



SNOW

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Eastern / Education Foundation

Pro

SPRING 2013

Yes, Virginia – we do have scholarships* *and other myths busted by the 2013 spring membership survey

by Michael J. Mendrick, PSIA-AASI Eastern Division Executive Director

Yes, Virginia – we do have scholarships! And that applies to New Hampshire, New Jersey and every other corner of the Eastern Division. The surprising lack of awareness of the scholarships available to members via the Eastern Division Education Foundation was just one of many revelations of the Spring 2013 Membership Survey – completed by more than 2,500 Eastern Division PSIA and AASI members. In fact, 38% of respondents stated that they don't know we have Eastern Division scholarships available for event registrations. We do -- \$15,000 worth of funds available to members to help offset what is one of the biggest concerns cited by respondents – the cost of attending events.

As such, we had our first “victory” of the survey. That is, we found a fixable misperception by a large portion of members about our scholarship programs. It is “fixable” in that all it needs is better communication from us (that's our job) to promote the programs and a more proactive role by you to apply for the scholarships (that's your job) and by doing so we can help overcome one of the often expressed concerns – that the cost of attending events is prohibitive for some members (34.5% of you said so).

The annual spring survey revealed a lot of good information that both reaffirms some of what we thought we knew (e.g. members most value the “experience” of being a member via events and education) and also challenges us from wrong assumptions (e.g. scholarship awareness).

What follows is a brief summary of the good, the challenging and the intriguing.

The Good News:

First and foremost, we consider it very good news that 2,569 of you took the time to contribute your valuable feedback. In addition, more than 5,500 additional comments were written by you as well. That gives us a tremendous amount of first-hand and high-quality information to utilize in planning our future priorities (that is, for us to make sure that your priorities remain OUR priorities) and programs to better meet your needs.

91.2% of respondents rated the quality of service from the Eastern Division office staff as either Excellent (50.4%) or Good (40.8%).

93.2% of respondents rated the quality of educational experience received from Eastern Division education field staff as either Excellent (61.1%) or Good (32.1%).

69.5% of respondents either agree or strongly agree with the statement: “I believe our resort management has a strong appreciation of the value of having PSIA-AASI members on the snowsports school staff.”

This season only 2.7% of you cited “poor weather or snow conditions” as the primary reason you did NOT attend an event (so thank you, Mother Nature)!

The Challenging News:

On the flip side of the last statistic, nearly half of respondents (46.8%) cited “not due for an educational update” as the primary reason you did not attend an event this season. In other words, you didn't attend an event because you didn't have to do so to keep your status. While that is understandable

we recognize that we need to get more of you to attend events when you DON'T have to because you WANT to and feel the value in doing so is well worth the time and money.

77% of respondents either disagree or strongly disagree with the statement: “I believe the general public has a good awareness of PSIA & AASI members.” This remains a major challenge and after more than 50 years of existence we'd like to think you would feel far more recognized by the general public. This is one of the primary issues raised in the Joint Resolution of October 2012 and we will be keeping it in front of ASEA management and leadership for follow-through as well as develop some of our own intra-division promotional efforts.

39% of respondents feel the dues amount is too expensive for what is offered to members. That's a big number – too big. We will work to increase the value you feel for the dues you pay. We will work to hold the line (or reduce) expenses as we have done the past three years. And we will continue to lobby our partners on the National level to do the same.

The three biggest deterrents to remaining a member are the cost of dues (cited by 28.8% as biggest deterrent), the cost of attending events (cited by 23.5%) and the lack of recognition of your certification status by resort management (cited by 19.8%).

Nearly 60% of respondents (59%) say they prefer events Monday – Friday yet nearly half of respondents (45.8%) cited “can't get away from work” as a contributing factor to not attending an event.

continued on page 4

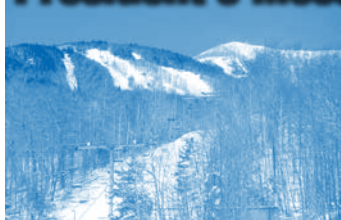
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President's Message



Ron Kubicki

Hey Folks, well the season may be over, but the work of PSIA-AASI Eastern Division is ongoing. We are deeply involved in preparing for the GTF – Government Task Force – soon to be convened with representatives from all nine divisions and ASEA.

For those of you still confused by the acronyms, ASEA stands for the American Snowsports Education Association. This is the corporate name for the national association to which you belong, not PSIA/AASI.

That statement above in italics is but one of the minor concerns we hope to address within this task force, but to me it is perhaps the most visibly significant example of an apparent disconnect between members and our national identity. In every survey, either divisional or national, one of the major themes of the membership is recognition of our shields by resort management and resort guests. As you'll see in this *SnowPro's* cover story, more than 3 out of 4 members disagree with the statement "The general public has a good awareness of PSIA & AASI members." This clearly is one of the roles that is assigned to the national association, yet in re-badging us as "ASEA" they seemed to have stepped away from the shields we all wear. Now this may not have been intentional, but it certainly was not something driven by the members.

As trivial as this may appear to some of you; to me this is symbolic. I have just returned from a meeting in Salt Lake City that was attended by the presidents of Rocky Mountain, Northwest and Intermountain Divisions along with additional leadership reps from those divisions. Eric Jordan, our Vice President and Steve Kling Treasurer for the Eastern Division also joined me on this trip. Throughout the weekend we discussed the need for a strong national identity. We all agree; to best serve you the members a national identity is invaluable. However, that identity needs to directly benefit the membership (not just the "corporation") and unfortunately we feel there is a disconnect between the national organization and the divisions and members.

There are several vital issues we need to address relative to representation of divisions on the national board, accountability to membership and to assure this will always be a "bottom/up" association, meaning it will always be run by the membership, for the benefit of the membership. At this meeting

we also, unanimously agreed to reach out to the five divisions not at Salt Lake City and engage them in the ideas and thoughts they have; we all are in this for the benefit of the overall membership. All the presidents and Executive Committee members are volunteers and are all actively involved in snowsports education; we are all members with the same concerns that will affect all of us.

None of these discussions or negotiations in any way affects our membership, our certifications, accreditations or our status as THE recognized association of professional snowsports instructors. What we are looking to do is strengthen this vital association in the snowsports industry at the national level so that people in the parking lots of resorts know who we are before they arrive and that resort managers recognize the value we bring to the operation after our guests depart for the day.

The Governance Task Force is taking shape; we are an active part of it (Eric Jordan is our designated GTF participant) which means you are an active part of it. As I write this I am preparing for a conference call with the entire Eastern Board of Directors to bring them up to speed and to solicit their feedback and affirmation of our direction in this process. We have kept everyone informed as this has progressed over the past many months. We have copied all nine divisions on any communications we shared with ASEA. It has always been our practice and promise to you to be transparent in all things.

We did not sign the agreement presented to us by ASEA in late 2012 because we already have a valid agreement in place and feel that any new agreement needs to accurately portray the relationship as it should be – with a national association that supports the Divisions in our efforts to serve the members via education, certification and maintaining the standards we all take such pride in achieving and practicing on the hill.

That is our goal. I do not want to be a member of a large national trade association called the American Snowsports Education Association; I want to be a proud member of a member driven association of individuals dedicated to snowsports teaching called PSIA and AASI; that is who we truly are.

Peace Ron ■



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straight talk from the association

An Update on Eastern Division Status with ASEA

by Eric Jordan, Eastern Division Vice President, Member of ASEA Governance Task Force



As you may be aware, ASEA (the PSIA-AASI national association) is undertaking a review of its structure of governance through a newly formed Governance Task Force. The idea for a governance review has been on the table for some time and was a major focus of the Joint Resolution our Eastern Board of Directors adopted along with the Rocky Mountain, Intermountain and Northwest divisions last fall. Recently the presidents of these four Divisions met again to discuss the issues and next steps in the process. Our president Ron Kubicki attended along with me and our Eastern Division Treasurer, Steve Kling. During the meeting we reaffirmed our collective judgment that reform of ASEA governance is critical, and second, we finalized a set of principles that the four division presidents saw as a framework for the needed reform.

What follows is a simple “Q and A” discussion to help you better understand our collective concerns and efforts on your behalf:

Q: Why hasn't the Eastern, Intermountain, Northwest and Rocky Mountain Divisions signed the Affiliation Agreement with ASEA as have the five other PSIA-AASI Divisions (Alaska, Central, Northern Intermountain, Northern Rocky Mountain and Western)?

A: The Boards of Directors of our four divisions believe that there are fundamental concerns and issues regarding the operation and governance of ASEA that need to be addressed and resolved before we are prepared to sign any long-term affiliation agreement with the national organization.

Q: Are there any plans or interest by these four divisions to separate from ASEA?

A: No. Our interest is to reaffirm the mission of the organization to be member-centric, member-driven and to revise the governance structure to enable and enforce that mission.

Q: What are the key concerns and issues?

A: There are three primary overarching issues:

1. Clarity of mission
2. Equitable representation of divisions in national governance
3. Accountability to members

Currently we believe that there is a deficiency in all three of these issues that needs to be addressed and resolved.

Q: What is the concern about “mission”?

A: We believe there is a lack of clarity and consensus in defining the role of ASEA. We believe that ASEA should be a service entity supporting the educational and certification efforts of the Divisions and the members that the Divisions attract, educate, evaluate and serve. We believe that ASEA is operating too much like an industry trade association and not enough as what it truly is – an association of individual members.

Q: What are the concerns with “equitable representation” and “accountability”?

A: We believe that the ASEA volunteer leadership (the Board of Directors) should be equitably and directly represented by the Divisions and directly accountable to the members. We also believe that Divisions should have representation on the ASEA Board of Directors that is tied in part to the relative size of the Divisions (that is, for a Division with 10,000 members to have the same voting power and allotment in national decision making on policies and procedures as a Division with 500 or less members is not an equitable arrangement). This form of representation and accountability does not currently exist.

The members of the ASEA Governance Task Force were announced recently by the group's chairperson, Neil Bussiere of the Western Division. I am pleased to be serving as our Eastern Division rep on the group.

In a letter to ASEA Chairperson Eric Sheckleton on May 9, Eastern Division President Ron Kubicki stated, “Our group is encouraged with the steps taken so far to put together a solid team on the Governance Task Force. We look forward to Eric Jordan's contributions to the effort and to hearing from him as conference calls and the face-to-face meeting come together in June.”

We will keep you posted as our Eastern Division role in discussions begin on this most important of topics – how the interests and needs of you as a member is represented, advocated for and promoted via your association's national leadership. ■

The “Interesting Other” News:

More than half of respondents (54.2%) would rather have their dues billed in late summer/early fall or half in the spring and half in the fall.

Despite the skyrocketing use of social media as an outlet for news and information 55.4% of respondents cited the good old *SnowPro* newsletter as your primary source for news, information, educational content and updates.

The greatest value of your membership is “Improvement in my teaching and ability to help others become better skiers or riders” according to 43.8% of respondents. “Improvement in my skiing or riding” was cited as the leading membership value by 35.4% of respondents and “Discounts on products, gear, services and recreation” was a distant third – cited by 14.2% of respondents as the leading value of membership.

There were 1,059 comments for just the final question: What can we do to improve your PSIA-AASI membership experience and value?

...55.4% of respondents cited the good old SnowPro newsletter as your primary source for news, information, educational content and updates.

In scrolling through the hundreds of responses to that question two primary themes emerged:

Recurring theme #1: Better recognition from resort management and the skiing/riding public. (mentioned in 69 comments)

Recurring theme #2: Reduce the cost and (or) make it easier to pay dues (mentioned in 310 comments).

Most unusual suggestion for improving membership value: Send me a pet monkey on my birthday.

Now THAT is something we can actually make happen!

If you'd like to read the summary report for the 2013 Eastern Division Membership Survey you can find it at www.psia-e.org/2013Survey. ■

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Course manager: Jonathan Ballou

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The Spectrum Skill

(this is the 4th in a series concerning the skills concept)

by Peter Howard, Alpine Education-Certification Chairman

Until recently this has been the skill that everyone wanted more of. If a little bit is good, more of it must be better. If you're not living on the edge you must be taking up too much room. But now with wider skis taking up more room under our feet, living on the edge on "front side carvers" is a bit old school. All of this deserves a bit of thought because this skill is like the light spectrum of the rainbow, or the keyboard of a piano, and the virtuoso can play the length of it.

In a way, this skill is present just by going around a turn on an incline. The farther around the corner you go, the higher the edge angle becomes. Sometimes this is as much grip as you need.

