Railing It!
President’s Message

By Michael Moenning, President, PSIA-AASI Central Division

What a start?!

It seems like sometimes the bad news overshadows the good, no matter the subject whether it’s life or snowsports. With the fire at Boyne Highlands, the numerous reports of skiers (out west) dangling from a chairlift clinging to life by their backpack straps, and several avalanches this season, all of this bad news can be a little overwhelming.

But the message this mid-winter season is one of prosperity, hope and abundance. For sixty years, instructors in the midwest have been organized and sought to further their knowledge and spread their passion for snowsports! So happy 60th anniversary Central Division, and a very special shout-out to our 50-year members, Nancy Hereid, David C. Nelson, Susan Vance and Sandy Vicari. Thank you for your commitment to the organization, to teaching, and to the snowsports industry!

PROSPERITY

To date, the division is growing in membership and stands on a solid financial footing. Through sound business practices and the efforts of the Education Administrators, the division has been frugal and efficient with the Education Staff training costs, one of the division’s largest expenses. By hosting three regional training sessions rather than one “all-in” training session at one location, the division saved nearly ten thousand dollars in training expenses. The result of this effort is a more focused training experience for the participants and less time and money spent on travel and expenses. Better training for less cost means everybody wins, especially the membership, as our motivated and enthusiastic Education Staff look to share their expertise with the membership throughout the season!

HOPE

Despite a fire in their main lodge, Boyne Highlands was able to host an early season PSIA-AASI event without a hitch. Hats off to the folks at Boyne for their tremendous effort in making that event happen for our members! This was accomplished only a week after a fire damaged 40 percent of the main lodge building. To hold an event just a week later showed tremendous commitment and support for our members and our organization. If you have a chance this winter to visit Boyne, or ski with their instructors, let them know how much their efforts are appreciated. Well done Boyne, well done!

ABUNDANCE

With all the positive energy and effort that is coming from the national organization back to the divisions, all the snow and cold from mother nature and most importantly all the energy and enthusiasm from you our members, this year has the makings of a historic season. With an early blanket of the white flakey stuff from Ohio to Minnesota, the resorts, their instructors and our industry should have an abundance of opportunity to teach guests and create wonderful snowsports experiences this season.

Enjoy the squeaky white stuff while it lasts, be sure to get out on those fluffy powder days and share your joy for snowsports with a few friends. Have fun, stay safe and we’ll see you on the snow!

YOUR CENTRAL DIVISION “PARTY CENTRAL” CELEBRATION

It is the events of 1956 and 1957 that we proudly commemorate some 60 years later, in 2016-2017, with “Party Central” celebrations throughout our division. When Gary Nelson, the founder of Annie’s House in Bottineau, North Dakota, built in honor of his daughter Ann, attended the PSIA-AASI 50-50 celebration in 2011 he became inspired and decided Central Division should celebrate its own history by holding a reunion for long-term Central Division members. Gary Nelson, Rick Scott, Danny Raedeke, and Phil Peterson had a chat, from whence the idea to celebrate the 60th anniversary of first exam took flight. Susan Boyle, Peggy Erickson and Elaine Koyama serving on Central’s Board of Directors came up with the “Party Central” concept and enlisted help from a talented Central Division member to draw the Party Central map. Then, with board approval, parties at three locations were planned, and finally the concept conceived on a whiteboard came to fruition. The Party Central events taking place this season are a culmination of inspiration, dedication, and effort. It is hoped that you, our valuable members, will participate and enjoy the legacy bestowed upon us by our early founders.
2017 Snowboard Update!

By David Seelbinder, Snowboard Administrator

It has been a great start to the 2016/2017 season! I enjoyed some runs in 20 inches of powder at the Boyne Highlands event in mid-December! I hope that you’re jealous! I dropped into a L1 Snowboard certification that Education Staff member Corey Schroeder was leading. The group were eating lunch, with snowboard notes, study guides and smiles all around the table! We also ran a L2/L3 prep course that was a lot of fun and some great learning and sharing opportunities. It was led by one of our newest Education Staff members, Charley Weeks!

We had to cancel two events on each side of the lake in March 2016, so we were not able to hold some later season “bump”, “carving”, “intro to Jumps” and “intro to ½” events. Afton closed that weekend, and Boyne was open, but the terrain was not in proper shape to hold the event. These are fun events to attend, and we had 31 members that were signed up between the 2 events. The upside is that we are hoping they will all be attending events this season since the snow outlook is good! Yeah, you can bet on that! I encourage members to come out and take an event this season. We have many offerings that are fun and which will add to your learning pathway. So, take a look at the events calendar and come to an event near you soon!

The biggest shout-out is to the new parents! It’s not too early to start your children out on boards! Check out the Burton Riglet products. You will find that getting your 2 year old or even your 1 year old child out on the slopes now will build skills and result in family fun that can last a lifetime. Hopefully, in years to come, they will all become instructors!

Someone recently asked me, what the Technical Leaders look for regarding Movement Analysis during snowboard certification events. Here are a few examples of the observations for the expectations of the different levels of certification:

**LEVEL 1**
Things we all agree to look for: identify stance issues, body movements, board performances, knowledge and comprehension reference alignments, board performance, single observations, seeing a single photo;

**LEVEL 2**
Things we all agree to look for: application and analysis, identifying relationships between the things that are identified in level 1, cause and effect, similar relationships and montage of images;

**Level 3**
Things we all agree to look for: video, measuring movements and tie-in with other movements, specific about joints body parts, where and how much, pause the video & what happens next?

I was at an indoor snowboard session recently and I came away with these thoughts.

- How do we get people excited to be a part of this (certification) process without giving things away?
- Creating a culture within your resort locker rooms, division…?
- Going to a certification exam should not be a gamble.
- Cost and relationship to other avenues, college vs certification, certification courses, and other things we learn and get value from in our certification process. Transferable skills that we get from certification process.
- Connect with other educational body colleges to use our certification process as credits, people skills, psychology, communication listening. Use teaching snowboarding skills as life development skills. How can we open this door?

