Why are great skiers not like trees?

Answer in the Central Division Facebook page.
As this 2017-2018 season has come and gone I am sure that if I blinked I would have missed it. The kid's shoes do not fit any more and their pants are about 2 inches above their shoes. There are new scratches on my skis and I do not remember how they got there. My new gloves are packed out and all I can remember was “that was a fun winter.”

I would like to thank all of our administrators and volunteer leadership, and you our membership for a great 2017-18 season. It was fast, it was fun, it was exciting and I hope everyone was able to learn something new or share something with a new guest or colleague.

One thing I learned this year was that Central Division is still a strong player in this industry. One of our driving initiatives going into this season was to reestablish connections, foster and grow our relationships with the management and ownership of the resorts we serve to enhance, and support each other in efforts of promoting and developing the SnowSports industry. We made great strides this year with Executive Director Ron Shepard putting over 20,000 miles on the road, attending as many events as possible, spending time with area management, and visiting ski schools throughout our division.

Also, we applaud the efforts of all of our Event coordinators and the work they do with the individual Ski Areas by executing events in an efficient and effective manner that both supports the needs of the areas as well as our members. The results of these ongoing initiatives were evident to me when Ron Shepard and I had the privilege of representing the Central Division beside other divisional presidents and operational leadership, and Nick Herrin, the PSIA-AASI CEO, at the National Ski Areas Association summer meeting a few weeks ago. On many occasions, various resort leaders expressed their appreciation for our participation in these meetings. Resorts both big and small were pleased to see us involved and actively supporting the interests of Central Division resorts, sharing our input for the topics that help guide and shape this industry. It is reassuring to be consulted by resort management and CEO’s regarding staffing issues and customer retention — we were asked for recommendations on programming, insights into best practices, and suggestions for educating current school leadership. When the industry looks to us as the experts and seeks our guidance, we are assured that we are moving in the right direction! By establishing and maintaining these quality working relationships with the resorts we are making sure we are aligning our efforts to promote the growth of the SnowSports industry and supporting sustainability for our membership, ensuring a more beneficial future for all. I am even more proud to lead Central Division and excited for what comes next.

Now that the season has ended and in the spirit of “what comes next,” we should not just put away our skis and boards and forget about what we do until the fall. Our Education Staff members across all disciplines have been working hard in developing off-snow content. These new online content classes are a great way to collect your CEU requirements and to keep your skills fresh over the summer months. It is exciting to see the members of our organization “keeping up with the Joneses,” per se, and utilizing technology to aid in our respective educations when for the longest time we have primarily been an on-snow focused group. I encourage you to check out one of these new offerings and challenge yourself to “connect” the on-snow with the off-snow and see how it can improve your knowledge base and benefit your guest’s experience.

It has been a great first year as your President. Now that I’ve seen the view from the cockpit I’m hoping that we can find out what Central Division really can do!
The Board is excited and looking forward to working with all new and re-elected members of the board for the 2018/2019 Season. This is a great opportunity to continue our partnership with PSIA-AASI and enter into a new era of unification, communication, and teamwork with the association.

The 2018 election had eight open seats. There were only 4 nominations for the eight open seats; 1 for each of the following: Alpine Section 3, Alpine Section 4, Alpine Section 5, and Nordic. All 4 seats were uncontested. The Bylaws and Policies and Procedures documents governing our organization do not allow for write-in candidates in our elections, therefore all four nominees won their seats through the nomination process.

There were no nominations for the following open seats: Alpine Section 1, Alpine Section 2, Snowboard Section 4, 5, & 6, and Adaptive. The Board followed the Bylaws and Policies and Procedures by appointing these qualified candidates to the 4 seats that did not receive any nominations from the membership. The board received 3 qualified recommendations for the Snowboard open position. The Board held a special meeting allowing each of the three recommended candidates to present themselves and their resume to the Board. The open Snowboard seat was filled by the appointee that the board determined to be the most qualified.