Stand over the feet; turn the legs, direct balance to the outside ski, and presto! A basic parallel turn occurs. Likewise, a skier in a wedge is already on edge; they are in a position of double angulation, and with a bit of leg steering they are also around a turn with little fuss other than to stay centered. There is a beautiful simplicity in the passive use of this skill, which tends to get lost as skiers discover how to hit the brakes, move inside, and bank around turns.

If my memory serves me right it was Warren Witherall who said something to the effect of; a skier who cannot carve is like an athlete running on wet grass without cleats. There will be times where making the skis hold is essential. Making the skis grip is essential to becoming a dynamic skier. The word dynamic is often used but seldom defined or attached to measurable performance factors. Dynamics refers to the nature of physical force, energy, and motion. The higher the force or energy created the greater the level of dynamics. In skiing, the faster you go, the tighter the turn, and the greater the degree of edge grip, the more power and force will be experienced. Because modern carving skis are designed to turn when they are engaged and bent, tipping them on edge before they are twisted is a key movement pattern that engages the "cleats". When the skis are tipped on edge they only need to penetrate the surface enough to create a small bank to stand against. In effect they create a "bob sled run" under the length of the skis and we get to be Bob, or Bobette. Our job is to move along the intended arc path, not to bury the edge into the ground. Bending the skis, tightening the arc, and managing the results are one of the greatest joys in skiing. This power play is where the customer gets some of the "cha-ching!" back from the ski shop. This power play is where a skier learns that the 16-meter turn radius printed on the tail is just a suggestion.

Trying the "bobsled run" in tight trees, steeps, and bumps can get a little too exciting, so to take the heat off we intentionally skid, or slip. Just for clarity as professionals we should correctly use and understand the possible actions of the skis on the snow. When the tip and tail of the skis move over the snow at different speeds, the skis are skidding. When the tip and tail of the skis move at the same speed over the snow in the direction of the skis width, the skis are slipping. When the tip and tail of the skis move at the same speed over the snow along the length of the skis, the skis are sliding. It is possible to slide forward and backwards on flat skis or on arcing skis. It is possible to skid both forward and backwards. It is possible to slip both forwards and backwards. Some of the tactics being used in racing and in big mountain skiing involve the very selective use of forward slipping or drifting. In racing, skidding is slow but line adjustment and where and when to engage the skis is crucial. Arcing is fast, going straight is fast, drifting on flat skis is fast compared to skidding. Pivoting flat skis is fast compared to a skidded turn. Like the race tactics, the drifting, pivoting big mountain tactics enabled by modern wide rockered ski designs require playing

the spectrum of the edging skill and staying centered while it's being done.

We like to think all this stuff is new and different, and in some ways it is, but in the late 60's early 70's Georges Joubert (the famous French ski technician) wrote about what he termed "The Surf Technique." To his eyes this was an intentional drifting in moguls and race courses to change lines. It was done by disassociating the turning of the feet and legs from the lateral displacement of the knees. In other word how to stay off the edges for a bit.

So as professionals we have to ask ourselves. Do we own the spectrum, or just a narrow band?

Do we know when to hold em and when to fold em? Are we wearing cleats or bowling shoes? ■

PSIA-AASI Eastern Division Board Member Ross Boisvert has been named a 2013 "SAMMY Leadership Award" honoree by *SAM Magazine!*



Check out the web link for the story: <http://www.saminfo.com/2013-sammy-winners>

Way to go & well deserved, Ross!

Here is the story as it appeared in the May 2013 issue of *SAM Magazine*.

ROSS BOISVERT : VICE PRESIDENT AND GENERAL MANAGER, McIntyre Ski Area, N.H.

Ross began teaching skiing at McIntyre in 1984.

The ski area was operated by the Manchester Parks and Recreation, while the ski school, rental and retail shop were a concession to a local ski shop. In 1989-90, the position of ski school director opened up, and Ross took on the challenge. He developed an after-school snowsports program and began marketing it to elementary schools in Manchester and surrounding towns. As more schools joined McIntyre, the after-school programs grew. In 1996, Ross oversaw the construction of a new rental/retail shop building, which contributed to the great growth at McIntyre.

McIntyre Ski School continued to grow under Ross' direction to more than 5,000 students per week. In September 2009, McIntyre Ski School Inc. took over total operations from Manchester Parks and Recreation. The 25-year management agreement yielded many improvements to the area, including a new lodge, three new conveyor lifts and improved snowmaking. During this changeover, Ross moved from snow sports director to VP and GM.

Ross is a certified PSIA instructor, certified NSP patroller, is part of the PSIA snow sports management committee, and has served on the board of directors of PSIA for 12 years. He currently serves on the Ski NH board of directors.

Ross says McIntyre's growth could not have occurred without his incredibly talented staff. His staff says of him, "Ross Boisvert is not only a great man, but as dedicated as a manager can be. He works harder than anyone and he knows all his employees and genuinely cares. And, customers are like his second family." ■

Master Teacher Program 2012-13 Graduates

PSI-A-E is proud to acknowledge the following Master Teacher Certification graduates. Master Teacher program provides instructors with an in-depth educational background in a variety of different specialty areas. In order to receive Master Teacher Certification, the instructor must complete 20 days of coursework and pass an online exam for each course. Coursework includes indoor lectures as well as on-snow application. Congratulations to the following 2013 Master Teachers.

John Showman, Whitetail Mountain Resort
Howard Horn, Windham Mountain
Ken Koellner, Wachusett Mountain
John Caldwell, Roundtop Mountain Resort
Melissa Bronder, Sunday River Resort

Accreditations Completed this season!

This past season 13 members completed an Accreditation. Members can achieve as many Accreditations as they wish by attending the required three courses in any of the specialty areas.

Congratulations to those completing an Accreditation this season!

Backcountry

Jamie Alvarez
George Barbash5Michael Chait
Dustin Cressman
Erik Donaldson
John Hazard
Ian Scully

Special Populations

Melissa Bronder

Sports Science

Charlene Schurr
John Caldwell

Coaching Advanced Skiing and Racing

Glenn Shaikun
Witold Kosmala
James White
Marc White
Robert Audet ■

CONGRATULATIONS TO NEW ALPINE EDUCATION STAFF MEMBERS

ALPINE EXAMINER TRAINING SQUAD

Four candidates were selected from a strong field of Development Team Members to become members of the Examiner Training Squad at Whiteface Mountain on February 13-14, 2013. Congratulations to all!

Phil Freudenberger – Sunday River, Maine
Jason Audette- Waterville Valley, New Hampshire
Aleks Smith – Whiteface, New York
Nate Gardner – Stowe, Vermont

ALPINE DEVELOPMENT TEAM MEMBERS



Congratulations to the new Alpine Development Team Members selected at the tryouts at Hunter Mountain on March 13-14, 2013! These new team members will be part of the Alpine Educational Staff and serve a four year term.

Robert Gallo, Mount Peter Ski Area
James McCrea, Jack Frost Big Boulder Ski Area
Adam Nugent, Toggenburg Winter Sports Center
Gerardo (GH) Salazar, Jack Frost Big Boulder Ski Area
Scott Hoisington, Sugarloaf Resort
Wayne Conn, Mount Snow Resort
Thomas Powers, Killington
Brian Clark, Attitash Mountain Resort
Martin Young, Ski Big Bear Resort
and returning DEV Team member Matt Ellis, Jack Frost Big Boulder Ski Area
Congratulations to all!!

A SPECIAL THANKS TO FORMER ALPINE DEVELOPMENT TEAM MEMBERS!

We wish to thank all the Alpine Development Team Members who served a four year term. Your commitment and service to the organization and the membership is greatly appreciated. We wish you the best in your future endeavors.

Agnieszka Wusatowska-Sarnek, Michael Logsdon, Timothy Kelly, Joe Hanzalik, Becky Frederick, and Tom Baker. ■

Save these dates!!

We have already confirmed dates and locations for several events next season. More information on all these events will be forwarded as it becomes available.

Jumping Event:

September 4th and 5th at Lake Placid Olympic Sports Center

Snow Sense and Planning:

November 2nd and 3rd at Mount Snow Resort

Fall Master Teacher Indoor Courses:

November 1st to 4th at Mount Snow Resort

Snowsports School Management Seminar:

December 2nd to 4th at Mount Snow Resort

Masters Academy and Snow Pro Jam:

December 16th to 20th at Killington Mountain
Professional Knowledge Online Exams will be available on August 15, 2013.

Mark your calendars today! ■

Annual Spring Rally Race Results

Whiteface Mountain, New York - March 24, 2013

| | | | |
|-----------------------|-----------|---------------------|---------|
| Alpine Women 16-29 | | Alpine Men 16-29 | |
| Megan Gardiner | 34.01 | Jeff Giegler | * 30.05 |
| Alpine Women 30-39 | | Alpine Men 30-39 | |
| None | | Eric Jager | 32.80 |
| Alpine Women 40-49 | | Alpine Men 40-49 | |
| None | | David Capron | 30.56 |
| Alpine Women 50-59 | | Alpine Men 50-59 | |
| Betsy Beattie | # * 32.96 | Jon Lamb | # 30.09 |
| Alpine Women 60+ | | Alpine Men 60+ | |
| Susan McMullen | 38.85 | William Bennett | 33.24 |
| Nordic (women) | | Nordic (men) | |
| None | | None | |
| Snowboard Women 16-29 | | Snowboard Men 16-29 | |
| None | | None | |
| Snowboard Women 30-39 | | Snowboard Men 30-39 | |
| Becky Lyons | 52.06 | Tom Vickery | 37.15 |
| Snowboard Women 40-49 | | Snowboard Men 40-49 | |
| None | | Bruce Goldman | 44.31 |
| Snowboard Women 50-59 | | Snowboard Men 50-59 | |
| Nicole Burnett | 45.43 | Jack McGarry | 48.97 |
| Snowboard Women 60 + | | Snowboard Men 60+ | |
| None | | Dave Dowden | 43.45 |

Hannes Schneider overall race winners designated by "*"
Willcocks Trophy winners designated by "#"

Classy-fied



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



Sweetspot Ski Trainer

The new **SkiA Sweetspot Trainer** is the smallest, lightest ski trainer in the world. It's simply the best device to train accurate, centred balance (and posture) for skiers. Uniquely, it also trains rotation and edging skills. It's amazingly dynamic, quick and fun to use.

There are 4 sizes of interchangeable balance blocks, so it can be used by complete beginners, yet can also challenge the very best skiers. A single training session of just a few minutes can produce immediate results – but the hardest blocks take time and great skill to master. Try it yourself, use it with your clients, and get great results.

"It's an essential tool for every serious skier" *Chris Fellows – author of Total Skiing, and Director NASTC*

"It's been quite amazing to watch skiers with a habitual, unbalanced style coming off the slopes, stepping onto the Sweetspot Trainer and changing almost instantly"

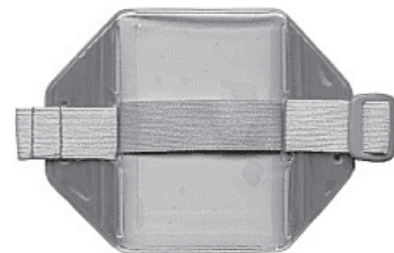
Jaz Lamb, ISTD4, Director of BASS Morzine

"It's a 'must have' for all ski instructors" - *Andrew Lockerbie, former chair of BASI (British Association of Snowsports Instructors)*

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Region 1 Report

Hello Region 1,

We certainly hope that you had an incredible season. The following are my notes from the recent Region 1 meeting held at Waterville Valley, New Hampshire on March 25th. There were 34 attendees (Start 4:20)

Thank you everyone for participating in the Region 1 meeting on Monday afternoon at Waterville Valley. I need to again thank Snowsports Director Peter Webber and Waterville Valley for being such gracious hosts. I also would like to recognize PSIA-E Executive Director Michael Mendrick for making the trip over from Albany as well as PSIA Director of Partnership Marketing and Promotions Bill McSherry for making the huge commute from Denver. Additionally I couldn't nearly have added the context to some of the answers that Eastern Certification Chair Peter Howard and PSIA National Team Member Matt Boyd provided, thanks fellas. Most importantly though a very sincere thank you goes out to all of you who chose to stick around following your event yesterday or who sought to make the trip up to WV for the meeting. If it wasn't for you, it would have just been a bunch of guys with titles sitting around.

