

SNOWPRO

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Eastern/Education Foundation

Bill Beerman is New PSIA-E President

Bill Beerman of Region II became the new President of PSIA-E at the April 4, 2002 Board of Directors meeting. Bill had previously served as Vice President and therefore ascended to the presidency with the conclusion of Bill Hetrick's term.

Bill Beerman has a long history of service to PSIA-E, including service on the Board of Directors since 1987, a stint as Education Committee Chairperson, Action Plan Coordinator and Secretary of the Executive Committee. Bill has also served as a member of the alpine Board of Examiners since 1989 and has been the Alpine Development Team Coach for the past three years. Bill lives in Weston, Vermont with wife Cathy and daughters Catherine and Elizabeth. ♦♦



**PSIA-E President
Bill Beerman**

Dues Notice

Dues invoices for the fiscal year July 1, 2002 through June 30, 2003 were mailed to all members in early May. As announced in the Winter 2002 issue of SnowPro, National dues will increase from \$30.00 to \$40.00. The last increase was in 1991-1992. PSIA-Eastern Division dues will also increase \$5.00, from \$40.00 to \$45.00. This marks the first divisional increase in eight years (the 1994-'95 season). Total combined dues for regular members will be \$85.00 for 2002-'03.

Both at the national and division level, the dues increases will support increased operational costs, development of im-

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PSIA-E 2002 Election Results

Region	Board of Directors			Standing Committees	
	Director	Representative	Certification	Education	Snow Sports Management
I	Ross Boisvert	Dutch Karnan	T.B.A.	T.B.A.	T.B.A.
II	Brian Spear	Joe Fucci	Doug Daniels	Ron Dean	T.B.A.
III	Ray DeVerry	David Welch	Pat McCowan	Dan Melle (appointed)	Carol Marchion (appointed)
IV	Angelo Ross	Bob Shostek John Cossaboom (South)	Allan Highhouse (appointed)	Angela Green	Merrick Kacer (appointed)
V	Mickey Sullivan	Ron Kubicki	Roger Zilliox (appointed)	Don Peters (appointed)	Steve Howie (appointed)
VI	Alex Sharpe	Peter Lucatuorto	Ron Hawkes (appointed)	Marc Carlin	Scott Allard (appointed)
Standing Committee Chairperson Appointments			Peter Howard	Joan Heaton	Einar Aas
Executive Committee Officers*		President	Vice President	Secretary	Treasurer
		Bill Beerman	Joe Fucci	Peter Lucatuorto	Alex Sharpe

The above chart lists the results of the winter 2002 elections for the PSIA-E Board of Directors and Standing Committees, as well as appointments to open spots and Committee Chair positions. New officers of the Executive Committee are also listed. *Immediate Past President Bill Hetrick and PSIA Representative Ray Allard also serve on the Executive Committee as non-voting members.



The New Teaching Format for Level II and III Alpine Exams

by Bob Hatcher
PSIA-E Alpine Level III
Waterville Valley, NH

With a bit of bravado I simultaneously applied both for the Level III Skiing exam at Hunter in January, and the Level III Teaching exam at Stowe in February. I passed the skiing exam and then realized, holy mackerel, I was committed to the teaching exam in just three weeks!

One kink in the process was that at the skiing exam I found out that for both Level II and Level III there was a new process for the teaching exam. Rather than three days with three examiners, and looking at videotaped skiers, you now had to prepare for a new four-module exam process. Each module had four parts for a total of sixteen scores. You need ten to pass the exam. I thought it might be helpful to provide a quick look at the four modules, and provide some thoughts relative to each:

On the Job – Area and Industry Awareness: This is an entirely new concept in the exam. You need to think back into your experience and come up with a situation that was either very challenging or very rewarding. You're then interviewed about it on the lift by the examiner. Then, you give a 15-minute teaching segment on the topic. The idea is that you demonstrate sensitivity toward your clients, you understand your resort's place in the ski industry, and you know how to teach your way around a situation.

My situation involved a Level 8 class I had where six of the seven students wanted to spend the whole time in the bumps, and one wanted to ski no bumps. And, when I suggested she move back to a Level 7, or even Level 6 class where the group would do very few bumps, I got a very stern, "but I am NOT a Level 6 or 7 skier." Knowing how to diffuse a potential customer relations disaster is a good thing for us to know.

This is one of the two segments that no one should fail. Why? Because, you can pre-

pare for it. You need to think about this very hard and be very prepared. Anyone who's been teaching for several years should have a lot of stories that would fit.

Creative Teaching: This is the second module that no one should fail, and for the same reason. You can prepare for it. I found this the most fun module. It's all about "the power of the transfer," and how to teach a lesson using analogies and metaphors. I had given this a lot of thought and did a lesson on "creating angles." Metaphorically speaking, I started the group on bar stools and finished with them leaning against a lamppost and concentrating on their zippers - parka zippers, that is! Using Guided Discovery and Problem Solving, I was able to coax out of them the best body position for creating angles.

Teaching Movements and Skills: Going into the exam I had thought this module was going to be the easiest. It wasn't. We chose a topic out of a hat and had to teach a 15-minute segment on it. The topics ranged from fairly straightforward, "explore how pressure variation affects skiing in the bumps", to the fairly esoteric, "explore pole swing variations in medium to long range turns." This was hard, and thankfully we had a great group. We brainstormed with each other on the lift, and, when we could, fed each other ideas. It worked well.

Movement Analysis: This is the last module. I think it is the toughest, and, gratefully it was the last of the four. In this module you watch your group ski, and, standing next to the examiner, you give a running commentary on what you like and don't like about each person's skiing. You've got maybe ten seconds to comment on each person. A thorough knowledge of mechanics - and, especially, cause and effect - is essential to passing this module. The fact that this was the last of the modules, and we each had a chance to watch each other ski for two days, was a big help. It's still very hard, though. You may know that Joe has a tendency to use too much rotary, which results in an abstem. However, you may not be able to remember it in the heat of the moment.

In the end, I passed. It had been fun, exhilarating, nerve-wracking, and mentally and physically exhausting. But, it was worth it.

Before I close, I'd like to share a little bit of what I learned in going through this two-step exam process in 22 days. It may not work for you, but it worked for me.

Prepare - For the teaching exam know your stuff cold. Be able to teach your stuff in your sleep. Take a lot of notes. When you do a clinic at your home mountain, write it down. Have sit-down sessions with experienced instructors and ask them, "what are your favorite exer-

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by Bill Beerman
PSIA-E President

Retiring Board Members Recognized

Following the PSIA-E Spring Rally, I had the opportunity to reflect on the past season from 6,000 feet and from 30,000 feet; 6,000 feet being the elevation of the lift ride up Whistler Mountain and 30,000 feet being the plane ride. The skiing experience with both PSIA-E educational staff members and my children gave me the opportunity to relax, have fun and enjoy an extraordinary snow sport experience. The plane rides gave me the time to think about the goals and objectives that I've committed to by accepting the PSIA-E Presidency for the next three years.

Taking a moment to review the past in general, and the accomplishments of past Boards of Directors and Executive Committee members in particular, gives us all the basis to begin to build a strong set of goals for the future. The many hours and strong leadership provided by Bill Hetrick and Einar Aas have set a solid foundation for our organization. I was extremely pleased to demonstrate the organization's appreciation by announcing the Board of Directors' decision to grant them both Life Membership. The formal presentation will be made at the Snow Sports Management Seminar to be held in early December, 2002.

Other immediate past members of the Board who deserve our thanks and recognition include the following. This group represented each Region's interests and also helped PSIA-E/AASI further our vision to inspire a life-long passion for snow sports:

- Tom Butler, Region 1
- Marty Harrison, Region 2
- Mark Rotellini, Region 4
- Nick Brewster and Jack Kramer, Region 5
- Ron Hawkes, Region 6

As the newly elected Board takes office, we look forward to representing all of the membership and to enhancing the snow sports experience of each and every member. The following quote (actually, from The Carl Roberge Water Ski School) has been with me since I entered the ski industry on a full time basis:

"The most important thing about skiing is to keep it in proper perspective. You can be very intense but you have to remember why you started skiing....because it's fun. Having fun while skiing will relax you and enable you to perform better."

Lets embrace the "fun" of our sport as we enhance the learning of our membership. ♦♦

At the April 4, 2002 meeting of the PSIA-E Board of Directors, outgoing Board members were recognized by new President Bill Beerman for their years of service, energy and dedicated effort on behalf of the organization. The following people were awarded service plaques and a healthy round of applause from their fellow Board members: Einar Aas (Region III), Nick Brewster (Region V), Tom Butler (Region I), Marty Harrison (Region II), Ron Hawkes (Region VI), Jack Kramer (Region V) and Mark Rotellini (Region IV). Thanks to all for serving PSIA-E! ♦♦



Retiring Board member Einar Aas accepts a plaque from PSIA-E President Bill Beerman for his many years (decades!) of service. Einar had served on the PSIA-E Board since 1977!



PSIA-E new President Bill Beerman thanks outgoing President Bill Hetrick for his dedicated leadership during the transitional Board meeting on April 4 in Lake Placid.

Outgoing President's Message

by Bill Hetrick

As Bill Beerman assumes the reins as the new President of PSIA-E, I'm ending my second six-year stint as President. I have been on the PSIA-E Board of Directors since 1976, and have been president twelve of those years, as well as chairing the Strategic Planning Committee, serving as the Eastern Representative on the National PSIA Board, serving as National President for seven years, and serving as Editor of the PSIA-E newsletter since 1990. This term of office is the first time I have not run for the Board since 1976. As stipulated in the Bylaws, as Immediate Past President I'll continue on the Board and the Executive Committee for the upcoming three-year term, then my time on the Board will end.

I would like to sincerely thank all of those members from Region 4 who supported me in all of the elections through the years, and to all of the PSIA-E members for their ongoing support and counsel. You have all been truly exceptional in your support of the association. I also want to especially thank the many Board and Committee members with whom I worked all those years, as well as our Educational and Administrative staffs. You were outstanding in facing and handling many important and challenging issues as the Eastern Division grew and moved forward with great success.

It has been a wonderful privilege and honor to have served the members of both PSIA-Eastern and PSIA National, and I cannot even imagine what life would have been like without this involvement. Most of all, I cannot imagine what life would be like without skiing and ski teaching as a central focus ever since Norma and I were young adults. It has been a blast, and has kept us young and alive.

I hereby pledge my total support to Bill Beerman as he begins his tenure as President, and to all of the Executive Committee and Board members. We have accomplished much over the last couple of decades, and we will continue to move toward and beyond new horizons in the future.

Keep the faith, and peace and best wishes to everyone! ♦♦





administrative update

by Michael J. Mendrick
PSIA-E Executive Director

It's Not Just a Job . . .

. . . It's an adventure. I know that is someone else's tag line, but as I wrap up my first year as your executive director, it seems an accurate description of my experiences with PSIA-E. First and foremost, I remain grateful for the opportunity to serve you and excited about the future. It has been an invigorating, fun, rewarding and yes—challenging year.

I remain impressed that this is an organization made up of dynamic, energetic, passionate, talented and dedicated people. That alone makes my colleagues in the association profession white with envy (I'd say "green" but we saw too much of that this winter as it was!) not to mention "business meetings" at some of the most beautiful spots in the eastern United States. My most rewarding days during this past year have been "on" — or at least "near" the hill. Some of the images most clearly reflected in my mind from this past year include . . .

- ◆ Having the opportunity to see our members and our education staff "do their thing" during events at Killington, Okemo, West Mountain (N.Y.), Windham Mountain and Hunter Mountain. It was enlightening and impressive to see the enthusiasm and professionalism of our field staff, under the dedicated leadership of our Director of Education & Programs, Kim SeEVERS. Next season I certainly hope to expand my personal horizons, both geographically and physically, to enjoy the company, ideas and insight of many more of you.

- ◆ Being inspired by the enthusiasm of legendary long-time members such as Freddie Anderson of Maple Ridge Ski School as well as "brand new" members like Cindy Allen and Linda Gibeault of West Mountain — both individuals I knew previously only as "business" people, not "snow business" people.

- ◆ Witnessing and participating in passionate discussions about the how and why of what we do at PSIA-E and AASI. One memorable experience was sitting and "breaking bread" (or was that onion rings?) with Joe Fucci, Brian Spear, Neville Burt and Rob Bevier of the AASI Steering Committee and listening as this group

of passionate riders championed the AASI cause.

- ◆ Sharing smiles and greetings with Nordic downhillers during a tele clinic on a perfect winter day (yes, there were a few of them) at West Mountain. I witnessed Nordic coordinator Mickey Stone's infectious enthusiasm sweep over the group of grinning members, both true Nordis and alpine cross-overs alike.

enthusiasm sweep over the group of grinning members, both true Nordis and alpine cross-overs alike.

- ◆ Shadowing a group led by Alison Clayton during the biggest certification exam in the history of PSIA-E — the Level II alpine exam at Okemo in late March. I was impressed by the balance of camaraderie, communication and commitment displayed by not only the examiner but the "examined." It was a testing environment that encouraged best performance and truest reflection of skill and knowledge — a healthy balance in my opinion. Perhaps even more importantly, I didn't fall!

- ◆ Trying to keep up with the energy and genuine compassion exhibited by Gwen Allard as she continued to lead the charge for adaptive snow sports education.

- ◆ Spending an afternoon enjoying the terrain, candid conversation and skiing "insight" from noted author (*In the Yikes! Zone: A Conversation with Fear*) and former National Demo Team member Mermer Blakeslee during the Spring Rally at Whiteface.

- ◆ Listening and learning from the decades (sorry guys) of experience on display by former PSIA-E President Bill Hetrick and former Executive Director Ray Allard as they helped to guide me around some of the "snow boulders" that occasionally pop up with this post.

Allow me to offer a hearty "Bravo!" to your division office staff. I was proud to lead a team of terrific professionals who, day in and day out did "whatever it took" to make an admittedly challenging season work. Specifically, Kim SeEVERS and Liz Kingston showed unwavering energy and commitment as they pulled together and then "pulled off" our major events. Administrative Director Delia Pyskadlo and her "team" — Jan Pryor, JoAnn Houck, Roseanne Goodman, Shonette Ferrell and Trish Bianchini — were tireless in prepping for and carrying out our ambitious event schedule. Sue Tamer, our controller, was the operational and financial "glue" that held it all together. Daisy, our office mascot, didn't bark. Thanks to all!

