

PSIA/ASI
NORTHWEST

Spring 2013
Issue #3 2012/13 Season
PNSIA-EF

NW snowsports winstructor

**Symposium
@ Big Sky**
April 12-14

Awesome Stance
by Tyler Barnes

**Peak Experience
for a Lifetime**
by Greg DeHaven



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**Snow Pro Tips Inside
General Membership Vote
Did you take the Member Survey?**

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AWESOME STANCE

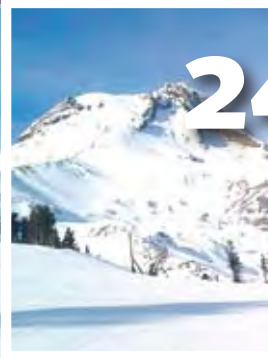
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PEAK EXPERIENCE FOR A LIFETIME

by Greg DeHaven



ON THE COVER

PSIA-NW DCL David Rowe bumpin' it up on Upper Aquarius Face at Stevens Pass, WA. Special thanks to photographer Emmett McLaulin for capturing this awesome "Spring Day" in January 2013. Emmett is a PSIA Level II Certified Instructor who is currently teaching at Stevens Pass. Before that he taught at Crystal Mountain and Squaw Valley. Check out his website here <http://allumestudio.com>

PRESIDENT'S REPORT

by Jack Burns, PSIA-NW President



On February 7, 2013, you likely received an email from PSIA-AASI Member Services announcing that five (5) of the PSIA Divisions had signed a ground breaking affiliation agreement that would pave the way for greater consistency in certification and promote a more unified force

for promoting skiing and snowboarding instruction nationally and internationally. The email reported that four (4) Divisions (including the Northwest Division) had not signed the agreement and said, "[w]ithout agreement from all the divisions, PSIA-AASI would take a step backward to the pre 1961 environment in which there were many different certification programs and that different regional recognition."

While the fact that five (5) divisions have signed, or agreed to sign, the current version of the agreement is true, most of the remainder of the article is spin designed to marginalize the fact that four (4) of the largest divisions have refused to sign the agreement because they believe it is unnecessary and does not serve their best interests. The draft agreement places ASEA in control of the independent Divisions, does not deal with governance and other issues that are of paramount concern to the non-signing divisions and is misleading in the suggested impact on members.

The non-signing divisions, East, Rocky Mountain, Intermountain and Northwest (and the other five) are independent corporate entities. They operate independently and separately from each other and from ASEA. The non-signing divisions represent 70%-75% of the entire membership of ASEA. Given their overwhelming majority stake in any outcome, the attempt by ASEA to trivialize the reluctance of the four (4) divisions to sign an agreement they believe to be unfair and not in their best interests, warrants closer consideration of their concerns and more particularly the concerns of the Northwest Division.

A sample of our concerns include the following:

1. The four non-signing Divisions have serious concerns over the way ASEA is governed. With recent changes to the ASEA bylaws, these concerns have become more obvious. We have come to realize that the ASEA Board is not accountable to the members or the Divisions financially or for their operational decisions. One of the causes of this concern is the fact that the ASEA bylaws were amended to provide that the individuals that sit on

the ASEA Board of Directors are elected by the sitting board, not the members or the Divisions. While the Divisions may nominate individuals to sit on the Board, the ASEA Board, in fact, elects its own directors. Additionally, there is no membership method to challenge the appointment or selection of directors. Also, prior to the recent amendments, a Division could remove its ASEA representative with or without cause. Now, an ASEA elected director can be removed by a Division only for cause. Finally, neither the members nor the Divisions have any budgetary control or oversight over ASEA. The ASEA Board is a self-perpetuating entity responsible to no one. This is a major cause of friction and distrust that the non-signing Divisions believe must be addressed before we can agree to a binding affiliation agreement.

2. As noted in the February 7th email, there is an existing 1986 License Agreement. That agreement grants the Divisions an indefinite license to use the logos and trademarks of ASEA. It can be terminated by ASEA only after notice and a failure to cure a breach. The proposed new agreement can be terminated on one year's notice without cause. Theoretically, this puts the use of the logo and trademarks of PSIA at risk of loss every year.
3. Currently, PSIA-NW services snowsport areas in Alaska, Montana and Idaho that are outside the geographic boundaries of the Division, boundaries that were established decades ago. We have requested a change in the agreement to a definition of "Service Area." This will clarify the status of the areas we serve that are outside the currently defined geographic boundaries and avoid having to redraw and redefine boundaries that may change in the future. ASEA refuses to include anything in the agreement that will put the Whitefish, Lookout and Alyeska service issues to rest.

With respect to the February 7th email itself, which suggests that the failure of Northwest, East, Rocky Mountain and Intermountain to sign the proposed agreement has the potential to adversely affect the members' certification and professional standing ("taking us back to pre-1961"), that claim is absurd, untrue and misleading. Each of the four (4) non-signing divisions supports the National Standards. In fact, they helped to create them.

Historically, and to date, the divisions have administered certification examinations and training events using the National Standard and will continue to do so. No non-signing Division has suggested abandoning the National Standards. In fact, they have been, and continue, working

collaboratively to insure that the National Standards are applied consistently by holding multi-divisional training events.

On February 20, 2013, the Northwest Executive Committee met. We learned during that meeting that a Governance Task Force was in the process of being formed by ASEA. A consensus was reached that PSIA-NW's interests would be best served by spending our time and resources resolving the governance issues before moving forward with the draft agreement. That determination has been communicated to the ASEA Board along with a request that PSIA-NW be allowed to select a person to participate in the Governance Task Force. Northwest, East, Rocky Mountain and Intermountain brought the need for this initiative forward in a Joint Resolution delivered to ASEA in October, 2012. As such, we should have a "place at the table" in moving the process forward. We believe that any process without the collective involvement of the four (4) non-signing divisions, from the beginning through its conclusion, will be less effective and less equitable to the major divisions and therefore less likely to result in any measurable change.

As events unfold, we will keep you advised. ❄️

Jack Burns is a 40+ year member of PSIA, an Alpine Level III certified instructor, as well as a trainer and supervisor for Fiorini Ski School. He can be reached by email at the_lawyer@msn.com.

Agreement Microsite

"PSIA-AASI is committed to preserving two key benefits for you as one of 31,716 members in an association with a long and proud history. These are: Education and certification nationally and internationally recognized by members, area management, the public, and the rest of the ski and snowboard industry. Providing benefits, products, and services that increase the value of your membership." – Eric Sheckleton, PSIA-AASI Chairman of the Board

To read more information about the Agreement go to this link: <http://www.thesnowpros.org/NewsInformation/agreement.aspx>

NATIONAL REPORT

by Ed Younglove, PSIA-NW National Representative and ASEA Treasurer



I am writing this report from the airport in Denver, Colorado during the first few days of February 2013. The PSIA/AASI National Board of Directors meeting has just concluded and I am headed home. The National organization and the nine Divisions are in what has been a fluid

process of drafting an agreement to reflect their respective roles and responsibilities. The goal is to replace an almost thirty year old outdated agreement between them. A considerable investment in time, energy and resources has been expended in that process so far. During a facilitated meeting in Denver during January 2012, the parties agreed on the need for the new agreement. This past October representatives from all the entities met in Copper Mountain, Colorado and hammered out the principles of a new agreement we all believed could be finalized relatively quickly. Jack Burns and I wrote a joint report about this in the last newsletter. Knowing that this report I am writing now won't be published for some time makes writing it difficult because the situation will undoubtedly change. However, publication deadlines require that I write it now.

Yesterday, February 4, 2013, the new agreement was signed by five Divisions and the National organization. The agreement is consistent with the agreement from Copper. Four Divisions remain unwilling to sign the new agreement, each for their own reasons. However, until it is replaced, the four remain parties to the 1986 outdated agreement with National. Our Division, Northwest, is one of the four. The National Executive Committee, of which I am a member, has reached out to all four of these Divisions in hopes of their signing as well. It is my hope that by publication time the new agreement with each of the unsigned Divisions will have been executed, but that may not be the case.

After a more than fifty year relationship, it is difficult for me to accept that all the parties cannot agree on their respective roles. It is clear that neither the Division, nor National, can fulfill all the roles necessary for the organizations to fulfill the common vision and mission, or to provide the variety of services the membership deserves and expects. It takes the effort and resources of both National and all of the Divisions to do that.

You have a pretty direct relationship with the Northwest Division (PSIA-NW). Division education staff (Divisional Clinic Leaders-DCLs) are responsible for staffing our education clinics and

seminars. They also administer Level 2 and 3 certification exams. They do a great job. Our Division office not only helps members sign up for events and exams, but provides a variety of direct services helpful to the membership. In our satisfaction surveys, the Division office always comes out on top. The National office provides some of the tools that help them in providing those services. The National organization (PSIA/AASI) also impacts you in many other ways, some directly and many more indirectly.

The National organization develops the national standards used in certification exams and specialty credentialing by the Divisions. (At this meeting we adopted national standards for both the children and freestyle specialist.) It does this in collaboration with the Divisions, but it alone is ultimately charged with their adoption and publication for use by the Divisions and the membership. The National organization helps to finance and facilitate training on the standards for the Division education staff (and examiners) through initiatives such as examiner colleges and the Strategic Education Plan (SEP). These instructor certifications and credentials are critically important to areas, snowsports schools and the public. They reflect an instructor's development and professional accomplishment not only across the nation, but to the rest of the world. Having one national certification standard for each discipline ensures that instructors, whether they are in Seattle, Boston or Santa Fe, have all demonstrated the same level of skill and knowledge to have attained their level of certification or credential.

In a similar way, National produces educational materials for instructor education, in collaboration with the Divisions. We use these manuals, videos, web based tools (e.g. the Matrix), on hill pocket guides, etc. in our professional development and teaching. They reflect the input and effort from snowsports educators, including our National Team members, from across the nation, in all Divisions and in all disciplines. Many of the Northwest Division education staff have been instrumental in collaborating in the development of some of these materials. National finances and facilitates their development and distribution. The Divisions supplement that material with their own education material.

National also promotes snowsports instruction to our industry partners and the public. The organization raises funds for its activities through industry sponsors to the extent that more than half of National's funding comes from sources other than member dues. PSIA/AASI (National) arranges for member benefits in the form of substantial discounts from manufacturers and retailers (pro forms—mostly on the PSIA/AASI website).

While your relationship with the National organization is more indirect and probably less personal

than with the Division, it is no less vital. It was a dream of fifty years ago that instructors would be certified against one "national" standard. All the things that could not be done on a regional level, such as promoting snowsports instruction with a consistent message and on a national level, were the things that National was created to do.

In 1986, through an agreement between National and all the Divisions, National was entrusted with ownership of the shield, the symbol of our organization (now the PSIA and ASSI shields and properties like "PSIA", "AASI," "Go with a Pro," etc.). These symbols reflect the commitment to excellence and consistency in snowsports instruction through the combined efforts of PSIA/AASI and the nine Divisions. Legally these symbols are valuable intellectual properties. Much like a company protects its good name through protecting its symbols from infringement (think golden arches); National has the right and the responsibility to protect the symbols of our organization and its international image.

At least one of the four Divisions believes that it should have a direct ownership of the symbols which would jeopardize their national consistency. At the same time, the Divisions are licensed by National to use the marks (symbols) consistent with our image. You have frequently seen those uses by the Northwest Division and in various forms. In fact, they probably appear throughout this publication. As a member you too have certain use rights.

I have been blessed with the opportunity to participate in our organization at both the Division and National levels. As a current DCL, current Division board and Executive Committee member (positions I have held for more than 15 years) and as the immediate past president of the Northwest Division, I believe I understand and appreciate the importance of the Division's role. As a current National Board member and member of the National Executive Committee, Treasurer of the organization and a past chair of the Council of Division Presidents, I have been active in the National organization for almost as long, and I have an equal appreciation for National's role.

The roles are different, but equally important. Our organization's vitality comes from our diversity. Our value comes from our unity. I will continue to celebrate and nurture both that diversity and unity in my current roles and throughout the process of finalizing the agreement with all the Divisions because I believe it best serves you and our profession. ❄️

Ed Younglove is a past PSIA-NW President, current NW National Representative and ASEA Treasurer. He is also a PSIA-NW Alpine Clinician and Trainer for Crystal Mountain. Email him at edy@ylclaw.com

PSIA-NW ON-LINE STORE IS LIVE

by Tyler Barnes, PSIA-NW Communications V.P.



With very little fanfare once again (actually none really) on January 25, 2013 around 5pm the PSIA-NW.ORG On-line Store was "turned on." By 11am the next morning we had an order placed by NW member Randy Pulk – thanks Randy - you were the first!

The on-line store is a substantial improvement in the member services PSIA-NW provides, where members can easily make bookstore purchases on-line. You can browse manual and handbook titles and check out some PSIA-NW specific titles and logo items, then add them to a "shopping cart" and make a purchase with a credit card – which is what you'd expect to be able to do, right? As a bonus, you can even make a purchase from your smart phone if you want, because the PSIA-NW shop is a mobile ready e-commerce website, too.

As of publishing this article, about 55 members have taken advantage of the on-line store purchasing more than 120 products totalling almost \$3,500 in gross sales. While this is not revolutionary by any stretch, nor are we going head-to-head with Amazon in book sales (clearly), we are stepping into the age of convenience for many NW members. And don't forget your PSIA-NW On-line Store purchase directly benefits the NW.

I'd also like to share with you that the software that runs the on-line store doesn't cost you, the member, anything in licensing fees, since the software that runs both the website and on-line store are "Open Source"; meaning they are free to download, install, use and customize how you like, and does not require the organization to enter into any long-or-short term licensing agreement or contract for services. Additionally, with PNSIA-EF's 501(c)(3) not-for-profit status we are able to leverage "no cost" web hosting via our hosting service provider. There is, a very minimal added cost which includes an annual security certificate to encrypt credit card transactions and a dedicated IP address for the on-line store, but this amounts to less than \$100 annually – yes annually!

Indeed, it's true, like many of your board members, I have devoted countless hours of volunteer time as your Communications V.P. to make this possible, but while my skills and expertise are generous they are not rare. I have purposely setup the web-based technology for the organization to leverage Open Source resources where practical, so that anyone with the skills can take

PSIA-NW
NORTHWEST

ON-LINE
STORE



PINS, MANUALS & DVDS

SHOP NOW

over when I some day pass the baton. There are estimated to be more than 10 million programmers and implementers world-wide today that can step in and take over at anytime. However, once set-up, most of the website and on-line store functions are administered completely by the PSIA-NW Member Services staff and/or the Executive Director.

Finally, I'd like to make a plea to you to go to the PSIA-NW.ORG website right now and take the member survey. Do it now! It takes 5 minutes and your answers do matter. Out of more than 3,400 members only 189 of you have completed the survey. Either you are too busy, you don't care or you want the statistically insignificant 5.6% of us to speak on your behalf. It's all up to you now. ❄️

Tyler is the Training Coordinator at Mt. Hood Meadows Ski Resort, is a member of the PSIA-NW Technical Team and an Alpine Examiner. He produced this publication and implemented the psia-nw website and on-line store. Email him at: tyler@popstardigital.com



OK. Now go to
PSIA-NW.ORG

TAKE 5 MINUTE SURVEY

NW snowsports
instructor

Professional Snowsports Instructors of America-
Northwest, Pacific Northwest Snowsports
Instructors Association – Education Foundation
338 N. Wenatchee Avenue,
Wenatchee, Washington 98801

PSIA-NW Member Services

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Kirsten Huotte, Executive Director

kirsten@psia-nw.org

SEND SUBMISSIONS TO

Tyler Barnes, Communications V.P. & Editor

tyler@psia-nwtechteam.org

SUBMISSION DEADLINES

For more info go to psia-nw.org/newsletter

Fall Issue (Sep – Nov)

Ads & Articles by August 1

Winter Issue (Dec – Feb)

Ads & Articles by November 1

Spring Issue (Mar – Aug)

Ad & Articles by February 1

CONTRIBUTOR GUIDELINES

The NW Snowsports Instructor is published three times per year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions including advertising. Articles should include the author's name, mini-bio and portrait image suitable for publishing (if available). Please submit all content, articles and photos as attachments via email or contact the editor for other options. 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.

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EXAM SEASON IS UPON US!

by Chris Thompson, PSIA-NW Certification V.P.