What follows are my notes that I tried to keep as things got moving. Attached is the Eastern Division update that Michael provided. My notes are merely the questions that were posed during the discussion with possible solutions and explanations. I would appreciate any feedback or corrections that you may have for me regarding my notes. Thank you.

Following Michael's update as to the state of the division a member suggested that perhaps we should consider offering a discount for full time instructors. We currently offer a discount for students who may not be in it for the long haul. What about the full time professional instructors, many of whom who struggle to stay in the business due to financial issues. Wouldn't a discount go further with them? Also, how about a PSIA sticker as a thank you with our dues?

Another member brought up the difficulty in getting his instructors, most of whom are active college students to be able to go for their Level II exam. With the part 1, CS1, and part 2 pieces to the exam, it's much more challenging to get them through all of this. What about areas in a similar situation being able to host in house Level II exams? Acknowledgement of the challenge and support for the idea appeared to be unanimous provided that the host area would be able to field the required number of participants for an exam. Suggestions were made that while it may be an 'in house' event, efforts could be made to attract others from nearby areas to help increase the numbers if necessary.

Another question was asked about special spring break events for students who otherwise have a difficult time getting away during the school year? Response was that it centers primarily on when the host areas are able to provide events. Depending on the type of resort, it can be challenging.

A follow up question regarding students receiving college credit for their participation in PSIA educational events. An educator mused about the possibility of receiving CEU's for participation in PSIA events. Some instances were cited where this has happened.

A member wondered why duplicates of publications were being sent to households with more than one member in it? Response was that the organization would rather not make assumptions about which households would or

wouldn't prefer to receive multiple copies of publications. The member needs to opt out of multiple issues.

One member commented that PSIA needs to offer more educational opportunities online. Currently our primary method of sharing educational information is by way of the *SnowPro*, 32 Degrees or educational events. Member cited epicski.com as an example of how to make it easier for people to keep learning in a format different from what we currently offer. Bill McSherry acknowledged that PSIA's offerings are behind the curve and don't fully serve our member's needs. Matrix is being updated.

The same member also commented that it would be wonderful to see the presentations that were made at the national tryout. Kathy Brennan and Matt Boyd spoke from personal experience that while they understood the sentiment of the comment, their presentations were designed nor made for general consumption. They were for the selectors and candidates.

Scholarship opportunities were discussed, particularly the disappointment upon hearing the amount of money disbursed and not receiving any money for educational goals. Along with this there were some comments as to how early the scholarship applications were due. Response was that the member may have better luck applying for the general scholarship fund where the bulk of the dollars are rather than some specific scholarships with limited funds. Also while it may be difficult to apply so early, the onus needs to be on the member. Applying for a scholarship, while we don't want the process to be cumbersome, the member needs to take ownership of the process and see it through. Michael Mendrick commented that it's always the desire of the PSIA-E office to get as much information out to the membership as early as possible and that this coming year wouldn't be any different. One member commented that she thought that the process was surprisingly easy and complimented the process.

A member asked as to why an unsuccessful attempt at an exam doesn't receive update credit yet a pass does? Peter Howard explained that it was originally intended to keep members from serially using exam attempts as updates. It isn't fair, he commented for either party so it's best to keep exams and education separated. There was also a comment made that the foundation of an educational update is on the interaction between the clinician and the member. In an exam, the interaction is limited, not very educational in nature and the flow of information is one way, from member to examiner.

A member wanted to express thanks for the distribution of adaptive manuals. Bill McSherry shared that through the generosity of an anonymous donor, the organization was able to get adaptive manuals out to members.

Meeting concluded @ 5:50 pm

Thank you again to all who participated and also to the members who have been sending me messages or contacting me throughout the season. I appreciate your candor and willingness to share. As always you can contact me at tbutler@sugarloaf.com if you have anything that you would care to discuss.

Your humble servants,
Ross Boisvert and Tom Butler

Region 2 Report

Greetings from Vermont! By the time this is published, it's likely that even Killington will have moved on to summer activities while most of the rest of us moved on to our road bikes, gardens, and perhaps a little basking in the sun turning the rest of our bodies the same color as our faces a month ago. This past season was a good one. There was a certain amount of pent up demand from the crappy season before and most snow sports schools and resorts saw a pretty decent uptick in business. Generally, PSIA-E/ AASI had solid event attendance at events ranging from Level I exams to ETS and Development team tryouts. It's

reassuring to see people still engaged with our organization and striving to better themselves and find their place in this awesome profession.

Right now, as I hope you've read about in the pages of this newsletter, your board is working diligently on some pretty important stuff. We'd like to hear from you. We'd like to know your opinions. It seems that most people when asked what they think of the current affiliation agreement and governance task force first ask what we're talking about.

PSIA is a member centric organization. One of the fascinating things about snow sports professionals is that most of us are professionals of a second sort too. That guy two lockers down? He's a college professor who teaches all of his school holidays and took sick days to train for his level III. The woman on the other side of the locker room that alpinestyles and teles? Just retired from a long career as a pharmacist. The new guy in the corner? Also drives motor coaches. Cool no? We have an amazing collection of experiences and expertise in this organization. Let's use it. Ask us questions, participate in the surveys and message boards. Join us on Facebook. Have you ever been part of an effort to promote your other profession to the public? What tools worked? What was a bust? Have a great idea? Write it down and send it to us. We're not going to be able to enact every idea, but you never know when the idea you submitted might be just the thing...

<https://www.facebook.com/RegionTwoPsiaaasiE>

Katherine Rockwell, Region 2 Director: katherineatpico@gmail.com

Curtis Cowles, Region 2 Rep: gardencenter@comcast.net

Region 3, 4 & 7 Board Election Results

by Michael J. Mendrick, Executive Director

Below are the 2013 PSIA-AASI Eastern final Board of Directors election results for Regions 3, 4 and 7 as tabulated by our secured online voting website at VoteNet. Please note that per PSIA-E bylaws only one Board representative in each region can be an education staff member (defined for elections as an examiner or ETS member).

As you can see the level of voting activity was very high (214 votes in Region 3; 553 in Region 4 and 361 in Region 7) and all candidates received strong support.

Congratulations to those elected (or re-elected). Their three-year terms began April 1, 2013 and will run through March 31, 2016. Also, our thanks to retiring Region 3 Director Dave Welch (who did not run for re-election) and Region 7 Rep Walter Jaeger for their service, energy, ideas and involvement during their terms. Dave and Walter will be recognized formally by their peers at the 2013 Snowsports School Management Seminar banquet in early December.

Region 3 Results

| Choice | Votes | Percentage |
|-------------------|-------|------------|
| Dave Beckwith Sr. | 130 | 61% |
| Richard Paret Jr. | 84 | 39% |

Congratulations to Dave on his election as Region 3 Director and to Richard for his election as Region 3 Representative.

Dave Welch did not run for re-election but will continue to serve on the ExCom as Secretary until a replacement is voted on at the June 14-15 Board meeting in Albany.

Region 4 Results

| Choice | Votes | Percentage |
|----------------|-------|------------|
| Steve Kling | 213 | 39% |
| Mark Malinoski | 81 | 15% |
| Bob Shostek | 259 | 47% |

Congratulations to Bob on his election as Region 4 Director and to Steve for his re-election as Region 4 Representative.

Eric Jordan from Region 4 continues in his role as Vice-President (and President-designate for 2014).

Region 7 Results

| Choice | Votes | Percentage |
|----------------|-------|------------|
| John Cossaboom | 60 | 17% |
| Paul Crenshaw | 131 | 36% |
| Walter Jaeger | 68 | 19% |
| Ty Johnson | 102 | 28% |

Congratulations to Paul on his return as Region 7 Director and welcome to Ty Johnson as the new Region 7 Representative. ■

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Region 3 Report (MA, CT & RI)

What a difference a year makes! This season certainly was a big improvement over the 2011/12 season. We had good snow and excellent snow making temps making for a memorable 2012 /13 season!

Thanks to all Region 3 areas that hosted events this season. Your support of our association and our continuing education through the use of your facilities, lift tickets, staff, and time is greatly appreciated. We couldn't have done it without you!

It was an election year in Region 3 and your new representatives on the Board of Directors are Dave Beckwith (Regional Director) and Dick Paret (Regional Representative). Thank you to all who voted.

One of our goals is to improve communication throughout Region 3. The first steps we have taken in this effort are as follows;

Establishing a Region 3 Facebook page. Go to Facebook and search for: Region Three Psia/aasi Eastern Division.

For all of you non-Facebook people, please spread the word that they can follow along or comment at: www.psiaregionthree.wordpress.com.

Take a moment and check it out; let us know if any information about your mountain or snowsports school needs to be updated.

Another effort to improve communication in Region 3 is through the Area Rep program.

Check and see if your mountain has an area rep. If you would like to get involved in the Area Rep program at your mountain, contact either Dick Paret or myself and we can give you the details.

We are very interested in hearing from you so feel free to contact us at the following email addresses:

Dave Beckwith (Regional Director) davelee26@sbcglobal.net

Dick Paret (Regional Representative) dickparet@gmail.com

Finally, we would like to thank our outgoing Region 3 Director Dave Welch for all of his work and years of dedication to Region 3 and PSIA/ AASI Eastern.

We'll miss you Dave!

Region 4 Report

Eric Jordan, Region 4 Director reports: The snow gods redeemed themselves after last year and provided us with a nice long season with great conditions throughout the division. I am sure some of you are still heading up North and enjoying some late spring/pre summer turns.

I would like to offer a special thank you to our professional staff in the Albany office. They worked tirelessly all season long in order to support the needs of our members and to insure that you receive the highest level of member service possible.

We anticipate a very busy off season and plan on continuing to work with the National office to represent the needs of the eastern members. Many of you have recently filled our annual member survey and one of our top priorities is to review all the answers and comments. Through this analysis, we will chart a clear path for the future and make enhancements and changes based on member needs. The survey results, among other topics will be the focus of our upcoming Board of Directors meeting in June.

Speaking of the Board of Directors, I would like to take this opportunity to congratulate Bob Shostek and Steve Kling who were recently elected to represent Region 4 for a 3 year term beginning in June 2013. Although I will not be directly representing Region 4 any longer, I will remain a member of the Board of Directors as your Vice President/President elect until my term as your President begins in 2015. It has been a pleasure to represent Region 4 during my 9 year term and I am looking forward to representing our division as your next President!

That's all for now, I will be sure to give you a full report after our spring Board of Director meeting.

Region 5 Report

Dick Fox, Region 5 Rep: Well, another ski season is history. Frankly, for a while it looked like it might not be over when this issue of the SnoPro was published. Western NY had its best winter skiing in March with tons of natural snow.

Region 5 held another local membership meeting at Holiday Valley in conjunction with a number of educational events on Monday, March 4 (great skiing, great weather). It was good to see the healthy attendance (about sixty folks) at the meeting. It is a pretty good bet that they came to listen to our Executive Director, Michael Mendrick, give his "State of the Division" report. Everyone is becoming tuned into the issues being discussed at both the Division and the National level, and conversation was pretty lively after the meeting (at Cadillac Jack's) and the next day during the events. Since we had Michael, Ron, and Bill Beerman at the meeting and Bill, Steve, and I at the events, anyone who wanted to express opinions (or just vent) had ample opportunity.

The opportunity to continue this discussion or any other topics of interest continues via a new Facebook page for Region 5. It is easy to find – just log into Facebook and search for Psia-E Region 5. Frankly, it is not getting much in the way of contributions, but it represents an opportunity for snowsport professionals in western NY to share ideas, opinions, pictures --- whatever. Like most things, it will be successful only if folks participate.

Have a great summer, stay in shape, and we will see everyone when our landscape once again turns white.

Region 6 Report Spring 2013

Region 6 Rep Jack Jordan reports: Belleayre has ended a good season under new management. Although change can be uncomfortable for many the folks at Belleayre are moving forwards and offering a great skiing and riding experience for our guests.

At the Belleayre meeting we were pleased to have Joan Heaton in attendance and offering her insight. She asked that members to be patient, and have faith that our Board of Directors will do what is in the best interest of the membership. She, along with Chris Erickson spoke of the value of the Area Representative program and encouraged more people to contact their area rep. with questions, concerns and suggestions. Then details of the recent PSIA-ASSI Eastern Division survey results were discussed.

We talked about the demographics, trends and what we might do to attract and keep members and the value of membership. We also spoke of, how locally, our Division has worked to keep cost to our members down, how we are trying to build stronger recognition for the value of our members (at Belleayre only members of PSIA-AASI can give private lessons). We went on to have a brief review of what we are trying to do with National to address concerns and issues.