• Alpine Section 1: Jon Wittman, representing members in Minnesota, Bottineau Ski Area in North Dakota, and Great Bear Recreation Area in South Dakota;
• Alpine Section 2: Chad Poeppping, representing members in Wisconsin and the upper peninsula of Michigan West of Hwy 77;
• Alpine Section 3: Bart McClure, representing members in Illinois, Iowa, Missouri, and Louisiana;
• Alpine Section 4: Richard Wren, representing members in Michigan, East of Hwy 77 in the Upper Peninsula and north of Hwy 57 (in the mitten);
• Alpine Section 5: Sally De Lange, representing members in Michigan, South of Hwy 57;
• Snowboard Representative: Phillip Howell - representing Sections 4, 5, & 6;
• Adaptive Representative: Bill Brooks – representing all Sections; and
• Nordic Representative: Zeke Fashingbauer.

Voting in our elections is an opportunity for certified members to help guide our organization’s future. Selecting who governs is a great way for your voice to be heard and make a difference. The Board is planning to make changes to ensure that our membership is aware of and has the best opportunity to participate in the Nomination and Election process. Please look for future communications in the upcoming issues of the Central Line magazine, email communications from Central Division, and notifications/updates on our website - [http://www.psia-c.org](http://www.psia-c.org).
Yet another season has passed, with more adventures in communicating, learning and sharing. An amazing 39 seasons have gone by since a brash 20 year old instructor sat in Timberlee’s Gold Brick Saloon spouting off his theory on skiing. Little did I know at that time that my haste to create a “brand” of ski teaching of my own would lead to many potholes, curves and forks during my journeys. Along with persona and team work, creating your own brand takes communication skills, a commitment to learning and a commitment to sharing.

A. Expanding your abilities as a communicator:

As an avid skier, signing up to become an instructor was a simple choice. Receiving a free ski pass, discounts at the food & beverage facilities and getting paid to be on skis was a dream come true. In the beginning, after watching my customers improve and learn, I became obsessed with how I could better perform. Each lesson presented different challenges, specifically in my communication skills. As the decades have passed, more communication opportunities have presented themselves and more knowledge about communication has become readily available. Creating your own brand requires the ability to understand, know and improve your communication skills. It took many seasons before I realized that my learning preferences were Visual and Kinesthetic. (I watched movements then copied them-by practicing on the snow). Through a process of trial and error I would eventually learn.

I also began to spend time working on my auditory communication skills via reading, writing and speaking. When I began to incorporate all learning preferences into my learning process I found that I had become a more skilled communicator. PSIA-AASI’s Core Concepts and Children’s Instruction Manual offer information on communication, and more can be found at your local library or on the World Wide Web. Continually checking for understanding with customers is also a great teaching tool relative to personal communication skills.

B. Learning comes before teaching:

When your students sense that you are willing to learn they will generally perform better. Being confident as an instructor was fine, but being over confident about my personal knowledge base was not. A few years back current Alpine Administrator, Mr. Ken Herman, confided that every morning he knew less than he did the day before. Every day a new challenge confronts us as snow sports instructors. Although we may have had a similar challenge in the past there will always be minute differences. Being able to continue learning new approaches and techniques through reading, obtaining Intel on the Web and/or attending educational clinics facilitate great teaching and helps with the multiple challenges which lessons can present to us.

Taking on personal educational and physical challenges also lend well to learning. After 25 years as a certified Alpine instructor I looked for a new challenge resulting in following certification pathways in two other disciplines. More than anything, I gained a great deal of empathy for those wishing to go through the certification processes. I also learned more about useful common teaching denominators that cross discipline boundaries. Physically, I had spent a couple decades out of the physical fitness and competition world.

I was beginning to get less comfortable asking athletes to perform in training and competition. Although my fitness and competition level was not that of my athletes, by reentering a competitive sport, and its associated training, my coaching skills...
improved through my understanding of what my athletes go through. [Note: In my case, athletes began to respect and incorporate my input as I became more physically fit. I began to do the same in regards to respecting and incorporating their input after walking in their shoes].

C. Sharing your passion facilitates the learning partnerships and more:

If you are serious about your occupation, sharing the passion for your work, and allowing others to share with you helps to build lifetime learning partnerships. The world of snow sports instruction is one with open borders and is based on sharing thoughts and ideas. The same can be said of our relationships with our peers and customers. When I began my Alpine certification process, I was surrounded by people who were willing to share their knowledge with me. That experience helped me “pay it forward” to any that have asked for help, a process which has resulted in great reciprocal learning. More often then not the greatest experiences take place when your student or athlete makes a statement or shows you something that works or validates the learning partnership.

