

SNOWPRO

WINTER 2002



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

Gwen Allard Inducted into the National Disabled Ski Hall of Fame

On December 8, 2001, Gwen Allard of the Adaptive Sports Foundation at Ski Windham, NY, was inducted into the National Disabled Ski Hall of Fame at the DS/USA Ski Spectacular at Breckenridge, Colorado. Allard is the fifteenth person to be inducted into the Hall of Fame. Past inductees include Hal O'Leary of Winter Park and Olympic Gold Medalist Diana Golden.



Gwen Allard (left) receives congratulations from Hal O'Leary, Director of the Winter Park Handicap Program.

The Disabled Ski Hall of Fame is located in Winter Park, Colorado. The Hall of Fame Board of Directors inducts individuals who have a minimum of five years experience in the field of disabled skiing and have made significant contributions to the field of disabled skiing or ski teaching, such as innovative techniques, specialized equipment, program development, education or public relations.

Gwen has been in the ski teaching industry for more than 30 years. She is currently the President of the Adaptive Sports Foundation at Ski Windham. Under Allard's leadership, the program at Windham has grown from approximately seven students and a budget of \$3,000 in 1984 to 1,200 students and an annual operating budget of \$500,000 in the 2000-01 season. In addition to her achievements at the Adaptive Sports Foundation, Gwen has served on the Disabled Sports USA Board of Directors, developed a "turn key" model adaptive ski program for ski area managers to use within their current structures, and currently serves as the PSIA-E Adaptive Chief Examiner and PSIA National Adaptive Committee Chairperson.

Gwen states, "My dream was to open the on-slope facilities and make adaptive ski teaching a respected profession in the snowsports

industry. I've been fortunate enough to put people together to make my dream come true, and I've been able to get to know some great people."

The Adaptive Sports Foundation is a non-profit organization that teaches sports to people five years and older with mental and physical disabilities. The Foundation offers skiing and snowboarding lessons in the winter, and fishing, swimming, golf, horseback riding, tennis and camping in the summer season.

Gwen is past Executive Director of PSIA-E, and past Director of the PSIA-E Educational Foundation. This is an outstanding and well-deserved achievement in her professional career. Congratulations, Gwen! We're very proud of you! ♦♦

ANNUAL MEMBERSHIP MEETING NOTICE

The PSIA-E Annual Membership meeting will be held at Whiteface Mt., NY on Saturday, April 6, 2002, during the Spring Rally. The meeting will begin at 8:00 am. Complimentary coffee, tea and pastries will be served. No groups will go on-snow until the meeting is adjourned. Meeting room location will be posted at the Rally Registration area. Please plan to attend and meet your newly elected officers and Board members.

New Alpine Tech Manual Available!

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The Narrow Gate

by Peter Howard
PSIA-E Certification Committee
Chairman

It has been said that ski instructors are like golf carts - they all ski alike and go 15mph. To the "free skiers", riding twin tips in the parks and pipes, we must seem awfully dull just going forward and staying on the ground. On the other end of the guest spectrum are cautious adults who enjoy the sport but are concerned about the speed involved in skiing, and it's apparent related risks. We are surrounded by a variety of differing visions of

what skiing is - or could be. With the diversity of customer goals and equipment designs, it may seem difficult at times to identify commonalities of technique required for advanced skiing. Most ski teaching organizations around the world choose to emulate the movement patterns of the GS turn as a base for sport skiing. Incidentally, the US ski team coaches consider the GS turn to be a good base from which to work into the other events: Slalom, Super G, and Downhill. So, given that many skiers who come to the resort and pay for our services probably have very little interest in the GS turn, is this an appropriate model for us as ski teachers to be concerned with emulating and teaching? Or, are we off the wall? (Perhaps if we spent more time in the pipe we could get off the wall!)

To answer the question, it's worth considering the goals and needs of different skier profiles. If the skier's goal is to land the big air fakey, or forward, they will need to ski parallel and stand in the center of the skis. If the goal is to keep the speed down and achieve a relaxed but confident controlled technique, the skier must learn to use guided skidding on corresponding edges to manage speed. If the goal is to ski off-piste, the skier will need to ski parallel round turns with a centered stance. If the goal is fall line mogul skiing, once again the skier will need parallel skiing skills and even

flexing of the joints to manage pressure and absorb terrain. If the goal is super carving on the corduroy, the skier will need parallel ski action along a round turn path to bend and carve both skis.

As you can see there is a pattern emerging here. The pattern is that to do any of these advanced skiing goals

(to play in the Advanced Zone), you must pass through a rather **narrow gate**. A round parallel turn, with a centered stance and an efficient turn connection free of extra corrective adjustments is the essence of the intermediate zone and the **narrow gate to advanced skiing**.

Where do we fit in as professional teachers? Well, the one thing we must do to have any credibility at all is to help people learn the sport faster and safer than they would with their friends. If we fail this simple acid test, and our guests learn faster in the school of hard knocks, we best pack it in. We cannot afford

to let waiting for the groups to gather, lengthy stationary discussions, or safety/risk management concerns to so cramp the learning experience that as facilitators of risk we have constrained the learning environment to a rubber room of monotony.

So, if we don't jump much, ski backwards, or

slide sideways down immovable objects, at least we should understand movement patterns associated with the GS turn. It just so happens that this is the most optimal example of equipment use - on commonly occurring terrain - that exists. With short carving skis, short turns are becoming mechanically closer to longer turns. In a somewhat strange turn of events, many of us were able to own or try early generation short shaped skis 5 years ago that bear considerable similarity to today's competition slalom skis. It is, therefore, quite reasonable that modern sport skiing should have the GS turn at its foundation.

So, we should be proud of the experiences we have gained and the part Ski Pros have played in equipment evolution over the last few seasons. And, we should be confident that even though we mostly keep it forward, round, and on the ground, we have the keys to get our customers through the narrow gate to advanced zone skiing. ♦♦

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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Bill Hetrick, Editor

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by Bill Hetrick
PSIA-E President

National Congress – 2002

The Third PSIA National Congress was held in Denver, CO, January 10-12. The Congress is an annual National initiative to bring together the leadership from the nine divisions to address current issues and map the future of PSIA.

The Congresses have been imminently successful in bringing about a new and exciting common purpose to the work of all of the divisions and the National organization. This year the Congress was again attended by the divisional presidents, who make up the "Presidents Council", an advisory body to the National Board of Directors. In addition, the Office Executives of the divisions were present. And, attending to address very specific current issues and needs were AASI and Certification/Education representatives from National and the divisions.

Following are some of the major issues addressed:

1) The Presidents reviewed progress across the country on the initiative of putting new policies in place to attract and retain new members, and to attract lapsed members to return. Emerging in this area are new policies providing reduced dues rates for students in high school or college, and a dues reduction for seniors (both currently in force in PSIA-E). In addition, new "amnesty" policies have been developed in at least two divisions, and are now on the books and functioning. As reported in this column in the Early Winter, 2001 SnowPro, PSIA-E has appointed a committee to develop a new Amnesty Policy, and it is our plan to take action on that at our Board's spring meeting.

2) The Presidents and Office Executives are working with National on an exciting new direction for our business practices, with the ultimate goal of having a single, seamless relationship for membership interface with such activities and services as dues payments, personal educational records, ordering of goods and materials, educational event registration, and more. This will be a major step forward for the solidification of the relationship between divisions and National, and in the level of service we are able to provide to members in all divisions. Watch for more news on this during the next year.

3) The presidents are requesting that the

National organization pass a policy that will ask that all divisional presidents have three-year terms on the National Presidents Council. This will add greater stability and continuity to the work of that important group.

4) The Divisional Presidents gave its support to the new children's accreditation standards reported at this meeting, and supported developing a separate pin for that discipline.

5) The presidents and executives developed a listing of the specific roles and responsibilities of National and the Divisions. This was positively received by National.

6) The presidents brought forth recommendations to bring snowsports schools and directors more closely and more effectively into the work of the association at all levels, and bring us closer to area management at the same time.

7) The presidents discussed the possibility of divisions taking a look at a policy for the automatic succession of their Vice President to President (PSIA-E now has such a policy). This seemed to attract some positive comments, and probably will be receive discussion in the divisions.

8) The certification/education group developed exciting new initiatives that will bring even greater consistency to what all divisions are doing across the country in this area, and will provide a centralized communication and sharing vehicle through the National website for this group to maintain its work-in-progress and to stay in close and effective contact at all times. Some specific attention was given to PSIA-E's Master Teacher and Accreditation programs, and these may have some impact in the future on other programs across the country.

9) The AASI group worked on recommendations that will provide that section of our

membership with greater and more effective identity, while still staying a part of the bigger whole. They also came forth with recommendations for new educational materials for snowboard teaching.

These are just some of the highlights of what went on in these meetings. There were many more initiatives and recommendations that emerged and you'll hear more about them over the next year. Readers should be alert that these outcomes of the meetings are still "warm", and still need to be fully addressed by the National Board and all of the divisions before any final results would be realized. However, the synergy was very strong throughout all groups, and the results were positive and real. I'm very enthusiastic about the results, and feel that PSIA-E's members, and all members across the country, will ultimately benefit from the work of the 2002 National Congress.



I sincerely hope that our membership takes full advantage of this year's elections – and votes! The new Board of Directors will be announced and will be seated at the Spring Rally at Whiteface, NY. This year's Rally should be exciting, and a great time at the site of two of the Winter Olympics. What a great experience for our members! Be there!

I hope everyone is having a great season, and that you're taking advantage of the many wonderful educational events offered this year. They are truly outstanding, thanks to our Director of Education and Programs, Kim SeEVERS, our hard working office staff, and our exceptional Educational Staff. See the event schedules in all disciplines in the Early Fall and Fall issues of the SnowPro - and take advantage!

Peace! ♦♦

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administrative update

by Michael J. Mendrick
PSIA-E Executive Director

He "Gets" it, and Now So Do I!

What a weekend I just experienced, and I have our industry and your individual efforts within that industry to thank for it!

On Friday, January 18 I met with your President-Elect, Bill Beerman at Stratton Mountain. It was snowing at a pretty good clip and the slopes were completely covered. Treetops proudly wore their vests of white along the top half of the mountain. While technically still a "mid-week" day, the place was hopping with early arrivals for the long Martin Luther King weekend. The barren slopes and balmy temps of early December seemed like a bad dream of seasons past.

I met Bill in the ski school lodge just up the hill from the Starship Express gondola. Smiles were everywhere as staffers shuffled about in a chorus of boots clunking on wooden floors. It was a great day to be in the snowsports business,

and everyone there knew it. Officially, Bill and I met to discuss his upcoming transition into the volunteer leadership of PSIA-E. We enjoyed a couple hours of conversation, philosophy, strategy, priorities and concerns that left me convinced our membership will be in good hands after Bill inherits his presidency

post from the long and impressive tenure of Bill Hetrick. The fact that we conducted these chats while riding lifts all over Stratton and enjoying the company of many long-time students as well as first-time visitors made the day that much more special.

