



ISSUE 5

Snowsport Instructor

Spring 2003



PNSIA-EF



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Inspiring lifelong passion for the mountain experience

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NORTHWEST *SnowSport Instructor*

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Still Teaching Skiing after 50 Years

by Dan Wheat, World staff writer
ORONDO -He started skiing about 68 years ago on what was barely a slope in his parents' orchard just north of Orondo School. Otto W. Ross and his older sister, Lois, had the latest gear -pine skis from Sears and Roebuck's that had no steel edges.

They wore work boots held on to the skis, at the toe, by leather straps that went through a hole in each ski. They got fancy. Their dad helped fashion an accessory -heel bindings from strips of inner tube.

With such rudimentary equipment, "going straight was what you did," Ross recalls. "It wasn't much of a slope, but if you packed it down (the hard way with your skis) and had wax you could get going fairly good."

Now, Ross, 76, a mostly-retired Orondo orchardist, and his buddy, Bob Church, 77, Wenatchee, are the most senior of the approximately 80 instructors of the Mission Ridge Ski School. Saturday, some of them talked technique indoors at the Ridge and hoped snow soon covers bare slopes.

The two have enjoyed skiing together since 1950 when Church talked Ross into joining him on the National Ski Patrol at Stevens Pass. They became nationally-certified ski school instructors in 1952. They recruited and trained Ski Patrol members in preparation for the opening of Mission Ridge Ski Area in 1966.

Ross switched from the patrol to ski school when the Ridge opened because instructors were needed. Church switched a year later.

"I regret I didn't keep a list of names of all the people I've instructed," Ross mused Saturday. "It would have been wonderful. People from all over the world. I did start a couple of people who are fairly famous."

One was radio commentator Paul Harvey, in about 1954 at Squilchuck ski hill, now Squilchuck State Park. Harvey came to town on a speaking engagement and decided to try skiing. Ross remembers Harvey was eager and continued skiing in subsequent years.

The other was actress Goldie Hawn in 1972 at Alpine Meadows, Calif., where Ross worked a couple of seasons.

"She was very nice. I think she had a body guard with her all the time and it was a nasty day -windy and blowing snow," Ross recalls.

His favorite moment was as one of six honor guards skiing along side two-time 1952 Olympic gold medalist Andrea Mead Lawrence carrying the torch down the slope to light the flame of the 1962 Olympics at Squaw Valley, Calif. Ross was a ski patrolman for the Olympics. He remembers it snowed hard for three days before the games, cleared for them and started snowing again as soon as they were over.

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Pipe School Day 1

This article is one of a series of articles meant to engorge your bag of tricks with stuff I have learned working at the Mount Hood Snowboard Camp. The articles are listed as Day 1, Day 2 etc... as a joke, this stuff is really difficult to learn and scary to teach because the risk of injury starts to go up fast when you are riding freestyle.

Rider Can:

- Carve off piste
- Jump and Land with style
- Ride switch
- Spin on the ground and in the air

A rider can make it down the pipe before mastering these skills, but a solid foundation will ease the learning and the impacts. It may be difficult to convince someone that they can learn to ride pipe without actually dropping in, but without some preparation a rider will not only fail to ride well but may damage the pipe and create a hazard for others. Show people how poor riding can wreck a pipe for everyone first, and that gives them a reachable first goal. Don't be the guy shaving off the tranny.

1. Etiquette

Start at the bottom of the pipe. Show how people are spacing themselves and discuss the etiquette you see. Point out the body position of good riders and observe the edge change. Emphasize staying perpendicular to the wall and changing your edge at the high point. When a poor rider comes down, discuss your observations as the rider leans into the wall, is unable to turn, and side slips down taking the tranny with him. Often sections of the pipe will show wear from this kind of riding. Point out how destructive this behavior is and make a pact never to do it. OK, the goal is set and we have some skills to master.

Skills:

- 1.Stay perpendicular to the snow
- 2.Switch your edge at the high point (timing)

We can get these skills doing slasher turns on banked walls. Start out slashing everything on the hill, and don't forget your backside. Get snow to fly down the hill (bracing = easy), then across (more dynamic=tough), then up the hill (dynamic=hardest). To spray snow uphill find a bank to slash and then find a steeper bank until the snow is flying over the lip surfer style. Now you are ready for the pipe

Terrain: The sides of tabletops in the park are good banks to use, though safety becomes a concern when you are taking strange lines through a park. Be sure to get practice frontside and backside on progressively steeper walls.

Movement Analysis: Riders unable to change edges are on a bank that is too steep. Is their body perpendicular to the snow? Have them gain further experience on the flats or mild banks; have them pivot around their front foot and then their center. Is their timing off? Ride up and down the bank fakie style, then with an edge change, feel the weightlessness at the highpoint. Have your better riders practice posing at the highpoint while the rest of the class catches up. Next stop is the pipe.

2. Etiquette

Before you roll up to the park adjust your sag, get out your gold chain and fix your do-rag. Have a plan and make sure everyone knows it. If there is a crowd, mind your group so as not to obstruct. Everyone around you is listening so say something that makes sense. Reemphasize what you discussed about etiquette, spacing, and especially how not to wreck the pipe. "We're going to do it just like we prac-

ticed on the banks". Now you look like a real instructor and have command of the situation. Tell your group to watch each other and think about how everyone rides. Don't drop in until your buddy is at the bottom. Give the rider ahead of you 2 hits and go for it.

Have something positive to say to everyone at the bottom and you're riding with a pack of pipe rats. These skills will get you up to the lip, then without actually leaving the pipe keep trying to get more and more hits each run while you develop your tranny pumping skills for the next step on day 2 Yo!