In a recent Telemark exam a participant demonstrated a drill that benefited my personal skiing. While coaching Junior Alpine race athletes this season an 11 year old athlete told me that learning about the pole swing really lighted up his Slalom results. More importantly, sharing can lead to wonderful intrinsic rewards. For example, when a High School athlete tells you that their time on the team was their best Senior experience.

In conclusion, successfully creating your personal brand is a never ending journey that centers around your persona and the team(s) with which you surround yourself. My hope is that by my sharing a few personal insights you can avoid a majority of the potholes, curves and forks along your journey’s road. Communicate, Learn and Share (CLS) on your trek to a Great Personal Brand.

Nisi de provocalione et frui itinere.


Brad Miller is the current Education Vice President and also serves on the National Education Leadership Counsel. He is a member of the Nordic Education Staff. He is a Level III Alpine and Telemark instructor, a Level II Cross-Country Instructor, and has a Children’s Specialist credential.

Brad has taught and coached across Section 4 since 1979, and is currently with the Grand Traverse Ski Club, Nub’s Nob, Boyne Highlands Resort, Snowsnake Resort and Hanson Hills. A member of the Michigan High School Ski Coaches Association Hall of Fame, Brad continues to help with his alma mater, Clare High School.
One day, my 70-year-old dad walked into a ski school and said “Hello, I would like a lesson. I have been skiing for 38 years and I want to ski for 20 more years.” The person at the counter smiled and said, “My advice to you is to take a lesson from someone your age or older. You will want someone who understands seniors. Let me find Gerhardt.”

My dad enjoyed the lesson which addressed the pole touch, “stacking the skeleton,” pacing yourself, having a cup of coffee during a break, talking on the chair lift, staying forward in the boots, and low impact movements. My Dad is now 80 years old and he skis groomers and an occasional mogul field. He still talks about that great lesson.

Up Your Game! Central Division is listening to the active senior population and the members that want to be their coach. Starting in the 2018-2019 season the Multi-Discipline Senior Specialist 1 Certificate (SS1) will be offered at Central Events. The SS1 is designed to educate instructors of all ages on how to provide quality snowsport instruction to seniors. The SS1 is an assessment-based certificate, not an exam. It is offered to all PSIA-AASI certified instructors. The program provides a view into the aging process and how snowsport instructors can create a rewarding senior learning partnership.

TOPICS OF FOCUS INCLUDE:

• Understanding how senior’s think, feel and learn.
• Senior gear.
• The importance of relationships.
• How to demonstrate and utilize low impact/continuous movements and appropriate group and learning pace.
• The Beginner/Novice and Intermediate Zone lessons and fundamentals. Participants will be encouraged to share their knowledge, learn from each other and relate the information to the Senior National Standards.

If you are a certified member in the Alpine, Snowboard, Telemark and/or Adaptive Discipline, you can sign up for this course at Boyne Highlands Resort, Cascade Mountain, Boston Mills, Schuss Mountain, and Afton Alps. If you are a certified Cross-Country member you can register for the early Minocqua, WI event. Prior to the on-snow event, the participant will read the Senior Specialist Manual and complete the provided material.
in order to check for understanding. During the on-snow portion they will work with the clinician to demonstrate:

1. Understanding;
2. Participation, and;

The specific requirement and assessment details are being developed and will be posted on the Central Division website before the start of the snowsports season. Instructors successfully meeting the requirements of the SS1 will earn 12 CEUs (Continuing Education Units), a certificate of achievement and hopefully a Senior Specialist pin.