My greatest single impression from this first year is the universally warm and wide open "welcome" I have received from virtually every member, every industry partner, every staff person and almost anyone connected with PSIA-E and AASI. For that, I simply say "thanks" and I hope to return the favor with many more of you next season and beyond.◆◆

Professional Ski Instructors of
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Michael J. Mendrick

Executive Director

Kim SeEVERS

Director of Education & Programs

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Bill Hetrick

Region I

Director - Ross Boisvert

Representative - Dutch Karnan

Region II

Director - Brian Spear

Representative - Joe Fucci

(Vice President, PSIA-E)

Region III

Director - Ray DeVerry

Representative - David Welch

Region IV

Director - Angelo Ross

Representative - Bob Shostek

Rep. (South) - John Cossaboom

Region V

Director - Mickey Sullivan

Representative - Ron Kubicki

Region VI

Director - Alex Sharpe

(Treasurer, PSIA-E)

Representative - Peter Lucatuorto

Committee Chairpersons

Certification Committee

Peter Howard

Alpine Education Committee

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Snowboard Education Committee

John Iannelli

Snowsports School Management Committee

Einar Aas

Alpine Board of Examiners

Mick O'Gara

Children's Committee

Alison Clayton

PSIA Representative

Ray Allard

Adaptive Coordinator

Gwen Allard

Nordic Coordinator

Mickey Stone

Snowboard Coordinator

Brian Spear

cises for Z-turners." You won't be the only one on the lift going through your notes. This counts for the skiing exam too. Practice all those moves that your trainers tell you will be there: one-footed skiing, moguls, lane changes, etc.

Be a Team – You'll be put in a group of seven. Don't forget you are a team. The more teamwork you do, the higher the pass rate. Feed off each other. Ask questions of each other. "So, what kind of things are you working on in your skiing" is a good question to get you ready for the Movement Analysis module.

Be Creative – The more you use different teaching styles, the better you will be. Learn the difference between Guided Discovery and Problem Solving. Use techniques other than call-down or pair skiing. Use lots of metaphors and analogies. Even if it's not the Creative Teaching module, use them. You'll make yourself a better teacher and give better lessons, whether it's in an exam or at your home mountain.

And, lastly, **Don't be Afraid**. It can be scary and challenging to put yourself on the line. Putting yourself out there and risking failure is tough. But, go for it! Someone much wiser than I once said, "Boats are safe in the harbor, but that's not what boats are for". ♦♦

Ed. Note: The above is a guest editorial. Members may feel free to contribute to this column. Please label the article, "guest editorial". Use of such articles for this column is at the discretion of the editorial staff.

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Annual Spring Rally Race Results

Whiteface, NY April 5 – 7, 2002

Hannes Schneider Memorial Race (Slalom)

Women 18-29	None	Men 18-29	None
Women 30-39	Erica Ancona 28.91*	Men 30-39	Brian Smith 26.73
Women 40-49	Betsy Sullivan 29.31	Men 40-49	Mickey Sullivan 26.00*
Women 50+	None	Men 50+	Keith Smith 26.75#
Women 60+	None	Men 60+	Bob Duffey 36.75
		Snowboard	Ted Fleischer 34.00

Willcocks trophy winners designated by "#"

Annual Spring Rally Race (Giant Slalom)

Women 18-29	None	Men 18-29	None
Women 30-39	None	Men 30-39	Brian Smith 45.20
Women 40-49	Betsy Sullivan 50.89*	Men 40-49	Rick Svencer 47.41
Women 50+	Ronnie Duffey 1:06.12	Men 50+	Keith Smith 45.17*
Women 60+	None	Men 60+	None
		Snowboard	Bob Wrazen 1:11.61

Overall Race winners designated by ""



Betsy Sullivan shows her winning form during the Hannes Schneider Memorial Race.



Annual Spring Rally Race winners (l. to r.): Bob Wrazen, Rick Svencer, Brian Smith, Ronnie Duffey, Keith Smith and Betsy Sullivan proudly hold up the hardware. Keith and Betsy were also the "overall" men's and women's race winners.



Hannes Schneider Memorial Race winners (l to r) Brian Smith, Betsy Sullivan, Mickey Sullivan (men's overall winner), Bob Duffey and Keith Smith (Willcocks trophy winner) beam with pride. Not pictured: Erica Ancona (women's overall winner).



PSIA-E/AASI Event Application



OFFICE USE ONLY

Blank box for 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 _____

NAME: Last First Male / Female Circle one

ADDRESS: Street/Box City State Zip

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 2 - VT 3 - MA, CT, RI 4 - States south of NY 5 - Western 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.

Snow Pro Jam 2002 Registration Policy

dues notice, continued

The 2002 Snow Pro Jam and Masters Academy will be held December 9th through the 13th at Killington, VT. The application process that has been used for Pro Jam the past two seasons has been very effective and we will continue to use this method for registration for the 2002 Pro Jam.

THIS REGISTRATION IS FOR THE PRO JAM (Registered, and Level I and II members) ONLY! The event fee remains \$260 for the Pro Jam and \$295 for the Masters Academy. Guidelines for registering for the 2002 Snow Pro Jam are listed below:

- ◆ Applications will begin to be accepted Monday, September 30th, 2002. Applications must be **postmarked** September 30th or later.
- ◆ No early applications will be accepted.
- ◆ No faxed applications will be accepted.
- ◆ Applications may not be hand delivered to the office.
- ◆ There may be only two applications per envelope and only one application per member.

This may include one Pro Jam application with one spouse package application.

- ◆ If a credit card is declined, that member must overnight a money order for the

amount of the event fee or that spot will be given to the next member.

- ◆ The first 350 applications received (in order of postmark) will be admitted to the event. If the office receives more than 350 applications postmarked Sept. 30 – October 4, the first 250 applications will be admitted to the event. All remaining applications postmarked within the appropriate dates will then be put into a lottery, with the remaining spots being filled from a random drawing of those applications.

This will allow all members an equal opportunity for attending the event.

Please note: Applications will be accepted through the November 18th deadline. If the event is not filled during the lottery week, the office will continue to process applications until the event reaches its limit.

PLEASE do not call the office to see if and when your application was received. A separate box is made for each day of the application period. As an example, all mail received with a postmark of September 30th is placed in the appropriate box in the order of delivery (even if it is not delivered until a week or so later). Confirmation cards will be sent in the mail after October 14th.

* Applications for the **MASTERS ACADEMY** will be taken first come, first served beginning September 30th. In recent years we have been able to accommodate all applicants for this event and hope to continue to do so.

A Guest Package will also be offered. The package includes 5 all-day lift tickets, 5 half-day (AM) lessons, and all après-ski activities. Cost of the package is \$175. A separate application must be filled out and included with the member's application. Payment must be included with the application and there will be absolutely NO refunds given once payment has been made. There will be an extremely limited number of applicants accepted for the guest packages. ◆◆



proved technology tools such as the web sites and membership databases, enhanced membership services, fulfillment of action plans to support the newly revised strategic plans and increased marketing and promotional efforts.

Senior and student discount policies will remain in effect. For any Eastern Division student age 23 or under, the division discount for 2002-'03 will be \$20.00 and the national discount \$10.00. Therefore, total combined dues for qualifying students will be \$55.00 in 2002-'03. For seniors age 75 or more with at least ten consecutive years of membership, the division discount is 50% and the national discount is \$10.00. Therefore, total dues for qualifying seniors will be \$52.50 for 2002-'03.

Payment is due by June 30, 2002. Late fees apply after July 1, 2002. This year you may pay "online" safely, securely and conveniently through the national website at www.psia.org. Otherwise, we request payments by check and mail rather than fax and credit card for security reasons and to minimize processing time. If you have any questions please contact the Albany office at your earliest convenience. Thank you!

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

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Region 2 (VT)

Marty Harrison, Regional Director, reports: Now that the season is winding down, those of us in Region 2 would like to thank all the members who visited our areas this year. We were fortunate to be able to host a variety of events in Region 2, and we always enjoy the opportunity to interact with others from the division.

I would like to congratulate the two new members of the Board of Directors from Region 2: Brian Spear and Joe Fucci, who will be serving for a one-year term. Because of the introduction of staggered terms this year, there will be another election next spring for Region 2 that will be for a full three-year term. I encourage all members to follow the election process and to exercise your right to vote again next year.

Bill Beerman, who has represented Region 2 for several years on the Board of Directors, is the new President of PSIA-E. We are proud to have Bill representing us in this capacity, and wish him the best in his three-year term. Bill will live up to the high standards that have been set in that office in the past, and he will be another President to bring credit to PSIA-E.

Region 6 (Eastern NY State)

Ron Hawkes, Regional Director, reports: PSIA-E and AASI members again enjoyed a diversity of event types at many different locations in Region 6. Premier events that came to Region 6 included Adaptive events, AASI Resort Trainers Program, Snowboard Level II & III Exams, Alpine Development Team, Divisional Clinic Leader, Advanced Children's Educator, Level I, II, and III Exams, Spring Rally, and Examiner Training.

Region 6 will host many different events next season as well. Master Teacher Courses and Certification continue to grow in popularity and betterment of instructors. The Region 6 membership meeting, which included skiing or snowboarding with Educational Staff, was a great day. The March 22 event, held at Hunter Mountain, started at 9:30am with breakfast snacks, fruit, coffee, and juice. The meeting had forty-two attendees and several groups enjoyed time on the snow.

Michael Mendrick (Executive Director) took time from his busy schedule to attend the meeting and share information about the

Division. Ron Hawkes, Regional Director, passed along reports from Kim SeEVERS, Ray Allard, and Committees, and presented a variety of Regional news. After about one and one-half hours of presentations, member input, and discussions, many attendees

spent the remainder of the day on the mountain. Three skiing and one snowboarding groups determined their on-snow topics.

Education, enthusiasm, and fun were abundant for each of the groups throughout the day. Please contribute to the SnowPro with an article or editorial and consider involve-

ment in a volunteer position. Have a great summer spent outdoors enjoying many fun and safe activities.

Other Regions - not reporting:

- Region 1 - ME and NH
- Region 3 - MA, RI and CT
- Region 4 - PA, NJ, and all states southward
- Region 5 - Western NY State ♦♦



Now's the Time to Evaluate and Plan

by Sherm White
PSIA National Snowsports
Management Committee Chair

Well, back to reality. After living a fantasy last winter in the Land of Oz, its back to Kansas this year. Here in Northern Vermont, we dodged the bullet, and actually had good conditions, even without any big storms. As a result, our business was pretty steady.

The ups and downs of the weather in the East make effective management that much more important, because there is less margin for error in both the business and personnel side of things. Now is the time to start planning for next year, whatever it brings. Here are some thoughts on looking ahead.

* Is your boss happy? Are you close to budget, and, if not, why not? Was it all weather, or were there other issues? If there were issues, how will you deal with them next year in the planning process? What do you need to do to manage things better, and how will you persuade your boss to spend the money on you?

* Were your customers happy with their experience? What can you do to make them happier? If they are happy, how can you keep them from getting bored with the same old experience?

* Were your employees happy with their experience? How many will be back next year, and what training do they want and need? How will you deliver the training? If they won't be back, why not? Are there changes you should be considering to get more of your experienced people to come back? Where are you going to look for new staff?

Immediately after closing is a great time for reflecting on the past year, and building on your successes and learning from your failures. The trials and tribulations of the season are fresh in your mind. If you lay the groundwork now, you'll be ahead of the game in the fall.

As this election season in PSIA-E comes to an end, we'll be looking for volunteers from the management front to work on the Snowsport Management Committee. If you have interest or some ideas, get in touch with your Regional Director as soon as possible. The committee needs to begin planning for next season's seminar and other items. Have a great summer. ♦♦

Master Teacher Certification

Indoor Courses Scheduled

The fall indoor core courses, optional courses, and mid-course and final testing for the Master Teacher Program will be held September 27, 28, and 29, 2002. The fall selection of courses will be held at The Holiday Inn – Saratoga Springs, NY.* The schedule for courses (with their event numbers) is as follows:

Friday, Sept. 27

1. A Conversation With Fear
2. At Your Service
3. Exercise Physiology

Saturday, Sept. 28

4. Anatomy
5. At Your Service
6. Communication Station
7. Teaching Skiing in Spanish

Sunday, Sept. 29

8. Motor Learning
9. Outdoor First Care
10. Communication Station
11. Skiing With All Your Smart Parts (Using Multiple Intelligences To Teach And Learn)

Please go to the PSIA-E website (www.psia-e.org) for information on course content.

Application deadline is September 6, 2002.

Cost: \$60 per course (includes lunch and all course materials). The minimum class size is 10 people. Enrollment for each class will be limited, so sign up early. The application deadline is September 6, 2002. All courses will begin at 9:00 AM and conclude at 4:00 PM. Please use the event application included in this issue of the Snow Pro to register for these courses. It is essential for you to include the specific date and event number (listed next to the course) of the class for which you are applying. If you are signing up for multiple classes, you will need to copy the application and complete a separate form for each course. Payment however, may be made with one check.

Testing: A Master Teacher candidate who has completed 10 or 11 credits of coursework by Sunday, September 29, 2002 will be eligible for mid-course testing. The candidate will be given a comprehensive test that includes 10 multiple-choice test questions from each course taken. Each exam will be individualized for that particular member. The candidate must score seven out of 10 correctly for each course. If a member is unsuccessful on the quiz for any course, (s)he will be able to retake that quiz one time without retaking the course. After one failed retake attempt, the candidate will be required to retake the course. When the candidate applies for the mid-course test, (s)he will receive an exam based on the first 10 or 11 credits of coursework taken. Any candidate who has completed the entire MTC program (all 20 credits) by Sunday will be eligible to take the final exam. The same testing guidelines as outlined above apply to the final test. A member may not retake a failed quiz in the same testing session.

Test Schedule: Session 1: Sunday, September 29, 2002 from 7:30 AM -9:00 AM (Event #12)

Session 2: Sunday, September 29, 2002 from 4:30 PM – 6:00 PM (Event #13)

Testing Cost: \$10 (covers administrative expenses). Please fill out a separate application for testing (be sure to list the session).

Payment may be made with one check if you are attending courses as well.

Indoor testing will also be offered during the ski season at two sites in each region. Be on the lookout for a testing schedule in the Early Fall Snow Pro newsletter!