One idea that we have had and would love to hear your thoughts about is this:

We are looking at changing the format of our L2/L3 exams to mimic the Rocky Mountain Division. There would be a total of 3 days to the exam (currently 2 days). The change would include having 3 separate days for: Movement Analysis, Riding, and Teaching. A member can sign up for 1, 2 and/or 3 days in one season. There would be weekends that have combinations of events for the certification and training for certification. I encourage any questions members have about this proposal. We are still evaluating this process.

Other news: Central Division will follow the National Freestyle Standards in the 2017/2018 season. For our Freestyle Accreditations this 2017 season, we will cover the information as listed in our current standards. The National Freestyle Standards should be accepted by our Board of Directors soon!

If you have any questions about an event or any process, please feel free to contact me-I am happy to help! I look forward to hearing from you!

Take care and I will see you soon! Bring on the snow!
Continuity in leadership is an important element of a successful organization. Continuity in leadership keeps the pendulum of change from swinging wildly back and forth in our organization. As an organization that has grown due to the spirit of volunteerism and the passion for snowsports, it is important to maintain continuity in leadership so that forward progress is not stymied by constant and drastic changes in leadership. Don’t get the wrong idea, change can be a very positive thing, but all too often, change for the sake of change is more destructive than positive. To keep the organization moving forward and to develop continuity in the leadership of the board, the changes made to the terms for board members and the election process have developed that continuity in leadership.

For example, the term for a new board member is three years rather than just two. This seems insignificant on its face, but there is a substantial and real impact. Every year in the past, up until 2017, 50 percent of the leadership, the board of directors, changed over. That revolving door of leadership made it more difficult to accomplish anything because it takes about a year for a new board member to “get up to speed” on all the issues facing the organization. So, something gets started, then BOOM the board changes and the ball is dropped, progress halted, members are confused and dissatisfied with the organization. Sound familiar?

All PSIA-AASI Central board member terms are now three years long, and only one-third of the board members change annually, allowing two-thirds of the board to continue to forward the efforts of the work already in progress.

The election this year has three open seats, all are in the Alpine discipline for sections 1 (Minnesota), 2 (Wisconsin and the Upper Peninsula of Michigan) and 6 (Indiana, Kentucky, Ohio, Mississippi, Tennessee, and Alabama). All three seats have one nominee and all three nominees are running uncontested. Since the Bylaws and Policies and Procedures documents governing our organization, do not allow for write-in candidates in our elections the three nominees have won their seats through the nomination process.

To be fair to the membership, and to show financial responsibility to the organization, the election committee has decided not to hold an election for these three uncontested races for the open board seats in Alpine sections 1, 2 and 6. The expense involved in the election process, creating ballots, counting votes and holding a special meeting to announce the winners will be saved and redirected to the primary function of the organization, which is educating and supporting the membership.

We would like to welcome the following new board members who will take their seat on the board at the 2017 Spring (May or June) Board of Directors meeting:

**Alpine Section 1: Gary Nelson**

**Alpine Section 2: Nancy Wilder**

**Alpine Section 6: Julie Nitzsche (incumbent)**

As volunteer leaders of the organization, the Election Committee welcomes these new board members and looks forward to their contributions to the organization and the snowsports industry.

Note: This article was written by Michael Moenning and election committee members Julie Nitzsche and Scott Hartley, on behalf of Executive Vice President Richard Wren. Richard is working hard to finish the recovery effort at Boyne Highlands and we wish him and the team at Boyne the very best!

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A long time ago in the United States... people of the frozen plains slid down snow-covered hills on long and heavy, straight wood skis strapped to ankle high leather boots. It was actually the 1930s. Downhill skiing was a fairly new recreational activity in the Midwest, but already an established sport in the mountains in the East and out West. Major lifts were installed in Vermont, California and Idaho. As skiing clubs formed around the country (cross-country, jumping, downhill) – including the Midwest – the National Ski Patrol was formed in 1938 at the request of the National Ski Association (NSA), which was the only organized ski group at the time.

With the influence of European ski professionals, such as Austrians Hannes Schneider and Sepp Ruschp, the Eastern region of NSA began to train ski instructors to protect the skiing public from unqualified and/or incompetent instructors. The term “certification” was used instead of “licensing,” which connotes permission from a legal authority. In his 1996 article, “The Evolution of Certification” Jack Copeland, then Chair of the PSIA Steering Committee, stated:

“The demand for ski instructors grew, outpacing the availability of trained instructors. Basically, anyone who could ski or who could talk a good game could call themselves an instructor. This lack of regulation within ski instruction understandably caused some problems.”

– The Professional Skier, Spring 1996

In 1946, Otto Hollaus was Skimeister at the ski shop in Schuneman's

In the late 1930s, more of its alpine skiers migrated to the U.S. including Otto Hollaus (Austria) and Helmut Teichner (Germany), two founders of our Central Division. The third founder, Jimmy Johnston, was skiing and racing on a golf course in Minneapolis, Minnesota. In 1939, Helmut Teichner founded the ski school at Wilmot Mountain located between Milwaukee, Wisconsin and Chicago, Illinois.

In the 1940’s, Americans turned their attention to the war effort. World War II resulted in the cancellation of the Olympic Winter Games of 1940 and 1944. Many U.S. skiers served in or trained with the 10th Mountain Division. Otto Hollaus taught skiing to soldiers at Camp Hale, in Colorado. Their training created some of the strongest soldiers America had during WWII. After the war, ex-soldiers from the 10th Mountain Division energized America’s emerging ski industry. They published ski magazines, opened ski schools, and established ski areas across the United States.
Department store downtown St. Paul, Minnesota. He began a Sunday adult ski school that traveled to a different ski area each week. At the same time, Everett Kircher founded Boyne Mountain in northern Michigan, which eventually became one of the largest privately owned and operated group of resorts in the country.

By the end of the 1940s, NSA had seven divisions throughout the country, and all, except Central and Northern Rocky Mountain, had their own certification programs. Although the Eastern and Western regions led the way in instructor certification, teaching principles and ski technique varied across the country.

