

SNOWSPORT INSTRUCTOR

Fall 2003

Nordic Demo
Team Tryouts
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Inspiring lifelong passion for the mountain experience



ISSUE 2



PNSIA-EF

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PSIA-NW Mission Statement

Provide high quality educational resources and well defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customer in the enjoyment of downhill and Nordic snow sports.

NORTHWEST *SnowSport Instructor*

**Professional Ski Instructors of
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PNSIA Education Foundation**

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Guide for Contributors

The Northwest SnowSport Instructor is published five times a year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions. Submit typed, single-spaced paper and, if available, on IBM compatible disks saved as a text file. Pictures must be prints or color copies.

All published material becomes the property of PSIA-NW. Articles are accepted for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

Submission Deadlines

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Classified Ads: Classifieds are line type ads and will be run in a single section with different headers, i.e. Employment, Equipment for Sale, Get Connected, etc. Classified ads may vary in size and rates will be reflective of the number of words in the ad.

Rates:

20 Words or less \$10
 20-40 Words \$20
 40+ Words \$1 per word

Display Ads: Displays will be available in a variety of sizes and will be boxed or otherwise set off from the surrounding text. There will be a layout fee for display ads that are not submitted in final form.

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Size	Rate	Layout fee
2x3	\$50	\$10
4x3	\$100	\$20
7x5	\$150	\$40
7x9	\$200	\$50

A 10% discount is available for anyone running the same ad in consecutive multiple issues.

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Cover: Harjo Hucks! GS skis in the half pipe!

photo: Zero Gravity Photography: Schweitzer

Thank you to Wayne Nagai and Lane McLaughlin for all the summer camp photos!

A Change in the Air

As you open your Fall issue of the Northwest Snowsport Instructor, our traditional fall Northwest weather hardly seems to us remind us of how close we are to another winter season. Yet there are reminders everywhere. From Ski and Snowboard sales to letters from your Snowsport Schools outlining early season training schedules, there is a “change in the air”

Our thoughts turn to conditioning the mind and body. Equipment needs start to redefine “discretionary spending”. We start to think about our goals for the season.

If there’s been a theme for the Fall issue, it’s been “Education” and this issue is no exception. Inside you’ll find updates on Fall Seminars in October. We’ve also included descriptions of other major events scheduled during the season and more about the Spring Symposium in Sun Valley, Idaho next April.

For your mind and body there are articles on teaching and conditioning. We hope these and stories of our member’s experiences and accomplishments will inspire you.

The President’s report outlines some of the hard work that has taken place over the summer to improve the quality of educational opportunities for you, our members.

We’ve also been working on our website. When you log on to www.psia-nw.org you’ll see more information and descriptions for upcoming educational events listed first. Whole newsletter issues are now posted in PDF format in addition to the individual articles. Book and Video reviews are now displayed alongside our Book Store for easier reference. And we continue to improve the Member merchandise program with the addition of our most popular training manuals.

I mentioned member benefits in the Summer issue. I suggested you would find lots of examples when you read your newsletters and log onto our website. While there may be a “change in the air”, there’s no change in finding those many examples! We look forward to seeing you at Fall Seminar. ❄️ **John Eisenhower, Communications VP**



03-summer race camp

Flow Like a River

by Karin Harjo

Developing Counter vs. Countering Movements

When you've watched a great skier, have you ever wondered how they are able to keep constant rhythm and flow throughout the turn, unaffected by snow or terrain? I find that it is like watching water flowing down a river. Have you ever searched for that feeling of uninterrupted movement in your own skiing? I know I have! Along with a blend of edging, rotary, pressure control, and balancing movements there is another factor that plays a roll in flowing down the hill -anticipation through counter.

Now in the days of shaped skis and the promoting of staying relatively square to your skis, this concept might sound outdated. It is true that back in the days of straight skis a movement was made which brought the upper and lower body into a twisted relationship to help a skier anticipate the next turn. Countering and counter rotational movements were made to kick off the new turn. Although huge advances have been made in equipment that have changed how we start a new turn, it hasn't changed the fact that counter is still needed to help with directional movement of the body. The only real difference is this: instead of creating a countered position, think about allowing counter

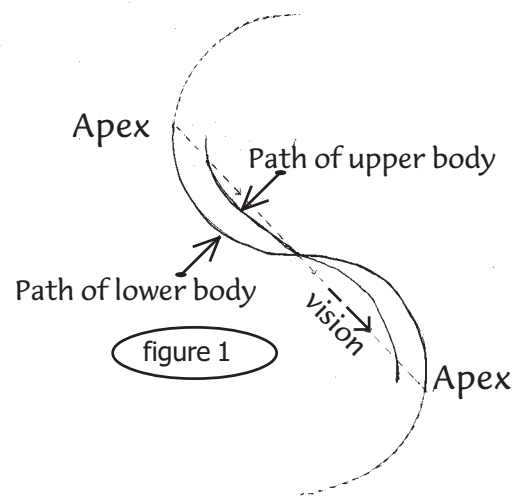
to develop. Allowing counter to develop vs. forcing it is the key to continuous movement down the hill.

Many of us find ourselves in one of two categories, those that create too much counter and those that don't have enough. The least amount of counter and strongest angles of the body should occur in the fall line where the skis and body face the same direction. The most amount of counter is developed going into the transition and starts to decrease, when the lower body releases, realigns with the upper body and is directed into the new turn. Too much or not enough counter blocks the body from moving in the desired direction of travel, making it difficult to anticipate the next turn. Anticipation of the next turn is replaced instead, by a recovery move that is a result of the position the skier ends up in through the finishing phase of the turn.

When working with upper level skiers, it is very easy to make the mistake of coaching to the symptoms that not enough or too much counter may create throughout the finishing phase of the turn. Doing so may help some inconsistencies for the time being but will not create the permanent change the skier needs. Many times teaching counter poses a huge challenge because it is something that is very hard to set parameters on. Given that counter is something that evolves throughout the turn you can't just move to

a position and get it. Similar to everything in skiing, counter is movement in motion.

So what are some ways to address deficiencies in counter with a student? Since a countered stance is a form of anticipation and anticipation being a mental state of preparation as well as physical, I like to begin with how a student may perceive a turn.



To start, I prefer to look at a complete turn as from fall line to fall line, or apex to apex rather than from transition to transition. (see figure 1) I have found that focusing on the transition as the beginning and end all of a turn interrupts rhythm and flow through that phase of the turn. In this case, it will make it easier to understand how counter develops, as well as resist the temptation of trying to create it arbitrarily. One of the main benefits to perceiving a turn in this way is that it helps with looking ahead while skiing. When in the apex of the present turn you should be looking towards the apex of the next turn. Besides helping

you see what you are about to ski over, looking ahead helps keep movement of the body going in the desired direction of travel from one turn into the next.

Coaching where the upper and lower parts of the body are directed throughout the turn is a great way to address how counter is allowed to develop. The upper body acts as an anchor that the lower body turns against through out the turn. Both need to be directed in their separate paths. If the upper body is not directed in the right path it impedes the versatility that the lower body has to work the skis. Keep in mind that you want to ski into and out of counter. In other words, as you ski out of the fall line you are developing counter and as you ski into the new fall line you are reducing counter.

Looking at a complete turn as fall line to fall line, here is how the two paths taken by the upper and lower body help to create counter. Starting in the fall line where the least amount of counter is present, your upper body starts to face towards the apex of the future turn and continues to do so through the transition. Much like your vision, it is taking a more direct path just to the inside of your lower body and skis. Once back into the fall line, your upper body realigns with your lower body and is directed towards the next fall line. Counter is developed and reduced as a result of allowing the upper body to travel in a different path from the lower body (legs and skis). Any strong counter movement or lack there of in between fall

lines will alter the direction of desired movement disrupting the rhythm and flow.

A simple exercise that will work on this movement pattern is to ski on moderate groomed terrain with your poles held horizontal to the slope on each hip. (see figure 2) Hold the poles so that f of the pole is point-



figure 2

ing out in front of you. As you make turns, where the poles are pointing will tell you where you are heading in a turn or the amount of counter you have at any given point. What you want to accomplish is to ski so that the poles are always pointing in the direction you are heading through out the turn. I also like to imagine the poles are a corridor that I want to be directing my hips and body through. Doing this drill sets up parameters to help gauge the amount of counter needed and to anticipate the next turn to help minimize the interruption of rhythm and flow. Note: start your turn

by skiing down the fall line and turning out of it, instead of traversing across the hill.

Another great focus for developing counter is coaching to a strong inside half. When skiing, a countered stance is aided by the inside half of the body leading the outside half through the turn. (see figure 3) A strong inside half starts to develop by allowing the inside half of your body to move first, towards the direction you are going. The inside half leads the outside half throughout the turn and through the transition as the old outside half becomes the new inside half. The strength and functional tension of the inside half of the body facilitates the steering of the legs needed to flow from turn to turn. Counter and a strong inside half are in direct relationship to each other in the sense that you can't have one without the other. If the inside half fails to develop or develops too soon it will alter the amount of counter needed to successfully flow from turn to turn and vice versa. For example, an inside half that fails to develop, allows the upper and lower parts of the body to head in the same direction through the completion phase

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figure 3

President's Report

Ed Younglove, *PSIA-NW President*

The summer months are a time when, like the rest of us, the organization gets a chance to work on projects we never seem to be able to get to during the hectic winter season. This year is no exception. Board members have been working on various tasks for the upcoming fall board meeting which will be held in Kent on September 20th. Here is a quick update.