Certified Members, you can Up Your Game and become SS1 certified. Enhance your talents in teaching and working with active seniors of all abilities. You can be that “prepared” instructor when a senior walks into your ski school and wants to learn/continue to ski/ride/Telemark/Cross-Country. You are the one that will help seniors meet friends and family for lunches on the hill, plan winter vacations and slide on the snow with their great-grandchildren.
By Brad Miller, PSIA-AASI-C Nordic Education Staff, Education Vice President

CENTRAL NATION:
THE WINTER THAT WOULDN’T END has given way to Spring in Northwestern Lower Michigan, although Boyne Mountain Resort remains open as of this writing. As Central’s Education Vice President, I would like to give a heartfelt thanks to members and areas who supported our great program this year and in the past. As a member who works seven days a week in the Winter as an Alpine Coach and Nordic Instructor, I appreciate all those who have reached out with thoughts, suggestions and comments. PSIA-AASI C is member driven with some new items slated for 2019, including a Senior Specialist program modeled after our Children’s Specialist offering. Originally brought to our attention by member Tom Schaeppi, Senior Specialist was taken under the wing of hard working board member Julie Nitzsche. The efforts of Julie and Senior Specialist Committee Members to reach out to PSIA-NW and help generate Central Division’s Senior Specialist program will provide Central Members with a great offering.

TEAM WORK:
There is no “I” in team, however there have been key players as Central starts a new chapter. Executive Director Ron Shepard and Events Coordinator Shelby Huffman have provided a big change in the way our office operates. Discipline Administrators John Fay, Kirsten Gannon, Ken Herman and David Seelbinder volunteer countless hours working on event schedules, staff education, education materials and National Task Forces. Childrens Specialist leader, Ned Pinske, does the same as do Alpine ECC members John Hamaker, Karin Spencer, Adam Hosfield, Mark Styles, Greg Chmielecki, Chris Fisher and countless others. A special shout-out to Central Line Editor Gary Evans who donates an enormous amount of time creating a great forum in which all can participate. I look forward to the off season months and the sharing of ideas that will take place, most importantly, the contributions from members which drive positive change and our new and exciting programs.

Keep your communication coming – it makes a difference.
Thank You Central Nation!
The Q Angle Effect:
An Opportunity to Significantly Impact Your Advanced Students

By Chuck Roberts

The Q angle (Quadriceps angle) is an angle formed by a line from the ASIS (anterior superior iliac spine) to the mid-point of the Patella (knee cap) and a vertical line from the midpoint of the patella. It is an anatomical feature of the human body that is typically more pronounced in women than men. Figure 1 depicts the difference in Q angle between men and women. Men typically have a Q angle on the average of 14 degrees while women typically have a Q angle on the average of 17 degrees. This tends to yield the knock-kneed stance often observed in many female skiers, as shown in Figures 3a and 3b, that hinders edge engagement, limits independent leg movement and causes excessive skidding in turns (Reference 3). This also makes it difficult for females to perform Ollies on a snowboard and land properly from an aerial maneuver on a snowboard or skis. Young female ski racers are often affected by Q angle changes as they mature.

Figure 2 illustrates the mechanics of the leg with respect to Q angle. The ruler on the left (Figure 2a) has a slight bend simulating a small Q angle. It can carry an axial force before buckling. The ruler on the right (Figure 2b) has more bend simulating a larger Q angle. This condition requires less force to buckle than the ruler on the left. This illustrates that the larger the Q angle, the less force is required to buckle the leg or cause a knock-kneed stance.

Figures 3a and 3b show a female skier with non-parallel leg shafts (knock-knees). While turning, the compression force acting along the inside leg has caused it to buckle medially, resulting in the knock-kneed stance. The outside leg is prevented from inward lateral movement by the inside knee. This condition can be aggravated by hip rotation in the direction of the turn.

As an instructor, this issue with your students yields an opportunity to make a significant difference in their performance, allowing them to achieve a higher skiing/snowboarding level. There are many things you can do to help. Boot fit and cant angle can make a difference and is a good Segway into the importance of addressing the mechanics of proper alignment of the skis to make sure both skis are flat on the surface when standing. Another recommendation is strengthening of muscle groups such as the hamstrings. Many women have developed quadriceps muscles, but hamstring strength and inner thigh muscles are less developed. Recommend that the student review the physical training curriculum at a particular gym and look for pelvifemoral and hamstring strengthening as an exercise regimen to reduce the knock-kneed stance.

