ankles flexed, our knees bent, the back straight, hands in front, and the head up. Practice this stance with the student standing on snow without the board, then with the board.

- While standing on snow in the athletic stance, rock from heel to toe.

- Then, practice a twisting motion of raising one toe up and pressing one toe down.

Suggested time spent on the above information is at least 10 minutes. Stay near the

bottom of the teaching area and the flat run-out. Too much hill and speed inhibits the learning process and creates a dangerous situation for all!

### Board Aerobics: "demonstrate all moves first."

Note: Some students may need to try each foot separately in their bindings to determine which foot they want to have forward. These aerobics are also done on the flats.

Place one foot in binding:

- Show how to stand with one foot in binding, keeping weight on free foot.

- Show how to high step over, in front and behind the board.

- The high step helps the student from tripping over the board, and, if the board slides, this will help to keep the student from falling.

- Have the students move in circles with one foot in the binding.

- Put students back in their athletic stance with one foot in the bindings.

- Have the students rock slightly from toe to heel, as done without the board earlier. *Stance!*

- Have the students practice the twisting motion of raising one toe up and pressing one toe down.

### Skating

- With one foot in binding and back foot on snow, have student push off with his/her back foot. As board skates on the snow, put back foot on board in front of back binding.

- Remember to keep students in their stance as they skate.

### Put Your Best Foot Forward

At this point, the lesson will need to come off the flat and move to an incline that will get the board to slide, remembering to keep your most cautious student comfortable with the incline.

- Explain fall-line concepts to your students.

- With one foot still in the bindings, have students do a straight glide into the run-out.

- Then, have students glide while rocking from toe side to heel side. *Stance!*

- Students then should try gliding while twisting the board, raising one toe up and pressing one toe down. *Stance!*

The time needed to spend on these drills will vary with each student. The better your students do on these flat drills, the stronger the rider they will be in the future.

### First Turns

Students will strap both feet into their bindings.

- Have students do a straight glide down the same incline. *Stance!*

- Students will then glide while rocking from toe side to heel side. *Stance!*

- Students should next try gliding while twisting the board, raising one toe up and pressing one toe down. *Stance!*

After practicing these drills, the student may want to increase the incline of the hill. This is OK if bad habits are not forming, and the student is not out of control. The rider should be able to turn to a stop **before** going up a chair lift.

In an end-of-the-season assessment, we learned that by making teaching simple, learning was made simple. The results of using the lesson plan were outstanding. It proved to be detailed, but allowed each instructor to show his or her personality and teaching strengths. The veteran instructors had more success with their students because of the attention to detail in each lesson. The new instructors were also successful because of the clearly laid out lesson expectations. Overall, the success rate of our program greatly improved. The majority of first time students who came through our program were building strong snowboard skills and were definitely having fun on the hill!◆◆

## Dedication and Determination

by Ryan Austin  
AASI Level III  
Stowe, VT

We will often ask ourselves on the route to an exam, "Am I ready...am I good enough?" The answer to the initial question can only truly be answered by ourselves. On many occasions we will undoubtedly be reassured by our closest friends, coaches and colleagues, "Of course you're ready....you will pass, no problem." So, what can you do to instill the same belief in yourself that others often have in your behalf?

I remember asking myself the very same question at the beginning of last season, to which I formulated a reply:

"Dedication + Determination = Certification"

The exam process is the final piece of what should be a much larger puzzle, fitted together over the course of our professional development. Along the way we need to learn to think positively and gain self-confidence. Naturally, this is something that will develop gradually as we become more comfortable in our workplace, not only in our physical abilities to "step it up" in our riding, but, hopefully, from a mental perspective as well. This is the key to being successful in any activity. Candidates will often do "that little bit better" if they have the right mental outlook during the days of an exam. Confidence comes and goes....but determination to keep on the right track, and in the right mindset, is essential to succeeding. Obviously, exams are not all about our riding

ability. We need to remember about the vast array of reading materials to browse through. All the confidence in the world will not hide the fact that we have not read anything when we sit to do a written paper, or are posed a question on the CAP model at the top of a lift ride! However, as the pieces of the puzzle begin to fall into place, a little reading done often, rather than cramming the night before, will help our confidence to grow as we approach the certification event.

This continued preparation will help us introduce new ideas into our daily coaching and teaching, which will inevitably help us to become more practiced and comfortable in communication areas. As much as we need to ride and read to prepare ourselves, there is yet another important aspect to the certification event - Teaching. As instructors, this is what we do everyday. As rookies, our teaching can sometimes be very progression-oriented, as well as rigid, but as we learn more about our sport, hopefully we will become more flexible. With time and practice, each lesson will become unique as we learn to adapt to various situations and our guests' needs. This is where our level of confidence can quickly change, based on the success of our lessons. Exams are not the place to try new "way out" teaching styles or tricks we have never done before. Stay with things with which you have a clear understanding.

For those of us lucky enough to have Ed. Staff members in our school, we will no doubt have opportunities to train with them in preparation for our exams. If you are not so lucky, other than attending AASI events, training will often consist of meeting up with our fellow staff members on a regular basis.

This is where our teaching practice and confidence building can ideally take place, without the thoughts of "messin up" in front of our guests. This forms a crucial part of the training process as it gives us a great stage to practice (yes... practice) our teaching methods and explore different ideas. Being a good teacher takes lots of practice. Even the best communicator may have problems when it comes to providing clear, concise demos, or may be unable to simplify a task successfully in order for clients to grasp the concept being practiced.

Being in "dummy" situations allows for trial and error...enabling us to try different things. We can then see what works and what doesn't in terms of action plans and terrain choice. Feedback from our

colleagues is also key, as they can let you know what worked and what didn't. The examiner won't be able to do that for you! Don't be afraid of not getting things right...many of us may not try things in front of our peers for fear of not doing it right, or being judged negatively on its outcome. However, we need to take every opportunity to do things we may not always try on paying clients. We can take our peers' feedback as direction on how we may be able to improve. Don't be despondent about being wrong...just learn from it!

Unless you're lucky enough to have level-specific training every week, sessions can often consist of candidates for different levels of certification. Therefore, we need to remember to try only tasks that are within the ability level of the group, or it may easily prove detrimental to their confidence and hamper their own certification training. For example, three feet of fresh snow doesn't mean that a clinic on rodeo 3s, although interesting, is totally appropriate. People can begin to feel unsafe, become confrontational, etc.. if they feel the task is way above them. Remember, on the exam day we will almost certainly have a vast spectrum of abilities within our groups, and picking an appropriate task for that is key if we want to have a successful teaching segment. Mixed ability training sessions can be a great place to practice lessons within lessons, geared

*continued on page 20*

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# PSIA-E Alpine Schedule for 2002-2003

## SENIOR TOUR

(Seniors only) 2 days - \$93

113	Workshop Clinic	Sunday River, ME	Dec. 17-18	11/26/02	120	Workshop Clinic	Ski Roundtop, PA	Feb. 5-6	01/15/03
114 *	Workshop Clinic	Jiminy Peak, MA	Jan. 4-5	12/13/02	121	Workshop Clinic	Bromley Mt., VT	Feb. 24-25	02/03/03
115	Senior Bumps	Okemo, VT	Jan. 7-8	12/17/02	122	In Search of Corduroy	Labrador Mt., NY	Feb. 25-26	02/04/03
116	In Search of Corduroy	Okemo, VT	Jan. 9-10	12/19/02	123	Workshop Clinic	Wachusett Mt., MA	Mar. 10-11	02/17/03
117	In Search of Corduroy	Seven Springs, PA	Jan. 13-14	12/23/02	124	In Search of Corduroy	Cranmore Mt., NH	Mar. 13-14	02/20/03
118	In Search of Corduroy	Butternut, MA	Jan. 21-22	12/31/02	125	In Search of Corduroy	Okemo, VT	Mar. 19-20	02/26/03
119	Workshop Clinic	Waterville Valley, NH	Jan. 21-22	12/31/02	126	Senior Bumps	Sunday River, ME	Mar. 24-25	03/03/03

## WORKSHOP CLINICS #

(Non-members add \$15) 2 days - \$83

127 *	Smugglers' Notch, VT	Dec. 7-8	2002	11/15/02	143	Shawnee Peak, ME	Jan. 30-31	2003	01/09/03
128 *	Attitash Bear Peak, NH	Dec. 14-15	2002	11/22/02	144 *	Ascutney, VT	Feb. 1-2	2003	01/10/03
129	Sunday River, ME	Dec. 17-18	2002	11/26/02	145 *	Eagle Rock, PA	Feb. 1-2	2003	01/10/03
130	Massanutten, VA	Dec. 18-19	2002	11/27/02	146	Ski Roundtop, PA	Feb. 5-6	2003	01/15/03
131	Peek'n Peak, NY	Dec. 18-19	2002	11/27/02	147 *	Ski Beech, NC	Feb. 8-9	2003	01/18/03
132	Hunt Hollow, NY	Jan. 2-3	2003	12/12/02	148	Killington, VT	Feb. 12-13	2003	01/22/03
133 *	Jiminy Peak, MA	Jan. 4-5	2003	12/13/02	149	Snowshoe Mt., WV	Feb. 12-13	2003	01/22/03
134	Okemo, VT	Jan. 9-10	2003	12/19/02	150	Bromley Mt., VT	Feb. 24-25	2003	02/03/03
135 *	Ski Plattekill, NY	Jan. 11-12	2003	12/20/02	151	Labrador Mt., NY	Feb. 25-26	2003	02/04/03
136 *	Wisp, MD	Jan. 11-12	2003	12/20/02	152	Pats Peak, NH	Feb. 26-27	2003	02/05/03
137	Jack Frost Mt., PA	Jan. 15-16	2003	12/26/02	153	Bristol Mountain, NY	Mar. 3-4	2003	02/10/03
138	Belleayre Mt., NY	Jan. 16-17	2003	12/26/02	154	Mountain Creek, NJ	Mar. 6-7	2003	02/13/03
139	Butternut, MA	Jan. 21-22	2003	12/31/02	155 *	Smugglers' Notch, VT	Mar. 8-9	2003	02/14/03
140	Jiminy Peak, MA	Jan. 23-24	2003	01/02/03	156	Wachusett Mt., MA	Mar. 10-11	2003	02/17/03
141	Loon Mt., NH	Jan. 23-24	2003	01/02/03	157	Ragged Mt., NH	Mar. 11-12	2003	02/18/03
142	Montage Mt., PA	Jan. 30-31	2003	01/09/03					

## FIRST TRACKS

2 days; For new members to become Registered (\$90 event fee plus \$70 Dues) - \$160

158 *	Smugglers' Notch, VT	Dec. 7-8	2002	11/15/02	183 *	West Mt., NY	Jan. 25-26	2003	01/03/03
159	Belleayre Mt., NY	Dec. 12-13	2002	11/21/02	184	Cataloochee, NC	Jan. 26-27	2003	01/06/03
160	Loon Mt., NH	Dec. 12-13	2002	11/21/02	185	Blue Knob, PA	Jan. 27-28	2003	01/06/03
161 *	Attitash, NH	Dec. 14-15	2002	11/22/02	186	Montage Mt., PA	Jan. 30-31	2003	01/09/03
162 *	Holiday Valley, NY	Dec. 14-15	2002	11/22/02	187	Shawnee Peak, ME	Jan. 30-31	2003	01/09/03
163 *	Seven Springs, PA	Dec. 14-15	2002	11/22/02	188 *	Ascutney, VT	Feb. 1-2	2003	01/10/03
164	Snowshoe Mt., WV	Dec. 16-17	2002	11/25/02	189 *	Eagle Rock, PA	Feb. 1-2	2003	01/10/03
165	Sunday River, ME	Dec. 17-18	2002	11/26/02	190 ^	McIntyre, NH (3 night Event)	\$195 (125+70)	Feb. 2-4	01/12/03
166	Massanutten, VA	Dec. 18-19	2002	11/27/02	191	Camelback, PA	Feb. 3-4	2003	01/13/03
167	Peek'n Peak, NY	Dec. 18-19	2002	11/27/02	192 *	Powder Ridge, CT	Feb. 8-9	2003	01/18/03
168 *	Butternut, MA	Dec. 21-22	2002	12/02/02	193 *	Ski Beech, NC	Feb. 8-9	2003	01/18/03
169	Hunt Hollow, NY	Jan. 2-3	2003	12/12/02	194	Wintergreen, VA	Feb. 10-11	2003	01/20/03
170 *	Swain, NY	Jan. 4-5	2003	12/13/02	195	Killington, VT	Feb. 12-13	2003	01/22/03
171	Okemo, VT	Jan. 7-8	2003	12/17/02	196	Pats Peak, NH	Feb. 26-27	2003	02/05/03
172	Hunter Mt., NY	Jan. 8-9	2003	12/18/02	197	Sugarloaf, ME	Feb. 27-28	2003	02/06/03
173 *	Ski Plattekill, NY	Jan. 11-12	2003	12/20/02	198 *	Gunstock, NH	Feb. 28-Mar. 1	2003	02/07/03
174 *	Wisp, MD	Jan. 11-12	2003	12/20/02	199 *	Bristol Mountain, NY	Mar. 1-2	2003	02/07/03
175	Sugarbush, VT	Jan. 13-14	2003	12/23/02	200 *	Ski Sundown, CT	Mar. 1-2	2003	02/07/03
176	Jack Frost Mt., PA	Jan. 15-16	2003	12/26/02	201	Mountain Creek, NJ	Mar. 6-7	2003	02/13/03
177	Stowe, VT	Jan. 15-16	2003	12/26/02	202	Wachusett Mt., MA	Mar. 10-11	2003	02/17/03
178	Belleayre Mt., NY	Jan. 16-17	2003	12/26/02	203 *	Bromley Mt., VT	Mar. 22-23	2003	02/28/03
179	Butternut, MA	Jan. 21-22	2003	12/31/02	204 *	Hunter Mt., NY	Mar. 22-23	2003	02/28/03
180	Waterville Valley, NH	Jan. 21-22	2003	12/31/02	205	Sunday River, ME	Mar. 26-27	2003	03/05/03
181 *	Holimont, NY	Jan. 25-26	2003	01/03/03	206 *	Snowshoe Mt., WV	Mar. 29-30	2003	03/07/03
182 *	Lost Valley, ME	Jan. 25-26	2003	01/03/03					