Steve Frink is on the NW Divisional Staff and is helping develop the NW Freestyle Accreditation Program. Steve can be reached at steve@sno-sk8.com for copies of other articles in the series or anything else including clinics at your resort.



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location:Schweitzer Mtn.

Rail School Day 1

This article is one of a series of articles meant to engorge your bag of tricks with stuff I have learned working at the Mount Hood Snowboard Camp. The articles are listed as Day 1, Day 2 etc... as a joke, this stuff is really difficult to learn and scary to teach because the risk of injury starts to go up fast when you are riding freestyle.

Rider Has:

- **Basic Jumping Skills**
- **Strong Desire**

Rail riding is at the same time the easiest freestyle for beginners and the most technical for high-end jibbers. Entry-level rail riding is as easy as riding in a straight line and that is what we will discuss here. The obvious danger of rail riding cannot be over emphasized, I tell people flat out that "...it only hurts as bad as getting hit by a metal baseball bat". With that in mind, rail riding can be a very easy way for someone to have "success" as a freestyler without the experience needed to hit the pipe or clear the jumps.

On Snow Preparation

Your first trick is the fifty-fifty; you're going to run right over the thing. (It's called 50/50 because a skateboarder in a pool has 2



photo by ZeroGravity Photography-
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wheels in the pool and 2 wheels over the deck, but don't get me started). Slide in a straight line on snow, do nose and tail wheelies to get centered. Absorb stuff and ollie up ledges and snow curbs. If people are timid, let them run over a piece of bamboo.

Rail Preparation

The type of rail and the way it is placed in the snow is going to help you decide what to ride first. A box is wide and the easiest to slide across. Heine Tools makes a long mailbox that is softer sheet metal instead of hard pipe. For rails, a flat bar is the most stable to slide on. The double barrel is next and then the skinniest hardest single rail. The placement in the snow is a factor also. Does the rail come out of the snow, or more likely do you have to ride up onto it? Practice riding snow that will simulate the flexing and extending required to keep your board on the rail.

At the Rail

Last minute direction changes make it harder to slide the whole rail so get lined up straight well back from the rail. Go fast and you won't have to balance as long and you are more likely to fall past the rail if something goes wrong. (Just like you practiced on the snow ledges.) Get light absorbing the ramp and put your weight on the rail, wheelie off and absorb the landing. If you're falling off, just go with it. Do not try to recover, it's too risky.

Movement Analysis

Watch for signs of fear and peer pressure. Rail sliding is a very small part of snowboarding and should not be taken lightly.

1. Don't let people ride slow. Those riders hit the rail when they fall.
2. If a rider is catching air they need a better understanding of absorbing.
3. Riders who open their shoulders to the hill will pivot on the rail or coming off just like they do when they are jumping.

What Next?

Once riders are sliding rails they can learn new tricks and ride different rails. Some fore/aft leverage will give them the nose and tail press. Some counter rotation will give them the 50/50 to boardslide. Absorbing and speed control will get them over rainbow rails, kinked rails, and let them air and land on the rail.

Happy Jibbing

Steve Frink is on the NW Divisional Staff and is helping develop the NW Freestyle Accreditation Program. Steve can be reached at steve@sno-sk8.com for copies of other articles in the series or anything else including clinics at your resort.

The Seven Habits of Highly Successful Exam Candidates

by Ron Nichoalds
PSIA-NW Tech Team, DCL, S.K.I.

I was recently asked by my employer to read the book Seven Habits of Highly Effective People by Stephen R. Covey. While I will pull the primary concepts from this book and apply it to the PSIA exam preparation process, I strongly recommend this book for anyone who interacts with people on any level. I was supposed to apply this book to my career outside of skiing, but I couldn't help but draw conclusions about my family life, PSIA, and my relationships with people on the mountain. Also, while reading the Seven Habits, I found that many ideas were expressed very similar to how they are expressed in the Core Concepts Manual. Several of the concepts cross right over; they just have more specific skiing related titles.

Before we get into the Seven Habits, it is important to understand some concepts about different Paradigms and Principles that are expressed in the above mentioned book.

Personality vs. Character Ethics

Pre WWII, people based their personal development on what are known as Character Ethics. Character Ethics are core traits that make up a person. Character Ethics consist of a good set of values, a sense of right and wrong, high integrity while treating people fairly and honestly. Post WWII, Personality Traits became the focus. People became

more focused on the end result, or the outward image they projected rather than their core development.

In other words, what is the motivation for earning a Level II or III pin? Is it that you really want to be a better instructor so you are embarking on a new journey of personal development and education? Or, do you just want the pin because it will give you the feeling of higher stature in the skiing community? Then.... what happens if you fail? Will you get mad at the examiner and storm out of the exam after telling them that they know nothing? Or, respond positively to the feedback and start strategizing for your next attempt. The underlying difference between Personality and Character Ethics lie within your motivation. Is it just the end result you are after, or do you really want to become a better and more knowledgeable instructor? This will make the exam a confirmation of who you are, not a lucky day of something you are unable to live up to in the following days.

Understanding Different Paradigms and Principles

Without going into too much detail, we need to understand that different people see and process things differently. Realizing this, we need to be open enough to understand someone else's point of view and be willing to see it their way. Our way may not be the right way, and we should be willing to try something new and different. There are also those situations that we are correct and have to work to help someone else to see

things differently. Either way it happens, there is a Paradigm Shift taking place.