In addition to thanking those who attended, along with the members of the education staff who added to the discussions, I want to thank my wife Kathy for providing the refreshments.....the snacks, wine, beer and soda were certainly appreciated.

This past week the proposed Unit Management Plan for Belleayre was announced. If this proposal comes to fruition it will be great for Belleayre and the surrounding area. Included in the 5 year plan is \$73 million in expenditures. The plan would create an additional 280 jobs, more trails, lifts, lodges and parking. It is expected to significantly increase skier visits and raise an additional \$5.2 million in annual revenue. The expansion is to include: 16 new trails, 3 new lifts, 3 new parking areas, increased snowmaking, a new lodge and information booth and upgrades to the existing lodges.

Region 6 Director Brian Smith reports: Ski season is not over! Amazingly as I write this report there are mountains still open for skiing in the Eastern division. Region 6 was no exception and experienced a great snow year! This season

was busy and at times snowy over the entire region 6 area. Hunter Mountain had excellent skiing as well as Bellarye, Windham and Mt. Peter. West Mountain and Willard enjoyed an occasional winter storm and good skiing. To the North Whiteface, Gore and Titus received lots of Lake Affect snow combined with late season cold weather led to amazing spring conditions. Tree skiing at Gore was available till the last weekend.

As many of you already know there is a lot of talk these days about the relationship between the National office and the Divisions. So here we are end of the season. This is the beginning of the process of communicating and stating the intentions of our divisional needs. A process is set in place between our division and the national office with a method for reaching common goals that will have a positive impact on all divisions not just a select few. We are in the process of establishing a governance task force to navigate through the issues at hand. This process will make it possible to have important future needs which start as suggestions become in some cases future policy and ultimately future membership benefit.

It is time to let things take their course. The divisional board is working hard on the matters at hand that will eventually benefit all members. Remember these types of things take time.

Region 6 members were very active in all membership meetings through the region. Many people asked in depth questions at the Whiteface and Gore meetings about the association and its future. Many people felt positive about the idea of updating the governance practices and procedure for procuring information and managing outcomes to meet divisional needs.

Throughout this process we have an opportunity to shape the structure of our association and its future. All members can help by voicing your ideas to local area reps and board members. I have heard many ideas about what the role of the National should be in best interest to our members. Many people feel that there should be greater emphasis on promoting the association image to the general public and the use of the existing National teams to do this should be developed. I.e., grass roots demo tours to boost the image.

Many members have expressed their opinions of the CS1 and CS2 programs. The majority of the members who have taken one of these courses have reported having a great time and received a lot of educational knowledge specifically for kid's instruction. These programs are very popular and are in line with our industry trends.

This season the PSIA-E Spring rally was held at Whiteface. Over 200 people including staff attended the event. Winter was there too. We had great snow with midwinter conditions. The member turnout was great and Whiteface did a great job hosting this event.

The spring rally is traditionally a must do event and I recommend taking it if you never have. It's a great way to end the season with fun and personal focus for your skiing and riding.

As a member of region 6 and a member of the BOE, I was invited to attend the Rocky Mountain level 2 exams in Vail CO as part of the examiner exchange program. My experience was amazing! This is an important program that is building great relationships between divisions. How does this help you? By sharing best practices we can make adjustments to our exam processes that ultimately benefit all members. Rocky Mountain has taken ideas from us and us from them that have "tweaked" the exams process for the better. I am happy to say that I saw and evaluated the standards for skiing and teaching at level 2 and my scores were 95% or better, in line with the examiners in Rocky Mountain. This is good for all members on a national level.

In closing, all of us have been talking and giving ideas about how to boost younger membership. I strongly feel that all members who have been in the association for more than 5 years can help this by taking the time to sponsor a young instructor at their home mountain. This association began as a grass roots organization and this is still the best way to recruit. You can sponsor on a financial level and or on a mentor level throughout the season. Find that younger

instructor who stands out and make the offer to help get them attain their level one and become part of the association. It starts with us the veterans; we can do more than any gimmick or one time program.

Have a great spring season. Thank you To Jack Jordan for contributing to this report and organizing and attending Region 6 meetings this season. Thanks Jack!

Cheers

Brian Smith

Region 7 Report

Paul Crenshaw, Region 7 Director reports: The Board of Directors elections for Regions 3, 4 and 7 ended on March 15, 2013. Ty Johnson and I were fortunate to be elected as the representatives for Region 7 for the next 3 years.

Ty brings over 18 years of teaching experience, most at Wintergreen Resort, as a trainer and supervisor of staff. He is an Alpine Level 3 certified instructor and has some ideas to share to make Region 7 even stronger in our organization. He brings many years of management skills from the hotel and restaurant business. I know he will be a strong asset for us to use.

I hope each of you take the time to read the articles in the *SnowPro* pertaining to our issues with ASEA. These issues are from what our membership have stated as concerns they have about how ASEA is dealing with each division and questions about getting the best value for the dues we pay to this organization. These issues will be resolved and should make for a better organization for all members. Our next board meeting is scheduled for mid-June. If you have any concerns or suggestions for next season please contact Ty or me at the addresses below. Please get outside and enjoy the weather.

Paul Crenshaw pcrenshaw@massresort.com

Ty Johnson styckman55@gmail.com

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In Memoriam

Hunter, NY – **Orville A. Slutzky**, age 96, the beloved co-founder of Hunter Mountain, passed away peacefully on April 18, 2013, in the company of loved ones. Orville was born in Hunter on February 13, 1917 and raised on his parents' farm in Jewett, NY. The son of the late Isaac and Ella (Miller) Slutzky, he is survived by three children (Carol Slutzky-Tenerowicz, Paul Slutzky and Gary Slutzky), in addition to numerous grandchildren and great-grandchildren.

In September of 1939, along with his late brother Izzy, he started the I. & O. A. Slutzky Construction Company. In July 1942, he was married to Ethel Phillips. They shared 67 years together, until her passing on January 3, 2010. They were apart from each other for a time when Orville served as a U.S. Army First Sergeant during World War II.

In 1958, Orville and Izzy let it be known through an article in the New York Herald Tribune that they would donate land that they owned with the stipulation that it would be transformed into a ski resort. This was done in an effort to aid in the economic growth of the area surrounding the Village of Hunter. The only stipulations were that the ski resort had to be called Hunter Mountain Ski Bowl and that it had to have snowmaking. Hunter Mountain Development Corp. was founded and subsequently financed by New York City theater investors. The Slutzky brothers' crews sculpted the slopes and installed a double chair lift. Hunter Mountain opened to skiers on January 9, 1960. After two brief ski seasons, few paying guests, and mounting losses, the Hunter Mountain Development Corporation declared bankruptcy. However, the Slutzky brothers were not deterred. During the 1961-62 ski season, Orville and Izzy took over control of the ski area. Orville assumed his position as General Manager of the day-to-day operation of Hunter Mountain Ski Bowl, where he remained for half a century until his retirement.

In 2007, Orville and his brother Izzy were honored with NSAA's Lifetime Achievement Award for their extraordinary commitment to the ski industry. ■

MANCHESTER - **Timothy James Huff**, 61, of Manchester died peacefully at home on April 4, 2013, in the loving arms of his family after a brief illness. Mr. Huff was born in Manchester, the son of James and Thomasina Huff. He attended St. Raphael Grammar School and was a graduate of Manchester West High School, class of 1969. Following graduation, Mr. Huff served for six years as a member of the New Hampshire National Guard. He was a longtime employee of the Manchester Gas Company. Prior to his illness, he had worked as a sales associate at Ken Jones Ski Mart in Manchester. Besides his family, Tim Huff had two loves, golf and skiing. He was a member of the Derryfield and Intervale Country Clubs and the Profile Senior Golfers Association. He obtained his certification with the Professional Ski Instructors of America. He taught skiing at Crotched Mountain, Mt. Ascutney, Highland Ski areas and was an instructor for the last 22 years at Okemo Ski Area in Ludlow, Vt. He was an avid sportsman and loved attending Fisher Cats games. Tim had many friends in Manchester and he will be missed by all. ■



A Message from the Committee to Honor Herbert Schneider

Help us Honor Herbert Schneider -

Let's keep his memories alive. His contributions to PSIA, the Ski Industry and Mount Washington Valley and North Conway are

immeasurable. Our goal is to raise the funds needed to design and erect a memorial to honor Herbert for his undying efforts to spread his beloved sport of skiing. The memorial would be placed at the summit of Mt. Cranmore, and would appropriately overlook the White Mountains and the village of North Conway. We need your help to make this fitting tribute possible. Please go to our website at www.honorherbert.com to find out more. We appreciate anything you may do to promote this fundraising effort. ■

In the nineteenth century, Fritjof Nansen wrote that skiing washes civilization clean from our minds by dint of its exhilarating physicality. By extension, I believe that snow helps strip away the things that don't matter. It leaves us thinking of little else but the greatness of nature, the place of our souls within it, and the dazzling whiteness that lies ahead.

—Charlie English



Update on AASI

by Candace Charles,
Education & Program Associate

The final days on the slopes this season served as a reminder that every winter is unique. Last season, we were out riding in 80 degree weather, and our boards were more or less put away before the end of March. However, this year winter seems to have hung on even past when most resorts stopped turning their lifts. All things considered, this was a great winter, with some great new events from AASI.

This season, we introduced our new Women's Camps. These two-day camps were held at various resorts around the regions, and were offered at the same low price to both members and non-members alike. The purpose of these camps is to bring together women riders who share a passion for snowboarding. These camps offer ample riding time with skilled female members of the AASI Education Staff, as well as an open forum to discuss ideas to help shape the direction that AASI and the industry take in the future. These camps are sponsored by Burton, so attendees receive door prizes, and one lucky attendee wins a Burton Snowboard at the end of the season. We hope this event catches on, and we are able to run more Women's Camps next season!

Additionally, this season the Freestyle Specialist Accreditations are now a Nationally recognized accreditation, much like the Children's Specialist. There are three levels of Freestyle Specialist offered, and we thank National Team member Tommy Morsch with all his help on working to get these events ready for this season.

Finally we were able to offer a Level II Exam at Timberline, WV earlier in the season. This provided an option for our southern members and those that did not want to wait until the end of the season. We hope that this exam gains some popularity so we can continue to provide this for our members.

We hope everyone enjoyed the events that they attended this season, and we look forward to continuing to come up with innovative events to keep everyone stoked for whatever next winter brings us.

Happy Spring!

Candace ■



CONGRATULATIONS!!!

The winners of the Burton Snowboard Promotions which were held this season are:

AASI Level III Member - Adam Quinn from Stowe

Adam attained his AASI Level III certification and also won a Burton Root snowboard.

AASI Level II Member – Brenden Neill from Holiday Valley

Brenden attained his AASI Level II certification and also won Burton Cobrashark bindings.

AASI Women's Camp – Jennifer Ogden from North East, PA won a Burton Déjà Vu Restricted snowboard in the raffle of all Women's Camp participants.

The following new AASI Level I Members won a Burton backpack!

WELCOME to these new members and to the more than 300 new AASI Level I members who attained their L1 certification throughout the season!

Region 1

Jack Haskell from Raymond, ME attained his Level I at an exam held at Gunstock, NH (R1)

Region 2

Alex Reiss from Lincoln Park, NJ attained her Level I at an exam held at Stratton, VT (R2)

Region 3

Hana Leck from Spencer, MA attained her Level I at an exam held at Wachusett, MA (R3)

Region 4

David Housley from Dysart, PA attained his Level I at an exam held at Seven Springs, PA (R4)

Region 5

Curtis Boza from Arcade, NY attained his Level I at an exam held at Holiday Valley, NY (R5)

Region 6

Briana Donley from Pottersville, NY attained her Level I at an exam held at Whiteface, NY (R6)

Region 7

Christopher Pickering from Snowshoe, WV attained his Level I at an exam held at Snowshoe, WV (R7)

Thanks to Burton Snowboard for being such a great PSIA-E/AASI 2012/2013 sponsor! ■

More than \$15,000 in PSIA-E/EF Scholarships Available for All Disciplines

Don't miss out on this great member educational benefit!

Each season, the PSIA-E Education Foundation makes monetary scholarships available to members who wish to further their education or certification status within PSIA-E, PSIA and AASI. The training that members receive as a result of the scholarship program increases their productivity and value as a member and as an instructor in their particular snowsports school.