## LEVEL I EXAMS

1 day - \$65 For first-year Registered members; All others - \$80 (\$65 plus \$15 Dues differential)

207	Killington, VT	Dec. 11	2002	11/20/02	220 *	Ski Roundtop, PA	Feb. 5	2003	01/15/03
208	Attitash, NH	Dec. 16	2002	11/25/02	221	Stowe, VT	Feb. 6	2003	01/16/03
209	Sunday River, ME	Dec. 19	2002	11/28/02	222	Killington, VT	Feb. 14	2003	01/24/03
210 *	Swain, NY	Jan. 4	2003	12/13/02	223 *	Gunstock, NH	Mar. 2	2003	02/09/03
211	Okemo., VT	Jan. 9	2003	12/19/02	224	Bristol Mt., NY	Mar. 3	2003	02/10/03
212	Hunter Mt., NY	Jan. 10	2003	12/20/02	225	Ski Sundown, CT	Mar. 3	2003	02/10/03
213	Sugarbush, VT	Jan. 15	2003	12/26/02	226	Wachusett, MA	Mar. 12	2003	02/19/03
214	Jack Frost Mt., PA	Jan. 17	2003	12/27/02	227 *	Bromley Mt., VT	Mar. 23	2003	03/03/03
215	Jiminy Peak, MA	Jan. 23	2003	01/02/03	228 *	Hunter Mt., NY	Mar. 23	2003	03/03/03
216	Loon Mt., NH	Jan. 23	2003	01/02/03	229	Bromley Mt., VT	Mar. 24	2003	03/03/03
217 *	West Mt., NY	Jan. 26	2003	01/06/03	230	Hunter Mt., NY	Mar. 24	2003	03/03/03
218	Elk Mt., PA	Jan. 27	2003	01/06/03	231	Sunday River, ME	Mar. 28	2003	03/07/03
219	Gore Mt., NY	Jan. 27	2003	01/06/03	232 *	Snowshoe Mt. WV	Mar. 31	2003	03/10/03

# PSIA-E Alpine Schedule for 2002-2003, continued

LEVEL II TEACHING SEMINARS				(Open to Level I) 2 days - \$93			
233 * Swain, NY	Jan. 4-5	2003	12/13/02	242 Montage Mt., PA	Jan. 30-31	2003	01/09/03
234 * Attitash, NH	Jan. 11-12	2003	12/20/02	243 * Ascutney, VT	Feb. 1-2	2003	01/10/03
235 * Wisp, MD	Jan. 11-12	2003	12/20/02	244 * Ski Beech, NC	Feb. 8-9	2003	01/18/03
236 Jack Frost Mt., PA	Jan. 15-16	2003	12/26/02	245 Killington, VT	Feb. 10-11	2003	01/20/03
237 Stowe, VT	Jan. 15-16	2003	12/26/02	246 Wintergreen, VA	Feb. 10-11	2003	01/20/03
238 Belleayre, NY	Jan. 16-17	2003	12/26/02	247 Labrador Mt., NY	Feb. 25-26	2003	02/04/03
239 Waterville Valley, NH	Jan. 21-22	2003	12/31/02	248 * Middlebury College, VT	Mar. 8-9	2003	02/14/03
240 Jiminy Peak, MA	Jan. 23-24	2003	01/02/03	249 Wachusett Mt., MA	Mar. 10-11	2003	02/17/03
241 Gore Mt., NY	Jan. 28-29	2003	01/07/03				
LEVEL II PRACTICE EXAMS		Open to Level I & Trainers		(Trainers must indicate their status on application)		2 days - \$97	
<b>Skiing - Part 1</b>				<b>Teaching - Part 2</b>			
460 Wisp, MD	Jan. 11-12	2003	12/20/02	464 Wisp, MD	Jan. 11-12	2003	12/20/02
461 Sugarbush, VT	Jan. 13-14	2003	12/23/02	465 Sugarbush, VT	Jan. 13-14	2003	12/23/02
462 West Mt., NY	Jan. 25-26	2003	01/03/03	466 West Mt., NY	Jan. 25-26	2003	01/03/03
463 Pico, VT	Feb. 1-2	2003	01/10/03	467 Pico, VT	Feb. 1-2	2003	01/10/03
LEVEL II EXAMS				2 days: Part 1 - \$121 / Part 2 - \$126			
<b>Skiing - Part 1</b>				<b>Teaching - Part 2</b>			
251 Elk Mt., PA	Jan. 28-29	2003	01/07/03	258 Wintergreen, VA	Feb. 10-11	2003	01/20/03
252 Jiminy Peak, MA	Feb. 3-4	2003	01/13/03	259 Bristol Mt., NY	Mar. 3-4	2003	02/10/03
253 Snowshoe Mt., WV	Feb. 12-13	2003	01/22/03	260 Jiminy Peak, MA	Mar. 13-14	2003	02/20/03
254 Holiday Valley, NY	Feb. 27-28	2003	02/06/03	261 Bromley, VT	Mar. 25-26	2003	03/04/03
255 * Windham Mt., NY	Mar. 15-16	2003	02/21/03	262 Sunday River, ME	Mar. 26-27	2003	03/05/03
256 Bromley, VT	Mar. 25-26	2003	03/04/03				
257 Sunday River, ME	Mar. 26-27	2003	03/05/03				
LEVEL III EXAM CLINICS				(Open to Level II) 2days - \$93			
<b>Skiing - Part I</b>				<b>Teaching - Part 2</b>			
263 Hunter Mt., NY	Jan. 6-7	2003	12/16/02	456 Hunter Mt., NY	Jan. 6-7	2003	12/16/02
264 Stowe, VT	Jan. 15-16	2003	12/26/02	457 Stowe, VT	Jan. 15-16	2003	12/26/02
265 Loon Mt., NH	Jan. 23-24	2003	01/02/03	458 Loon Mt., NH	Jan. 23-24	2003	01/02/03
266 Killington, VT	Feb. 10-11	2003	01/20/03	459 Killington, VT	Feb. 10-11	2003	01/20/03
LEVEL III EXAMS				2 days: Part 1 - \$121 / Part 2 - \$126			
<b>Skiing - Part 1</b>				<b>Teaching - Part 2</b>			
267 Hunter Mt., NY	Jan. 30-31	2003	01/09/03	271 Hunter Mt., NY	Jan. 30-31	2003	01/09/03
268 Stowe, VT	Feb. 6-7	2003	01/16/03	273 Loon, NH	Mar. 13-14	2003	02/20/03
269 * Cannon Mt., NH	Mar. 15-16	2003	02/21/03	274 Killington, VT	Mar. 31 - Apr. 1	2003	03/10/03
270 Killington, VT	Mar. 31 - Apr. 1	2003	03/10/03				
ACCREDITATION PROGRAMS				(Open to Levels I, II, & III only) 2 days - \$126			
<b>Children's Specialist</b>				<b>Teaching Beginners Specialist</b>			
275 Childhood Dev.: Physical	Bromley Mt., VT	Dec. 19-20	11/28/02	283 Assess. Beg. Movement	Hunter Mt., NY	Mar. 13-14	02/24/03
276 Childhood Dev.: Cognitive	Bromley Mt., VT	Jan. 13-14	12/23/02	284 * The Communication Loop	Hunter Mt., NY	Mar. 15-16	02/21/03
277 Childhood Dev.: Physical	Holiday Valley, NY	Feb. 27-28	02/06/03	285 The Learning Environment	Okemo, VT	Mar. 19-20	02/26/03
278 Childhood Dev.: Affective	Jiminy Peak, MA	Mar. 5-6	02/12/03	<b>Special Populations</b>			
<b>Sport Science</b>				275 Childhood Dev.: Physical	Bromley Mt., VT	Dec. 19-20	11/28/02
279 Biomechanics	Bromley Mt., VT	Jan. 2-3	12/12/02	286 Teaching Women	Labrador Mt., NY	Feb. 25-26	02/04/03
280 Exercise Physiology	Windham Mt., NY	Mar. 3-4	02/10/03	287 Adult Development & Aging	Holiday Valley, NY	Feb. 27-28	02/06/03
281 Biomechanics	Windham Mt., NY	Mar. 5-6	02/12/03	277 Childhood Dev.: Physical	Holiday Valley, NY	Feb. 27-28	02/06/03
282 Sports Psychology	Windham Mt., NY	Mar. 5-6	02/12/03	288 Adult Development & Aging	Cranmore Mt., NH	Mar. 13-14	02/20/03
MASTER TEACHER CERTIFICATION				1 day - \$62; 2 days - \$102			
295 Get in Gear	Bromley Mt., VT	Jan. 2-3	12/12/02	305 Movement Analysis	Snowshoe Mt., WV	Feb. 12-13	01/22/03
296 * Extreme Teaching	Magic Mt., VT	Jan. 4-5	12/13/02	304 Get in Gear	Snowshoe Mt., WV	Feb. 12-13	01/22/03
297 * History Comes Alive	Magic Mt., VT	Jan. 4-5	12/13/02	292 Phys. & Mental Disabilities	Labrador Mt., NY	Feb. 25	02/04/03
290 Phys. & Mental Disabilities	Loon Mt., NH	Jan. 23	01/02/03	306 Knee High Knowledge	Labrador Mt., NY	Feb. 26	02/05/03
291 Knee High Knowledge	Loon Mt., NH	Jan. 24	01/03/03	307 Movement Analysis	Holiday Valley, NY	Feb. 27-28	02/06/03
298 * Extreme Teaching	Pico, VT	Feb. 1-2	01/10/03	308 * Extreme Teaching	Holimon, NY	Mar. 1-2	02/07/03
299 * Movement Analysis	Pico, VT	Feb. 1-2	01/10/03	293 Phys. & Mental Disabilities	Windham Mt., NY	Mar. 3	02/10/03
301 Movement Analysis	Camelback, PA	Feb. 3-4	01/13/03	294 Knee High Knowledge	Windham Mt., NY	Mar. 4	02/11/03
300 Extreme Teaching	Camelback, PA	Feb. 3-4	01/13/03	309 * Movement Analysis	Middlebury Coll., VT	Mar. 8-9	02/14/03
302 Extreme Teaching	Wintergreen, VA	Feb. 10-11	01/20/03	310 Movement Analysis	Ragged Mt., NH	Mar. 11-12	02/18/03
303 History Comes Alive	Wintergreen, VA	Feb. 10-11	01/20/03	311 History Comes Alive	Cranmore Mt., NH	Mar. 13-14	02/20/03
MASTER TEACHER CERTIFICATION EXAM (All exams start at 4:00 pm)				1 day - \$10			
312 Seven Springs, PA	Jan. 13	2003	12/23/02	316 Bristol, NY	Mar. 3	2003	02/10/03
313 Jiminy Peak, MA	Jan. 23	2003	01/02/03	317 Hunter Mt., NY	Mar. 23	2003	03/03/03
314 Ski Beech, NC	Feb. 8	2003	01/18/03	318 Sunday River, ME	Mar. 24	2003	03/03/03
315 Killington, VT	Feb. 11	2003	01/21/03				

Alpine Members – Please note: There WILL NOT be a Level III, Part 2 Exam at Mount Snow this season. It was mistakenly listed in the Early Fall SnowPro. We apologize for any inconvenience.