The building in which our office is located was sold following the death of the owner. After careful consideration, we had decided not to try and purchase the building. We will most likely continue to rent our current space (at a slightly increased rent) for the foreseeable future. The new owners plan a number of renovations which will hopefully improve the environment for our staff.

Surveys of area operators, schools, training directors and instructors are in the final preparation stages. When you get yours, please take the time to give us your responses. Our strategic planning will be based in large part on this information.

We are working through details regarding a proposed new Education Coordinator position and the restructuring of the education, training and certification programs administration. **The job will entail full time management of Education, Technical and Certification programs and events at the direction of the Education and Certification VPs. It will include long term planning, development of educational materials, development of new programs, fund raising**

through sponsorships and grants, management of events and promotion of activities. This promises to be one of the most exciting and potentially beneficial steps that the organization has taken in a number of years.

These activities are efforts to improve the quality of educational opportunities for our membership. You can have one of the most important roles in this regard. In my last report, I told you that less than half of the instructors in the division are members of PSIA-NW. You can encourage the other half to join and participate. (If each one of us encourages just one instructor who is not presently a member to join, we will be at almost 100 percent, right?) Increasing our membership better enables us to fund and present quality events and products at a reasonable cost. Likewise with greater participation by current

members. Instead of looking at educational events as "have tos" to keep your certification current, look at them as opportunities to improve your own skiing/riding and teaching abilities. If you compare the cost of our (6 hour) clinics to the cost of upper level classes offered to the public, they are a real bargain. And they are given by some of the best educators in the division. Your students would love to have such an opportunity! If you haven't tried one of the multi-day events (or if its been awhile since you have), you owe it to yourself to try one this year. Organize a member school clinic on a specific topic. End the season with a family ski trip to Sun Valley for Symposium. Get the most out of your membership and take advantage of the tremendous educational opportunities presented throughout the season. This year, up your fun, and your skill! ❄️

Professional Development Series

The 5-week, mid-season series that combines indoor lectures with on snow practice!

Alpine PDS starts January 13th, 2004 in Seattle, Portland and Bend.

Snbd PDS starts January 6th, 2004 in Seattle and Portland, January 12th, 2004 in Bend.

Spokane area members (alpine and snowboard) need only request a PDS and one will be established based on participants.

For more information consult the Calendar of Events which will be published very soon.

FALL SEMINAR TOPIC UPDATE

In the Summer issue of the newsletter the Children's Seminar Topic was published as a preview of the ACE program. However, we are currently putting together a slightly different topic. Although it has not yet been determined exactly what will be offered here are some of these ideas we are considering.

Children's behavior issues: ADD/ADHD
Freestyle for kids
Snowboarding for the under 7 crowd
Creative lesson planning
and a variety of others topics.

Our goal is to match knowledgeable clinicians with topics. As soon as we have final confirmation on topics they will be published on the website.

We look forward to seeing you at Fall Seminar.

TD/DCL TRAINING

Get out calendars and mark down these dates.

- ✓ October 18, 2003 Fall Seminar
Portland- Mt. Hood Comm. College
- ✓ October 19, 2003 Fall Seminar
Seattle-Shoreline Comm. College
- ✓ November 1, 2003 Fall Seminar
Spokane-Gonzaga University
- ✓ November 14-16, 2003 Timberline



03-summer race camp



03-summer race camp

Stay Current

You worked hard to get your certification, don't let it slip away. Remember that you need to maintain educational credits in order to maintain your certification status. (You also have to remember to pay your dues:)

PSIA/AASI-NW offers a number of opportunities for members to stay current.

Events for One Year Credit:

- One day of Fall Seminar or Symposium
- One day clinic
- Exam orientation clinic
- Exam checkpoint clinic
- Level I Exam
- Level II & III Exam (1 module)
- Level II & III Exam-Nordic
- Other functions as approved by the ETC Committee

Events for Two Year Credit

- Clinic Instructor Training
- GS Camp
- Two days of Seminar or Symposium
- Race Camps
- Divisional Academy
- National Academy
- PDS Series or Camp
- Level II & III Exam (2 modules)
- ACE
- Other functions as approved by the ETC Committee.

Plan now for your season!

Are you old enough to remember the

“Way Back Machine”?

Rocky and Bull Winkle?

Calvin Yamamoto
PSIA-NW Tech Team Head Coach

My skiing activities of late have me thinking of the “way” we used to ski “back” when. Not that it’s a negative thought or a revolutionary thought, but I am beginning to take a stand on really believing in the fundamentals as the stepping stones to modern skiing. (I’m a little slow)

I have had the opportunity to watch and ski with some fabulous skiers this winter, people who can go any where, ski in any snow condition or terrain, and travel at the speed of sound.

If that’s the criteria for picking the better skier, the selection ends in a tie. But if I want to pick the best skier, from my criteria, I choose the one that has the most versatility and adaptability not just to the terrain and snow conditions, but also the one skier that can change movement patterns to facilitate a variety of turn shapes and movements patterns at different speeds without disrupting the flow of the movement pool. Sounds pretty wishy-washy.

But to be selected this person has to ski the bumps sloooow, showing the ability to balance over a narrow platform or make high speed medium radius turns in the bumps while maintaining ski snow contact. I want to see pivoting as a way to turn the skis, with no air between the legs. I want to hear the clicking of the ski tips in a parallel turn. I want to see the tips pushed down the backside of the bump and both skis arc in a perfect tip to tail carve.

I want to see up unweighting and down unweighting. I want to see rebound retraction and rebound absorption in the bumps. I want to see turns on the inside ski and trenches from the outside ski in a high-speed turn. The skier selected at the top of the pool is the one that has explored all the ranges of movement patterns and is comfortable reaching into the bag for the next turn. Not too tall of an order. The point being is that I want to be surprised in finding out who the skier is when they finally stop at the bottom. I do not want to know who it is by their third turn.

Our greatest challenge as contemporary ski instructors is to slow ourselves down and show a variety of turns, skidded and carved alike. Bringing our skiing back to basic fundamentals can help create different feelings and sensations as well as a new awareness to where we are in the bigger picture of balance or the refinement of edging, rotary or pressure control movements.

So is it a matter of just doing a whole bunch of exercises? I want to suggest it is - but it requires the dialogue and understanding of what each exercise is supposed to look like, what skills are focused on and the movement patterns to be shown during each phase of the turn. The tracks need to be analyzed and critiqued based on the desired outcome. Speed needs to be regulated and controlled for consistency or used to set a parameter. The main point is to create the challenges in perfection and the dialogue to anchor your thoughts. Hopefully the dialogue brings you to the point of

doing a particular turn with a certain movement pattern not for any reason right or wrong but just to say you can do what you say. Then the mileage, time on task, and trust take us to the higher levels.

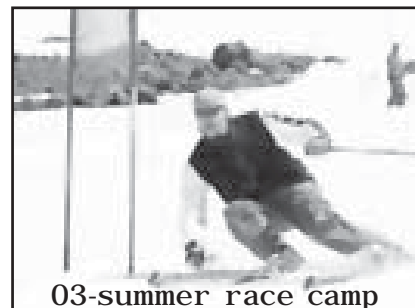
And just to throw another element of fun while revisiting the fundamentals is to change your equipment. Longer - shorter - wider - fatter - skinny - deeper side cut - straight sticks - free heel - whatever. Expose yourself to new movement patterns while practicing fundamentals exercises you have chosen and discuss the changes or similarities.

My underlying thought in what I have proposed in revisiting the fundamentals is that to fit the mold, you need to break the mold. Just don’t sit still long enough to get moldy.

a



03-summer race camp



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Did you know that butterflies taste with their feet.

Things Overheard at Boot Camp

Lane McLaughlin, PSIA-NW Tech Team

When my health club advertized a ski conditioning class last fall, it seemed like a perfect opportunity for me to jump in and get the kind of physical conditioning I've always wanted to help me with my ski training. And so it was, but like all good things, they must come to an end and sure enough I found myself at the end of the season wondering how I could continue. Lucky for me our coach had something special in mind for us if we were brave enough to enlist – Boot Camp; good old fashioned military style training, tailored of course for us civilians who are usually only at war with the traffic, deadlines, vending machines, remote controls lost in sofa cushions, etc.

You see, our ski conditioning coach was an elite US/NATO commando who understands motivation, personal training, the capacity of the human body, mind, and spirit and who has created a program that takes civilian athletes of any caliber and helps them raise their own personal bar. Good old push-ups, sit-ups, sprints, hill running, stretching, and a variety of other basic training are as high-tech as this program gets. It's not the complexity of the exercise; it's the intensity that makes this so effective. And as the mind

gets its conditioning, it becomes the tool by which the athlete allows the body to receive its conditioning.

If you were to recon some of our missions, you'd overhear from our drill sergeant some of the following marching orders that turn ordinary yuppies into elite Boot Camp machines:

"These are just your arms!"
Oh the irony! They may be "just my arms" that I'm holding up, turning small circles, lifting slowly, or holding straight with fists held tight. But why then do my shoulders burn so badly? Screaming to be dropped, to quit, and to end the tension and discomfort.

It just goes to show that even simple can be effective. High-priced machines, club memberships, and personal trainers are worthless to you if you're not mentally strong enough to even push through the burn you get holding your arms out straight for a couple of minutes.

Can you relate the lessons learned in this mission to your ski training? "These are just your wedge turns!" Simple can be effective – you can do as much for your ski training by balancing, turning, edging, and

managing pressures in slow speed wedge turns as you can in high speed GS turns if you are willing to find your limits in skill, walk on that fine line of failure, focus on what needs to be done to succeed, and then move through that point successfully.