Scholarships are available to any member in good standing. You still need to meet the requirements of the specific fund for which you apply. You may not receive scholarship monies from the same fund two consecutive seasons. All scholarship applications are reviewed and awarded by the Scholarship Review Committee, which is made up of PSIA-E Board of Director members. Following are the different types of scholarships available:

Membership Scholarship

The Membership Scholarship is open to members of all disciplines and certification status. This scholarship can be used for all PSIA-E, PSIA, and AASI educational and certification events. Thanks to the generous support of sponsors and members via donations of items and dollars for our "super raffles" each season, this fund now has a balance of nearly \$30,000. One-third of that balance (approximately \$10,000) is available for scholarships this coming season.

Professional Development Scholarship for Level I Members

This is a newly designated "Professional Development Scholarship for Level 1 Members" that earmarks 20% of the existing available Member Scholarship funds (approximately \$2,000) for Level 1 members to use specifically for L 2 prerequisite courses and practice exams in prep for taking their L 2 skiing and teaching exams. If you are looking to prepare for your Level II exam this coming season this is the scholarship for you!

Terry Fund Scholarship

The Terry Fund Scholarship is designated for members of all disciplines with at least a Level 1 certification status who desire to further their education in the area of snowsports instruction for children. This includes all PSIA-E, PSIA, and AASI educational events that specialize in children snowsports issues.

James Leader Memorial Scholarship

The James Leader Memorial Scholarship is open to members of all disciplines and certification status who desire to further their education in snowsports instruction. Applicants must be a member of PSIA – Eastern, with first priority given to employees of the Killington Snowsport School. Second priority will be given to members from Region 2 (Vermont), and the remainder available to all members of PSIA – Eastern. The James Leader Memorial Scholarship has a separate application form and different criteria from other scholarships (e.g. member at least one year, requires a letter from your snowsports school). \$1,000 is available for awarding each season. To obtain a copy of the criteria and an application form, please visit the PSIA-E website at www.psia-e.org.

CE Burbridge Memorial Scholarship

The CE Burbridge Memorial Scholarship is open to members of all disciplines and certification status who desire to further their education in adaptive snowsports instruction. This includes all PSIA-E, PSIA, and AASI educational events that specialize in adaptive snowsport issues. The fund supports both the subsidy of Adaptive consulting programs and \$500 in individual scholarships each season.

Education Staff Scholarship

This scholarship is open to any member of the Board of Examiners, Development Team or the Divisional Clinic Leader squad. This scholarship is designed to help individuals in these groups to expand their knowledge and skills beyond regular training sessions, or to gain expertise in another discipline/specialty. This scholarship allows members of these groups to serve and educate PSIA-E members more effectively. Approximately \$3,000 is available for awarding this season.

William Hetrick Editorial Scholarship

The William Hetrick Editorial Scholarship was created by the PSIA-E Education Foundation Board of Directors in June of 2011 to provide a long-term legacy for Bill Hetrick and recognize his passion for both snowsports and writing about snowsports and the mountain experience. It will be an annual program that awards five (5) scholarships in the amount of \$200 in education "dollars" that recipients may use to register for PSIA-AASI education events. The scholarships will be awarded to contributors to the SnowPro and judged by an editorial review

group that will read and evaluate submissions made to the Your Turn and Guest Editorial sections of the SnowPro each season..

How to Apply

For all funds, eligible members can obtain a scholarship application by calling the PSIA-E office at 518-452-6095, or visiting the PSIA-E web site at: www.psia-e.org. You will find information on the scholarships under the "Member Services" heading and "Eastern Benefits" tab.

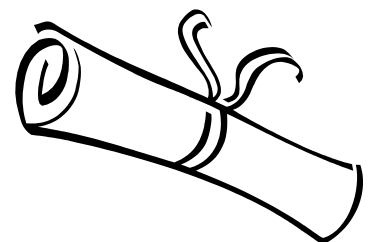
Complete the entire application and mail or fax it to the PSIA-E office, postmarked no later than Friday, October 4, 2013. If you fax your application, please call to confirm receipt. The PSIA-E fax number is 518-452-6099.

The Scholarship Committee will review and evaluate applications at the October Board of Directors meeting. Applicants will be notified of the committee's decision by mail, in early November.

You must register for the event (by the event deadline) by completing and submitting an event application card. You should apply well before the event deadline, and include full payment if you have not, at that point, been informed of a scholarship award. If you have received written notice of your scholarship, please indicate that on your event application. Anyone paying for an event and then awarded a scholarship will receive a refund in the amount of the scholarship following attendance at the event. Scholarship awards may be for partial or full event fee of an event. Please be aware that the number of applications always exceeds the available funding, so not all applicants can be awarded a scholarship.

Applicants who are awarded a scholarship are encouraged to write an article relative to their event experience, or to relate how information gained from the event is being utilized. Submit the article, by e-mail if possible, to the PSIA-E office at: psia-e@psia-e.org. Articles should be submitted within a month of the scholarship event, if possible. A limited number of scholarship articles will be selected for publication in the SnowPro newsletter.

Thank you for your interest in continuing your snowsports education, and good luck!





**AASI Level I Awards
Ceremony at the
Summit of Jay Peak**



**AASI Staff Training
at Mt. Snow**



The Fine Art of Tethering the Adaptive Snowboarder — Myth Busted!

by Mary Ellen Whitney

The world of Adaptive Snowboard and the techniques used for assisting riders who have mobility impairments is still fairly new. Many methods and tools are still being field tested for effectiveness. Thus, figuring out teaching aids that are most effective for our adaptive population, is relatively “up in the air” for establishing firm practices and standards that truly make sense. Most of the teaching tools that are already on the market are used for skiers.

There are lots of assistive devices, such as the snowboard tip clamp with D rings for attaching tethers to the front or rear of a board. Other marketed aids are the Snow-wing, Ski pal; horse and buggy, Rider bar and a number of other pieces of equipment that are not as widely known.

Early this season, I decided to take a group of adaptive rider coaches out in a clinic to test the effects of tethering a snowboarder in all methods possible. Each participant had to experience being tethered, and being at the end of the reins as the controlling tethering coach in a heel side slip. I asked each participant to withhold comments and feedback until all methods were explored. The group was divided into pairs, and we played on gentle blue, groomed terrain. We tethered a rider with a clamp from the front of the board gently guiding the board into the direction of the new turn, much like a ski-tip clamp with tethers. We also tried tethering

from the rear of the board to pull the back of the board away from the new turn, (i.e. to turn left you pull the tail right). We used the horse and buggy (2 six foot PVC pipes attached to a bicycle tube or a tether line that wraps the riders hips) to gently rotate the riders pelvis to initiate the new turn. Lastly we tethered with a hybrid of a climbing harness around the rider's hips with a carabineer on each pelvis and tether lines attached to each side of the hip. After testing all methods, the unanimous conclusion was that the rider felt most secure and was most successfully guided into turning by using the climbing harness with tethers. From the coaches' perspective, the same conclusion was reached, that any rider with most any impairment of mobility in a stand up position could most effectively be assisted with this technique.

To really put these findings to the test, I tried the exact same clinic at the Level II Adaptive Snowboard Exam Prep clinic at Loon Mountain in New Hampshire. Together with my colleagues, Rob Bevier, AASI examiner from Okemo Mt in VT, and Alisa Anderson, PSIA Adaptive Development Team member and Adaptive Program Director at Smugglers Notch, VT, we tested each tool again in the same format. Resounding “Ah ha” moments were discovered for all. As a group, we concluded that there is really no advantage to EVER tether any rider from the snowboard. A much more controlled assist and initiation, without compromising balance is accomplished by tethering a student rider with a waist harness.

Although the horse and buggy is somewhat effective – the climbing harness is easier to put on, leave on, the coach only need to carry the lines.

Tethering a student from any point on the snowboard almost always compromised the student's balance, causing a greater number of falls.

Back to the drawing board for the editor's for AASI/PSIA Adaptive Manual and exam guide: these findings need to be recorded!

Mary Ellen Whitney is the director of STRIDE Adaptive Sports at Jiminy Peak, MA; Catamount Mountain, NY; and Ski Sundown, CT. She is PSIA/AASI Board of Adaptive Educators, Clinic leader and Snowboard examiner. ■

Adaptive Programs that Help Each Other Grow their Missions

Instructor Exchange between STRIDE Adaptive Sports and Double H Ranch

by Mary Ellen Whitney

The idea of exchanging instructors between different adaptive programs came about at the PSIA Eastern Adaptive Board of Educators meeting during a discussion regarding how we help our candidates prepare for Level II and Level III adaptive PSIA certification. More specifically, how do we help them to acquire a deeper base of professional knowledge, when they never leave their own small programs? For example, a Level II/III candidate must have the knowledge of the various manufacturers of Mono and Bi-skis available for students. They also need to understand how to fit the newest prosthetics for skiing or riding. If you work in a small program at an Eastern mountain resort, you probably would not be exposed to those types of disabilities or equipment, aside from reading educational articles. In order to gain a greater depth of knowledge and a big picture overview of the adaptive world, an instructor must attend a large annual event at their own expense, such as Ski Spectacular at Breckenridge Colorado, or the Disabled American Veterans event at Aspen, CO. Unfortunately, to be accepted as a volunteer instructor for those events, a minimum requirement of Level II certification is expected. The only way most instructors ever get that kind of exposure is if they have been teaching for decades and have visited some of these bigger programs. This dismisses the talent of our new exuberant instructors, eager for PSIA certification.

The initial meeting between the Double H Ranch program in Lake Luzerne, NY and STRIDE Adaptive Sports of Rensselaer, NY was set up to explore the concept of initiating an educational instructor exchange for the purpose of learning from one another.

After working out the details for insurance, medical requirements, criminal background checks, and administrative detail, a partnership agreement was formed.

continued next page

Frank Martinez, Snowsports Director at Double H Ranch program and Mary Ellen Whitney, CEO for STRIDE Adaptive at Jiminy Peak, in Massachusetts, are offering their instructors another avenue for building their depth of experience without the exorbitant travel expense and time. The proposed idea was to allow select instructors to have a chance to spend a day in the life of a neighboring adaptive program. Each visiting instructor, working as an assistant to the lead instructor in a lesson, is exposed not only to a different program's operational structure, but to differently-abled students; lesson structure; equipment and teaching techniques; and even different teaching styles.

Adaptive snowsports programs throughout the USA are not held to any standardized operational format; therefore each program has its own idiosyncrasies, types of students, types of adaptive equipment, and practices and policies that do not conform to any specific standard. For example, STRIDE operates three mountain resort adaptive programs in three states that are within one hour of each other. They offer half day lessons in any type of disability. The adaptive program is a department under the alpine snowsports program at each resort. The instructors, although volunteers, are employees of the mountains and are covered under worker's compensation. Training protocol requires a minimum of 25 hours in the fall and early winter. The commitment is one full day per week for an 18 week season.

Double H Ranch's Adaptive Wintersports program offers teaching adaptive lessons for children with chronic and life threatening illnesses ages 6 to 16. They require a higher level of medical knowledge in their training. The skiing terrain at Double H is only 97 feet long with two beginner trails, a conveyor lift and two tower chairlift. Skiing levels for students never reach more than Level 3-4.

The instructor exchange between these two programs offers a peek into the 'big picture' of the adaptive world. Their shared experiences explore different types of special needs, equipment differences and creativity; a deeper medical knowledge; different operational structure; different terrain options for teaching; and different teaching styles, lesson planning, assessments, and goal setting. Visiting instructors from Double H to Jiminy Peak experience working at higher skill development levels because of the terrain differences. Additionally, the program partnership encourages students and families to continue their education from Double H by taking lessons at Jiminy Peak after their six days at Double H have been completed. Families can pick-up where they leave off at Double H for continued education and skill development, with more terrain possibilities and experiences at a bigger mountain through the recommendation from their instructors.

Instructors from both programs chose to take this opportunity, with the format set that they would be a second instructor on a lesson, working with the primary instructor from the home mountain.

After the first weekend exchange, six instructors shared their experiences back home. The three instructors from Double H who came to Jiminy Peak were all seeking PSIA Level I certification this year. They were paired with lessons that would help them in their quest. One had a full-day opportunity to tether bi-skis on blue and green terrain for the first time. One had a lesson with a Jiminy Peak instructor who is a high level four-track skier. Additionally, some joined the STRIDE PSIA study group on Monday nights, working together to prepare for upcoming exams. The three instructors from Jiminy Peak who visited Double H came back full of creative ideas for improving equipment and beginner lessons.