Are you ready? The Division will be hosting the remainder of this season's exams beginning March 3 at Stevens Pass (Track Exam). The first Alpine and Snowboard exam modules are on March 23 – 24 at Schweitzer Mountain in Idaho, with the last Alpine and Snowboard modules at Mt. Hood Meadows on April 20-21. For all Exam Checkpoints, Pre-exam Clinics and Exam Modules please refer to the PSIA-NW.ORG website and calendar of events. We attempt to schedule the exams across the region to ensure that there will be one in your neighborhood. Each venue is equally exam friendly depending upon the conditions of the day of course.

On a recent Friday I had the opportunity to work an Exam Checkpoint clinic, which are offered in your geographic region approximately one month before the corresponding exam. The checkpoint is just that: it is an opportunity for you to ski with an Examiner or Divisional Clinic Leader who guides you through the exam tasks, skis or rides with you on varying terrain with varying conditions simulating what you might experience on exam day. Time will also be allowed for exam candidates to volunteer to practice a teaching segment in front of your peers – which is a great opportunity to get a feel for the exam teaching format. All in all, taking advantage of an Exam Checkpoint clinic is a very worthwhile experience.

Exam orientation clinics, available usually the Friday before an exam weekend, is another excellent opportunity for exam candidates to ski or ride at the mountain where the exam is happening, look at the terrain, check snow conditions and to do a "final rehearsal" before the big show! Exam candidates should take advantage of these exam related clinics, as they will give you the extra boost of training and confidence you will need to have the best exam experience possible!

"Exam prep clinic" – what does that really mean? All clinics and all teaching are exam preparation oriented. I am reminded of a video that comes out of Rocky Mountain called "Just Good Skiing" and in it is series of skiing clips on varying terrain with varying conditions. In those JGS videos even appear members of the NW from National Team Tryouts, plus footage of ski racing and training. It's such a great variety of "good skiing."

Teaching in an exam is much like what you do at your home area, "Just Good Teaching." In other

words, when it is your turn in front of the group or in a round table discussion or when the examiners are asking you questions for clarification, just do as you would do with your own students. One thing that is different is the time frame surrounding an exam; it's much shorter so be clear and succinct with your teaching segments and class handling strategies.

The the written and on-snow modules have not changed since last season. As noted in the most recent newsletter, the teaching module has been adjusted to give you more teaching time. We all know that 30 minutes is still a short amount of time, allowing us only a "snapshot" of your overall knowledge and abilities; so it is important for you to make the best the time allowed.

Many of our Northwest instructors teach in season long or multi-weekend program lessons and therefore, often do not have the opportunity to work many private lessons. Private lessons, much like the exam situation, are short in nature, often only an hour and only that one opportunity to provide your student a positive learning experience, and improve their skiing or riding. If you think about it, you will consciously or subconsciously, go through all of the high points expected in the exam process in that hour:

- * Teaching Model
- * Teaching Cycle
- * Movement Analysis
- * Skills Concept (Alpine) or Performance Concepts (Snowboarding)
- * Stepping Stones
- * Your Responsibility Code

Other aspects for which you are accountable directly out of the American Teaching System (ATS) are Visual, Auditory and Kinesthetic (VAK), Cognitive, Affective and Physical (CAP) Model, phases of a turn, DIRT, Maslow's Hierarchy of Needs. And equally important is to remember that the teaching modules is, "Student Centered, Outcome Based and Experiential."

Every time that I sit down to write something regarding the exam from the Certification Vice President perspective, it invariably comes down to the process itself. Just like during an exam, where you will need to address all of the "W" questions of who, what, when, where, and why. It is the one "non-W" word, the How is the most important. This brings up the point of directed practice – in movement analysis, it is critical for your students to fully understand what they are doing and once that is established, how do they modify behavior to improve their performance (see Tyler's current Awesome Stance article on page 11 of this newsletter).

One important final note, please take the time to thank your local ski area operator for their support of our endeavors by providing lift tickets and meeting space for our events.

See you this spring! ❄️

Chris Thompson is the PSIA-NW Certification Vice President, an Alpine Examiner, Founder and past Head Coach of the PSIA-NW Technical Team. Email him at mistert@nctv.com

Exam Schedule

ON-SNOW EXAMS

STEVENS NORDIC CENTER - MARCH 3

Track II & III Only

SCHWEITZER - MARCH 23-24

Alpine II & III, Snowboard II only

MT HOOD MEADOWS - MARCH 23-24

Adaptive I & II only

STEVENS PASS - MARCH 30-31

Alpine II & III, Snowboard II & III

MT BACHELOR - APRIL 6-7

Alpine II & III, Snowboard II & III, Telemark II & III

MT HOOD MEADOWS - APRIL 20-21

Alpine II & III, Snowboard II only

See the Fall Newsletter or the website for specific exam information and sign-up procedures.

WRITTEN EXAMS

You must complete the written exam 2 weeks prior to taking the on-snow portion of the Alpine, Snowboard and Telemark Exam modules. See the Season Guide for written exam dates or contact your Training Director at your school.

CORRECTIONS

In the Fall 2012 Newsletter, where we listed members who have passed exams, Clancy's School was not adequately "bolded" in the listings. So once again congratulations to these Clancy Ski School members who passed exams in 2012: Cameron Blas (A1), Brian Feucht (A2), Brian Gavin (A1), Courtney Gavin (S1), Tina Hanrahan (A1), Justin Hauck (S1), Angela Krisinger (A1) and Katie Smith (A2).

A FIRST: VOTING ON-LINE BEGINS IN 2013



For the past year, the Board of Directors has been exploring the use of on-line voting to increase participation in elections and cut expenses in the mailing department. This spring we will vote on the Restated Article of Incorporation and see how the new voting method works.

In August Jack Burns, our president, outlined the reasons for changing the Articles of Incorporation and listed just what is being changed. To refresh your memories, I am inserting a section of his article. Please read it and be ready to vote yes or no when the election is announced on-line and in the newsletter.

Here is an excerpt from August 16, 2012 article by Jack Burns:

At our last meeting, the Board approved submission of Restated Articles of Incorporation to the membership for approval. It was anticipated that a vote on the restated articles would occur at the three (3) fall seminars. The proposed restated articles and notice of the meetings were published in the newsletter and posted on the website. At the Regional Directors meeting held in Seattle, several concerns were raised about the proposed changes. Rather than proceed with a vote at meetings at the end of a long day that might require extensive discussion in order to fully air the expressed concerns, it was decided to withdraw

the proposal and address the concerns in the hope of avoiding significant controversy.

The current proposal reflects changes made to accommodate the issues raised at the director's meeting and by others.

The changes include:

- * Reinserting the requirement that the Board of Directors consist of not less than fifteen (15) nor more than thirty (30) members;
- * Reinserting proportionality language about the makeup of the Board of Directors;
- * Adding back a modified provision that the Articles may be amended by a vote of the members; and
- * Adding a provision allowing the members to challenge an action of the Board of Directors. While such a provision already exists in the by-laws, there was a concern that the bylaws could be amended to remove the provision without member approval. By adding the provision to the Restated Articles of Incorporation, the right would be preserved to the members.

None of these changes impact the original intent of making the Restated Articles of Incorporation more generic.

The Election Committee understands that some people will still want a paper ballot. To allow for this, a paper ballot is included below with instructions for voting and mailing in the ballot. ❄

Mary Germeau is co-owner and operator of Olympic Ski School at Stevens Pass. You can reach her by email at maryolympic@hotmail.com

VOTING INSTRUCTIONS

On-line Ballot: To vote on-line simply point your browser to PSIA-NW.ORG/VOTE and complete the on-line ballot. You will be required to submit your name, email address and membership number in case we need to contact you about your ballot.

Mail-in Ballot: To vote by mail, you may use the ballot below or download and print out a mail-in ballot from PSIA-NW.ORG/VOTE.

General voting rules (on-line or mail-in ballots)

- * Only vote if you are eligible to do so (i.e. member in good standing with dues paid)
- * Only vote one time (either on-line or by mail)

Please Note: Voter fraud is a serious offense and is considered a violation of the terms of your membership. Any member who is found to have been fraudulent in voting may have their Regional and National membership revoked.

The election committee will NEVER disclose your vote to anyone outside the election committee. We respect your privacy. ❄

Restated Articles of Incorporation Mail-in Ballot

If you plan to vote by mail your ballot must be post-marked no later than April 10, 2013 to be counted. All current dues paying members may vote in this election. Only 1 vote per member is accepted. If you do not want to vote by mail you can easily vote on-line at PSIA-NW.ORG/vote or drop your ballot off in person at the Wenatchee office.

Full Name _____

Membership # _____

Phone Number _____

Email Address _____

A "YES" vote is to accept the changes to the Restated Articles of Incorporation.

A "NO" Vote is to reject the Restated Articles of Incorporation.

☐

YES

☐

NO

For added privacy you may cut this side of the ballot off, fold it in half and include it with your mailed in ballot. This is NOT required

UPCOMING BOARD ELECTIONS

by Mary Germeau, PSIA-NW Executive V.P.

The following PSIA-NW Board Vice President positions are up for election at the May 18, 2013 Board of Directors meeting in Wenatchee, WA. If you are interested in one of these PSIA-NW officer positions, please send in a letter of interest and intent to kirsten@psia-nw.org that will then be distributed to the board of directors for review at the meeting in May. Contested V.P. positions will have an opportunity to present information to the full board at the meeting to help the board make their election decisions. In the Winter 2013 issue of this newsletter the entire Board of Directors were listed with their contact information.

Education V.P.

Requirements: Certified Level III instructor, NW Member in good standing.

Certification V.P.

Requirements: Certified Level III instructor, NW Member in good standing.

Financial V.P.

Requirements: Certified Level II or III instructor, NW Member in good standing.

Member School V.P.

Requirements: Certified Level II or III instructor, must be a member school director, NW Member in good standing.

The current V.P.s are: Molly Fitch, Education V.P.; Chris Thompson, Certification V.P.; Diana Suzuki, Financial V.P.; Chris Saario, Member School V.P. Chris Thompson and Diana Suzuki have indicated they intend to run for reelection. Chris Saario is no longer a school director and will not be running for reelection and Molly Fitch is also not running for reelection. For information about the roles and responsibilities of these V.P.s see the PSIA-NW.ORG website, then look in "Who We Are" then choose "Strategic Plan." ❄️

SCHOLARSHIP FUNDRAISER AT SYMPOSIUM

by Mary Germeau, PSIA-NW Executive V.P.

April is just around the corner, and with that month comes our annual educational get together – Symposium. This year we are again going to be able to enjoy Big Sky Resort in Montana. Here, you will also have the opportunity to help PSIA-NW raise funds to support our scholarship program. How can you help? Of course, you will want to buy raffle tickets at the event. They will be for sale Thursday, Friday and Saturday at the regis-

tration times. About half of the money raised to support the scholarships comes from the sale of these raffle tickets. In addition you can donate to the items to be raffled, or donate an item to be sold in the Silent Auction on the night of the Banquet. Naturally snowsports related items are a great idea, but anything is wonderful and we would be glad to hear from you if you have an item to donate.

So far I have heard rumors that several ski schools are getting together to get items for the event. We usually have about 70 items to raffle off and 12 or 14 nice items to put in the Silent Auction. If you have contributions contact me, Mary Germeau, at maryolympic@hotmail.com or call 425-822-8864 or 206-718-1197 and I will be glad to work with you.

Remember that all the money earned at this fundraiser is put in the Scholarship account for the next year. In order to apply for a Scholarship in the future, refer to the information on the PSIA-NW.ORG website. The deadlines for this year's scholarships applications has passed, so start planning for next year. The deadline for next year's applications is December 15, 2013. ❄️

BATTLE OF THE BASKETS

A Friendly Scholarship Fund Competition
by Anne Bingham

Books, chocolate, beer, and warm socks. How can the things we love off the slopes improve our performance on the slopes? I'm glad you're wondering. Conversation is always hopping at my snow sports school – SKIBACS – about training and skiing at other areas. Instructors plan months in advance so they can attend PSIA-NW clinics. Lately we've been talking about how to help more people attend these events.

Sports bags, pickles, Cabernet, and puzzles. Let's support the PSIA-NW Scholarship fund! This fund is for snow sport education and can be used for PSIA-NW Event Registration Fees or at the NW Bookstore. One way money gets in the Scholarship fund is through the silent auction at Symposium. I thought if I put out a basket, instructors at my school could put in a little something and we could donate a pretty cool basket.

Water bottles, coffee mugs, gift cards, and ski movies. What would be more fun is if we challenge other ski schools to come up with a better basket. This friendly competition would build camaraderie (okay – rivalry) and raise money. Everyone loved the idea of a Battle of the Baskets. What is really most important to the SKIBACS

crowd is that our basket raise more than any of the other ski schools – we've got a challenge going with Fiorini. Who else wants in? Let the smack talk begin.

Board games, joke books, vintage port, and carabiners. We were having so much fun with the idea that we decided to do two baskets. I'm suggesting each instructor bring in their favorite candy, and we make one basket a candy basket. Who wouldn't love that? I'm not telling you what we're collecting for our second basket.

That holiday gift that you really didn't want, the underlayer you bought on sale in the wrong size, and the board adjustment tools you bought and never used. My darling but competitive husband, Tim Hunt, waited for me to come back with my two baskets so he could measure them and make sure that the ones from his ski school – Crystal Mountain – are bigger. I will probably swap them when he isn't around. So you can see that we are already having fun with this.

Smoked salmon, running shirts, bumper-shoots, and stationery. I hope I've given you plenty of ideas to get started. This is an invitation to our peer instructors to chip in a little something, stand a little better (in "Awesome Stance" of course), and don't forget to bid at the Symposium auction in April.

Off the slopes I am an educator and a strong supporter of learning opportunities and scholarships. I am only in my second season as a ski instructor, and have already participated in many PSIA-NW offerings: Alpine Level I Exam, New Pro - Let's Go Clinic, Children's Specialist 1, Divisional Academy, Symposium, and Immersion. All of these events are inspiring for skiing, social, professional, and generally great vacation reasons. Let's support the PSIA-NW scholarship fund so others can have fun, learn, and instill a lifelong passion for the mountain experience.

The gauntlet is thrown. If you throw in the other one, I might bid on them. ❄️

Anne Bingham is a teacher librarian in Seattle and Alpine Level I instructor at SkiBacs Ski School at Summit Central on Snoqualmie Pass. Email her: hurdygurdy@psia-nw.org fastmail.fm

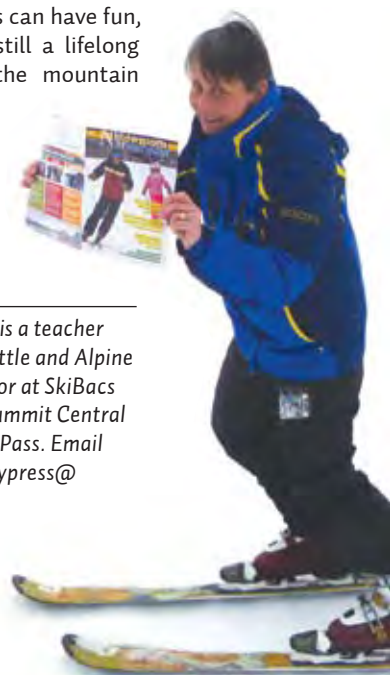




Photo 1: Leather boots, wooden skis AND poles!

KIDS AND POLES

by Kim Petram, Children's & Senior Committee Chairperson & Technical Team Member

Kids have been using poles for a long time. Why did we stop? At what time did we decide poles were too onerous and a difficult burden for the child to manage? We take them away when the child is young or just learning to ski and then give them back when the child is older or they have met some obscure benchmark of skill acquisition. Often, it's too late. Because of motor learning activity originating in the cerebellum, critical movements have been processed, myelin has been wrapped. Giving a child poles after they have already learned to ski is asking the child to change learned movement patterns and will be very challenging. Guaranteed.

How often do we see this (photo 2 below)? A very common posture of a child learning to ski. By asking the student to raise your hands up, we are really asking them to make a rebalancing move. As you can see in the left hand photo below, the child has his hands "up," notably following direction well. However, the outcome or ideal movement change has not occurred. The Center of Mass (COM) remains behind the feet. The directions given were incorrect.



Photo 2: The "typical stance" – COM behind the feet.

Here in photo 3 (below), the children are using their poles functionally by allowing the upper body to functionally maintain pace with the feet. Though these are static photos, one can imagine that the kids are moving their center of mass slightly forward to maintain as balanced of a position that they are capable of given their size.