"Pain is weakness leaving the body!"
Our civilian lifestyle certainly has blurred the lines between "pain" and "discomfort". Injuries induce pain, and that is a serious message from the body to the mind to stop. However, in the course of challenging our physical limits, we are likely to experience discomfort in our lungs and muscles and too often a defense mechanism in our mind kicks in and terminates our effort. If we can sharpen the spirit and mind need to distinguish between real and perceived pain we can put our body in a zone for improved conditioning rather than maintenance of our existing limits.

Ski training has the very same point of challenge and a corresponding fight or flight response. Would you agree that most skiers ski to a particular level of effort (reflect on Ron Kipp's talk at fall seminar last year)?

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03-summer race camp



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03-summer race camp

Keep on Learning

Ron Nichoalds
PSIA-NW Tech Team

A few years ago I finally decided to do something that I have been threatening to do since college. I headed to Hood River, OR to take a beginner windsurfing lesson. I am now embarking on my fourth full season and I have learned a ton. Unfortunately, most of what I have learned isn't much more than understanding how difficult windsurfing really is. I have also enjoyed watching someone else apply the Teaching Model on a subject I was completely unfamiliar with.

I have spent many years on skis and almost as many behind a ski boat on a variety of different tools, so I have good balance and the skills should cross over just fine, right? I can also work my way around a golf course fairly well, so I should be pretty good with my upper body too, right? Now it is time to put them together and add an invisible source of power, the wind. It is not as easy as guys like Chris Kastner, and Roger Taggart make it look. Learning this sport is definitely the most humbling sport I have participated in.

Anyway, here are some things I have learned through this process that will help me become a better ski teacher. This is truly the first I have "purchased" a lesson from anyone in a long time and believe me, when I am handing someone my money, I want something in return for it. Suddenly I understand how my winter clients feel.

Lets first explore the gear. If you think learning about ski equipment is difficult, try windsurfing. Just to

get started I had to purchase four different sails and somehow figure out the right board. I now have three varieties of wetsuits and who knows how many other miscellaneous things you "need" to have a successful experience. New skiers experience the same thing. They have no idea what to purchase or what to wear. They don't know how their boots should fit, if they have the right size skis, if their bindings are adjusted correctly, what the right clothing is, and the list goes on. This is one of the most important things we can help our new students with, because the right gear can make a much more positive experience. So don't be afraid to offer advice that can make a better experience for your client.

Secondly, now is the time to start paying your dues. At my first lesson they give you a wet suit, a life vest, and a sun bleached red (pink) helmet to wear. Everyone that is lined up there truly looks like a total geek and you have no idea of the hygiene of the person that was in

the wetsuit before you. I know we have all seen people show up for ski lessons that look pretty similar. Like me, they are probably wearing borrowed clothing from the previous decade before they decide to invest some money and make a full commitment to the sport.

What about the terrain? There are many different beaches to launch from throughout "The Gorge," much like looking at all the chairlifts at the bottom of the mountain. I had no idea where to start. Fortunately I had some friends that steered me to "Beginner Beach" to sign up for a lesson. Other than the humiliating experience from the borrowed clothing I mentioned earlier, it was good place to learn. The area was safe, roped off, with very calm water and light wind. The most dangerous part of it was avoiding other beginners, which is why we had to wear those pink helmets. Doesn't this sound like a beginner ski hill at your mountain?



After two days at “Beginner Beach”, I headed to “The Hook”, the other beginner area in The Gorge, to rent some gear and spend a day practicing what I have learned. Again, facing the question of what kind of gear do I need to rent, so I sought some advice. If you have never been to The Hook, it is an experience. There are several different vans full of gear all offering lessons, and rentals. Very similar to the concession ski school building at Steven’s Pass. This is where the Guest Service Model comes in. I went to the same place that I took my beginner lesson first, but they were all booked up and out of gear. Fortunately, they recommended another place that set me up with a rig and turned me loose. Finally, I was off to another day of dodging other beginners on the “bunny hill”.

The next step in the learning process is the water start. In the Gorge, you can sail nowhere unless you have your water start dialed. Briefly, the water start consists of using your sail to lift you out of the water, onto the board to get you up going. It can be a complicated process when you don’t know what you are doing. Hence, time to sign up for another lesson. I took my water start lesson from Heidi who is a teacher at Big Winds. She was a school-teacher in the fall, winter and spring, and a windsurf instructor in the summer. She gave us an excellent lesson applying the Teaching Model to perfection. She learned about us, established goals, explained our direction, we went out and did it, she checked for understanding, and gave us plenty of guided practice time. Then she sum-

marized the lesson and informed us where we should go next. I learned something that day and signed up for another lesson. Go figure.

We read about these models in the PSIA manuals and think we apply them pretty well. It is not until we are on the receiving end that we really pay attention to their application. Notice above I said she “applied” the Teaching Model to perfection. This is not a linear procedure to follow and should never be applied in such a structural manner. We need to use it as a guideline and be ready to apply it as required to meet the individual needs of our student.

Finally, it was time to leave the beginner area and head out on the river, where the real terror starts. I was given a good rule to live by: “never go out farther than you can swim back.” Fortunately I am a descent swimmer and could swim a long way if I had to. The dilemma you then face how far you want to swim dragging your gear, or whether you want to leave \$1700.00 worth of gear behind you. There are not any places in The Gorge with life-guards on jet skis for rescue like they have at Kanaha on Maui. Fortunately, people look out for each other and pay attention if someone is struggling.

Enough about my experiences, let’s apply this to the learning eyes of our students. If there is one thing I learned for sure, it is very easy to spot the instructor who is truly there to teach from the one who is there for the free stuff. I received lessons from both and really learned a great

deal more from the ones that were focused on the student. I also tipped the ones that were aware my specific needs (\$\$\$). Ironically, I also signed up for another lesson.

In summary, to improve yourself as a teacher, go learn something new. Find something where you have no experience and make yourself pay for a lesson or two. I guarantee you will be very aware of how you are handled as a customer. In addition, I am confident you will be more conscientious of how you interact with your clients this winter.



03-summer race camp



03-summer race camp



03-summer race camp

A Nord in Switzerland

by Steven Hindman

A report on Interski 2003

The cross-country workshops at Interski in Switzerland were located on a secret Crans-Montana bus line, far from the tele workshop meeting site. Canada, Italy, Finland, Germany, the U.S. and Switzerland presented. Notably absent from the remote yet strangely urbane Interski Nordic Center were Norway and Sweden, as well as France, Spain, and all of Eastern Europe, Asia, and those folks from down under.

Swiss Track

Technical discrepancies were few from workshop to workshop, but presentation and teaching styles, as well as topics, varied greatly. The Swiss presented first, last, and in between. They set the tone on the tracks much as they did on the slopes with their integrated approach that emphasizes learning instead of teaching. Much has already been reported on the Swiss Way in *The Professional Skier*, and their approach has greatly influenced many of our current educational materials.

The Swiss system is slightly different from ours. What we would call skills are linked more directly to movements of the body and less to the tool, and more individual elements of skiing are defined. They share the same core beliefs, however, by recognizing the importance of learning through experience and the organic and practical nature of technique.

On snow, the Swiss walked their talk, leading the group to explore the snow, their equipment, the terrain, and the range of possible body movements. Then they allowed us to experiment with different combinations and to experience the results. Movements, activities, games and terrain were employed to help guide us to discover effective ways to combine these separate realities. Later in the week they set up an extensive nordic terrain park. Split into international teams, the pre-race strategies of each team, concocted in broken English and punctuated with hand gestures, lead to a wild, chaotic, and delightful relay race at the end of the session.

Between workshops, we retired to a farmhouse with an attached barn that overlooked the small park that

was groomed perfectly just for us. The farmhouse was in fact an elegant restaurant. Downstairs, you could watch through plate glass as the donkey and goat idled in their manger while you dined on fine cuisine. We filed into the more pedestrian upper floor where the proprietor served us coffee and pastries. Upon entering each day, he greeted us in casual attire, but he collected the final bills in coat and tails, ready for the lunch crowd.

Italian Track

During the first day's coffee break, the Italians distributed their manual, an oversize book of 262 pages, including French, German, and English translations. This is a manual rich in technical detail and illustrations for every phase of a student's development.

The Italian approach classifies the student as Bronze (novice skier), Silver (independent skier), Gold (complete skier), or Blue (fully developed skier). Specific goals, activities, and outcomes are then detailed for each type of student. Although the book's translated pages touch only lightly on teaching, the much larger section in Italian appears to include suggested exercises and ac-



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tivities after each technical description. The Italian section concludes with 17 pages describing on-snow games, complete with detailed illustrations, and 25 pages that cover biomechanics.

The English section of the manual describes each “movement” (what we would call a reference maneuver) at each level in classic, skate, and downhill for track. Each movement is first described globally, then in detail. Included are instructions to help create a proper learning environment for beginners as well as suggestions for adapting the movement (reference maneuver) to suit the terrain and the individual’s ability and experience. Skills such as balance and edging are mentioned only as elements of specific techniques.

On the snow, an Italian fresh off the Nordic World Cup led the workshop. He was a pleasure to watch and ski with, but he wasn’t a ski teacher. After watching him and the other team members ski, and then reviewing the pictures and excellent stick figure illustrations in the manual, it seems as if what the Italians consider to be effective technique is similar to our own ideals. However, technical discussions with Italian team members did not initially confirm this, possibly due to language barriers. By eliciting help from a group of French Canadian

participants, we did manage to communicate with the Italians via the French language.