At Double H a rack for small equipment teaching aids is used on the hill for a quick exchange of

gear during a lesson. STRIDE is now constructing a similar rack for the top of the learning hill that can be locked and easily opened each weekend. The exchanges will continue throughout the season giving many instructors the opportunity to participate.

The instructor exchange idea has proven its merit already for these two programs. Our intent is to pave the way for other programs to join us, to help all of our big-hearted volunteers to continue their education in ways that need not open their wallets, just their eyes, into a bigger world of adaptive snowsports. We hope other programs will try it. Join us! Next step Clinician exchange!

Mary Ellen Whitney directs the STRIDE Adaptive Ski Programs at Jiminy Peak, Hancock, MA; Catsamount Mountain, Hillsdale, NY; and Ski Sundown, New Hartford, CT. She is member of the PSIA-E Board of Adaptive Educators. ■

The three instructors from Jiminy Peak who visited Double H came back full of creative ideas for improving equipment and beginner lessons.



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2012 Children's Academy

My Take Away

by Philip Michel, PSIA-E
Mountain Creek Kids Kamp Instructor

If you have been teaching children for five years or more, you're probably working with the vision where the ideal outcome is having your students following you down the novice hill in a perfect "S" formation. That may be your vision, and maybe even the vision of your students' parents. At the Children's Academy, they start with the premise that with today's digital age children, we need to rethink that vision along with everything else we are doing.

For starters, that perfect "s" turn is not our students' ideal vision. Most 6 and 7 year olds have seen YouTube videos of X-games and web sites with children and teens doing features. Additionally they spend a lot less time playing games on the playground following their teachers and a lot more time playing games on their 3DS using Mario Brothers game cards.

Our challenge is how to harness their vision, work within their attention span (usually 8 seconds or less), and still have a fun and safe outcome. Here are some pointers our trainers gave us:

1. Start as soon as you can get them hopping, to jump a box. This can be done safely by drawing a box with your poles on the slope, or if you have it, spray paint, place a piece of a pool foam noodle at the top and have them hop over the noodle and slide down the box.

2. Rather than trying to break down a movement into its 96 components, deal with 3 or 4 high level chunks at the most and work with those. Add the other components later as adjustments. The

analogy we were given was that this is like telling a child how to make a peanut butter and jelly sandwich.

- a. Take two slices of bread
- b. Spread peanut butter on one or both sides
- c. Spread jelly on one or both sides
- d. Put the two slices together

3. Listen for the child to give you their objectives. They will see other skiers do something and say "I want to do that" and these become your lesson objectives.

4. We are teaching digital children so we need to learn their language (do you know when to use steezy?), their games (I plan to go to my local box store to see some of the new devices), and their TV characters (I plan to watch TV with my niece's 7 year old).

5. Look for extemporaneous opportunities to incorporate new skills into the lesson. If a child steps on his tails in a turn and spins a 180 degree turn, give him encouragement. Tell him that it's steezy and ask the rest of the class to try it.

6. We are always their safety monitor. That doesn't change. We'll make sure that their new skills are being taught in a safe environment and when they are ready for the next step.

In addition, we were introduced to some excellent PSIA reference material. Two convenient flip cards and folders are: Quick TIPS and Coaching

... with today's digital age children, we need to rethink that vision along with everything else we are doing.

Activities and Visual Cues to Ideal vs Real.

So go get some toys together, have some fun in your research, bring these ideas to your students and have a blast.

Many thanks to my trainers Maureen Drumme, Ben Craig, and Jake Jacobson along with my classmates from resorts that reach from Wintergreen to Jay Peak. ■

Call To Action: ACE Team Tryout, Winter 2013-2014

Now is a great time to start thinking about what to do with that Level 3 pin. It has been many years since the Eastern division has had an ACE (Advanced Children's Educators) team tryout and thanks to the implementation of the Children's Specialist program, and the ever-popular Children's Academy, there is more work than ever!

The ACE team conducts all of the children's-specific educational events. In addition to conducting CS assessments and kids-specific educational events, the ACE team works in cooperation with the children's committee to develop the content for the Children's Academy.

The Eastern division, Children's committee and ACE team would like to invite any Level 3 (Alpine, Snowboard, Tele, Adaptive) in good standing to attend next year's tryout. Details are loose at this point, but candidates will go through one day of skiing and snowboarding skills assessment and one- two days of kids-specific teaching and coaching assessments. Candidates should expect to coach peers in a variety of situations related to teaching kids, which would include skiing and snowboarding off-piste and freestyle, as well as an indoor presentation/interview. At this time, while it is not a requirement for a candidate to be multi-disciplined, it is strongly recommended for a candidate to have FS1, S1, TM1, or H1 or above in addition to the Level 3 status.

Think about it. If you're a Level 3, have a passion for teaching kids, and want to make a difference in our division, come to the ACE team selection next winter. More details will be included in the Fall addition of the *SnowPro*.

See ya!
Sue Kramer
PSIA-E
ACE team coach, Examiner, Eastern Team member
Mount Snow, Alpine Trainer ■



by Mickey Stone
PSIA-E Nordic Coordinator

The articles in this issue were written by members of our Telemark Staff. One article is by Bruce Hennessey -- the co-writer of our Back Country Accreditation with Mickey Stone. It displays the reality of gathering together three distinct kinds of equipment on our any gear BC event. In addition we have a poetic, historical article from Karen Dalury currently on our Development Team who echoes the core or heart of why people tele.

I have just returned from my homeland in Utah in the Wasatch Mountains of Snowbird, Alta and the rest of the awesome areas from the very first INTER-TELE EVENT. Interski participants from Japan, Australia, Canada, Switzerland, Sweden, USTSA, Norway, US members and PSIA-E Examiners shared their Teaching/Skiing Systems with each other for 5 days.

I have had the chance to participate in 2 Interski's in the past, so to have some of the PSIA-E Nordic staff perform, ski well, discuss and assimilate the information to bring back home to our members was very rewarding for me. I would like to thank, John/Libby Doan, Mark Lacek, Bruce Hennessey, Hal Westwood and Karen Dalury for taking the time, money and passion to expand their educational and ski knowledge on this fulfilling trip. In the next Sno Pro we will detail the clinics and commonalities and differences of each country. We will also make available on our website detailed information, progressions etc for your educational needs.

We hope you enjoyed your season and we look forward to another great year in 2014. Enjoy the articles below and look forward to our Inter Tele Synopsis next issue.

Tele-Ho ■

Keeping it fresh and keeping it real.

by Karen Dalury,
Eastern Telemark Dev Team

"Thank you dad for bringing me up the rope tow between your legs at age 5. Thanks for teaching me to ski. I hope it brought you great joy to watch me from the new chairlift as a pre-teen ripping the same line over and over again practicing the turns I learned from Ski Magazine. Thanks for hooking me up with the job with your old high school buddy, a supervisor at Vail Ski School in the 70's when money for college was short and I needed to take a leave of absence."

Fast forward 50 years later: Still digging it, maybe not exactly ripping it, but definitely feeling the love.

Keeping it fresh:

After so many years what keeps skiing fresh for me? Learning to Telemark of course. Why? The late nineties new ski design allowed alpine skiers to turn rounder, cleaner and faster. I found myself making just a few turns and reaching Mach 1 on anything that was groomed. I needed a way to slow down and I needed it fast.

Telemarking looked really cool and seemed like a good way to slow down. Everyone doing it seemed to be having a blast. I noticed tele friends seeking out the freshies on the sides of the trail like we used to in the old days. They would hoot and holler for each other in the bumps, and seemed to love skiing in groups, happily waiting for each other to rest their legs.

Borrowing a smelly old pair of boots from a friend and mounting up an old 165 race stock slalom ski I went out. How hard can it be? I thought. I found out quickly that I pretty much sucked at Telemark skiing. What I loved though was how big the mountain seemed again and the challenge of learning something new. Thus I persisted at wearing my self out physically and nurturing a strong sense of humility as I skied under the chairlifts.

Keeping it real:

Enter, Jim Tasse, yoga student of mine, then instructor at Killington/Pico, currently on PSIA Eastern Ed Staff for Telemark. Jim noticed me on the hill (I was so bad how could you not?) and began offering helpful tips. I took a few lessons with him and even though I could not yet put his suggestions into action I saw the light and understood more about how the turn worked. I purchased my own boots and kept at it for the rest of the season. The following year was the breakthrough: My husband and I visited our daughter in Taos and we both brought only Telemark gear. Whoa, steep, yikes, fun!

Several years later I am happy to say I no longer suck at Telemark skiing. I love the challenge of skiing on lighter, less supportive gear. I enjoy practicing dynamic balance with precise timing and I love the fluid feeling of a good Telemark turn. My feet don't hurt, there is much less stress overall on my joints and my back doesn't hurt. My legs and core are strong. Don't tell the local authorities but I usually drive to the mountain in my boots.

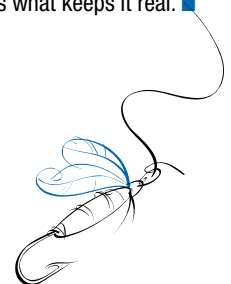
Telemarking makes the easy cruisers just as sweet the steeps and bumps. In the trees Telemark equipment offers much more versatility and control than alpine gear with the bonus of being able to

*Telemarking looked really cool...
Borrowing a smelly old pair of boots from
a friend and mounting up an old 165
race stock slalom ski I went out. "How
hard can it be?" I thought.*

virtually pivot the skis in place in tight spots. Being slightly knock kneed, learning to Telemark has taught me efficient use of my inside ski and finally cleaned up an old A-frame habit.

Not sold yet? Try this: Get good at tele then put on your alpine gear and notice how incredibly easy it is to ski well on the stuff.

When people ask me about it on the chair I tell them Telemark skiing is like using fly-fishing gear, it's like playing an acoustic guitar or riding a one-speed bike. Yeah it's hard, maybe a little old fashioned, but that's what keeps it real. ■



The Backcountry: Where all Snowsport Disciplines Meet

by Bruce Hennessey, PSIA-E
Telemark Ed Staff

At the top of Bald Hill on the southern shoulder of Camel's Hump Peak, VT, we stood together recovering from a 2200-foot climb up from the Huntington valley below. It was the Backcountry Accreditation's final two days of a comprehensive 6-day course. In this last session the BC group showcases the skills they have learned in the previous four days of frontloading; map/compass, transceiver usage, equipment repair, first aid, route finding, skinning, preparing pack, hydration, food and BC scenarios. The Guides/Examiners take a back seat and they let the group decide on how to approach the summit and to return.

Breathing hard the group gathered to debrief the route somewhere before the summit. The ascent had taken us off-trail, on a bearing taken off a USGS topo map of the area and pre-figured at the trailhead using compass skills the group had worked on during the previous four days of backcountry training. We had found the landmark we wanted on the trail and had followed the bearing to the summit without a hitch, even though the dense hardwood forest had obscured any view of our goal. The first of several challenges for the day had been met by the group working together triangulating and reading the map correctly.

At the summit of Bald Hill we took time to hydrate and refuel while we were still warm from the climb. A lot of management goes in a BC day to keep the body warm and comfortable. A long time standing and eating/drinking can lead to cold hands, feet and tightening of the leg muscles, which is never good miles away from safety. We sipped hot tea and refueled with high energy/caloric snacks.

Flipping the tail of my telemark ski up to grab and remove my climbing skin, I could see the split boarder next to me pop out of her bindings and remove her skins as well, before marrying her two uphill boards into a snowboard for the following descent. Across from us, a man on alpine touring gear, having already removed his skins, stepped his boot into his binding now locked in descent mode, heel secured.

A few minutes later everyone was ready for the descent. Before embarking on some powder turns we spoke about the compatibility of all three



sliding modes in the backcountry. With the advent and improvement of new technology: Splitboards for Snowboarding; Lightweight AT setups (Dynafit systems) for Alpine; and energy-saving hinged tour mode bindings for Telemark, the three modes have come closer to compatibility in the backcountry. But, there are still a few differences and advantages to each. Though we agreed that all modes can handle all possible BC situations or conditions tactically, we came up with some distinct advantages and disadvantages for each mode, and came to consensus on the terrain and conditions that were most compatible when all three were traveling together:

| MODE | ADVANTAGE | DISADVANTAGE |
|-----------------------|--|---|
| Snowboard/Splitboards | Variable and deep snow conditions Wet Snow, Steeps, Long descents in the fall line | Rolling terrain Side-stepping Traversing *Avalanche Terrain Short multiple ascent/descent (yo-yoing) Descent exploration |
| AT Gear | Steeps, tight trees Hard/Frozen *Avalanche terrain Long and multiple short ascent/descent | Ascent side-stepping Descent exploration Unconsolidated wet snow Rolling terrain |
| Telemark | Descent exploration Rolling terrain Traversing Long and multiple short ascent/descent QuickTransitions | *Avalanche terrain Variable snow (crusts and mank) Steep and tight in hard/frozen cond. |

*While we all slide in avalanche terrain well (terrain pitch between 25-38 degrees), those modes that feature non-releasable bindings are at a distinct disadvantage in avalanche terrain from a safety viewpoint.