On a personal level, it was greatly rewarding to shed my "office persona" for a day and let my "inner skier" emerge to enjoy the day just as any enthusiast would. Even more so, to ski with one of our best, to watch him, listen to him and see him bring out smiles in others as his own seemed permanently sculpted on



Five-year-old Jeremy Mendrick stops (but just for a second!) as he prepares to jettison off the top of the beginner slope at Oak Mountain, NY for his fifteenth run of the day.

his face was both inspiring and perspiring. Or I guess that was ME who was perspiring! We skied a lot in a couple of hours, and we skied FAST (well, for an "office guy" that is)! It was exhilarating to push the limits of my comfort zone a couple of tads yet never feel intimidated or overwhelmed. *THIS is what snowsport instructors do*, I realized. They take you places you can't go on your own without you feeling like you shouldn't be there!

The weekend had begun with a great experience for me and ended with an even more magical moment for my nearly-six-year-old son Jeremy. Specifically, Sunday, January 20, 2002 was the day I witnessed him become a "skier." It was like seeing a foal stumble up from a bed of hay and trot around the corral for the first time. He had his third group lesson at West Mountain near Glens Falls, N.Y. on Saturday. My wife Becky arrived home to report that thanks to plenty of TLC and LOL (lots of laughs) provided by the kid's staff at West, by the end of the lesson Jeremy was starting to "get it." Of course, I realized there's a difference between "getting it" and GETTING IT, so I was anxious to see what Sunday would bring.

We headed up to Oak Mountain in the south-central Adirondacks, a re-born area sporting a new quad, snowmaking and halogen lighting where only t-bars and natural snow had prevailed in the decades past. Jeremy possesses big, wide green eyes on a normal day,

but on Sunday he looked like he was wearing a pair of halogen headlights all afternoon! He rode his first t-bar, not once but at least twenty times! By mid-afternoon he was "letting them run" (well, for a five-year-old) and cruising down the 200-foot drop of the beginner slope with glee on his face and energy in his little legs. Bouncing on his skis as he waited for the next ride, he started to challenge me. "Come

on Dad, I'm going to kick your butt!" Somehow "butt" seems to work its way into most sentences spoken by five-year-old boys, so I couldn't help but laugh. We rode the t-bar together for at least two hours (according to my extremely sore calves the next day) and skied down together over and over. I was skiing with my son, thanks to "you." I looked around the area and saw that same scene replicated all over the base area. Fathers and sons, mothers and daughters, and every combination of smiling humanity you can think of doing the same.

Jeremy was "getting it," and now so do I. ♦♦♦

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I.J. Ture Honored at Snowsports Management Banquet

I.J. Ture was awarded Life Membership at the Snowsports Management Seminar Banquet at Killington, VT on November 27, 2001. I.J. started skiing in 1942, at age 8, at Mt. Pisgah in Saranac Lake, NY. He joined the Ski Patrol at Alpine Meadows, NY in 1950. In 1953, he became a race coach and ski teacher for Skidmore College in Saratoga Springs, NY. He was named ski school director of Alpine Meadows in 1955.

I.J. was certified at Whiteface Mt., NY in 1959. He became the first ski school director at the new Gore Mt., NY in 1964. In 1966, he became race coach at West Mt., NY, where he would remain for a dozen years, building a reputation as a top trainer and technician while enhancing the area's status. He was named ski school director there in 1969.

Organizational involvement began in earnest in 1973, when I.J. became a member of the PSIA-E Technical Committee. In 1975, he was one of the successful candidates at the first ETS exam, held in Stowe, VT. He was elevated to Examiner status in 1977, becoming chairman of the Education Committee that same year. He became Region 6 Representative and a member of the PSIA-E Board of Directors in 1979.

In 1978, he moved his base to the Karl Plattner Ski School at Hunter Mt., NY, where he started as assistant ski school director, be-

coming technical director in 1986, and co-director in 1994.

I.J. is best known for his role in the development of the "Milestones Concept", which arguably was the predecessor of the Centerline, bridging the gap from the old "Finished Forms". This prompted us to pay more attention to what the world's best skiers were doing and to put a premium on efficiency, plus it changed the focus of our educational events and exams. I.J. also recognized the importance of the other side of the instructional equation in that he was a proponent of the major changes taking place in our understanding and application of teaching/learning 20 years ago. He was one of the key players in bringing the Development Team to life. He could both "walk and talk" his beliefs, and was very influential on the hill, in the Board room, and on the national scene. Finally, I.J. was a mentor to many current PSIA-E Educational Staff members.

Now retired as an Examiner, as well as from his position as Senior V.P. of Callanan In-



I.J. Ture (left) receiving a Life Membership plaque from Ray Allard.

dustries, Inc., I.J. spends winters at Killington, VT where he is a member of the Killington Ski Club. He enjoys skiing with his wife, Katie, their six children and 14 grandchildren.

We are pleased to recognize this colorful, intelligent and dedicated individual for his outstanding contributions to our organization and the sport of skiing by adding him to the roster of Life Members. Congratulations I.J.! ♦♦

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PSIA National and Eastern Dues Changing for 2002-'03

For the first time in more than a decade, the national portion of PSIA dues is increasing for the fiscal year July 1, 2002 – June 30, 2003. 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). The increases will be included in the dues billing being sent out to members in April. 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 improved 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. ♦♦



Region 5 (Western NY State)

Nick Brewster, Regional Representative, reports: Good news here in Western New York. The November/December rains have replenished the wells, lakes, and ponds just in time for the serious snowmaking efforts that have brought the current ski season. Most areas were open the day after Christmas, with large crowds. The school and night business that drives all the Region 5 resorts is well under way and thriving. A year like this makes one wonder why more areas in New England have not turned to night skiing for the extra income that night skiing generates. This is when most school business is done, and it repeats each year!

Elections are coming up so make sure you vote this year. All the candidates that have expressed an interest will do a good job, so show your support and get out and VOTE!

Tales from the World Cup

American Bode Miller wins back-to-back, claims 2nd in the 1st slalom event after starting with number 52! Race won by a racer wearing bib number 62! What is happening that allows a late starting racer the chance of winning a race? ANSWER: Short Skis! Men are skiing/racing on 155cm-163cm length skis. Slalom racing is pretty to watch again! Racers are carving big round turns and not jamming the turns (no holes). Go Short or go home!

Region 6 (Eastern NY State)

Ron Hawkes, Regional Director, reports: I'd like to remind all members that the annual Region 6 membership meeting will be held in conjunction with a skiing and snowboarding day at Hunter Mountain on Friday, March 22. In the morning, the meeting will include presentations from Board and committee representatives, your input, and discussions regarding divisional and national topics.

The cost to ski or snowboard in the late morning and afternoon with an Educational Staff member is \$10 per person. The groups determine the on-snow focus for the day. In the near future Region 6 members should receive a mailed post card with additional details about the meeting and the on-snow event. Get a group of friends together and we will see you on Friday, March 22.

I hope you are enjoying each lesson you teach and a lot of time on the mountain, regardless of the weather and type of snow conditions. Each changing variable is one more reason our outdoor sport is so great!

Other Regions:

Region 1 – ME and NH

Region 2 – VT

Region 3 – MA, RI and CT

Region 4 – PA, NJ, WV, VA, MD, DE, NC, SC, GA, FL, D.C. ♦♦



Slow Start... Let's Finish Strong!

by Sherm White
PSIA-E and PSIA National Snowsports
Management Committee Chair

The Northern Snowsports Management Seminar was a precursor to the problems that many of us had throughout early December, trying to battle weather that was more suited to summer pursuits. The best-laid plans were constantly reworked to accommodate whatever Mother Nature threw at us. Killington was again a great host, and Kim Seevers and her staff did a great job keeping everything on track. The skiing and riding were limited, but there were still groups going out on the hill. In the meantime, the indoor sessions were well attended. The Snowsports Management Committee's goal is to offer indoor sessions each year to arm managers with some new tools and ideas to more effectively manage their schools. Hopefully, the content appeals both to the new manager as well as the seasoned veteran. This year, we devoted much of the indoor sessions to developing skills to create good relationships with your staff. There also were sessions on financial management, as well as children's sessions and certification change sessions.

Unfortunately, the Southern Management Seminar had to be canceled as a result of the weather, and the late start to the season.

The Committee is looking for ideas for next year's sessions. We have the evaluations from this past session, but would like to hear from anyone with an idea for a program that you would like to see presented next year.

2002 is an election year, and with it, the Snowsports Management Committee will be looking for people interested in getting involved. Projects that we are currently working on, in addition to planning next year's seminars, include developing some e-mail based information networks, and proposing some outreach programs for schools that request them. We also review the programs and materials that PSIA-E develops to provide input into how they best can meet the needs of our schools.

As I am writing this article, we are putting the finishing touches on our training program at our Snowsports School for the rest of the winter. The thought occurs to me that this would be a good time to put in a plug for a very under-utilized program that PSIA-E has to offer — consulting days. We've used several of these days over the last few years to supplement our own in-house training. We come up with the topic, whom we want for staff, and set it up through the office. We've found it to be a very cost effective way to bring in some new ideas and energy into our regular program. We've used them for special training for our own trainers, and also for our staff of instructors, and they have been very well received by the staff. If you want to know more about consulting days, there is information in the packet you received about the Snowsports Management Seminar. If you can't find the packet, give the office a call.

Here's hoping that winter is finally here to stay, and that the rest of the season will be as successful as Christmas has been. Mother Nature resides in a trailside teepee at Smugglers' Notch, and she has assured me that things will be getting better for the rest of the winter - so get out on the slopes and inspire some passion for snow sports! ♦♦

National Notes

Ray Allard, PSIA/AASI Communications V.P.

PSIA/AASI held a National Congress on Jan 10-12, 2002, in Lakewood, CO, which is reported on by Bill Hetrick in his "President's Message", on page 3 of this issue. I chaired the meeting of Divisional Executives, who made considerable progress toward the goal of using technology to bring a higher level of service and consistency to all our operations.

The new Alpine Technical Manual was released at this Congress, and back orders to divisions and individuals were going out from the warehouse. Rich in pictures and graphics, this piece is an easy read. It is our first publication with extensive links to our website and the Internet. A new Nordic Technical publication is in the works, and will make even more extensive use of computer technology, as we explore revolutionary ways to formulate and dispense educational information. The Adaptive Technical piece is also in process. The AASI group at the Lakewood Congress spent time on developing concepts for their next generation of educational materials, coming up with many exciting ideas and proposals.

Having been involved on the national scene for many years, I can attest to the fact that the current staff and volunteers of PSIA/AASI have taken our vision and mission statements to heart. We have become leaner and faster. Focus is on the member. The use of task forces, Congresses, action plans, and other innovative ways of doing business are starting to produce tangible results. Your input and feedback are always welcome at rallard@psia-e.org. ♦♦



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Some Mid-Season Teaching Activities

by Mickey Stone
PSIA-E Nordic Coordinator

The snow is here, it's cold, and we're all ready for the rest of the season. Please check the event schedule and the website. Detailed event descriptions and equipment lists are described fully on the web. I hope that Track/Skate members took note of the two Academies, hosted by Jackson Touring Center in NH (on 2/2-4) and Garnett Hill Lodge in NY (on 3/1-3). It's possible to attend just one day for an upgrade or two days for Level I and exam prep. Curriculum outlines once again are on the website under Nordic. Nordic Downhill members should note that there are a number of learn-to and off-piste clinics coming up. The snow in the north is building up and we have been in the backcountry already. Check the events and descriptions and sign up for a real ski experience.