Things became clearer when we began to understand that their answer to a technical question always depends on the level of student we wished to discuss. Do you ski on one ski while classic? Not if you are a Bronze skier, but yes, most of the time if you are a Silver skier, and always if you are a Gold skier. Do you rotate to face the glide ski while skating? Yes, if you are a Bronze skater, but not until you are a Gold skater do you focus on facing the direction of travel.

The overwhelming quantity of technical analysis contained in their manual comes from this focus on the needs and desires of students at each level. However, this maneuver-based approach seems to perpetuate the natural tendency of inexperienced instructors to teach by describing outcomes as opposed to communicating core concepts and creating learning experiences.

Italian Telemark

Although I did not attend an Italian Telemark workshop, a telemark manual was included in the materials they distributed. Included with the manual were two videos and a CD of the techno music that accompanied their alpine demos, composed and performed by one of their own demo team members.

This manual was as extensive as the cross-country manual, but very different in tone.

The Italians, and many other countries, date the rebirth of telemark skiing on the ‘right’ side of the Atlantic to the U.S. Nordic Demo Team presentation at Siesto, Italy in 1987. Several pages of the Italian manual are devoted to a discussion of how the decentralized and unregulated character of both U.S. ski instruction and U.S. geography was responsible for the rebirth of this alternative to established skiing conventions.

“Skiing on the knees”, as the Italians call it, is seen as a means of self-expression, and the authors are very careful not to restrict this creative impulse as they present a telemark teaching methodology. Experimenting, experiencing, and improvising are continually emphasized as not just a way to learn, but as a way to ski. This attitude and approach by telemark skiers and telemark ski instructors is promoted as a way to reinvigorate the rest of the snowsports culture.

Modern and Traditional telemark technique is given equal time, partly because the manual goes to great length to avoid defining a right or wrong way to “kneel on the skis”. The breadth of technique variations described also acknowledges the widely differing equipment used

continued on page 26



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Attention Deficit Disorder

"I reminded him three times to pick up his poles when he got up... but he just skied away as if he never heard me."

"I try to help my class get along, but she is constantly getting on everyone's nerves."

by Linda Cowan, PSIA-NW
Tech Team

Part II

All of us desire to do our very best when instructing. We want nothing more than to bring our troops back at the end of class full of smiles and success stories for their parents. But sometimes, we're confronted with students who seem unwilling and unable to engage themselves in a lesson.

As instructors...we start asking questions....What's going on here? Is this boring? Why does she not want to be here? Why is he constantly doing everything BUT what I've asked him to do? Many questions can flood our mind as we search to find the best solution.

In Part I we defined and addressed what to do with children that are ADHD (Attention Deficit Hyperactivity Disorder) (see Fall 2002.)

ADD students aren't hyperactive, in other words, they're not moving 100 mph but they DO struggle with very short attention spans and can struggle with impulsive control. ADD students can also be recognized by having a sluggish, almost melancholy personality. The challenge of working with ADD students lies in the fact that they often lack the ability to control their emotions and behavior, acting without regard to forethought or consequences.

Other children often find ADD student's behavior annoying because they never seem to realize when enough is enough. With shorter attention spans they struggle to follow directions...drifting off and losing their attention on the task at hand. Unfortunately, children who are attention deficit also carry a greater likelihood of also having problems with learning, behavior and social or emotional development. Although, on a positive note, ADD children ARE

capable of attending to situations which appeal to their interest (which bodes well for us in the recreational industry.) Another positive piece is that many ADD students can function very successfully when put into smaller groups or one and one situations.

But the BEST news is that as instructors we can implement very similar strategies for ADD and ADHD students...and therefore creating a successful environment for ALL of our students. Below is a suggested list of strategies for helping to create a positive learning environment.

1. Set **clearly defined expectations.**

(some basic suggestions are below...but be sure to follow-up these expectations with real examples for the students.)

- Be respectful
- Be a good listener
- Be your best
- Be kind and helpful to others
- Be safe

Attention deficit students function best in structured environments where expectations are clearly defined and communicated to the entire group. Expectations will be most effective when combined with the instructors praise and occasionally choosing to ignore undesirable behavior.



2. Develop **routine and structure** into your lesson.

If you teach multi-week lessons:

- Start each lesson with a quick review of your expectations.
- Always meet at the same locations on every run.
- Use the same words and phrases to get their attention.
- Give lots of encouragement and praise for well-made choices.

If you teach 2 hour, 4 hour or day-long classes you need to build this same structure and routine into your lessons, you just have less time to implement and establish this routine.

3. **Give directions clearly and carefully.** ADD students are often very poor listeners...easily and often missing important information.

- Before giving directions, get the full attention of the group.
- Organize directions in a sequence to avoid confusion.
- Give examples of what you expect the student to do.
- Ask ADD students to repeat the directions back to the group.

4. **Provide frequent praise.** Many ADD students come from a stream of negative experiences with teachers/educators. They have a hard time developing positive relationships with both other students and teachers.

- Recognize effort as achievement and praise attempts as well as successes.
- Ignore minor negative behaviors but quickly attend to positive behaviors.
- Try to spend the first (if not more) chair ride with your ADD students.
- Maintain close proximity to these students throughout the lesson.
- Keep a mental note of the kind of attention they like. What words work to encourage? Does he respond well to non-verbal reinforcers? e.g. smile, wink or a nod?

Last but not least...have FUN! What makes an ADD student exceptional isn't their inability but their ability. ADD students are often the most gifted and bright students in our classes. Accommodating to their needs and modifying the environment does part of the job...the rest is to see beyond the inattention, and impulsivity and see the student's strengths that lie deeper within. The art of teaching comes from our ability to assess our students, their learning style and then move forward to create the best environment where ALL students are safe, can learn and have fun on the slopes! **a**

Kids Stuff Galore

Looking for more information that is specific to children's instruction? Maybe you need a little help with the creative aspect of engaging kids in a fun and successful learning experience.

The solution may just be the two day clinic centered around children's instruction! Better known as the ACE (Advanced Children's Endorsement) Program. ACE clinics are scheduled at a variety of locations and may also be requested by you to fit

into your schedule. Minimum participation is required, but not usually hard to come by.

Currently on the Calendar:
12/13-14/203 Timberline,
Stevens Pass, Summit Central
1/31-2/1/2004 Summit Central
3/27-28/2004 White Pass
4/10-11/2004 Sun Valley

David and Randy... (Hum theme song from Raw Hide, think Blues Brothers)

"Working behind the scenes" is a way to describe much of what happens when you watch friends put their hearts and souls into a labor of love and an activity that they are passionate about. They are always looking for ways to improve or better a situation for the good of the whole - just because.

Two of my long time friends (and I hope yours as well) have worked both sides of the 'screen' for many years in service to our PSIA-NW Division as DCL, Examiner, and Tech Team member, representing us as a BOD member and serving as a catalyst on a variety of committees.

I wish I could recap all of their contributions accurately, to give them the recognition that they deserve, but in lieu of that I want to say that their contributions have helped shape many of our programs and led to the high standards that we strive to maintain.

David Sword and Randy Malikowski have both shared that they are slowing down with some of their involvement in our events and programs. It doesn't mean they won't be on the hill - maybe just not traveling as far and as much. You'll have to corner them for the details when you see them.

So, before time slips away, I want to publicly thank them for being a part of my ski world and for the inspiration they have provided in all they have done. I hope you'll do the same when you see them.

Thanks Guys!

Calvin Yamamoto
Tech Team Coach



Randy Malikowski



David Sword



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3rd International Congress on Skiing and Science March 28- April 4, 2004

On March 28th 2004, The 3rd International Congress on Skiing and Science will open at the Snowmass Conference Center located in Snowmass Village Aspen, CO. The past two congresses have attracted an average of 350 top scientists from 30 countries, all presenting novel research on various aspects of skiing in all disciplines: Alpine, X-C, Jumping and for the first time Snowboarding. Congress topics in these disciplines include biomechanics, sports medicine and rehabilitation, fitness testing and training, physiology, psychology, and coaching. The 5-day meeting is being co-chaired by Dr. David Bacharach of St Cloud and Dr. Riggs Klika of Aspen. The official language of the congress is English with an abstract book and proceedings provided to every attendee. Accommodations have been reserved at the Wildwood Lodge www.wildwoodlodge.com and the Silvertree Hotel with special rates for the Congress members.

For those interested in registering for the meeting or submitting materials for presentation, the website and online application can be found at: <http://stcloudstate.edu/icss2004/index.html>.



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A New Dealer for The ACE Program

by Nelson Wingard
PSIA-NW Tech Team

I am happy to announce that Chris Saario will be taking over as the NW Children's Committee Chair. In May, our Board of Directors elected Chris to replace me in this role. Chris has been with the program from the beginning. She provides meaningful guidance as a member of the committee and served as an ACE clinic leader. Her background with children is exceptional and she will do an outstanding job continuing to build the program.

I enjoyed the time and challenge of working on the ACE project. It challenged me to think of the needs of all our membership. Through the process, I learned a great deal about different ways of working with children in the snow sport industry. It was an honor to replace Amy Zahm, who founded the program when she was on the National Junior Education Team.

Special thanks to the members of the ACE Committee and Clinicians who have not received the attention or recognition deserved. These include:

- Rachael Milner
- Tami Lyon
- Kathy Sackett
- DeeAnn Sieler
- Alison Mawditt
- Chad Frost
- Jodi Taggart
- Kris Kingsland
- Terry McLeod
- Sara Richardson
- Linda Cowan
- Randy Malinkowski
- Chris Saario
- Amy Ohran
- Chris Hargrave
- John Tickner
- Dave Lyon
- Dave McBarron

There are more that contributed and are building skills as clinicians. I am sorry to not mention you all and apologize to those I missed. Thank you all very much for your support and help. We did a great job. This can be seen in a higher standard of children's instruction in the northwest.