# AASI Snowboard Schedule for 2002-2003

Notes: \* = Events with limited attendance; may fill prior to deadlines!  
Weekend events are highlighted in blue.

# = Events non-members may attend for \$15 additional fee.  
^ = Night Events (6-10 pm)

Num.	Event	Description	Location	Price	Dates	Year	Deadline		
<b>FEATURE EVENTS</b>	500 #	Snowsports Management 2 1/2 days; banquet	Mt. Snow, VT	\$146	Dec. 2-4	2002	11/12/02		
	501 #	So. Snowsports Management 2 1/2 days; banquet	Snowshoe Mt., WV	\$146	Dec. 15-17	2002	11/25/02		
	503	Level I ITC for new members: 5 days; banquet, video (fee includes dues)	Okemo, VT	\$340	Jan. 6-10	2003	12/16/02		
	502	Eastern Academy (Members only) - 5 days; banquet, video	Okemo, VT	\$295	Jan. 6-10	2003	12/16/02		
	504 *	Spring Rally (Credit) 2 days; banquet/races	Killington, VT	\$125	Mar. 29-30	2003	03/07/03		
<b>RESORT TRAINERS PROGRAM - Priced as a Package - includes Part 1, 2 &amp; 3</b>							<b>\$150</b>		
505 *	Part 1	Hunter Mt., NY	Nov. 9	10/18/02	507	Part 2	Snowshoe Mt., WV	Dec. 18-19	11/27/02
506	Part 2	Hunter Mt., NY	Dec. 9-10	11/18/02	508	Part 3	Okemo, VT	Mar. 13-14	02/20/03
<b>100 LEVEL COURSES</b>							<b>(open to all levels) 2 days - \$112</b>		
509	Old Fart Pipe & Park	Okemo, VT	Jan. 15-16	12/26/02	512	AASI Open - Pipe & Park	Okemo, VT	Mar. 17-18	02/24/03
511	Super Carve	Bromley, VT	Feb. 27-28	02/06/03	513	Girls Rule	Jay Peak, VT	Mar. 20-21	02/27/03
<b>200 LEVEL COURSES</b>							<b>1 day - \$61 / 2 days - \$112</b>		
514	Riding Assessment	Pico, VT	Jan. 14	12/23/02	524	Riding Concepts	Shawnee Peak, ME	Feb. 9-10	01/20/03
515	Riding Assessment	Seven Springs, PA	Jan. 28	01/07/03	526	Riding Concepts	Belleayre Mt., NY	Mar. 2-3	02/10/03
516	Riding Assessment	Jay Peak, VT	Mar. 3	02/10/03	527	Teaching Concepts	Mt. Snow, VT	Dec. 16-17	11/25/02
517 *	Movement Analysis	Attitash, NH	Dec. 14-15	11/22/02	528	Teaching Concepts	Whitetail, PA	Jan. 23-24	01/02/03
518	Movement Analysis	Pico, VT	Jan. 12-13	12/23/02	529	Teaching Concepts	Powder Ridge, CT	Feb. 25-26	02/04/03
519	Movement Analysis	Cataloochee, NC	Feb. 2-3	01/13/03	530	Teaching Freestyle	Wintergreen, VA	Feb. 4-5	01/14/03
520	Movement Analysis	Killington, VT	Mar. 31-Apr. 1	03/10/03	531	Teaching Freestyle	Swain, NY	Feb. 9-10	01/20/03
521 *	Riding Concepts	Holiday Valley, NY	Dec. 14-15	11/22/02	532 *	Teaching Freestyle	Montage Mt, PA	Mar. 8-9	02/14/03
522	Riding Concepts	Smugglers' Notch, VT	Dec. 15-16	11/25/02	533	Steeps	Stowe, VT	Jan. 30-31	01/09/03
529	Riding Concepts	Snow Ridge, NY	Jan. 16-17	12/26/02	534 *	Trees	Jay Peak, VT	Mar. 1-2	02/07/03
523	Riding Concepts	Seven Springs, PA	Jan. 26-27	01/06/03					
<b>300 LEVEL COURSES</b>							<b>1 day - \$61 / 2 days - \$112</b>		
535	Riding Assessment	Pico, VT	Jan. 14	12/23/02	539	Steeps	Stowe, VT	Jan. 30-31	01/09/03
536	Riding Assessment	Killington, VT	Apr. 2	03/12/03	540	Trees	Jay Peak, VT	Feb. 27-28	02/06/03
537	Movement Analysis	Pico, VT	Jan. 12-13	12/23/02	541	Peer Coaching	Killington, VT	Mar. 31-Apr. 1	03/10/03
538	Coaching Freestyle	Massanutten, VA	Feb. 6-7	01/16/03					
<b>LEVEL I EXAMS</b>							<b>(For new members becoming Level I – Fees include \$85 dues) 2 days - \$197; 3 night events - \$232</b>		
542 *	Killington, VT	Nov. 23-24	2002	11/01/02	557 ^	Powder Ridge, CT (Night Course)	Feb. 24-26	2003	02/03/03
543 *	Attitash, NH	Dec. 14-15	2002	11/22/02	558	Belleayre Mt., NY	Mar. 2-3	2003	02/10/03
544 *	Holiday Valley, NY	Dec. 14-15	2002	11/22/02	559	McIntyre, NH	Mar. 2-3	2003	02/10/03
545	Smugglers' Notch, VT	Dec. 15-16	2002	11/25/02	560	Wisp, MD	Mar. 2-3	2003	02/10/03
546 *	Butternut, MA	Dec. 21-22	2002	12/02/02	561 *	Montage Mt., PA	Mar. 8-9	2003	02/14/03
547 *	Cataloochee, NC	Dec. 21-22	2002	12/02/02	562	Jiminy Peak, MA	Mar. 9-10	2003	02/17/03
548 *	Seven Springs, PA	Dec. 21-22	2002	12/02/02	563 *	Snowshoe Mt., WV	Mar. 15-16	2003	02/21/03
549	Swain, NY	Dec. 22-23	2002	12/02/02	564	Holimont, NY	Mar. 16-17	2003	02/24/03
550	Labrador Mt., NY	Jan. 26-27	2003	01/06/03	565	Stowe, VT	Mar. 16-17	2003	02/24/03
551	Seven Springs, PA	Jan. 26-27	2003	01/06/03	566	Bromley, VT	Mar. 23-24	2003	03/03/03
552	Sugarbush, VT	Jan. 26-27	2003	01/06/03	567	Windham Mt., NY	Mar. 23-24	2003	03/03/03
553	Cataloochee, NC	Feb. 2-3	2003	01/13/03	568 *	Sunday River, ME	Apr. 5-6	2003	03/14/03
554	Wintergreen, VA	Feb. 4-5	2003	01/14/03	569 *	Killington, VT	Apr. 12-13	2003	03/21/03
555	Ascutney, VT	Feb. 13-14	2003	01/23/03					
<b>LEVEL II EXAMS</b>							<b>3 days - \$177</b>		
To be eligible for a Level II Exam, a 2-day Level 200 course or Eastern Academy must have been taken after November 2001.									
570	Mt. Snow, VT	Dec. 18-20	2002	11/27/02	573	Gore Mt., NY	Mar. 10-12	2003	02/17/03
571	Holiday Valley, NY	Feb. 24-26	2003	02/03/03	574	Sunday River, ME	Apr. 7-9	2003	03/17/03
572	Snowshoe Mt., WV	Mar. 4-6	2003	02/11/03					
<b>LEVEL III EXAMS</b>							<b>3 days - \$177</b>		
To be eligible for a Level III Exam, a 2-day Level 300 course or Eastern Academy must have been taken after November 2001.									
575	Mt. Snow, VT	Dec. 18-20	2002	11/27/02	577	Gore Mt., NY	Mar. 10-12	2003	02/17/03
576	Snowshoe Mt., WV	Mar. 4-6	2003	02/11/03	578	Sunday River, ME	Apr. 7-9	2003	03/17/03

## Important Notes on PSIA-E/AASI Events

PSIA-E and AASI events are open to members or those becoming members. Non-member, active snowsports teachers may attend only those events with a non-member price option (indicated by #) and their applications must include their Director's signature. The only event where alpine skiers may become a new member is at an Alpine First Tracks event. There are prerequisites for Registered members. The only events where snowboarders may become new members are at Level I events or the Snowboard Level 1 Instructor Training Course. The only events that Nordic skiers may become new members are at upgrade events and the Nordic Instructor Training Courses. The only events that individuals may become adaptive members are Level 1 events. There are prerequisites for earning Level I. Also, regarding dues, members becoming Level I are paying dues for the current season and will be invoiced in April for the next season. Those individuals joining after President's Week are billed at a discounted rate (50%) for the following season.

# PSIA-E Adaptive Schedule for 2002-2003

Notes: \* = Events with limited attendance; may fill prior to deadlines!

# = Events non-members may attend for \$15 additional fee.

Weekend events are highlighted in blue.

Individuals become Adaptive members only by passing a Level I event and paying current dues. For members of other disciplines, Adaptive events may count as update credit every other update.

	<b>Num.</b>	<b>Event/Description</b>	<b>Location</b>	<b>Price</b>	<b>Dates</b>	<b>Year</b>	<b>Deadline</b>				
<b>SPECIAL EVENTS #</b>	600	Instructor Training; ABC's of Adaptive Ski Teaching & Skiing (4 days)	Okemo, VT	\$160	Jan. 7-10	2003	12/17/02				
	601	Information Exchange/Analysis of Intermediate Mono/Bi	Okemo, VT	\$92	Jan. 7-8	2003	12/17/02				
	602	Share what you know about Blind and DD	Okemo, VT	\$92	Jan. 8-9	2003	12/18/02				
	603	Share what you know about Three/Four Track	Okemo, VT	\$92	Jan. 9-10	2003	12/19/02				
	604 *	The "Cutting Edge" - What is new?	Okemo, VT	\$92	Jan. 11-12	2003	12/20/02				
Non-Members add \$15	605 *	Experiential Mono Clinic	Gore Mt., NY	\$92	Mar. 15-16	2003	02/21/03				
<b>ONE DAY EVENTS #</b>							<b>(Non-members add \$15) 1 day - \$60</b>				
607 *	Stepping Stones for DD Clinic	Greek Peak, NY	Jan. 4	12/13/02	610	Blind/DD Clinic	Nashoba Valley, MA	Jan. 31	01/10/03		
606 *	Behavior Modifications: People w/ Special Needs-Loon Mt.,NH-Jan. 4	12/13/02	611 *	Level I Mock Exam	Bromley Mt., VT	Feb. 2	01/13/03				
608 *	Level II-III Mock Exam	Waterville Valley, NH	Jan. 25	01/03/03	612 *	Stepping Stones: 4 Track Clinic	Jiminy Peak, MA	Mar. 2	02/10/03		
609 *	Advance Mono Clinic	Loon Mt.,NH	Jan. 26	01/06/03							
<b>LEVEL I EXAMS</b>							<b>3 days - \$165 (New members add \$85 dues)</b>				
<b>Candidates must state their specialty on application.</b>							615	Windham Mt., NY	Feb. 7-9	2003	01/17/03
<b>(Blind/Dev. Delayed), (3-4 Track), (Mono-BiSki)</b>							616	Gunstock, NH	Feb. 28-Mar. 2	2003	02/07/03
613	Holimont, NY	Jan. 12-14	2003	12/23/02	617	Sunday River, ME	Apr. 3-5	2003	03/13/02		
614	Camelback, PA	Jan. 24-26	2003	01/03/03							
<b>LEVEL II EXAMS</b>							<b>1 to 4 day events - \$80 for first day; \$70 for each consecutive day</b>				
618 *	Skiing	Windham Mt., NY	Feb. 9	01/20/03	622	2 Track (Blind/DD)	Sunday River, ME	Apr. 3	03/13/03		
621 *	2 Track (Blind/DD)	Windham Mt., NY	Feb. 9	01/20/03	626	3-4 track	Sunday River, ME	Apr. 4	03/14/03		
624	3-4 track	Windham Mt., NY	Feb. 10	01/20/03	630	Mono/Bi	Sunday River, ME	Apr. 4	03/14/03		
628	Mono/Bi	Windham Mt., NY	Feb. 10	01/20/03	620 *	Skiing	Sunday River, ME	Apr. 6	03/17/03		
625	3-4 track	Jiminy Peak, MA	Mar. 2	02/10/03	623 *	2 Track (Blind/DD)	Sunday River, ME	Apr. 6	03/17/03		
629	Mono/Bi	Jiminy Peak, MA	Mar. 3	02/10/03	627 *	3-4 track	Sunday River, ME	Apr. 5	03/14/03		
619	Skiing	Sunday River, ME	Apr. 3	03/13/03	631 *	Mono/Bi	Sunday River, ME	Apr. 5	03/14/03		
<b>LEVEL III EXAMS</b>							<b>1 to 4 day events - \$80 for first day; \$70 for each consecutive day</b>				
632 *	Skiing	Hunter Mt., NY	Feb. 9	01/20/03	636	2 Track (Blind/DD)	Sunday River, ME	Apr. 3	03/13/03		
635 *	2 Track (Blind/DD)	Windham Mt., NY	Feb. 9	01/20/03	640	3-4 track	Sunday River, ME	Apr. 4	03/14/03		
638	3-4 track	Windham Mt., NY	Feb. 10	01/20/03	644	Mono/Bi	Sunday River, ME	Apr. 4	03/14/03		
642	Mono/Bi	Windham Mt., NY	Feb. 10	01/20/03	641 *	3-4 track	Sunday River, ME	Apr. 5	03/14/03		
639	3-4 track	Jiminy Peak, MA	Mar. 2	02/10/03	645 *	Mono/Bi	Sunday River, ME	Apr. 5	03/15/03		
643	Mono/Bi	Jiminy Peak, MA	Mar. 3	02/10/03	634 *	Skiing	Sunday River, ME	Apr. 6	03/17/03		
633	Skiing	Sunday River, ME	Apr. 3	03/13/03	637 *	2 Track (Blind/DD)	Sunday River, ME	Apr. 6	03/17/03		