Habit #1 Be Pro-Active

When I first read this, I thought we were previewing a Nike commercial, get you butt off the couch and "Just Do It." That concept will come later. This is all about self-awareness and developing an understanding of who you are before figuring out whom you want or think you can be. First let us explore three different social maps that define our behavior:

Genetic Determinism – your grandparents did it to you

Psychic Determinism – your parents did it to you

Environmental Determinism – your environment did it to you

Being **Pro-active** means is that you are self aware of the things that condition your response to certain stimuli. Being **Pro-Active** means, in-spite of your social map you are in charge of your attitudes and ultimately your destination. You are no longer blaming your failures on your heritage or personal history. You are now responsible for your actions. You are "**response**" "**able**": able to respond such that you are in control of your actions and ultimate destinations.

How is this related to the exam process? This is where we need a realistic self-evaluation and decide where you really are in your developmental process. Take a look at the National Outcomes Exam Standards and assess yourself against those. Obtain feedback from qualified coaches that you trust and know that they have a good understanding of your devel-

opment. Ask for feedback from a DCL at a PSIA event. Once you have a starting point and know where you stand, it is time to move onto the next habit.

Habit #2 Begin with the end in Mind

Take a minute and imagine you are sitting in the audience attending your own funeral. Now as you sit in the audience and listen to people speak about you, what are they going to say? What do you want them to say? I am sure we all would like say we positively affected people in our lives. I am also sure that we would like to have people say something good about us when we are gone. Now think about your career as a ski instructor. What do you want your students to say about you after a lesson? What do you want to accomplish with your skiing career? Why are you here and involved in this sport at this level?

This habit is based on the principle that everything is created twice. Before construction ever begins, there must be a perceived end result. So, picture your end result and develop a mission statement of your desired outcome. Make sure you look at the Character Ethics involved in your end result and be realistic about your motivations. This will put some meat behind your desired outcome and offer some ownership and motivation along the way.

Habit #3 Put First Things First

Now that you have a good mental picture of where you want to go, how are you going to get there? This is where the Nike slogan comes in: "Just Do It." But, don't just start

working, develop a logical progression of development. If a beginner skier wants to learn to ski a double black diamond slope, do you take them straight there? No! You start with a foundation of skills to build on. You also need to set realistic goals that are achievable. The primary concept in this third habit states "Organize and execute around priorities." Knowing your priorities and how to organize them will help you be more productive.

Habits of Interdependence

We have just reviewed the independent habits that apply to us as individuals. We know who we are, where we are going, and have developed a plan on how we are going to get there. Now we need to look at how we will be interacting with others along the way. We cannot depend totally on others in this developmental process; we need to be concerned with their needs too. We need to pay attention to our role and develop interdependent partnerships where more than one person contributes and succeeds.

Habit #4 Think Win/Win

Thinking Win/Win means to seek out mutually beneficial results of your interactions. Even though we have been schooled and raised in athletics to think, "If I win, someone else has to lose." Not true!

Who do we need to consider in these situations: the people that are acting as your coaches, your ski school management, or other exam candidates. I am sure the list can go on. The important thing to remember is, how is

your training and passing an exam going help those that are involved in this process. What about trainers in your ski school? They typically like to invest time in people that are planning to stay with the school for a while. They also like to see people they are working with pass their test. Is their investment in you going to be a positive experience for them too, if not, rethink your motivations? You may be able to gain a great deal of knowledge and information from someone, but if they receive nothing in return, it will be doubtful they will help you out again.

Habit #5 Seek First to Understand then be Understood

Listening is a very important skill. How many of us really are good listeners? Do we listen to understand, or are we formatting our response so we are ready to blurt out our own autobiography as soon as the other person is done talking. There are five levels of listening:

- Ignoring
- Pretending
- Selective listening
- Attentive Listening
- Empathic Listening

The key to this concept is that you diagnose before you prescribe. What would you think of your doctor if you went to his office with a soar throat and he prescribed a laxative for you, not very happy, right? Well, we need to respond to examiners in the same way. How many times to you get out in front of a group and "brain dump"? This happens in exams all the time. A candidate is given a teaching assignment and suddenly everything they ever knew about ski-

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It is a Funny Thing

by Amy Ohran
Mt. Bachelor Ski and Snowboard
School Director

The most memorable kid's lessons occur when we create a playful atmosphere in which we emphasize fun. Kids are often nervous about their first lesson experience and will soften if they know that we are focused on fun. You will keep their interest, encourage them to challenge themselves and help them to enjoy snow riding if fun and laughter are the core of your lesson.

One way to create a playful atmosphere is through the use of humor that is appropriate to the age group we are working with. It helps to put things in perspective and can be the best tool to combat tension. Like other areas of our development, our sense of humor develops and changes as we mature.

3-6 Year Olds

Generally appreciate physical humor. Having spent the formative years discerning how the world works, what belongs where, learning many, many rules, they will laugh at something that is blatantly out of place. When you put a cone on your head or try to put your skis on your hands,... that's funny. When you put your coat on backwards or fall with extreme physical and vocal exaggeration that's funny.

This is a good way to introduce simple movements and rules. Ask them something like, "Should I ski with my feet crossed like this?" They will love to tell you that you've got it all wrong, and more readily accept and remember the right way. As far as rules go, you might ask, "If someone is in front of me should I just run them over?" They know

that's not right, will think it's silly that you asked, and will understand why you are asking them to spread out.

Remember Mr. Noodle on Sesame Street? He is the pinnacle of good 3-6 year old fun. The biggest compliment you can get from these guys? "You're weird!"