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OK, now what can you do to help during a lesson. Several exercises come to mind. One good one is to traverse on the uphill ski. The problem knock-kneed skiers have is difficulty engaging the new uphill edge. This exercise helps strengthen the leg muscle groups over time and allows the student to get more comfortable with inside ski edging. Railroad track turns on a gentle slope are also helpful in that inside ski edge engagement is reinforced, but be careful of too wide a stance. Emphasize tipping the little toe on the new inside ski to get that inside ski carving and out of the way of the outside ski. Moving the inside knee out of the way and toward the inside of the turn helps. Another cause of knock-kneed stance is the rotation of the hips in the direction of the turn. This causes the inside leg to collapse, the outside leg to stiffen and a knock-kneed stance. Emphasize hips facing downhill, utilizing your normal bag of teaching tricks. One or a combination of these exercises may reduce the Q angle effect during the lesson. The skier in Figure 3c has successfully corrected the knock-kneed stance as indicated by the parallel leg shafts.

For your advanced female skiers, they may look great on intermediate slopes but may ski knock-kneed on steeps and during aggressive dynamic turns as shown in Figure 4. This is because the more aggressive turns apply a higher axial force in the leg, causing it to collapse. In your advanced female skiers, a symptom of this is lifting the inside ski to get the inside leg out of the way, rather than rolling the inside ski out of the way. Leg strengthening should help at this level since your student has demonstrated the proper parallel leg shaft position in less aggressive maneuvers. It is interesting to note that racing coaches encounter a change in ski racing technique among female racers as they mature. What happens is a reduction in edging and turn initiation skills as Q angle increases.

Figure 5 shows the effect of Q angle on female freestyle skiers landing jumps. In Figure 5a, the skier jumps upward and lands (Figure 5b) with the classic knock-kneed stance. For big air female jumpers this causes a problem when landing since the inside ski edges may become engaged, resulting in crossed skis or splits and loss of control. Being aware of Q angle effects on your freestyle female skiers may help explain some of the challenges they experience when performing landings from high end maneuvers.

It is interesting to note how Q angle affects snowboarding. Figure 6 shows two examples of ineffective positioning where Q angle coupled with hip rotation causes the trailing leg to collapse, the leading leg to stiffen and the center of mass to move toward the tail of the board (as evidenced by the back leg being more flexed than the front). The upper body twist with respect to the lower body is ineffective in that heel side edge engagement is difficult, often resulting in skidding. This condition occurs mostly on turns to the heel side since the hips tend to be blocked on the toe side turn. Emphasizing the A-frame stance with the hips parallel to the board is a place to start. Utilizing torsional flex of the board with ankle movement (gas pedal, Reference 1) gives confidence to the rider, making rotation in the direction of the turn unnecessary. Typical exercises here are grabbing the thighs with both hands to prevent hip rotation, pointing the leading arm parallel to the board at all times and crossing the leading arm over the chest and grabbing the trailing shoulder. The rider in Figure 7 who does not exhibit the Q angle effect, has proper alignment and positioning. She has kept her hips parallel to the long axis of the board, eliminating the upper body rotation that causes problems with the heel side turn.

Many female riders have been set up with stance angles of 0 degrees leading foot and 0 degrees trailing foot. Setting the bindings with a duck stance up to +15 degrees leading foot and -15 degrees trailing foot (along with increasing stance width) reduces the effect of Q angle and allows the inner thigh muscles to help support the quadriceps. Encouraging a bow-legged stance may help reduce the knock-kneed position. Encouraging putting weight on the little toes may help. The purpose of this is to reduce the pronation of the foot which facilitates the knock-kneed stance. Of course orthotics that are designed to reduce pronation may help. At the conclusion of the lesson, a recommendation of strengthening the hamstrings and quads to improve riding may be in order.
We get it - being a member of PSIA-AASI may sometimes lead to acronym soup, which means you’ll sometimes see various (and sometimes confusing) acronyms, names, and contacts. Here’s your quick guide to Who’s Who and What’s What.

First of all, what’s the difference between PSIA-AASI and ASEA? Just a few letters! They are one and the same organization. PSIA-AASI stands for the Professional Ski Instructors of America and the American Association of Snowboard Instructors, and together is referenced as PSIA-AASI, which is the acronym that’s used in everyday communications. Then, sometimes you’ll see the name of the American Snowsports Education Association (ASEA), and that’s the corporate name of PSIA-AASI. The acronym of ASEA is referenced and used only in formal and legal contexts, so you’ll most likely see ASEA listed on your credit card receipts, and it’s how we file with many state organizations.