I hope you took notice of the Olympics and taped some of the races. There is no better time to check out the latest technique, style, training and equipment. Compare racing technique with the way we ski. Often times the Olympics rewrites technique and training. Take advantage and look for articles on comparisons in the spring.

I would like to share some midseason teaching activities that might assist you or give you a fresh look for the rest of the season. Enjoy, and comment on the web about these activities.

Telemark Turn Activities and Components

Listed below is a group of specific parts that, when put together, will create an efficient telemark turn. This is a slight digression from the skills concept, with a more holistic approach to teaching. Activities linked with components will allow you to take any telemark

skier and enhance his/her performance. These components and activities can be used with Nordic, Alpine, never-evers, or any type of sliding background.

The components can be used linearly, but don't need to be. You can start anywhere with the list and jump around where you need to, depending on your students' needs. The telemark turn we are describing is the standard or centered one, on groomed terrain. There will be adaptations and different movements according to terrain, conditions and tactics. This is a good start for teaching on lift-serviced conditions for beginner and intermediate telemarkers.

Standing and Moving on Tele Skis

- Hips are centered evenly over the ball of the rear foot and the entire front foot.
- All joints are evenly flexed while the legs are in a striding or split fashion.
- Equal weight distribution on both feet is essential.
- Both skis should bend evenly throughout the turn.
- The hips are slightly countered to the torso due to the splitting of the lower legs while in the telemark position.
- The upper body is directed in the direction of the turn while the hands are forward.
- The inside hip, shoulder and hand should be slightly higher to keep the body from tipping into the turn.
- You are constantly getting into and out of the telemark position from turn to turn.

Activities for Teaching How to Stand and Move on Tele Skis

- Walking, climbing, sidestepping in a line and around a circle.
- Straight runs consisting of hopping on one and two legs, deep bending up and down, stepping left and right, marching and making a gliding wedge.
- Skating movements w/ and w/o poles.
- Striding and shuffling movements on the flats, in a circle/figure 8, and in a traverse. At times, freeze into the tele position and then continue to skate or shuffle.
- Shuffle through a turn or a series of turns.

Twisty-Turny Rotational Movements

- Skis are turned from the feet up to the hip socket, the hip does turn slightly due to getting into the telemark split leg position.
- The skis are turned underneath a quiet and stable body.
- Both skis are turned together, but are split due to getting in and out of the telemark position.
- Turny movements should be progressive and continuous unless some other means is needed for recovery.

Activities for Teaching Twisty-Turny Movements

- In place lift leg and twist foot left and right from ankle to knee, do same thing from foot to hip socket.
- Place your pole against the tip of the ski and twist it again, feeling the muscles it takes to turn. Do both ways.
- With upper body stable, hop and twist lower body one way and then the other as you land in a tele position.
- Step through a turn, "mini me" steps.
- Stridey twisty turns on the flat. Front leg first, stride and twist and then stride front leg and just twist back leg. Vice versa, do back leg first and then front.
- Split legs, push front leg forward and pull rear upper leg back as you turn and twist under your feet to create a flat, greasy, slippery type of turn.
- Do 360s, stepping or hopping, and even flat and twisty.

Release Mechanisms and Turn Entry

- Both skis should move into the turn at the same time. As the new lead ski advances the other ski is pulled back.
- At the same time both skis are steered/ twisted into the direction of the turn (as we move up in skill level the skis will be tipped first).
- Both skis go from uphill edges to flat to downhill edges (cross over).
- During the transition the skis will go through a parallel position before entering into a tele position.
- Movements start at the foot/ankle and move up the leg to the hip socket to flatten, redirect and to make the lead change.

Activities for Teaching Release mechanisms and Turn Entry

- Side slipping
- Side slipping w/uphill leg off ground
- Side slipping w/downhill leg off ground
- Side slipping in tele position, both sides.
- Any of the above linked with a patience turn to the fall line and end in tele position.
- One legged skiing: align foot, knee, hip, shoulder so they are all stacked on top of each other and use other leg as an outrigger. Start movements at the ankle and rock from edge to edge. Then the other leg.
- Extend off of uphill leg moving over downhill leg and perform a parallel turn entry with a tele finish.
- Sideslip starting from the ankles rolling across the skis to flatten and slip
- Now have the ankles and knee follow across the skis more, then move it up to the hips.
- Do the same thing but split your legs and

do it in a tele position; don't forget to do it both ways, left/right.

- Now add sideslip twist and sideslip and turn the other way. Do this in parallel and then do the same thing in the tele position. Change lead ski as you go from one side to the other.

- Same as above but concentrate on allowing the lead forward and downhill ski to release and twist to the fall line to make a turn. Do both ways.

- Do this w/different degrees of twisting and turning, quickly and slowly.

- Same but now allow just the downhill lead ski lead to tilt past the fall line, then make the lead change.

- Make linked tele turns, but delay the lead change - real flat and greasy.

Lead Changes

- Allow the skier to enter and exit the turn. Describe how they get into and out of the telemark position.

- The quickness of twisting and tilting movements creates the desired shape of the turn. This dictates the shape speed and direction of the turn.

- You are constantly getting in and out of the position.

- The way you get into the split position can dictate your speed shape and direction as

well as control. A fast lead change (outside leg pushed forward) will create a J shaped turn and a resulting wedge position.

- Moving your feet and legs is essential.

- There are many combinations that work in certain conditions and terrain. Explore all. Begin tele by striding outside ski only; by pulling inside ski back; by pulling one back and pushing one forward; by parallel entry to a tele at the end; by jumping into it and any others you create.

Activities for Lead Changes

- Allow hips to lower on equal weighting of the rear foot and the fore foot in the following actions:

- Stride/front leg forward first/ back leg going back first/ front forward and back leg back at the same time. Try one first and then the other in a stepping motion.

- Delay the lead change until the fall line and after the fall line.

- Monomark, means no lead change - ski like a snowboarder or teleboarder.

- Reverse parallel through turns, have inside leg be the lead ski.

Shaping

- The skis need to be tilted, bent, and the body moves more off the skis to the inside of the turn. The ski is now bent and the skier begins to control this energy.

- Allow the ski to pick the shape of the turn to control speed.

- From the feet up to the hip allow them to move to the inside (diagonal and lateral planes or movements) of the turn to tilt the skis continuously and progressively through the turn. The edges are released and unreleased through the movement of the body moving across the skis.

- The lower tib/fib make contact at 10:00/2:00 in the boots in a split leg position to tilt the skis.

- The more advanced you get, the more tilting movements from the ankle up become more appropriate and efficient.

- When you feel the ski grab, guide your body to move to the inside of the turn, then pressuring movements become more aware.

Activities for Shaping

- In place, tilt your ankles and knees uphill and downhill equally.

- Next, do it more w/your thighs and hips tilting uphill and downhill equally.

continued next page



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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- Ski and flash bottoms of ski to the side real hard and real fast.

- Do this with ankle and knee and the more thigh and hip.

- Next, from the feet up tip the hip, flash the bottom of the skis continuously throughout the turn, and change for the next.

- At the end of a turn twist and turn the inside/downhill ski, first in the direction of the turn to move you into the next turn. Slow the lead change and do not allow it to become a telemark turn until the fall line.

- Tele dancing on edges through the turn
- Sculling, separate uphill and downhill skis. In a straight run (flat) allow one ski to be tilted to the inside and then the outside edge. The ski will make a serpentine in the snow while the other is flat and you are balancing on it.

Weight Transfer

- Weight transfer is not as obvious as in skating, striding and Alpine due to the lead change. Lead changing dilutes the feeling of pressure at beg-int. levels.

- Upper levels learn to move over top of the old inside ski with extension and lead changing developing from the outside ski through the turn. Both skis are now weighted evenly through the middle, but still more to the outside past the fall line. There is more pressure building on the inside ski so it can be guided like the outside ski, compared to Alpine. Loose heels force us to utilize more inside pressure to effectively guide it.

- Off-piste skiing involves more retraction or sucking legs up to you through the turn.

Activities for Weight Transfer

- Do any skating movements, rocking from one leg to another.

- Tap outside ski through a tele turn.
- Hop turns from inside edge to inside edge.

- Shuffle through turns.
- Make outside leg dominant, then even, and then inside leg dominant through a series of turns.

- Hop turns of any sort, one legged and two.

- Downweight, upweight, down unweight, up unweight through different phases of the turn.

- Leapers & jumpers through the turn.
- Independent leg action drills.

- Stand against both legs in the tele evenly, then more on rear leg and then more on the front leg.

- Do suction turns where you place a small even amount of weight on each ski and you

retract your legs back up towards you as opposed to extending.

Good Luck! Lots of stuff to use - just get out and try it!

Track/Skate Activities

I was at Lapland Lakes in the Adirondacks for a Level I clinic and upgrade with Dale Rogers right before Christmas. Because of the lack of snow many folks had not been on snow for the season. Therefore, one-ski sliding for any length of time was not like it is during the mid-season for any of us - especially with light snow and undulating terrain! We also noticed that, as a group, we were very vertical over our skis. I looked at myself on video and I was straight up and down. After lunch our group discussed these things and decided we needed some coaching to get rid of the lack of balance and the verticalness in our diagonal stride. We proceeded to drill with activities, watch each other, and give feedback for the rest of the day. Here is what we used:

One Ski Balance

- No skis, standing on one leg while other makes a pendulum motion - switch to other leg.

- No skis, standing on one leg and mimic double poling movements - switch to other leg.

- One-legged tag.
- Bounding or leaping in a long stride from one leg to the other, while holding the diagonal stride position in place for 3 seconds.

- One ski, no pole scootering - do both legs.
- One ski with poles, double poling - do both legs.

- Both skis, diagonal striding going down hill and holding the extended position for as long as you can.

After this we did a 30 minute ski and we all were amazed how much better we felt. We reviewed the same thing the next morning for an hour, and we added one more component: "The Leash". We took a Swix leash (you can also use rope 30 feet long) and attached it to our waist (with a bowline); one person in the front with the ropes long end trailing behind, while the partner held the rope like a leash. The front person can now lean forward from the ankles and get out over their skis while the partner safely (Julia) holds on to them so they don't fall over. The lead person skis ahead, pulling the trailing person. This pulling allows the lead skier to more aggressively ski forward, and trains their hips to move forward with resistance. Now, remove the leash and ski. Usually, the results are a more forward skier with hips more on a forward diagonal.

Give these activities a try. See you at an event. Happy Skiing! ♦♦



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The following two articles were borne out of a lively and sometimes heated debate on the National AASI member forum this past fall. Please visit the forum at: <http://www.aasi.org/>, where lively debates happen almost every day!

Exactly What Is It We Do?

by Neville Burt
AASI Ed. Staff

Progressions are defined in the AASI manual as, "a sequence of acts, movements, or events that increase in difficulty and are designed to meet a goal." That's all fair, but that is not what many instructors deem them to be. Instead, they treat progressions as a series of lists, playbooks, or, if you will, recipes which are specific, and for the most part set in stone. Some feel the more progressions they have, the better instructor they are. This is because they feel a "bag of tricks" gives them more flexibility. Brilliant, isn't it... "The more progressions I know the better I teach"... Right! Is teaching all about memorizing lists and repeating them, or is it something more?