* The Holiday Inn – Saratoga Springs offers many amenities and facilities. Saratoga Springs is one of America's grand resort communities and is conveniently located just 30 miles north of Albany along I-87. Program participants will find dozens of terrific restaurants, bars and bistros, and quaint shops just steps from the front door of the host hotel. We have reserved a small block of rooms at the Holiday Inn – Saratoga Springs for the weekend. The rate is \$119.00 single or double occupancy, per room per night, plus tax. You should identify yourself to the reservation desk as part of the PSIA – Eastern group to receive this discounted rate.

IMPORTANT: Saratoga is a popular visitor destination and weekend lodging fills quickly so don't delay in making reservations if you plan to attend. If necessary, you may call the Saratoga Convention And Tourism Bureau at (518) 584-1531 for additional lodging suggestions. ♦♦



Why try to change your students' skiing piece meal when you can initiate a complete transformation in one morning using Al Hobart's **Carving Turns Made Easy** approach. To learn more and/or order books and videos visit www.shapeski.com.

WANT TO BUY: Old ski books, pins, patches, postcards, posters produced before 1970. Natalie Bombard-Leduc, Mt Pisgah Rd., RR #1, Box 365K, Saranac Lake, NY 12983.

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Ode to a Snowflake

by Tricia Burt
AASI Dev Team, ACE

December 4th, it's forty degrees,
Today I took a hike.
Alas, not in the backcountry,
For the snowflakes are on strike.

Eastern Academy, and National dudes,
Postponed to a further date.
The new-hires aren't up to train this week,
Why is winter so late?

Some say it's the volcanoes,
Others, the Pacific Jet Stream.
All I know is the hay and mud
Just make me want to scream!

My boots feel great, my board is waxed,
I just wish that I could ride.
Right now that seems impossible.
The grass is green outside.

So when my toes are cold in February,
And I'm drinking cocoa with whipped cream.
My mind will drift back to December,
Perhaps...it was just a dream.

Psychological Perspectives

Understanding Gender.... Perspectives to Enhance Teaching Relationships

by Tony D. Crespi

Editor's Note: This article is a follow-up to the article "Gender-Sensitive Teaching..." by Tony D. Crespi on page 1 of the Early Winter 2002 SnowPro

Case

Cheryl was slim, blue-eyed, and approximately 125 pounds. She looked to be in her early to mid 30's. She wore a fashionable one piece, fitted, navy blue ski outfit with matching hat and goggles. For equipment she wore Tecnica boots and carried Volkl Skis with color-coordinated bindings. Arriving at the ski school meeting place, the Supervisor asked a few brief questions. In keeping with her background, Cheryl humbly downplayed her skills. Scanning her quickly as part of a routine non-verbal assessment, he deftly motioned her toward a group. Cheryl wondered: Would his assessment be accurate? Honestly? It wasn't! The result? A very unhappy ski school student.

Clearly, a multitude of factors influence interpersonal assessments. Industrial-Organizational Psychologists often speak of KSAO's: Knowledge, Skills, Abilities, and Other Ingredients. Yet, honestly and commonly, most people construct initial impressions based to a great degree on an assessment of physical appearance.

Stop. Write down the first 5 things you notice when first meeting someone of the opposite sex. Done? Now write the first 5 things you notice when meeting someone of the same sex. Interested in comparing your answers with what psychologists have learned from data gathered through numerous studies? The answers follow:

When first meeting a man, women largely notice (in decreasing order) 1) dress, 2) eyes, 3) build, 4) face, and 5) smile.

When meeting a woman, men typically notice 1) figure, 2) face, 3) dress, 4) smile, and 5) eyes. Does it change for the same sex? Yes!

When first meeting another woman, women typically notice 1) dress, 2) hair, 3) face, 4) smile, and 5) figure.

When meeting another man, men typically notice 1) dress, 2) face, 3) smile, 4) build, and 5) eyes.

So, men and women see each other differently! And, more to the point, this data doesn't gauge skiing skills!

Have you ever been surprised by the disparity between the way select PSIA Examiners or Staff Trainers look and ski on the mountain, and their appearance AFTER changing into street clothes? Have you ever commented (at least to yourself) that you might not have suspected such high level skiing skills if you had first seen that person in their own, personal, skiing (and street) attire? Would your initial impressions have been accurate if you had met these top skiers under different conditions?

Without qualification, initial impressions are largely based on appearance. But, that simply is not predictive of skiing skills. Men looking at women scan figure first, followed by facial features. Women looking at men typically first scan dress and subsequently the eyes. So, when Cheryl arrived at the ski school, it was not surprising that the supervisor did NOT complete an accurate appraisal of her ability. Stereotypically, her figure, face, and dress guided the initial evaluation. Later, the instructor was amazed by her speed. In fact, he commented on his surprise at her strength.

Stereotypes CAN impact judgment. But, it was too late for Cheryl's lesson!

Because our culture generally values attractiveness in females, being attractive is often both highly important and a highly utilized gauge for evaluating women. Thankfully, though, a person need not be "attractive" to have a rewarding life, nor to ski well. At the same time, those women who value attractiveness, and who dress in attractive ways, are not likely to be evaluated in a fair and accurate fashion.

Face the facts. Top women athletes need not be large to be strong. Some are small, but mighty. Fortunately, the coach for Olympic Gold Medalist Tara Lipinski knew this. But many ski pros and coaches allow physical appearance to tinge evaluative skills. Do you (and your ski school colleagues) reflect stereotypical ways of looking at men and women? Have you allowed gender stereotypes to guide your initial impressions?

Gender Stereotypes

Obviously, males and females differ. At the same time, physical disparities lead people to expect additional differences. In general, widely held beliefs are referred as gender stereotypes. You should know, considerable similarity in gender stereotypes has been found across 25 countries (Williams and Best, 1990).

In all fairness, students can benefit from instructors who begin to understand that stereotypes often (too often) impact expectations, which then interferes with maximal development. Remember Cheryl? Following Cheryl's unsatisfying lesson, she subsequently explored women's clinics, as well as gender-blended classes and private lessons. Ultimately, she decided there are only two types of ski pros, and the dichotomy is not based on gender: There are good instructors and not so good instructors.

The best pros look beyond the stereotypes.

Obviously, moving beyond stereotypes is not easy. College students, for example, have continually reported strings of characteristics typically associated with each gender. Interested in learning more? Sometimes knowledge helps break down stereotypes.

Typical stereotypes associated with each gender follow:

Male Stereotypes

- * Active
- + Adventurous
- * Aggressive
- * Competitive
- * Independent
- * Mechanical
- + Outspoken
- + Dominant
- * Self-Confident
- * Persistent

Female Stereotypes

- * Aware
- * Considerate
- * Cries Easily
- * Emotional
- * Interdependent
- * Understanding
- * Excitable
- * Kind
- * Sensitive
- * Gentle

Particularly critical, the research literature has indicated that women DON'T conform to peer standards unless there is group pressure (Becker, 1986; Hyde & Frost, 1993). Which means that while traditional beliefs suggest women are more conforming than men, the research has revealed that women do not conform any more than men UNLESS there is peer pressure.

Our job, partially, is to break down stereotypes to maximize performance.

Putting all this together, you should know that the similarities between men and women greatly outweigh any psychological differences. In fact, Eagly (1987) found that minor gender differences are actually exaggerated by social roles that both men and women occupy. As example, women may be more nurturing because they assume nurturing roles. And men may seem more independent because they assume more independent roles. Honestly, individuals truly construct individual realities based on societal expectations, conditioning, AND self-socialization.

Distinctions of nature and nurture are blurring.

Considerations For Teachers

Stereotypes fuel expectations. Early writers in the feminist movement detailed numerous problems associated with stereotypes. For example, in many ways young women continue to demonstrate lower aspirations than men (Mednick & Thomas, 1993). In fact, Hyde (1996) described the discrepancy between women's abilities achievement as the "ability-achievement gap". At the same time, men can also feel societal pressures to move and behave in ways which also do not truly meet personal, and often unrealized, expectations.

Both genders suffer from stereotypes and compel individuals to act and react in overly narrow and restrictive ways. In early societies, of course, divisions of labor by gender reflected physical demands of primitive societies. Today, traditional gender roles no longer make sense economically, and modern ski equipment has also rendered distinctions generally obsolete.

What can be done to enhance and diminish the gender gap? First, we all need to begin to dispel myths and understand how stereotypes truly limit options. Do you think you are aware of societal gender distinctions? Read and answer these questions?

A Brief Test On Gender (answer each as true or false)

- 1) Women, more than men, discuss non-personal issues with friends.
- 2) Women, more than men, talk more in mixed groups.
- 3) Men, more than women, ask for help.
- 4) Men, more than women, start relational confrontations.

The answers are all FALSE!

How did you fare? Do you accurately gauge these gender-based queries? More importantly, are you open to changing and expanding YOUR worldview? Honestly, BOTH men and women are constrained by stereotypes. And, for our students, this can sometimes mean we underestimate skills in women by "guessing" skills through dress and appearance, and it means we may overestimate male skills because of dress, or because of societal training, which may reinforce boasting and independence. Fortunately, if we look beyond the stereotypes, we can help students see beyond their stereotypes.

Conclusions

Gender-based differences present a challenging area for society, and for teachers and coaches. In a basic way, men and women presently engage in a conversation of frustration - people continually misread the other gender. Of course, people often misread differences. And, people too often do not understand that there are simply different ways to talk, listen, and evaluate communication (Tannen, 1998, 1990).

This article was begun with a brief look at one skier, Cheryl. Like many skiers, gender stereotypes guided her instructor's initial assessment. It happens. But, too often this sharply decreases the overall impact. This happened for Cheryl, and it led to a less than ideal learning experience. This can happen in many classes, both on the mountain and in a larger venue of teaching situations. Simply put, socialization and gender stereotypes dramatically shape and impact the way that both men and women perceive each other. More than this, it emphasized the fact that stereotypes do limit options - and opportunities.

As professional ski teachers the challenge is to look beyond the stereotypes. The best teachers, I think, have always done that. The challenge, now, is for all of us to take that perspective. Carpe Diem! ♦♦

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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 & Family Therapist, he has served as both a Ski School Supervisor and Development Team Coach.



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It's Just Between You and Your Board

by Joshua Dee
AASI Level III
Mt. Snow, VT

Imagine...you are at the auto dealership ready to drive away in your dream car (maybe a Porsche or maybe a Yugo). Do you just jump into the driver's seat and speed off? Of course not! You need to be properly adjoined with it before maximum performance can be achieved. How so? The seat must be adjusted fore and aft so you can use the pedals comfortably and efficiently. Raising or lowering the seat, along with angling of the seat back, are crucial. Moreover, what about proper lumbar support and moving the headrest? Let's not forget about the adjustable tilt steering wheel and the three mirrors that have to be aligned. Finally, you put the pedal to the metal and let it rip. But, the fine tuning of the driver to the vehicle is not over. You will probably retweak some of your previous settings over a period of time, getting it just perfect.

What about the snowboard you ride on? Some just let the shop do it, or maybe a friend set it up after explaining that, "it works for me...you'll love it". But, a deck is comparable to that personal car, and needs to be connected to the driver "just so". Let's consider some of the variables a pro needs to consider before riding off. The following are just a few examples of how a rider can fine-tune his or her set up.

STANCE WIDTH: The average stance width of a typical male would likely be somewhere between 20-23", with females slightly less. A narrow stance could aid flexing of the board, but may inhibit leg maneuverability. A wider stance may achieve just the opposite effect, but enables the rider to get out over the tip and tail.

EDGE TO EDGE CENTERING: Be sure the heels and toes of your boots are the same distance from each edge, or turning to one side will be more laborious than to the other.

FOOT ANGLES: Base this on your foot size, board width, and your type of riding. Your toes and heels must be able to pressure the edges,

so get them right over each one. A deep carver would want to lessen the overhang to prevent "boot-out". Most riders naturally assume that the rear foot angle must be positive (pointing forward). A "duck" stance is where the rear foot has a negative setting. A duck stance can benefit switch riding, 180's, tricks, board slides, and sticking landings. Visually, whether duck or not, have both feet overhanging the same amount.

FORE AND AFT POSITIONING OF THE STANCE: Most board companies recommend about 10cm. back of center; this is usually marked on the board top. If you're a generic person, this might be fine; but, further back might give more power while more forward could deliver quicker turning. If it dumps a couple feet, a quick move to the rear will help the nose float.

HIGHBACK ADJUSTMENT: There two facets to consider. First, tweak the forward lean according to the angle you want your lower legs to be, and how quickly you want to engage the heel side edge. Some riders feel more forward lean gives more stability heel side because of the leverage factor. Others can achieve the same effect with little or no forward lean. Go with what is comfortable to your own body. The highback can also be moved to the left or right. Moving them more parallel with the heel edge generally will cradle the boot and lower leg more efficiently.

BINDING STRAPS: Do you want a soft flex forward with your ankle, or do you favor a stiff, firm feel? Moving the big strap up or down can vary your toe side turn performance. FLOW bindings have one large foot strap that can be either soft, firm, or in between.

This fine tuning list could go on and on, to include how tight your laces are, what materials make up your socks, and how close you clip your toenails or sandpaper your corns. So, are you ready to take your vehicle on its maiden voyage? Don't forget to frequently adjust your calibrations in search of the perfect setting. Once you have the best possible interface, you will begin to feel at-one with your deck. ♦♦



Fear before Lunch.... A New Appreciation!

by Paul "Frosty" Ohlson
AASI Level II
Bolton Valley, VT

"One more run before lunch?" It was more of a pronouncement than a question, and, like sheep herded into a cattle car, we quietly loaded into Jackson Hole's tram. Any meaningful conversation withered as we peered through steamy windows at the sheer cliffs passing silently below us. As twelve AASI instructors from all over the country emerged at Jackson's 10,000' summit, Mikey Franco, our Jackson guide and fellow AASI instructor, enthusiastically informed us that we had the chance to ride some of the steepest terrain in the United States.

The wind was blowing snow in our faces, making it impossible to hear what Mikey said. I gathered only fragments of his brief comments, "...and stay close to your partner....dangerous drops often can...with poor visibility....you at the bottom." As he rode along the ridge labeled "Experts Only", a snow squall completely erased everything. My partner, Kristina, a Level II instructor from California, and I stopped just long enough to let the worst of the whiteout blow past. When the squall lifted we realized the rest of the group was gone.