In Central Division, during the early 1950s, one instructor could certify another by appointment. Jay Johnson of Evanston, Illinois certified Jimmy Johnston. (Jimmy was in law school and later became an attorney and district judge.) In 1955, the NSA named Jimmy Johnston Chair of Central’s Certification Committee. Jimmy surveyed certification procedures in the other NSA regions and learned that many were holding training clinics and using a panel of at least three examiners to conduct an exam, and would, upon consensus, certify a candidate.

At a well-attended spring clinic in 1956 for Central ski instructors at Mt. Telemark, Wisconsin, Jimmy met with 15 select instructors and presented his “Plan for Certification,” which was unanimously adopted. In the spring of 1957, Central conducted its first pre-exam clinic (pre-course) and certification exam at Telemark. Full certification was the only level awarded.

During the 1957-1958 season, Central held a two-day pre-course and one-day certification exam at two locations: Telemark, in Wisconsin and Boyne, in Michigan. At Telemark, 12 of 26 candidates were certified. At Boyne, 7 of 16 candidates were certified. The Associate level, a step below Full certification, was added in 1958-1959, and pre-courses and exams were held at Wilmot Mountain, Wisconsin, in addition to Telemark and Boyne (keep in mind that this was the era of laced leather boots, long straight skis, cable bindings and pole baskets the size of saucers).

It is the events of 1956 and 1957 that we celebrate 60 years later in 2016-2017 with “Party Central” celebrations throughout the division.

The 1960s were a pivotal decade for ski instruction. The National Ski Association (NSA) became the U.S. Ski Association (USSA). Around the country as more skiers became certified and were paid to teach, talk began about separating the professional ski instructors from USSA, an amateur organization. Ultimately, the Central Ski Instructors Association (CSIA) was formed, but it remained under administrative and financial management of USSA-Central (CUSSA).

As a member of USSA’s National Ski Instructors Certification Committee, Jimmy Johnston attended the historic 1961 spring meeting in Whitefish, Montana where the committee voted to found a national association of ski instructors, independent of USSA. Thus was born the Professional Ski Instructors of America (PSIA). The founding fathers at the meeting, known as the “Magnificent Seven,” were Curt Chase (Colorado), Max Dercum (Colorado), Jimmy Johnston (Minnesota), Bill Lash (Utah), Doug Pfeiffer (California) Don Reinhart (Idaho) and Paul Valar (New Hampshire).

For Central instructors who wanted to remain certified, CUSSA offered re-certification in 1961. All candidates (old and new) who passed were assigned numbers to fit into the new system.
In 1963, PSIA published “The Official American Ski Technique,” commonly known as the white book, providing a standard for what and how American ski instructors should teach. The book originated at a USSA certification committee meeting in 1958 at Alta, Utah, which Jimmy Johnston attended, where instructors from East to West met to observe and discuss differences in ski technique. The American Ski Technique borrowed elements from the Austrian reverse-shoulder technique.

The late 1960s were a stormy time for Central, as evidenced by a meeting of instructors at Pine Mountain, in Iron Mountain, Michigan, where proponents of each side argued the issue: separate from or stay affiliated with USSA. Under the leadership of Jimmy Johnston, Otto Hollaus and Helmut Teichner, the Central Ski Instructors Association (CSIA) formed in 1968 and officially separated from USSA as an independent, professional organization. Because Central was a geographically large division to manage, Jimmy appointed a chief examiner for each side of Lake Michigan: Otto Hollaus on the West and Bill Shepler on the East.

PSIA membership was voluntary for those certified until 1970 when eight (now nine) PSIA divisions became official with regional control. National dues (then $15) included the certified instructor pin. CSIA eventually became PSIA-Central Division (PSIA-C). The rest, as they say, is history.

Epilogue
American ski instruction moved from the formative 1960s into the unsettling 1970s, a decade that exploded with new ideas and a counterculture mindset. New categories in snow sports emerged. Freestyle skiing took off. Changes in equipment shook up the status quo. Sources inside and outside of PSIA challenged the American Ski Technique, as the regimented mastery of the official white book’s final forms came into question. Skeptics called attention to the stark contrast between the static demonstration forms instructors taught and the dynamic way they actually free skied. As a result, Central Division’s Technical Committee drew from the white book and external sources, and began to develop its own training and certification materials.

From a historical perspective, the 1950s through the 1970s could be divided into two different cultures: establishment vs. free-thinking. The 1950s and the first half of the 1960s focused on developing a unified American ski technique and a consistent method of teaching it. Instructor qualifications gained new importance. Resorts began to use certified instructors as a marketing tool. Looking back, the process of developing an American ski technique had more impact on ski instruction than the white book itself. This effort was the forerunner for evolving changes in ski technique and instruction in America.

Starting in the mid-1960s and proceeding through the 1970s, skiing mirrored the changing times in America. The established model of ski instruction was challenged from many directions. Sources inside and outside the world of skiing influenced teaching, technique, certification and the experience of the end-user (customer). A culture shift emerged with the concept that you should expose yourself to all ideas then choose those that best fit your needs. Learning theory, skiing skills concept, women-specific programs and a comprehensive approach to children’s instruction are a sampling of what came from the free-thinking ideas in the 1970s. The profusion of these new ideas led to a wealth of new programs in the 1980s and 1990s.

Because Central Division records prior to 1990 are scarce, Nancy Hereid and Bev Vasseur used other sources of information for this article including interviews with numerous 50-year members of PSIA, Peter Kray’s book, “American Snow,” early Central Division newsletters, PSIA journals and other print documents.

Nancy and Bev wish to thank Jay Johnston, Jimmy Johnston’s son, for sharing his father’s archival materials; Karen Hollaus for information on Otto; Karl Lepping for the first page group photo; Jim Heldt for 1970s materials and helping put the 1950s through the 1970s into perspective; and Gary Nelson for his dogged insistence that Central recognize 60 years of certification and document the history. All mentioned are Alpine Level III certified with decades of dedication to PSIA and ski instruction.