7-12 Year Olds

They too will appreciate some old fashioned slapstick comedy, especially involving stunts on skis/snowboards. Their sense of humor has become more complex and they can appreciate more sophisticated comedy. Humor seems to be the way children in this age group primarily communicate with their peers. They will appreciate parody, something mundane that is comically distorted. Drastically change something ordinary and you have a winner. I'm thinking of building jet packs onto my skis so / can go faster." Or, "Wouldn't it be fun to go off that jump and land in marshmallows?" They know that neither of those things are going to happen but will have fun visualizing. They have an increasing ability to imagine and visualize. "What if" questions such as "What would happen if we built a giant snowman and put him on a pair of skis?" will ap-

peal to their sense of humor. They know we're not going to do that, but can imagine what it would look like.

Teens

Teens can be very tense about their performance and humor is a powerful way to diffuse their apprehension. They will appreciate sarcasm, however, be aware that it shouldn't be directed at individuals. Statements like, "That table top jump is much more fun sliding on your face." Or, "Anyone can snowboard standing up; it takes a true athlete to try it head first." might ease the tension of "doing it right," when you've already let them know that it's okay to goof up.

I'll bet if you think back to your most memorable days on the snow as a child, they involved laughter. My first coach periodically did an entire run of worm turns and stuck straws up his nose at lunchtime and he was my hero. He was a skilled skier and coach, but it was the fun side of Coach Mark we all respected and responded to. Your success as an instructor depends on your ability to connect on a personal level, and humor can be the most powerful way to build a connection. It's a funny thing

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Video/Book Reviews

by Ed Kane

Teaching Children Physical Education

This book by George Graham was recommended by Nelson Wingard as a resource that would be valuable to our instructors. As most of you know, Nelson is chair of the Children's Committee and has been the driving force behind the ACE program. After reading the book I wholeheartedly agree with the recommendation. Although it is written for PE teachers in the public school environment it is easy to translate these same situations and concepts onto the mountain playground and into the class situations we experience in our snowsports schools. This book would be most valuable to any instructor with some level of experience. The reason for this distinction is that one must have a reasonable amount of exposure to teaching in our mountain environment to be able to draw the appropriate parallels and apply the material. It contains 213 pages of illustrated material and includes a CD-ROM of some narrated video clips that illustrate some of the approaches suggested in the book. The combination is extremely effective. It is available through Human Kinetics, P.O. Box 5706, Champaign, IL, 61825-5076 (800-747-4457), (www.humankinetics.com).

The first 3 chapters provide information on involving the children in setting goals that are in harmony with yours, planning of the lesson to maximize the time that can be spent with each child and creating a positive learning environment. All of these aspects are very important if we are to deliver effective lessons in a highly time constrained environment. In-

volving the children in setting the goals of the lesson will significantly add to the success of the lesson and using good time management will make sure that each participant will get an adequate amount of individual attention and feedback. On this latter point, typically only 25% to 30% of the class time is available for individual interaction. This means that in a 1 ½ hour class with ten people in the class each individual will receive only about 4 ½ minutes of personal help. The question each of us needs to answer is "What can I effectively teach that individual in such a small amount of time?" To do this effectively we must create an "emotionally safe environment". The 3rd chapter contains a number of protocols (management routines) that can create the desired environment while managing the behaviors of the students. The 4th chapter deals with minimizing off task behavior and dealing with discipline problems. The key is to detect off task behavior as soon as it begins to appear. Several unique strategies are suggested that are based on clearly establishing the expected protocol prior to starting the lesson.

The next 5 chapters provide guidance for conducting the lesson, demonstrating, motivating the children, observing and analyzing the practice and developing the next steps (progressions) for continued progress. A key to getting the lesson started is to involve the children out of the box, in other words more action (student practice) and less talk. Setting the boundaries, defining the play field and the focus of the lesson is a critical element for success. Instruction should be brief,

to the point and clearly define one concept at a time. Use of simple terms or words that will remind the students of important movements is a very helpful tool that can accelerate the learning experience. Demonstrations should be clear and done where all the students can observe. Time must also be allowed for play (practice) so that you can observe and determine the next steps. Practice should be structured so that the activities can be success oriented, intrinsically motivating and developmentally appropriate. Eight effective techniques for motivating children during practice are described. Structuring the lesson to be child centered is the most effective means for observing the class a whole and the individual. The key to effective observation is the ability to see what is actually taking place during the lesson as a whole and during the practice sessions. Hints are given on developing progressions of tasks that lead to refining of skills and movements as they develop.

Following this are 4 chapters that provide guidance on giving feedback, building the children's thinking skills, providing positive feelings and assessing overall progress. Feedback is important and must provide the child with a clear, specific indication of "how they are doing". Suggestions are given on means to provide effective feedback and the environment when it is most appropriate. Effective of using problem solving approached to teaching are discussed and guidance is given to help the instructor coach the children to explore different movement patterns to achieve the desired results. One important aspect of be-

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continued from page 3 "Still Teaching Skiing"

A close second, as a favorite, was getting the Moniteur de Ski – French ski instructor certification – and teaching at Megeve, France, in 1968.

That really was and still in a big deal, says Sally Brawley, director of Mission Ridge Ski School.

"It doesn't happen very often. You have to be very, very good to get that. They don't give it out to Americans easily," she said.

In the mid-1950's, Ross helped start ski schools in Ardenvoir, Chelan and Waterville. Over the years, he taught his four children and his grandchildren to ski.

Brawley says Ross now is teaching the kids of kids he taught. She says he loves the sport and loves teaching people of all ages. "He can say it (give instruction) in a way that's simple so people can understand it. He's much-requested. He's very patient and compassionate. If someone is getting it, the light bulbs are going on, Otto will put in the extra time, even if the lesson is over," she says.