Three cheers for Chris Saario in her quest to further develop the ACE program. There is lots of potential. The Northwest division of PSIA is lucky to have Chris as the head of this program.

Did you know a snail can sleep for three years.

Symposium *Sun Valley* 2004

FLY TO SUN VALLEY! April 9 - 11, 2004

Horizon Airlines is again offering Special Discounts to PSIA/AASI-NW members and families on fares to Sun Valley for Symposium! Fly anytime between April 4th and April 14th, 2004 and take advantage of these savings!

5% discount off any fare for which you qualify, including sale or promotional fares.

10% discount on full coach (Y class) fares for booking & ticketing at the last minute.

These discounts do not apply to web special fares, companion fares or 2-for-1 coupons

Here's how to book:

- Call Horizon at 1-800-547-9308. Press option 4 or ask for the Group Department. Their hours are Monday through Friday, 8:00 am - 5:00 pm.
- **Give them our Meeting ID Number - CMT 0900. Identify yourself as a PSIA/AASI-NW member.**
- Reservations can also be made through any travel agency. They will also need the Meeting ID Number so you can qualify for the discounts.
- Seniors may be eligible for additional discounts - please ask.
- Please inquire about baggage and security rules when booking.
- Transfers to Hotels can often be arranged directly with the hotel.
- Rental cars are available locally. Check with Horizon for discounts when you book.

Seats are limited to this popular destination, so book early!

Room Reservations

Come join us at Sun Valley, Idaho for our 2004 Spring Symposium, April 9-11. Enjoy spectacular spring skiing and loads of outdoor recreation at one of the country's premier resorts. Sun Valley has generously offered Symposium participants and their families \$32 per day lift tickets. Rates are good April 4th-13th.

Sun Valley is offering discounted rates at the Lodge and Sun Valley Inn as well as other Sun Valley properties. (See lodging info on page 15 of the Summer issue or check out the website at www.psia-nw.org)

To make reservations call the reservation line at 800-786-8259. These rates are good April 4 thru 13. Make your reservations early; the room block will expire 30 days prior to the event.

Northern Intermountain, Northern Rocky Mountain and Alaska divisions have been invited to join us. We have several days of fun and activities planned.



POWER PLAY-KIDS & SNOWSPORTS

Video/Book Reviews
by Ed Kane

This 36 minute video was written, directed and produced by Alison Clayton and Bonnie O'Hara, members of the PSIA-E Advanced Children's Education (ACE) team. Alison is also Children's Education Coordinator for PSIA-E. This film is dedicated to enhancing Children's lives through snowsports and it does quite a good job of creating a desire to excel in that portion of our market. This is not a deep technical presentation but, is instead, a portrayal of the creative and supportive environment that is so successful in introducing Children into snowsports. It approaches the subject by providing examples of the things that promote the interactive activities that makes children's teaching so enjoyable for both students and instructors. This video is an excellent introduction to newer children's instructors or as a beginning or midseason refresher for more experienced instructors. The simple inspirational approach is quite refreshing. It is available through the office (Barb ordered a few copies) or directly from the PSIA-E (1-A Lincoln Ave., Albany, NY 12205-4907) at \$19.95 per copy plus \$6.00 for postage and handling.

The video has 4 segments and uses ample footage from all of the snowsports and other related sports disciplines. The introduction provides some thoughts on the rewards from teaching children and then cleverly builds anticipation for what is to follow. There is some excellent footage of children on all forms of snowsports equipment: alpine (both standard lengths and snow skates); cross country (nordic and telemark); and snowboard.

The second segment was one that I found most interesting in it's approach. It focuses on the introductory movements (titled "Building a foundation for fun!"). It illustrates some unique ways to get used to the equipment on the flat, one ski approaches that build parallels with other sports (soccer, skateboarding, ice skating and the other snowsport disciplines). The overarching objective at this stage is to create a natural balanced stance. The criteria for readiness to ride the lift was identified as "the ability to turn, slow down and stop provides opportunities to ride the lift and explore the mountain". This represents a unique and positive way to provide something to look forward to as a student. This segment concludes

with a very brief but comprehensive introduction to boot fitting and orthotics.

The next segment is titled: "Refined Movements – A successful Blend". This section deals with efficient pressuring of the ski or board and does so by illustrating ways to get the student involved in the learning process. The key message is keep it simple (avoid technical jargon and long discussions), take breaks to refresh and rehydrate and pace the lesson to keep everyone involved.

The last segment provides some thoughts on "Advanced Movements – Feeling the Edge" by showing similarities with other sports such as soccer and ice skating that require quick direction changes and movements to accomplish them. It presents some ideas for keeping the body supple so that the individual can cope with variations in terrain such as bumps and running gates. Several clever approaches are illustrated such as skiing around the shadows of chairs on the snow and synchronized skiing/riding. All of this promotes active movements and a balanced stance. The bottom line is have fun and look for the resulting smiles.

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Senior Tour -2004-

by Ed Kane

A great deal of input has been received on the Senior Tour events that were offered and delivered in 2003. As a result of these suggestions, the content and number of events that will be offered in 2004 has been expanded. The focus of these events will be to attract more members and students to senior programs that are offered by both the Snowsports Schools and the Division. In the early season indoor sessions we will explore ideas to attract students, build programs

and effectively teach senior students. The on snow events will offer expanded content directed at effective teaching and improving the skiing skills of senior members to enjoy more challenging conditions or achieve personal growth through higher levels of certification. The pace of these will be more aligned with the capabilities of the participants. Below is the schedule of the planned events, location and content outline. As a side comment, it should be noted that these programs are not necessarily age related but are more state of mind related (how much adventure are you willing to accept at this stage of your skiing career). Past indications have indicated that this group could include some of our middle-aged members who have more personal responsibility and have adopted a more conservative outlook toward adventure.

Senior Tour Calendar of Events

Fall Seminar

Building Senior Programs

Portland, Seattle, Spokane

Contacting & recruiting potential student pools·Building program content· Hints on effective teaching for seniors

Senior Tour Series

Polishing Your Skills

Seattle, Portland

1/22, 1/29, 2/5, 2/12, 2/19, 2/26

On Snow: Establish and work toward your personal goals with video feedback (3 nights)·

Indoor: Review your progress and identify improved movement goals with video analysis (3 nights)

Approach to Adventure Conditions

Seattle, Portland

1/20, 1/27, 2/3, 2/10, 2/17, 2/24

On Snow: Establish your goals (steeps, bumps or off-piste) and work toward them with video feedback (3 nights)·

Indoor: Review your progress and identify improved movement goals with video analysis (3 nights)

Preparing for the Skiing Module (Level II and III)

Seattle, Portland

1/20, 1/27, 2/3, 2/10, 2/17, 2/24

On Snow: Establish and work toward your skiing task goals with video feedback (3 nights)·

Indoor: Review your progress and identify improved movement goals with video analysis (3 nights)

Senior Tour Day Clinics

Improve Your Personal Skiing

1/28 Seattle

On Snow: Work toward your personal goals with video feedback

Improve Your Personal Skiing

2/11 Portland

On Snow: Work toward your personal goals with video feedback

Improve Your Personal Skiing

2/25 Spokane

On Snow: Work toward your personal goals with video feedback

Senior Tour Series @ Symposium

Improve Your Personal Skiing

4/11, 4/12 (2 Day Session) Sun Valley

Set and work toward your personal skiing goals (improvement, steeps, bumps or off-piste) with video feedback (Day 1)·

Apply video feedback toward achieving your personal goal (Day 2)

Harald Riise A Ski Legend in His Own Time

by Mary Germeau

I first met Harald Riise in 1981 as adult in my second year of skiing. At the time he had been teaching with Tor and Dorothy Storkerson at Olympic Ski School at Stevens Pass since the school was formed in 1965. I remember his positive attitude and helpful manner when he worked with me, a fairly new skier. I can definitely say that he contributed to my early love of the sport of skiing.

When it came time to nominate instructors for awards this year, Bob Hall and I agreed that we both wanted to nominate Harald for the Larry Linnane Legends Award. I, because I have known and worked with Harald, and Bob because he had coaxed Harald out of retirement in 1997 to teach for the Bob Hall Ski and Snowsports school. Bob's nomination made reference to Harald's present level of teaching. Bob said, "Harald teaches 8 year olds to 80 year olds in the bumps, in powder, on the steeps and running slalom gates. He keeps his students returning to him year after year. If only all instructors had his professionalism, skill level and physical fitness after almost 40 years of teaching." In accepting his award at the Symposium Banquet presented by Bob Hall, Harald displayed his characteristic sense of humor as he told everyone about his inability to turn when he first skied in the United States. The ski patrol eventually forced him to turn left and right and slow down on the slopes!

I imagine that many of you readers would like to know what kind of history produced this legendary ski instructor, and so you shall. I questioned two of Harald's long time friends for information, his wife Sherry and his friend Tor Storkerson.

Our story begins in 1956 when Harald came to the United States from Norway for a "visit" and stayed for eight years before he made a visit home again. During these eight years he was ski racing the A circuit for the U.S racing, teaching for the Art Audett Ski School and working for his uncle's construction company; he also found time to meet and marry his wife Sherry. When he first began teaching for Art Audett, he was not yet a member of PSIA. Soon however, he and his friend Tor joined the organization and took the Associate exam together at Mt. Pilchuck in about 1964-65. At the time the head examiner was Glen Young and the two young ski instructors were required to list the type of skiing style that they were planning to demonstrate. They did not want to put down Austrian or French style, so they listed Modified American Style, whether it existed or not. Naturally, both passed their exam. In fact, he and Tor joked that since they both Norwegians and they both had skis that they should both pass without taking an exam.