Nancy Hereid, Alpine Level III certified, is retired from the Otto Hollaus Ski School, but still chasing those perfect turns. Bev Vasseur, Alpine Level III certified, is the former PSIA-C History Committee Chair and is with the Afton Alps Ski School.
One morning, my supervisor at Breckenridge Ski and Snowboard School approached me and said: “Larry, you will be working with the Mini-Shredders today. You’ll be teaching an all-day lesson consisting of several 4 to 6 year old children who have never snowboarded – four girls and two boys.”

I must say that I thought that this would be an interesting opportunity to show some young children that snowboarding is a blast, but also realized that I’d be dealing with some very young children who might be difficult to teach.

I said to myself, “This won’t be a problem. You’ve been studying the CAP (Cognitive, Affective and Physical aspects) Model* in preparation for Children’s Specialist 2, and you have a boatload of games which you learned from The Children’s Snowboard Games Reference – you can do this!”

I was fortunate that my supervisor had assigned an assistant, Matt, to help with my group. Even though Matt was not an instructor, he would act as another set of hands to assist my students in fastening their bindings and in helping them to stand up on their boards.

MY LESSON PLAN
I created my lesson plan around three goals:

1. To create maximum FUN;
2. To provide for the students’ physical and emotional SAFETY; and
3. To introduce them to Level 1 snowboard SKILLS.

In planning the lesson, I also took into account the CAP Model traits for this age group. I chose to use

The Teaching Cycle: Play, Drill, Adventure and Summary.

PLAY
I introduced myself to the group as Coach Larry. After heading outdoors, we played the Hot Potato name game (children love games!) We also came up with our team name, “Shredders.” Both of those activities helped my students develop a sense of belonging to the group. I told them, “Our team has three rules: have fun, stay together and be safe.” In my notebook, I wrote down each child’s name, their clothing colors, and the name of the adult authorized to collect them at the end of the day.

Gearing up with jackets, gloves, helmets, goggles and a vest was an opportunity for me to perform a safety check and to observe their physical movements and limitations. (Physical: Because many children of that age do not have fine motor skills they need a lot of one-on-one help with their gear.) I gave a quick outline of our plan for the day: playing games on their snowboards with rest breaks for snacks and lunch. At the end of the lesson, they would have the opportunity to show parents the games and drills we had enjoyed, and the results of the day.

Starting with a group hug and hand slaps in the middle of the table, followed by loud shouting of the word: “Shredders,” we went out onto the snow. Despite my best efforts to calm the young children, one five-year-old girl could not stop crying and kept asking for her mother. She also voiced her displeasure at being there - a classic example of a child with separation anxiety. She also did not like her new surroundings. Another instructor had to intervene and provide one-on-one assistance.

DRILL
The children all knew the “Simon Says” game. So, I modified it to be the Coach Says game. Since most of the group could generally only remember one of two things at a time, this game was a fun way to give verbal directions during our warm up and an introduction to the snowboards. For example, Coach says, “Shuffle the board back and forth. OK, stop! Coach didn’t say stop. Ha-ha!” My group all seemed to be doers with short attention spans, a cognitive trait for this age group. Therefore, I presented information with minimal verbal explanations and used lots of nonverbal
communication (pointing and gestures, like thumbs up) and
demonstrations such as: Touch the nose of your board; Jump
& land; follow me as I hike up the slope; and what does a
“rocking horse” look like?

We started with heel edge side slips because children can
generally rely on skeletal support to maintain balance. Even
with that support, however, young children will often fall
backwards. The lack of abdominal muscle development makes
it difficult for them to get up after a fall. For that reason, a
lot of “coach assistance” is needed at this age level. The Red
Light, Green Light game is a good activity for heel edge side
slides.

As the CAP model predicts, the arms and legs of these young
boarders did not work independently. To quiet their upper
body, we added the “Mummy Game” which involved keeping
their arms folded in front in order to focus on lower body
movements. The next exercise involved the falling leaf. The
goal in this drill was to balance on the board while beginning
to turn the board on one edge. With a high center of mass
and a big head, they were usually looking down at their feet.
Verbal feedback from me was the phrase, “look at the fence;
now look at the magic carpet.”

The group members liked to be told when they had done
something well. So, I utilized positive verbal feedback by
saying: “way to go, you’ve got it.” I also used non-verbal
feedback, with thumbs up, and by smiling while jumping up
& down with great enthusiasm.

The wonderful part of working with this age group was that
their side slip and falling leaf maneuvers did not have to be
perfect. They had great fun just sliding down the slope. But,
on the flip side they did get tired quickly. We took break
times which not only gave them an opportunity to rest but
also the opportunity to do silly things while having a snack:
sticking Goldfish Crackers up my nose, singing songs such as
the Grand Old Duke of York (requires kids to stand up and
sit down), making mustaches out of sun screen lotion, and
piling our hands on the table and yelling “Shredders!”

Snack time revealed some egocentric tendencies. I put the
Goldfish snack on a couple of paper towels in front of them
and instructed them to share. I said “Count down: 3, 2, 1
go!” The team members attacked the food like sparrows.
After snack time, we got ready to resume the lesson. While
gearing up one Shredder with gloves, helmet, and goggles,
the three other children said, “Can you help me...me...and
me!” Having studied the CAP model, I understood their self-
centered thinking, making it easier for me to remain patient.
But I noted demonstrable exceptions, such as when Alexander,
age four, wanted to help serve water to the other children.

**ADVENTURE**

My assistant, Matt, set up an obstacle course outside while
snack time was taking place. In the meanwhile, I arranged
several Goldfish on the table to show an example of an
obstacle course. I used my *finger snowboard* to illustrate how
we would skate around “stinging jelly fish,” and “a kid eating
a whale.” That game engaged their imagination for several
minutes. When we were back outside, the team enjoyed the
obstacle course and several adventures including, but not
limited to: going on a lion hunt to find a lost glove, making
snow angels, and sliding down a snow mound.