"Many instructors look up to him and hope to be teaching as long as him and have the following and popularity he has acquired over the years," Brawley says. "He trains just as hard as the rest of us. He's a great role model for the ski school."

He's so dedicated, she says, that his own kids knew he wouldn't take a day off last Jan. 27 to ski with them

on his 76th birthday. So, without telling him, they booked a private lesson with him for the day.

His wife Shirley, whose skiing has been limited since a 1980 auto accident, says Ross loves teaching beginners and is good with women returning after quitting to have children. She said he understands their fears.

"His motto is one negative takes two positives, that you can't say a negative without coming up with two positives," she says.



Ross says smiling is key.

"A lot of times when people start they are very tense because they're on a slippery slope. Keep them smiling. That's important because if you smile you're much more relaxed and then you're safer," he says.

Ross learned to snowboard when he was 75. He thought about becoming a snowboard instructor but decided he didn't want to spend the two or three years necessary to get good enough to teach. He also says he didn't want to break a bone trying.

His goal is to teach until he's 80 and ski as long as he enjoys it.

"The moment I start failing and don't do a good job, I hope they kick me off (the ski school)," he said with a laugh.

But, it's with fondness that he remembers the early years.

"In high school (in the 1940s), there were four of us -Jim Wade, Gordon Fenton, Jerry Milliken and myself - who went to Stevens Pass on weekends as much as we could get gas and money," Ross said. "We would watch the better skiers and try to follow them."

Usually, they took Fenton's Dodge or Wade's car. When they didn't mind being cold, they took Ross's 1930 Model A Ford. They got good at putting on chains.

Another fond memory was the time, in 1939, when his dad bought him a new pair of Northland skis with Hjalmar Hvan bindings, the first model with safety release, at a shop in Waterville after he broke his second pair of skis at Badger Mountain ski hill.

And it was dad who built a ski ramp for him in the orchard.

Like many in that era, Ross was inspired by the 1936 Olympics and the opening of Sun Valley with the world's first chair lift in the same year. A year or two later, the movie, "Sun Valley Serenade," featuring Sonja Henie, Olympic gold medalist turned actress, had "everyone" Ross says, "talking about skiing and wanting to try it."

Dan Wheat may be reached at 509-664-7150 or by e-mail at wheat@wenworld.com. Reprinted with permission from the Wenatchee World.

Continued from page 7

ing comes spewing out of their mouth at 110 mph. More often than not, they end up failing because their presentation wasn't applicable to the assigned task. So, listen carefully and make sure you truly understand your assignment before you start. At this point you will be able to deliver an accurate lesson appropriate to the assigned task.

Even before the exam, listen to everyone along the way. Learn from as many people as possible, assimilate the information and develop your own application of what you have learned. You never know, by the time you reach the exam, you might teach the examiner something.

Habit #6 Synergize

This is where it all comes together, the essence of teamwork and group management. Synergy values the differences of all those around you giving value and respect to their point of view. The sum is greater than the whole. This is important when you are attending a clinic prior to taking an exam because you just might learn something from another person in the clinic. It is especially important when you are in the exam. Be a leader in the group and help facilitate a positive and comfortable environment so everyone succeeds. Remember, this is not a competition, examiners much prefer to tell people they Pass, it is a whole lot easier that telling someone they Fail.

Habit #7 Sharpen the Saw

What do you do when something isn't working right for you? Try harder, right? Wrong! Ever think about trying a different technique, or

trying smarter? The following story taken from Seven Habits spells it out pretty good:

One day you decide to cut down a great big piece of old-growth timber (not really). So you head out to the tree with a handsaw and start sawing. Pretty soon someone comes up behind you and wants to talk to you for a minute about making that job easier. You respond that you are too busy and don't have time talk to him. He keeps bugging you and you keep ignoring him. He finally gives up and takes his state of the art chainsaw back to his shop and sells it to someone else that was willing to listen to him.

The moral of the story is take time to sharpen the saw. Take time to renew and gain a fresh perspective. This applies too more that just learning how to ski. We all have physical, mental, spiritual and social emotional needs to develop balance in our life. Staying too focused on one task can burn us out. Take time to go to the gym, go to church, go on a hike, go to a movie, or just hang out with non-skiing friends and take a break from your exam prep process.

The two weeks prior to taking my Level III, I free skied and ripped all over the mountain skiing as fast as I could. The day before my exam, I was supposed to go out and take it easy and quit skiing by 1:00 PM. We were going to catch an early dinner and go to bed by 10:00 PM. I got to Mt Hood Meadows it was cold and snowing like gangbusters. I managed to get hooked up with a couple guys and we ripped all over that mountain until the last chair. We didn't talk

about exams once. We just blazed around in the powder remembering why we love to ski and love to be in the mountains.

When I showed up the next day, I was fired up about skiing and ready to take on anything. I was renewed and felt great.

Summary

Hopefully, this will offer a fresh perspective of looking at the exam process. It can be very rewarding if your goals and motivations are aligned correctly. As for the overview of the 7 Habits of Highly Effective People, I didn't even come close to doing it justice, but, I do think it is a must read for anyone interested in personal development in all aspects of their life.

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coming a master teacher is to leave the children with positive feelings about their accomplishments. This must be done through their personal success, recognition that they have improved and that they are progressing toward their personal goal. One must particularly sensitive to all of the children in the class. Assessment of progress gives the teacher a check for understanding of the effectiveness of the lessons. Guidelines are given on what to assess, how to do effective assessments and how to keep meaningful records.