In 1965 Tor and Harald broke away from the Audett ski school and established Olympic Ski School at Stevens Pass. During the summer, the new group of instructors built the Olympic "shack" and started classes the next winter. Harald taught many clinics

and advanced classes for Olympic over the next 20 years. He passed his Full Cert. at Mt. Baker soon after his Associate.

One year there was an event called Indoc-trination held at Crystal Mountain. All instructors were invited and Harald was one of the clinicians. At the time, Fred Nelson was the head of PSIA. At the end of the event, there was a GS race for all comers. At the time, Gordy West was the fast skier to beat and Harald succeeded in getting first place in the race. When he received his award, Gordy went outside to Harald's pure white skis and put huge Mission Ridge stickers on them as a joke since he had been bested. Those stickers never came off.

Recall that Harald did go home for a visit after 8 years in the United States. With his wife Sherry, Harald went home to the area around Hardanger Fjord and worked for the local ski school at Geilo for the winter. He was a four star instructor in Geilo which meant that he was certified in teaching ski jumping, cross country, and two styles of Alpine skiing. It was here that he was photographed flying off of a roof on skis very high in the air. This picture was later used on an SAS Airlines poster.

Harald continued to work for Olympic Ski School when he returned from Norway until Tor and Dorothy sold it to Dominic, Sven and me. Harald then took a short vacation from ski instruction, but was finally tempted to return to ski school by Bob Hall so that he could inspire a whole new group of adults and kids to love the sport of skiing. Harald's teaching style continues to feature good humor and endless patience with his students. He and his son, Nils Erik, continue to work on the new developments in skiing and have many great discussions on the topic.



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PSIA/AASI-NW Book Store 2003-04

The books, manuals, pins, shirts, etc. listed below are available from the PSIA-NW office. **Washington residents must add 8.8% sales tax.** Please make checks payable to **PSIA-NW**. Payment must accompany order. Please use the enclosed order form when ordering books or merchandise. You may order by mail, phone, fax, e-mail or in person.

Books/Manuals/Videos	Member Price	Postage/ Handling
PSIA Core Concepts For Snowsports Instructors	24.50	3.00
PSIA Alpine Technical Manual	19.50	3.00
PSIA Alpine Technical Video NEW	22.50	3.00
PSIA Core Concepts For Snowsports Instructors - Alpine Technical Manual (combined price)	39.50	4.00
PSIAATS: Alpine Skiing Manual (ATS III)	19.95	3.00
PSIAATS: Alpine Study Guides: Level I, II or III	each 12.50	3.00
PSIAATS: Alpine Handbook (III)	14.50	3.00
PSIAATS: Alpine References Video	19.95	3.00
PSIA Alpine Professional Development Portfolio	9.50	3.00
PSIA Alpine Movement Assessment Pocket Guide	4.50	3.00
PSIA - AASI Children's Instruction Handbook	14.50	3.00
AASI Snowboard Manual	19.95	3.00
AASI Snowboard Video	19.95	3.00
PSIA Nordic Telemark Skiing – A Classic Turn Comes of Age – Video	19.95	3.00
PSIAATS: Nordic Handbook (4" x 6")	14.00	3.00
PSIAATS: Nordic Skiing (1995)	19.95	3.00
PSIA Adaptive Manual	19.95	3.00
PSIA Children's Instruction Manual	19.95	3.00
PSIA Alpine Entry Level Guide for Children's Instructors	9.50	3.00
Captain Zembo Ski Teaching Guide, John Alderson	9.50	3.00
PSIA-NW Alpine Certification Tasks Video: Level I/II/III, 2002 (71 min) NEW	20.00	3.00
* PSIA-NW Alpine Certification Guide	5.00	3.00
* PSIA-NW Nordic Certification Guide	5.00	3.00
* PSIA-NW Snowboard Certification Guide	5.00	3.00
* PSIA-NW Adaptive Certification Guide	5.00	3.00
The Vail & Beaver Creek Alpine Handbook NEW	17.00	3.00
The Vail & Beaver Creek Snowboard Handbook NEW	17.00	3.00
It Started in the Mountains, A History of Pacific NW Ski Instructors, Joy Lucas	22.50	4.00
Skiing: The Nuts and Bolts, LeMaster	12.00	3.00
Ski Instructors Guide to Physics & Biomechanics of Skiing, Vagners	12.00	3.00
Skiing: An Art...A Technique	7.50	3.00
Teaching People Skiing & Boarding, John Mohan	10.00	3.00

* **May be downloaded from our web site – psia-nw.org.**

NOTE: Please add \$3.00 for postage and handling on first book and \$1.00 for each additional book.

Merchandise	Member Price	Postage/ Handling
AASI Logo Pins: Level I / Level II / Level III	10.00	2.00
PSIA Shield Pins: Level I / Level II / Level III	8.00	2.00
PSIA Lapel Pins, small	1.50	2.00
PSIA & AASI Embroidered Patch	4.00	1.50
AASI Decal (2" Round)	3.00	1.00
PSIA 3" Gold Decal	2.00	1.00
PSIA Decal, 1 7/8" x 2"	3.00	1.00
PSIA Bumper Sticker/Window Decal	4.00	1.50

Video Tape Rentals

A \$25.00 refundable deposit is required to rent videos. Rental fee is \$5.00 per day. Please include 8.8% sales tax on rentals. Add \$3.00 for postage and handling. Please note there is no charge for mailing days if tapes are returned promptly.

Alpine

- | | |
|--|---|
| <p>A Copper Mountain Day (23 min)
 Alpine Ski School (72 min)
 Aspen World Cup - 1981 (25 min)
 Breakthrough on Skis, Tejada-Flores
 Breakthrough on Skis II - Bumps & Powder, Tejada-Flores
 Breakthrough on Skis III – The New Skis
 Interski '91: Alpine Demonstrations (95 min)
 Interski '91: Alpine Technical Comparatives (19 min)
 Interski: Sexton, Italy 1983 (30 min)
 Legends of American Skiing - 1849-1940 (78 min)
 Marker Gold Sarajeva - 1984 (18 min)
 Mark of Champions (30 min)
 Movement Patterns in Children's Skiing - with study guide (20 min)
 Movement Analysis, Allan Tencer
 National Ski Areas Safety Awareness - 5989 (10 min)
 Power Play – Kids & Sports (36 min) NEW
 PSIAATS: Volume I (32 min)
 PSIAATS: Volume II (38 min)
 PSIA Alpine References
 PSIA Alpine Technical Video NEW
 PSIA National Children's Symposium, Copper Mountain 1989 (4 hrs)
 PSIA Images (12 min)
 PSIA Centerline National Standards, Ellen Post, Tim Petrick, Jerry Warren (20 min)</p> | <p>PSIA-NW Alpine Certification Tasks NEW
 Skiing Tactics for Balance – CSIA (15 min)
 Skiing and the Art of Carving/The Film, Foster & Schonberger (60 min)
 Shape It Up, Aspen Skiing Co.
 Skiing With Style - The Parallel Turn (60 min)
 Skiing With Style - Mastering the Mountain (60 min)
 Ski Sense & Safety, NSAA (20 min)
 Ski the Mahre Way (55 min)
 Sports Attitudes, Don Greene
 Swix World Class Ski Tuning, Warren Miller Ent. Prod. (30 min)
 Sybervision - Black Diamond Skiing, Ryman, Husted
 Sybervision - Downhill Skiing, Husted, Ryman, Killy (60 min)
 Sybervision - Fundamentals of Downhill Skiing, Ryman, Husted (60 min)
 Teaching Children to Ski, EPSIA-Educational Foundation (30 min)
 Theory Into Practice: Effective Ski Instruction, Kevin Taylor (40 min)
 NSAA The Other Curriculum (23 min)
 The Teaching Model, Steve Still / The Skiing Model Part I, Mike Porter
 The Teaching Model, Steve Still / The Skiing Model Part II, Mike Porter
 USSCA Downhill/Tactic/Technique, Mahre Twins (58 min)
 Warren Miller's Learn to Ski Better 2 - NEW</p> |
|--|---|

Nordic

- ATS: Nordic Skiing Sequences (15 min)
 Cross Country Ski School (68 min)
 Sybervision - Cross Country Skiing
 Free Heels, Nils Larsen (15 min)
 Interski '91: Nordic Demonstrations (93 min)
 Interski '91: Nordic Technical Comparisons (19 min)
 Cross Country Skiing - A Better Way, Bill Koch (12 min)
 Cross Country Skiing - Skating Techniques with Bill Koch (48 min)

Snowboard

- Snowboard Images – 1995 (11 min)
 AASI Snowboard Video – 1998 (25 min)
 Warren Miller's Learn to Ride - **NEW**

Watch for new PSIA National Publications for the 2003-2004 season!

- PSIA/AASI Adaptive Snowsports Manual
- AASI Snowboard Movement Assessment Handbook
- AASI Snowboard ("Tiny Bubbles") Handbook
- PSIA Nordic Manual

Check the websites for their release dates and prices.
www.psia.org www.psia-nw.org



03-summer race camp

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- Look for these new titles as they become available during the 2003-2004 season: **AASI Snowboard Movement Assessment Handbook**, **AASI Snowboard ("Tiny Bubbles") Handbook**, **PSIA Nordic Manual** and the **PSIA-AASI Adaptive Snowsports Manual**.