The poles are being used as a tactical tool for helping the learners keep their mass over their feet as best as possible. Note some key references to athletic stance.



Photo 3: Poles can assist with an athletic stance

Day one activities require kids to spend considerable time moving about the flatland terrain available at your home teaching area. The fundamentals of a progression include teaching the ability to glide, step and rotate all while balancing on slippery skis. We coach teaching tactics in the language of real versus ideal movements – focusing on what a child can do now, leaving out what we know they can't manage yet and setting them up for future success by addressing movements we want them to utilize later. Wouldn't you love to have this 7 year-old day-one learner in your class of never-ers?

Kim's Advice: It's never too early to consider poles.

Safety tip: Grips up and Tips down!

Not sure about the cerebellum? Athletic stance in children? Giving kids poles? Then be sure to check out the calendar of events that comes out every Fall in this newsletter or go to the PSIA-NW.ORG website for a full event calendar and event details, then sign yourself up for a Children's Specialist course. Guaranteed to be running at a locale close to you! ❄️



Kim Petram is a PSIA-NW Technical Team Member, PSIA-NW Alpine Clinic Leader and Children's Committee Chairperson. Email: kim@petram.org

LATE SEASON CHILDREN'S SPECIALISTS EVENTS

CS1 & CS2 AT MT

HOOD MEADOWS

APRIL 20-21



Children's Specialist 1 is a two-day, on snow, children's education clinic introducing many ideas and theories on the way children grow, think and learn and how the participant can tap into these resources to help gain knowledge and application as an instructor working with the child specific client learning in the beginner to intermediate zone. All disciplines welcome.

To participate in the Children's Specialist 2, also a two-day clinic, the participant must hold a Level II certification or higher, have access to the Children's Instruction Manual, Second Edition, 2008, and possess a willingness to fully engage, teach and participate in the two day event. A minimum one full season separation between participating in the CS 1 and pursuing CS 2 is required. A season is defined by the parameters of the yearly seasonal guide distributed to membership each Fall.

For more information about the Children's Specialist Programs please see the PSIA-NW.ORG website.



AWESOME STANCE

text by TYLER BARNES - action photos by GRANT MYRDAL

If you have attended an event, clinic, new instructor training course or even taken a lesson with me you've probably heard me refer to "Awesome Stance." This is making its way to being a "BUTY" – pronounced "boo-tee" – which stands for "Buzzword of the Year," and I want to make sure you understand this is more than buzzwords.

Over the seasons, there has been a lot of information about balance, stance, athletic stance, functional stance, etc. all tied to definitions and personal understanding of those definitions. "Awesome Stance" is not intended to introduce yet another "name" for previously well-documented terms, however it is meant to start a conversation by using a phrase that has less "baggage." Personalized understanding of terms, lingo and jargon tend to convolute meaning where "Awesome Stance" is a way to convey information in a non-technical and "fun" manner to a receptive audience. Plus it sounds cool.

As an example, I'll start with a different concept and a terribly phrased question, "Who has heard of The Skills Concept?" Within a group of instructors most would nod their heads yes, right? Despite the widely varying understanding of The Skills Concept, most have heard of it. Now, if I offer up my interpretation of The Skills Concept most will compare their understanding to mine. Some instructors will be "open" and see how my information aligns with theirs, while others might be "closed" and immediately reject my interpretation based on their beliefs, especially if anything differs. My use of the term "Awesome Stance" is a conversation starter and tends to pique the interest of most within earshot, which is the catalyst to sharing information with open and receptive listeners. The opposite being closed responses to repeated topics like, "Oh, yeah, heard it, next" and, "Don't you have anything original?" or "What's the new move?" Let

me start by stating this is a "non-technical" approach to a very technical and thoroughly documented topic which I will provide some recommended reading at the end.

So, let's get on with "Awesome Stance." Statistically, I start at the bottom and work my way up the body. It is particularly useful to find **your** "Awesome Stance" while standing in boots only (no skis) on flat terrain – indoors works very well. I also find that referring to specific body parts and relating them to each other helps establish specific and measurable visual cues. The objective of "Awesome Stance" is to increase your skill and awareness of how to align and maintain your Center of Mass (COM) over your Point of Contact (POC), or base of support, which could be two skis, one ski, inside edge of outside ski, etc. all while sliding, slipping, skidding or carving down the hill, or whichever way you are moving, to get the desired results.

THE ELEMENTS

- 1 Feet are hip width apart
- 2 Shins maintain forward contact with both boot tongues
- 3 Knees are slightly flexed
- 4 Back angle matches shin angle
- 5 Shoulders are rounded forward
- 6 Elbows are forward and slightly wider than the shoulders
- 7 Hands are forward, slightly wider and slightly lower than the elbows
- 8 Vision is forward

I expect you caught onto the repeated theme: the word "forward" and the reference of one body part to another. Notice how I did not use generic terms like "hands are forward" with no reference to forward of what? Generally speaking these

elements are present regardless of a person's physical makeup or particular equipment setup, just as long as your COM is directly above a point that roughly falls between your feet.

Yes, there are always exceptions to the rule but to always focus on the exceptions is not particularly constructive in all situations. These elements are the foundation of an "Awesome Stance" used as a great starting point in beginner lessons, in expert level skiing, and yes, in my own skiing – these elements are what I try to achieve routinely when creating an "Awesome Stance." Let's explore those details that I find very useful when achieving "Awesome Stance."

(continued next page)



The Elements of "Awesome Stance." photo and video by Rod Parmenter.

"STANCE": 1) THE ARRANGEMENT OF THE BODY AND ITS LIMBS; 2) THE POSITION OF BOTH BODY AND FEET FROM WHICH AN ATHLETE MOVES OR OPERATES

ELEMENTS EXPLAINED

Item 1: Feet are hip width apart. Hip width apart means that your feet are directly below your hips. A person's stance width in the Coronal (Frontal) plane (see Figure 1) is directly related to their individual, physical make-up and is specific to the width of their hips. If you pick a skier up from under their arms and let their feet and legs dangle (as I sometimes do when working with kids) the skier's feet, if relaxed, will assume "hip width" naturally. Keep this in mind the next time you ask someone to "widen their stance." Is that really what you mean? Or do you mean "shorten your inside leg more?" These two statements are quite different.

If you look at Photo 1 (page 14) you may inquire why my skis appear to be more than hip width apart. Well, in the Frontal plane they are indeed hip width apart since my right knee is very close to my left ski boot – about hip width apart. However in the Transverse plane my left foot is significantly more than my "hip width" away (the real distance) from my right foot. This is why a carved turn on groomed terrain, when looking back at the tracks in the snow, those tracks are farther apart during the shaping phase of the turn, than in the transition. This is not an illusion, or a visual cue that something is wrong, or the skier is varying their stance width. This is reality – the skis are indeed farther apart.

THE BODY'S PLANES OF REFERENCE

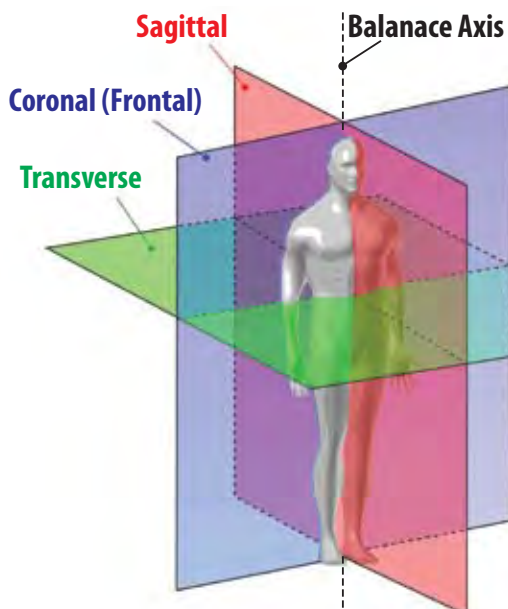


Figure 1: The body's planes of reference. See also Ron LeMaster's title "Ultimate Skiing" on page 17 for these planes applied to a skier. More details at the end of the article.

Item 2: Shins maintain forward contact with both boots tongues. There are some very purposeful words in use: "maintain" and "both boot tongues." Generally speaking I "maintain" forward shin to boot cuff contact on both boot tongues via dorsiflexion of my ankles – or bringing my toes and top of my foot closer to my shins. Speaking for myself, I do NOT achieve forward pressure on the tongue of my boots by "levering" into the boot tongues, moving my Center of Mass (COM) excessively far forward. Sometimes I hear this called "hanging on the front of the boots."

Neither do I focus on "plantar flexion" of my ankles – or pushing my toes into the bottom of my boots. Some times I hear this called "gripping the toes." I do plantar flex the ankle, or more accurately, stop the ankle from flexing too much, when dictated by terrain (i.e. bumps), snow conditions (i.e. deep or thick snow), when compensating for compromised balance, etc. Quite obviously boot stiffness, its flex index, also has a major impact on the ability to flex the ankle.

Item 3 and 4: Knees are slightly flexed and back angle matches shin angle. These two elements are very closely related. If my bum is noticeably behind my heels in this static stance, I am probably over flexed at the knee and hip, where the angle of my shin does not match the angle of my lower back. Alternatively, if I extend my knee and hip too much I will likely be too far forward to remain standing without falling forward – try it out. Again, this applies to this "semi-static" activity while standing in ski boots only.

More exceptions ... I am not suggesting that one might not need to extend the knee and hip more to achieve a certain ski/snow performance **while in motion**. Nor am I suggesting that the knee and hip does not flex such that the back angle does not match the shin angle, like in a tuck. I want to be clear here: if anyone asks, it's OK to have your hips behind your heels if and when necessary – just look at good skiing for your answer – you need to move and rearrange the components of your body to remain "in balance" **while in motion**, and many times your hips will be behind your heels, and your back angle may not match your shin angle.

Item 5 & 6: Shoulders are rounded forward and elbows are forward and slightly wider than the shoulders. Yes, this means that Item 4 still applies but the upper back and spine are rounded slightly in



TO WATCH A SHORT VIDEO DESCRIBING "AWESOME STANCE" GO TO PSIA-NW.ORG/AWESOME

both the Sagittal and Coronal planes. If you interlock your hands (as if praying), and then move them forward and away from your chest as far as you can while keeping your elbows only slightly bent and lowering your hands below your biceps you'll feel what I mean. This is achieved by contracting the pectoralis major muscles (your pecs) in your chest while simultaneously engaging the latissimus dorsi muscle (your lats) in a stabilizing manner. In turn this plays a key role in stabilizing the torso, as in "a quiet and stable upper body."

Item 7: Hands are forward, slightly wider and lower than the elbows. Now that you're done praying, hold your hands slightly wider and lower than the elbows which places the arms in an ideal position to use the poles in a very effective manner, both in terms of providing lateral balance awareness and eventually a pole swing or touch that does not disrupt developed counter rotation. Lateral balance awareness refers to using the pole tips as cat whiskers to help gauge where you are in space from side to side relative to the snow surface. For more on pole usage see my article, "The Touch Zone" in the Summer 2009 issue of this publication.

Item 8: Vision is forward. While this one seems obvious, most beginner skiers look at their ski tips, and most advanced skiers don't look far enough ahead. In a giant slalom race course, for example, athletes are usually coached to look two gates ahead – blue gate to blue gate, red to red – that's what I mean by "forward." One added caveat: look through the top half of your goggles. When you look through the bottom of your goggles you tend to tilt your head up and back. If I look through the top of my goggles (not at the sky) this promotes lowering my chin a little providing better skeletal alignment and stability of my head.

Eight elements are a lot to be "thinking about" and if you are trying these out now, things might feel a little weird. This is a good thing as it is a sign that you are doing something different than you



Based on "The Elements" and comparing the two stances, what's different? While working at Immersion 2013 at Mission Ridge Shannon Marie improved her stance significantly! Well done Shannon – you're awesome!

normally do. Am I "thinking" about all elements, plus everything else, when I ski? No, but the reason why I don't have to think about them, is that I have practiced my "Awesome Stance" thoroughly – I mean "all the time!" When teaching beginner lessons this is an ideal time to be demonstrating this stance. You can also practice this when riding the magic carpet, or when straight running in the base area over to the beginner chair, or when standing in the lift line – yes, even just standing! I practice this everywhere and all the time such that my body "knows" when I am there and I no longer have to "think about it."

Once you have achieved this stance while in ski boots, now try it with skis on. Naturally with having your skis on, you will have a far greater range of motion fore and aft as the length of the skis prevent you from falling forward or backward along the Sagittal plane. So far we have been exploring a "static stance" where the forces are isolated to gravity through our Center of Mass (COM) relative to our Point of Contact (POC) – our feet – straight down through the intersection of the Sagittal and Coronal (or Frontal) planes called the "balance axis" (again see Figure 1).

Now is when things start to get tricky – when we begin to slide. But first, let's look at a definition:

"Stance" – stäns - noun: 1.) the arrangement of the body and its limbs; 2.) the position of both body and feet from which an athlete moves or operates

The key phrase in the second definition is, "from which moves or operates." Skiing is about moving and usually about turning, be it for speed control or to win a race. But before we start turning, we need a strategy to maintain your "Awesome Stance" once we introduce more forces. We'll do this in another semi-static activity.

STANCE MAINTENANCE

The first activity is to find your "Awesome Stance" then have a partner gently try to move you from this "position" (see photo bottom of page). This can be accomplished in a variety of methods: a partner can gently apply a force (push or pull) the skis or your body. Using the Feedback Model, the desired outcome is to maintain your "Awesome Stance". The Ski/Snow behavior we are seeking is that the whole system (skis and body) move together. The Movements we expect to see will ideally be "invisible."

As your partner pushes or pulls in various places will require you to "functionally tense" certain muscles to maintain your "Awesome Stance." Your partner should notice when you are maintaining your stance that it is rather difficult to initially move the whole system (skis/body) since an "average" person with all their ski gear on weighs quite a bit more than your "dry weight" – typically about 30 pounds more. If your partner can move a part of your body or your skis easily, then the "Awesome Stance" is not being maintained, notably because they are moving just a "part of the system" not the whole thing.

Some of the main muscles that will be "firing" to maintain your "Awesome Stance" are part of your lower body (quads, hamstrings, tibialis anterior) and your upper body or "core." Anatomically speaking the major muscles of your core include the pelvic floor muscles, transversus abdominis, multifidus, internal and external obliques, rectus abdominis, erector spinae and the diaphragm. Other minor core muscles include the latissimus dorsi, gluteus maximus, and trapezius. Wow, that's a mouthful!

To translate this into "layman's terms" you can activate your core by drawing your belly button inwards towards your spine, contracting your "bum" muscles and lower back, while creating a functionally tense "U" shape that encompasses your arms, chest and mid to upper back, as outlined in Items 5 and 6 earlier and as demonstrated in Photos 1, 2 and 3 (next page). Adding some tension to the quads, hamstrings and shin muscles will help stabilize the lower body. It is important to note that this muscular tension I am referring to is akin to a cat that is sneaking up on its prey. The cat is moving very slowly, carefully and accurately and can both "freeze" or "pounce" at any moment as needed.

To maintain your "Awesome Stance" while in motion, even in a straight run on nearly flat terrain, requires that you move – **yes, I mean move** – with your skis while you are sliding. Once your skis are at a near constant speed, assuming a smooth surface like groomed snow, appropriate wax and a very gentle slope, you can maintain your stance with much less muscular effort since wind (drag),

friction (the snow), turning forces and terrain variations are not effecting the ski/snow interface very much.

Increase the pitch and try this again in a straight run. As the pitch increases so does the challenge, both physically and mentally. Fight the urge to "settle back" which is an anticipatory strategy that skiers use in preparation for the unexpected be it from terrain or snow. First rely on your muscular tension, then as needed, change the relationship of your joints to address the forces.

At first, like most beginners, you will feel stiff and probably over engage these muscles. The intent is not to "ski stiff," however is to engage muscles as needed so as to not compromise or perturb the "Awesome Stance" you've been working so hard to create. As you become more well-versed in the elements of this stance you will be able to move more accurately to maintain a desirable relationship of your COM to your POC.

We are almost ready to start turning, but not quite. The next activity is to maintain your "Awesome Stance" in a traverse, both at various degrees off of the fall line and on various pitch angles. If you recall Item 2, "Shins maintain forward contact with both boot tongues" and the ways I described how to do this (i.e. dorsiflexion), you may find this more challenging.