# PSIA-E /AASI Children's Schedule for 2002-2003

Notes: \* = Events with limited attendance; may fill prior to deadlines!

# = Events non-members may attend for \$15 additional fee.

Weekend events are highlighted in blue.

<b>Num.</b>	<b>Event/Description</b>	<b>Location</b>	<b>Dates</b>	<b>Deadline</b>		<b>Dates</b>	<b>Deadline</b>		
<b>CHILDREN'S ACADEMY #</b>									
				<b>3 days - \$ 132; 2 days - \$101 (Non-Members add \$15)</b>					
400 #	(2 days)	Mt. Snow, VT	Dec. 16-17	11/25/02	401 #	(3 days)	Mt. Snow, VT	Dec. 16-18	11/25/02
<i>New members may become Registered at the 3-day event only; add \$70 dues.</i>									
<b>CHILDREN'S EVENTS #</b>									
				<b>(Non-members add \$15) 2 days - \$93</b>					
402	Seasonal Prog. Progressions	Bromley Mt., VT	Dec. 19-20	11/28/02	413	Intro to Kids Racing	Jiminy Peak, MA	Jan. 27-28	01/06/03
403	Creative Process	Jiminy Peak, MA	Jan. 2-3	12/12/02	414	Bag of Tricks	Hunter Mt., NY	Jan. 23-24	01/02/03
404 *	Creative Process	Ski Beech, NC	Feb. 8-9	01/18/03	415	Bag of Tricks	Magic Mt., VT	Feb. 12-13	01/22/03
405	Creative Process	Hunter Mt., NY	Feb. 24-25	02/03/03	416	Bag of Tricks	Snowshoe Mt., WV	Feb. 12-13	01/22/03
406	CAP Model & Snowsports	Swain, NY	Jan. 6-7	12/16/02	417 *	All About Kids/On Any Gear	Hunter Mt., NY	Jan. 25-26	01/03/03
407	CAP Model & Snowsports	Jiminy Peak, MA	Mar. 5-6	02/12/03	418	All About Kids/On Any Gear	Magic Mt., VT	Jan. 29-30	01/08/03
408	Tricks for Tots - Skiing	Hunter Mt., NY	Jan. 6-7	12/16/02	419	All About Kids/On Any Gear	Bromley Mt., VT	Mar. 3-4	02/10/03
409 *	Tricks for Tots - Skiing	Swain, NY	Feb. 1-2	01/10/03	420 *	All About Kids/On Any Gear	Labrador Mt., NY	Mar. 15-16	02/21/03
410	Tricks for Tots-Snowboarding	Bromley Mt., VT	Jan. 13-14	12/23/02	421	Movement Analysis: Children	Labrador Mt., NY	Feb. 3-4	01/13/03
411 *	Tricks for Tots-Snowboarding	Swain, NY	Feb. 1-2	01/10/03	422	Movement Analysis: Children	Bromley Mt., VT	Mar. 13-14	02/20/03
412 *	Intro to Kids Racing	Labrador Mt., NY	Jan. 11-12	12/20/02					

# PSIA-E Nordic Schedule for 2002-2003

Notes: \* = Events with limited attendance; may fill prior to deadlines!  
Weekend events are highlighted in blue.

# = Events non-members may attend for \$15 additional fee.

New Nordic members may become Level I only at upgrade events or the Nordic Instructor Training Courses. During the season in which they become Level I, Nordic members are eligible for the Level II prerequisite and exam. In order to qualify for an exam at the next membership level, a member must first take an exam prerequisite (or upgrade) within the same season as the exam. PSIA-E members in other disciplines may attend Nordic events at their own level, but cannot skip levels of certification, with the exception that Alpine Level III members may take the Nordic Downhill Level III prerequisite and exam.

## NORDIC DOWNHILL

Num.	Event/Description	Location	Price	Dates	Deadline
<b>SPECIAL EVENTS</b>					
800 *	Mini Academy (2 days)	Killington, VT	\$90	Dec. 7-8	11/15/02
801	ITC (5 days)	Killington, VT	\$215	Dec. 9-13	11/18/02
802	Southern ITC (3 days)	Snowshoe Mt., WV	\$125	Jan. 3-5	12/13/02
803 *	Spring Rally (2 days) <i>banq.</i>	Killington, VT	\$125	Mar. 29-30	03/07/03
<b>UPGRADES # (Non-members add \$15) 2 days - \$82</b>					

Members become Level I by attending any 2 days of upgrades, or above ITC's. Add \$85 dues.

**All upgrades count as exam prep.**

804 *	Tele Alpine Crossovers	Seven Springs, PA	Dec. 14-15	11/22/02
805 *	Learn to Tele	Gunstock, NH	Feb. 1-2	01/10/03
806	Learn to Tele	Mad River Glen, VT	Mar. 13-14	02/20/03
807 *	Tele Skiing / Teaching	Ski Sundown, CT	Jan. 11-12	12/20/02
808 *	Tele Skiing / Teaching	West Mt., NY	Jan. 11-12	12/20/02
809	Tele Skiing / Teaching	Whitetail, PA	Jan. 13-14	12/23/02
810	Tele Skiing / Teaching	Mountain Creek, NJ	Jan. 16-17	12/26/02
811 *	Tele Skiing / Teaching	Holimont, NY	Jan. 25-26	01/03/03
812	Tele Skiing / Teaching	Hunt Hollow, NY	Jan. 29-30	01/08/03
813	Tele Skiing / Teaching	Wildcat Mt., NH	Feb. 6-7	01/16/03
814	Tele Skiing / Teaching	Jack Frost Mt., PA	Feb. 13-14	01/23/03
815 *	Tele Skiing / Teaching	Waterville Valley, NH	Mar. 1-2	02/07/03
816	Bumps / Trees all levels	Blue Knob, PA	Feb. 10-11	01/20/03
817	Intro to Trees / Off-Piste	Gore Mt., NY	Feb. 13-14	01/23/03
818	Off-Piste	Jay Peak, VT	Feb. 27-28	02/06/03
819	Off-Piste	Timberline, WV	Feb. 27-28	02/06/03
820 *	Off-Piste	Smugglers' Notch, VT	Mar. 8-9	02/14/03
821 *	Tele Fun Race / Skiing	Bromley Mt., VT	Feb. 22-23	01/31/03

**EXAMS 3 days - \$145**

Level II/III exams require a prereq. (above) during same season as exam.

822	Level II	Sugarbush, VT	Mar. 22-24	02/28/03
823	Level III	Sugarbush, VT	Mar. 22-24	02/28/03
824	DCL	Sugarbush, VT	Mar. 22-24	02/28/03
825	DEV-TEAM	Sugarbush, VT	Mar. 22-24	02/28/03

## NORDIC TRACK/SKATE

Num.	Event/Description	Location	Price	Dates	Deadline
<b>SPECIAL EVENTS</b>					
700	Master's Academy	Jackson Touring, NH	\$77	Mar. 1-2	02/10/03
701	ITC (3 days)	Great Glenn Trails, NH	\$115	Dec. 18-20	11/27/02
<b>UPGRADES # (Non-members add \$15) 2 days - \$77</b>					

Members become Level I by attending any 2 days of upgrades, or above ITC's. Add \$85 dues.

**All upgrades count as exam prep.**

702	Skiing Improvement	Norsk, NH	Feb. 24-25	02/06/03
703	Skiing / Teaching	Sunday River X-C, ME	Jan. 13-14	12/23/02
704 *	Skiing / Teaching	Woodstock VT	Jan. 25-26	01/03/03
705	Skiing / Teaching	Whitegrass Touring, WV	Feb. 10-11	01/20/03
706 *	Ski/Teach for Alp. Crossovers	Stratton, VT	Feb. 8-9	01/18/03
707 *	Teaching Improvement	Mt. Van Hovenberg, NY	Dec. 21-22	12/02/02
708 *	Classic / Freestyle Primer	Trapp Family Lodge, VT	Jan. 4-5	12/13/02
709	Backcountry Day Touring	Garnett Hill, NY	Mar. 11-12	02/18/03

**EXAMS 2 days - \$92**

Level II/III exams require a prereq. (above) during same season as exam.

710 *	Level II	Garnett Hill, NY	Mar. 8-9	02/14/03
711 *	Level III	Garnett Hill, NY	Mar. 8-9	02/14/03
712 *	DCL	Garnett Hill, NY	Mar. 8-9	02/14/03
713 *	DEV-TEAM	Garnett Hill, NY	Mar. 8-9	02/14/03

# PSIA-E /AASI "On Any Gear" Schedule for 2002-2003

"On Any Gear" Programs are for all disciplines.

Notes: \* = Events with limited attendance; may fill prior to deadlines!  
Weekend events are highlighted in blue.

# = Events non-members may attend for \$15 additional fee.

Num.	Event/Description	Location	Dates	Deadline	Num.	Event/Description	Location	Dates	Deadline
<b>ALL PROGRAMS # (Non-members add \$15) 2 DAYS - \$93</b>									
450	Intro to Trees & Steeps	Sugarbush, VT	Jan. 13-14	12/23/02	34	Women Only Trees & Steeps	Sugarbush, VT	Jan. 13-14	12/23/02
451 *	Intro to Trees & Steeps	Smugglers' Notch, VT	Mar. 8-9	02/14/03	417 *	All About Kids	Hunter Mt., NY	Jan. 25-26	01/03/03
452	Advanced Trees & Steeps	Stowe, VT	Jan. 15-16	12/26/02	418	All About Kids	Magic Mt., VT	Jan. 29-30	01/08/03
453	Intro to Trees & Steeps	Gore Mt., NY	Jan. 28-29	01/07/03	419	All About Kids	Bromley Mt., VT	Mar. 3-4	02/10/03
454	Park and Pipe	Swain, NY	Feb. 1-2	01/10/03	420 *	All About Kids	Labrador Mt., NY	Mar. 15-16	02/21/03
455	Park and Pipe	Okemo, VT	Mar. 19-20	02/26/03					

AASI Members – Please Note: Due to timing conflicts we needed to remove the events previously scheduled for Blue Mountain, PA from the AASI event schedule. We apologize for any inconvenience this may cause.

## Dedication & Determination continued from page 13

to the individual... 180s instead of 360s, or flat spin 3s instead of air 3s, etc.