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We hope all of you will take advantage of this fantastic program!**

A Nord in Switzerland

continued from page 13

when skiing on gentler terrain and soft snow versus steeper terrain and harder snow. Versatility, adaptability, practicality, individuality, and fun — sounds like tele all over the world to me.

On snow activities in Crans-Montana began at the base of the “demo slope”, a 1000-foot long, 40-degree slope covered in manmade snow. On one side was the Swiss winter home of 007 star Roger Moore. On the opposite side, a platter pull lift ascended through dips, rocks, and bare patches on a sloping side hill. At the top, a short access road lead up to our little Nordic center beside the upscale restaurant that sat in the shadow of a high rise. Riding the lift with skinny skis was challenging but doable. Skiing back down the after the alpine skiers spent the morning scraping all the manmade snow into meter high piles was epic.

Uniforms of various countries went pin wheeling, sliding and even occasionally skiing down the demo slope between the hummocks of cold sugar. One especially effective approach was to turn into the fencing along the side of the slope with each turn, using the panels for speed control. The only scare came from one skier’s choice to walk. After barely surviving a long, careening “swim” on his back, belly and side, the walker put his skis back on and picked his way to the bottom. Fortunately, a never empty vat of “grog” (hot wine) was there to greet the intrepid Nord after yet another legendary edgeless descent. A quick note on food in the demo tent — pizza with chocolate and cherries,

or spirals of anchovies, does not taste any better than it sounds. Stick to the basics.

Finnish Track

The Finns had two things to promote at Interski: their *Passport to Cross-Country Skiing* for kids and Nordic Fitness skiing. The *Passport* is a small, 100-page booklet detailing 70 tasks to perform. Completed tasks earn the skier a stamp on that task’s respective page. Lots of hopping, obstacle courses, one-ski tasks, and jumping are pictured to help develop balance and other skills. Activities lead kids into just about every way you can imagine to stride or skate up hills and then back down.

Ronald McDonald is pictured on the inside front cover—wearing a bicycle helmet while skating—and other ads from sponsors are sprinkled throughout the booklet. The back page offers what appears to be a larger manual, video, and CD with additional information available for 34 Euro (about 40 US dollars).

Nordic fitness skiing is aimed at the other end of the demographic spectrum: the older skier. Walking with poles is apparently a popular form of exercise throughout Scandinavia, but many older “fitness walkers” do not switch to skiing when the snow falls. To reach these folks without scaring them off, Nordic Fitness skiing is basically a low-intensity activity that employs a combination of equipment, educational material, and specific workout programs. Poles are stout enough to support your body weight for different exercises and stretches, and come with interchangeable baskets and tips. Skis are short, typically less than 160 cm, waxless for classic, and shaped for stability and ease of use. Snow-

shoes are also included in the Nordic Fitness offering. Wax is “Dope,” a wipe-on glider marketed by a major of sponsor of the Finnish Instructor Association.

The Finns, backed by Exel (a Finnish pole manufacturer with a new line of Nordic Fitness skis) teamed up with the Germans to present Nordic Fitness to the group. Classic, skate, and snowshoe groups went out, with an emphasis on learning by doing. Although international nordic team members instantly pushed the limits of the equipment, the educational materials and explanations by the leaders seemed to focus on marketing the products to fitness walkers, rather than concentrating on turning them into skiers.

Europe and Scandinavia are struggling to attract kids and others to Nordic skiing. Although this was mentioned in passing four years ago at the last Interski in Norway, the Swiss, Italians, Germans, and Finns focused in Crans-Montana on programs designed to broaden the appeal of cross-country skiing. The Swiss team distributed a glossy piece on how to design a cross-country “fun park” and conduct games and skier-cross events supported by corporate sponsorship.

The Norwegian Ski Federation is in such disarray that the few Norwegian instructors attending Interski had paid their own way. Instructor wages in Norway cannot compete with what’s available in the booming oil and technology industries over the last decade while computers, the internet, and video games occupy more and more of the time and attention of Norwegian youth.

As a result, Norwegian ski schools are being forced to import instructors to fill their rosters.

The creation of the *Passport* and the newly minted sport of nordic fitness skiing are among Finland's most visible efforts to appeal to two specific populations whose involvement in cross-country skiing has dwindled. Some older skiers consider cross-country skiing a lot of work, while it is perhaps a tad boring for a younger generation fixated on anything "extreme." Of the two groups, the Finns are probably more interested in putting the younger generation on skis. For generations, skiing in Scandinavia has been as much a part of childhood as riding a bike has been part of growing up in America. Although bike culture is in decline with American kids, the sport of cycling has never been a part of our national identity. In Nordic countries such as Finland where skiing is a part of the national identity, this is a disturbing trend that many would like to see reversed.

Aside from these two "products," the Finns shared no other teaching methodology. Like the Italians and Canadians, their on-snow clinics consisted of detailed, maneuver-based teaching that elicited either silence or controversy.

No one can match the Finns when it comes to sincerity and heart, however. In the spring of 2001, I skied with Juksu, the president of their instructor association, at IMSIA in Whistler, BC. That friendship deepened quickly in Switzerland and Juksu insisted I ride back to town in the Dope van instead of braving the alpine demo slope again. I grabbed as much Dope as I could when I got out.

The track and hill skiing in Switzerland was spectacular, but it was plain to see that the vast majority of the public where there mainly to be out of the city, on vacation, and to enjoy the mountains, good food, good friends, and to spend time with their family. They truly had

passion for the entire mountain experience, and were creating memorable experiences that would last a lifetime. It was not about the ski, and Interski was not about the technique. It's the total experience that counts, and the Switzerland experience was superb.

Nordic Demo Team Tryouts

April 27 through May 1, 2004

Snowbird Utah

Tryouts for the next four-year term of the PSIA National Nordic Demo team are coming up. This is your chance to both learn from and share what you know with instructors from across the nation and beyond.

If selected, you will have an opportunity to give back to the sport and profession you love, as well as to develop skills and contacts that will take you to the next level in your snowsports profession.

Divisions must inform the national office of candidates that they wish to nominate to the team by December 31, 2003. Individual applications are due by March 1, 2004. All candidates must be a level 3, have experience with kid's instruction equal to an ACE credential, and be involved with snowsports as a profession on a daily basis. More information is available at www.psia.org.

The first step is to inform the PSIA-NW office or me of your intent. I will offer free training for the tryouts by appointment for anyone who can make it to Stevens Pass during the week throughout the year, and will make myself available when possible at other times and locations upon request.

Steve Hindman

steveh@fidalgo.net - year round e-mail

shindman@stevenspass.com - November 1 - April 30

Things Overheard at Boot Camp

continued from page 9

I need to improve my one legged skiing to improve my overall skiing but it is “painful” to ski so out of balance. I need to challenge myself to tighten my arc in a GS course to improve my overall skiing but the extra forces against my body make it “hard” to balance over the outside ski. I need to teach a ski subject to my peers to expand my knowledge base but I don’t want to look “stupid” in front of them. Do these challenges really pose any serious threat or harm to our well-being? Push through perceived pain and you’ll grow stronger.

“If you have to throw up, do it off to the side and continue the exercise!” At Boot Camp, once your mind is an enabler, you just may find where your limits are and – *gaaack* – everyone may know what you had for lunch. And that’s OK if you’re willing to be objective about your limits – I have my own limit, it can change from day to day, it can be affected by factors outside my control, I need to back-off and recover but I don’t need to quit, and I don’t need to disrupt my teammates.

How many times have you seen in a group ski lesson/clinic where the discomfort of the trial and error process for some participants gets them so frustrated that they just shut down or, even worse, try to make their problems the whole group’s problem. I certainly don’t want ski coaches to be insensitive or unobservant to the dangers associated with fear or injuries our participants may have, but short of real danger, can we just tell those obsessed with vanity and the unwillingness to ski “ugly” while learning to just “throw up off to the side and continue the exercise”?

“We’re almost through with the warm up!”

Boot Camp workouts are an hour and a half, yet at any given time, even with ten minutes to go, you may hear our commander yell out that “we’re almost through with the warm up”. This interesting trick on the mind just goes to show how often we size up our challenge, pace ourselves, and often lose focus or intensity and coast toward the finish. My mind is telling me I’ve worked hard; I only have ten minutes to go, what the heck, I’ll just pat myself on the back and cool down. This cue from the commander is a great reminder to stay focused – the clock should not dictate the level of effort. Each task and moment in time should be valued equally and the mind and body trained to get the most out of every activity until we truly shut it down.

Just remember that it’s not practice that makes perfect, it’s perfect practice that makes perfect. Too often in ski training I see participants lose that level of focus and effort that is necessary to make practice time effective. In our teaching model, the instructor is very visible and active as a leader earlier in the lesson time, and the student becomes more in charge of their learning later in the lesson as they are let loose to practice. Too often, once students are given the reigns to the practice time, they customize the practice to comfort themselves rather than to challenge themselves for new results (review the evolution laid out in the previous paragraphs). This trick by our coach is his subtle way to remind us of the purpose, the goal, and his role as leader from start to finish.

“Attack this exercise!”

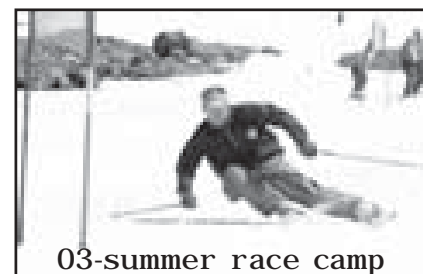
If you haven’t quit on me yet, then you just may have enough left in you to raise the bar another notch and actually attack the exercise. Beyond get-

ting through the mission, going through the motions, and taking up space, can you summon up the will and desire to go beyond balancing against the challenge and to actually conquer it. Can a jog become a sprint, can a hop become a leap, and can 10 reps become 15? In a military sense, an attack is something that is well planned, executed with force, and with an unrelenting pace that leaves the opponent reeling.