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SUMMARY

At the end of the day we gathered together in a huddle as the parents arrived. I reviewed what we had worked on and asked them “Did you have fun?” Everyone said, “YES” loudly. I told them that I was pleased that they had all worked very hard and done very well. We had a group hug & yelled “Shredders.” I used the awesome Breckenridge Progress Report Card system to show the parents the skills we had addressed during the class, and each child’s degree of success. I explained the games that were played and how the exercises in these ‘games’ helped their child learn to skate, stop with a heel edge slip and turn the board. Some of the children showed their parents the tricks they had learned.

SUCCESSES

How do I know my lesson plan worked? Following the lesson, the children told mom and dad that they had FUN. Also, the parents saw that their children had been SAFE. Most importantly, I had several students return for a second and third day. Further, my supervisor said he had received positive feedback from parents. The biggest “high-five” went to Josh who was a first timer. Although he was not completely successful in learning all of the drills, by his third day on the hill he was able to strap in both of his feet and perform the falling leaf without losing his balance.

OPPORTUNITIES

I experienced three challenges in the lesson:

1. As previously mentioned, I was not able to calm down the five year old with separation anxiety;
2. It was hard to motivate a young snowboarder who didn't want to be in a lesson; and
3. It was frustrating to deal with a whining student who was always the last to gear up. That student often let the snowboard simply slide down the hill, refusing to practice to the best of her ability.

I determined that in the future I would confer with the parents of these children and engage them in the problem solving process (see the PSIA-AASI Children's Instruction Manual, Second Edition, pages 29-30).

SOLUTIONS

1. I was able to have another person intervene which was a big help.
2. I searched out better ways to motivate young snowboarders who didn't want to be in the lesson and found ways to help the students by setting them up for success during the drills portion of the lesson.

CONCLUSION

During the time with my 4-6 year old Shredders, I realized that I really enjoyed teaching children of this age group. As it turned out, the group members were actually a blast to work with because they loved to play and act silly. Thanks to the information contained within the CAP model, I was able to assess how the children were likely to learn, what would be their needs for safety and reassurance, and gained an understanding of their physical abilities and needs which helped me plan this beginning snowboard lesson accordingly.

I found that a child’s short attention span can make teaching more difficult.

Blessing: At the start of the day one girl was really emotionally upset with her black helmet. She wanted a white one. I said, “OK, at break time we’ll swap out your helmet.” By the time break time arrived, she had forgotten her request.

Problem: After each break I would restate our team rules. Then seconds later, I would ask the question, “What’s number one?” Unfortunately, due to their short attention span, the response was usually, “Blank stares.”

I’d also had a misconception that children under age 6 would not be able to learn how to snowboard. I saw another instructor work with a five year old boy. That child was an amazing Level 4 rider. He had taken several lessons in the past and was able to link his turns. After a few runs in our beginner area, the instructor gave him a free style feature to play on until he was able to take him on the beginner chair lift.

During the teaching process, I was able to create a fun and meaningful experience that resulted in my students being successful in learning basic snowboard maneuvers while enjoying the outdoors.

Larry Griffin is a Level 2 AASI certified instructor with a CS2 credential who teaches at Boston Mills/Brandywine, in Ohio and Breckenridge Ski Resort, in Colorado. This Children's Specialist 2 Essay is a revised version of the article written as his requirement for the event, following five days of Mini Shredders lessons in the Winter of 2015.

A Lesson Plan for a 5-year-old Snowboarder

By Remy Yunker

STUDENT
Camden, a 5 year old boy who is advancing from the beginner hill to slightly steeper terrain.

SKILLS
Camden is showing how to make a toe-side turn (Figures 1-3). He is already very proficient in making heel side turns.

MOVEMENT PATTERNS - IDEAL
The ideal movement pattern for Camden would be for him to keep his center of mass positioned over the engaged edge. He could then adjust the tilt of his board more steeply for a deeper carved turn. The tilt of his board would be combined with twisting the board to initiate the turning movement. Camden would also keep his shoulders aligned with the length of the board. His center of mass should be aligned between the feet and over the board. His head should be up and he should be looking in the direction of travel. His knees should be flexed.

MOVEMENT PATTERNS - ACTUAL
Rider Camden has flexed his knees throughout the toeside turn. To initiate the turn, he has shifted his weight to the turning (engaged) edge. He has kept his shoulders properly aligned with the board throughout the entire turn. Once he has initiated the turning action, he can bring his hands into alignment with the board and finish the turn with his hands and shoulders high. He is now ready to move to connecting the turn to a heelside turn. His center of mass is aligned between his feet throughout the entire turn.

DEVELOPMENT OF RIDING SKILLS
Camden has made adjustments to his ideal riding pattern in order to control the board throughout the turning process. His stance is very good with flexed knees and his center of mass is positioned between his feet. This stance gives him more control of the board while most riders of his age struggle with the toeside turn. The shift of his hands into the turning side allows him to move his center of mass to the turning edge, without moving the larger mass of his head over the edge. Keeping his head centered over the board will allow for a smoother transition from turn to turn with easier effort. This small shift of the hands also allows him to make adjustments to how much lean is required for the terrain on which he is riding. Once he has initiated the turn, he moves his arms

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into a more neutral position aligned with the board resulting in a proper body position throughout the turn.

**GOALS TO ACCOMPLISH**

As with most riders this age, Camden’s movements of his larger muscles allow him to maintain control over most of his board. Using his arms has made the toeside turn easier to initiate as opposed to trying to teach him to stand on his toes to initiate the turn. This position of being up on your toes is usually difficult for the young rider to accomplish. Since he now can make his toeside turns, the next progression would be to link them to his heelside turns. Being able to link his turns will cause him to have a sense of feeling safer while riding down the hill.

**LESSON PLAN ADDRESSING MOVEMENTS FOR MULTIPLE STUDENTS**

Sometimes, I have to deal with multiple young snowboarders in a lesson. After meeting my students and learning their names, I explain that we want to get the board to move in a certain direction. Because a student of a very young age might not fully understand what “toeside” means, I tell them simply that we are going to make a right or left turn. That gives each student a better idea of what we are trying to accomplish. On a gentle slope, I like to play a game where one student will call out loud the number (written on a small paper card) that I am holding up in my hand. This causes the student to keep his/her head up and looking around instead of watching the board as they move down the hill. During this game, I have the class members raise both arms when they call out what number I am holding up. This helps them get a feel for a proper balanced stance on the board.