After lining out these thoughts, we looked back at the backcountry experiences we'd had together on previous days. In the Cotton Brook area of the Bolton backcountry, we'd yo-yo'ed short 500 ft pitches in great powder conditions, only to find that the longer transition time from ascent to descent modes made it more difficult for split boarders to keep up to the skiers as we switched back and forth between climbing and riding at least a half dozen times. On the steep ascent, sections that needed to be sidestepped, were problematic for the AT folks, while the telemarkers could quickly switch into ski mode and sidestep with ease. After our fourth descent, some of the tighter areas had been scraped off to a rain crust, leaving the telemarkers

feeling less secure, while the boarders and AT folks rode through more confidently. Everyone had a great time, but we were a little out of sync.

Now on Bald Hill, we'd chosen a different kind of day, marked by a longer ascent with a more consistent pitch (no rolling terrain or sidestepping!), with a number of great descent options on different aspects offering a chance to choose between different conditions. We were looking at only two, or at most, three transitions, which kept the group on track and feeling in sync. After assessing snow and avalanche conditions (yes, even in the East!) we chose lines that were in the fall line (no traversing) with telemarkers spreading further out to ski untracked lines. Sliding in pairs through open hardwoods, we were one group working the lines together. Sure the Snowboarders jibbed the occasional down tree, AT folks skied the zipper line, and the Telemarkers explored laterally to find the deepest most consistent snow. Yet we functioned as a group with common purpose and compatibility. We had found the right tour and terrain to keep us all functioning together.

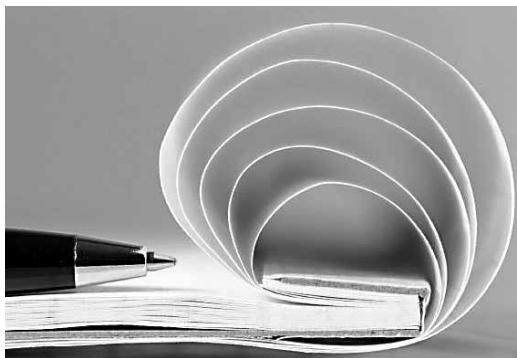
When leading an educating new BC students the leader must take into consideration the time it takes to put skins on and off equipment; the endurance in ascending steep mountains, descending variable wooded terrain with hazards and how to pair up like equipment or speeds with varied equipment on.



The Backcountry Accreditation is by far the most complex, challenging and team building event we have on our event schedule. Problem-solving skills are employed on almost everything that is done throughout the day's tasks. Take the time to take our indoor course in the fall with the Master Teacher weekend in November and then join us out on the hill with out lifts and patrol around to service your needs. Learn to become self aware, work with a

group and together make right decisions to enjoy your day in the wilderness. ■

Bruce Hennessey is owner and operator of Maple Wind Farm with his wife Beth and their two kids David and Bryne. Bruce has summited peaks over 15,000 ft and has guided in Wyoming and South America and has the requisite education in the backcountry guiding. He is a member of the Telemark Ed Staff for PSIA-E.



Upcoming *SnowPro* Copy Deadlines

If you are submitting articles, information or ads for the *SnowPro* please note the following deadlines for upcoming issues:

Summer: July 8, 2013

Writing Guidelines

General member submissions to the *SnowPro* should not exceed 1,000 words and should be sent to mmendrick@psia-e.org as a MS Word document attachment. Please see additional guidelines on page 2 of this issue under General Information. Thank you! ■

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Stay In Touch With Your Ski Muscles: A Guide To A Summer Fitness Program

by Gary Rivers

Alpine Level III, CS2

Trainer, Jiminy Peak

As the snow starts to disappear and our thoughts turn to other activities, try and remember the hours spent training and the focus of that training. Without the benefit of summer skiing, the question remains, how do we maintain ski specific muscle memory and ski fitness so when next ski season begins, we won't be too far off the mark. Anyone who participates in athletics and wants to enhance themselves both health and performance wise needs a training program that prepares them for the rigors of the sport and its movements. It's rare to find a sport or athletic activity that does not involve posture, balance, stability and mobility. Use the following as a guide to help you develop a summer fitness program, incorporate these ski specific muscle groups, while keeping in mind the skill focus for each group.

A quick analysis tells us that there are five muscle groups involved in skiing. Upon further review, those five muscle groups relate to specific skiing skills.

First the Core. We think of the core as the abdominal group, a group of muscles that helps maintain balance. These muscles work as a unit to stabilize your pelvis and spine, while maintaining an upright posture as you move down the slope. Also included are the erector muscles of the lower back. Think of your grandma's old corset wrapped tightly around your midsection helping to hold everything tight. The erector muscles of the lower back must be able to endure many hours of ski related activity.

Skiers with weak lower backs tend to bend at the waist when fatigued. A strong core aides in balance and allows us to maintain a strong stable torso as we redirect the skis at turn initiation and guide them throughout the turn.

Developing a strong stable torso is only half of the equation. Your gluteal complex (butt muscles) is the most powerful muscle group in the hip area, as well as one of the most essential muscle groups used in skiing. These muscles act as stabilizers

The summer season is a period of recovery -- a time for rebuilding and strengthening our ski specific muscles.

and assist in flexion and extension. Your gluteal muscles also assist in external leg rotation, which helps perform the rotary movements that steer your skis. Combine a strong core with a sound gluteal region and it helps maintain strong upper and lower separation when making shorter radius turns and in bump skiing.

Pressure control or bending and straightening of the legs (flexion and extension) controls pressure

and helps your skis flow evenly and smoothly over terrain. Your hamstrings, located in the backs of your legs, take on the important task of bending your knees. When your hamstrings perform properly, they protect your anterior cruciate ligament, your quadriceps straighten your legs, stabilize your knee joint and prevent excess knee rotation.

The muscles of the lower leg assists in dorsi flexion and plantar flexion which allows the flexing of the ankle joint. All flexing activity should originate from the ankles and is supported by the knees, hips and lower back. The foot and ankle hold particular importance because they control eversion, which turns the sole of your foot outward. You perform eversion every time you put your skis on their edges.

The summer season is a period of recovery -- a time for rebuilding and strengthening our ski specific muscles. It's also a time for restoring our overall health and fitness and reconnecting with that kinesthetic awareness that we associate with various skiing movements.

We can accomplish this by designing an activity program that is functional (ski specific movements) by focusing on these muscle groups. A reminder when designing your program is that a majority of athletic activities or games are played upright, on the feet, flexing and extending, and rotating in various directions. Training these functions will only help to improve performance and provide us with a strong foundation for the next season. ■

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.

Backwards on Purpose

by Bonnie Kolber

Have you ever heard the expression “Can’t see the forest for the trees”? Sometimes as instructors we can get so caught up with our step-by-step progressions that our students can get bored or frustrated and are left wondering, “What’s the point?”

By following a non-linear approach we can offer the Big Picture to our students and engage ALL learning types by back-dooring information as needed.

When you are planning a lesson, or thinking about a movement you would like to teach, keep the final goal or purpose in mind. What understanding do you want your students to walk away with? What should they be able to do, and how can they transfer that information to other terrain or take it to the next step once you, their instructor, are gone?

Think of a simple “go-to” progression that you like to teach. Lay it out in your mind from point A to point E. Ready?

Now, consider offering your students one of the latter steps (say, step D) in the progression as a starting point. (Remember to keep safety in mind; a good rule of thumb is “new task, old terrain -- old task, new terrain.”) Your students who are Doers and Feelers will probably jump in and give your task a try. If they are struggling you can take them to a previous step, or offer them feedback right where they are. Make sure to give kinesthetic cues for the Feelers. Your Watchers will have the chance to see your demo, as well as different versions of what other students are doing before they try it. This gives you the opportunity to assist them with Movement

Analysis and give them the tools to watch and learn from others. The Thinkers in your group may be wondering what exactly they are supposed to be doing, and these are the students that will benefit most from a linear progression, which of course you have in your back pocket (steps A, B, and C).

Not only does this style of intentionally working backwards help to engage diverse learning styles, it also allows you to work with each student’s different abilities. For those who get it right away you can move them on to the next piece (step E or even F), while others will be working up to your starting point or working at mastering it. Meanwhile, all students are engaged with appropriate activities that lead to a common objective, which they can all see, because you are using the different points of your progression as your feedback instead of giving everyone the same cookie cutter progression from step A to B to C.

By presenting lessons “Backwards on Purpose,” you are helping your students to develop the tools they need to go out and learn on their own, as well as helping them achieve a broader grasp of why we do what we do on the mountain. Remember to identify what you want them to learn, understand, and be able to do BEFORE you start the lesson in order to craft learning experiences that will benefit each and every one of your students

Bonnie Kolber is a member of the ACE Team and the AASI Dev. Team. She is also a member of the current AASI Eastern Team. ■

Learning Styles Don’t Exist. Really?

by Paul Mawhinney

Roundtop Mountain Resort

PSIA-E Divisional Clinic Leader

Alpine Level III

University of Virginia cognitive psychologist and neurological scientist, Dr. Daniel T. Willingham, published controversial new research claiming learning styles do not exist (watch this youtube clip to learn more: <http://www.youtube.com/watch?v=slv9rz2NTUK>). His research stands in stark contrast to previous learning styles theories and studies published by world-renowned researchers and educators, including those of David Kolb, Neil Fleming and Bernice McCarthy.

For years, snow sports instructors have been operating under this theory of learning styles. Acclaimed ski teaching authors like Horst Abraham and Joan Heaton have applied this theory to provide practical examples of how we can accommodate learning styles when teaching our students to ski. Considering sensory preferences (Visual, Auditory and Kinesthetic) has been a long time notion of the American Teaching System™.

The possible flaw in the “learning styles” theory is that the student is more likely to learn a concept or will make positive changes to their skiing faster if we leverage their preferred learning style or modality. Willingham’s effort to debunk the widely accepted learning styles theory is still disputed, but he presents a compelling argument that calls into question the emphasis we put on learning styles as it relates to how we teach skiing. What I extracted from Willingham’s research is simply using good descriptions, analogies, progressions or activities relative to the concept or movement in skiing we are teaching could be more effective than getting caught up in catering to our students’ learning styles.

For example, perhaps you have a student that needs to work on controlling speed through turn shape. And you have arrived at the conclusion that this student is an analytical learner and having an auditory preferred sensory mode or learning style. Then the best way to teach the concept of speed control through turn shape for this student would be to paint a verbal picture using rich vocabulary and explaining the physics of skiing in great detail, correct? Maybe not. Drawing different turn shapes in the snow with brief explanations of how each relates

... this style of intentionally working backwards helps to engage diverse learning styles, it also allows you to work with each student’s different abilities.

How to Go for IT: Completing all the Level II Requirements in One Season

By Lindsay Hastings
PSIA Level II

Below is a 6 step guide in how I tackled this daunting obstacle and maintained some sense of sanity.

Step 1 - Find Support: Before the snow even fell this season, the Seven Springs Snowsports School had three fall fitness clinics which became a great way to reconnect with all the great people on staff after a very long summer/fall and to get excited for the upcoming season. Prior to these fitness sessions, I knew what I wanted out of the season. At that point it seemed like an almost impossible goal with likely failure, but I knew I was going to be committed and put in whatever time it took. After all, this was to be only my fourth season on staff and with only learning to ski back in 2007, I had much work ahead of me. This is when I found a fellow instructor, Amy, who decided to adopt the same crazy goal as me: to complete the CS1, Level II Part I and Level II Part 2 exams all this season. As the season began, we started to share our mission with the other trainers on staff and began to seek them out whenever time permitted. We didn't fully comprehend the madness that would ensue the following months and the trainers didn't realize how committed we would be.