Don't be afraid to try different things during staff training sessions. It's the only way to get that all-important feedback on our teaching... to build our confidence, expand our repertoire, share ideas, and make our presentations tighter. If something doesn't work, don't get down. Re-think and try again. Be thankful for that feedback... just as our students surely are! ♦♦

## AASI offers **Resort Trainers Program**

*Rob Bevier, AASI Advisor*

Resort Trainers is a premiere training course that brings the most knowledgeable AASI education staffers together with instructors that are presently trainers or wish to become trainers at their home resorts.

As a multi session course we offer the flexibility to bring together trainers to share ideas, explore new teaching tactics, and ride at levels that suit your needs and your schedule. The Resort Trainers Program includes three sessions. If you are only able to attend one session your money will be well spent, however if you choose to attend all three sessions your pay off will be considerable. An added bonus to the program is that all new ed. staff members are brought through this program. We are piggybacking the Development team selection process to include at least one season of resort trainer's participation. The information shared is hot and so is the riding.

Indoor sessions cover everything from how to put together a training program to the most recent news from the national team. Outdoor sessions cover all of your riding needs, whether it be understanding the exam standards or tuning up your personal riding with the best AASI has to offer.

If you're looking for one event to broaden your training horizons, the Resort Trainers Program is the event to choose. I highly suggest that learning centers sponsor representatives to attend the Resort Trainers Program to keep their training staff sharp.

The bottom line is that if you or your staff want to be on the cutting edge of snowboard teaching, Resort Trainers is the program that you don't want to miss.

Resort Trainers is open to all Level 2 and Level 3 AASI members. The event is package priced at \$150.00 per person / per season / non transferable. This price covers all three parts of the program completed within one season. ♦♦



### adaptive news

## Benefits of Attending The National Adaptive Academy

*by Ron Von Ronne  
Assistant Education Director  
Adaptive Sports Foundation  
Windham, NY*

The annual Hartford Ski Spectacular in Breckenridge, CO, is an opportunity for instructors and disabled students across the nation to come together to learn, teach and have fun.

The highlight of the eight-day adaptive sports event is the opportunity to participate in the PSIA National Adaptive Academy/Continuing Education Program, a program that provides ski instructors and trainees with the opportunity to learn about the latest techniques in training disabled skiers and snowboarders. Within this program, Professional Ski Instructors of America (PSIA) certified examiners and clinicians from across the country are given the arena to share valuable knowledge and experiences.

"The knowledge exchange alone is worth the trip," explains a PSIA certified instructor working with the Adaptive Sports Foundation of Windham Mountain, NY. "While comparing notes with instructors from Loon Mountain, NH, Alyeska Resort, AL, Challenge, NM and Ski Beech,

NC, we realized the compensation is the same for all of us! Great big beautiful smiles, and individuals who enjoy the challenges of adaptive ski teaching."

Over the course of the week, instruction is given on various techniques used throughout adaptive programs nationwide. Instruction packages are available for two, three or five day courses, and instructors receive credit for attending a PSIA sanctioned event. Aside from the unique opportunity to share with instructors of all disciplines and levels, attendees also receive demonstrations from a number of various adaptive equipment manufacturers. This allows the instructor to better understand the uses of equipment that are so vital to the enjoyment of the disabled skier.

Best of all is the cooperative problem solving amongst colleagues. Teaching adaptive sports requires a community effort, and the PSIA Adaptive Academy/Continuing Education Program benefits the arena of adaptive sports by bringing together that community and fortifying it through knowledge and relationships.

The Spectacular runs from December 8th thru the 14th. The Continuing Ed Clinics are Dec. 9th through the 13th. Costs vary, dependent upon program selected. Interested parties should contact: [pcornelius@dsusa.org](mailto:pcornelius@dsusa.org), or call 301-217-9840 for more information. ♦♦



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# Understanding the process can enhance the experience.

## Part 1 – The Cognitive Realm

Jeffrey W. "Jake" Jacobsen –ACE, Director – Alpine Activities, Gunstock, NH

### What process? Whose experience?

1. The developmental process for children (human beings).
2. The experience of the *Guest & the Ski or Ride Pro*.

The developmental process all humans go through on their path to the land of "less fun" called adulthood can be split into 3 categories:

- ❖ Cognitive – How people think
- ❖ Affective – How people feel
- ❖ Psychomotor – How people move

Ski and Snowboard pros know this as the C.A.P. model. Having a basic understanding of the C.A.P. model and where (developmentally) the young guests you are skiing or riding with fit into this model can enhance the learning environment and hence the experience.

From the day we are born we begin the developmental process. Relatively speaking, all living creatures grow from something little into something BIG. Examples: Acorn → Oak Tree, little puppy → St. Bernard. I tend to look at the stages of child development in the cognitive and affective realms as simply as this, *LITTLE* → *BIG*.

### It's a Small World

Very young children 0 – 2 years exist in the "Sensorimotor" stage of development. Learning takes place through the senses, touch and taste, which create very tangible interactions. Inherently these interactions are close by, within reach, making for a very small world.

### "As the World Grows"

2 – 6 year old children in the "Pre-operations" stage begin to interact with a growing world, verbally, mentally, and physically. A shift takes place for the child from: *Self at the center TO Self as part of the universe*

"Potentiality" = *What is* → *What if*

6 – 11 year old children in the Concrete operations stage of development begin to use more sophisticated mental processes for their interactions with the world around them. They begin to see themselves as part of a group rather than the center of the group.

*LITTLE WORLD* → *BIG WORLD*

Relating these stages to the CAP model in a very basic sense is relatively simple (that's the point for a layman educator such as myself; keep it simple). **In the Cognitive realm, children develop through the stages in terms of:**

- ❖ Self                      Me, Me, Me → The Group → The World
- ❖ Space                    Me, Me, Me → The Group → The World
- ❖ Cause & effect        How does it look, feel, or taste → What will happen IF?

- ❖ Potential    What is → What if
- ❖ Perceptually    Imagination to visualization
- ❖ Directions        One at a time → sequences, 3 or more.

Cognitively, in the world of snow sports education or any coaching activity, clinics must be *empathy* based. Put yourself in the guests' boots and focus your clinic in a manner, which takes into account your guests stage of development. **As an example:** While working with children ages 2 – 6. Imagine you are Harry Potter under your invisibility cloak. While you cannot be seen, you can touch things or be touched. Let's ski or ride this hill without touching the colored dots (evil spells) in the snow. The same task could be used with children in the 7 – 11 year range with this description. Look up this hill to see where the colored dots are painted in the snow. While riding the lift, create a picture in you mind of skiing or riding through the dots without erasing any of them. Younger children are willing and able to use fantasy, as fantasy can become reality. Whereas older children are not as willing to use fantasy but are able to use visualization as a perceptual skill in the learning process. Understand that the perspective of our guests changes as they grow and may very well begin to regress, as they grow into their senior years.

Due to the scope of the topic of the developmental stages and their relationship to the CAP model, I will be offering this as part of a series of articles over the course of this season. In addition, Child Development and Snow sports will be one of many clinic choices offered by the ACE team this season. If you are intrigued or at times confused by this topic, look for future articles and check out the *Children's Development and Snowsports Clinics* : Swain, NY Jan. 6 and 7, 2003, Jiminy Peak, MA March 5 and 6, 2003. ♦♦



# Event Descriptions for 2002-03 Season

by Mickey Stone  
PSIA-E Nordic Coordinator

## Track/Skate Special Events

**Instructor Training Course 12/18-20:** At Great Glenn Trails in New Hampshire. This has been one of our premier preseason training camps. Early snow and a great facility allow our clinicians to give you a primer before the teaching season. Lots of skiing with tactics, skills improvement and biomechanical analysis allow you to fine tune your skating and diagonal stride before the season gets going. Teaching tips, games and methodologies that you and your clinician share will prepare you for the lessons to come. Kids focus, and, of course, any topics you would like are included.

**Master's Academy 3/2-3:** Our host is Jackson Ski Touring and their great trail system. This clinic is for intermediate skiers and above. Upper level coaching geared to your needs in the teaching and the skiing improvement realm will be the focus. More to come in next issue. Plans for a guest coach are being finalized.

**Upgrades:** Are scheduled for two days but you may take just one day if needed for your upgrade @ \$40.

**Classical/Freestyle Primer on 12/21-22:** At the famous Trapp Family Lodge. A great way to start the season. A one or two day quick refresher course on the major skills that put together a good Nordic skier. One day of each discipline will review the main components of each. Practice teaching, skiing skills, skier analysis as well as executing simple drills will get you ready for the season.

**Skiing Improvement at Norsk in New Hampshire on 2/24-25:** Geared for the member who wants to work solely on themselves and their skiing model. The clinician will create a teaching sequence geared to your ability level that will allow you to improve your technique and efficiency. We will be doing skating one day and diagonal stride the next. Skier

analysis, drills, guided practice and lots of skiing will be the basis for this clinic.

**Teaching Improvement at Mt. Van Hovenberg, NY, 12/21-22:** A great place to ski and focus on how to meet your student's needs. Skier analysis and putting together a plan for individuals, groups and kids will be our focus. Teaching and learning styles to target your lesson takers will be utilized to enhance the delivery of your tips, tactics, drills and progressions. We will explore how to quickly change and adapt as your students change technique and efficiency. When to guide and when to practice will be discussed? Teaching scenarios and hands-on practice will be a strong part of this clinic. It is not about talking, but about coaching in a fun, moving manner.

**Skiing/Teaching clinics at Sunday River, ME, Woodstock, VT and Whitegrass, WV:** These are our regular upgrading clinics. Normally there is an even mixture of teaching and skiing improvement in both skating and diagonal stride. These clinics are based on what you personally want to get out of it for your upgrade within the context just described. Come to these clinics with a list of your needs in each of the areas. The clinician has a prepared outline but we want to tailor it to your specific educational needs.

**Ski/Teach for Alpine Crossovers at Stratton, VT, on 2/8-9:** Specifically for the new comer to the sport. We would like to invite Alpine and Snowboard skiers to take a two-day intro course to diagonal striding and skating. Rentals for boots, skis and poles are available at a reasonable cost if you do not have equipment. Pacing, correct terrain and fun games and drills as well as obstacle courses will let you explore what it is like to balance with gravity, instead of against your equipment. So, come out and try it. Special fondue party afterwards.

**Backcountry Day-Touring at the rolling hills of Garnett Hill, NY on 3/11-12:** The terrain and snowfall are abundant here. Equipment is for non-prepared track skiing or day-touring in flats and rolling hills of ungroomed snow. Part of the time is a refresher on the skills of climbing, striding, poling, stopping, cornering, getting up, safety, route planning and what to pack for the day. A half-day to practice and then a half-day tour in the woods followed by a second full day on the trail. Lodging at the Garnett Hill Lodge, which serves fantastic meals in the Adirondack ambience. Wax or waxless skis,  $\frac{3}{4}$  edge or edgeless, and durable poles (an extra set wouldn't hurt). Rentals available at an affordable price. Need to be in aerobic shape to do a leisurely pace before and after lunch, with breaks included. Light daypacks and hydration needed, skins optional.

**Nordic Exam at Garnett Hill on 3/8-9 for Level II/III DCL/Dev Team:** A wide variety of terrain allows us to do lots of skiing and teaching

as you show us your stuff. Details on the web and in the exam guide.

## Nordic Downhill Special Events

**Mini Academy on weekend of 12/7-8 at Killington, VT:** A shortened version of the ITC. You should know how to telemark already on blue square slopes. Course will review teaching beginner, intermediate and advanced students, plus skiing improvement. We will discuss and ski the major components that an efficient telemark skier should possess. Lots of early season skiing.

**Instructor Training Course at Killington, VT, 12/9-13:** In-depth course on how to become an effective free heel instructor. Video analysis of your skiing and others, skiing improvement, teaching scenarios, drills, games, flexibilities and five days of skiing. Course is paced and slots for unguided practice have been included. One our most popular courses. Very comprehensive material because our goal is for you to go away with a complete package to teach from, and to improve your skills as a skier an educator. Plus a party!

**Southern ITC at Snowshoe, WV, 1/3-5:** Same as above, slotted into three days. Specifically for our southern membership.

**Spring Rally at Killington, VT, 3/29-30:** We haven't pulled it off yet, but our intent continues to be to get as many PSIA-E telemark skiers as possible to attend a year-end fun educational blow out before the season ends. Lots of spring skiing. Light on info, but enough to meet your goals. Banquet included. A large portion of our staff will be there to participate. Great woods and bump skiing at this time.