Heading toward a new ski season, establish your mini and major ski goals as the exercise and prepare yourself for the attack. Don’t “guess” whether or not you’ll take your Level II exam this year. Don’t “show up” for a DCL tryout. Don’t “sort-of-maybe” try working in your children’s learning program. The lessons learned from Boot Camp suggest that you use simple methods to routinely test and train your limits, to push a little more and a little longer, prepare for the challenge, and to be unrelenting to the end of the mission. At this level of effort of commitment there is no shame, excuse, or regret and usually a very satisfying outcome.

“Good job today people!”

The battlefield is becoming littered with casualties of doubt and we stand here as winners. You have overcome obstacles of the mind to extend the limits of the body. Take a moment to feed the spirit because you’re going to have to look forward to doing it all over again the next time we meet. **a**



03-summer race camp

Flow Like a River

continued from page 5

of the turn (reducing counter) which inhibits proactive movement into the new turn. Like counter, the inside half is something you don't want to over or under develop before its time.

A good way to gain a better understanding of what a strong inside half looks like is to identify how it divides up the body. Counter essentially divides the body on a horizontal plane (upper and lower body) and a strong inside half divides the body on a vertical plane. (see figure 4) How they affect each other can be demonstrated just by walking. For example if you were to turn right



figure 4

while walking, most of the time you would move the right leg and right side of your body in that direction first, followed by the left side of your body. This is much like how your right inside half would move forward through a turn to the right. Your other option is to step to the right by moving your left foot and side first. If you do this, you have a choice to keep from tripping; you can either twist the upper and lower body against each other or walk like

a gorilla moving the entire left side of the body at once. Either way works and allows you to move in the direction you want to go. But what you will notice with stepping your left foot over your right, is an interruption to the rhythm and flow of your stride as your body has to either unwind, or catch up with itself before you can take the next step.

Oddly enough, your choices on skis aren't that different. Stepping to the right, left foot first, is like having a weak inside half. To keep from falling over you have to either create counter (twist the upper and lower body against each other) or tip inside as your outside half drives over your inside half (skiing like a gorilla). Both of these options affect the amount of counter you are able to develop throughout a turn, thus affecting the rhythm and flow. Much like walking, you have to move the inside half of your body towards the direction you are going first to avoid excess movement. Having your students try this in their ski boots will help them gain a better understanding of how the body moves to create a strong inside half.

An exercise in which a strong inside half and the timing of how it develops can be practiced is: On moderate groomed terrain, ski without poles placing the outside hand on the outside hip and holding the inside arm and hand shoulder height. (see figure 5) Point the inside hand in the direction you are moving to at any given point in the turn, much like how the poles did in the previous exercise. At the transition switch the hand positions when the old outside half becomes the new inside half. Holding the inside hand and arm high and forward helps promote a strong inside

half. The amount of counter you develop is aided by where you are pointing to through out the turn. Switching the hands in the transition helps with the timing of when the old outside half develops into the new inside half. Note: When doing this exercise it is vital that your shoulders are leveling through out the turn so that tipping to the inside will not be an issue.

These are just a couple of the many exercises you can use to address how counter is developed throughout the turn.



figure 5

Developing a keen awareness of how you allow counter to develop enables you to anticipate the future turn with proactive movements. In other words, you are setting yourself up to move in a new direction all the time. These proactive movements allow you to anticipate ski reaction and adjust balance, minimizing the interruption of rhythm and flow. Growing awareness of how counter develops can be accomplished by truly understanding how the upper and lower body is directed throughout the turn. With these fundamentals in mind along with some practice and mileage, you and/or your student will be able to move down the hill like water flowing down a river.

A Brief History

by Art Hathaway
Recognition and Awards Committee

The current Recognition and Awards Program was established by the PSIA-NW Board of Directors nine years ago. A focus group established the criteria and procedures and Board President, Ed Kane, appointed a standing committee of nine members to administer the program.

The early procedures provided for Ski School Directors to submit nominations and for the Regional Representatives to screen them. Over the years, both the procedures and criteria have been modified and refined and new awards added to meet our needs. All of this information can be found on the PSIA-NW website. From the homepage click News then Service Awards.

Prior to 1994, the Board of Directors administered the Recognition and Awards Program and most of the awards went to the elite, such as members of the Board, Divisional Examiners and Clinicians, Ski School Directors, etc... The board realized that the original program was exclusionary, and that there are ways to recognize elite members other than through a program intended to recognize front line instructors who are teaching lessons every day that they are on duty. These are the people who should be nominated for the Instructor of the Year, Rookie of the year and Service to Youth Awards.

The Outstanding Service Awards can go to any member at any time and place The Skiing Legends and Instructor Emeritus Awards are for more senior members who meet the criteria. The Honorary Lifetime Membership Awards is for members with 40 or more years of service or who are nominated by and receive a majority vote of the Board of Directors, while nominations for the mentor Award have been reserved by the Board.

Persons submitting nominations should adhere to the criteria and procedures and ensure that the information is clear, concise and complete. Questions and comments are welcome and my name, telephone number, mailing address as well as email address can be found on the PSIA-NW website.

Wanted, Level 3 cert. AASI instructor/supervisor for 2003-04 season. Full Time. Salary D.O.E. Send resume to David Verner, Director Willamette Pass Ski School P.O.Box 5509 Eugene, OR, 97405. 541-484-5030 ext. 216 or Erik Farleigh Human Resources ext. 247

Team Riders Wanted!

Paradise Snowsports at Crystal Mountain is now hiring snowsports coaches for our "Summit Challenge Freeride Program"™ for youth ages 7-17.

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The Stevens Pass Ski & Snowboard School is looking for an individual to manage the operations of our youth programs.

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- PSIA/AASI level 2 or higher, ACE certification a plus
- Proven leadership skills, planning ability and vision
- Problem solver, self-motivated and self-directed

Please send inquires to:

Shawn Smith
Director, Ski/Snowboard Education
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Skykomish, WA 98288
(206) 812-4510 ext. 246
ssmith@stevenspass.com



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Event Name: _____

Event Date: _____

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Unless otherwise stated, all events check in at the Day Lodge. Day Clinics begin at 9:00 am and Night Clinics at 7:00 pm.

All written exams will begin at 3:30 pm except the PDS Series, which is scheduled for 7:00 pm.

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Exam Date: _____

(Applications are due 14 days prior to events)

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- Teaching/Technical Module - Saturday
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- Teaching/ Technical Module - Sunday

The day of the module you are assigned may be determined by exam sign-ups.

Exam Location: _____

Written Exam Passed? yes

Date of Exam _____

Proctor/Ski School where taken _____

Training Director's Signature (required for exams)

LIABILITY RELEASE FORM (you must sign this release before attending any PSIA-NW event):

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

Signature _____ Date _____

TO AVOID A LATE FEE, registration is required 14 days prior to an event. If space is available, you will be assessed a \$10 late fee for a day or night event and a \$20 late fee for a two-day event. If you are injured and are unable to attend your event, we will deduct \$10 for a one-day event and \$20 for a two or more day event from your refund. REFUNDS REQUIRE A NOTE FROM YOUR MEDICAL PROVIDER.

Signature _____ Date _____

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fee must accompany application

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Honorary Skiing Legends Award

by Art Hathaway
Recognition and Awards Committee
Chair

The PSIA-NW Board of Directors approved an Honorary Larry Linnane Skiing Legends Award at its May 2003 meeting.

The new award resulted from a nomination submitted by Nordic member, Eric Burr, for a long time, distinguished member who stopped paying dues several years ago. There were a few similar situations within the past few years where otherwise well qualified 80 and 90 year old nominees had paid dues for 40 or 50 years and recently stopped skiing and subsequently dropped their memberships.

The honorary category provides some flexibility in our still evolving Recognition and Awards Program to correct some unintended oversights that go back before the establishment of our relatively new recognition program.



03-summer race camp

CUSTOMER SURVEY 2003-2004

As was announced in the summer issue of the Northwest Snowsport Instructor, your Board of Directors will be conducting a customer survey of our four major customer groups. Separate survey forms will be used to collect feedback from our Instructor Membership, Snowsport School Owner/Operators, Training Directors and finally the Area Operators and their Organization. The purpose of the survey will be to hear each group's perspective on our Mission Statement. Are we meeting our Mission Statement? Is it still valid in today's environment? How would you rate the quality of the products and services we provide?

At press time the final touches to the survey project have yet to be completed. Final project approval will come during the September Board of Directors meeting. Current plans call for a mail distribution to the 25 Area Operators, 75 School Owners/Operators and 175 Training Directors. During the season beginning at the Fall Seminars in October and ending with our Spring Symposium at Sun Valley in April, we will distribute and collect surveys to the estimated 1500 Instructors who will be attending educational events. For Instructors who are unable to attend events this year, access to the survey form will be available starting in October on our website at www.psia-nw.org. The survey committee feels this is the most cost effective approach to distribute and collect the surveys.

When the opportunity comes for each of you to fill out and return your survey, we sincerely hope you will take time to do so. It has been over 5 years since our last survey and your feedback is critical to our future planning. In the spring we will be reviewing our current Mission Statement, supporting Strategic Plan and looking to the future. What will that future look like? Your survey responses will help shape that vision. We hope to hear from you!

Thank you in advance for your support, Your Survey Committee.

NORTHWEST *SnowSport Instructor*

PSIA-NW/AASI

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