How about this for a concept? Get rid of all the things called progressions and have the ultimate in flexibility. Talk to the guest, look at the guest ride, and help them with what they need in the way they need it.

Rather than looking at what we teach, how about looking at what the student needs to do in order to accomplish his/her goal? Nobody "teaches" somebody to do something; rather, the individual teaches him/herself, while being guided by what we know as an instructor, teacher, etc.

Progressions help rookie instructors get their feet wet but tend to ignore the individual. In other words... progressions teach snowboarding to the person rather than teaching the person to snowboard.

For example, an instructor is assigned a two hour beginner private lesson. Before he heads out, he goes to the locker room in preparation and "contemplation" of his lesson. There he decides what terrain he is going to use, sets a progression of tasks, an approximate time frame, and a goal for the lesson. All of this and he still does not know whom he is teaching!

He gets out to the lesson and teaches his progression to the guest with *his* final goal in mind and in the time frame *he* has decided. By the end of the lesson the student can no longer stand and has blood all over his face from diving down the hill into the toe turn - a technique the instructor taught just yesterday when it worked great. The student sits disoriented with a shake on, worthy of a Wednesday morning after the Outback.

Alternatively... the Scooby Doo story... The instructor creates a warm fuzzy environment and gently takes the student through the step-by-step, play-by-play of "how we teach snowboarding". At some point the guy goes across the hill on his toe edge and keeps going into a heel side turn to which the instructor corrects him, as he has not fully mastered going anywhere on his toe edge. By the end of the lesson the instructor is psyched he has the guest on the lift, his initial goal. Mean-

while the guest is upset that he has not been allowed to progress at his own rate. He thinks... "And if you meddling instructors hadn't got in my way I might have learned to snowboard"

An AASI LII last year was heard to say that teaching kids under the age of seven to snowboard was a waste of his time. Is it his time or the kids time? In the beginner example above, is it the student's lesson or the instructor's?

My advice is to work out what the board needs to do and what movements — not just one — are involved. Then, come up with ways — lots of different ways — that the guests can learn them. Do this having met and watched the guest perform. Forget teaching snowboarding and try teaching people to snowboard.

All we can merely do as instructors is lead it in the right direction.

Some say we should give answers. I prefer to lead people to the answer or discovery. All flowery words, but we need to remember the student needs to learn and the brain teaches itself. All we can merely do as instructors is lead it in the right direction.

There is use for set progressions other than for rookie instructors. That is, it gives the person who is training an easy time, feeds the trainer's ego when they see their progression being taught, and allows the trainer to squash the instructor's spirit, making the instructor reliant on the trainer for information. It also causes a dulling of the instructor's lessons. It further allows the trainer to say, "Do it like this, this is the way I do it and if you do it like this you will be more like me." GREAT! Another clone... What's your number there Kid?" Is it better to catch the fish for the hungry guy or teach the hungry guy to fish?

Snowboarding is a deeply individual, sensation-based sport. Or, if you wish, we don't ride for the appreciation of those on the lift because with snowboarding, if it feels good it is good. With that in mind, if we teach progressions without the individual in mind, we have done a great disservice to that which we all love so much. ♦♦

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But It Worked Last Time!?

by Luis Reyes
AASI Dev Team
Okemo, VT

Progressions, progressions, progressions. That's a pretty cool word. It even sounds cool. In my own words, it means to develop in a forward/upward orientation (I also looked it up just to make sure). Progression is responsible for almost every single aspect of snowboarding as we know it; from riding a bindingless plank with a string attached to the nose, to riding the most high tech split board offered today. Progression is also responsible for doing the prior to the latter switch. Now, it's no surprise how progression is vital and cyclically intertwined with snowboarding. But, when it comes to instruction — particularly ourselves as teachers — it almost takes on a life of its own. Having a progression to aid you in teaching is not only a good recourse, but also probably the way most of us start out as instructors. The challenge arises when it's the only trick up our sleeve. Let me better illustrate what I mean.

I once had a young lady who wanted to better her toeside turns. She actually wanted to get her toesides a bit more carved out, but we just focused on getting her skidded turns a bit more polished. As we made small talk on our way to the beginner area I inquired as to her athletic background, and it turned out she ran track in high school and into college. Perfect! The progression that was up my sleeve was to highlight the start position of a runner when they have one knee on the ground and are about to get in position for the whistle. We take a run so I can get an idea as to what sort of riding she's doing. Her heelsides were great, but just as she mentioned, her toeside was a bit weak. It seemed like her toeside turns only involved extending her ankle, and that was it. So, with her board unstrapped, I asked her to show me her posture at the starting line when she's sec-

onds away from the start. As she moderately straddles forward with her left and starts to drop her right knee, I ask her to stop. I also brought to her attention the feel of where her right knee is in relation to the snow, as well as how it looks and to reach for that same distance when riding this next hour. We also talked about cranking up her forward lean when she was ready for it. After a couple of runs, she asked if we could move on up to a slightly steeper pitch. Personally, I would have liked to have waited an extra run or so, but she was doing rather well, so I took her to a more challenging green. She later confessed that she was curious to see if the "technique" worked on steeper stuff. Cut to the chase....she did fantastic. She was pleased, as was I, thanks to the course I set her on.

Wait...It gets better. A few weeks later I get almost the same exact lesson with respect to the goal, but with a different person. So, even before I get to know this guy I already know what I'm doing in the lesson. Bad move! We get to the hill and I go through the whole track & field start position and he nods his head that he understands. I strap in, he straps in, tries it and falls. "No prob... just try it again," I say. This goes on a few extended minutes and I'm thinking to myself, "This worked perfectly a couple of weeks ago. What's up?" Once it clicked - and it did - he said, "Oh, it's kinda' like kneeling down to pray..." Of course! If my super-glorified ego would've shut up when he was telling me about himself, I would've remembered that he said he goes to church every Sunday, which is why he felt weird being on the mountain on that given Sunday morning. So, because I had this pre-packaged plan to spit out at a moment's notice, something that he could've learned in five or ten minutes took 25 minutes. Feeling that the lesson was such a huge disservice, I returned his lesson ticket and asked him to come back for another lesson any other time. Now, of course, this guy probably assumed that taking 25 minutes to achieve the proposed task was normal so to him the lesson was fine. But I knew better, and it wasn't fine considering I could've proposed a more efficient way of getting his body to understand the movements for the task.

The moral of the story? We can simplify teaching if we explore all the ways the body moves and all the effects it has on snowboarding, and vice-versa. By using this strategy, we are more likely to suggest an action plan we hadn't thought of before. Combining this with the equally critical procedure of establishing a strong rapport with the guest, and inquiring about their expectations and abilities, will lead to a much more satisfied guest and instructor. ♦♦

Renegade Rider Rally

The Renegade Rider Rally will be held at Mammoth Mt., CA - April 17-21. This event is hosted by the Northern Rocky Mountain Division, and is open to AASI members, certified Level I and above. All clinics will be conducted by past and present National Demonstration Team members, NRM staff members, and/or by nationally renowned coaches and experts in their fields. There will be four full-day clinics offered, with one free day in the middle.

Clinics:

Half-Pipe Training - Get some hands-on feedback on your pipe skills.

Movement Analysis - Get the inside scoop on training your eye to pinpoint movements.

Freestyle Training - Get better in the air, from the park to hits all over the mountain.

Bumps - Learn not to hate them.

All Mountain Rider Improvement - Get better at just plain riding.

Explore the Mountain - Figure out where all the good stuff is and how to ride it.

Leaving Ruts - Learn to create bigger angles and leave deeper ruts on the corduroy.

Using Teaching Props - Using everyday items to spice up your lessons.

Event Fee: Full Participation - \$380, Per-Day Clinic Participation - \$120/day.

Lift Tickets: Included in the registration fee.

Evenings: There may be lecture offerings on such topics as freestyle moves, using props in lessons, and movement analysis. Depending on participation there may also be a grand finale party. As usual, there will be plenty of awesome gear to be raffled off throughout the event.

Lodging: Slopeside accommodations are available through Mammoth Mountain Inn Reservations. Mammoth Mountain Inn offers a wide variety of lodging options including condos with kitchens. Rider Rally participants will receive 30% off room rates by mentioning the Rally. The Inn Reservations phone number is 800-MAMMOTH. Be sure to call soon as they are expecting full hotels in April.

Other Activities: A brochure will be mailed to you upon receiving your registration. You can also get more detailed information through Mammoth Mountain Central Reservations or online at: www.mammothmountain.com

For More Information and/or a Registration Form: Please contact Eric Sheckleton at E-mail: esheckleton@hotmail.com ♦♦





members' opinions

Eastern Children's Academy – 2001

by Diana Swanson
Level I AASI
Level II PSIA-E
Windham, NY

The 2001 Eastern Children's Academy was scheduled for December 17–19 at sunny Bromley Mountain. Mother Nature had different plans, however. The lack of cold weather and snow caused the event to be moved to nearby Stratton. Fortunately, Stratton had several trails to accommodate the nearly one hundred participants of the academy. Freezing rain the first day turned us all into living ice sculptures. That night it snowed (hallelujah!) and we were happy to be able to ride from top to bottom without downloading on the gondola.

After having taught adults for most of my teaching career, I thought the Academy would be a good place to gain some specific skills with children. The coaches I supervise in a season-long junior development and competition snowboard program would be the direct benefactor of knowledge gained at the Academy. I was grateful to receive the Terry Fund scholarship that supported my endeavor to grow this grassroots program!

The theme of the Academy was "Learning". John Mullany opened the Academy with some thought provoking and gut-busting activities. Participants were encouraged to try new things, laugh when it doesn't work, and learn in the process. The ACEs (Advanced Children's Educators) were introduced, and groups were broken up into areas of interest. Skiers and riders were given choices on a "menu" of courses. Sessions one and two, the "appetizers and soup", offered combining indoor and outdoor activities for 3–6 year olds, improving creativity for your bag of tricks, learning about moving in space using the axis of the body, adventure-based learning, and a new perspective on

learning styles. The "salad", session three, gave participants choices in learning about adding spice to seasonal programs, how to move through the wedge into skidded turns, and experiential learning. Snowboard-only groups worked on movement and performance concept hurdles and unrav-

eling the mystery of guided discovery. Finally, session four, the "entrée", offered courses on how to move through wedge Christies to parallel, and the popular "Turbo Lesson" – what to do in 60 minutes.

Although I elected to attend the snowboard-only courses, many of the participants I talked to enjoyed the courses offered on any gear. Riding with Grizz Caudle, ACE team member, was like riding with a kid. His enthusiasm and playfulness were infectious. Encouraged to think and act like a child, each group member's riding improved greatly. Besides being the "queen" of guided discovery, ACE team member Tricia Burt was a wealth of knowledge on children's development and age-appropriate activities.