Reviewing Items 3 & 4, "Knees are slightly flexed" and, "Back angle matches shin angle" are equally challenging and perhaps not all together achievable depending on the pitch of the hill. As the pitch increases so increases the distance from foot to foot in the Transverse plane. Biomechanically, ankle flex is reduced because of your ski boot which requires more flex of the uphill knee, which can decrease shin to tongue pressure. However if you tilt your pelvis to match the slope of the hill (i.e. raise your uphill hip relative to the downhill hip), you can then flex your uphill knee a bit less and maintain inside shin boot cuff

(continued next page)



First activity: "Stance Maintenance" pushing/pulling on the skis to test one's ability to maintain their stance.



tongue pressure. Try it out. If it doesn't feel weird or you're not doing it, or you've been doing it all along and are already proficient at it!

Eventually, when making turns, this pelvic tilt can allow me to decrease ski lead as I exit the shaping phase and enter the transition phase of a turn. This decreased ski lead and the alignment of my inside foot to my inside hip allows me to transfer weight to my new outside ski more smoothly because I am now aligned more "awesome" to direct balance to the new outside ski. If my inside ski were too far ahead I would have to make a more abrupt move (and sometimes I do indeed) so I can pressure the front of the skis as I start the next turn.

THE TRICKY PART: TURNING

Now that we have an "Awesome Stance" and know how to maintain it in a straight run and in a traverse, we need to apply some of these principles while making turns. Since skiing is dynamic and the forces are ever changing depending on turn size, speed, snow depth, surface condition, edge angle, etc. we actually have to "move" and rearrange our joints and limbs in response to these variations. These movements allow us to "line up" or "stack" our body (ideally in an efficient manner), so that we can achieve a desired ski performance.

In Photo 1 (above) you can see some of the elements of "Awesome Stance" are generally in place starting from the top down: Vision is forward, elbows are forward of the shoulders, hands are help wider and lower than the elbows. However my back angle is probably more than my shin angle, and when looking at the lower body we see some very obvious differences from our static exercise, most notably that the inside knee is very flexed. This is a result of needing to move my body to the inside of the arc of the turn

to "stack up" and balance against the forces on the outside ski.

If you simply focus on the outside half, the knee and hip are flexed such that my COM is aligned through the arch of my foot to my POC – you can see the tip of my outside ski is carving and snow is spraying from well ahead of the toe piece of the binding. And while you can't see it I guarantee you I am dorsiflexing both my ankles at this point in the turn. Interestingly, when I flex my ankles even more at this point in the turn, by dorsiflexion not "hanging on the front of my boots," I actually feel the tail of my ski propel me out of the turn. Go figure – I can flex my ankle and apply pressure to the tail of the ski. If I were "hanging in the front of my boots" (like I used to) and flexed my ankle by moving my torso even more forward, this routinely caused my outside skis' tail to "wash out."

As you compare the static "Awesome Stance" to Photo 2 (above) more of the elements of the static stance begin to appear as I am moving through the transition of the turn. While at this fraction of a second in a "real" turn I am not displaying all of them in the "idyllic sense" the realities of the turn, terrain, physical strength and my estimations are coming into play – it's reality and **I am moving**. In comparing these photos to the static stance you can see my knees are more flexed thus my back angle is a bit more than my shin angle. Now, as I begin relaxing (not tensing or pushing off of) my outside leg, weight transfers to my new outside ski and allows my COM to move from one side of my skis to the other in preparation for the next turn. Ron LeMaster refers to this as the "Virtual Bump" (see page 42 of Ultimate Skiing). You will also see reference to this "relaxing" in Juris Vagners' title on page 1.5 & 1.6.

In photo 3 (above) you can see the inside leg is beginning to flex more as my body begins the process of inclination (not angulation) and moving to the inside of the arc of the turn as I continue to direct balance to my outside ski. Generally speak-

ing you do not see a significant change in my arm carriage because I am striving to maintain this aspect of my "Awesome Stance" all the time.

Your three take a ways should be: 1.) A better physical and visual understanding of stance and a useful way of relating body part to body part in creating this stance foundation. 2.) In order to maintain my "Awesome Stance" I need to actively engage my "core" muscles in response to forces and 3.) Elements of this stance obviously change as you move and respond to external forces from turning, snow conditions and terrain. Oh yeah, if there is any confusion there's one more take away: Awesome Stance = Athletic Stance.

For a very thorough and in depth study of some of this information read Juris Vagners' title "A Ski Instructor's Guide to the Physics and Biomechanics of Skiing" and Ron LeMaster's title "Ultimate Skiing" both of which you can purchase from PSIA-NW.ORG On-line Store. Juris title is also offered in a downloadable eBook format free of charge - thank you Juris!

To see more photos of my various levels of success implementing "Awesome Stance" (and others doing the same) see meadowsactionphotos.smugmug.com then look in Daily Galleries 2012/13, then in Sun Feb 10 Stadium Ram's Head.

Finally I leave you with this: As you proceed with implementing "Awesome Stance" know that it is the gateway to "Awesome Movements."



Tyler is the Training Coordinator at Mt. Hood Meadows Ski Resort, is a member of the PSIA-NW Technical Team and an Alpine Examiner. Email him at tyler@skihood.com.



Grant Myrdal is a South African born, self-taught photographer, who has taken his passion for the ocean and the natural world and turned it into a photography career. Email him at grant@grantmyrdal.com or find him on line at www.grantmyrdal.com

AS YOU PROCEED WITH IMPLEMENTING "AWESOME STANCE" KNOW THAT IT IS THE GATEWAY TO "AWESOME MOVEMENTS."

Friday: Ski & Ride all day. Friday evening: No Host Reception

Saturday: Ski & Ride all day. Dinner & Awards Banquet from 7-9pm. After-party 9pm - ?

Sunday: Ski & Ride all day. Head home with memories of a good time Montana-style



Symposium 2013

April 12-14 @ Big Sky, Montana

End of the Season Party with 400+ of your closest friends

Yahoo!!! Another season wrapped up and what a time it's been, now you are ready to celebrate with the rest of the division in saying, "that's a wrap." We're ready to put the icing on the cake with this end of the season bash that has been a Northwest tradition for almost 50 years!

This two day event (three if you participate in the for fun clinic offered Friday) showcases talented Northwest, Intermountain and other talented clinicians in a myriad of topic choices, ranging from everything under the sun, pun intended.

This year we are joining PSIA-Intermountain instructors and are headed to the sunshine at Big Sky Resort in Montana to celebrate the season.



For more information check out
www.psia-nw.org

Symposium2013 @ Big Sky, Montana April 12-14



WE'RE JOINING OUR INTERMOUNTAIN FRIENDS

Yahoo!!! It's been three years since Sun Valley, can you believe it? As such, it's time for another season wrapper and intermingling with our cohorts from Intermountain. If you missed it six years ago, this is a not to miss event! We had a great time at Big Sky and are excited to revisit the area with all our friends and family. Come celebrate with the rest of the division in saying, "that's a wrap." We're ready to put the icing on the cake with this end of the season bash that has been a Northwest tradition for over 45 years! This two day event (three if you participate in free clinic Friday) showcases our talented clinicians in a myriad of clinic choices, ranging from everything under the sun, pun intended.

LIFT TICKET INFORMATION



With your registration for the event you will be able to take advantage of the discounted lift ticket price of \$44/day+tax. Friends and family can take advantage of discounted tickets – details on-line. However, if you and/or your family are planning to arrive early and ski or ride four or more days then take advantage of the Frequent Sky Card.

It's \$139 and includes FREE lift tickets (and other discounts too) during the week leading up to and through Symposium weekend. Check it out on-line here: http://www.bigskyresort.com/activities/winter/Season_Pass-Sky_Card/Frequent_Sky_Card.asp or get the Frequent Sky Card by calling (406) 995-5749.

Children 10 and under ski for free if you lodge a Big Sky Properties. Call for details.

REGISTRATION TIMES AND LOCALES

Thursday Evening, April 11th
Whiskey Jacks in the Mountain Mall
6:00 – 7:30 pm

Friday Morning, April 12th
Firehole Lounge, by main entry to Shoshone and Huntley, 8:00 – 9:30 am

Friday Evening, April 12th
Missouri Ballroom, Yellowstone Conference Center, 6:00 – 8:00 pm

Saturday Morning, April 13th
Firehole Lounge, by main entry to Shoshone and Huntley, 7:30 – 9:00 am

Sunday Morning, April 14th
Firehole Lounge, by main entry to Shoshone and Huntley, 8:00 – 9:00 am

DAILY SCHEDULE

Friday, April 12th
10:00 am – 2:30 pm – Free Ski or Ride with Clinicians*, Base area, near Gondola One, Swift Current and Ramcharger Quads
6:00 – 8:00 pm – No-host Welcome Party, Missouri Ballroom, Yellowstone Conference Center

Saturday, April 13th
8:45 am – Classes begin forming – Big Sky Resort base area near Gondola One, Swift Current and Ramcharger Quads
9:00 am – 3:00 pm – Classes disburse on the hill
6:00 pm – 6:59 pm No-host cocktails – Missouri Ballroom, Yellowstone Conference Center
7:00 pm – 9:00 pm Awards Banquet – Missouri Ballroom, Yellowstone Conference Center. Presentation of awards and pins to our 20, 30, 40 and 50 year members

Sunday, April 14th
8:45 am Classes begin forming – Big Sky Resort base area near Gondola One, Swift Current and Ramcharger Quads
9:00 am – 3:00 pm – Classes disburse on the hill

*Must be registered for event and signed up to attend the Friday session, participant names will be collected.

AWARDS BANQUET, SILENT AUCTION & MEMBER RECOGNITIONS

At the awards banquet PSIA-NW service awards will be presented to their recipients. Plus 20-30-40-and-50 year members will be honored for their years of service and presented a certificate of appreciation. Our raffle extraordinaire, Mary Germeau, and her helpers will sell raffle tickets at each registration. The silent auction will be held Saturday night before the awards banquet. If you have any items, or know of anyone interested in donating, please contact Mary.



SOUVENIRS

This year's souvenirs are really nice. PSIA/AASI Logo Thermos and eco-friendly zip-able, thermal lunch tote and bottle carrier. Carry your hot or cold beverage in the Thermos and carry your lunch or après ski goodies in the tote! Very cool and very green. Your registration fee includes one of each. Additional souvenirs may be pre-purchased with your registration or on site – while supplies last.



Start Here

2013 Symposium @ Big Sky Event Application

Participant Information

☐ update my records with this info

NOTE: choose discipline for this event only (NOT your certifications)

☐ Alpine ☐ Snowboard ☐ Telemark ☐ Adaptive ☐ Nordic

Name	Member #		
Email Address	Snowsports School	Your certification Level(s) - i.e. A3, SB3, etc	
Mailing Address	City	State	Zip
Primary Contact Tel #	Secondary Contact Tel #		

Fee and Event Details

Event Options

- ☐ **FREE FRIDAY** **\$FREE**
Slide with clinicians on Friday. If you wish to attend you must be registered for Symposium Sat or Sun Clinic. (Lift tickets not included)
- ☐ **TWO-DAY INSTRUCTOR PACKAGE \$180**
Includes Registration Fee, 2 Clinic Days and Souvenir. (Lift tickets & Banquet not included)
- ☐ **ONE-DAY INSTRUCTOR PACKAGE \$90**
Includes Registration Fee, 1 Clinic Day and Souvenir. (Lift tickets & Banquet not included)

CHOOSE CLINIC TOPICS ON NEXT PAGE

- ☐ **FAMILY CLINIC \$65 PER PERSON PER DAY**
Sat. or Sun. Must be able to navigate easy blue terrain (Lift tickets, Souvenirs and Banquet not included)

Family Member Name ☐ Alpine ☐ Snowboard

Family Member Name ☐ Alpine ☐ Snowboard

Family Member Name ☐ Alpine ☐ Snowboard

Banquet and Souvenirs

Additional Options

SAT. AWARDS BANQUET \$40 x
All entrées come with: house salad, fresh dinner rolls with butter, chef's choice starch and vegetables, and dessert. Beverage included is coffee and tea. BEEF: London broil with a wild-mushroom demi-glace. CHICKEN: airline chicken breast lightly breaded, filled with apple and sweet onions and finished with green peppercorn sauce. VEGGIE: Napoleon tower an array of fresh seasonal vegetables, baked and served with a polenta wedge and finished with a light roasted scallion horseradish sauce OR child 12 and under meal of Chicken Tenders & Fries.

☐ Beef ☐ Chicken ☐ Vegetarian ☐ Child (\$20)

ADDITIONAL SOUVENIRS \$15 x
One souvenir is included in your registration. Additional souvenirs may be purchased at the event, but are limited to stock on-hand.

LIFT TICKETS \$44 + 3% tax per day
Lift tickets must be purchased at the resort. Family who are skiing/riding this weekend pay \$53+3% tax per day for lift tickets whose names are listed below.

Family Member Name

Family Member Name

Family Member Name

Totals

Event Fees Total Event Fees, Banquet Fees, and additional Souvenirs:

SUB-TOTAL \$

LATE FEE \$25 (if after APRIL 1, 2013)

TOTAL \$

TO AVOID A LATE FEE, REGISTRATION IS REQUIRED BY APRIL 1, 2013. If space is available, you will be assessed a \$25 late fee. If you are injured and are unable to attend the event, we will deduct a \$25 administration fee from your refund. REFUNDS REQUIRE A NOTE FROM YOUR MEDICAL PROVIDER.

Payment Details

Payments

SEND BY MAIL - PAY BY CHECK OR CREDIT CARD

Mail completed application to:
PSIA-NW, 338 N. Wenatchee Ave, Wenatchee, WA 98801

SEND BY FAX - PAY BY CREDIT CARD

Fax completed applications to (206) 241-2885

QUESTIONS? CALL OR EMAIL:

Phone (206) 244-8541 or email info@psia-nw.org

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 AND FOREVER DISCHARGE PSIA-NW, PNSIA-EF, PSIA-I, ASEA, the host area and their agents and employees and contractors from liability for any and all injuries of whatever nature arising during or in connection with the conduct of the event for which this application is made. Applicant hereby relinquishes and assigns to PSIA-NW, PNSIA-EF and PSIA-I all rights to the use of Applicant's name and likeness or pictorial representation in photographs, motion pictures or other representations concerning Applicant's participation in said Event.

sign here

Participant Signature _____ Date _____

Credit Card Payments

PLEASE READ LATE FEE AND CANCELLATION POLICY ABOVE IN PAYMENT DETAILS BOX.

CREDIT CARD NUMBER (PLEASE PRINT CLEARLY)

CREDIT CARD TYPE ☐ Visa ☐ MC ☐ AMEX ☐ DIS

3 or 4 Digit
CVC Code

EXP. DATE
(MM/YY)

X

YOUR SIGNATURE

NAME _____

FRIDAY – Your **FREE** ski and ride day (lift tickets not included). Groups in less formal settings with a variety of clinicians available! You must be registered for Symposium to attend and sign up in advance to take advantage of this free day!

Saturday, April 13th - Clinic Topics run 9-3

*Select your Saturday topics from the list below
(Please mark your 1st and 2nd choice)*

Adaptive Clinic Topics for Saturday

___ Intro to Adaptive

Alpine Clinic Topics for Saturday

- ___ All Mountain Skiing
- ___ Beyond Level III
- ___ Challenge Your Concepts
- ___ Children's Real vs. Ideal Movements
- ___ Drills for Skills
- ___ How to be Offensive
- ___ Legends
- ___ Freestyle
- ___ Shake and Bake
- ___ Hey Girly
- ___ Movement Analysis Practice
- ___ Philosophy & Tactics of Big Mountain Skiing
- ___ Small Bumps or Big Bumps
- ___ Tactics for the Senior Skier
- ___ Teaching with a Focus
- ___ Tip to Tail
- ___ The Balance Enigma
- ___ The 'Eyes' Have It
- ___ The Games We Play (when teaching kids)
- ___ Tryout Tasks
- ___ U B 30

Snowboard Clinic Topics for Saturday

- ___ Big Mountain Riding
- ___ Low-Fly or High-Fly Freestyle
- ___ Hey Girly
- ___ Trench it Out

Telemark Clinic Topics for Saturday

- ___ Freeheel Fest
- ___ Movement Analysis

Family Clinic Saturday

- ___ Tour the Hill (13 and up)

Sunday, April 14th - Clinic Topics run 9-3

*Select your Sunday topics from the list below
(Please mark your 1st and 2nd choice)*

Alpine Clinic Topics for Sunday

- ___ All Mountain Skiing
- ___ Beyond Level III
- ___ Challenge Your Concepts
- ___ Children's Real vs. Ideal Movements
- ___ Drills for Skills
- ___ How to be Offensive
- ___ Legends
- ___ Freestyle
- ___ Shake and Bake
- ___ Hey Girly
- ___ Movement Analysis Practice
- ___ Philosophy & Tactics of Big Mountain Skiing
- ___ Small Bumps or Big Bumps
- ___ Tactics for the Senior Skier
- ___ Teaching with a Focus
- ___ Tip to Tail
- ___ The Balance Enigma
- ___ The 'Eyes' Have It
- ___ The Games We Play (when teaching kids)
- ___ Tryout Tasks
- ___ U B 30

Snowboard Clinic Topics for Sunday

- ___ Big Mountain Riding
- ___ Low-Fly or High-Fly Freestyle
- ___ Hey Girly
- ___ Trench it Out

Telemark Clinic Topics for Sunday

- ___ Movement Analysis
- ___ Tele for All

Family Clinic Sunday

- ___ Tour the Hill (13 and up)

SymposiumSessions

If you are faxing in an application please be sure to include both the front and back pages, which includes your topic choices by day.