We followed a set of tracks down steeps unlike anything this Vermont boy had ever experienced - then a huge tree, some clumps of rocks, and nothing but sky. I skidded to a stop. Almost directly below me Kristina had stopped just before the edge. We both looked almost directly down on the massive tram as it returned toward the base station!

My hand gripped the gnarled branch of a shrub sticking out of the snow. Too steep to go back up. Nothing but air below. My breathing was fast. I could hear my heart pounding. I was terrified.

Strange as it may seem, at that moment a vision flashed through my mind. I saw chair loads of first time riders getting off the lift. Some of them had half-brave smiles covering up their fear, but most of them looked both intense and terrified at the same time. I saw myself speaking calmly, encouraging them to bend their knees, lead with their front shoulder. I mean, getting off the beginner chair lift is easy, right?

Maybe not. Maybe many students feel just as scared about getting off the lift as I was feel-

ing looking off into forever. Maybe we seasoned instructors underestimate the challenge of that first unloading. Maybe we can do more to prepare our students for the things we know they will encounter. The falls. The slams. The exhaustion. Maybe we can talk with them so that they can anticipate all the pieces of snowboarding and not just what they see in glossy photo shoots.

And, perhaps, we can prepare our students better for things they might not routinely encounter. How should one react to the loss of gloves or goggles in a whiteout, being stuck on a stalled lift, getting off the trail in the woods, unable to get up in deep powder. What should students do when they really feel afraid? What would you say?

Kristina hollered up to me, "There's a chute to the left that looks intense, but better than eighty feet of air." Then, she was gone. Then, I was gone. At the bottom we talked about what we'd done and what we'd felt. Both of us were changed by the experience. I confess to having a new appreciation for fear as an operating dynamic in learning this sport of ours. It's always there - like gravity.

When we acknowledge our own fear it will keep us from going beyond our capabilities. Acknowledging our own fear also makes us better instructors because we can thoroughly empathize when our students are struggling with their own inner mental demons. Believe me. I've been there! ♦♦

Submitting to SnowPro?

The copy and ad closing date for the Early Fall issue is July 15, 2002. The issue will be mailed out to members in early-September.

in Memoriam

Helmut Teichner .We have received a memo from Ed Murray of PSIA Central Division, informing us of the passing of Helmut Teichner at the age of 90. Helmut passed away on December 28, 2001. He was one of PSIA Central's founding fathers. Helmut came to the U.S. in 1938, escaping from Nazi Germany. He started and led the Wilmot Mt. (Wisconsin) Ski School for 54 years. In 1983 he was inducted into the National Ski Hall of Fame. "He would always tell his ski instructors not to ride up together, but to ride with someone who was skiing to ask them how much they liked the sport and what instructors could do to improve it," said his daughter Renee Kauffman. "He wanted to spread the love of skiing so more and more people could enjoy it. He said it was absolute freedom. You just sailed down the slopes with speed and grace. It was like you were flying," his daughter said. Helmut skied until he was 88 years of age. We pass our sympathies to his family, friends and colleagues, and recognize him for his many years of support for PSIA.

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THE ZIPPER LINE

straight talk from the association

Got the Know-How?

by Peter Howard
PSIA-E Certification Committee
Chair

I know what I want to say in this article. I'm just not sure I know exactly how to get the concept across. I would consider it a success if the reader came away with a good sense of the difference between **what** to do and **how** to do it.

There are a lot of things in life that most people would agree on. I know what I would like in an automobile: one that looks sharp, has power to pass, is safe, goes well in snow, can withstand a crash, does not pollute, and gets 70 miles per gallon. I know what I'd like in the world: if only people everywhere acted with love, trust and respect for each other in spite of their nationality, race, or politics. I know what I'd like to see in our students' skiing or riding: smooth, round turns, with a centered athletic stance, and skills that use the skis or board in a manner they were designed for are what we like. Actually, if asked, most students will say they basically know what to try to do. Being smooth, balanced, using the legs, and using the edges are common knowledge. It's the how-to that seems to be the illusive commodity.

Many experienced ski professionals would say that ski teaching is a skill that is transferable, in some respects, to other aspects of life. It's an old saying that someone's "got the know-how". It's not said that they've "got the know-what". Chances are, if you've got the know-how to teach snow sports you are also very successful at other chosen endeavors. This is because "what to do" is the intention, the goal or the outcome. "How to" is the path, the step-by-step, the journey. Most have noble intentions - if only there were an equal number of noble actions. As teachers, we are hired for our guidance and expertise in order to protect our students, and hasten them toward their personal goals. Most students already know what they want to do. They come to us to find

out how to do what they want. Therefore there should be no surprise that certification events will have considerable focus on the "How To."

What should be done as one turn ends and another begins is to allow the center of the body to move across the skis/board, or allow the skis/board to move under the center. If this is skiing, the pole should swing and touch the snow as one turn ends and the other begins. Following are some aspects of how this is accomplished and how the body must move so that one turn ends and another begins:

As the eyes and head look where to go next, the muscular tension in the legs and the torso is progressively relaxed. This allows the balanced stacking over the turning edge/edges of the previous turn to end, and center of the body to depart from the path of the previous turn. At this point the twisting effort of the legs may or may not continue, depending on the skier's/rider's intentions. Diagonal movement of the legs in combination with the body's departure from the path of the previous turn will result in a change of edges. If this is skiing and pole use is involved, the down hill arm swings in conjunction with the path of the thighs and torso across the skis. Although the whole arm may be involved, generally the hand, wrist, and forearm move more than the shoulder or upper arm. The heel of the hand pushes the pole shaft ahead of vertical, and, upon contact with the surface, the lower fingers pull the shaft back to balancing carriage. The muscles in the legs contract to tip, twist and press the skis or board progressively into the surface, causing resistance, grip, and design engagement. Muscles in the legs and torso then fire against each other in quasi-static use to stack the skier/rider into an active aligned posture oriented to the path of the new turn.

Within this "How-to" understanding should be woven the teaching tidbits that make all this technique-related mumbo jumbo discernable and digestible to a student. Gifted teaching is making the "How-to" understandable at the moment it's needed most. To beef up how to advise, look into "The visual cues to good skiing", (PSIA Alpine Manual 2001), and acquire a working knowledge of biomechanics in snow sports (Ron LeMaster - The Skier's Edge, Juris Vagners - Biomechanics of Skiing)

So, yeah, there is a difference. If you want to know **what** to do, read magazine tips, keep the hands in front, use the edges, and face the base lodge — it's what everybody does. If you want to know **how** to do it, hire a Pro who's got the know-how. ♦♦

Prepare for Your Exam — Teach a Clinic

by Christopher Ericson
Belleayre Mt., NY
PSIA-E Division Clinic Leader

Several years ago, at the end of the season, I asked instructors at Belleayre Mountain what changes they would like to see in the training clinics our staff members were conducting. The response was simple. The instructors wanted the opportunity to conduct the clinics themselves - to get out in front of the group and guide other instructors through an exercise, a drill or a task. The point being this: Many of our instructors train very hard for their certification exams by reading books, articles, taking practice exams, skiing the required tasks and even going to exam prep clinics. However, when it comes to exam time, instructors freeze up and lose their focus when they are in front of their fellow peers.

Many instructors falsely believe that their regular day-to-day teaching of the skiing public is what will prepare them for the exam. As many of us know, the truth is that although we gain valuable experience in every lesson we teach, the exam is not like teaching the public. Standing in front of six fellow instructors and an examiner who are listening to your every word, while attempting to maintain your focus, is hardly the same as getting a busload of seventh graders of Level 4 skiing ability.

So, at the request of the instructors, I allowed them to start conducting the daily morning clinics. In an attempt to make it as "exam-like" as possible, the group would evaluate a member of the skiing public or instructors in the group as they skied their way past. The instructor leading the clinic would then give us his/her evaluation of the skier, and give us a task or progression that would help improve the skier's overall performance. Specifically, the instructor was to focus on one of the basic skills in which the skier may have needed improvement.

Well, it was truly amazing! Every time an instructor would get in front of the group he/she would lose focus. Instructors who had taught together for years were now having problems working through a simple progression. There was "brain block" everywhere. The instructors knew what they wanted to say, but could not relay it to a group of intently listening instructors. There was the fear that they might not say the correct thing, use the right words, or evaluate the skier properly.

These were all valid fears, and now was the time to have them - not during the exam. In an attempt to bring the focus back, I gave the instructors a simple formula that was taught to me in order to keep me focused. When evaluating a skier, say the following:

1) **THIS IS WHAT I SEE.** Point out the positive things first, then some things that may need improvement. Example: The skier generally has good speed management. However, improvement could be made with better control at the top of the turn not just at the end or bottom of the turn.

2) **THIS IS WHAT I WOULD LIKE TO SEE.** Tell us what you would like to see in the skier's performance. Example: I would like to see the skier engage the edges first, and then blend in

some steering skills. This would help maintain good, consistent speed, and assure control by maintaining a more continuous arc throughout the turn.

3) **THIS IS HOW WE ARE GOING TO DO IT.** Start a progression that will help the student explore an early edge engagement. Make sure you explain HOW the ski is put on its edge earlier in the turn. This seems to be the sticking point for many exam candidates who usually dwell on the "what I want you to do".

In addition, putting this together with the Teaching Model - which highlights organization, safety and checking for understanding - makes the lesson flow much easier.

I have found that using these three steps in evaluating a skier and developing a progres-

sion is the basic starting point for any good lesson. The improvement in our instructors' teaching ability has been fantastic, and is a perfect example of how preparing for the certification process has made better instructors in our industry. So, next time your instructors are looking for a way to prepare for passing their exam, let them lead a clinic group. The time spent in front of fellow instructors will give them a valuable edge in the exam. ♦♦

Planning Ahead?

Look for the 2002-'03 PSIA-E/AASI schedule "online"
at www.psia-e.org by August 30th!



This year we are proud to announce that Peter Palmer, P.S.I.A. Examiner, has joined our staff. Peter will be a boot fitter as well as our on hill guy for the Performance Center. If you have any question at all about your equipment set up call for an appointment and we can get you out on the hill with Pete.

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adaptive news

Snowboard and Adaptive.... the Seeding of a Plan!

by Gwen Allard
PSIA-E Adaptive Coordinator

There is a plot in the making...the Adaptive and Snowboarding sectors are working together to develop an Adaptive Snowboard progression. This is with the understanding and appreciation that the acceptance of a "progression" can be a definite challenge for our snowboarding colleagues.

Last December, AASI Team Members Earl Saline, Gregg Davis and Randy Price all converged at the PSIA National Adaptive Academy to learn, and to share ideas that are common between the two disciplines. As they worked with the Adaptive Educators it became apparent that "adaptive snowboarding" is a very real possibility, and that the need to develop this discipline is growing.

What has evolved from these meetings, and others, is an Adaptive Snowboarding chapter in our new Adaptive Manual. Also forthcoming are some white papers on the Internet. Bobbie Palm of the Rocky Mountain Division, an innovator in adaptive snowboarding and adaptive equipment, is authoring these white papers for review by PSIA. Check the PSIA website (www.psia.org). Let us know what you think of what has been done so far, and feel free to provide suggestions on other items we need to discuss and review. ♦♦



Gwen Allard, left, and AASI Team member Earl Saline meet at Windham.

Level 1 Adaptive Exam.... Are You Ready?

by Terrie Anne Guay
Program Director, Operations
Maine Handicapped Skiing

Knowing if you are ready for a Level 1 exam can be a mystery to first time candidates. It is your first time getting acquainted with PSIA-E, and you are not sure what to expect. This article will help you be prepared so the Level 1 Adaptive exam can be an educational, fun and pleasant experience for you. This three-step program will help get you prepared and confident for your exam.

Personal Skiing Skills

Skiing is the basis of what we do. We are becoming a "Professional Ski Instructor", so we must have a love for skiing. The hard part is to know what you need to work on to be successful for the exam. Your personal skiing, along with demonstrations of the wedge, spontaneous Christy, and open track parallel will all be looked at during the exam.

It is important to have a professional eye take a look at your skiing and give you an idea of what your focus should be for exam preparation. You can seek out this knowledge at a PSIA-E Adaptive clinic, a ski school lesson or a staff trainer. After you have an idea of what you need, make a training program for yourself. Look at the time you have to dedicate on snow. Split your time into clinic time, directed free skiing and non-directed free skiing. Do not spend all your time trying to make it perfect. If all of your time is spent working on new skills and practicing demos, you'll never give yourself an opportunity to anchor the new skills. Take a new skill, practice it (clinic time), and then work with it in an all-mountain environment (directed free skiing); then, ski, not thinking about anything but the love of skiing. The love of skiing is the feeling of being connected with the mountain environment. Feel the snow, enjoy the sensations, and just ski! Feeling a level of comfort and security with your skiing skills takes a lot of pressure off of you when the exam rolls around.

Working with one professional has its advantages. Get an idea of what you need to work on and stick with that process. By asking everyone's opinion of what you need, you can often confuse the issues. Be secure with the mentor you choose and trust your training plan.

Reading Manuals

Reading professional materials is the key to understanding where the adaptive instructor gets his/her information. Since you are now taking your first steps in being a professional, become familiar with the professional manuals. There are two new publications that PSIA has released this season: the Core Concepts Manual and the Technical Manual. These manuals should be reviewed before the exam. Level 1 exam preparation is a great time to invest in the manuals and the reading time.

The Adaptive Manual is also a resource to add to your professional library. This manual will help you in understanding medications, disabilities and teaching progressions for the disability for which you choose to be examined. The Internet can be a great deal of help in locating disabilities that you will be working with, along with medications associated with the given disabilities. Reviewing past and present copies of *The Professional Skier* and *The SnowPro* can also add to your repertoire. Study groups are also a great way to test knowledge. Get a group together to discuss medications, disabilities and quiz each other in a non-exam environment.

Teaching Adaptive Students.

Teaching students is the best way to learn about Adaptive skiing. Being a good teacher comes with time and experience. Give yourself many opportunities to learn from different students and teachers. Shadow lessons with able and disabled students. Experience many different students in your exam field. For example, if you are going for the 3-4 Track portion of the exam, try to shadow or teach in as many different situations as possible. Experience the difference with a BK or AK 3 tracker and the CP 4 tracker or the incomplete SCI 4 tracker. This will give you a greater depth of knowledge in your teaching field. If you are working in a program that does not have many students, or you do not have the opportunities suggested above, contact a larger Adaptive ski school close to you and inquire about their training opportunities.