The last chapter contains guidance on how to continue to develop as a teacher. Resources are identified and expectations that can be used to enhance your career along the way from that first ever class to mastery of the profession with it's personal satisfaction that can only be achieved through effective teaching.

PSIA-NW AASI Book Store 2002-03

The books, manuals, pins, shirts, etc. listed below are available from the PSIA-NW office and on the website. Check the website for a complete listing of available titles and an order form. Some titles also available through the merchandise program. Payment must accompany order. Please make checks payable to **PSIA-NW. Washington residents must add 8.8% sales tax. Please** use the enclosed order form when ordering books or merchandise. You may order by mail, phone, fax, e-mail or in person.

Books/Manuals	Member Price	Postage/ Handling
PSIA Core Concepts For Snowsports Instructors (merchandise program)	24.50	3.00
PSIA Alpine Technical Manual NEW (merchandise program)	19.50	3.00
PSIA Alpine Technical Video NEW	22.50	3.00
PSIA Core Concepts For Snowsports Instructors - Alpine Technical Manual (combined price)	39.50	4.00
PSIAATS: Alpine Skiing Manual (ATS III)	19.95	3.00
PSIAATS: Alpine Study Guides: Level I, II or III.....	12.50 each	3.00
PSIAATS: Alpine Handbook (III)	14.50	3.00
PSIAATS: Alpine References Video	19.95	3.00
PSIA Alpine Professional Development Portfolio	9.50	3.00
PSIA Alpine Movement Assessment Pocket Guide	4.50	3.00
PSIA - AASI Children's Instruction Handbook	14.50	3.00
AASI Snowboard Manual (merchandise program).....	19.95	3.00
AASI Snowboard Video	19.95	3.00
PSIA Nordic Telemark Skiing – A Classic Comes of Age – Video	19.95	3.00
PSIAATS: Nordic Handbook (4" x 6")	14.00	3.00
PSIAATS: Nordic Skiing (1995)	19.95	3.00
PSIA Adaptive Manual	19.95	3.00
PSIA Introduction to Teaching, Wagnon	3.00	3.00
PSIA ATS (Strategies for Teaching)	4.00	3.00
PSIA Teaching Concepts (ATM III) Alpine	4.00	3.00
PSIA Children's Development	4.00	3.00
PSIA Children's Instruction Manual	19.95	3.00
PSIA Alpine Entry Level Guide for Children's Instructors	9.50	3.00
Captain Zembo Ski Teaching Guide, John Alderson	9.50	3.00
PSIA-NW Teaching Skiing to Children Both Young & Old, Lucas	2.00	3.00
PSIA-NW Guide for Teaching Kids to Ski, Sutherland	2.00	3.00
PSIA-NW Alpine Certification Tasks Video: Level I/II/III 2002 (71min) NEW	20.00	3.00
PSIA-NW Alpine Certification Guide	5.00	3.00
PSIA-NW Nordic Certification Guide	5.00	3.00
PSIA-NW Snowboard Certification Guide	5.00	3.00
PSIA-NW Adaptive Certification Guide	5.00	3.00
PSIA-NW Teaching Manual, Ed Kane	1.50	3.00
PSIA-NW Racing and Gate Running, Ed Kane	2.00	3.00
The Vail & Beaver Creek Alpine Handbook NEW	17.00	3.00
The Vail & Beaver Creek Snowboard Handbook NEW	17.00	3.00
It Started in the Mountains, A History of Pacific NW Ski Instructors, Joy Lucas	22.50	4.00
Skiing: The Nuts and Bolts, LeMaster	12.00	3.00
Ski Instructors Guide to Physics & Biomechanics of Skiing, Vagners	12.00	3.00
Skiing: An Art...A Technique	7.50	3.00
Teaching People Skiing & Boarding, John Mohan	10.00	3.00
Mastering the Mountain, Walt Snellman	4.00	3.00
Conditioning Skills, Ellen Post Foster	12.00	3.00
Skiing and the Art of Carving, Ellen Post Foster	13.50	3.00
Skiing and the Art of Carving, the film (60 min), Ellen Post Foster	23.50	3.00
Race Skills, Ellen Post Foster	12.00	3.00
Technical Skills for Alpine Skiing, Ellen Post Foster	12.00	3.00
Breakthrough on the New Skis, Lito Tejada-Flores NEW	16.00	3.00

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

PSIA-NW AASI Book Store 2002-03

Merchandise

Merchandise	Price	Handling
AASI Logo Pins: Level I / Level II / Level III	10.00	2.00
PSIA Shield Pins: Level I / Level II / Level III	8.00	2.00
PSIA Lapel Pins, small	1.50	2.00
PSIA & AASI Embroidered Patch	4.00	1.50
AASI Decal (2 1/2" Round)	3.00	1.00
PSIA 3" Gold Decal	2.00	1.00
PSIA Decal, 1 7/8" x 2"	3.00	1.00
PSIA Bumper Sticker/Window Decal	4.00	1.50
ATS: Nordic Skiing Sequences Video	15.00	3.00

Online Merchandise Program

This year's PSIA/AASI Merchandise program is online at www.psia-nw.org. Check out the new selection of fleece, vests, shirts, etc. embroidered with your choice of logos. Group orders are also available.