Next, we can play a game that they are “superman,” and bring their arms out in front of their body. This will initiate the turn by shifting their center of mass over the active edge. I also have them try to make a big C shape in the snow when they turn the board. After a few repetitions, I challenge them to make the letter J by going straight a short distance and then turning. Most of the students will likely fall when they finish making the turn because they still have their arms out during the entire turn. To keep them standing up after the turn, I have them signal a “touchdown” when they finish the turn. This makes them move their arms up and center their mass back over the board to keep them standing up.

As we finish working on the turns, I asked them what we covered in the lesson. Giving them little prompts, I remind them about keeping their heads up and watching where they are going. I also touch upon just how we made the board turn with the “superman” move, and then how we finished with the arms up-signaling a touchdown. By having the students explain back to me just what we did in the lesson, I get a good feel for just what they understood about the lesson. Touching on a few points to practice will then give them the motivation to keep improving and also a sense of what they were able to accomplish during the lesson.

Remy Yunker is an AASI Level 2 snowboard instructor who teaches at Perfect North Slopes in Lawrenceburg, Indiana. This article was written to fulfill his essay requirement for his CS2 credential.
Veteran Ski Instructors Reunion

A gathering of those certified 40 to 50+ years ago under CUSSA (Central-USSA) or CSIA (Central Ski Instructors Association)

Saturday, May 20, 2017
Wild Mountain Ski Area, Taylor’s Falls, MN

A full day including a luncheon cruise on the St. Croix River and dinner back at the chalet followed by a reunion program. Join us and bring memories!

For more info:
csia-vets@googlegroups.com
- ask to join

Help us find “lost” veterans. Please send names and contact information.
Fundamentals: Build for Race Coaches and Athletes

By Brad Miller

The five fundamentals are a little hard to dig out of the Alpine Technical Manual, and the line between them and the Skills can be fuzzy if you over-think. Being a technically minded PSIA member, I had a very hard time wrapping my arms around them until I focused on only the five fundamentals. I then realized that the fundamentals can be a great way to approach coaching young athletes. Keep in mind this is not a supplement for the technical knowledge supplied in your PSIA Alpine Technical Manual, just a simple breakdown as seen through the eyes of a coach.

1. Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis. (Viewed from the sagittal plane a.k.a. the side view. Anology could be a teeter-totter).

**Issue:** Athlete is leaning too far forward or back.

**Corrective reason:** To control the magnitude of pressure along the length of the skis helping create an effective turn shape.

**Gear issues:** Oversized boots, boot cuff alignments, improper boot flex, boots are not put on correctly, inappropriately installed bindings or incorrect pole length. Improper ski length and or flex.

**Biomechanical issues:** Ankle needs to be flexed appropriately to correctly align the center of mass over the base of support.

**Three drills on appropriate terrain:**
- A: One foot leapers on a flat slope done slowly (poles and no poles)
- B: Sweet Georgia Browns (where the athletes move a safe prop around their back and to the front as they turn: Experiential Learning)
- C: Fruit loops (360 degree spins on the ground (poles and no poles)

**Training outside of the box:**
- A: Baby skis

2. Control pressure from ski to ski and direct pressure toward the outside ski. (Viewed from the frontal plane. Anology could be riding a bike around a corner.)

**Issue:** Athlete has skidded turns, specifically in the finishing phase of the turn. Athlete has trouble with early ski pressure above the turn apex.

**Corrective reason:** To effectively initiate, shape and finish a desired turn.

**Gear issue:** Same as the aforementioned in Fundamental number one.

**Biomechanical issue:** Center of Mass is misaligned.

**Three drills on appropriate terrain:**
- A: Thousand steps
- B: Javelin turns
- C: Lateral steps back and forth over the fall line

**Training outside of the box:**
- A: Running over challenging and uneven terrain

3. Control edge angles through a combination of inclination and angulation. (Viewed from the frontal plane. Anology could be spreading butter compared to carving a turkey).

**Issue:** Athlete skids through the bottom half of the turn. Generally the skidding occurs due to banking, a.k.a. leaning into the hill.

**Corrective reason:** To efficiently release and engage edges, specifically through the bottom half of the turn where the centripetal force is felt the most.

**Gear issues:** Same as in fundamentals number one and two. Proper boot cuff alignment and ski edge tuning can be key gear components in fundamental number three.
Biomechanical issue: The angles of the athlete upper and lower body line up in a straight line (tipping).

Three drills on appropriate terrain:
A: Side slips to Hockey Stops
B: Tea Pot
C: Rail Road Turns

Training outside the box:
A: Ice Skating

4. Control the skis rotation (turning, pivoting, steering) with leg rotation separate from the upper body. (Viewed from the horizontal plane a.k.a. from above, or below. Analogy could be a cake mixer)

Issue: Athlete's upper body follows the lower body and or initiates the turning process.
Corrective reason: By turning the lower body (legs) against a stable upper body the skis are able to take a longer path than the athlete's center of mass. This allows the athlete to adequately absorb and release turning forces. A stable upper body can also create a powerful twisted relationship that when released assists in a quicker direction change (short radius turns).

Gear issues: Same as in Fundamentals on, two and three. Boots that are too big are a key gear component.

Biomechanical issues: Upper body is turned across the hill and or initiates the turn.

Three Drills on appropriate terrain:
A: Pivot Slips
B: Water Skiing
C: Ski Ring or finger pyramid facing down the hill

Training outside the box:
A: Bump skiing

5. Control the magnitude of pressure through ski / snow interaction. (viewed from all planes. Analogy could be an all-terrain vehicle).

Issue: Athlete is deficient in one or all previous fundamentals. This is most evident when terrain changes and or snow conditions present a challenge.
Corrective reason: Training should include a variety of terrain and snow changes in an effort to facilitate consistent ski-snow interaction.

Gear issues: Already mentioned!