Then, there’s the PSIA-AASI Central Division, with about 3,431 members, and it is one of eight PSIA-AASI Divisions across the United States. The approximate membership for Northwest (includes Alaska) Division is 3,325, Northern Intermountain Division is 465, Northern Rocky Mountain Division is 1,293, Rocky Mountain Division is 8,043, Western Division is 3,339, Eastern Division is 10,237, and Intermountain Division is 2,678. The above numbers are verified from fiscal year 2017. Together, these eight divisions comprise PSIA-AASI, which together is commonly referenced as “National.” Thus, National is as much a collective as a distinct organization from the eight divisions. Together, these nine operating organizations represent one united vision for you and all 32,813 members: to create lifelong adventures through education.

This connection-to-the-whole is important because you may take your Continuing Education Units (CEU) in any division so long as you are current in your membership with your home division. The same is true for examinations, although you must fulfill the prerequisites of the host division, and obtain permission from your home division. As online education opportunities increase, you might find an online course that interests you in another division (and that’s cool with us).

We’re not just affiliated with PSIA-AASI and the other seven divisions, we are an integral partner with them. For example, the National office in Lakewood, Colorado hosts member records and event registration software, while the divisional offices remain the source for local knowledge and final event capacities. When you log on to thesnowpros.org, or when you are transferred there by the divisional site, besides the ability to renew online simply and easily, you’ll find the complete event calendars for each division, as well as your own member profile, education history, receipts, registrations, downloads, along with an easy way to access your membership card in PDF format. On thesnowpros.org website, you’ll also find links to access The Matrix (a library of informative videos), e-learning courses, digital manuals, the First Chair podcast and more. You can learn about PSIA-AASI’s financials and membership and even find a job through the National and regional job boards. Most importantly perhaps, thesnowpros.org website, under the “Shop” section is your link to access your member deals, including member discounts on Volkswagen automobiles. You can also purchase members-only-deals through the online Accessories Catalog, which offer a variety of product and brands that can be purchased to fit your specific needs.

Beyond our organizational acronyms are a few related to the tools we use. We often refer to CRM, and that means we’re speaking of the software database that manages all of the information on your member records. Foror
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example CRM populates the information which appears on your member profile, generates membership, education, and exam based invoices, and records and retains your certification results. If you'd like to review, or update your member profile, log in to thesnowpros.org and click on “My Profile.”

When we speak of the LMS, that means the Learning Management System that provides e-learning and online exams, accessible via thesnowpros.org.

Like any organization, PSIA-AASI is run by people; a whole host of resources too numerous to list. The National association is led by CEO Nicholas Herrin, under the oversight of Ed Younglove and the PSIA-AASI National Board of Directors. The Central Division is represented on the National board by Bart McClure from Hidden Valley, Mo. When you hear of decisions made at “the national level”, it’s important to understand that this means your division’s board representative, along with each other division’s national board representative, voted upon the matter.

Here in the Central Division, you have an office (located in Frankfort, Michigan) where Shelby Huffman and I answer your calls and bring local insights to a national association body. We don’t do this job alone; we operate with some specific direction. Your division is governed by PSIA-AASI’s Central Board of Directors that’s led by Board President Richard Wren, and has representation for each discipline, and each section of our Central Division. Don’t know which section you are in? Section 1 represents the state of Minnesota, along with members from Eastern North and South Dakota. Section 2 is Wisconsin and part of Michigan’s Upper Peninsula, Section 3 consists of Iowa, Illinois, Missouri, Kansas, and Louisiana. Section 4 is northern Michigan and the remainder of the U.P. Section 5 is Southern Michigan. Section 6 is Ohio, Kentucky, Indiana, Tennessee, Mississippi and Alabama.

It really IS important for you to get to know your national and divisional board representatives, and for them to get to know you. Why? Because PSIA-AASI is a certification and education body, responsible for serving the needs and demands of its members and partners in both arenas. The board makes decisions and long-range plans based upon internal and external information - and you, the members, are their primary source of internal information. Incidentally, many of our members bring their outside professions, expertise, and insights to the attention of the board. Many board members serve on committees, although participation isn’t limited to board members on many of these committees. PSIA-AASI Central’s Standing Committees include Election, Governance, Budget, Marketing & Public Relations, and the Snowsports School Directors Committee. You can find your board representative contact information on the PSIA-C.Org website, and contact them regarding your interest in a particular committee.