In conclusion, preparing for the Level 1 exam is all about "training smart". Have a personal skiing plan that works on Alpine skill development and free skiing time. Read from the Core Concepts, Technical and Adaptive manuals so you have a knowledge base to bring out on the hill. Teach the Adaptive student in many different situations, and get to know students in your program. If you come from a small or developing program, seek out some of the larger programs and ask about clinics or training opportunities.

Good luck! ♦♦



ANNOUNCING:
First Annual
PSIA-E/AASI
SPRING TRIP!
See back cover for details

Origins of Movement

by Gwen Allard
PSIA-E Adaptive Coordinator

The Adaptive Board of Educators met for a special day of training at Killington with PSIA National Demo Team Member Terry Barbour. The focus of the day was origins of movements and what happens if the traditional sources of movement are not available. The question, "What happens if our student can't move like that...how can we make that movement take place?" was repeated throughout the session.

Obtaining balance and stability required much of our time. Many disabilities necessitate the use of outriggers, walkers, sit down equipment, etc. to obtain stability. With this equipment, obtaining balance - particularly dynamic - can often be a challenge. Challenged we were as we fine-tuned our own balance exploring different CM situations, speed variations and conditions.

Different sources of movement were explored and successfully applied. If rotary cannot be created through the legs, then creating rotary movements originating from the hips, chest or shoulders was explored. Each "new origin" of movement has its strengths and weaknesses. However, rotary and turning of the skis was achieved.

The conclusion of the day was two-fold: 1) Terry's masterful approach led to significant understanding and practical application, and 2) Efficient and effective movement is the same in both Alpine and Adaptive skiing. It is only their origins that may differ. ♦♦



Photo caption: From left to right, back row, standing: Gwen Allard, Frank Williamson, Terry Barbour, Augie Young, Al Freeman, Kathy Chandler. Front row: John Swartwood, Bob Cooperman, Kirsty Digger.

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Organize Your Skate Teaching

by Mickey Stone
PSIA-E Nordic Coordinator, with
Randy French, PSIA-E Track/Skate
Examiner

In the last issue I wrote a comprehensive article on the components of contemporary telemark movements and activities to teach them. I would like to thank Darrell Hensley from Timberline for his help and research. Randy French of Pack Paddle Ski in Lima NY, has always stayed in touch with the changing mechanics in skating and diagonal stride. An avid masters racer and long time endurance athlete, Randy brings his expertise of the New Skate to this article for the components, and we've teamed up for some teaching activities that may be a different approach for your skating lessons.

When teaching skating, it will make it easier for you to target a person's ability, and have effective learning, if you break skating into components:

- 1) The motion of the feet
- 2) Skating body position
- 3) Timing of the feet and poles

The Motion of the Feet

Most people come to skiing after walking for the majority of their life. The motion that helps us move forward when walking is to allow the foot to land while the leg joints bend or flex, and then to extend and lengthen the joints to move to the next step. This is the same motion as pushing with a foot when on a skateboard or scooter. It is also the dominant means of propulsion when skiing on a waxless ski. Because of these every-day movements, most people will try to move forward on skating skis by pushing back off of a foot. This allows the hip to drop back and away from the direction of travel. This can be seen by the ski tips often getting caught, and losing balance. This mo-

tion is also characterized by a big space between the heel of the boot and ski as a person pushes off with their toes.

Instead, consider that propulsion in skating comes from pushing out and forward and off of the heel. Watch a clip from the Olympics and you will see very little space between the heel of the boot and ski top. Steve Hindman's article in the Feb/March of *Trax* explains this further. One way to feel and to see this is to stand still, roll your skis onto inside edges, and push both feet out and forward at the same time. This will cause you to do a split if carried far enough. Allow the legs to flex, which will allow your hips to move forward and stay in balance while moving. This movement of the foot forward can be tied into the movement of the hips – but, I would keep that for the finer points category below, and not make life too confusing at first.

Activities for efficient movement of the feet

*Use the Marathon Skate to look at foot motion or timing. Start by demonstrating the Marathon Skate. Give a quick history of how this technique was used by racers such as Bill Koch to lead to modern skating. If you are looking at foot motion, you should hold your pole down by your toes to have students see a line that is perpendicular to your ski, and which starts at your track ski toe. When you skate, move your skating foot out and forward to see that the foot is moving at or forward of that line. Have students watch your heels. You should be moving your skating foot out and forward of the track heel. You may need to have people start with their skating foot a little behind and at an angle to get moving. If skiers are pushing back you will see the skating foot drop behind the track ski. You will also see that hip drop back, and often the tip of the ski drag in the snow on the recovery. This drill should be done with both feet and then put into a V skate, with or without poles.

*Without skis on, stand in a diagonal V and fall forward into a friend's arms. Do this a number of times. Next, as you fall, allow your feet to move underneath you so they are under your hips and torso. Fall forward walking in a diagonal V and landing on a flat foot to get used to this foot motion. Now, try it with skis on. Shoot for a forward falling motion, and right before you go down, allow the foot to swing under you and forward.

*Another drill to use to get the feet moving forward: with skis on and standing in a diagonal V, tips open while facing up a slight hill, roll to one inside edge and extend as you fall forward. Right before you go down, move the other leg forward and under you. Allow the skis to move forward and land on a flat moving ski.

Skating Body Position

Much has been written about the body position in what we will call the "new skate". This is just a summary for purposes of organizing your teaching, not as a comprehensive description. The knees should be pressed forward so you can feel the front of your ski boot tongue on your shin. This position should be held as much as possible from skate to skate. Again, look at the films from the Olympics and note the angle of the knee and ankle. This angle is held, and not straightened as it was several years ago. The elite skiers are not straightening their leg to ride the glide. In recreational cruising, balance drills, and to some extent Biathlon, there is more straightening of the knee and ankle to glide. Again, stand with inside edges holding and push out and forward with your feet. If you keep your hips back and stay on a straight ankle, you will do a split or not move. Now, push those same big toe edges forward, but flex at the ankle to bring your hips forward so that your mass is moving forward. This will cause you to stumble and land a foot under you to prevent a fall forward. Realize that this is an exercise to check your foot motion and body position, as you will not be skiing with both feet moving away from each other. However, the motion of the individual foot will still be the same. When viewed from the side, the hips will range from forward of the toes back to the heels. If you note the elite skiers, the hips are staying forward versus a beginner who has their hips behind their heel.

The upper body stays more centered than was strived for 10 years ago. The toe-knee-nose position of alignment is good for balance drills, but not for maintaining momentum up a hill. With the body in a constant state of falling forward there is no time for long glides or a large range of motion with the upper body. Instead, there is a quicker turnover rate and a higher/faster tempo of movements. Compare a tape of the 1994 Olympics with this year's for a contrast.

There is much more that can be done with body position. It will take good snow conditions and practice until you or your students are comfortable skiing in a position that will make them fall on their face if they lose balance.

Activities for body positioning with the new skate

*On the flats, skate with a very tall body position and no poles. Your goal is to have the hips high, unflexed and moving forward in more of a straight line between your skis. Draw a line in the snow with dye or a pole and visualize your hips/belly button moving right over that line. Try it on a slight downhill, and then on a slight uphill.

*One of my favorites from the demo team is to put a harness on and have a friend hang

on to a leash attached to it. You can now bend forward but tall, allowing your hips to be directly over your feet and toes. Perform the same drill as above, but now you can cheat with your forward body position. Make sure you trust your friend to not allow you to fall over.

Timing of the Feet and Poles

Students should see the difference between diagonal skate: V-1, V-2 and V-2 alternate in terms of leg motion and when the poles hit. To familiarize yourself with the timings refer to the Nordic ATS manual and any technical reference you prefer. This can be done easily without skis on for beginners so that balance is not an issue. When looking at timing, keep your focus on this only, and try to not bring in the other skills of skating.

Activities for timing

*Without skis and poles, stand in the diagonal position and review each one of the above timing maneuvers. This is a great time to correct arm and body movements. Strive for a good flow, pendulum movements, and a shorter crunch that uses the middle to top abdominals. Next, add the poles and do it statically in motion. Finally, perform the different V maneuvers with the proper timing and crunching as you walk through the movements. While the student walks, change up the V maneuvers so they get used to the different timings before they get skis on. Now, perform with skis on.

*Another great activity is to do all the above with just one pole. It doesn't matter which one it is. Make sure you do both. This is a great learning experience. A lot of different sensations will be explored by your student. Expect a lot of discussion.

*You can use the Marathon Skate to check timing of poling for V-1. The poles should land at the same time as the skating foot, and push at the same time as the skating foot. Then, let the Marathon Skate drift into a V-1 skate.

Finer Points

Once the student can perform the above skating, and understand it, then you can add refinements such as use of stomach muscles for double pole, keeping a curved back, where the poles hit and arm positioning, and tactics for terrain and conditions.

Try the above when teaching skating. It may differ from your traditional lesson, but, hey, give it a try. The way to improve yourself and students is to embrace change and learn to understand these new movements together. It will be fun for you and your students to explore new things together. ♦♦

National Notes

Ray Allard, PSIA Communications V.P.

PSIA/AASI Honors Founding Fathers and Educational Leaders

During the opening ceremonies at the National Academy held at Snowbird, Utah on April 20, 2002 PSIA/AASI honored four of its major contributors. "Judge" Jimmy Johnson is the first recipient of the organization's new Lifetime Achievement award. Jimmy was a member of the original PSIA Board, formed in 1961, and is credited with drawing up the original Bylaws. He remains an ardent supporter and historian for our association.

Our own Paul Valar (retired Eastern Examiner) is the first recipient of the new Educational Excellence award. Also a founding father, he spent the decade before 1961 trying to bring the divisions together into a national organization. He was PSIA's first Vice President and served many years as Educational Chairman. His award was received primarily for his work in helping to formulate the first identifiable American technique, co-authoring "The Official American Technique" manual, long known as the "White Book", and his work with the first version of "The White Badge", an Eastern video that gained national acclaim.

Horst Abraham, who took over as PSIA Education Chair in the early 70's, also received the Educational Excellence award for his work on several fronts. He redefined technique, with concepts and terminology still in use today; but is also known for moving the instructional focus more toward teaching/learning. Besides being a visionary, he was a prodigious author, writing several of our manuals, starting with



Award recipients, l. to r.: Paul Valar, Jimmy Johnson, Max Lundberg, Horst Abraham.

the first version of ATM (American Teaching Method), as well as many independent publications, such as "Skiing Right". He worked extensively with the National Demo Team during his tenure.

Max Lundberg was the third recipient of an Educational Excellence award. He has served the organization in several capacities since the 60's. He was both a member and long time coach of the National Demo Team during its rise to prominence on the international scene. He also served as Education Chair and was the first to fill the full time post of Educational Director when that position was created. He edited and authored some of our primary manuals as well as his own publications. He served for many years on the Boards of ISIA (International Ski Instructors Association) and Interski.

"The Professional Skier" magazine will feature more on these individuals this fall. ♦♦



Paul Valar and Ray Allard.

Congratulations to the Following New Level II and Level III Certified Members

Alpine Level II Retake

Blue Mountain, PA January 7-8, 2002

Walter Matthews Donna Picone

Alpine Level II Retake

Breton Woods, NH Jan. 17-18, 2002

Bruce Hanke

Alpine Level II Retake

Snowshoe, WV February 14-15, 2002

Dawn Lindhurst Dave Nichols

Alpine Level II Retake

Holiday Valley, NY Feb. 26-27, 2002

Vivienne Pisanello

Alpine Level II Retake

Okemo Mt., VT March 25-26, 2002

David Gentleman Jojo Mangiaracina
Bill Krein Tina Poppleton

Alpine Level II Exam, Part II

Butternut, MA March 7-8, 2002

James Crawford Hilary Smith
Carol Draper Matthew Walker

Alpine Level II Exam, Part II

Attitash, NH March 14-15, 2002

Glenn M. Brown Margaret Perry
Beth Davis Dexter Rust
Charles Dietzel Chris Shea
John Fairbank Allen Walker III
Pete F. Palmer

Alpine Level II Exam, Part II

Okemo, VT March 25-26, 2002

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Jeffrey Becker Clay Harpending
Tom Burns Daniel Hogan
Ruben Caldwell Dewayne M. Keener
Kenneth Cameron Tim Klein
Sharon Cash Adam LaBonte
Alfred Chapleau Rita Law
Chris Dayton John Legault
Dave Di Rocco Philip Lidlow
Daniel Easa Keith Maier
Paul Factice Heather Mc Cue
William Forbes Christopher Mc Manus
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Patricia Slattery

Thomas J. Soucy
J. Bradley Spong
Peter St. George
Burleigh Sunflower
Ural Talgat
Chuck Thibodeau
Craig Yunker
Bruno Zbinden
Mark Zion

Alpine Level III Exam, Part II

Hunter Mt., NY January 14-15, 2002

Catherine Cleveland Merrick Kacer
John R. Droter Erik C. Lipton
Katherine Giannini William Steinbach
Steven Gottlieb Ron White
Edwin Jacobsen

Alpine Level III Exam, Part II

Stowe, VT February 4-5, 2002

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Thomas Babbit John Lincoln
Chris Bessette Tim Lukens
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David Day Jared Manville
Theresa M. Dunn Jason P. Mills
Scott Gould Mary Philbrick
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Mark Harwood Matt Tinker
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A. Wayne Andrew John Kurowski
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Dani Buneo John Mehaffey
Ben Craig Brian Schneider
Bill Dietrich Harold Smith
Evie Eastman Randolph Wales
Robert Gallo David Walker
Jim H. Hand Adele L. Wellman
James Hanson Jr. Casey Whitaker
Dale Kingsbury

Alpine Level III, Master Teacher

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Montage, Jack Frost, PA March 11, 2002

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Lee Dame Susan Yagen
Robert Biddlecombe

Snowboard Level II Retake

Kissing Bridge, NY January 31, 2002

Jennifer Wetmore

Snowboard Level II Retake

Waterville Valley, NH March 15, 2002

Brian Schrock

Snowboard Level II Retake

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Brian Bieger Scott Lehman
Jared Campbell Eric Netzloff
Chance Caswell Jeremy Schenk
Eric Dykes Chris Seanard
Greg Fatigate John Stisowain
Jeffrey Hershberger Ed Streich
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Snowboard Level II Exam

Sunday River, ME April 8-10, 2002

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Mike Bouquard Natalia Morozova
Gina Chechak Helen S. Renze
Cody J. Drever Carl Schelble
John M. Eason Forrest Schmidt
Alison Ford Craig Scott
Scott Gray William Spaulding
Sandra Minc Stephen Zuckerman

Snowboard Level III Retake

Pico, VT January 13, 2002

William Burnham

Snowboard Level III Retake

Stowe, VT February 6, 2002

David Pike



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Hunter MT., NY March 25-27, 2002

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Curtis Bradley
Kevin Gandee
Aaron Herrman

Christopher Nelson
Timothy Silfies
Aaron Thompson

Snowboard Level III Exam
Sunday River, ME April 8-10, 2002

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Tamsyn Demarest
Jason Kaminsky
Sean Nalette

Justin Pittinaro
Eric Rolls
Matt Slocomb

Nordic Downhill Level II Exam
Smugglers Notch, VT March 17-19, 2002

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Nordic Downhill Dev Team
Smugglers Notch, VT March 17-19, 2002

Shelley Kovacs

NordicTrack/Skate Level II Exam
Norsk, NH March 9-10, 2002

Richard Arey
Denise Blahut

Bjorn Reisetser

Nordic Track/Skate Level III Exam
Norsk, NH March 9-10, 2002

Jeffrey Blais
Julie Stanistreet

Adaptive Level II Retake
Killington, VT February 2, 2002

Dianne Thompson

Adaptive Level II Exam
Waterville Valley, NH April 4-7, 2002

Sherm Bryant
Richard Patrick

Adaptive Level III Exam
Waterville Valley, NH April 4-7, 2002

Elizabeth Craveiro
Todd Gill

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Spring / Summer	April 30, 2003	Late May

*Includes PSIA-E / AASI event schedule.