Biomechanical issues: Ankles needs to be flexed correctly, center of mass is misaligned, the angle of the upper and lower body line up in a straight line (tipping), and upper body turns up the hill and or initiates the turn.

Three Drills that are challenging:
A: Skiing with one ski
B: Landing jumps prepared to turn
C: Skiing bumps without poles

Training outside the box:
A: Telemark Skiing
B: Glade skiing
C: Terrain parks
D: Skiing down hill on Cross country skis
E: Snowboarding
F: Skiing blindfolded (use a qualified partner as a guide)


Dedicated to: Coaches Brewster McVicker, John Peppler and Jerry Stanek

Brad Miller is the Varsity Ski Coach at his home school of Clare, Michigan and he coaches junior racers at the Grand Traverse Ski Club. When the winter opportunity presents itself, Brad can be found on the XC trails surrounding Northwestern Lower Michigan, where he spends his summers on a bicycle.
Performing carved turns on skis is significantly different when compared to performing carved turns on a snowboard. Skiing turns are symmetrical in that a turn to the left involves the same mechanics as a turn to the right. The skier is facing the direction of travel with the upper body, and the biomechanics of joint and muscle movement are identical when performing a turn to the left or right. Snowboarding turns are asymmetrical in that the rider is facing with the upper body perpendicular to the direction of travel. The biomechanical aspects of the toe side turn are different from that of the heel side turn because of the asymmetry. To explore this difference, a review of the skiing carved turn is in order (Figure 1, Reference 1).

In Figures 1A and 1B, the skier is in the shaping phase of the turn with appropriate angulation and inclination for the particular terrain. Figure 1C shows the turn initiation with center of mass moving in the direction of the new turn. In Figure 1D, the skier is in the transition phase with nearly equal pressure on each ski. In Figure 1E, the transition to the new turn has occurred and the ski edges are engaging the snow. Flexion of the new inside leg has occurred along with extension of the new outside leg in Figure 1F as the skier continues in the shaping phase of the new turn. The degree of center of mass movement toward the inside of the turn is determined by the skier using flexion/extension, inclination, and angulation of the ankle, knee and hip joints. The skills, joint and muscle movements are the same for the left and right turn.
Now let’s look at the snowboard carved turn. Figure 2A (Reference 4) shows a rider completing a heel side turn getting ready to transition to the toe side turn, with movement of the center of mass toward the center of the turn, accompanied with appropriate torsional flex of the board (Reference 3). In the shaping phase of the toe side turn, (Figures 2B, 2C and 2D) the rider moves the center of mass inside the arc of the turn, with appropriate inclination, ankle and knee flexion. The ankle and knee joints have sufficient flexion range to allow adjustment of the board edge angle to maintain the carved turn and adjust the center of mass location. Very little hip flexion is needed. Any requirement to adjust the center of mass position in the toe side turn can easily be performed with inclination and/or knee and ankle flexion/extension.

Figure 2E shows initiation of the heel side turn with center of mass movement toward the center of the new turn with appropriate torsional flex of the board. There is flexion of the knees, ankles and hip joints during flexed edge change. In Figure 2F, the transition to the new turn has occurred to the new uphill edge. Figures 2G and 2H show the shaping phase of the heel side turn. Note the increased hip flexion on the heel side turn. This is used to adjust the center of mass to the appropriate spot at the inside of the turn. In this position, flexion of the ankle joint is limited, making it difficult to adjust the center of mass, as needed, toward the inside or outside of the turn without some other anatomical adjustment. Consequently, hip flexion and extension accomplishes this goal as the rider bends at the waist, adjusting the center of mass position as needed. This is essentially the asymmetry experienced when making turns on a snowboard.

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Most students find that the toe side carved turn is relatively easy to perform since the three major joints (ankle, knee and hip) have sufficient range of motion to adjust the center of mass to the appropriate location in a turn. The heel side carved turn is slightly less comfortable in that one has to be more conscious of center of mass placement in a turn. Movement toward the inside of the heel side turn can create a situation that cannot be corrected and may become unrecoverable. If the center of mass is too far into the inside of a heel side turn, the only joint that can be used to correct this condition is the hip joint. The flexion of the ankle and knee joints are limited and may not allow sufficient movement to adjust the center of mass toward the outside of the turn.

In the toe side turn of Figure 3 (Reference 2), knee and ankle joints have sufficient range of motion (flexion/extension) accompanied with inclination to adjust the center of mass in the turn without much hip joint movement. In the heel side turn of Figure 4 (Reference 2), the knee and ankle joints do not have sufficient range of motion to adjust the rider’s center of mass, especially if the center of mass is too far inside the turn and needs to be adjusted outward. Consequently, hip flexion dominates the body position when adjusting the center of mass of the rider in the turn. If the rider is on heel side and needs to adjust the center of mass more to the outside of the turn, then hip flexion has a significant effect on the movement of the center of mass. Not obtaining this dynamic balance may result in the rider falling to the heel side.

In skiing, the student utilizes essentially the same skills for both the right and left turns. While teaching snowboarding, the instructor has to teach two turns, toe and heel side. Snow skiing turns are symmetrical. Snowboarding turns are asymmetrical.

Chuck Roberts teaches at Wilmot Mountain, in Wisconsin. He is a Level III Ski Instructor and a Level II Snowboard Instructor. He has been teaching skiing since 1970 and snowboarding since 1987.

1. Dusty Dyar, photos courtesy of Grant Nakamura
2. Scott Anfang, photos courtesy of Grant Nakamura
4. John Roberts, photos courtesy of Chuck Roberts
Pictured l to r: Tim Fickes, Doug Jones, Karl Fladzinski, Gary Nishon, Mike Roper, John Sych

Education Staff Member Bill Snyder performing a “one footer,” at Mt. Brighton, MI; Photo credit and thanks to Matt Titus.

Education Staff Member Bill Snyder at Heavenly Mt. Photo credit and thanks to Ryan Werick.

Pictured l to r: Monica Schwanitz, Forrest Gibson, Dan Katlein, Leader Mark Styles, Ruth Cunningham and Robert (Bob) Mogford.