Whether you want to improve your knowledge of how to work with kids, meet with some old friends and make new ones, or just get out early in the season to train, the Eastern Children's Academy is a good event to attend! ♦♦

"Ski Spectacular" at Breckenridge was Great... Thanks!

by Ray Brubaker
PSIA-E Adaptive/Alpine Level II
Supervisor - Jack Frost, PA
Adaptive Snowsports

This past December, I was awarded a scholarship to attend the PSIA National Adaptive Academy, sponsored by Disabled Sports USA – a most outstanding event held in Breckenridge, Colorado, and called "Ski Spectacular". As a long-time PSIA member and certified instructor, I have always tried to expand my skills. In the last few years I have not had the opportunity to attend an event of the high caliber of "Ski Spectacular".

Being in my third management position in the industry, I feel it is critical to be able to stay up with the newest teaching and techni-

cal advances. I have been blessed with a great staff, and a group of volunteers who are always looking for more! Attending "Ski Spectacular" allowed me twenty-seven hours of advanced adaptive clinic training. All of the information I was able to bring home to Jack Frost is just what the doctor ordered. The new info was wonderful, but the most exciting part of the week was sharing ideas with my peers. Some of the folks I worked with were new to the adaptive world, while some were old timers, like me. This season will be my twenty-second season teaching adaptive skiing. One day my group had over one hundred combined years of adaptive ski teaching! Now, I call that really exciting. The clinicians that we all worked with were exceptional. Some are former U.S. Disabled Ski team members, some were long time instructors and examiners. It is not hard to imagine with all this experience within the working groups, that the level of the discussions was quite advanced. Of course, someone always has something new that has not been tried before. Even the clinicians learn things while working with this much experience. Because this is one of the purest learning experiences available, the clinicians allowed the discussions to flow, and they did just that.

With so many years of experience in the groups, we were fixing everything the clinicians and other group members were throwing out. I believe that everyone within each group had plenty of new ideas and skills to take home with them. I encourage anyone who is currently teaching adaptive skiing or snowboarding, or for that matter any snowsport instructor to attend "Ski Spectacular" and see for yourself what is out there for the student needing adaptive instruction. Most of the lessons learned are easily "adapted" to Alpine and Snowboard lessons as well. How many of us get the student who just does not "get it"? Just think how great it would be to have a whole new inventory of ideas for your bag of tricks. Sometimes looking at something from a different angle is all we need. I also checked out some new toys while in Breckenridge. One in particular was the Board Buddy. It was designed to teach snowboarding, which it does very well, but the applications to Alpine skiing are evident as well. The applications for adaptive teaching are too numerous to mention. Please take the time to investigate this product. I am confident that you will see the benefits for some of those tough students.

continued next page

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

I thank the PSIA Eastern Division Educational Foundation for helping me experience an event that will follow me for years to come. More importantly, all this new information will give the staff at Jack Frost the necessary tools to make sure our guests get the best lesson available.

For information on The Board Buddy, call 909-989-7199, or you can check them out on the web at www.boardbuddy.net ♦♦

Time Gets a New Dimension... Once You Suddenly Have It!

by Tina Buckley
PSIA-E Alpine Level II
Blue Mt., PA

The summer (2000) was over, and school and preschool had started again. My thoughts left the swimming pool and I started focusing on the upcoming winter. I formed a schedule for the ski season and I got in shape with my other (all-year) sport – ice hockey. The instructor get-together in October, Halloween, and then Thanksgiving, and here it was: The new ski season! My first turns on a sunny December day felt great, and even the boots didn't hurt a bit. So, during the first days at ski school I enjoyed some free skiing, joined some clinics, and taught my first lessons of the season. Everything went great and normal until my other sport forced me to rethink my winter schedule, shortly before Christmas. In the last period of a fast ice hockey game I managed to fracture my right leg and — after surgery and a short stay in the hospital — I found myself resting on the couch for a while; to be honest, for the next 6 weeks. Instead of cooking for my family after a day of skiing, I gave directions to my now-busy husband. Instead of doing my regular duties myself, I now had to organize everything, "armed" with the phone and the address book. Since I injured my right leg, I couldn't even drive a car - stuck at home! And, instead of poles, I had to rely on the durability of two crutches. Instead of ski boots, I now

was looking at a non-slippery sock on the left and a very stiff cast on my right leg. What a nightmare for a winter person!

I should have been frustrated now, and I assure you I sometimes noticed that "down-feeling" in my little toe. But, I just didn't want that frustration to be on top of everything else. I knew that wouldn't help. But, one thing that really helped was the fact that I got a lot of calls from instructors, little get-well gifts, cards and visits, and other actions that supported my feeling of being integrated, although I couldn't be there. It was just like our snowsports director mentioned at one of our meetings: Ski school is like a big family.

After finishing all the work at home that I could do, I started to review my short ski season. I had been at the Kids Symposium in Stratton, VT, and hadn't had time to read through the paperwork and collect my newly gained knowledge and ideas. Our ski school handed out a new lesson plan, too. So, I gathered my PSIA books around me again and focused on skiing theory (although I promised myself to stay away from the books for a season after last year's Level II exam). I tried to form my very own - personal - first lesson on paper with all my ideas and exercises. I read all the "Kids-stuff", and I tried to add that knowledge to my lesson plans and exercises. Although I wasn't able to practice all these theoretical things on snow, I tried to feel the exercises just like racers go through their course before they actually race - with closed eyes. And I will have time later to practice, with a lot more in my "knowledgebackpack".

It was almost "cast-half-time" when the mailman delivered the newest edition of the Snow Pro. I read Editor Bill Hetrick's article, entitled, "Time" (Early Winter 2000). At the very end he wrote: "Think about it. When you have time!"

Sitting on my couch I noticed I **didn't have time**. I took time for skiing, teaching, but I never really thought about it. My time was filled with DOING. There was no time for thinking. I know, I did have more time until I would be able to walk on both feet again. But, I also know how to use this given time. I might not have been able to improve my skiing skills on the snow that year - no bumps, no fresh powder - but, I was able to stock up my knowledge of skiing and do the best I could to remember the season as an interesting one - not as a missed one.

So, this is to all the "knocked out" instructors, wherever you are: Don't get frustrated because of things you're not able to do, right now. Stay optimistic and focused on those things you can do, and build on them. And, take that thought into your ski lessons. Have a great season! ♦♦

A Recipe for Skiing Success

by John Mildenberg
PSIA-E Level II
Ski Liberty, PA

Just as making a successful soup requires just the right combination of ingredients, making a successful skiing experience requires just the right combination of the four (4) main ingredients of a successful turn. We have all recognized these four basic skills as: Balance, Edging, Rotary, and Pressure (BERP). Providing the right amounts of each of these will result in a satisfactory ski turn.

But, just as a soup with only the main ingredients will not result in an enjoyable culinary experience, skiing with only the four basic skills will not result in an enjoyable skiing experience. The soup requires the right amount of spices to bring it from rudimentary to satisfactory. A successful skiing experience requires just the right amount of spice also. This spice is the spice of Confidence. Skiing without Confidence is similar to the soup without spice. You may be able to negotiate the terrain, and survive your day on the slopes, but it will not result in a positive experience. And, just as too much or too little spice will destroy the soup, too much or too little confidence will destroy a successful skiing experience.

We have all seen the timid skier who has the skills necessary to advance to the next level, but who lacks this missing ingredient. We have also seen the skier whose confidence doesn't match his/her skills. Each of these different ends of the same spectrum presents the same challenge. How do we match the skill level with the appropriate amount of confidence?

The timid skier is perhaps the easier of these to enhance. Just as it is easier to add spice to the soup, it is easier to add confidence to the skier. Proper choice of terrain, with the appropriate amount of positive feedback can produce a confident successful skier. The over-confident skier, just as the soup with too much spice, is more difficult to rectify. Since we cannot remove the confidence from the skier, we must add more of the skills to create a balance between the spice of his confidence and the main ingredients of the four main skills.

As ski professionals, we have the unique ability to match the correct amount of spice to the skill level of the individual student. We can add confidence to the timid skier and we can add skills to the over-confident skier. The challenge to us, as teachers and coaches, is to

present the correct mixture of Balance, Edging, Rotary and Pressure with the corresponding amount of confidence to our students for the varying conditions which can be encountered in a skiing environment. The spice of confidence can turn a mediocre experience into a fantastic experience. ♦♦

Kinesthetic Learning and Teaching

by Beth O'Dowd
PSIA-E DCL
Attitash-Bear Peak, NH

So, what is kinesthetic learning? The "K" in VAK from our manuals! We all know what it is, but do we really use the kinesthetic approach to teaching to it's full potential? We often think of it in terms of feelings or sensations as we move downhill. Where is the pressure of our boots against our shins, what changes as we move fore and aft, or ski relaxed or rigid? When we do "x" with our skis, poles, shins, etc., what do we feel? This is a good beginning since it encourages sensory awareness, but it's an "outside-in" approach that seems a bit vague and passive. To improve our students' kinesthetic awareness we should also incorporate a more "inside-out" approach.

We need to help our students develop multiple internal movement options to improve the external outcome. This allows them to become more precise and specific in the way they move, resulting in refined subtle body movements rather than imitating larger exaggerated movements. The need for external feedback will decrease as they gain sensory awareness.

An example of kinesthetic exploration: Stand in a relaxed wedge position and tip your imaginary right ski onto its edge. What happens? You are standing in your living room with one edged ski. There are, however, many different ways to move the body, all resulting in a similar outcome - an edged ski. For instance, you can:

- 1) Move your right knee toward the midline. (Resulting in some femur rotation, slight "A" frame, and probably no lateral movement of the hips.)
- 2) Lift the entire outside edge of the right foot. (Resulting in no "A" frame, less femur rotation, and a slight lateral movement of the hips.)
- 3) Move the hips laterally. (Resulting as above in no "A" frame, less femur rotation, but

a larger movement to achieve the edge angle.)

- 4) Lift just the little toe of the right foot. (Resulting in a similar outcome as option "A" with a bit less pelvic rotation.)

Note: If you are tense or rigid in the upper body, the above results will be different.

Now, whoever is in your living room with you (if they have stopped laughing) has seen your "ski" go on edge four times. The "outside" outcome is the same, but the "inside" actions are very different. If you try movements 1-4 on snow, notice the differences and similarities in sensations and the reaction between the skis and snow. From an external perspective, what do you observe as you watch others try these movements? There is no right "move" here. All of these actions have pros and cons depending on when and how they are applied to terrain and conditions. Experienced skiers use a blend of these and many other movements to work a ski onto edge.

It is common to use exaggeration to demonstrate an activity such as flexion and extension during a lesson. The student can see and imitate this external move and put it into their

skiing. Unfortunately, they usually put it in at the wrong time. It is less common to minimize and isolate movements. Doing very specific movements very slowly is also effective as a teaching method, and ties movements to internal sensations. The student moves from mimicking a move to understanding and learning the feeling.

Incorporating kinesthetic awareness exercises enhances teaching. Since demos give an external view of the body, they are not always the best way to teach the subtleties of higher level skiing. Challenge yourself to explore how slight variations in muscular and skeletal movements cause different reactions in ski to snow contact. Share these activities with your students. This will promote versatility, refine actions, and heighten awareness about how we do what we do. Improving our understanding of how we move, and exploring new ways to reach outcomes, will make us better teachers, students, and, ultimately, better skiers. ♦♦

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REGION 1

Region 1 (ME, NH) Election:

Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There is only one (1) candidate running in Region 1 for a Board seat and no committee candidates. He will be elected by the receipt of one vote. No write-in votes for any positions will be accepted on the ballot form.