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Ron Doyon, A3, Rocky Mt. Division
Karen Edwards, S2, Western Division
Douglas Fagel, S2, Western Division

Rebecca Frederick, A3, Rocky Mt. Division
Jo Ann Grout, A2, Central Division
Anthea Kerrison, A2, Rocky Mt. Division
Kevin LeBreck, S2, Rocky Mt. Division

Alpine Educational Staff Selected

Congratulations to the new Alpine Development Team members who passed the exam at Hunter Mountain, NY in March. They are (l to r, front row): Kathleen Brennan, Loon, NH; Gail Setlock, Gore Mountain, NY; and Russ Beck, Greek Peak, NY. (l to r, standing): Frank Cartwright, Hunter Mountain, NY; Doug Holl, West Mountain, NY; Scott Allard, West Mountain, NY; and Doug Stewart, Stowe, VT. Missing from the photo is Tim Bradley from Elk Mountain, PA.



Three new Divisional Clinic Leaders were chosen at the DCL exam at Windham Mountain, NY; also in March. New DCLs are Angelo Ross, Seven Springs, PA; Ned Crossley, Windham Mountain, NY; and Chris Ericson, Belleayre, NY.

Congratulations to all of these successful members! ♦♦

Once again, we extend a big "Thanks" to the following areas who hosted one or more of our scheduled events this past season. Their generous support continues to assist us in providing members with quality programs at the lowest possible cost.

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Thoughts on Teaching Children... and, the Parent Factor

by Earl Whitmore, Jr.
Children's Program Director
Jay Peak, VT
PSIA-E ACE

Experiential Learning vs. Spoon-fed Dogma

"Uhhhhhhh". That's the sound of students when being taught by traditional paint-by-number educators. If you have ever been in the back of a lecture hall listening to an educator dictate phrase after phrase, and being awakened by the snap of your neck, you know what I'm talking about.

Being a children's educator, and having my degree in education, I have found that most kids learn through play. Whether teaching in the classroom or on the mountain, the most successful lessons have the kids learning while doing. This is experiential learning. A tidbit of information and direction, and a lot of movement and doing, is what it's all about. The understanding of learning styles (e.g., Math, nature, body smart) will dictate our presentation and can be recognized through the goal establishment of the lesson. However, the real way to get results happens while the students are active. I've found that learning experientially gives the students ownership of their goals. They are part of the learning process and not just recipients of regurgitated theory. On the other hand, make sure that you're skiing with a deliberate focus that pertains to skills development. When parents ask their kids what they did in the lesson, the typical response will be, "We just skied around". I've found that if you do a very thorough closure, and the parents are witness to it, your bases will be covered. If not, you must be able to validate your mileage to the parents with the activities of focus, and how they pertain to the learning process.

Trying to educate adults regarding how the experiential learning process works can be challenging. The reason being that most of us are used to being taught the "old fashioned" way ("Please turn to page 121, question 'A', blah, blah, blah"). If I don't explain how the process works previous to the activity, I find that most people feel like, "Shouldn't we be working on something". This past season, at the Eastern Children's Academy, my groups were able to reach their goals, or address the topics, while averaging seven runs per session. We are talking about kid's instructors though. This was accomplished because we set up the parameters of the experiential learning process. I also made a disclaimer that if I'm not covering the topic thoroughly enough, we should ride the chair or eat lunch and "talk" about it some more. Skiing is obviously a movement sport, and ski instructors are typically movers. However, you must be able to address the "thinkers" as well. Judging from the expression of the participants' faces and the feedback, I think we all had a great time and learned some cool stuff.

If you have ever parked a group of kids on the side of a trail and tried to go through a long discourse on how the pressures of the ski builds due to external forces, you know how effective it is. On the other hand, if you have ever had a group of kids jumping up and down while turning, you know how fun that can be. Experiential vs. spoon-fed dogma: try each method and see for yourself which is more effective. The challenge is to get traditionalists to move more and talk less. After all, skiing is moving.

Cling-ons....the Parents that Won't Leave

Have you ever had a parent that just refuses to leave their child to your guidance? They ski with the group despite your suggestions to leave. You beg and plead, but to no avail. You notice that none of the kids is paying attention to you, and your games are not effective at all. You tell your supervisor about the situation and the next thing you know your ski school director gets a complaint about the quality of your lesson. What do you do now?

First, let's look at what precipitates the situation, then we'll look at some approaches to remedy the problem right from the get-go so your director might never even meet the parents.

Parents that won't leave are usually the over-protective type that is just concerned about the safety of their child. The other type is the penny pincher that wants to insure that he or she is getting their money's worth. In either case, it is up to you to ensure the parent

that they are getting their money's worth and that the kids are having a safe, fun experience. My first suggestion is to go about your normal routine for a few runs to demonstrate your qualities as an instructor. Make a diplomatic suggestion that the parent meet you at the end of the lesson to discuss what the content of your session was and the progress their kid has made. If the parent refuses, bite the bullet for half of the day. Then, explain at the end what happens with children's group dynamics while parents are present during ski lessons, which we'll explore later. Another option is to offer to ski with the parent and kid for a run, either before or after the lesson. You can then give feedback and suggestions during your run or on the lift.

The classroom is a different atmosphere for parental observation because the dynamics are more cerebral and less physical. Teaching skiing is student-centered and outcome-based, from a physical performance standpoint. Perceptively, children ages 2 to 5 typically view the world through the "me" approach. These kids are the ones where you see the majority of separation anxiety. This anxiety will persist as long as the parent is present. The sooner the parent leaves, the sooner you can begin the actual learning process. This can be a major hurdle to overcome before you can actually start to teach skiing. Ages 5 to 9 view things as "me and the group", or the "team" approach. It takes time to form the "team", and as long as the parent is present, it just won't happen. Kids ages 10 to 14+ are more concerned about how the world views them - "peer perception". The last thing these guys want is to have "mom" hovering around while they're trying to be perceived as cool. When a parent skis with a group, the kid, regardless of age, will focus on the parent figure and not the content of the lesson. The objective shifts from attaining personal goals to pleasing the parent. This is even more prevalent with younger kids. The quality of experiential learning is lost, as the kids tend to depend on "Mom" or the instructor, and lose autonomy and independence.

If you are the supervisor or the instructor fielding the first barrage of complaints, you need to be aware of the mindset of the parent. The parent is not concerned about you or the other kids in the group. They are only concerned about their kid. It is up to you to gracefully explain group dynamics and how important group activities are designed to enable all goals to be attained. The important thing is to acknowledge the parent's concern, do your best to act on their suggestions, and describe your intention of providing a safe, fun, learning environment. If all else fails, suggest a private lesson where you can explain your philosophy in depth. This also gives you the opportunity to direct all of your attention on their child. ♦♦



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EASTERN DIVISION

"Yikes".... It's Recommended Reading!

A Book Review by Peter Howard,
PSIA-E Certification Committee
Chair

Mermer Blakeslee's new book, "In the Yikes Zone", is supposed to be a book about fear, but it is that and so much more. Throughout the book the reader is drawn into the intimate psychology of a master teacher, her students, and the moments of learning. When you read this book you will find familiar ground, familiar failings, and future solutions to some of the toughest teaching challenges.

"In The Yikes Zone" vividly reveals that "fear" at one level or another is an ever-present guest in the learning experience. It could be physical, emotional, social, or psychological, but somehow, somehow, it is affecting the student-teacher relationship. An example Mermer perceptively cites that goes to the core of most ski school learning environments reads as follows.... "Ski Schools fall headlong into the performance mode. Their systems habitually draw comparisons between individuals, which throws us smack into the, Hey look at me! mindset, a mindset so collectively supported, it can trample any fragile hope to feel rapport with the mountain or movement". And, later on, "But this one-pointed focus toward success actually heightens a student's fear of failure". The pages from which these few sentences are drawn are not meant to condemn ski schools as organizations, but, rather, to get us as teachers to think about the psychological environment we set up - which should diminish fear and promote learning.

Throughout the book there are abundant insights concerning a teacher's physical relationship to the student and the psychological implications underlying the teaching decisions made. It's just a super privilege to be intimately included into the thought process of a master teacher. The honesty of the moments poignantly reveal the personality of the author. Mermer is honest in the use of colloquial language, and, to my way of thinking, somewhat like a modern Mae West - unafraid to use relationships and perceptions of the sexes if it suits the teaching need of the moment.

If you are seriously interested in improving your relationship with your students; if you would like greater teaching power and insight for your private clientele; then put down the technical manuals for a while and read "In the Yikes Zone", by Mermer Blakeslee. For information on ordering the book, contact publisher Penquin Putnam's Inside Sales Department at 800-847-5515, or the Consumer Sales Department at 800-788-6262. ♦♦



members' opinions

The Social Model

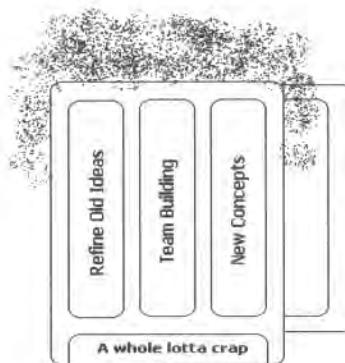
*Fabricated by Greg Maute, AASI III
with Mark 'Bubba' Brown, Alpine III
and Jeff Lutz, Alpine II*

(All of whom are always pushing the limits of the "social model")

We are among an ever-increasing number of instructors who like to "just shut up and ski/ ride" when on the hill. We don't get cold, we don't get bored. And, the fun factor increases with the vertical feet covered. But, we also recognize that our sport and profession rely on the development and refinement of skiing/ riding concepts. Our group is committed to developing our thoughts in a social atmosphere; thus, the "social model".

Now, we don't want to come off like several drunks who are one beer short of a visit to the Betty Ford Clinic. The social model takes place in many locations - the lodge, the locker room, the chairlift, the bowling alley, or anywhere instructors gather. We just happen to conduct our discussions in the local pub. Besides, a little lubrication of the mind will help develop new thoughts and question old theories.

The Social Model



Refine Old Ideas

There are many ways to get yourself to the bottom of the mountain, but some will work better than others. As instructors, we are obli-

gated to question ourselves and what we teach. We should be fun and effective.

Our teaching system, equipment and techniques are ever-changing. The social model will ensure that we are never satisfied with the way the last generation did things.

Develop New Concepts

There has been a lot of instability in the snowsport industry. New equipment (shapes, shorts, & snowboards) and new interest (freestyle & trees) require our constant efforts to keep up.

We need to be versatile. If we can master some new moves, then we are able to develop ways to pass on what works for us. Instructors should try to push each other's buttons, make changes happen, then determine if the change is good.

Snowboarding's "Y-model", and "lateral learning" in skiing, will drive us for years to come. Scenario: Your skier/rider has been on snow 5 days. She can conquer blue runs pretty easily. What do we teach next? Ask her! There are hundreds of possible answers.

Team Building

The social model realizes the importance of teamwork. Group activities among instructors will keep morale up. It was interesting to see how the closing of our social place (watering hole) affected our spirits. But, our tight group continues to keep things interesting on and off the snow.

Wrap-up

The social model is the driving force to keep snowsport instruction new and exciting. And, like most concepts in PSIA/AASI, we have a diagram that is not easily forgotten.

We hope to be inspiration for others to push the limits of their thoughts and skiing/ riding skills. And remember, image is everything! ♦♦

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.

Cross Dressing

by Scott Hynek
AASI Level I
Volunteer Instructor
Maine Handicapped Skiing

The title catches your eye, right? It is supposed to do that, but it is just a metaphor.

There are days when Maine Handicapped Skiing could use more adaptive snowboard instructors. On those days, MHS usually has plenty of adaptive ski instructors (ASI hereafter). Given that an ASI already knows most of what an adaptive snowboard instructor needs to know – namely, the adaptive part – how might some of these instructors be encouraged to add snowboarding to their repertoire?

A good first step would be to let these adaptive ski instructors have a taste of what snowboarding can feel like, at no cost to them other than one hour of their time. It would be great if, during that hour, the ASI got to make a couple of runs down green terrain, linking dozens of turns and even carving a good many of those turns.

Such a prospect might sound pretty fanciful to anyone who has ever taken a conventional introductory snowboard lesson. But, my experimental Cross Dressing program, described in detail below, has accomplished exactly that on the six or seven occasions that I've tried it.

The key here is that I am working with adaptive ski instructors – people who have taught three-trackers and four-trackers, mono skiers and bi skiers. These people understand the principles of skiing as they apply to unconventional situations, and they understand how to use outriggers (you know, those Canadian crutches with retractable ski tips on the end).