ADAPTIVE CLINIC TOPICS

Intro to Adaptive – Come find out what it is about. This introduction will provide you a basic foundation of information as to what is adaptive and opens the door for you begin to working with this client. Saturday only.

ALPINE CLINIC TOPICS

All Mountain Skiing – Challenge your skiing with a mountain tour de jour. Learn tactics and technique to ski a variety of terrain on Big Sky's mountain.

Beyond Level III – You've been a Level III for a while, by now you've heard it all and seen a lot more. What's left you say? Come and find out. Your goals are different, you've got the pin, not interested in any tryout but still have the desire and passion to continue to learn, teach and inspire.

Challenge Your Concepts – This clinic will focus on developing awareness of sensations, thoughts and visual cues to aid in the development of more efficient movements that can be applied on any condition or terrain. Expand your concepts of skiing by looking at equipment, mental challenges and physical movements.

Children's Real vs. Ideal Movements – Add to your bag of tricks and explore, learn and share experiences about how to play in a kid's world of real vs. ideal movements.

Drills for Skills – Come 'drill down' to see how the various use of drills effectively develops movement patterns. You'll spend time applying the drills and their tactical application in varying terrain and conditions to better enhance your edging, rotary, and pressure movements and increase balance.

How to be Offensive – Bring the mountain to its knees; don't be the passenger be the driver. Take command of your skiing, be it from wedge turns to that 'sick' line through the bumps or the trees. Don't keep saying 'move down the hill', learn and feel what it's all about.

Legends – Ski with a legend for a fun day designed for skiers of all ages. Listen as they remind us of how far we have come and let them show you a thing or two as well!

Freestyle – Come and explore the park, learn what a park rat is, how you would approach various feature, what they are called, etc. Don't be intimidated by the topic, this is the time to try it on for size. The group(s) may be a mix of skiers and snowboarders, depending on sign ups.

Shake and Bake – It's all about the blending of the skills. This clinic will work to improve your skiing performance and understanding of the application of the skills concepts, efficient movements and the blending therein. Skill blending is a great prep for your Level II or Level III skiing exam.

Hey Girly – Taught by top female clinicians. It's fun to ski with the girls and not always worry about keeping up with the boys. Come work on your personal skill development while enjoying the pacing and camaraderie found when skiing with this women's only group.

Movement Analysis Practice – Guided by a seasoned veteran of the craft, you and your group will practice the keys to accurate and objective analysis.

Philosophy and Tactics of Big Mountain Skiing – What is "Big Mt. Skiing?" Why is different from "normal" skiing? How do I do it? Come find out!

Small Bumps or Big Bumps – For skiers who have limited experience with the bumps or are accomplished bump skiers wishing to hone their skills with an aggressive group of skiers. Appropriate group splits will be made at the event. Clinics will focus on the technique and tactics of skiing bumps on terrain appropriate to the group's level.

Tactics for the Senior Skier – Low impact alternatives when working with the senior client for skiing a wide variety of terrain. This clinic will focus on various strategies and tactics for this demographic to ski more with less fatigue.

Teaching With a Focus – Focused teaching is where you want to be and your client needs you to be. This clinic will help the participant identify and describe, with precision and accuracy using the Teaching Cycle, skill blends and movement patterns in skiers of all ages and abilities in varied skiing tasks, snow conditions and terrain options.

Tip to Tail – Your tracks will tell the tale. This clinic will explore the art of carving in a safe and fun atmosphere. Learn to ski clean, efficient turns, tip to tail while exploring the hill.

The Balance Enigma – So you thought you were in balance...what is balance, when are you in balance, how do you enhance balance, how do you identify balance? This and many other questions will be addressed as you work through different drills to feel where and when you are in balance and what to do when you aren't.

The 'Eyes' Have It – Don't cast your ballot or be satisfied with only the effect. Make your vote count for identifying the root cause. In this movement analysis clinic you will learn to differentiate between cause and effect by developing your eye to unveil the cause.

The Games We Play (when teaching kids) – Using the "The Children's Skiing Games Reference" and "The Children's Snowboarding Games Reference" manuals we will put together some great new game ideas that help you teach with a purpose but make it fun at the same time!

Tryout Tasks – Are you a Level 3 Ski Instructor and planning on participating in a tryout sometime soon? We will practice and learn the secrets of the tasks and scenarios common to tryout situations. Walk away from this day feeling ready to nail it.

U B 30 – You need to be 30 or under to hang with this group. Without the older dudes you will explore the mountain with your peers and work on skill improvement, tactical choices for given situations and understanding the how and why.

SNOWBOARD CLINIC TOPICS

Big Mountain Riding – Challenge your riding with an upper mountain tour de jour. Learn tactics and technique to ride a variety of terrain in the mountain environment.

Low-Fly or High-Fly Freestyle – Come find out what the park is all about or push your skills to the next level. Groups will be split based on ability and comfort levels. The group(s) may be a mix of skiers and snowboarders, depending on sign ups.

Hey Girly – Taught by top female clinicians. It's fun to ride with the girls and not always worry about embarrassing the boys because you outride them. Come work on your personal skill development while enjoying the pacing and camaraderie and found when riding with this girl's only group.

Trench it Out – Get your corduroy carving legs ready and come rip it up. This clinic will explore the art of carving in a safe and fun atmosphere. Learn to ride clean, efficient turns while exploring the conditions of the day.

TELEMARK CLINIC TOPICS

Freeheel Fest – Take the latest movement patterns from the national level and work to develop your skills to maximize your efficiency. Expect an all mountain clinic with the objective of maximizing your versatility with modern equipment in the conditions of the day. Saturday only.

Movement Analysis – This clinic will cover cause and effect and help you in your movement analysis skills to find the root cause of what you are seeing in your student's skiing.

Tele For All – An introduction to telemark with a twist. It will emphasize a progression that takes full advantage of the skills already honed in efficient alpine skiing to enjoy the telemark experience. Take the latest movement patterns from the national level and work to develop your skills to maximize your efficiency. For new and cross-over tele'ers. Sunday only.

FAMILY INFORMATION

Tour the Hill – Join us for a tour of Big Sky and a lot of fun. We'll cruise around the hill and familiarize you with the runs you're comfortable on. For ages 13 and up; must be able to navigate easy blue terrain. Available Saturday and/or Sunday.

Big Sky SnowSports School – Big Sky Snowsports School – They are offering family members 30% off lessons, please call 800-548.4486.

Childcare is also available at the Lone Peak Playhouse, located at the base of Big Sky resort in the Snowsports School building. Reservations are strongly recommended, please call 406-995-5847 or email lonepeak-playhouse@aol.com

SYMPOSIUM

LODGING INFO

Secure your lodging now and mention you are with PSIA/AASI for the great rates by phoning (800) 548-4486. Complete rate list on the PSIA-NW website on the Symposium event page.

HuntleyLodgeratesarequotedperroomper night and include a daily breakfast buffet in the Huntley Dining Room plus gratuity per each guest.

The Summit at Big Sky rates are also quoted per room per night and include a daily breakfast buffet in the Peaks Restaurant plus gratuity per each guest. Breakfast is served daily from 6:30-10:30 a.m. only. No credits or refunds will be offered.

Children 10 and under stay free when in the same room as their parents with existing beds and enjoy complimentary daily breakfast buffet.

Condominium prices are per unit per night and do not include breakfast. All Big Sky accommodations are smoke free.

CONDOMINIUMS

	per night
Summit at Big Sky Condos	
1-bedroom (2 – 6 guests)	\$317
2-bedroom (4 – 8 guests)	\$420
3-bedroom (6 – 10 guests)	\$585
Stillwater Condos	
Studio (1 – 2 guests)	\$114
1-bedroom (2 – 6 guests)	\$151
1-bedroom Loft (2 – 4 guests)	\$202
2-bedroom (2 – 6 guests)	\$211
Big Horn Condos	
2-bedroom (2-4 guests)	\$193
3-bedroom (4-8 guests)	\$287
Shoshone Condos	
1-bedroom (4 guests)	\$208
1-bedroom Loft (6 guests)	\$298
Village Center Condos	
1-bedroom (2 – 6 guests)	\$286
2-bedroom (2 – 6 guests)	\$379
3-bedroom (4 – 8 guests)	\$532

HOTEL ROOMS & STUDIOS

Huntley Lodge	Guests (prices are per room type per night by total guest count)					
	1	2	3	4	5	6
Room Type						
First Class (sleeps 2-4)	\$104	\$119	\$144	\$169	n/a	n/a
Deluxe (sleeps 2-4)	\$114	\$129	\$154	\$179	n/a	n/a
Loft (sleeps 4-6)	\$158	\$158	\$183	\$208	\$233	\$258
Summit at Big Sky	1	2	3	4	5	6
Studio (sleeps 1-2)	\$136	\$161	n/a	n/a	n/a	n/a
Hotel (sleeps 2-4)	\$157	\$182	\$207	\$232	n/a	n/a
Village Center						
Studio (sleeps 1-2)	\$128	\$153	n/a	n/a	n/a	n/a
Studio Slopeside (sleeps 1-2)	\$143	\$168	n/a	n/a	n/a	n/a

The above rates do not include tax and service fees. The current total is seventeen percent (17%) tax and service fees on accommodations. This seventeen percent (17%) is made up of seven percent (7%) state accommodation tax, three percent (3%) resort tax, and seven percent (7%) resort service fee. This amount is subject to change on a yearly basis depending on current federal, state, and local laws. Certain guest activities such as rafting, golf, lift tickets, and ski rentals are subject to 3% resort tax.

MOVEMENTS FOR STUDENTS WITH BEGINNING SKILL BLENDS

Senior Moment by Ed Kane

An effective lesson can be delivered if a student’s level of skill blending is matched with exercises and drills facilitated by the teacher. To be most effective a series of drills should match, but not significantly exceed, the student’s capabilities. It is always best to use drills and terrain which provide some degree of challenge but avoid intimidation.

The degree of skill blending is usually categorized into three groupings: beginning, intermediate and advanced zones of skill blending, while at the same time the skill application even at an advanced level could exist in any of these drills. The Venn diagram of skill based movements contained in the Alpine Technical Manual, 2nd Edition (outlined in Chapter Two and on page 20) has been used to illustrate each grouping. These are shown below for the suggested categories of student’s skill blending. Each of the circles in these diagrams indicates the movements related to applying the skill. The size of the circle represents the amount each set of movements is used when making turns. Smaller circles indicate less use of that pool of skill movements relative to the others depicted in the diagram. The relative size and the degree of overlap of the circles within the larger balance circle indicates the degree of integration or blending of these skills while making turns in various

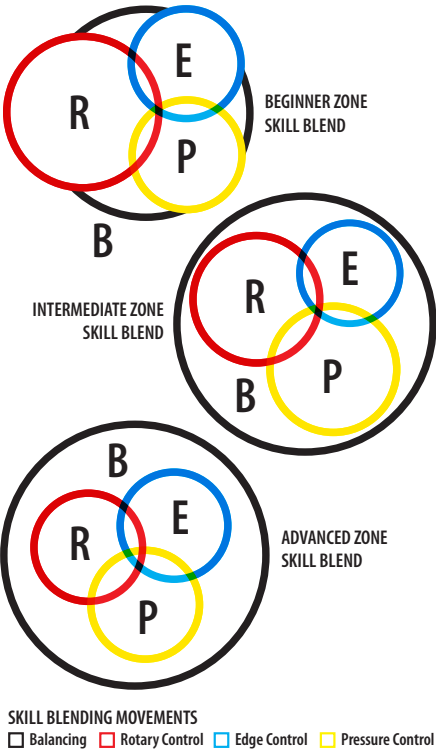


Figure 1: The Skills Concept skill blending

terrain or snow conditions.

The symmetry of the bottom diagram is indicative of highly skilled skiers that appear to expend very little energy.

It would be helpful to review a few of the key indicators for efficient use of each skill movement pool: **Balancing:** Uphill hip, shoulder and arms are forward to match the ski tip lead; forward/lateral contact is maintained with the boot tongues and the weight is kept centered over the whole foot. **Pressure Control:** Pressure is maintained over the inside edge of the outside ski; inside half of the body leads through the turns; legs flex and extend independently and shoulders are kept level with the slope. **Edge Control:** Center of mass moves forward and laterally to release/engage edges; shins maintain forward/lateral contact with boot tongue as turns are started; both edges release and re-engage in one fluid movement with progressive and simultaneous adjustment of the edge angle of both skis in turns. **Rotary Control:** Turning movements originate in the feet and legs; simultaneous rotation of the both legs is used to shape the turns; upper legs rotate within the hip sockets allowing the inside hip to lead; legs turn more than the body and the inside/uphill shoulder, arm and hip lead.

The Venn diagram for the “Beginner Zone Skill Blend” indicates that students generally rely on more rotary movements when compared to the balancing, pressuring and edging movements. Good teachers should use exercises that encourage refinements in both balancing and pressure control movement pools. Refinement of these movements will eventually help develop better edge control movements necessary to make consistent radius turns on all terrain and snow conditions. Keep in mind that movement of pressure from ski to ski or along the length of the ski is a result of moving the COM relative to the weighted ski or along the length of the ski. This can be accomplished by actively flexing the ankles to maintain contact with the boot tongues and extending the knee which moves the COM forward. These considerations have led to selecting these exercises and drills to help improve the movement accuracy at this level. These should all be practiced on gentle groomed green and easy blue terrain.

Straight Run Variations

- * Encourage maintaining pressure over the whole foot as the skis run down the hill.
- * Step to the left and then to the right while maintaining a straight run in the fall line
- * Lift one ski, place it back down and lift the other ski. Photo top shows the movement of the COM toward the weighted ski (blue ar-

row pressure on both feet, red arrow pressure on the left foot and Green arrow pressure on the right foot). This is a less intense version of the Level II task, “Straight run, hop ski to ski.” See PSIA-NW.ORG/video-galleries

* Glide as far as possible on one foot.

Traverse Variations

- * Concentrate on pressuring the uphill edge of the downhill ski.
- * Lift uphill ski while maintaining pressure on the uphill edge of the downhill ski.
- * Lift downhill ski while maintaining pressure on the uphill edge of the uphill ski.
- * Repeated uphill steps maintaining traverse.
- * Repeated downhill steps by stepping to an edged downhill ski, maintaining a traverse.
- * Step uphill and downhill while maintaining a traverse. Note in the photo below (frame 1) the COM must move far enough to both edge and pressure the ski as the step is made. To master the step in a traverse requires a good deal of lateral movement and balance.

Wedge Turn Variations

- * Emphasize movement of pressure from foot to foot when initiating, shaping and completing each wedge turn.
- * Emphasize movement of the COM in the direction of the new turn. Use of this movement to start turns facilitates an edge change and movement of weight to the outside ski as the turn develops.
- * Use tipping movements of the lower leg to promote corresponding edges rather than opposing edges while using a small wedge.



Sideslip Variations

- * Slipping between ski poles held at arm's length by stepping uphill toward that pole and then tipping the lower legs, effectively moving the COM toward the downhill pole to start the slip.
- * Straight sideslip stressing movement of the COM straight downhill to reduce the edge angle in the intended direction of the slip.
- * Diagonal sideslip emphasizing lateral and forward movement to release the edges and maintain pressure over the whole downhill foot as the skis slip diagonally forward. The photo above depicts these movements indicated by the blue lines in frame 1 & 2.
- * Linked traverse diagonal sideslips emphasizing movement of the COM forward and diagonally.