**Region 1 Board of Directors: Ross Boisvert – A3
McIntyre Ski Area, NH**



Statement of Background & Qualifications:

I have been a ski instructor since 1984, the past 12 years as the ski school director and manager as well as the manager of the retail and rental shop. I am currently serving on the Ski School Management Committee of PSIA-E (as a member-at-large) and have recently been appointed to serve on the Small Ski Areas Committee of NSAA.

Statement of Philosophy & Direction:

I have a great respect for the educational staff of PSIA and will support the progress and development of PSIA-E/AASI educational programs. I would like to work towards making educational, first tracks and certification events more accessible and affordable to new instructors helping to building membership; continue to try to implement a committee or sub-committee for small ski areas; develop a program to build relationships between big and small ski areas for industry growth and training; work towards implementing a program for a "PSIA-E Road Show" for any small areas that do not have the resources for a higher level of training. If elected I will support the development and accessibility of snowsports for years to come, with focus on children's programs. They are our future, and we are theirs!

REGION 2

Region 2 (VT) Election: Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are three (3) Board candidates running for two (2) Board seats in Region 2. Vote for the two candidates of your choice for these positions. The candidate receiving the most votes will be the Region 2 Director, the runner-up will be the Regional Representative (assuming all other Bylaws requirements are met). There is one (1) candidate for the Certification Committee and one (1) candidate for the Education Committee. Each candidate will be elected by receipt of one vote. There is no candidate for the Snowsports School Management Committee. No write-in votes for any positions will be accepted on the ballot form.

**Region 2 Board of Directors: Joe Fucci – A3, S3
Stratton, VT**

Statement of Background & Qualifications:

I have been a member of the Board of Directors of PSIA/AASI-E for the last term and have served on the Snowboard Education Committee, Scholarship Committee and the Governance Committee. I have actively worked

REGION 2, CONTINUED

in the snowsports field for the past twenty years in both the teaching and the management end of the business.

- BS in Economics, University of Pennsylvania
- MBA, University of Connecticut
- Technical Director, Haystack Mountain, VT
- Ski/Snowboard Director, Ski Sundown, CT
- Head Coach/Head Trainer, Stratton Mountain, VT

Statement of Philosophy & Direction:

If elected, I believe that PSIA-E/AASI must take an active role in the development and marketing of the snowsports industry. We must actively support our membership and our role as participants in the future of these outdoor activities. Our participation should make us more visible to both the public and the management of the snowsports industry. It is my intent to actively peruse our role, both nationally and regionally, to make our membership recognized as leaders in their field and to remain in the forefront of the creative development of the snowsports industry.

**Region 2 Board of Directors: Marty Harrison – A3
Okemo Mountain, VT**

Statement of Background & Qualifications:

Having just completed one term on the PSIA-E Board of Directors and as the Treasurer of the organization, I would very much like to have the opportunity to serve again. I have been the Learning Center Director at Okemo Mountain Resort for the past 20 years. I was founder and first chairperson of the PSIA National Children's Committee. For the past few years I have also participated in the Snowsports Management Committee as a member-at-large.

Statement of Philosophy & Direction:

As a woman who skis, snowboards, and has extensive experience in management, children's issues and on the Board, I feel that I can well represent many different sections of our membership. I would like to help in moving PSIA-E forward in a positive direction for the benefit of all members.

**Region 2 Board of Directors: Brian Spear – A3, S3 (Employee)
Stratton, VT**

Statement of Background & Qualifications:

I am qualified to serve as a member of the PSIA-E Board of Directors based on the following experience:

- Thirteen seasons teaching skiing and/or snowboarding full-time.
- Three seasons as the Ski School Director of the Tussey Mountain Ski School in Boalsburg, PA.
- Four years as a member of the AASI National Demonstration Team, including three seasons as the team coach.
- AASI National Education Committee Chair for the past six years.
- Member of the PSIA National Steering Committee for the past two years.
- PSIA Level III Alpine certified
- AASI Level III certified
- Primary author of the AASI *Snowboard Manual*.
- Technical reviewer for *The Pro Rider* magazine and past reviewer of *The Professional Skier* magazine.

REGION 2, CONTINUED

- Manager of the Stratton Mountain Snowboard School.
- Member of the Education Staff of the Eastern Division since 1995.
- AASI Coordinator for PSIA-E for the past five years.
- Participation in PSIA-E Board of Directors at meetings for the past five years.

Statement of Philosophy & Direction:

My general philosophies include constructivist teaching and peaceful co-existence. I believe that, to be successful, our organization needs to provide each dues-paying member with actual (not perceived) member benefits in excess of the amount of our dues. I believe that our association should lobby, on all possible fronts, for gains in the way instructors are treated and compensated by resorts. I believe that it is the duty of the association to keep all members abreast of the latest advances in educational theory, as well as advances in snowsport specific tools and technology.

Region 2 Certification Representative: Doug Daniels – A3 Mount Snow, VT

Statement of Background & Qualifications:

I have been a member of the association since 1989 and have traveled through the certification path to the Board of Examiners. As one of the full time Educational Staff for the division, I have seen the exam process evolve to its current state.

Statement of Philosophy & Direction:

I believe that this evolution is essential to the continuing development of our profession. To effectively meet the needs of our students these changes should parallel the technology and industry wide developments that occur. This will continue to make the certification process meaningful to the membership and establish respect within the snow sports industry for certified snow pros. I would like to offer my services as the representative for Region 2 to the Certification Committee.

Region 2 Education Representative: Ronald A. Dean – A2 Okemo Mountain, VT

Statement of Background & Qualifications:

Snowsports:

- Certified Level II Alpine instructor 1989-Present
- Full-time instructor at Okemo Mountain Resort Spring 1999 to Present
- Assistant Ski School Director, Big Boulder Ski Area, 1996-1997
- Supervisor, Big Boulder Ski Area, 1994-1996

Education:

- Associate in Arts in Business Administration
- Bachelor of Science in Elementary Education
- Special Education Certification
- Masters Equivalency, 60 graduate credits in education after Masters
- Teacher of Special Education, 1968 to 1999

Statement of Philosophy & Direction:

I feel I can draw on my thirty years of educational experience to create an enthusiasm designed to cultivate new instructors for our

PSIA and AASI organizations. We must generate this type of enthusiasm in all disciplines of snowsports so that our industry continues to grow. To this end, we must work more closely with our mountain resorts so that we can together strengthen and expand the entire snowsports industry.

REGION 3

Region 3 (CT, MA, RI) Election: Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are three (3) Board candidates running for two (2) Board seats in Region 2. Vote for the two candidates of your choice for these positions. The candidate receiving the most votes will be the Region 3 Director, the runner-up will be the Regional Representative (assuming all other Bylaws requirements are met). There are two (2) candidates for the Certification Committee. Indicate your choice on the ballot form. There is one (1) candidate for the Snowsports School Management Committee. The candidate will be elected by receipt of one vote. There is no candidate for the Education Committee. No write-in votes for any positions will be accepted on the ballot form.

Region 3 Board of Directors: Raymond DeVerry – A3, S3 (Employee) Ski Butternut, MA

Statement of Background & Qualifications:

- Alpine & Snowboard Level III
- Butternut Basin/Education Director Region 3
- Ski instructor since 1976
- PSIA member since 1977
- Alpine certified since 1978
- Education Director at Butternut Basin since 1981
- Educational staff member since 1981
- Snowboard certified level III since 1998
- Degree in Mechanical Engineering.

Statement of Philosophy & Direction:

I would like to take a more active role in guiding the organization to help offer the best programs to the membership. As an educational organization, we have the opportunity to improve the health of the sport by helping instructors give outstanding lessons. Great lessons add to a fun ski experience and help build a passion for the sport.

Region 3 Board of Directors: Stephen Moore – A3 (Employee) Stratton, VT (affiliated school)

Statement of Background & Qualifications:

- PSIA-E member since 1983
- Member of PSIA-E Board of Examiners since 1987
- Full-time course conductor 1993-1998
- PSIA-E Board of Directors: Past Region 3 representative 1996-1998

Statement of Philosophy & Direction:

As your elected member of the PSIA-E Board of Directors, I will be a strong and vocal advocate both for the members of Region 3 and of the

REGION 3, CONTINUED

Division. I believe in providing diversified educational opportunities for members of all levels and will work toward a marriage of membership needs and the effective stewardship of the association. I have always enjoyed my contact with the Eastern members, look forward to serving the association and would appreciate your vote. Thank you.

Region 3 Board of Directors: David Welch – A3 Ski Sundown, CT

Statement of Background & Qualifications:

I have been a professional ski instructor since 1995 and member of PSIA/PSIA-E since 1996. I hold a Level III Alpine certification and am currently a supervisor-trainer at Ski Sundown in New Hartford, Connecticut.

Statement of Philosophy & Direction:

It is my belief that in order for PSIA-E/AASI to address the ever-evolving needs of its members we need to continue to be willing to take the necessary steps to keep the organizations alive and well! I feel that attracting and retaining our younger instructors is one of our biggest challenges. Many of the regions snowsport schools train and utilize this group's talent only to lose them permanently when they move on to college and/or their chosen careers. In addition, I see the need for the public, as well as members of our own industry, to become more aware of who we are and what we do! In recent years, there has been an increase in the number of new educational events offered as well as changes in exam formats. These are positive and exciting steps in the areas of education and certification. If elected, I will support these challenging areas and also the specific needs and concerns of all Region 3 PSIA-E/AASI members. Thank you for your time and consideration.

Region 3 Snowsports School Management Representative: Einar Aas – A3 Butternut, MA

Statement of Background & Qualifications:

- PSIA, or more correctly, USSA Certified 1964.
- Director Butternut Snowsport School since 1968.
- Canadian Certified 1960.
- PSIA Certified since 1964.
- Director on PSIA-E BOD since 1973; have also been Director on PSIA National BOD and president of both.
- Have been a member of the Eastern and National Snowsports Management Committee for many years, and have been a chair of both committees.

Statement of Philosophy & Direction:

Continue to support our programs providing more and better educational opportunities in all fields of skiing and snowboarding to all members and would be members, and develop special programs for the first time instructor. Develop a closer relationship between all schools and area management and help to develop ways to recruit new instructors.

REGION 3, CONTINUED

Region 3 Certification Representative: Patricia McCowan – A2 Wachusett Mountain, MA

Statement of Background & Qualifications:

I am in my twentieth season as a Ski Teacher and staff trainer at Wachusett Mountain Ski Area in Princeton, Mass. I am PSIA-E Level II and a Graduate of the "inaugural class" of The Master Teaching Certification Program with Accreditation in Sport Science. I hold a Baccalaureate Degree in Nursing, a Masters Degree in Adult Education, and was the Assistant Director of a School of Nurse Anesthesia for 3.5 years.

Presently, I am practicing anesthesia in a University setting with responsibilities of clinical training of Medical Students and Anesthesia Residents, and hold a position as Instructor of Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS). I feel with my experience in teaching, training and involvement in credentialing processes, I am qualified to sit on the Certification Committee.