Step 2 - Put the Plans in Motion: Being PT instructors, having regular FT jobs and living a little over an hour from the slopes made this challenging. We attended all the Thursday night clinics an examiner on staff held and I skied most Friday, Saturday and Sunday nights since that was my only time free from work duties or teaching lessons. There were long nights such as a training session in the moguls (which were my nemesis). I was being thrown around, not finding a line, and one of the trainers in good humor said, "Lindsay, what the heck is this" as he did my impersonation of breaking at the waist as I went up each mogul. I was on that darn slope for

to controlling speed is probably a more effective way of getting this idea across because visual representations are a simple and powerful way to explain a visual based concept like turn shape.

Even a kinesthetic learning activity, such as having the student follow in your tracks, could immediately help the student to realize how turn shape and size can improve their ability to control speed. We can then reinforce this visual concept by looking at the tracks made in the snow. This approach can get the point across with less talk and more skiing. Checking for understanding and clarification can happen on the next chair lift.

Or what if you need to help a visual learner understand how relaxing or flexing particular muscle groups leads to more efficient skiing? A visual representation could be difficult to construct on the hill and the student can't observe this in your demo. Perhaps describing what this should feel like and some stationary kinesthetic activities or cues are more practical approaches of introducing this kinesthetic concept to a visual learner.

So if aligning instructional strategies to the concept we are teaching is possibly more effective than selecting instructional strategies based on the student's learning style, does this mean we don't have to provide highly customized student centered learning experiences for our guests? Absolutely not. Uncovering our students' personal goals and individualized approaches to help them meet those goals is at the heart of what we do despite any debate over the existence of learning styles. Yes, you still have to ride the chair with those inquisitive students to answer all their questions and prevent them from annoying your active students that just want to go! And always remember to draw upon your students' non-skiing experiences, backgrounds and "multiple intelligences." What it does mean is we shouldn't put our students into a "learning style box." Just because



your student enjoys reading books about quantum physics, it doesn't mean they need or even want a highly technical explanation of skiing. Perhaps they'll learn best by just watching and imitating your movement patterns.

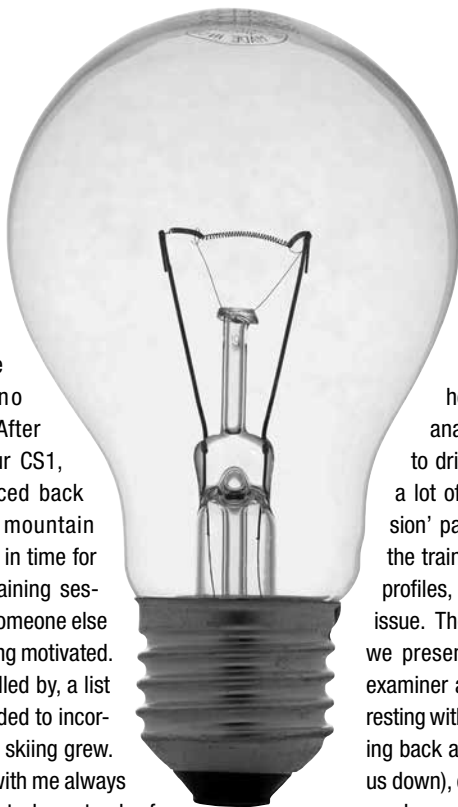
Regardless of whether learning styles exist or not, good ski coaches have different examples, activities and ways of helping students understand and learn how to move on their skis and make better tactical decisions to have more fun on the slopes. Sometimes you'll be surprised by which one will finally click with your student. ■

The possible flaw in the "learning styles" theory is that the student is more likely to learn a concept or will make positive changes to their skiing faster if we leverage their preferred learning style or modality.

continued next page

an additional 3 hours after that session before I had my light bulb moment. It seemed like there was no down time. After completing our CS1, Amy and I raced back to our home mountain to make it just in time for yet another training session. Having someone else helped in staying motivated. As the days rolled by, a list of things I needed to incorporate into my skiing grew. I kept this list with me always referring back to keep track of my skiing focuses. I knew I was doing everything I could and Amy was doing the same, but would it be enough? There were days of self-doubt, but I kept on trudging on knowing that if I didn't make it, at least I would know that I did everything that I could.

Step 3 – Take the Skiing Exam: The examiners will say that it is difficult for them not to coach you. From our standpoint it was difficult not being coached! It is hard to tell how well you're skiing with respect to the standard. The whole time my mind was on overload thinking, "Am I remembering to do this?", or "Am I remembering to do that" and "That turn didn't feel good, did it look okay?" Other fellow Seven Springs instructors skiing that day had told us we were skiing strong, but that still didn't make me feel more confident, I just didn't know how I was skiing. After 1.5 days, the exam was over. For me, this was the most nerve racking moment. I thought of all the time I put in, all the time the trainers invested in me, not wanting to disappoint, but knowing the process made me better. The displaying of the victors' numbers were shown. Both Amy and I passed.



Step 4 – Stop Celebrating, It's Not Over: After one evening of celebrating, it was time to hit the books. I began having flashbacks of my grad school days. I started to string days together that ended up being something like: wake up, study, go to my "real" job, return home, study, go to sleep, repeat. Amy's analogy to our studying was like "trying to drink out of a fire hydrant". There wasn't a lot of time. There were late night 'progression' parties with just me. While at the resort, the trainers reviewed different common student profiles, causes and progressions to address the issue. The trainers purposely challenged us while we presented by doing such things as: playing examiner and striking intimidating poses (such as resting with the poles under the armpits while swaying back and forth in a gorilla stance while staring us down), or purposely facing the wrong way while we demoed to test our class management skills, or grilling us with questions after our presentations. They prepared us well.

Step 5 – Take the Teaching Exam: I couldn't believe we were going through this again and the stress associated with the process. Luckily, I felt pretty solid with my teaching scenarios and movement analysis, but there is never a guarantee. The CS1 module had given me ideas for the children's module. When the victors' numbers were once again displayed, Amy and I were filled with astonishment and joy. After all this work, time, madness we had both passed.

Step 6 – Okay, Now Celebrate: Neither Amy nor I could have made it through this process without all the support, time and dedication from our trainers. That exact details of celebrating an event of this magnitude will be left to the imagination of the readers. The important part is to thank the trainers, celebrate with them and drink up! Good luck to anyone up for this challenge! ■

A Perspective on Training

by Marc Schanfarber

In early February 2013, the ART 101 Workshop event was held at Seven Springs, PA. As a recipient of a membership scholarship, I was able to attend this event. For this I am extremely grateful and want to thank PSIA-E, the scholarship committee and all the members that have contributed to the fund to allow this to happen.

This two-day event serves as a vehicle to help train trainers. The ART 101 course is open to all certified instructors, who are working as trainers, so the material covered topics and exercises for all levels. Helping to prepare instructors at our home resorts for the certification exam process is something that often gets a lot of attention but sometimes those being trained tend to believe that the process is more of a competition against others present that day than an evaluation of skiing and teaching against established standards. This season offered me the chance to help train others as well as prepare myself for a certification exam, albeit in different disciplines, alpine and telemark, and I wanted to share some perspective on the process.

When any of us look at this process as preparing ourselves to show what we know, but also look at it where we have to compete against the other candidates in our exam groups, something is lost. Trying to get ourselves ready by trying to make sure we are better than anyone else at our own area or better than those we will join at the exam can create unnecessary pressure on all of those involved. When an instructor decides to try out for a position on the Educational Staff or a divisional Demo Team, then yes, it is more of a competition than it is about performing to a certain level, but for certification, this isn't the case. Many times I have heard the expression "what THEY are looking for". "THEY" isn't some amorphous body of people that mysteriously control all things on the earth, like the fellows in bowler hats in the movie *The Adjustment Bureau*. "They" in this case, are a group of coaches, educators, instructors, and skiers that administer exams in accordance with established standards. What they are looking for is the ability of the candidates to demonstrate a level of competency in skiing and in teaching. The Educational Staff that are in the role of evaluators, the people that are our graders, our examiners, our judges, want everyone to succeed. Being involved in an event where candidates are prepared, are enthusiastic, are excited, and where they perform together creates an extremely positive atmosphere

for all. Pins are included in the “box” put together for each exam and the number of these pins is the same as the number of people signed up for the event. “There is a pin in the box for everyone” is something I have heard quite often, and it’s true. There is no contest like musical chairs where there are fewer awards than there are people to win them.

One of the key points of the two days was that candidates and trainers need to take the time to review information that is the basis of the process. People show up and are sometimes surprised at what they are asked to do, that a certain task is something they’ve never tried. Reading the exam guides gives a simple and straightforward explanation of what to expect. Skiing activities/tasks are listed – practice them.

Learn how to make the movements that allow successful execution of these tasks. Becoming fabulously good at pivot slips isn’t the goal, but being able to keep an balanced

and effective stance, releasing the skis together, turning the legs together, flexing and extending the joints and moving in a direction that facilitates all of these, is the goal. Putting together the skills needed to accomplish the different tasks is the goal. Blending these all in differing amounts depending on what the outcome should be is the goal. Better yet, having the understanding of how much of each skill is appropriate and why it’s appropriate is the goal.

Those of us participating in the ART event were urged to take this perspective back with us to ensure that candidates at our home areas understand the need to prepare. By taking the time to attempt a myriad of skiing tasks, a candidate can develop the ability to change what they are doing on the snow for a variety of situations. The word versatility is often used to describe this change, this variety. Two definitions that I found for versatility are:

Capable of doing many things competently
Variable or inconstant; changeable

These two phrases make a lot of sense with regard to skiing. We have many skills that we employ and doing them competently allows us to manage the combination of gravity, a frozen surface, equipment, and our bodies interacting together. The ability to move our bones and muscles well to deal with the conditions present is what we are

after. Changeable, variable, or inconstant accurately describes what we encounter on any given trail or slope throughout any day on snow. Changes in pitch, snow surface, sunlight exposure, the terrain itself, and more, are the variables we experience on each run, on each day. Our students experience the same things as we do. The ability to communicate the concepts, movements, and sensations from our brains to their brains to deal with these variations is a goal we have as instructors.

Those two abilities are what make someone a good skier and a good teacher. By being both of those things, we are then at a point to be able to show an evaluator that we understand the concepts, that we can communicate them well, and that we

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can perform the requested tasks. When we do that, we are in a position to succeed.

The personal aspect of this event was that I was helping to train candidates for their Alpine Level 2 teaching exam and was preparing myself for the Telemark Level 3 exam. By going through the information presented at the ART event and applying it to both the training of others and myself, I was able to focus more on understanding what good movements are, how they feel, and how to apply them to skiing and teaching situations. The format for each exam is different but the overall principles of good skiing apply no matter what. Utilizing this focus, the training of others became more an exercise in getting others to gain the understanding, mentally and physically, and then help them to find ways to communicate this to others. It wasn’t about memorizing progressions or teaching scenarios, it wasn’t about practicing specific situations again and again so that they would be ready to regurgitate a pre-planned lesson, but about being able to adjust and adapt to the situation given based on sound underlying skills. The recipe of skills for each situation is different, as different as each snowflake is from another, but the basic building block or ingredients are the same.

When I arrived at Sugarbush, VT in mid-March, I was apprehensive. With a twenty-plus year back-

ground in teaching alpine skiing, my expansion into the telemark world was fairly new. As a part-time instructor, the amount of on-snow time was nowhere near what I wished it could be. But, armed with the experiences of my own skiing and teaching, and having gone through the training of others and the ART event, my frame of mind was more about being ready to adapt to the situations presented. The insight provided by past training helped me be prepared for the event. My challenge was to use what I knew about skiing and teaching and apply it to telemark discipline. I wasn’t worried about how I stacked up against the others in the exam group. Some areas I felt to be a strength, some areas I felt needed improvement, but that didn’t mean

that my understanding and performance wasn’t at a level to meet the standard established. Working together to help each other make positive changes and to share the experience, hoping

that all of us were able to demonstrate the needed level of skiing and teaching to be deemed deserving of attaining the next level of certification, was my goal. It wasn’t about being the best in the group or making sure that I stood out enough to be noticed. The idea was to be able to show that collectively we all had the performance in us, and that it could be brought out of us all.

The results of the candidates I helped to train as well as my own are not the important part of this article. Having the right approach to training and becoming a better skier and teacher as a result is the important part. Once again, I would like to truly thank the organization and any and all contributors that make the scholarship program possible and for granting a portion of that to me to help further my development. Good luck to all in the same endeavors.

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