Video Tape Rentals

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

Alpine

A Copper Mountain Day (23 min)
 Alpine Ski School (72 min)
 Aspen World Cup - 1981 (25 min)
 Breakthrough on Skis, Tejada-Flores
 Breakthrough on Skis II - Bumps & Powder, Tejada-Flores
 Breakthrough on Skis III – The New Skis
 Interski '91: Alpine Demonstrations (95 min)
 Interski '91: Alpine Technical Comparatives (19 min)
 Interski: Sexton, Italy 1983 (30 min)
 Legends of American Skiing - 1849-1940 (78 min)
 Marker Gold Sarajeva - 1984 (18 min)
 Mark of Champions (30 min)
 Movement Patterns in Children's Skiing - with study guide (20 min)
 Movement Analysis, Allan Tencer
 National Ski Areas Safety Awareness - 5989 (10 min)
 PSIAATS: Volume I (32 min)
 PSIAATS: Volume II (38 min)
 PSIA Alpine References
 PSIA National Children's Symposium, Copper Mountain 1989 (4 hrs)
 PSIA Images (12 min)
 PSIA Centerline National Standards, Ellen Post, Tim Petrick, Jerry Warren (20 min)

Nordic

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

PSIA-NW Alpine Certification Tasks (71 min) **NEW**
 Skiing Tactics for Balance – CSIA (15 min)
 Skiing and the Art of Carving/The Film, Foster & Schonberger (60 min)
 Shape It Up, Aspen Skiing Co.
 Skiing With Style - The Parallel Turn (60 min)
 Skiing With Style - Mastering the Mountain (60 min)
 Ski Sense & Safety, NSAA (20 min)
 Ski the Mahre Way (55 min)
 Sports Attitudes, Don Greene
 Swix World Class Ski Tuning, Warren Miller Ent. Prod. (30 min)
 Sybervision - Black Diamond Skiing, Ryman, Husted
 Sybervision - Downhill Skiing, Husted, Ryman, Killy (60 min)
 Sybervision - Fundamentals of Downhill Skiing, Ryman, Husted (60 min)
 Teaching Children to Ski, EPSIA-Educational Foundation (30 min)
 Theory Into Practice: Effective Ski Instruction, Kevin Taylor (40 min)
 NSAA The Other Curriculum (23 min)
 The Teaching Model, Steve Still / The Skiing Model Part I, Mike Porter
 The Teaching Model, Steve Still / The Skiing Model Part II, Mike Porter
 USSCA Downhill/Tactic/Technique, Mahre Twins (58 min)
 Warren Miller's Learn to Ski Better 2 - **NEW**

Snowboard

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

2002-2003 Calendar of Events

Day	Date	Alpine Events	Location
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Fri-Sun	5/16-18/2003	GS Race Camp	Mt. Bachelor
Sat-Sun	5/31-6/1/2003	Ski School Clinic Leader Training	Timberline
Fri-Sun	7/11-13/2003	Professional Development Series Camp	Timberline
Fri-Sun	7/18-20/2003	GS Race Camp	Timberline
Fri-Sun	7/25-27/2003	Mixed Race Camp (Alpine)	Timberline

Day	Date	Snowboard Events	Location
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Fri-Sun	5/9-11/2003	Freestyle Camp	Timberline
Fri-Sun	5/16-18/2003	GS Race Camp	Mt. Bachelor
Sat-Sun	5/31-6/1/2003	Ski School Clinic Leader Training	Timberline
Fri-Sun	7/11-13/2003	Professional Development Series Camp	Timberline

Day	Date	TD DCL Training Events	Location
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Fri-Sun	5/2-4/2003	Tech Team Training	Mt. Bachelor
Fri-Sun	5/9-11/2003	Summer TD/Staff Training	Mt. Bachelor

Day	Date	Regional & National Events	Location
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Fri-Sun	6/6-8/2003	National EXCOM & Board of Directors Meeting	Lakewood, CO
Sat-Sun	5/17-18/2003	PSIA-NW Spring Board of Directors Meeting	TBA

New Address? or New Email?

Be sure to inform the PSIA-NW office if you move. The post office may not forward our mailings.

Send us your Name, New Address, New Phone and New Email. Notification can be made either by mail or email.

Dues Billing is just around the corner.

Watch your mail for annual membership dues notice in May. June 30th is the deadline-After that add \$25.



Crystal Mountain Resort
Ski School
Now Hiring Instructors of the
2003-2004 Season

Seeking full-time professional instructors to provide individual and group skill development sessions to students of all ages and at all skill levels. Teach at least 5 days a week for a varied schedule of up to 32 hours a week or more. Temporary Job: 1st October 2003 to 1st June 2004.

Level III Certified Instructors: 8 positions, requires 3 seasons instruction in skiing, snowboarding or race coaching experience. Possession of or eligibility for PSIA level 3 certification or equivalent is necessary. Experience may be acquired in 2 calendar years. Salary range \$17.37 to \$25.00 per teaching hour.

Respond to Job # 1180277

Level II Certified Instructors: 8 positions available. Requires 2 seasons instruction in skiing, snowboarding or race coaching experience. Possession of or eligibility for PSIA level 2 or equivalent is necessary. Experience may be acquired in 1 calendar year.

Salary range \$12.00 to \$20.00 per teaching hour.