Statement of Philosophy & Direction:

My educational philosophy is one of Life Long Learning, and my interest in PSIA Organization Committees, is to seek ways to increase and retain qualified snow sports professionals within the organization and profession. It is imperative as snow sports coaches, that we seek continued growth through education and certification processes for our survival as a respected organization and to guarantee growth within the industry.

With a process as foundation, high standards will be maintained; quality of our professionals and our programs will gain respect of our customers and encourage their return. The Master Teacher Certification Program (MTC) I feel, represents an innovative approach to snow sports education. It has provided an inclusive and extensive look at our industry, awarding understanding of technique, of equipment variations, of learning and teaching modalities, and of varying student populations. It is a positive and affective alternative to the traditional teaching/technical segment of the Level III Exam.

Its success reflects the renewed interest of our professionals in the education process and of the acquisition of skills, which is paramount for our growth. With further efforts in this direction, we can continue to increase and maintain a strong membership of ACTIVE professionals.

Certification should be available and attainable to all snow sport professionals.

As a Committee member I would like to explore a certification process which includes more of its members and encourages involvement AND success. A process similar to that of the MTC Program, which provides encouragement, feedback and reinforcement; improvement and achievement of standards through ongoing coaching. A process such as this would foster commitment and a sense of accomplishment rather than failure and the loss of interest to seek and achieve those higher standards. Enthusiasm is contagious. If the Process is a success, growth will continue, our professionals will remain strong, maintaining the high standards set before us by our founders, and educators; and our customers will also reap the benefits of our efforts. A process as this would allow us all to achieve the ultimate goal of forming a stronger foundation upon which we are able to expand our population of professionals and customers.

REGION 3, CONTINUED

Region 3 Certification Representative: Joe Valaitis – S2 Ski Sundown, CT

Statement of Background & Qualifications:

- Assistant Director of Snowboarding at Ski Sundown
- Twenty years skiing, two years instructing skiing
- Six years riding, four years instructing snowboarding

Statement of Philosophy & Direction:

I like the First Tracks concept and would like to see AASI design an entry-level event. I do not believe someone's first experience should be one he or she can fail. I hope in the future we can increase the passing percentage of all exams. This does not mean we have to lessen qualifications to pass, but we should ensure that instructors are properly prepared for an exam. Events specially designed to inform people of improvements needed before an exam is taken might help. Exams are too costly and time consuming to have such a high failure rate. As an organization, PSIA-E needs to help our members succeed, just as our members help our clients succeed.

REGION 4

Region 4 (4N - PA, NJ, DE, MD, D.C.; 4S – VA, WV, NC, SC, GA, FL) Election: Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are three (3) Board candidates running for three (3) Board seats in Region 4, including the required southern position representing 4S. Each candidate will be elected by the receipt of one vote. The candidate receiving the most votes will be elected Region 4 Director, the other two candidates will be Region 4 Representatives (assuming all other Bylaws requirements are met). There is one (1) candidate for the Education Committee. The candidate will be elected by receipt of one vote. There are no candidates for the Snowsports School Management Committee or the Certification Committees. No write-in votes for any positions will be accepted on the ballot form

Region 4N Board of Directors: Angelo Ross – A3 Seven Springs, PA



Statement of Background & Qualifications:

During the past three years as a member of the PSIA-E Education Committee, I have participated in the development of the several programs and initiatives, most notably the *Area Representative Program* and *Master Teacher Certification*. The Area Rep Program has branched out to over ninety snowsports schools and enhanced communication between the Albany office and individual ski areas. I helped to develop several components of the Master Teacher Certification Program including *History Comes Alive*, as well as general aspects of snowsports safety. Other changes supported by the Education Committee include the recent development of *First Tracks* and establishing the southern area of Region IV.

REGION 4, CONTINUED

I have understudied certification exams, published articles in *The Snow Pro* and *The Professional Skier* (*The Five W's of Exam Preparation*), and attended Region IV General Membership Meetings and various PSIA educational events. Last winter, I trained a Level II exam group that achieved an 85% pass rate and was named Ski Instructor of the Year by *PA Health & Fitness* magazine. I serve on the Board of Directors for the Mon Valley Ski Club. I work as an Admission Counselor at Saint Vincent College in Latrobe, PA. I am a certified Biology teacher and am pursuing graduate studies in Education.

Statement of Philosophy & Direction:

If elected to the PSIA-E Board, I will use my experiences to continue the development of programs that increase communication within the organization and support the educational mission of the Eastern Division.

Region 4N Board of Directors: Robert Shostek – A3 (Employee) Elk Mountain, PA



Statement of Background & Qualifications:

- PSIA-E Board member since 1991
- Director of Region 4 since 1998
- PSIA-E Education Foundation President 1993-1997
- PSIA-E Vice President 1996 - 1998
- Education Steering Committee member 1995 to present
- Examiner Training Squad Coach 1995 to present
- Certified 1977, Development Team 1985, ETS 1987
- Full-time Examiner/course conductor 1989 to present
- Two-time member of the Eastern Demo Team
- PSIA-E region 4 member for 26 years

Statement of Philosophy & Direction:

The current direction of Region 4 is positive. When elected in 1991, Region 4 members had concerns about membership service and educational opportunities. Since then, representing your voice, I have worked with fellow Region 4 BOD members, to make high quality educational and member services a reality. I will continue to work toward attaining the threefold input most recently provided from our region's membership:

- 1) Continue to address the needs of part-time instructors (which 80% of our region comprises) with increased weekend events, exams, etc.
- 2) For the organization to support public/industry awareness about who ski teachers are and their value to the sport and industry.
- 3) To increase member benefits.

Being a full-time examiner/course conductor and enjoying an "on-hill" relationship with fellow members, I understand your concerns firsthand. I believe it is imperative to continue with the progress already made. With your continued support, I assure that your voice will be heard. Thank you again for your continued support.

REGION 4, CONTINUED

**Region 4S Board of Directors: John Cossaboom – A3 (Employee)
Cataloochie, NC**

Statement of Background & Qualifications:

Throughout my ski industry career, I have been fortunate to have worked in all facets of the business, including resort management, retail, resort planning and consulting and the National Ski Areas Association. I became a member of PSIA-E in 1976, was certified in 1977 and became a Divisional Clinic Leader in 1992. I have worked as a full-time instructor and ski school director in Massachusetts, Vermont and New Hampshire and I am currently Director of the Ski & Snowboard School at Cataloochee Ski Area in North Carolina. I feel that my ski school experience combined with a clear understanding of the role that education plays in the overall industry, along with the time to attend both the regular board and regional meetings, provides me with the necessary tools to be an effective member of the Board of Directors.

Statement of Philosophy & Direction:

After having spent 14 years living and working in North Carolina, I believe that I can best represent the concerns and wishes of PSIA-E's most distant members. The Deep South instructors deserve the same opportunities for training and testing as members from other regions. It will be my mission to be their voice.

**Region 4 Education Representative: Angela M. Green – A2
Seven Springs, PA**

Statement of Background & Qualifications:

The 2001/2002 ski season is my sixth as a part-time alpine instructor at Seven Springs Mountain Resort in Champion, PA. I received my Level I certification in 1997 and my Level II certification last year. When I am not teaching skiing I work as a biomedical researcher at the University of Pittsburgh. Part of my job in the lab involves training our new staff and research fellows in the techniques of the lab.

Statement of Philosophy & Direction:

Learning should be fun and as ski professionals, it is our job first and foremost to make sure that our guests have not only a safe but enjoyable stay at our resorts. Increasing our knowledge should also be a fun and enjoyable process as well. As a member of PSIA-E for the last several years, having benefited from the educational opportunities of PSIA-E, I would like the opportunity to work within the organization to improve its ability to offer continuing education for its members.

REGION 5

**Region 5 (Central/Western NY) Election:
Candidate Profiles & Voting Rules**

Use the ballot on the inside back page of this newsletter to cast your vote. There are three (3) Board candidates running for two (2) Board seats in Region 2. Vote for the two candidates of your choice for these positions. The candidate receiving the most votes will be the Region 5 Director, the runner-up will be the Regional Representative (assuming all other Bylaws requirements are met). There are no candidates for the Certification Committee, Snowsports School Management Committee or the Education Committee. No write-in votes for any positions will be accepted on the ballot form.

**Region 5 Board of Directors: Nick Brewster – A3 (Employee)
Greek Peak, NY**



Statement of Background & Qualifications:

Region 5 PSIA-E member of the Board of Directors, Division Clinic Leader, US Skiing National Certified Coach, Certified Insurance Counselor and NYS licensed Insurance Broker in all lines.

Just completing my first term as a member of the Board of Directors. I became level 3 certified in skiing on March 24, 1984, Level 1 Certified snowboard December 15, 1994. DCL in December of 1990. I have worked at Greek Peak since 1976 with Gordon Richardson, Terry Barbour, Chris Easton, Ron Hawkes, Tom Riford, Don Haringia, Liz Eberst, & Roger Nadolski. These friends & mentors have greatly influenced my core passion in skiing. It is my belief that PSIA-E's best years are in front of it. PSIA-E needs passionate people that are willing to put the members' needs first. I am running again because much more needs to be done for the member in the area of promotion and we have many unfinished projects.

In the past three years, I have authored five action plans that focused on member promotion & advertising for the member. Two of these action plans are in use today (press release at events & cut out ad in the SnowPro). I also organized a summit meeting between the top US Ski Coaches & PSIA-E Brass at the US Ski Team congress in the fall of 2000 at Killington. Much cooperation and good work has come out of that meeting.

I have authored the Region 5 reports, several other articles for the SnowPro, and run several tech days in the region.

Statement of Philosophy & Direction:

If elected I will continue to:

1. Be an advocate for the member and put member needs first,
2. Look for ways to better promote the member in their skiing/riding profession.
3. To carry out the duties of an elected Board Member.
4. Accept advice and guidance from members and other professionals.
5. Return phone calls, e-mails, & faxes of interested members and share information.

REGION 5, CONTINUED

Region 5 Board of Directors: Ron Kubicki – A3 Holiday Valley, NY

Statement of Background & Qualifications:

- Member of PSIA-E since 1988
- Level III since 1991
- 14 years continuously at Holiday Valley Resort
- Full-time Teacher and Supervisor in children's and night programs 1990 thru 1996
- Full-time Supervisor day and night programs 1996 thru 1998
- Director Ski and Snowboard School 1998 thru present

Statement of Philosophy & Direction:

My goals and philosophy, as Director at my resort and PSIA-E, would be as Regional Representative to maintain the reason we are all in this business, for the fun and camaraderie of close personal and professional relationships. I feel our goals at skier and rider retention is totally enhanced by an enthusiastic and empowered membership and ongoing educational clinics and seminars.