Open Parallel Variations

- * Diagonal sideslip to a turn stressing movement of weight to the new turning ski while moving COM forward and diagonally across the skis.
- * Parallel garlands emphasizing movement of the weight from foot to foot and moving COM in the new turn direction.
- * Linked open parallel turns focusing on movement of the weight from foot to foot and moving the COM in the new turn direction. The result is a flattening of the skis with the ability to edge the inside edge of the uphill ski as this motion continues across the skis. As the skis continue to turn under the body, the edges are further engaged as the knees and hips move toward the inside of the turn.
- * Linked parallel turns varying radius.

Finally, make sure when you use drills and exercises that you make the connection back to “real skiing.” I would like to express my appreciation to Candi McIvor, Nanci Peterson-Vivian and Wayne Bruning for their help in demonstrating the drills, filming, reviewing and preparing this article. ❄️



Ed Kane is a Snoqualmie Region Board Representative, past PSIA-NW President and is currently the Training Director for Ullr Ski School. Email him: ejkane123@hotmail.com

NEW MEMBER INFORMATION

WELCOME ABOARD

by Kirsten Huotte, Executive Director



I'd like to take this opportunity to welcome all of our new members to the organization. If you are a new member this is probably one of the first newsletters you will be receiving from PSIA-NW. You will also be receiving 32 Degrees and an official accessories catalog in the Fall of 2013, which is sent by the National organization. 32 Degrees has lot's of great articles and information about being a snow pro.

This is just the beginning of your journey as a ski and snowboard instructor. There are so many great resources for improving your craft and many exclusive benefits available only to snow pros like you.

Keep in mind that you also must maintain your current level of certification by taking a continuing education clinic or event for credit – this educational course is offered by PSIA-NW. Your first continuing education credit will most likely be a "New Pro - Let's Go" clinic. This clinic is included as part of your Level I Exam, but you need to sign-



If you were new "last season" and also took your Level I exam "last season", your education credit requirement is coming due. But good news – there is a "New Pro? Let's Go!" clinic at a location hopefully near you. This clinic is designed specifically for new instructors who took a Level I exam. You can slide into a clinic with a Divisional Clinic Leader (DCL), aka PSIA or AASI Pro for a day of fun, skiing and riding. What's great about this clinic is your opportunity meet instructors just like you from other areas – plus it's a lot of fun!

This clinic is certainly not all about talk, or books, or dues – it's about having fun and sharing the passion for the mountain experience. Participants can expect to share the day with fellow instructors, possibly from other schools, while skiing or riding with a clinician who shares some information about the organization, the educational opportunities and to help them "Learn, Teach and Inspire" as a snowsport education pro.

up and attend this clinic. If you are new "this season" you do not need to take a continuing education credit until next season, since the Level I exam itself counts towards this season's education credit.

The "New Pro – Let's Go!" clinic is valid ONLY for new instructors who took their Level I during this season or last season. Please Note: If you sign up for this event and do not show up, a \$25 cancellation fee will apply. Some resorts support this event with lift tickets and as support information becomes available it will be posted online at the PSIA-NW.ORG website.

ADAPTIVE	TRACK	TELEMARK	SNOWBOARD	ALPINE	DATE / LOCATION
	✓				Dec 8 @ Nordic Fall College, Methow Valley
			✓	✓	Mar 16 @ Mt. Ashland
				✓	Mar 17 @ Alpental, Anthony Lakes, Schweitzer
			✓		Mar 17 @ Schweitzer & Summit Central
			✓	✓	Mar 30 @ Stevens Pass
			✓	✓	Apr 7 @ Crystal Mountain & Mt. Bachelor
✓		✓	✓	✓	Apr 13 @ Symposium at Big Sky Montana
			✓	✓	Apr 20 @ Mt. Baker
			✓	✓	Apr 27 @ Mt. Hood Meadows

2013 Service Awards Call for Nominations!

There are many people in our organization that deserve special recognition and divisional awards. We have five awards which are awarded annually (if there are nominations) – and that's where you come in.

You know members that would fit into each one of the categories for an award. The nominating procedure is simple and easy. Nominations either come from the snowsports school or individual instructors and are then reviewed by the awards committee who then make selections from the nominations.

For details about how to nominate someone go to the website here:
PSIA-NW.ORG/MEMBERSHIP/AWARDS/

The deadline for nominations is March 11, 2013

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IN SEARCH OF MEANING: A NEGOTIATED UNDERSTANDING

by Andy Colin

We can talk all day and well into the night about skills, movements and ski/snow interaction – all of which are truly important. If, however, the language we use to discuss these actions, movements and concepts is not connected to an understanding or meaning that is agreed upon or shared, snowsports coaches and instructors will simply and unknowingly end up talking to themselves and, tragically, confusing and impeding the progress of their athletes and students.

Without shared understanding between the speaker and listener we, as teachers and coaches, are sliding toward disappointment at best and an educational white out at worst. This concept should seem obvious to all. In reality, however, there is often a disconnect between teacher and student – clinician and group – as many of the common expressions and words used in our lessons, resource materials and clinics clutter the very path to improvement we intend to clear.

It is still common for me to attend a clinic and lag behind the instruction because I am struggling with something that was said earlier in the clinic. I admit I can be slow on the uptake, but through several unscientific experiments I am comfortable in concluding that I am not the only slow learner in the class. The offending agent, the distraction, is often the disparity of assumptions about certain words made by both the speaker and the listener.

Do terms like “diagonal” and “lateral” mean the same thing to all who listen and speak? When we are asked to move diagonally, should we move in a straight line? I believe so. Do skiers and snowboarders ever really move in straight lines when turning their way downhill? We are often told to think in terms of a rounded turn. If diagonal movements are understood as straight lines, can there be straight lines or diagonal movements in rounded shapes or arcs?

I recall a few years ago when the “ball of the foot” was determined to be the focus of all things evil and good in ski instruction.” We would get and give instruction about how to move toward or to manipulate this very useful part of the foot. Everyone including coaches, clinic leaders, athletes, instructors all seemed to assume they knew what this body part looks like and where it is located. The fact of the matter is that the only

thing both speaker and listener really agreed upon is that the “ball” was part of the foot.

In my own ignorance, I assumed the ball of one’s foot was that large fleshy “ball” shaped piece of the underfoot just behind my big toe. In reality the ball of one’s foot – according to podiatry – is that fleshy band of the under foot that runs beneath all one’s toes and spans the entire width of your foot (not at all ball-like as far as I can tell). Consider how a response to the direction to “move one’s center of mass forward so that good contact can be made between the ball of one’s foot and the footboard of the boot” will be wildly different depending on how you understand the words “ball of your foot.” For my personal misunderstanding, the directive caused me to move weirdly across my ski – often putting me inside and back.

My unscientific research discovered three main

The fact of the matter is that the only thing both speaker and listener really agreed upon is that the “ball” was part of the foot.

areas of divergence – the “correct” understanding (according to podiatry) – my personal misunderstanding – and another large group identified the ball of one’s foot as what many of you would call the “heel” – certainly hemispherical in shape and a part of the foot. For the instructor/clinician, if the words “ball of the foot” are still part of your method, it would be much more direct to state simply – “I want you to move toward the ball of your foot – it’s that big fleshy band that runs the width of your foot just behind your toes”. You might also try lifting up your foot while describing it and point to it as you talk. To ignore the description of what you are referring to is to risk confusion.

The term “transition” – the “transition” of a turn, is another powerful example of where listener and speaker often will not agree. We all believe we know what the word “transition” refers to and would most likely be mildly embarrassed in a group of our peers to seek clarification of such a widely used term. We could actually discuss this term for a long time before agreement on meaning would be reached. Is it when one begins the movement from old edges to new? Is it when one’s skis are flattened (four edges on snow)? Is it less a singular point in the turn and more of something that happens over time (old edges to flattened skis or flattened skis to steepest edge angle)? How about steepest edge angles of one turn to the steepest edge angles in the next turn? While this term may have a specific definition assigned to it, the conscientious instructor or coach must assume that there is not agreement on meaning and try to negotiate an understanding so that everyone is talking and thinking about

the same thing. When a speaker tosses out the word “transition,” it is wise to ask them to describe what it is that they mean by the term (trust me here), rather than wallow in an incorrect assumption and spend a long drive home trying to figure out how the physically impossible worked out so well for the skier in the video.

Language is the initial challenge to master if we are to be effective teachers of snowsports. It is through language all issues are hypothesized, developed, refined and embraced. The classical “check for understanding” should, at least in part, be seen as a verification that our language, in whatever form we speak (words, movements, silence), means the same thing to us as teachers and coaches as it does to those we hope to educate. The actual dictionary definition and/or cultural understanding of specific words plays an important role in communicating ideas but agree-

ment on meaning is absolutely critical if information and ideas are to be exchanged. We could call the ball of the foot “Sally” if there is agreement on what the word “Sally” means. Ironically, it is the negotiated understanding that might have more relevance than an “absolute” meaning. After all, dictionary definitions or glossary references are little more than societal or cultural agreement on how things should be named.

As our language evolves and texting, acronyms, abbreviations and new forms of “snowsports speak” take hold, agreement on meaning is more important than ever before. We must not allow assumptions of understanding to pass for legitimate communication. Let’s all work a bit more to make certain we’re all speaking the same language. Sometimes just a little more improved talk can be better for communicating ideas than a whole lot of misguided skiing and snowboarding. Keep in mind: to that five year old in your Saturday morning group “apex” might be a new breakfast cereal or the latest animated super hero. Let’s not agree to disagree on the value of shared meaning when it comes to our snowsports language. ❄️

Andy Colin is a Training Director at Timberline Lodge as well as an Alpine Instructor at Mt. Hood Meadows. Email him: acollin@aol.com



Peak Experience for a Lifetime

by Greg DeHaven

I want to affirm that dreams can come true if you dedicate yourself to them. This is the story of a giant step in one man's journey. In September of 2009, the economy impacted my profession as a landscape designer and contractor, and I needed to find a supplementary source of income. After exploring many possibilities, my wife Ann made a suggestion that I look into employment at Mt. Hood Meadows, knowing of my passion for nature, the mountains, and especially for skiing.

She is a very special person, with an innate ability to recognize the importance of engaging in something you are passionate about for a career. I am fulfilled creatively and constructively by providing beautiful outdoor spaces for my clients, so I wanted to find something to do with meaning, and teaching is very meaningful both for the teacher and the student.

With my background as a long-time skier – since I was 12 years old – plus my racing and coaching experience, following Ann's advice, I landed a part time job with Mt. Hood Meadows Ski & Snowboard School in the spring of 2009. During the season of 2010-2011, I was rehired, this time as a "full-timer." As income was still an issue, I committed to a very full schedule, many weeks teaching 9 am to 9pm, for a total of four "lineup" times for two-hour "walk-in" lessons.

It was here that I met an incredibly special person, Michael Birch-Jones (a PSIA-NW Alpine DCL). He introduced me to PSIA, opened my mind to the possibility that I could become certified. With ceaseless positive influence and encouragement from Michael, I began to study, something I had never learned how to do.

On December 12, 2010, I participated in the Senior Specialist Foundations Clinic. On January 22, 2011 I took and passed the Alpine Level I Cer-

tification Exam. On March 15, 2011 I passed the written test for Alpine Level II. On April 9 and 10, 2011 I tested for Alpine Level II teaching and skiing modules, and passed. On April 23, 2011 I took and passed the Adaptive Cognitive/Visual Level I exam. Then in February of 2012, I participated in the Senior Specialist 1 Clinic. In March 2012, I passed the written test for Alpine Level III. Then April came, and it was time for the exam week-end. With very strong encouragement and support from my trainers and my peers, I passed the Alpine Level III Teaching and Skiing Exam modules. Later that month I was again successful while participating in the Senior Specialist 2 Clinic. What an unbelievable 17 months!

Sharing this with you is done with the greatest humility and awareness that there is so much more to learn, in hopes that it will inspire others to deepen their knowledge and experience.

I am deeply impressed and inspired by the tireless devotion, commitment, and personal sacrifice shown by every examiner, divisional clinic

leader, and Technical Team Member that I have been fortunate enough to interact with. As I gain knowledge and experience, I am discovering, like so many of you have, the magic of our guests' "breakthrough" moments.

I began my personal quest to better myself, with my desire being to work toward being more consistent and fluent in contributing to every guests'

"experience of a lifetime." Throughout the season, I asked most of the guests I taught if they would sign my employee handbook, which I carried with me. By the end of the season, guests from 52 countries had signed and made positive comments in my handbook. It gradually became clear to me that every guest arrives with expectations of pleasure and improvement, many having gone to great expense and planning, some seeing snow for their very first time.

The Connection

My understanding of the responsibility placed in my hands with each new guest includes an awareness that it is imperative that I give them "all I got." At the heart of each guest experience is a vital component I call, "The Connection." Once this "connection" is made, a mutual learning environment happens. Trust, humor, true listening, effort, focus begins to flow both ways, and the magic happens! It is vital to our mountain experience that each of us learn and practice the ability to recognize "The Connection."

This connection, also known as The Teaching Model, should be present in everyday lessons, clinics and even exams, too. While taking the Adaptive Level I exam, administered by Kathleen Priest, she demonstrated a level of sincerity that was very noticeable. She created an atmosphere that made me feel free to present a drill, that at the time, was not part of the teaching curriculum. It worked – Connection. In the Alpine Level I exam, the examiner made us feel drawn into a team – Connection. In the Senior Specialist Clinics, administered by Kim Petram, the take-away was the opportunity to express friendship and compassion, and a high level of awareness in our teaching – Connection.

During the Alpine Level II exams, the intensity is turned way up. In the skiing module, the examiners successfully created the feeling that they wanted us to succeed, allowing all of us to perform to our highest abilities. In the teaching module, our group really felt the pressure. Kudos

We shared a few tears, and the most sensational run of our lives back down to the lodge.

to Lane McLaughlin, as he is particularly gifted at directing attention, to focus on why we want to teach better, to actually teach the exam group. This feeling allowed me to teach with heart and passion – big time Connection. At the Alpine Level III Exams, Dave Lucas and Sean Bold made it clear that they were looking for excellence, in a very supportive way. The experience with them was my introduction to deeper learning. It does

not matter if you are new to PSIA, or seasoned, we all have the responsibility to recognize and maximize connection opportunities.

While sharing time on snow with a 4 year old girl, a special moment happened. While I was clearing snow from her ski boot to put it back in her binding, I suggested she look down at her boot. Her response was to look around the base area and ask me, "Where is it?" referring to her boot. She showed me how to teach her. The remainder of our time together became a session of "Chase the Snowmonster" (me) off the beginner hill. She found her feet – Connection.

An 82 year old woman shared a 2 hour lesson with me, and an especially touching experience happened. Her lifelong desire was to ski on Mt. Hood. Having never skied before, her expectations were moderate. Her desire, along with her natural athleticism was strong, and it touched me. Trust developed, and near the end of the session, we found ourselves at the top of the Cascade Express lift, the highest lift-served point at Mt. Hood Meadows. As she looked up at the mountain shining brilliantly against a cobalt sky, she put her hand on my shoulder, looked into my eyes, and through streaming happy tears, smiled and gave me her thanks.

We shared a few tears, and the most sensational run of our lives back down to the lodge. It was a special gift to be at that place, with that person, on that day, in that moment – Connection.

I encourage all instructors to involve themselves in the educational process. The enhanced ability to CONNECT, share, and give back, rewards all participants far beyond your wildest dreams. What a surprising and deeply rewarding gift I have received to be part of the Mt. Hood Meadows Ski & Snowboard School and the snowsports community as a whole! Our Director, Chris Kastner, our assistant director, Jeremy Riss, are relentless in their desire for all of us to do our best, and improve our best. Our family of instructors is full of a wide variety of gifted, positive individuals, many of whom have directly contributed to my progress, asking nothing in return. All of these people I have mentioned and these experiences have changed my life. I am a better person because of them. Our challenge as snow sports educators is this: Consider the opportunity we all have to, "Improve our best" and "make connections. Have a great experience! ❄️"



Greg DeHaven is an Alpine Level III Certified instructor who teaches full time at Mt. Hood Meadows Ski Resort. Email him: artspacebydesign@yahoo.com

PSIA-NW TECHNICAL TEAM TRYOUT 2013

by Nick McDonald, Technical Team Head Coach

This May the NW Technical Team will select members to serve from 2013-2017. The tryout happens every 2 years with half the team being required to tryout again. Unlike an exam, in that once you pass you don't have to take the exam again, as a Technical Team Member you are required to tryout every four years. The same holds true for NW Divisional Clinic Leaders, however that is a two-year rotation.