This one-hour lesson uses three pieces of equipment: a race board (supplied by me), a pair of stand-up outriggers (supplied by MHS), and regular old ski boots (supplied by the ASI).

A race board is a narrow Alpine snowboard; it is turned up only at the front tip, like most skis, but unlike most snowboards. Because it is so narrow, one cannot place one's feet across the board, lest one's heels and toes drag in the snow. Thus, one's stance is necessarily "aggressive"; by which a snowboarder means facing relatively forward. I generally set the front foot at 55° from across the board, which works out to 35° from straight ahead, and the back foot at 50° from across the board. A race board is three times as wide as a ski, whereas other snowboards are over four times as wide as a

ski. The narrowness and the aggressive stance make it as "ski-like" as a snowboard can be.

Because of the aggressive stance, the rider cannot get by with rocking forward onto toes and backward onto heels, nor can he (could be "she", of course, but will be "he" throughout what follows) make do with the usual soft snowboard boots that provide little more than forward and back support. He needs lateral support, such as is provided by a ski boot. Herein lies the metaphorical key to the Cross Dressing program – the ASI uses the same ski boots that he is probably already wearing.

The other key to the Cross Dressing program is that the ASI already knows how to use outriggers, and even how to teach their use. It takes more than owning a pair of ski boots to get somewhere with this program. I cannot ask a skier to acquaint himself with a snowboard and with outriggers at the same time – that would constitute new equipment overload – but I can ask that of an ASI, for he is already familiar with outriggers. This makes all the difference.

Here's how the hour is spent. The first five or ten minutes are spent with my adjusting the bindings to fit the ASI's boots. During this time I tell him, "Turning a snowboard is a lot like turning a ski (or a mono ski, or a bi ski) in that you want your weight forward at the beginning of a turn and back at the end of the turn. The difference is that 'forward' no longer means where your toes are pointed; rather, it means where your board is pointed. Likewise, 'back' no longer means where your heels are pointed; rather, it means toward the tail of the board. So, when I ask you to "lean forward", or "lean back," I don't want you to rock onto your toes or your heels; but I do want you to lean toward the tip or the tail of the board."

While I finish adjusting the bindings, the ASI grabs a suitable pair of outriggers, one on which the handles come a bit above the hams of his hands while he is standing on the floor and when the outrigger is in "ski" position (that is, with the ski tips not retracted).

Next, I determine which foot the ASI will put toward the front of the board. If he skateboards or surfs, he already knows. If not, I ask him to show me how he generally shovels snow. Roughly one of four riders has his right foot forward and is thus "goofy." The rest ride with their left foot forward, and are thus "regular."

Now we move to the left side of Sundance, which is Sunday River's trail for first-timers, on the almost flat part of that trail, right in front of the MHS lodge. Here I clip each of the ASI's boots into the bindings while he uses the outriggers, in "ski" position, to help maintain his balance.

"Let me see you lean forward – that's right, not toward your toes, but toward the tip of the board. That's it – a little awkward, but you'll

get used to it. Now, lean back, toward the tail of the board – also a little awkward, but you'll get used to that, too.

"Your board has two edges, and you will just about always be on one or the other of these edges, whichever one is uphill. See the sidecut? Snowboards had that before shaped skis were invented. A snowboard has neither a left edge nor a right edge, but it does have a toe edge and a heel edge, and I'll bet you can figure out which is which. And guess what? You're not going to make left turns and right turns. Instead you'll make toe-side turns, where you turn so as to wind up on your toe edge; and you'll make heel-side turns, so as to wind up on your heel edge.

"Now, let me see you balance on your toe edge. Feel free to use your toe-side outrigger to keep you from falling. OK, now way up on your toe edge. See what it feels like? You aren't just up on your toes, but you're also leaning a bit toward one side of your feet. Now, let's do it again.

"Now, let me see you balance on your heel edge. Again, you can use your heel-side outrigger as you see fit. Right – now way back on your heel edge. Again, note what this feels like. You aren't just back on your heels, are you? Fine, let's do it again.

"Now, lean forward and onto your toe edge. Easy, right? You only have to rock onto your toes.

"OK, now lean backward and onto your toe edge. Aha, that's tougher, because your feet don't point that way at all, but as you can see, it is doable.

continued next page

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YOUR TURN

continued

"OK, now lean backward and onto your heel edge. Oh, that's another easy one, right? You only have to rock back onto your heels.

"Final combination now - lean forward and onto your heel edge. Ah, yes, another tough one, because your feet don't point that way either, but as you see you can do it.

"Now, do each of these combinations again, going straight from one combination to another - forward toe edge, rear toe edge, rear heel edge, front heel edge.

"Now, put your outriggers into the crutch position and place one on either side of the board, so you can put your entire weight onto them. With very little weight on the board, you can use your body to twist the board this way and that. This is one way to turn when you are standing still.

"To turn while you're moving, you'll use your outriggers, just the way you would have a three-tracker or a four-tracker use them. You remember the three parts of outrigger use, right? Open the door (twist the outrigger), counter (twist your torso), and reach for the fall line? Well, forget about reaching for the fall line for now. And, you can also forget about countering to start a toe-side turn, because you already are countered that way. But, you'll need plenty of countering to start a heel-side turn; nobody ever said this would be symmetrical. And, as for opening the door - yes, always. And try to remember to start your turns with your weight forward (toward the tip of the board) and finish them with your weight back (toward the tail of the board).

"Now, give me a toe-side garland across the slope (heel-side garland, if goofy). I'll put my board on and catch up to you by the time you get there."

And, off he goes. By the time I get there, though, the ASI will generally have already made the first heel-side turn back across the slope. Just happens that way, I guess - these guys are choice students. "OK, now a heel-side garland to the other side," I say, knowing full well that he'll go about halfway back across the slope and then try the first toe-side turn.

"Looks like you're doing it. Looking good! It gets a bit steeper ahead, and you'll have to use more edge."

Typically, the first toe-side turn after it gets steeper is messy. That turn never seems to stop and, depending on where he bails out, he may even get to the point where the board is facing uphill but moving downhill. Once he has bailed, I've got his full attention. "You know

why that happened? You need to get your weight back at the end of the turn, while staying on edge. You know, to 'set the rear brake.' And, it never hurts to keep looking down the slope. Which, at the end of a toe turn, as you just were, takes a whole lot of countering."

The ASI picks himself up and generally makes it to the bottom of the South Ridge quad lift without further mishap, at which point I deem him ready to go up the lift. Suggesting a lift ride this early in a conventional snowboard lesson would be folly, but the outriggers give us some big advantages here. We needn't deal with single-footed operations at all. No skating, no sidestepping up a hill, no single-footed J-turns to a stop, none of it. We're going to keep both feet clipped onto the board all the way up the lift.

As we move into position, I ask the lift operator to slow the lift, just this once. This gives me a chance to tell the ASI that as he sits down he should rotate the board a bit (I don't need to say which way, for he only can rotate it one way) to keep from getting the rear boot caught under the seat. And, he should try to lift the toe edge up a bit, to keep from snagging it on the snow.

As we ride up the lift (just the two of us), he doesn't need me to tell him to put the outriggers back in ski position; he knows this. But he does need me to tell him that the key to getting off is to get the board aimed straight before touching down. This means twisting around in his seat so that his forward buttock (never had one of those before) is pretty much hanging off the seat. It isn't all that easy to get into this position, what with both arms attached to outriggers, but he's got the whole lift ride to figure it out. I also tell him that I'll deal with the safety bar at the top, and that once it is up I'll keep him from falling forward if the lift should stop. I also tell him that once the board is on the flat part of the ramp, he should just stand up and start riding. I don't need to say anything about straightening the outriggers. Again, he knows.

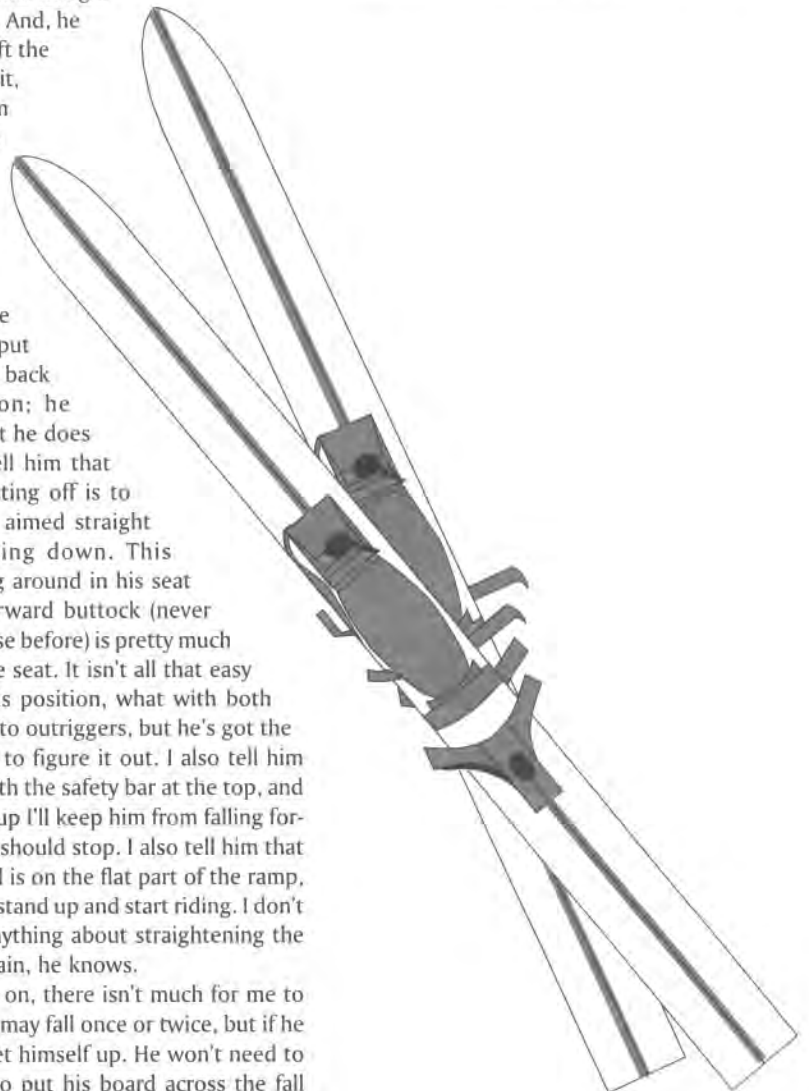
From here on, there isn't much for me to say to him. He may fall once or twice, but if he does he can get himself up. He won't need to be reminded to put his board across the fall line; he'll either do it right or he'll recognize

what's wrong. It's nothing short of thrilling to observe just how much better he is at the bottom of this first run than he was at the top.

The second run usually takes us back to the MHS lodge. At the beginning of this final run, I tell him that this might be his last run with outriggers, and that he should try to do as much balancing as possible with his feet and use the outriggers as little as possible.

Coming up to the MHS lodge is when we both would like to see a bunch of people watching our arrival, but it never seems to happen that way. It has been an intense hour, though. It is nice to be able to tell the ASI, completely truthfully, that in a single hour he has linked more turns than most snowboard students will do in their first couple of days, and with maybe 5% of the falls.

It remains to be seen how many of these ASIs will get themselves a snowboard and get themselves comfortable enough on it to help teach adaptive snowboard students the next time we are running short of adaptive snowboard instructors. ♦♦



Reflections from the Eastern Academy

by Rosie Kelly Halvorsen
Belleayre Mt., NY
AASI Level 1

Twenty years ago I sat on a park bench in Soho NYC, interviewing a woman who wanted to lead bike trips around America. I shared my passion for the organization and will never forget her comment on my life. She told me I had a certain "Joie de Vie". Anyway, it was something in French about a passion and a love for life. I was touched by her statement and realized that yes, I loved my work, loved working with people in the outdoors, loved pushing them to their limits and watching them excel. I was single, childless and did whatever my heart led me to do. Summers were spent cycling across America, leading bike tours in Europe, and even escorting cycle groups through China. Winters were spent leading camping trips and cross-country ski tours. I thought I found my niche.

There was nothing to tie me down and no limits to what I could do. Life became a simile to the Outward Bound courses that I found myself leading with troubled youths in Florida. I pushed and pushed and pushed all my limits.

I guess it's true that we all get older and sometimes our lives change direction. Two wonderful children came along, and suddenly I put the brakes on everything. My life centered around them, almost to the point of not having my own life. The years went by. I realized I had lost that certain "Joie de Vie" that I had held for so very long. I figured it passed away with age.

The only diversion from the meals and the homework was my ski instructor job. I liked it, but there was no passion involved. One busy weekend, my supervisor asked me to jump right in to teach a board lesson. I wasn't thrilled about the idea, since my total time on a board had been limited to a few unsuccessful hours in the tow rope area. I pulled off the lesson and immediately she told me that she wanted me to pursue the sport. The need for some older, more compassionate instructors was there. The fact that I was "over 40" helped, since some of the older customers preferred to work with someone over 18.

Since I never have turned down a request that my supervisor has made, I decided to meet her challenge. Within a few weeks my struggle turned into my passion. My Alpine skis are merely collecting dust in the closet. My tele

skis still come out on a few powder days. The customers started to line up for a lesson with the older woman who was willing to hold their hand for their first turns. Friends sent their friends, and in a short time the private lessons paid off. My style of teaching stemmed from two things - my fears of hurting myself, and learning from an equally compassionate "older instructor".

Small goals were set; trying to work my way to mid station, then the top of the mountain, then all the trails. Suddenly, getting down the trails wasn't good enough. AASI became my tutor. Between the books and attaining my Level 1, I realized AASI was the route to improving both my riding and teaching on the mountain. My own fears held me back, both in my own riding and in pursuing AASI courses. I suppose I became a bit obsessed with my age thing and seeing all the young riders in all the magazines.

Although I knew I needed to attend some clinics, I couldn't justify money spent on anything for myself. As a single mom the focus is more on the day-to-day basics. I started, however, to think about that certain joy of life that I had lost. I wondered if, and how, I could ever get it back again. My snowboarding progressed at a pace slower than I had hoped. I realized I was the main thing holding myself back. I decided I somehow needed to push myself into an extreme learning situation.