Region 5 Board of Directors: Mickey Sullivan – A3 (Employee) Hunt Hollow, NY



Statement of Background & Qualifications:

- Examiner and Trainer, Professional Ski Instructors of America (PSIA-E)
- Team Trainer, Elan Ski Company
- Marketing Committee Chairman, Ski Areas of New York (SANY) 1993-96
- Board of Directors, PSIA-Eastern division. 1980-84
- University of New Hampshire at Plymouth, B.S. degree, Business Administration, graduated cum laude 1976
- President, Bristol Wellness Systems, Distributor of Nikken health and wellness products. 1996-present
- Director of Winter Operations, Mountain Creek, NJ, Division of Intrawest Resorts. 1997-99
- Ontario County Tourism Bureau. Consulting agreement to market meeting and conference business into Ontario County, NY. 1997
- Director of Marketing, Bristol Mountain Ski Resort. 1981-96
- Group Sales Manager and Ski School Director, Bristol Mountain Ski Resort. 1978-80
- Group Sales Representative, Ski School Supervisor, Greek Peak Ski Resort. 1976-78

Statement of Philosophy & Direction

I believe that the snowsports industry plays an important role in our society. The positive affects that our industry has had and can continue to have on people's lives makes a difference in many ways. During my 30 years of teaching skiing and snowsports I have always enjoyed the smiles, enjoyment and sense of accomplishment that I have had the privilege to share with others. During my 25 years as a PSIA member, I have appreciated the integral role that ski teaching has played in the industry. Skiing and snowsports generally require a high degree of skill and as such, the enjoyment is greatly enhanced by a valuable instructor, teacher and coach.

If elected I will continue to support and act on my belief that ski and snowsport teachers and PSIA are an integral part of the snowsports industry. I will continue to promote this philosophy to ski area owners,

REGION 5, CONTINUED

operators, directors and managers. If elected I will promote to the PSIA-E board of directors to continue to provide educational services to its members at affordable costs.

PSIA-E represents you, the ski and snowsports instructor, to the industry and to the public. I will continue to work to have your best interests understood and met by PSIA-E, PSIA, the ski areas and the ski and snowsports industry.

REGION 6

Region 6 (Eastern New York) Election: Candidate Profiles & Voting Rules

Use the ballot on the inside back page of this newsletter to cast your vote. There are five (5) Board candidates running for two (2) Board seats in Region 6. Vote for the two candidates of your choice for these positions. The candidate receiving the most votes will be the Region 6 Director, the runner-up will be the Regional Representative (assuming all other Bylaws requirements are met). There are no candidates for the Certification Committee, the Snowsports School Management Committee or the Education Committee. No write-in votes for any positions will be accepted on the ballot form

Region 6 Board of Directors: Marc Carlin – A2 Hunter Mountain, NY

Statement of Background & Qualifications:

I am a Level II Certified ski instructor, as well as the owner of Hypnoticstate.com, a web site dedicated to the advancement of the human potential, employing advanced mind body techniques. I am also the Director of Health Resources for Earth Save Long Island, which is a non-profit national organization working to preserve our world through changes in our diet. I have been teaching since 1974 when I became registered with RMSIA while working full time in Colorado. I became a member of PSIA-E in 1981. I have worked at only a couple of other resorts since then, both full time and part time. I have spent most of my ski teaching and coaching time as a part time instructor and coach at Hunter Mt., N.Y., where I currently am a coach of an adult clinic group. I am a practicing sports and life performance consulting hypnotist. I work with professional athletes as well as highly motivated amateur athletes helping to prepare them to meet their professional and personal challenges. I deal with a broad range of clients, from national and regional demo ski team members, and professional baseball players, seeking to excel in their sport, to soccer moms looking to excel in their lives. I spend my professional time teaching clients how to train their minds to work in harmony with their bodies to achieve the goals they aspire to.

Statement of Philosophy & Direction:

The education model that I envision is twofold. We can help our members as well as helping our guests and students. Our members need to earn more money, and this can be done by educating them in the ways of gaining rapport with the students and using influential wording to elicit a greater amount of money in gratuities. By learning rapport, techniques not only will our members be able to elicit larger tips but they will also create a better climate for educational communication. I would encourage an open dialogue on this subject to gather techniques from our experienced and varied membership to share with each of you.

Our educational model will support the student who progresses through experiencing both his successes and failures. All of these experiences are invaluable assets and resources from which to draw on in future challenges. Students should be encouraged to take their abilities past their limit of comfort, while remaining in a protected environment

REGION 6, CONTINUED

that will strive to keep them relatively safe. A holistic approach to sports learning including body and mind techniques and advanced visualization skills can and should be used to enhance this experiential model. We must be able to identify those guests and students who seek to increase their proficiency in the sport to the highest levels, and be able to meet their needs. We must also be able to identify those guests and students who aspire to become proficient enough to safely navigate the easier terrain. Each outcome should carry with it the same feelings of accomplishment that we as coaches and instructors are responsible for nurturing in our students. These techniques can and should be part of the learning model of PSIA-E. They are simple and useful techniques in all aspects of our lives.

Region 6 Board of Directors: Ron Hawkes – A3 (Employee) **Hunter Mountain, NY**

Statement of Background & Qualifications:

- Director of Skiing & Snowboarding at Hunter Mountain and PSIA-E Examiner.
- PSIA-E Region 6 Director
- Hunter Mountain Racing Foundation Board of Directors – Treasurer
- Twenty years plus of PSIA membership with Board and committee experience.
- Time spent in various work capacities in Regions 2, 4, 5 and 6.
- Ten plus summers spent working in Portillo, Chile and Mt. Hood, Oregon.

Statement of Philosophy & Direction:

Directions taken by PSIA-E need to be both member and guest driven. With time for member and guest interactions, I can continue to represent the needs of Region 6 and our industry. I am committed, hopeful and realistic regarding the future of PSIA-E and the snowsports industry. I sincerely appreciate your vote for a third term on the Board.

Region 6 Board of Directors: Richard S. Knight – A2 **West Mountain, NY**

Statement of Background & Qualifications:

I am a Level II member of PSIA-E who has been *actively* teaching for 16 years. I have a degree in accounting, and have spent most of my career managing small to mid-sized businesses (both for profit and not-for-profit) in the Capital Region of New York State. As a result, I understand the financial realities of doing business in our region. I also have first-hand experience with hiring and motivating staff. I recently began an antiques business – selling English furniture at antique shows and galleries. This new venture has taught me a lot about marketing, customer service and selecting the proper venue to market your product. I believe that my varied experience in the business world will prove beneficial to the PSIA-E Board.

Statement of Philosophy & Direction:

In recent years PSIA-E has worked to make our teaching methods more consumer-friendly. We need to continue to teach our membership how to reach the customer without falling back on the confusing technical jargon of past teaching systems. I believe that the PSIA-E Board as well as the examiner staff needs to be more responsible and responsive to the membership. PSIA-E has done a commendable job of making clinics and exams more "user friendly" and should continue in this vein. Given the current economic climate I feel it is more important than ever for PSIA-E to find "real world" solutions to the twin problems of eroding active membership and the decline in enrollment of younger members. We need to continue to be proactive in marketing the value of PSIA member instructors while maintaining a fiscally conservative budget.

REGION 6, CONTINUED

Region 6 Board of Directors: Peter Lucatuorto – A2 **Windham Mountain, NY**

Statement of Background & Qualifications:

- Member in PSIA since 1989-90 ski season
- Certified Alpine Level 2, 1992;
- Master Teacher Certification May, 2001
- Currently a member of the Certification Committee
- Member and officer of several ski organizations since the mid 1970's

Statement of Philosophy & Direction:

I fully support the recent trends in training and education of PSIA-E and will continue to encourage new courses such as those offered under the Master Teacher Certification Program. I will encourage the development of Master Teacher Certification courses for snowboard and expand specialty training for children and race programs. I believe that we can improve communication between the executive committee, the membership and the committees representing our membership. It is imperative that the executive committee endeavor to understand the needs of our membership and provide feedback to the committees regarding suggestions and ideas presented for changes in the organization. This will result in greater teamwork and a stronger organization.

Region 6 Board of Directors: Alex Sharpe – A3 (Employee) **Windham Mountain, NY**

Statement of Background & Qualifications:

I have been a Level III Alpine member going on 30 years. The last 21 years at Windham Mountain as a Ski Instructor and Staff Trainer. I became a Divisional Clinic Leader in 1992 and have been a Course Conductor and Examiner for ASIA (Amateur Ski Instructors Association), for many years. I have also been active in the governance of our organization, serving on the Certification Committee, Education Committee, Ski School Management Committee and the PSIA-E Educational Foundation. I have been a member of the Board of Directors as Region VI representative and Region VI Director. I am currently your Region VI representative.

Statement of Philosophy & Direction:

I have a great passion for our organization and the people who make up our membership. The work that has been done and the hours spent by many people over the years have turned our organization into something to be very proud to be a member of. There is still much work to be done. Our Vision Statement for PSIA-E 2001, "PSIA-E works to inspire life-long passion for snowsports". Our Mission Statement for 2001: "To provide professional development opportunities that continuously improve member fulfillment and guest satisfaction in order to strengthen the snowsports industry." These are two powerful statements that require a lot of work by all of us as members. I support these statements and our membership. I like serving on the Board of Directors of our organization. I have the time to devote to the board and we have made great strides moving toward the future of snowsports. I would like the opportunity to continue to work in this exciting time. Therefore, I would appreciate your support and your vote. As always, I welcome your ideas and questions and any way that I can help you. Thank you.



SPECIAL ELECTION ISSUE NOTICE

General Note: Due to a lack of contested positions along with the financial considerations of this challenging snow season, the election ballot has been incorporated into this issue of the *SnowPro*.

Eligibility to Vote: Eligible voters are all Level II and Level III members, plus Level I members with three consecutive years of membership as of February 15, 2002. Voters are eligible to vote in only one region. Your region is the one in which you live, unless you have specifically instructed the office that you wish to be recognized as a member of the region in which you work.

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

Board Candidate Eligibility: Please note that in compliance with PSIA-E Bylaws Section 10.3.A, only one candidate having an employment affiliation with PSIA-E may be elected in each region (with the exception of Region 4, which has three Board seats). Candidate employment status is indicated in each candidate profile.

Return of Ballots: Completed ballots are to be mailed directly to: PSIA-E Election c/o Dorfman-Robbie Certified Public Accountants, P.C., 6 Wembley Court, Albany, N.Y., 12205-3831. **Ballots must be postmarked no later than March 15, 2002 to be valid.**

Results of Voting: Election results will be announced at the Spring Rally during the Annual Meeting on Saturday, April 7, 2002 and in the spring issue of the *SnowPro*. In the case where no candidate is running for an open position, the PSIA-E Board of Directors will appoint a person at the Spring Rally of the election year. If you are interested in being considered as a designate for an open position, notify the PSIA-E office in writing as soon as possible.

PSIA-E/AASI BALLOT FOR REGION

(Please enter your region number)

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

Instructions:

- 1) Print the name of the candidates of your choice on the lines provided.
- 2) Vote for only one candidate per position.
- 3) Write-in votes will not be considered for any position.
- 4) Only this original ballot, with mailing label attached on reverse, will be accepted. No faxes.
- 5) Ballot must be postmarked by March 15, 2002.

Board of Directors

Seat #1 (Regional Director) _____

Seat # 2 _____

Seat #3 (Region 4 only) _____

Standing Committees

Certification (Reg. 2,3 only) _____

Education (Reg. 2,3,4 only) _____

Snowsports School Mgt. (3 only) _____