Education staff members from l to r: Danny Carmichael, Mark Rudy, Greg Chmielecki, Dan Moss and Gary Parrish.
ANNOUNCING PSIA-C ALPINE EDUCATION STAFF TRYOUTS.

Open to any PSIA-C member who is Level 3 Certified.

Two locations:
Schuss Shanty Creek
March 4-5, 2017
Afton Alps
March 11-12, 2017

Deadline for applications:
Feb 1, 2017

For more information on how to apply, email us at info@psia-c.org
or call: 855-474-7669
Announcing:

PSIA-C Alpine Education Staff Tryouts

by John Hamaker, Education/Certification Chair, PSIA-Central

The Alpine Education Staff will be holding staff employment auditions in two locations:

**Schuss/Shanty Creek**
March 4-5, 2017

**Afton Alps**
March 11-12, 2017

Both tryouts will take place concurrent with the events taking place at those resorts. Tryouts are open to ANY PSIA-C member who is level 3 certified.

To be invited, submit a single-page, typewritten first-person account of the best lesson you ever taught – and compare it to the best lesson you ever took. One page double-spaced MAX.

Submit to the PSIA-C Education/Certification Committee a video of your skiing. Include both free skiing clips as well as a series of Benchmark Activities, chosen from the following list (required are in boldface):

<table>
<thead>
<tr>
<th>On suitable novice/beginner zone terrain:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RR tracks</strong></td>
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<tr>
<td><strong>RR track garlands</strong></td>
</tr>
<tr>
<td><strong>Basic parallel</strong></td>
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<tr>
<td><strong>Wedge Christies</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>On suitable intermediate zone terrain:</th>
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</thead>
<tbody>
<tr>
<td><strong>Med radius turns, high speed</strong></td>
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<tr>
<td><strong>Short radius turns</strong></td>
</tr>
<tr>
<td><strong>One-ski series</strong></td>
</tr>
<tr>
<td><strong>White Pass turns</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>On suitable advanced zone terrain/conditions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bump run</strong></td>
</tr>
<tr>
<td><strong>Hop turns (parallel)</strong></td>
</tr>
<tr>
<td><strong>Pivot slips</strong></td>
</tr>
<tr>
<td><strong>Performance short radius turns</strong></td>
</tr>
</tbody>
</table>

Deadline for Applications: February 1, 2017. You will be notified within one week (5 weeks prior to the On-Snow Tryouts) if you are one of those invited to Afton or Schuss.

Submit by sending a flashdrive with both video clips and essay to the PSIA-C Office. Contact the Office to arrange for using Dropbox or other file-sharing app.

2017 is the 60-year anniversary of CSIA/PSIA-C. If you are attending the Afton Alps event on March 10-12, come join fellow members in celebration of our 60-year history at “Party Central.” This unique membership event will take place on Saturday morning, March 11. Keep your eyes on the PSIA-AASI C website for more details on the exact time and location.
In the Fall of 2015, Don McClure and David Solner, the new owners of Buck Hill Ski & Snowboard Area, in Burnsville, Minnesota, considered how they could provide skiing, snowboarding and tubing on a year-round basis. A decision was made, and by the spring of 2016, two strips of artificial snow surface from different companies were installed in the middle of Buck Hill. Tests showed that this artificial snow surface was very similar to groomed hard-pack snow. Buck Hill opened for skiing, snowboarding and tubing on September 22, 2016 with the largest installation of Neveplast in the world.

Since then, there has been a steady stream of snowsports enthusiasts coming to Buck Hill to play on the “plastic snow.” Most guests have similar experiences: first, they haven’t skied or snowboarded in 7 months, so their first few turns are a little off. Secondly, they are amazed to be standing on a plastic surface. All this can make for quite a “head trip.” Yet, muscle memory kicks in and before long they are skiing or snowboarding as if it were the middle of winter. Since September 22nd, the Buck Hill Ski and Snowboard School has been busy with everything from beginning lessons to specialty programs like the X-Team Park Program, High School Race Skills Camp and the Jump Start Certification Training Program. No matter the level, all of the participants have seen huge improvements in their abilities.

The Neveplast surface itself aids in the learning process mainly due to how well it responds when the skier or snowboarder is properly balanced on their gear. Skiers and riders learn the importance of maintaining forward pressure to get their equipment to engage and shape the top of the turn. This is something on which we could all improve!

Coaching and skiing on the Neveplast surface this fall at Buck Hill has been quite a unique experience. What a great opportunity it has been for many snowsports enthusiasts and educators to practice and enjoy a sport about which they are passionate throughout the year. Buck Hill with its Neveplast artificial snow surface has truly changed the skiing and snowboarding culture of the Midwest.

Tom Schulz, a PSIA Level 3 Alpine Ski Instructor, is the Ski and Snowboard School Director at Buck Hill.

Photo credit and thanks to Grant Nakamura.
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Submissions, including articles and photos, are welcome. Articles should be emailed to garyski3@att.net in MS Word format with the following header: article name, date and author. Photos and graphics should be high resolution (300 dpi or greater and at least 2 inches in the smallest dimension) and submitted in JPEG or TIF format. A photo release must be obtained from any person(s) included in the submitted photo. Articles are accepted on the condition that they are released for use in all PSIA-AASI Central publications. PSIA-AASI Central reserves the right to edit all articles.

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PUBLICATION CALENDAR
ISSUE  ARTICLE & AD SUBMISSION DEADLINE
2017 Issue 2  May 5, 2017
2017 Issue 3  July 10, 2017
2017 Issue 4  October 7, 2017
2018 Issue 1  January 5, 2018

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Learn to teach skiing and snowboarding lessons at Crystal Mountain! This five-day classroom and on-snow course is led by PSIA Educational Staff* and costs only $75 per person – or score a job with Crystal Mountain and the course is free! Indoor sessions and on-snow sessions will be held this winter. To register, contact Joanna, Crystal Mountain’s Snowsports Operations Manager at 888.968.7686, ext. 7501.

*Course does not receive PSIA education credit.