Things happen in life that push us in one direction or another...and I knew this was a year I needed to finally start to focus again on myself. I made a commitment to myself to go for the Eastern Academy, even if I put myself in debt. Sometimes we need to go backwards to go forwards. I knew the time was right. I was nervous, but psyched to do it.

A hundred "what ifs" went through my mind. What if I was stuck with a bunch of teenagers that didn't want to be with an older woman? What if I couldn't keep up? What if I hurt myself? I could have what-if'd myself to death. I played mind trips with myself for quite some time. But, alas, there I was on the day of the event.

When I arrived at Okemo, I looked around the room and sighed. Men and women, young and old, I thought. Hey, it's all there, and wow, I wasn't the oldest one. Hum, maybe I might even have fun in addition to the learning aspect. After we met our two AASI clinicians, I started to feel at ease. They had it - they were glowing with the joy of life that I was starting to feel once again through my snowboarding. Immediately, I sensed professionalism, knowledge, a dedication to teaching, a strong consideration of safety and - for sure - the importance of having a good time.

Day one, I learned more than I had in a year or so. We rode switch all day. That was something I had shied away from for so very

long, and here I am having fun doing it. As the days carried on, the learning just kept happening. I wanted the lifts to just keep going and going. There was no moment or task that appeared boring or unnecessary. We rode the trees, we rode the bumps, we rode the half pipe, and even found ourselves riding "the rail". All my excuses of being "too old" for a certain task went out the window, with co-riders being in their fifties and sixties. I followed with equal enthusiasm and tried tasks I might never attempt had I been on my own.

As with any good instructor, ours made each task attainable. We didn't just hop up and ride a rail. Time was spent carefully laying out bamboo poles to practice on. We worked up our skills and our confidence. The clinicians (both Sean and John) worked equally hard to make the tasks attainable for each person in their own way. They were the true heroes in making it such a great week.

Additionally, our groups all gelled. There was no person just out for themselves. In my opinion, we were a pretty tight-knit group. I can truly say that the group experience was equally as important and as memorable as the skills development.

I am thankful to AASI for pulling off such a tremendous Eastern Academy. I am thankful and proud to be part of such a professional group of people. I am thankful for starting to get back that certain "joy of life" that I had lost.

I am most thankful to all the instructors and particularly to Sean and John for all they did. Their insight into the group's wants and needs was tremendous. The careful step-by-step process for achieving each goal was extremely valuable. I tried to listen and process

Exercise: First to Load - Last to Empty

by Steve Victory
PSIA-E Alpine Level III
Butternut Ski & Snowboard

Imagine skiing down the various terrains at your area. Some terrain becomes so easy that you can blindfold yourself and feel the changes in terrain to anticipate your speed and turn shape. However, when you move to other terrain, you often get frustrated with yourself. The terrain is more advanced and, although

continued next page

you know every bump, ice patch, and tower number, you cannot achieve the ease and fluidity that you accomplish at the less demanding terrain. Many of us forget the basic ingredients when are faced with terrain that is steep, bumps or conditions that are just uncomfortable.

Our basic concern is that once we have re-directed our equipment out of the fall line, we seem to become defensive players as the turn develops. This kinesthetic feedback starts when we envision the cause-and-effect ritual for the completion of one turn to another. Try this imagery move that our mentors appear to have mastered:

As you redirect your skis out of the fall line, **load** your uphill ski with the amount of feedback (feedback being a collaborative collection of speed, muscle contraction & retraction, neuron impulses, anxiety, turn shape, and terrain) that you feel this extremity can hold. Correspondingly, your downhill ski is also **loading** with this same feedback, but at a reduced rate because the downhill extremity is longer, extending further away from underneath you. The speed and necessary force to complete this will seem equal with the uphill ski, but, in reality, it is several seconds slower. So far we have loaded both extremities, uphill and down hill.

Now that we have all this stored-up energy in our extremities, we need to be productive (pro active) to dispense, or **empty** it, to assist us in the anticipated direction of our new turn shape. As we initiate the release process by which we evaluate our speed, turn shape, and terrain condition, the process is reversed.

First **empty** the downhill leg, which will make our weight lessen, and the length of this extremity begins to be shorter. Now, remembering the uphill extremity (which will become the new down hill leg), because we loaded it first we empty it last by extending off of it. This will prepare us to develop a functional platform, facilitating a movement across our skis, and providing the center of mass a direction to begin to enter the center of the new developing turn. This stored energy we are emptying moves us inside the new developing turn. This gradation of dispensing energy will indicate the character of the desired turn shape.

Simply (following re-direction out of the fall line), we load our uphill ski with all the data necessary and collect this in our muscle memory as we move in that direction. The down hill ski will gather the same data, but more slowly due to the distance of this extremity and the angle of the hill from the center of

mass, resulting in a slower collection rate. When both collectors (our lower extremities) are full, we reverse the process and begin to empty our downhill collector. First, release the stored energy down the hill. The extremity becomes shorter and lighter and can start to anticipate becoming the new uphill extremity. Conversely, the uphill extremity's stored energy is also being distributed over the downhill ski. This extremity can now prepare to become the new downhill ski and start to gather energy - but more slowly.

This exercise can be applied in all terrain conditions. Certainly, playing with this idea on a moderate hill will provide some real good sensitivity training. Your extremities are like two hollow canisters, collecting and analyzing data of a new and unexplored surface. ♦♦

Skiing with the Best

by David Lindahl
Teen Winter Sports
PSIA-E Alpine Level I

As a proud recipient of a Leader Scholarship from PSIA-E, I attended the Alpine Workshop Clinic at Wintergreen, Virginia on January 3 and 4, 2002.

Our clinic was extremely fortunate to have as its conductor Rob Mahan, Ski School Director at Snowshoe. I felt very privileged to ski with Rob who, as a ski school director and an experienced ski teacher, had a very smooth and effortless ski style. It was a model of efficiency and provided an excellent example for us to emulate. I was also impressed with his positive approach to teaching, finding things to praise in all of us. His warm and open approach was very effective in increasing my desire to learn from him. I have found that the best way to improve is to ski with the best skiers and to watch what they do and to listen to what they say. The opportunities to ski for two full days with skiers of Rob's ability are very limited (some skiers never get them), and they inevitably lead to better form and less fatigue if the student is smart enough to follow the master's lead. I was still surprised, however, to find that at the end of the clinic, after following in Rob's wake for two action-packed days, I was not really tired, despite the fact that it was my first two days of the season on snow. Apparently, some of Rob's superb technique had rubbed off on me, or so I would like to think!

Rob was also very inventive in some of the exercises he asked us to try. To stress the need for isolation of the upper body to prevent over-rotation, he had us ski without poles and with our arms wrapped around our upper bodies in a self hug so that we could feel the over-rotation if it were present. To emphasize the point even further, we then skied with our hands on our hips to determine the amount of rotation that we were employing at mid-body. These exercises are very effective in allowing the skier to feel the flaws in technique because the excess motion (which interferes with carving and reduces efficiency) is very apparent in these positions and is immediately felt when it is present. While trying this, however, we learned one important but inadvertent lesson: **NEVER** do either exercise on a trail under a ski lift! The catcalls can be very unkind!

Rob also showed us an exercise designed to properly weight the outside ski and to improve balance on the turn. On a slow and easy traverse, we alternately skated on the uphill ski, using the downhill ski only for pushing. Because all of the skier's weight is on the uphill ski (which becomes the ski on the outside of the turn), this maneuver simultaneously removes any dependence on the inner ski and forces the outer ski to turn in a smooth, continuous arc when placed on edge by the skier.

I found the clinic to be very helpful in refining my technique and in learning new ways to teach the skills acquired. It was especially helpful in shedding some of the old techniques associated with skiing on straight skis. I had noticed that on more difficult terrain I would sometimes revert to older techniques that use more energy than is necessary with shaped skis. I am looking forward to the new PSIA Alpine Training Manual as a consistent reference to differentiate the new techniques from the old.

This clinic reminded me that most of the obstacles that we encounter while skiing are psychological rather physiological. Most of us are better skiers than we think we are. Most of the flaws in our skiing are the result of a partial unwillingness to fully commit to our skis and let them do what they were designed to do. We just need to remove the mental blocks to let the great skier within to emerge. Ski teachers such as Rob Mahan and George Roach, Technical Director at Teen Winter Sports, are especially good at showing us how to do that. I have also found a useful book, *Skiing: The Mind Game* (Dell) by Mackenzie and Denlinger to have some helpful insights into avoiding or overcoming the mental hang-ups that interfere with skiing well.

The PSIA-E workshops have proven repeatedly to be valuable tools in this never-ending battle. I thank PSIA-E for the scholarship that enabled me to attend this one. ♦♦

Going for Alpine Level II

by Lisa M. Bell
PSIA-E Alpine Level I
AASI Level II
Waterville Valley, NH

This Ski and Snowboard season I was a recipient of a PSIA-E Scholarship, which I applied toward an Alpine Level II exam at Okemo, VT.

This story begins at my home mountain, Waterville Valley, NH, where I proudly reside, work, play, and generally enjoy fine chocolates and beer. At the encouragement of my Director, Peter Weber, and a very large staff, I trained for my Level II Alpine. Since primarily I am a snowboarder, and hold a Level II with AASI, I wanted to be more current with Alpine. I have a Level I Alpine, but it was ages ago, so my work was cut out for me.

ALL season, and I do mean ALL season, instead of grabbing the snowboard I was on skis. This part was really difficult since my snowboard collection is quite lovely, but my ski selection is non-existent. With clever bribes to our rental department I acquired some schmancy Dynastar Agyl skis, and they served me well. These skis turned left and right, and whenever I digressed, they went in the half pipe.

With training completed - did I tell you I trained ALL season - anyhow, it was time to head to Okemo. I was fortunate to have a designated driver and we set out with those stupid smiles that only testing candidates get.

First day - I met my group, and I want to take the time to mention them by name: There was Karl from Killington - actually his name was Karl Troeller. Next, Sarah Ozyck. I remember Sarah because of her dedication to the Adaptive School at Sunday River, plus she had asthma. John Rogers, who was from Ragged Mt., came to Waterville to train with one of our examiners, Mike Scholz was just one of the two Mikes. The other was Mike Ward. Both were great skiers and the best TEAM players I've had the privilege to ski with. Last, and certainly not least, was Bret Tkach, who was also from Ragged where he works with racers. All assembled, we met our first examiner, Steve Howie. Steve was by far the best coach I could ever hope for. He was sincerely fair and genuine, THANKS STEVE, and I'm not saying that just because you passed me. You truly were key to our group's confidence for day two.

Second day - Right to work being examined by Eric Cabe and then Rick Metcalf, both very professional. After the wait for results,

which for me was a not-passing status, it was time to drive home in an awful storm. I'm happy to tell you that 3 out of the 4 of us who came to Okemo from Waterville passed and they all trained very hard; so, a big kudos to them.

In conclusion, perhaps I will try again someday for that Alpine Level II, but for now I'm back on the snowboard.

Thanks, PSIA-E, for giving me the scholarship and the opportunity to broaden my Alpine horizon. ♦♦

The Alpine Exam Process.... Wow, What an Experience

by Tom Brown
PSIA-E Alpine Level I
Holiday Valley, NY

In borrowing the expression from the NYS Lottery advertisement, what started as "a dollar and a dream" for me, has proven to be sort of just that - but actually more. Not many dreams come to fruition, and things seriously sought after shouldn't be relegated to dream category.

Reality: It takes ambition, focus, preparation, and money to pursue certification. I was fortunate enough to be the recipient of a 2001/2002 James Leader Memorial scholarship, for which I am very grateful to the PSIA-E Scholarship Review Committee. The purpose of such financial awards is to help further the snowsports education of the applicants. This it did!

Interestingly, snowsport/sport is defined as a specific diversion, usually involving physical exercise and having a **set form** and body of rules. One of my personal rules in teaching skiing is that skiing has to be safe fun. Built into the safe fun are the concepts of skiing more effectively, efficiently, confidently, in control, and further applying the gained knowledge and experience to challenge ourselves to perpetually enjoy "the dance on snow" called skiing. The fun also includes approaching "the edge", and discovering that "the envelope" can be stretched to the extent allowable by our

own physical and mental fortitude, and attitude. Our "envelope" grows not only in terms of the physical dimension and physical forces, but, importantly, also in the aesthetic range of the sights, sounds, tactile responses and even smells inherent of the conditions and situations we ski in. There's a lot to be learned and enjoyed even in just riding the chairlift.

The "set form" serves as the guide for the assessment of the required skills and movements in the exam process. My skiing form needed to be shaped and directed to be properly prepared for the categories of "skiing activities" that I would have to demonstrate in the exam setting. I found the preparation to be daunting, revealing, humbling, challenging, motivational, inspirational, introspective, and, at times, even comical - a real mix. If you've been there, I know you can relate to that spectrum.

For me, the wonderful part of the preparation "roller coaster" ride was the coaching, assistance, constructive criticism, camaraderie, empathy, and general support of my fellow skier friends. Thank you Ron, Dick, Dave, Judy, Craig, Adele, Jim, Donna, Joe, and Jamie for your thoughts and efforts. It seems that there are inevitable ups and downs in learning and performing so that one can claim certain "paid for" rewards of skill and proficiency.

Imbedded in the ambition, focus, preparation, and exam aspects of Certification are the core concepts of successful sports instruction; namely: creating meaningful relationships, memorable experiences, and lifelong learning. I don't believe it's an entirely easy set of tasks on either side of the grading sheet - examiner or examinee. But, I do believe, with proper reflection, that it is a value-added experience for all involved.

Disappointingly - but not defeated - I have to admit I was not successful in passing the Part I Skiing Evaluation; but, I did learn. Being armed with knowledge fortifies our confidence, and confidence makes the goal more approachable; and, better yet, even attainable. The Alpine Exam and Study Guide indicates that Part I (skiing evaluation) may be taken as many times as necessary. Per Arnold Schwarzenegger, "I'll Be Back".

In closing, I want to quickly pass along a few pointers from my learning experience: Ski deliberately and accurately, yet relaxed and natural; facial expression and flexibility matter; try to convey the intangible quality of having the "right touch" in your skiing; make your aspiration toward skiing excellence evident; display a feel-good-about-skiing look; and, allow your enthusiasm for ski instruction to show in your skiing such that it will serve your present and future students to discover and retain the excitement of skiing. Thanks for your time in reading this. May your next ski season be your best until the next one! ♦♦

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