## Upgrades

**Tele for Alpine Crossovers at Seven Springs, PA, 12/14-15:** As the title says, this is specifically a clinic for Alpine background people to get into and out of the telemark position going downhill. Some rentals are available. Call ahead to reserve. Mostly skiing improvement and teaching activities that will use your Alpine strengths and transfer them to free hill skiing. Paced properly to keep thigh burn to a minimum, and our goal is to get your feet apart.

**Learn to Tele at Gunstock, NH, 2/1-2:** For NEW tele skiers or beginning. You might have other skiing background but this one is geared for folks who may have tried it but would like a little help to get it better. Some rentals available - call ahead.

**Learn to Tele at Mad River, VT, 3/13-14:** Geared for never-ers to advance. Personal coaching to improve free heel skiing. Demos will be available. Call or email Mickey a few weeks before. MRG also has rentals so call ahead. This is a unique event because it is right before the famous NATO Tele Festival. So, there will be a lot of great skiers there to watch. Plus,

National Demo Alpine Team Member Terry Barbour is the SSD there. Don't miss this one. We can accommodate all levels that want to receive personal coaching. MRG is very supportive of Nordic PSIA-E, so let's get a big showing. Oh yeah - you'll love the terrain!

**Tele Skiing/Teaching is at a number of resorts:** This is our upgrade and Level I clinic that is geared to what the majority of the group would like to have. It could be more personal ski coaching or have a stronger focus on teaching. You make the call. We have a lot of these events this year due to a lot of resorts trying to expand their staffs to teach tele. So, if there is one in your area get some tele skis and try it out. It's very comprehensive, and you'll leave with new info and a solid picture on the skiing model and how to effectively teach the level of student you are accustomed to seeing. Once again, bring a list of your needs because it is all about you.

**Bumps/Trees all levels at Blue Knob, PA on 2/10-11:** Great terrain and fun skiing. Tactics and activities to successfully ski in the bumps and trees, or together, will be the focus. A skiing oriented clinic with plenty of coaching and tips.

**Intro to Trees/Off-Piste at Gore Mt., NY, 2/13-14:** Gore is a great place to get accustomed to freeheeling off the slopes, in trees and on ungroomed snow. Wide-open gentle pitches with trees spaced far apart make this a great haven to gain your confidence. Tactics, techniques and coaching will be the large part of the lesson plan. The clinician will model teaching activities, drills, and progressions so you can get comfortable off the slopes.

**Off-Piste clinics:** At the three areas on the schedule - some of the best skiing in powder in the East. There is some hiking at times, and x-c to get to our favorite stashes. All-mountain skis are preferred, that are a little wider. These clinics are geared for tele skiers who have already ventured out in areas and can ski them. We usually split in two groups, so come explore and learn techniques and strategies to enjoy some of the finest off-piste areas around. Should be able to ski ungroomed blue square terrain. If you're looking to learn more, or just go and rip, this clinic can accommodate that range. We usually have fresh snow!

**Tele Fun Race/Skiing at Bromley Mt., VT, 2/22-23:** Kare Anderson, an inspiration to tele

skiing and racing, will be hosting a fun race. We will be there to honor him and his contribution to skiing. The race is not hard or competitive - more fun and laughing. Clinic will be geared to whatever the group wants. Usually sunny and great snow. If you want, join us for one day - Sunday cost is \$41. Race fee is additional, but very affordable.

**Nordic Downhill Exam at Sugarbush North, VT on 3/22-24:** We have rearranged the schedule so it does not conflict with the NATO tele festival. Plus, North has a diverse amount of slopes, pitch, trees and bumps to teach and ski on. Refer to web for more details.

This is the year to get out there and take a Nordic clinic from the expanded schedule, and learn the beauty of being in the woods and off-piste with our excellent clinicians. We look forward to seeing you on the slopes, in the tracks and off-piste. See the Nordic Schedule of Events in this issue for more information. ◆◆



members' opinions

## The Art of Looking Ahead

by Terrie Anne Guay  
Program Director, Operations  
Maine Handicapped Skiing

Looking ahead is a small skill that plays a big role. Looking ahead is a skill that needs to be practiced. Like any other skill, looking ahead can improve over time to the point it becomes automatic.

Being balanced is the foundation of skiing. Without balance, the skier cannot perform skills and stay vertical while moving down the hill. A centered stance is having the body comfortably aligned over the feet to allow natural movements to occur. The head is the heaviest part of the body. If the head drops as a result

of the eyes looking down, this will put the skier out of balance. Good eye and head control is a key to being in balance.

In the past few years skis have shortened in length. As skis get shorter, balance must become more refined to stay centered and on top of the ski. Having the head drop by looking down at the tip of the ski will cause the skier to fall out of alignment. To emphasize this feeling, try snow blades - you will become acutely aware of your balance. Just dropping the head can cause pitching over forward. Looking down also affects the timing and rhythm of the pole plant. As the head drops, so do the hands. To have the hands up and in a ready position, the eyes and head also need to be looking forward and ready for what is coming.

Confusion sets in when the skier is not aware of where he/she should be looking. Looking ahead means to be looking in the direction of the apex of the new turn. As the eyes travel, so does the body. It is like riding a bike. If you turn your head and eyes, the body and bike will follow. It is the same when we ski. When we look into the direction of the apex of the new turn, the body will follow. This preparation for the next turn will keep the skier moving down the hill and assist the body in moving in the new intended direction of travel.

As skiers progress, they learn that looking ahead is the key to being successful in all mountain skiing situations. In running gates, looking ahead helps you see terrain changes, course configurations and snow conditions. Looking

ahead also prepares the skier for the next turn, and where to set up the turn in relation to the gates in the course. Setting up a turn in the correct place, and at the correct time, allows the skier to generate speed in a race course because it allows for more accurate use of the equipment.

In bumps, looking ahead allows the skier to maintain or change a bump line to keep a consistent rhythm. The skier can control pressure and direction simply by seeing and thinking before arriving at the bump. In free skiing, looking ahead helps us determine rolls, terrain changes and obstacles that present themselves on the hill.

As you start off the season brushing up on skills, try out some of these looking ahead exercises that will help you and your students reap the benefits of "The Art of Looking Ahead".

### Visual Acuity Drill 1: Taken from the USSA Base Test Stage 1, Test 11

The skier begins with short radius turns in the fall line. At any given time the tester at the bottom of the test area signals by holding up

**continued next page**

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.

## Looking Ahead, continued

both hands, or a flag. The skier must instantly execute a hockey stop in the direction signaled by the tester and come to a complete stop. The skier then immediately begins to repeat short radius turns in the fall line. Focus on instantaneous reactions and coming to complete stop in a balanced stance.

### Visual Acuity Drill 2: Taken from the USSA Base Test Stage 2, Test 11

The skier begins with short radius turns in the fall line. With a signal from the tester at the bottom of the course, the skier instantaneously executes a short traverse into another series of short turns, and then repeats. The skier must maintain continuous skiing flow.

### Race Course

Set up gates that change the turn shape. Set four slalom turns to four GS turns, and two SG turns, and then back to slalom turns. The skier must look ahead to make sure s/he sees the turn size differences and changes in direction. ♦♦

# It Doesn't Take a Brain Surgeon to Understand Exercise Physiology

by Wendy Boyd-Conti  
PSIA-E Alpine Level II  
Windham, NY

Thank you for the scholarship and the wonderful opportunity to attend the Exercise Physiology Workshop at Ski Windham. It was way better than any of my expectations, and I am presently working on developing a similar program for coaches at my school.

The Master Teacher Series offers a wonderful array of opportunities to increase one's knowledge and understanding of sport science and other related topics. One of the most useful and interesting offerings is Exercise Physi-

ology. Exercise Physiology may seem intimidating to the average teaching professional but it is not. The course is offered in a very learner-friendly and straightforward way. It's goal is to offer the professional a basic understanding of the interactions of our various body systems and how these systems affect one's snow sports performance. The following are a few questions based on the course material. You might want to test your fellow professionals' or students' knowledge of these interesting facts on the lift someday.

### What causes the heart to beat?

Most believe that the brain controls the heart. But, did you know that the heart produces it's own electrical stimulation and can beat independently from the rest of the nervous system and brain. The heart produces its own electrical stimulation from a specialized area located in the heart called the Sino-Atrial Node. This is actually the only "self-exciting" and regulating group of nerve cells outside the brain. The Sino-Atrial Node, also known as the S-A Node, enables the heart to beat independently from other body functions.

### What causes the burning sensation in the muscles during strenuous activity?

The body uses glucose to produce energy for every living cell in the body, including muscle cells. The best way to produce energy is to combine the glucose with oxygen in a process called aerobic respiration. Don't get confused now. Respiration is actually the utilization of oxygen, not the process of taking in air - which is breathing. When one engages in strenuous exercise, and the body is not able to deliver sufficient oxygen to the muscle cells, the muscle cells switch over to another energy-making process called anaerobic respiration. In anaerobic respiration the body continues to make energy for the muscle cells without the presence of oxygen. However, a draw back in anaerobic respiration is the production of a waste product called pyruvic acid, commonly called lactic acid. When large amounts of pyruvic acid build up in the muscle tissue, the results are a burning sensation in the muscle. If you are in good physical condition the body is able to quickly convert the unwanted pyruvic acid back into glucose, and the burning sensation goes away quickly. However, if you are not in good physical condition, or you have engaged in an unusually strenuous activity, you might experience stiffness and soreness in the muscle for some time. But do not despair, your body will eventually catch up and convert the pyruvic acid back into glucose. When you experience thigh burn, remember, drinking lots of water and gentle stretching may help you in your recovery.

### In cold temperatures, why do your fingers and toes get cold first?

I have heard some people say the reason your fingers and toes get cold is because these body parts are able to sense the cold first. This is actually inaccurate. The real reason your fingers and toes get cold first is that in very cold weather the body is quick to sense it is losing heat. To try to stop the heat loss and maintain optimum body temperature, the body decreases the flow of warm blood to the legs and arms, and increases the blood flow to the major internal body organs. This decrease in blood flow is termed vasoconstriction. The result is an increased cooling of the hands and feet, which are furthest from the heart. Vasoconstriction can further stress the major muscles in the arms and legs needed in snow sports. By decreasing the blood flow to the muscles it also decreases the amount of oxygen to the muscles. By wearing many thin layers that trap the warm air against the body you can help keep the body warm and deter the onset of vasoconstriction. ♦♦

## THAT IS MY LIFE

by James Billingslea III (Age 14)  
PSIA-E Affiliate Member  
Ski Liberty, PA

Flying down the hill  
snow so white and soft,

carving down the mountain  
trail may be so long,

my kind of dancing  
swift and sly,

the cold snow  
the jagged ice  
on the stony cliff side.

this is my life.

Flying down the hill  
quick, much speed,

always with the wind deep in my soul.  
I love this like a never-ending rainbow.

here I am giant,  
no one can get in my way.

this is my kingdom,  
my domain,  
my heaven.

that is my life.





# A New Adventure

by Lawrence Cohen  
PSIA-E Alpine Level III  
Seven Springs, PA

*Life is not a journey to the grave with the intention of arriving safely in one pretty and well preserved piece, but to skid across the line broadside, thoroughly used up, worn out, leaking oil, shouting "Geronimo".*

Bill McCollum, Ski Racing Magazine

The demographics of PSIA-E reflect an aging member population, a situation that we all face. I'm in my seventh decade, certified Eastern in 1964. All of the scrapes and bruises that I suffered years earlier, and from which I recovered, have returned. The arthritis, the stiffness, the pain really didn't affect my mountain lifestyle. I skied better than I walked or climbed stairs. Four marathons after age 55 certainly didn't help matters. My orthopedist and I had been discussing the situation, and I researched the Internet for remedies. Several years ago we came to the conclusion that until my lifestyle was affected, new knees were not the solution. I would know when the time was ripe. The time was ripe this year.

I suffered through this past season with diminished activity. I had to be selective of my use of the mountain. I actually skied more efficiently - to do otherwise would have been very painful. After consultation with Dr. Chris Harner, UPMC Sports Medicine Facility, the diagnosis was: arthritic, bone-to-bone medial side, both knees, with the right knee the worst. Dr. Harner is well known in our locker room and throughout the world - truly a doctor's doctor. The decision was mine to make, the remedy was apparent - a unicondylar knee.