If you are interested in becoming a member of the team, please review the information contained in the tryout packet that can be found on the PSIA-NW.ORG website. If you have any questions about the tryout, please refer them to me via email at nick@pointlavinia.com. If you have questions as to the application process and packet, please refer them to Kirsten Huotte via email at kirsten@psia-nw.org. The goal of the information packet is to give you an idea what the team is, the dedication and commitment the team member position holds and the importance of its role to the Northwest Division.

The team began its history in the late 70's and throughout the years since, has remained a consistent group of individuals driven to work together as a team and to push themselves in their own growth as skiers and master teachers. They also, and maybe more importantly, have continued to inspire the membership to continue on their pathway to becoming the best Snowsports instructors they can be.

Technical Team Tryouts are open to NW members who have been Level III Alpine instructors for two years or more and are seeking opportunities to actively contribute to the alpine programs of the Northwest. Applicants must be motivated by a strong desire to share knowledge, contribute and participate in the development of division activities and programs. Team members are focused on being some of the top Snowsports professionals in the Northwest. Selection of new Team members is based on overall performance derived from directed task skiing, free skiing, on snow teaching evaluations, indoor presentations and personal interviews. ❄️



Nick McDonald is the Head Coach of the PSIA-NW Technical Team. Email him: nick@pointlavinia.com

It's More than a Card



Marcia Blas
member since 2010

"As I head for the hills in winter, a twinge of excitement begins to permeate my being as I encounter the snow line. Thoughts of ripping down a chute during a POW day or working the turns on the groomers with my ski instructor buddies, laughing it up and loving it, reassures me that I am instructing kids and adults in something I love. Every time I attend a clinic led by Webb Ski Level II & III PSIA-certified instructors or sign up for a PSIA clinic, I come away smiling; excited in the knowledge I've gained that I can pass along to others and hopefully get them as jazzed as I am. With PSIA membership, I've found a venue that keeps my love for learning alive and the kid in me, outside. The Pro deals, magazine articles, chairlift discounts and the quality of instruction are all inclusive in PSIA membership. The wonderful friends and acquaintances I've met through ski instructing and PSIA clinics, make being a member of PSIA-NW that much more inspiring and worthwhile. It's definitely more than just a card." – Marcia Blas, Webbski

Got your own personal statement about why you are a member? Email it to info@psia-nw.org with a personal photo and you could be featured in a future newsletter.



Technical Team Tryout May 3-5, 2013

Another Technical Team tryout year is upon us. Application deadline is April 1, 2013 at 4pm. Check the website for application requirements and more details.

AND NOW ... TO SUMMER-IZE

by John Keil

Wow! As the saying goes, “time flies when you’re having fun.” After another fun year on-snow, I was thinking about what to do as Winter draws to a close. What do I do with my gear? What do I do with my time in the off-season? I went in search of answers to these questions.

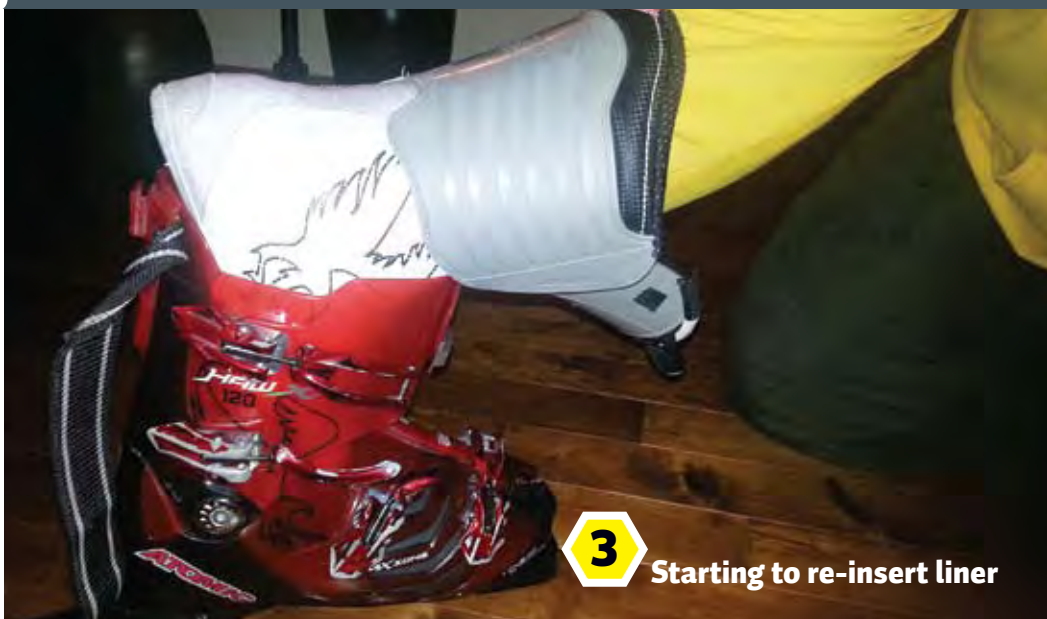
First I wanted to think about what to do with my time. Hopefully, we’ve had another great snow year and we’ll be able to ski locally into June or July. Even if that is the case, I need to plan for my training. Should I bike, run, or row? Maybe it’s a great time to get back into Crossfit 5 days a week? A combination of all, I think. This will only satisfy me to a point. To really scratch the itch, I want to get on-snow and get some great coaching too.

There are many summer skiing experiences that one can have. If the off-season starts at the normal time, PSIA has Spring GS camp at Mt. Bachelor and the Spring Freestyle camp at the end of April. There are many camps operating at Mt. Hood. PSIA offers the Summer Professional Development Series Camp or the Summer Ski Camp in July. There are several other summer ski camps operated at Mt. Hood. These camps offer a range of coaching focus from freestyle to race-focused. Each camp offers a different coaching background from USSCA to PSIA.

If you are grabbed by a desire for something a little different, you can travel. While we are enjoying a warm summer here in the Northern Hemisphere, the Southern Hemisphere is experiencing winter. Australia, New Zealand, and South America have resorts and ski experiences also. We can get the experience of a focused camp with this travel. For example, Dave Lyon Summer Race Camp is including a camp session in Portillo, Chile this summer. These are great opportunities to see the mountain environment of another country, and get great coaching too.

Next I wanted to share how I properly care for my gear. After all, our gear is our method for contact with the mountain. These are the tools of the trade. How can I protect my gear during our downtime to ensure longevity? I also want it to be ready at a moment’s notice, in case that big storm hits early in the fall or I ski the extended season. The technology of our equipment has taken some big leaps in recent years, so I sought out some recommendations from Marc Morrison, shop manager at Sturtevant’s Sports in Bellevue.

Let’s talk skis first. We should always dry-off our skis after the day on-snow to prevent rusting of



3

Starting to re-insert liner

the edges. We also need to make sure we have cleaned any accumulated corrosion and have dry edges before applying the “storage wax” to them.

General waxing policy during the year should be every 5-10 days of skiing – for myself, I stretch that a lot, usually about 20 days. It is important because wax protects the edges from corrosion and also keeps the ski’s base from becoming dirty or dried-out. For storage wax, some shops offer discounted tunes at the end of the ski-season. This can be a good way to get your skis ready for an unexpected opening day and protect them, if you request that no-scrape for the wax. Remember to scrape the wax before skiing on them, to maintain the wax protection of the ski base.



2

Pulling the liner



1

Gripping the boot to pull the liner

Now let’s talk boots. Boots can get pretty damp from condensation and foot sweat, and that moisture can cause odor and mildew or mold. Ewwwww, right? It is important that we make sure our boots are dry before putting them in storage for the off-season. That means drying out both the inside and the outside of the liner. Boot driers won’t help us dry-out the outer surface of the liner. The liner must be pulled out of the shell. Figure 1 shows how to grab the top of the liner and the shell so that the liner can be removed from the boot.

Figure 1: Gripping the boot to pull the liner. Once you have the liner gripped and ready, you can simply push the liner forward/pull the shell back to remove the liner. See Figure 2 for the simple, easy movement that quickly pulls the liner out.



4
Inserting the liner back into the boot shell

Figure 2: Pulling the liner. If you open the liners up wide, and possibly even remove the custom insoles, they will dry faster. Once the liners are dry, you can put them back in the shell and buckle the whole boot down (loose finger-tight). I realize that this sounds easier than it is, so I have spelled out the moves. Figure 3 is the arm position to get good leverage on the liner to re-insert to the shell. Your fist should be down in the liner, between the arch support and the heel pocket.

Figure 3 (top of previous page): Starting to re-insert the liner. You will have enough power behind thrusting the liner back in the shell and your fist can drive the heel-pocket down into its normal position. You will probably have to provide some alignment guide as you insert the liner. Using your other hand as shown in Figure 4, you can help guide the liner so that it doesn't bunch-up, particularly around the heel-pocket. Note that this hand might squeeze the back of the liner, around the heel-pocket, in order to help the liner slip back into the boot. Be careful not to insert your hand down into the shell. Although it can help re-insert the liner if the re-insertion happens too fast, you can cut your hand on the sharp edges inside the shell. Then we just need to buckle the boots, lightly. I suggest buckling to the first or second notch only. This helps the boot maintain its shape and be ready for use, and doesn't cause the plastic to deform and loosen.

Now that we've got our boots dry and ready to be put away, where to put them? We need to find a cool, dry place that is out of the light. "Dry" may be a relative term here in the Pacific NW, but we

can find some good places. The idea is to keep them from getting wet or potentially collecting condensation if they are in a cold-then-hot environment. Remember, we may want to grab-and-go when the snow flies again or we decide to take in one of those summer camps! And I'll see you there! Keep 'em sliding! ❄️



John Keil is a Training Director at Lyon Ski School, Stevens Pass, is Alpine Level III certified and a Children's Specialist 1. Email him at skienginerd@gmail.com



WHY DO WE CARE?

Snowboard Tip by Kelly Medler

I found myself asking the question, "Why do we care?" during all of my clinics this last season. I view my main responsibility as a clinician to create great teachers. One of the traits of a great teacher is a solid understanding of the materials that one is presenting. This way the instructor is able to adapt a lesson while still reaching a common goal.

The problem is that many instructors can present information, but until they are able to own it themselves by experiencing it, they will only be repeating parrots. My core belief as a trainer is that everything should have a purpose and everything should help us either be better teachers or better riders, or both! At the end of the day, we are all snowboarders, and we like to have fun rid-

ing the mountains we love, so everything should move us in that direction.

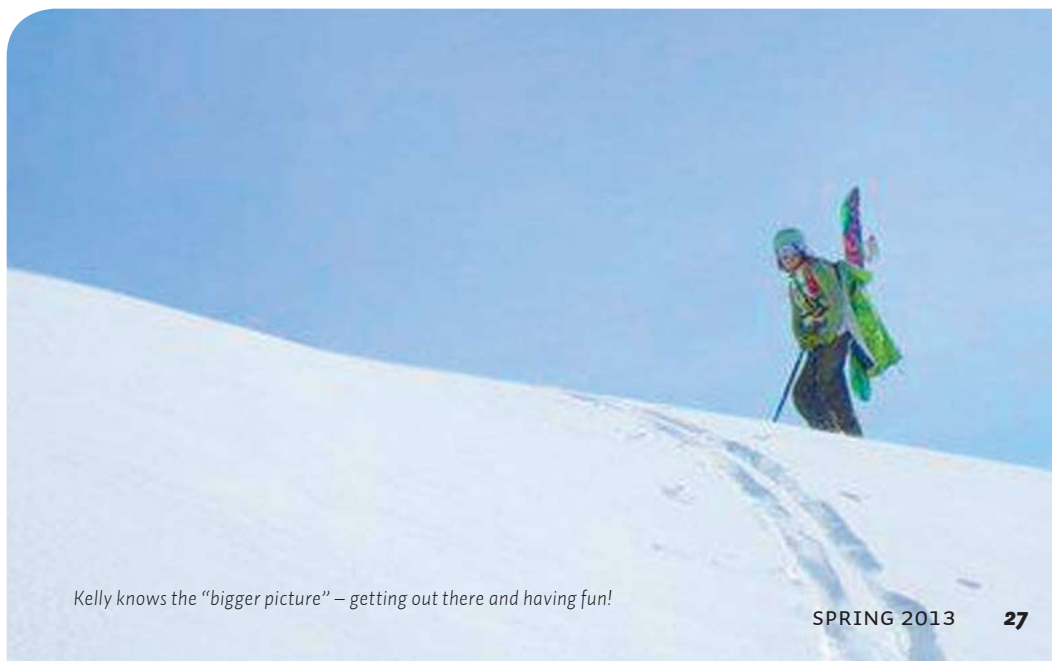
A way I like to present this approach to other instructors I work with or train, is to pick apart our beginner progression and have them distill it down to the simplest of movements we need to get the performance we desire out of the board. I then take that movement and explore where else in our riding this is used so that they can experience it at their current level of shredding.

I will also do the reverse and take a higher end movement pattern and explore all the ways it can affect board performance and work them down to the foundational movement we need to build a the beginning phases or our progressions so that our students will become stronger riders in the future. The summary of all my clinics is, how what we've explored can help the general public, and how what we've worked on can help my instructors have more success in their lessons.

What I have noticed is that when my instructors understand the bigger picture, then they are able to have more fun with their beginner lessons. They are now able to take what they love to do in their riding and enrich the beginner experience. A great teacher is not just a robot who must repeat a list of drills. A good teacher is someone who is passionate about what they are presenting and can share that passion by owning the information they want to share through experiential learning. ❄️



Kelly Medler is a Level III Snowboard instructor currently teaching at Whitefish Mountain Resort. Email her: medlerk@gmail.com



Kelly knows the "bigger picture" – getting out there and having fun!

CHIN OVER GRIP TO RIP!

Alpine tip by Brad Jacobson

Your student shows up to a lesson and says, “I want to ski double black diamonds.” The first time a skier nails a steep line it is something that they will never forget. As an instructor these are the most rewarding moments, and it’s your job to help your students get there!

Getting them there, however, takes time and a progression, where the next activity logically builds on the previous one. If you head straight for the steeps without the proper skills, you will destroy your student’s confidence and their trust in you. Let them know you’ve got a great run in mind but there are some skills we need to nail before it’s “go time.”

I like to emphasize these skills to ski steeps confidently and successfully:

- * Fore /aft balance
- * Strong commitment to the outside ski
- * Solid pole plant keeping both arms ahead of body
- * Ability to ski into and out of a countered relationship
- * Complete round turns across the fall-line for speed control

How am I going to be successful working on five things at once? Well, every great instructor knows that three things to focus on is already too many, but a single drill that accomplishes all five – now that’s the sign of a true pro! Try this drill: pole plant down the fall-line, chin over grip.

Planting the pole with the chin over the pole grip helps align yours (and your student’s) upper body to be balanced forward and over the outside ski. Planting the pole down the fall line progressively orients the upper body into a countered position at the turn completion and in anticipation to easily begin the new turn.

Exaggerating movements on easier terrain will set students up for success. Practicing a complete stop with a distinct hard edge set at turn completion will get them steering their skis across the fall line for speed control. This is also very similar to a Level I task in case you didn’t notice – hockey stops.

Start out on blue, groomed terrain doing side-slips to complete stops in each direction (also a Level I task). However the emphasis in my version is not on the side slip, but on the pole plant. The plant should be straight down the fall-line. Be sure to stop with a solid edge set, pole plant and chin over grip.



In both the upper and lower photos you can see my pole is being planting in the fall line. This promotes balance over the outside ski and aligning the upper body to be ready to move across my skis and into the next turn.



In this photo you can see my pole is not moving towards the fall line and my chin is NOT over my grip. This contributes to balance being more directed to the uphill ski as well as a loss in a counter-rotated relationship of the upper and lower body

Next, use the same terrain and focus, however use linked hockey stops to promote fluidity. Then graduate to braking turns where you can observe their accomplishment on either outside ski. Keep checking for good balance, upper lower body separation, and complete turns for speed control.