Respond to Job #1180283

All Positions at Crystal Mountain Washington

Respond by May 20th

Send resume to:

Crystal Mountain Resort

C/O Employment Security Department

E & T Division Job # _____

PO BOX 9046

OLYMPIA, WA 98507-9046



PSIA-NW Event Application

PSIA-NW / PNSIA-EF / AASI
11206 Des Moines Memorial Dr., Suite 106
Seattle, WA 98168



Phone: (206) 244-8541 Fax: (206) 241-2885 E-mail: office@psia-nw.org

Please fill out all applicable lines for your event

FOR OFFICE USE

PSIA-NW Membership # _____ Cert Level _____

Ski/Snowboard School: _____

Name: _____
last first

Address: _____
street/box city state zip

Check here if address has changed

Daytime Phone: (____) _____ Home Phone: (____) _____

Email Address: _____

Discipline: Alpine Snowboard Nordic Adaptive

EDUCATION EVENTS

Fill out this box for: Fall Seminar, Day Clinics, Night Clinics, Women's College, Professional Development Series, Exam Checkpoints-Mock Exam, Level II-III Written Exams, Advanced Children's Endorsement, GS Camp, Divisional Academy, Exam Orientation Clinics, Senior Tour, Freestyle Clinic, Ski School Clinic Leader Training, PDS Camp, and Summer Race Camps.

Event Name: _____

Event Date: _____

Location: _____

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

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

CERTIFICATION EXAMS

Exam Level: Level I Level II Level III

Exam Date: _____

(Applications are due 14 days prior to events)

- Skiing or Riding Module - Saturday
- Teaching/Technical Module - Saturday
- Skiing or Riding Module - Sunday
- Teaching/ Technical Module - Sunday

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

Exam Location: _____

Written Exam Passed? yes

Date of Exam _____

Proctor/Ski School where taken _____

Training Director's Signature (required for exams)

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

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

Signature _____ Date _____

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

Signature _____ Date _____

Fee Paid: \$ _____ Cash/Check Visa/MC

fee must accompany application

Visa/MC # _____

Expiration ____/____/____ Signature _____

Jim Lucas, a Skiing Legend

by Kathy Hand

Jim Lucas, a man of which legends are made. Lots of us have stories about the things Jim has done. If you were lucky he would tell you about fishing in Wyoming or Alaska. He loved fly fishing and catch and release. He was like all good fishermen; he would not tell you his favorite spots to fish, unless you caught him in a weak moment. If you were really lucky you might receive tomatoes from his back yard garden. His sense of humor was a riot with jokes which included his profession – elevators. “How is business? Always going up and down,” he would reply. Now the boys were told better stories, but you would have to ask someone else about them. I always wondered about his Viking hat. I am sure there was more to it than a hat with cow horns that brought laughter to everyone. He took it to all of the exams and wore it afterwards when candidates came in for their grades.

Words to describe Jim include kind, caring and generous. He was our Training Director at Chief Kitsap and Seattle Country Day Ski Schools for many years and we never ran out of things to learn from him. He also was the Training Director for King Headway Ski School, Mogul Mouse Ski School and then worked as a trainer for John Mohan for another 15 years. Jim preferred the Snoqualmie area.

Jim and his wife Joy, were ski school directors. They ran the Deer Park Ski School and Lodge in the Olympic Mountains in 1941. The following summer he was the park ranger in the Hoh River Rain Forest. They moved back to Seattle two weeks before Pearl Harbor was attacked. Jim went to war and while he was there he contracted TB. They found out he had active TB when they lost their

youngest child, Gordy to the disease in 1949. Jim entered Firlands TB Sanitarium and had surgery the following year where doctors removed two lobes of his lung. He spent two years at Firlands before being allowed to come home.

They also had their own ski school called the Evergreen Ski School for many years. When I was running a mid week gifted program for 3 to 12 year olds it was always a challenge to have enough talented people to teach the kids. I remember calling Jim up and asking him if he knew anyone who might like to teach for me and he replied, “Well, I would, if you would like to have me.” I couldn’t believe my good luck. He had retired just before the ski season started. I gave him a class of about four six year olds. At lunch time I went to Jim and asked him, “How was it going?” He was high as a kite. “Wow,” he told me, “they are really fast learners and I have already had them up the chair. However, Robbie (one of the students) asked me what the diameter of the cable was, and then what I thought the tensile strength was, followed by what the load capacity of the chair was. By the time I got to the top I was glad that I had 40 years in the elevator business so I had a chance of answering his questions.” Jim also held the wax races with the advanced class from the top of the red chair at Stevens. Both Jim and the kids loved to tell stories of who won and why.

Jim did it all, he worked for the Seattle Times Free Ski School in the early days, His certification number was 22 and he was in the 2nd exam held at the Old Milwaukee Ski Bowl at Snoqualmie (Hyak). This was in 1940. Of course PSIA was not in existence, so they worked under the Certification Committee of PNSA. Jim was on the second elected PNSIA board of directors and served twenty

three years on the board before retiring. The PNSIA organization was started in 1958. PSIA began in 1961.

Jim was 75 when he retired as an examiner and was the oldest ‘active’ examiner in the United States. He started examining under Certification Chairman George Savage in the late ‘60’s.

In 1983 he was declared NASTAR’s fastest ski racer for his age in the state of Washington and there was his picture and an accompanying story in the Seattle Times honoring him. He taught until he was 80 years old and skied until he was 85. In 1994 he was inducted into the Northwest Ski Hall of Fame. Jim is a role model for us all.



Jim had been struggling with pneumonia the last couple of years. On his and Joy’s 63rd wedding anniversary (June 23, 2002) Jim entered the hospital with congestive heart failure and then had several bouts of pneumonia. This past year the doctors were wondering if the TB had come back. He died peacefully on March 12th 2003 at the age of 91. We who knew and loved Jim along with everyone that came in contact with him will miss his sense of humor and impish smile.

The family and friends celebrated Jim’s life on March 23rd at his home. He is survived by his wife Joy, three children, Mike, Katie and David, 6 grandchildren and 4 great grandchildren.

NORTHWEST *SnowSport Instructor*

PSIA-NW/AASI

PNSIA-Education Foundation

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