The knee has three weight-bearing sections. If you are bone-to-bone on one of those sections, a unicondylar procedure becomes effective; more than one, a full knee becomes appropriate. It's actually a refacing of the tibial side, with the placement of a synthetic plate - sort of a press-fit-and-glue job; and, on the femur side knee knuckle, the placement of a metal arc to correspond with the refacing on the tibia.

I thought it might be helpful if I shared a brief diary of the events that I went through from the beginning up into the second month. My hope is that this could be helpful to someone else out there who is facing the same decision.

## The Sequence and Experience

**Day 1:** April 17, 5:30am - arrived at the hospital intake. A true ski school friend provided a 4:30 AM pick-up and delivery service.

Thank you, Alma. I met my rehab therapist, who set me up with crutches and my anesthesiologist, who discussed his procedure. 8:00am - taken to the operating room bull pen and prepped for surgery. Don't know when I was taken in for surgery. However, I was told the procedure would take about 2 hrs, m/l. Woke up on a gurney, moving to post-op, and pretty much out of it. Later that afternoon two members of the operating team - Orthopedic-Fellows - showed up in my room for a post-op consultation. I had on a cryo-cuff (cold pack) and a soft cast. They took off the soft cast and left the cryo-cuff, which I wore 24/7 - a great device to reduce pain and swelling! I was asked to move my toes, then circle them; and then - the biggie - "how about a straight leg quad lift". Had to think how that was going to happen, but finally figured it out and lifted about 10 in. They looked at each other - amazed. I asked if I could put it down and then I asked how bad was my knee on a scale of 1-10. With 10 being the worst, I was told I was about a 7. The work order that evening was to have me stand, via walker, with as much weight bearing as I could handle. There were 3 aides around to get me up. That evening, lying in bed was uncomfortable. I was between IVs, so I managed to get the walker and strolled the floor. The staff was sort of surprised. I also had a CPM (constant passive motion machine) delivered to my room.

**Day 2:** Had not eaten for 2 days (no desire). Taken to Physical Therapy, given a walker and a therapist, and then walked. Had a bit of a setback that afternoon and did not go to PT. Used the CPM machine at 30 deg. flex that afternoon and that evening - 2 hrs. each. Walked the halls again between IVs that evening. Not hungry or sleepy.

**Day 3:** Morning at PT - 2 hrs. More demanding. Moved to crutches and some steps. A lot of stretches and exercises. Discovered that if I took a "perc" about 20 min. before the session, I could do pretty well - and before I went to sleep. Good pain management. Moved from post-op to rehab floor where I stayed for the next 3 days. CPM two hours in the evening.

**Day 4:** Met with OT Trainer. Worked out on CPM 4 hours in 2-hour sets. Continued to walk the halls on crutches.

**Day 5:** No OT or PT. Needed the rest. Two sets of CPM and quad exercises.

**Day 6:** Very intensive PT. Walked steps with crutches and moved to cane. Lots of stretches, pulling heel back with a sheet, etc. OT therapist worked with upper body weights. Repeat that afternoon - and the "percs" worked well.

**Day 7:** Morning - very intensive PT workout - **discharged that afternoon.**

**Day 8:** A CPM was delivered to my home to continue my 2 sets of 2 hours each. Home PT appeared for an evaluation. Did my regular exercises.

**Day 10:** Home PT arrived and we worked out. Was advised to continue what I was doing and that there wasn't more that he could do at my residence.

**Day 14:** Met with Dr. Harner. Removed staples. Given a prescription for outpatient PT. Continued daily exercises and CPM.

**Day 19:** Drove the car for a bit - in my plan. Probably too soon. Very tired.

**Day 21:** Did too much. Sore. Been using the cryo-cuff continuously, and "percs" when necessary - although less now than before. A bit of pain behind patella, off and on. Kept the cold pack on. Something must have happened that night, because in the morning the swelling was down a lot, flex got better, and I felt better.

**Day 22:** First long walk - 1.1 mile around the ball field. Carried cane, did not use. No limp. Tired and swelling that evening.

**Day 27:** Met with Brian Caricato, Facility Dir., Center for Rehab. Services, UPMC (I visited other such facilities before I ended up with CRS). They created a program that would challenge and be productive. (I think there is a fine line in rehab that is constructive as opposed to destructive. Make sure you find a therapist with whom you are comfortable.)

**Day 28:** PT with Brian. Worked through the program. Rode the stationary bike for 5 minutes at low resistance. Sore and stiff that evening. Worked both legs. Lots of stretches. Cryo-cuff very handy. Had flex of 112 deg, with a push to 118 deg.

**Day 30:** PT - more of the same. Added a 2 lb. weight, then a 3 lb weight - total of 5 lbs. Worked on hamstrings, both legs. 118 deg flex with a push to 123 Deg. Continued to ride the stationary bike, up to 15 minutes.

**Day 35:** Met with Dr. Harner. Took x-rays. We compared the pictures with those taken pre-op. No longer bone to bone. Leg is now straight. Scheduled another appointment in two months. (I guess now I'll have to have another re-alignment for my boots.)

**Day 36:** PT - Regular routine. Am now at 124 deg. Flex on my own. A push to 126 deg. Brian didn't opt to go further.

This whole thing is not a piece of cake. But, it is doable. The most important thing to make it work is the rehab. The soft tissues have been insulted. They have to be brought back. The site of the operation has to have bone tissue grow over the implant. The rehab should not create a trauma to the operating site and impede bone growth or screw up the implant.

The biggest problem I am facing is to know when to back off from the workouts, but still put my time in. We shall see how this thing works out this winter. I'm optimistic. So far, so good. Next spring we will have to consider the other knee, or maybe two springs from now! I have been told that I will have full strength six months from the operation, which should put me in good shape for the winter season, if I can get my head together.

I hope I have given some helpful information to those of you who may be facing similar situations. Good luck to you, and **do the rehab.** Be sure of your orthopedic MD, and your physical therapist. They will do their job. Then, you do your job. Work hard.

If you like, you may contact me via e-mail at: [lhc@bellatlantic.net](mailto:lhc@bellatlantic.net) ♦♦

continued

# I Gotta Get My Life in Balance

by Jim Hart  
PSIA-E Alpine Level II  
AASI Level I  
Mt. Southington, CT

I always thought that I had good balance. I don't fall down when I am standing. I can walk OK. I can run marathons. I haven't forgotten how to ride a bicycle. When I started roller skating, I was a little wobbly at first, but then I got the hang of it - sorta. I could stand on one foot and rub my stomach. Life was good.

Then I started a series of golf lessons designed to improve my flexibility and make that illusive good swing. For years golf teaching professionals have instructed that I should rotate away from the ball. However, when I rotated, the whole body rotated, right down to my toes. I swung the club like a cyborg. I entered a program that would loosen up the muscles and joints in the middle of the body. Several weeks into the program it occurred to me that there was a strong relationship between the golf swing and the ski turn. And you were wondering where I was heading with all of this? To make a good golf swing you must rotate the upper body around a strong base made by the lower body. To make a good ski turn, especially in the bumps, you must rotate the lower body around a quiet upper body.

In between the upper and lower body are the hips. There have been lots of discussions about the hips; are they upper or lower body? To my thinking they are the connectors. They assist and resist motion. In a ski turn the rotation comes from the femurs, while the hip area helps move the body into the direction of the new turn. You have to have good flexibility in the hip area to rotate the femurs and also allow the center of mass to move into the new turn.

That's when it hit me that the reason I didn't hit the ball well was that I had a balance problem. When I was at the top of the back swing I was slightly off balance and so I rushed my swing to get back in balance. I wasn't flexible enough to allow my upper body to rotate without taking my hips with it, and when they went it affected my stance. "Stance". Don't we use that term in skiing? As I thought about my

skiing, I recognized I was always seeking balance. I never felt centered over my skis. I have good equipment and boots that have been fitted. Yet, I have never felt solid over the skis. My golf therapist was helping me obtain better balance with proper hip position. I had weak lower back muscles resulting in a forward pelvic tilt, which caused me to have more weight on my toes; something I recognized in my ski stance. Maybe that was why my ski tails always washed out. I didn't have enough weight or pressure on them. Maybe that was why I was always seeking balance - because I wasn't. I was standing on my toes and not my foot.

Since I would rather ski than golf I became real focused on the progress I was making with the flexibility and balance exercises. As my hip position and balance improved I went back to the boot fitter and took out the heel lifts. I had a real good ski season, one of my better ones. I was comfortable on the skis and not seeking something I felt was missing. Any library will have books about flexibility and balance exercises. All of them will help. You cannot have good balance if you aren't flexible. When one body muscle contracts, another must stretch, and then they reverse. Practice balance wherever you are. Stand on one foot, reach on one foot, sit on a Swiss-ball, and practice all the exercises that come with the Swiss-ball. Be flexible! Get your life in balance!◆◆

## The Authentic Turn: PSIA and the Metaphysics of Skiing

by Joe Jennings  
PSIA-E Alpine Level II  
Teen Winter Sports  
Burke, VA

"The Legend of Bagger Vance" is a novel (soon to be a "major motion picture") about golf and self-realization. Bagger Vance is a caddy for a local champion who plays in a fictional match with Bobby Jones and Walter Hagen in 1931. We soon learn that Bagger Vance is much more than a simple golf caddy. In fact, he may be more than a simple mortal. His golfer is a gifted athlete and hero of the Great War who is troubled by his experiences on the battlefield and the loss of his wife. Bagger is helping him to struggle with his demons and to realize his true self while playing 36 holes of golf against

two legends of the game. Bagger teaches that each person has "one true Authentic Swing" that is theirs alone, and which exists within them before they ever pick up a golf club. Bagger equates the search for the Authentic Swing to our search for the Authentic Self. In other words, you can attain Enlightenment through golf.

OK, interesting idea for a novel, but what does this have to do with skiing in general and PSIA in particular? I know little about golf - I just started playing this year - and less about the sort of mystical teachings employed by Bagger Vance, but I've been skiing for over 30 years and the idea of the Authentic Swing immediately struck a chord with me. Is it possible that there is such a thing as the *Authentic Turn* that goes beyond the mechanical application of trained responses and somehow allows us to express ourselves in our skiing? And, if so, what does this have to do with the Fundamental Skills, the Centerline Reference Maneuvers, and all the other things we spend so much time on?

First, I believe there is such a thing as the Authentic Turn, and that anyone who has spent any reasonable amount of time skiing has experienced it - if only fleetingly and sporadically. It's what happens on that one run when you shut out all of the external distractions, stop thinking about what you're doing, and just let your body turn the skis. It's being "in the zone". It's the sensation of gracefully floating over or through the snow with no conscious thought other than, "I want to be THERE", and suddenly finding yourself just where you had imagined. If you know what I'm talking about, you have two immediate questions: "How was I able to do that?", and "Why can't I ski like that all of the time?"

Bagger Vance would tell us that at any given instant during a ski run there are an infinite number of turns we could make. Somewhere in this maze of possibilities is our Authentic Turn, the one that is the best for us in that time and place. How do we choose? Well, I can only speak for myself, but I usually spend a lot of time thinking about things like upper leg extension and moving my hips to the inside of the turn. Often, this gets me close to my Authentic Turn and I'm able to make a turn that I feel pretty good about. Occasionally, I luck into my Authentic Turn by accident and the rush of exhilaration I feel causes me to completely miss my next couple of turns. It's only when I'm on "autopilot" and "in the zone" that I'm able to link Authentic Turns, and, when I do, the feeling I get makes me want to quit my job and live in a cave on the mountain so I can ski every day. So, the answer to how to ski the Authentic Turn is to clear our minds of all that PSIA gobbledygook and just ski freely and naturally, Right? Well, no, of course not - at least, not quite.

Bagger Vance would say that there are three stages to attaining the Authentic Turn. The first is pre-self-consciousness. This is how young children ski. They don't yet have the skill or physical ability to make a true Authentic Turn, but they can come close because they don't allow a lot of thought or analysis to get in the way of the simple act of doing. Unfortunately, due to some design flaw in the human race, we lose this ability to act un-self-consciously at about the same time our bodies begin to develop to the point where we could begin to make true Authentic Turns.