Gradually move to steeper terrain making braking turns. Chin over grip here is important because the steeper it gets, fear kicks in and they will want to lean into the hill to “feel safe.” Keeping them focused on chin over grip and linking complete turns students won’t even realize you’ve progressed to steeper terrain because they are in control and balance.

Once you are both confident that they are ready to hit the double black, go for it! Take it slow by heading into the run with linked hockey stops on the steeps and gradually smooth it out to linking turns!

Students show up with goals to every lesson, and it’s your job to try to help them attain their goals and build their confidence and trust by starting on easy terrain while focusing on exaggerating the essential skills. Encourage, challenge, and applaud progress, and remember when skiing the steeps, “Chin Over Grip to Rip!” ❄️



Brad Jacobson is a PSIA-NW Technical Team Member as well as a trainer and instructor at Mt. Bachelor Snowsports School. Email him: jake1@teleport.com

SKIING, SO IT’S REALLY THAT SIMPLE, HUH?

Alpine tip by Neil Cohen

When you think about it, we have three basic goals for our ski school guests, starting, stopping, and turning. And by incorporating, balance, edging, rotation, and pressure they can accomplish this. Sounds simple? Well, yes it can be.

Movement analysis, while a viable teaching tool for our instructors, can often confuse our guests. Using a complex explanation of a simple skiing movement is often greeted with a “deer in the headlights stare.”

So, what to do?

We know our guests’ equipment needs to fit well and be appropriate for their ability (we always check this at the beginning of the lesson, right?). And we also know to teach new skills on easy green terrain. But how do we incorporate balance, edging, rotation, and pressure into the lesson so our guests will start, stop, and turn. Here’s one way that may work for you: Youtube

Now if you're like me, you can spend hours looking at ski magazine pictures demonstrating the proper way to ski while following along with the text. Remember that deer in the headlights feeling? That's the way I get. Or, you can try a video, such as youtube, on or off the hill (smart phone comes to mind here). Not only can you show your students great videos, they can show it to themselves later. After all, who doesn't have a smart phone or tablet these days.

Now, here's something else to try. In the comfort of your home, log on to youtube and find videos you might like to help with demonstrating the tasks you want to achieve in the lesson. You will find great videos on youtube if you do the following searches:

Balance Skiing Tips, Edging Skiing Tips, Rotational Skiing Tips, Pressure Skiing Tips

Using these links, you will find several videos appropriate for your lessons. And, by letting your students know how to access these, they can review, and drill, on their own after class. This technique also works well for the classes I teach at Chemeketa Community College. See, skiing is simple. ❄️



Neil Cohen is a ski instructor at Mt. Hood Meadows Ski Resort and professor of Psychology at Chemeketa Community College in Oregon. Email him at neroco2@comcast.net



WHAT'S YOUR TRANSITION STRATEGY?

Alpine tip by David Rowe

Managing pressure through turn transition has been a transformational concept for me. Having "bombed" this topic at the 2010 Divisional Staff tryout, I made a commitment to deepen my understanding of this important idea. Demonstrating rhythmic "flow" from turn to turn is a hallmark of good skiing. It's also exhilarating! Mastering flow on any terrain and any condition, with a specific outcome in mind, requires versatility in strategy and application. This is where managing pressure comes into play.

Pressure Defined

In the most simple terms, I think of pressure as the amount of "push back" I get through one or both of my skis during different phases of a turn.

Skis tipped on edge exert more pressure on the snow than flat skis due to differences in surface area. Pressure can be applied to the ski shovel, underfoot or the tail with fore-aft movements as well as flexion and extension movements. Lateral movements transfer pressure from one ski to the other. Speed and turn shape can also affect the amount of pressure you feel.

Transition Defined

For me, the transition starts when the outside ski begins to release at or after the fall line. By "release," the center of mass begins to move towards the new turn, the edges begin to change and weight transfer (i.e., pressure) generally begins to transfer from the old outside ski to the inside ski (or new outside ski). Whew! While there's a lot going on, let's just say that we're trying to get our center of mass and feet to swap sides through each edge change. Skiers seeking flow will use a number of strategies to manipulate pressure through the transition to swap sides, change edges and achieve a desired outcome.

Strategy 1 – Slow the feet

By slowing the feet with an edge set, the center of mass can switch sides and continue to move in the direction of travel. This is a technique commonly used in bump skiing and short swing "braking" turns. The pressure build up is intense and momentary. Skiers seeking flow will need to apply accurate and timely directional movements while the skis flatten and begin to redirect. As the center of mass moves over the bump, or the "virtual bump" in the case of short swing turns, the legs will also need to extend to regain pressure from rebounding skis.

Strategy 2 – Up Unweight

By extending both legs abruptly, rebounding skis exert less pressure on the snow and are easier to redirect. This is a technique often used for powder, crud, jump turn entries (i.e., leapers) and our favorite old straight skis! Skiers seeking flow will need to apply an appropriate new steering angle before the skis re-engage. Sometimes referred to as "pumpers," the center of mass switches sides while the skis are out of the snow or lightly exerting pressure on the snow.

Strategy 3 – Turn More

Similar to slowing the feet, turning the legs more in relation to a countered upper body can help the center of mass switch sides. Skiers seeking flow will need to recover from an unbalanced position by extending onto the new outside ski to regain balance on forces developing from the new turn.

Strategy 4 – Down Unweight

By flexing both legs abruptly, both skis exert less pressure on the snow and are easier to steer. Commonly referred to as retraction turns, this is a technique often used for bumps, powder, crud and spring "variable" conditions. Similar

to Strategy 2, the center of mass switches sides while the skis are out of the snow or lightly exerting pressure on the snow. Skiers seeking flow will need to need to apply accurate and timely steering movements before the skis re-engage.

Strategy 5 – Early Weight Transfer

This is a technique commonly used by World Cup racers. By softening or flexing the outside leg at or after the fall line the center of mass begins to move over the feet. Simultaneously, weight is transferred to the inside ski, on a flexed inside leg. The center of mass switches sides through a flexed athletic stance and rather than a "hero to zero" pressure variation, pressure is redirected to the new outside ski early in the new turn. This is an effective technique to carve the top of large, medium and short radius turns.

So what "situational" outcomes are we trying to achieve?

- 1) If we are not seeking to carve the top of the turn, large pressure variations through the transition will usually result in pivoting to an edged ski (review strategies 1, 2 and 4); and
- 2) If we are seeking to carve the top of the turn, transferring pressure from the old outside ski to the new outside ski will usually result in an edged ski earlier in the turn (review strategies 3 and 5).

Experiment with these transition strategies in various terrain and condition scenarios. Keeping the two outcomes above in mind, discover which methods put a smile on your face! ❄️



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Email your protip to info@psia-nw.org

WE LOVE YOU WILLIE

by Ed Younglove

After 60 years of teaching snow sports Willie Grindstaff retired. Willie is already a skiing legend at Crystal Mountain where he has a run named after him – Willie's Run – and he was the 2009 PSIA-NW Larry Linnane Skiing Legends Award recipient. Willie started teaching with the US Army 10th Mountain Division on Mt. Rainier. He started teaching with the Olympia Ski School (then known as the Northwest Ski School) at White Pass in 1963. He moved with the Olympia Ski School to Crystal Mountain in the late 1960's. Willie got his Associate certification in 1970 and his Full Certification the next year. Willie was the Olympia Ski School Director for 25 years beginning in 1974.

In Olympia it is hard to find a skier who didn't take lessons with Willie at some point in time (and/or whose kids or parents didn't take lessons with Willie). But Willie is not a legend just because he has taught so many to ski. Willie is a legend because of his passion for skiing and for being in the mountains, for life. Willie's legend is that he has inspired so many to ski and to teach skiing. I have had the pleasure of skiing with some of the world's best skiers and clinicians. I have worked for two national team members and I have learned much from all of them. But Willie taught me how to have fun with my students and how to share the great joy we all get from being in the mountains, and sliding on the snow.

I have seen Willie with a class in pouring down rain somehow convince them that it's a "GREAT" day to be alive and to be skiing, in the rain. Willie has the most indomitable spirit I have ever known. I have never had a bad day of skiing with Willie, he wouldn't let me. Willie is the poster boy for "inspiring passion for the mountain experience." A bear of a man and a man who wore the "bear costume" in the Crystal children's ski area, Willie loves kids and they all love him.

An adopted child, Willie is every kid's "Grandpa Willie." Adults, me included, came to ski in Willie's classes not just to improve their skiing, but just for the opportunity to spend time with him, to have fun. I became a ski instructor to be like Willie. Willie is a legend in northwest skiing, whether he received this award or not, but I was pleased to be able to formally recognize his legend status with this award. ❄️

Ed Younglove is a past PSIA-NW President, current NW National Representative and ASEA Treasurer. He is also a PSIA-NW Alpine Clinician and Trainer for Crystal Mountain. Email him at edy@ylclaw.com

ARMY HISTORY IN RANGER CREEK AREA

by Willie Grindstaff from December 2009

In the year of 1948 I joined the U.S. Army at Fort Lewis, WA. I was shipped immediately down to Fort Ord, CA. I stayed there about two weeks and was transferred back to Fort Lewis for basic training. This was all in July of 1948. After basic training I was assigned to a tank division for about one month. They came around and asked if anyone skied -- I said yes and I was selected to join a special forces outfit called the Fourth Regimental Combat Team.

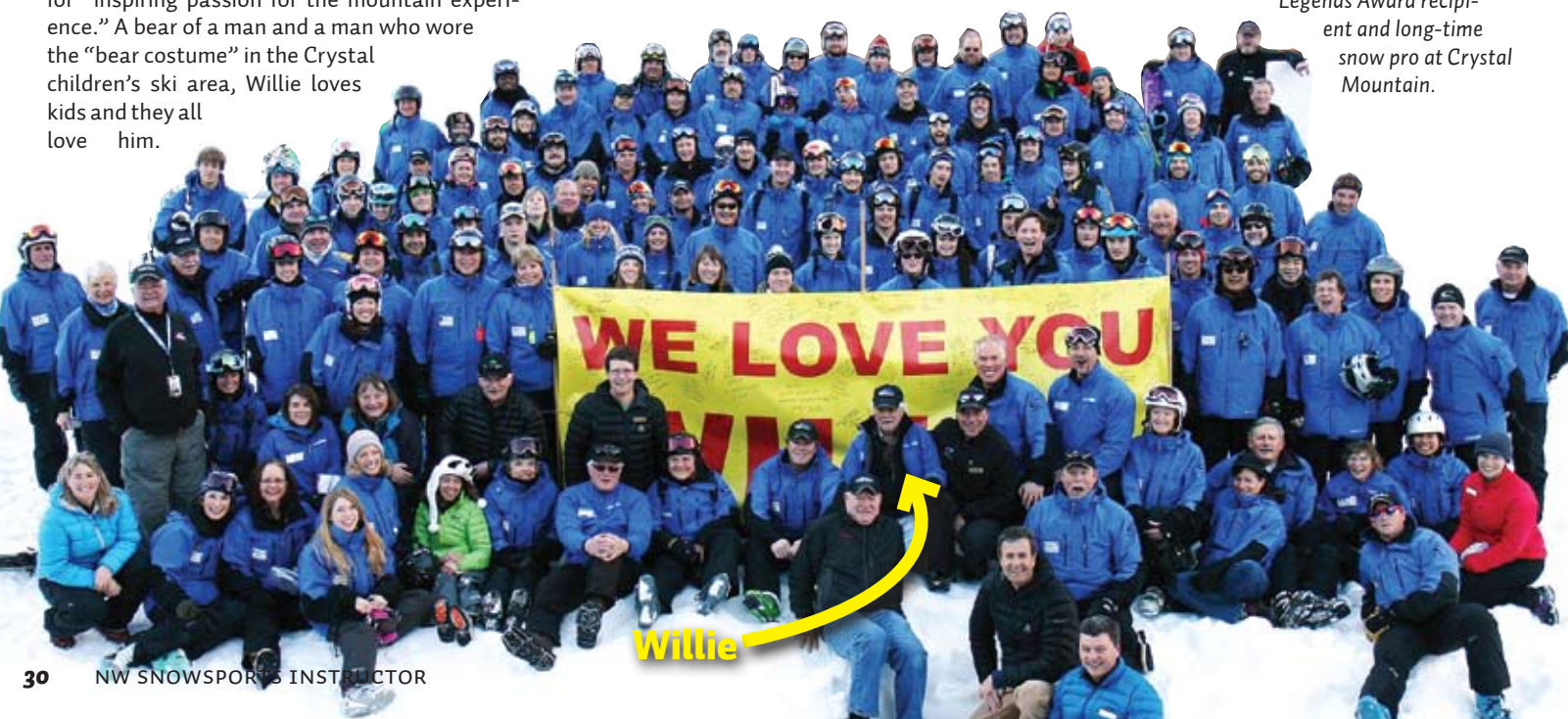
We trained at Fort Lewis with the Second Division right before the Korean War. During this time I was able to go home weekends and life was great. In early October, 1948 we moved to an emergency airstrip at Ranger Creek in the Cascade Mountains east of Mt Rainier. This was our base of operations to teach the Second Division from Fort Lewis arctic indoctrination for survival in the mountains in adverse conditions. We taught snowshoeing and arctic camping for

eight days. This included three days of walking, skiing and survival methods on the airstrip – we did some cross country hikes on skis and snowshoes during these three days. On the fourth day we did an eight mile hike to a high camp called Corral Pass at about 6000 feet elevation. There we dug snow caves and also used arctic tents with oil burning stoves to live in for three nights. We had a makeshift rope tow to work on training ski lessons. We did some hiking with a ruck sack pack, carrying all our survival gear and also weapons – rifles, mortars, machine guns, pistols, etc.

The next three days were spent hiking and staying overnight in bivouac shelters and skiing the Cascade Crest Trail along the ridge to Bear Gap and then out through Silver Basin, past Henskin Lake, down the Silver Creek drainage to Silver Springs and then back to the airfield at Ranger Creek. This was about eight days of camping, skiing and survival training. After coming back from our training section we would get six days off and go home or go to town! This was a great job for a young ski instructor who enjoyed back country living.

For the 5-1/2 months we spent in the mountains part of the cadre stayed at the old Silver Springs Lodge on Highway 410. While we stayed there the people that owned the lodge and service station put us up with lodging, breakfast and dinner. This was very special as they treated us as their own family. The lady was wonderful to all of us – I think her name was Mandy Graham. Sometime later (perhaps 20 years) the owners started a nice destination eatery. Later in life, as operator of the Olympia Ski School at Crystal Mountain, we had the opportunity to enjoy several fine dinners there after a day on the slopes. ❄️

Willie Grindstaff is a PSIA-NW Larry Linnane Skiing Legends Award recipient and long-time snow pro at Crystal Mountain.





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UPCOMING EVENT HIGHLIGHTS

COMPLETE LIST OF EVENTS, DAY CLINICS, EXAMS ARE ON-LINE AND IN THE FALL SEASON GUIDE

events



SPRING SYMPOSIUM
BIG SKY, MONTANA - APRIL 12-14
DETAILS INSIDE

SPRING FLING
SEATTLE PACIFIC UNIVERSITY
INDOOR EVENT - APRIL 27

SPRING GS CAMP
MT. BACHELOR - APRIL 26-28

SUMMER SKI CAMP & PDS
TIMBERLINE LODGE - JULY 12-14

exams



**ALPINE & SNOWBOARD
LEVEL II & III MODULES**
SCHWEITZER - MARCH 23-24
STEVENS PASS - MARCH 30-31
MT BACHELOR - APRIL 6-7
MT HOOD MEADOWS - APR 20-21

Note that the Level III Snowboard exam is offered at Stevens Pass & Mt. Bachelor only.

For Adaptive, Nordic and Telemark exams, please see the website and the Fall Newsletter for more information

specialty



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& SENIOR SPECIALISTS**
MT HOOD MEADOWS - APRIL 20-21

FREESTYLE CAMP
LOCATION TBA - APRIL 26-28

TECHNICAL TEAM TRYOUT
LOCATION TBA - MAY 3-5

For up-to-the-minute information about these events and venue locations please see the PSIA-NW.ORG website

Photo credits this page left to right. Holly and Molly in purple at Symposium 2012 by Wayne Nagai. Chris Kastner and Nils Riise by Tyler Barnes. Freestyle Camp photo by Matt Aimonetti.

Symposium2013 @ Big Sky, Montana April 12-14