Overseeing the evolution of content and processes in our division, Brad Miller (Education Vice President) coordinates the efforts of Discipline Administrators Ken Herman (Alpine), David Seelbinder (Snowboard & Freestyle), Ned Pinski (Children’s), John Fay (XC/Telemark), Brooks Lillehei (Snowboard Representative, sections 1, 2, 3), and now Julie Nitzsche, who’s leading our newest education specialty - Teaching Seniors. Alpine responsibility is further delineated into sectional representation on the Education and Certification Committee, a leadership group which helps to coordinate education staff assignments and training, as well as collaborate towards improved event and exam processes and offerings.

Discipline administrators are inward facing, meaning that their area of oversight relates to event dates, locations, and staffing. Your questions about event locations and cancelations go through the office, while requests for unscheduled events go directly from your snowsports school directors to the discipline administrators.

Ultimately, your most direct line for questions regarding your membership and registering for events comes via our office, and the team in both Michigan and Colorado that answers your calls and emails. Questions and concerns about the direction of the division, the organization, our events and processes are shared and answered by your regional, discipline board representative.

For more information, visit our website(s), or go to www.thesnowpros.org and use the search tool for “Membership Guide”.

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PSIA-AASI CENTRAL DIVISION 2014-2015
Certified Instructors

The following members successfully achieved certification this past season. We congratulate them on this accomplishment and appreciate their commitment to advancing their education and expertise.

Adaptive Passes
Certified Instructors

The following members successfully achieved certification this past season. We congratulate them on this accomplishment and appreciate their commitment to advancing their education and expertise.

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CEN-Cross
Country Level 2 Exam
Wollan, Peter
CEN-Cross
Country Level 3 Exam
Trotter, Laurence W.
CEN-Cross
Country Level 3 Exam Prep
Esser, John J.
Esser, Susan K.
Trotter, Laurence W.
CEN-Freestyle Specialist
Barefoot, Michelle
Cabalka, Jeremy
Chernushin, Nikolas
Compagnari, Robert p.
Dasin, Joseph
Decke, Zane
Earhart, Clayton R.
French, Andrew
Freuck, James T.
Gauld, Jerry
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All articles and photographs intended for publication in The Central Line should be submitted to the Editor.
Q angle also has an effect on performing Ollies (Reference 2). Typically, one shifts the weight toward the nose of the board (Figure 8a) and then over the tail of the board (Figure 8b), storing energy in the bent board. Pushing upward with the trailing leg (extension, Figure 8c) along with the release of stored energy in the tail of the board results in getting air (the Ollie, Figure 8d). With most men, pushing upward is not a problem. For women, the higher Q angle tends to cause the trailing knee to move to the center of the board absorbing some of the spring and resulting in significantly less air time. Figure 8d shows the approximate movement of the knee of a female (outlined in red) which absorbs some of the spring required in an Ollie. If the trailing knee is collapsing toward the center of the board, emphasize to the student to move it toward the tail to get the most spring possible out of the Ollie. Check binding set up, since a change in foot position to a more duck stance or a wider stance may help. The Ollie is a basic maneuver and is used in advance maneuvers on boxes, rails and jumps.

The female rider in Figure 9 is traveling up the compression side or the take-off of a jump. This adds a significant vertical load on the body that should be resisted so the rider can extend the legs and pop from the lip on the jump. In Figure 9, the vertical load has caused the legs to buckle to the knock kneed stance which tends to absorb the vertical load and limits the ability to pop at the lip and get air time.

This has been a brief review of how Q angle affects the performance of female skiers and riders. The knock-kneed stance may have prevented your students from progressing to more advanced turns and maneuvers. As always, be aware of discomfort on the part of your students who may require more time or smaller increments to adjust to a new binding stance or a particular exercise. Knock-kneed problems may not be solved during one lesson, but the instructor has the opportunity to guide the student toward success with exercises during the lesson and advice on strengthening and equipment set up.

REFERENCES
2. “In Search of the Female Ollie,” Streater James, Maverix Snow Lt., December 10, 2015
3. “Women are Different,” PSIA Rocky Mountain, 2004

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.