This brings us to the next stage, which is actually the first stage for many of us. Bagger calls this self-awareness. This is the stage where most of us, and, more importantly, our students, are most of the time. In this stage we know we have an Authentic Turn because we've felt it, if only once or twice, and we are trying to find the secret to skiing this way all of the time. We look for knowledge, we look for insight, we look for....instruction! Now, in the book Bagger Vance has some extra-normal abilities to let people he touches see another view of Reality in which they can visualize all of the forces that will affect their swing and the flight of the ball. We don't have this power - at least I don't - so we have to find another way to achieve understanding of the basic elements of skiing. This is where PSIA comes in with all those hundreds of pages of information on skiing models and physics and physiology and just exactly what sort of edging is taking place during the pole touch in a dynamic parallel turn; and, more importantly, with its educational staff and clinic leaders and examiners to help us understand it all. They may not all be as cool as Bagger Vance (he's going to be played by Will Smith in the movie) but they get the job done. They help us to internalize all of this information, and, in the process, transform it into knowledge.

So, now we've studied and practiced, practiced, practiced and we're ready to move onto the next stage - *Enlightenment* - and start skiing like we've always dreamed. Well, not so fast. Achieving the kind of mental purity needed for true Enlightenment will take more than passing your next exam - although that would be a good start. According to Bagger Vance, Enlightenment takes full and complete commitment. Think living in that cave on the mountain, grubbing for roots under the snow, and carving your own skis from live oaks - that kind of commitment! Most of us aren't ready for that, and that's why we only catch glimpses of perfection in our skiing. But that's OK. Those occasional glimpses are what motivates us to keep skiing. What's more, that is what motivates us to teach - so we can share the excitement we feel with others. And, who knows, maybe if we keep at it, keep skiing, keep learning, keep teaching, one day the light will come

on and we will break through to Bagger Vance's other Reality. Stranger things have happened.

So, does all this mean that the American Teaching System is the path to true Enlightenment? I'd rather not say. I'm afraid PSIA would try to raise our dues. ♦♦

## Up to Your Arms in Alligators?

*By Earl Whitmore Jr.  
PSIA-E Alpine Level III  
ACE Team Member  
Children's Program Director  
Jay Peak, VT*

With another season just around the corner, it's good to begin thinking now about finding time to train for exams or to stay fresh with the current educational trends. But, finding the time can be a challenge. Remember, you can't make time, just manage it more efficiently. While scheduling may be challenging, an update clinic or workshop can have a rejuvenating effect to push you with fervor through the rest of the season. Have you ever gone to an event and come back to your mountain with refreshed enthusiasm that you're dying to share with your fellow instructors or students? If so, the education staff is doing it's job - and you're learning!

Here are some suggestions that may help you manage your time to enable you to attend an event early to mid-season:

1. Plan pre-season. When you go back to the mountain in the fall, ask your director when is a good slow week that you might take off to go to an event. Then, when the first SnowPro comes out with the schedule of events, you can make your choice without leaving the team hanging.

2. Do something different. If you typically teach adults, attend a children's workshop. If you teach kids, try an off-piste or bump clinic. Then, relate or bring your kid-specific experience into play.

3. Have a PSIA-E Education Staff member come to your mountain. ACE Team, Divisional Clinic Leaders, Dev Team, and others are available to come to your mountain and work with your staff on whatever they want. It is very cost effective, and you don't have to travel.

4. Do a prep course. Even if you aren't sure about going to the next level, prep courses offer very individual feedback on your teaching ability, and usually let you know how you stand right off with your movement patterns.

5. Do a weekend event. There are several events being offered on either a Saturday or Sunday, or both.

Any way you look at it, attending an event early to mid-season can make a big difference in the global outlook of a ski season. It can be rejuvenating and educational. Most of all, attending an event at this time will give you tools to take back to your own mountain and share with others. ♦♦



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Rob Amrein	A - Level II	5	10	Charlie Reeves	H- Any Level	2	1	Richard Russo	S-Instructor	5	5
99 Powder Hill Rd.	A - Level I	15		Woodstock Resort 14 The	A- Any Level	4	2	PO Box R-Pinkham Notch	Desk Person		1
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5661 US Rte 6 West	S- I, II, III	1	20	PO Box 162 Toggenburg Road	S	5	5	Rt. 664, PO Box 706	S- I and up	10	20
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Plattekill Mountain Road	S- Any	20		499 Mountain Rd.	S- All Levels	3	12	296 Marsh Hill Rd, PO Box 629A	Instructor	5	25
Roxbury, NY 12474				Princeton, MA 01541				McHenry, MD 21541	A-Children's	25	
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PO Box 10	S- All Levels	10	10								
Snowshoe, WV 26209											
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# PSIA-E Region I and Region II Election **Rules & Procedures**

It is time for interested members in Regions I and II to declare their candidacy for the Board of Directors or electing committees for the next term of office. Per the Bylaws revisions of October 2001, Regions I and II are up for election in 2003. Regions III and IV will follow in 2004, and Regions V and VI will follow in 2005. Following is information pertinent to this process. We encourage you to review this and get involved!

1. Individuals interested in running for an elected position must fill out and submit the candidacy form on the next page. It must be received in the Albany office no later than January 1, 2003. No one is permitted to run for more than one position; to do so will invalidate the form. Late candidacy forms will not be accepted.

2. Candidates are not allowed to send mailings to voters in their Region. To do so will disqualify the candidate(s) involved.

3. The positions open are:

a. Two Board seats for each of the two regions of PSIA-E up for election in 2003 (Regions I and II).

b. One representative from Region I and one from Region II for the Snowsports School Management Committee and the Alpine Education & Certification Committee.

4. Elections for regional Board representatives and committee members are for three (3) year terms.

4. Positions for which there are no candidates will be filled by appointment after the election.

5. All submitted candidacy forms will be acknowledged by post card or e-mail. Any concerns about confirmation must be addressed before the deadline.

6. Qualifications for the Board seats: Must have been a Certified Level II or Level III member for at least two years prior to January 1, 2003 and meet the requirements of item #9 below.

7. Qualifications for the Operating Committees: Must be an eligible voter, as described in item #8 below, meet the requirements of item #9 below, plus:

a. For the Alpine Education & Certification Committee, candidates must be Certified Level II or Level III members.

b. For the Snowsports School Management Committee, candidates must be or have been in a snowsports school management position. Those who feel that, by reason of other management qualifications, they should be eligible may apply to the Board of Directors for exemption.

8. Eligible voters are all Certified Level II and Level III members as of February 15, 2003, plus any Certified Level I members with three complete years of continuous membership as of February 15, 2003.

9. To vote and hold office in any region, a member must live in that region, or have previously (in advance of the election year) officially notified the PSIA-E office, in writing, that you wish to receive approval to be a member of the region in which you work. You may be declared a member of only one region.

10. Upon receipt of all valid candidacy forms, the division office will develop specific ballots for each electing region. These will be sent to qualified voters in each electing region by February 15, 2003. Returned ballots must be postmarked by March 15, 2003 in order to be valid. Ballots will be sent directly to and counted by an independent Certified Public Accountant.

11. Official results will be announced at the Spring Rally, March 30, 2002 and subsequently via the SnowPro and PSIA-E web site. The new Board of Directors and committee members will be seated and their terms will begin at the June 20-22, 2003 Board meeting.

## Position Specifications

**Regional Director (Board)** – This will be the person receiving the most votes among all persons running for Board seats within a region. A Regional Director will be responsible for, and will have final authority for, the administration of all regional affairs.

**Regional Representative (Board)** – This will be the person receiving the second most votes, *subject to item a below*, among all persons in a region running for Board seats. A Regional Representative will be responsible for assisting the Regional Director in regional matters as outlined by the Regional Director. Both the Regional Director and Regional Representative will sit on the Board of Directors and will exercise independent and equal voting rights.

a. At least one Board member from each region must be a person who does not have an affiliation that results, or could result, in him or her receiving an IRS W2 from PSIA-E; provided that at least one such individual is on the ballot.

**Alpine Education & Certification Committee** – Shall address issues relative to alpine education programming and materials. The committee shall advise the Board of Directors regarding standards for various levels of membership and the implementation of all training and certification programs, including courses, clinics and exams.

**Snowsports School Management Committee** – Shall represent snowsports school directors and shall advise the Board of Directors regarding programs affecting snowsports schools and snowsports school directors.

Being an elected or appointed official requires some commitment. We urge members who have the interest, time and capability to submit candidacy forms. Board members can figure on two Board meetings a year (October and June), one or more regional meetings and involvement in at least one ongoing project. Committee members can figure on one or two meetings a year, ongoing involvement in the group's projects and possible participation in some events. Committee Chairpersons and Board Officers must commit to more time and participation than others.

This is your organization; your participation and your vote CAN make a difference. Get involved!

## ELECTION PROCEDURE CALENDAR

Fall SnowPro:	Candidacy form published.
January 1, 2003	All candidacy forms must be postmarked by this date.
February 15, 2003	Regional ballots will be mailed to each member qualified to vote by this date.
March 15, 2003	Ballots must be postmarked by this date to be valid.
Spring Rally	Election results announced.
March 20, 2003	

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## Official PSIA-E Candidacy Form 2003 Region I & Region II Elections

Use this form to state your candidacy for a PSIA-E Board of Directors or standing committee seat for the 2003 elections. Refer to "Election Rules and Procedures" in on the previous page of this issue for more details. Complete the entire form; do not omit any information. Remember to attach the information requested in items #1 and 2 below. Apply for only one position.

### Personal Data

Please print or type

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Membership Discipline/Level \_\_\_\_\_

Membership Number \_\_\_\_\_

School Affiliation/Position \_\_\_\_\_

Your region \_\_\_\_\_

1: ME, NH

2: VT

### Position Desired (Check one only)

Region I & II only

#### Board of Directors

Regional Director/Regional Representative

#### Standing Committees

Regional Education & Certification Representative

Regional Snowsports School Management Committee Representative

seeking, your name, membership level, and snowsports school affiliation.

Please refrain from using shading or screening, especially behind text as it will not copy well. If you wish, you may attach a recent black and white photo for inclusion in the space. (*The office does not have any prior photos on file.*)

Statements will be reproduced as submitted or written, subject to verification of factual information.

No phone or e-mail applications accepted; we cannot reproduce faxed materials.

I have attached the information requested in 1) and 2) above.

Publish it as a photo-ready piece: \_\_\_\_\_

Publish it in straight text format to fit the space: \_\_\_\_\_

\_\_\_\_\_  
Candidate Signature

Candidates must attach a separate sheet, with the following information.

1) Statement of your background and qualifications for the position you are seeking.

2) Statement of the general philosophies and directions you would support if elected.

Each candidate will be provided with an equal space on the ballot; a printable area approximately 4 5/8" high by 7 1/2" wide. Candidates may either attach a photo-ready piece with this information, to fit the space, or a clearly printed copy of the information, which the office will publish in a straight-text format to fit the space. In either case, the office will add a line of text above each space stating the position you are

Candidacy Forms must be postmarked no later than Jan. 1, 2003

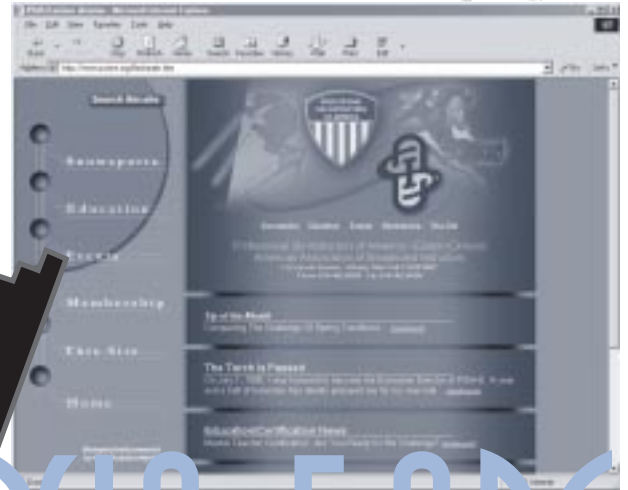
Send to PSIA-E Election Committee, 1-A Lincoln Ave., Albany, NY 12205-4900

## CHECK OUT THE WEB!

We are now "live" with a number of changes and updates to the [www.psia-e.org](http://www.psia-e.org) web site home page, including:

- **2002-03 Event Schedule** in a downloadable .pdf format.
- **Whistler spring 2003 trip info** and registration form in a downloadable .pdf format.
- New downloadable **Event Application** form.
- New downloadable **Pro Shop** order form.
- New **Pro Room forum link** to the PSIA-National web site forum for Eastern Division members (linked from our Membership page). If you haven't checked this out, this is a great spot to get updates, exchange info and ask questions of your fellow members. Just go to [www.psia.org](http://www.psia.org) and log in with your national I.D. number.

## CHECK IT OUT!



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