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CASTING EDUCATION ISSUE

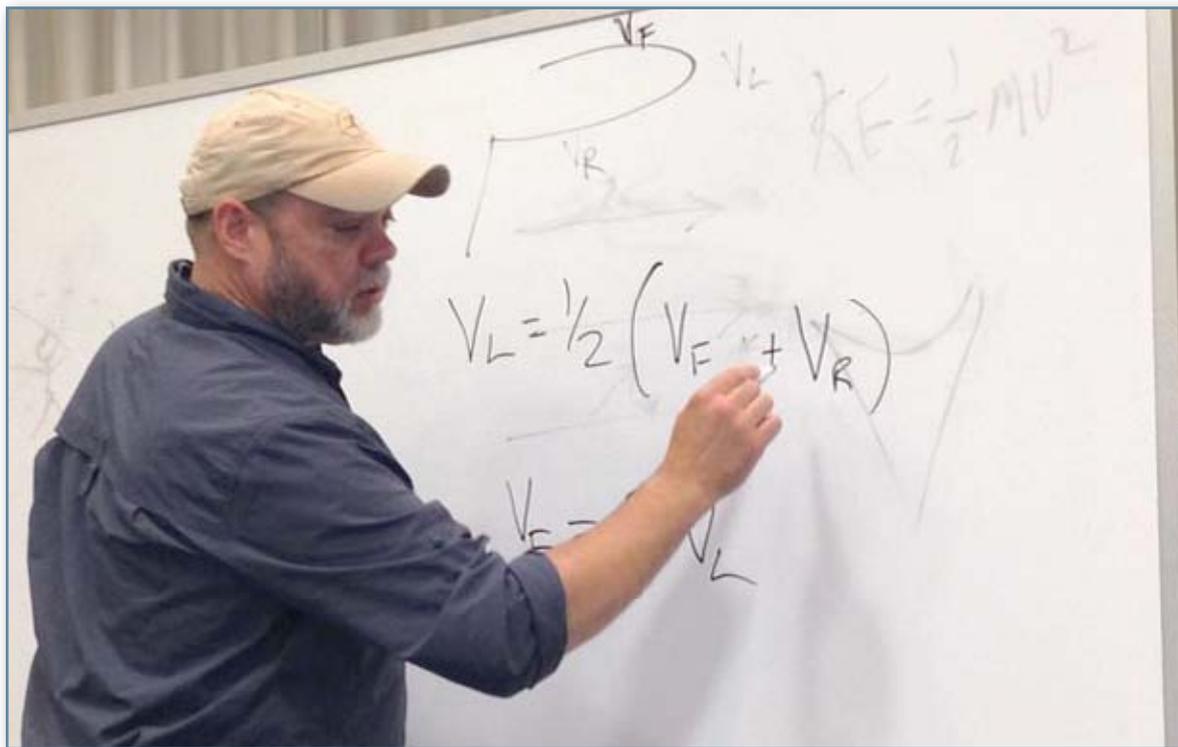
- Teaching Large Groups with Dayle Mazzarella
- Sheila Hassan, tips on 'How to Relax'

Cover Photo: Park Jeong IFFF CCI from Republic of Korea with her student Ms. Kim Mincher at Pyeongchang Valley.
Photo by: Kim Cheolgi - ©Park Jeong, <http://cafe.daum.net/flyfishingcafe>



Engagement, Enthusiasm, Energy Mark Improved CE Day at SEC Fly Festival

Editor's Note: Group engagement. Individual involvement. Cracker-barrel dialog. Question and response. Audience participation. Hands-on discussions on the casting field. Laughter and learning. Challenges and casting.



Above were comments and concepts expressed by casting instructors who participated in the New Continuing Education Day at the South Eastern Council's 2014 Fly Fishing Festival in Cullowhee, NC in mid May.

The New CE Day is a concept based on suggestions culled from instructors who'd attended previous CE days. The idea was to lighten up the Powerpoints and coursework, make it interactive, engaging, and fun.

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Engagement, Enthusiasm, Energy *continued ...*

The day began around 9:30 a.m.. Introductions were made. People had a bit of time to tell about themselves. CBOG/MCI Eric Cook of Atlanta,GA was the CE Day lead and moderator.

After intros, Ed Chamberlain (MCI-Georgia,USA) presented a PPT presentation on mentoring, written by CI Bob Hansell (also of Georgia). Bob was called away for business and Ed took on the delivery. Bob's presentation is well thought-out and thoughtfully conceived, so Ed's job should have been an easy one – present it, ask for questions, and end it.

But Ed saw his roll differently, and his insight brought new insight to all who attended. Ed saw his role, not as a presenter, but as a facilitator for engagement and interaction. He was at times presenter, commentator, dialog moderator, and participant. His professional manner encouraged comments from the gallery and engaged other CE Day instructors. The upswing was what could have been a simple read-through became a lively, participatory class. Kudos to Ed for his insight here.

A short break, then up next – Mac Brown (MCI-North Carolina, USA). Mac's subject was mostly casting - Straight-line Versus Circular casting—how we think of it, how we prove our theories, and understanding both from a critical-thinking point of view.

Mac's curiosity, fast insights, and a blazing delivery enlightened all. The audience caught his enthusiasm and quickly engaged. Comments flew back and forth. Problems were discussed. Solutions agreed upon– or not. Either way, the banter, level of participation,

and learning made Mac's a positive and enjoyable presentation.

After lunch, Eric Cook (CBOG/MCI-Georgia,USA) stepped up to do what, in less capable hands, may have evolved into an engineering lecture with whiteboard drawings. But Eric sees things differently—and thoughtfully. From his base idea that $F=MA$, Eric took a fairly cut-an-dried subject, breathed life into it, and applied it to everyday casting. The result was an hour of lively discussion and question-and-answer that culminated with stringing up rods and moving to the casting fields for hands-on demos to back-up his theories, Q & A, and group engagement. The upshot was that an often-times confusing and conceptual topic became a real hands-on learning opportunity.

Batting cleanup at 3:30 p.m. was David Lambert (MCI-Florida, USA who spoke with the group about getting better at getting better—improving practice performance in order to improve casting - and ramping up the learning curve for both the student and the instructor. In his discussion, Lambert offered some of the newer theories on learning, focusing on what makes students learn quicker and more efficient learning techniques that instructors can take home. Interest was high. The presentation became a lively discussion with interaction between the presenter and the audience, and between participants themselves.

IFFF-SEC CE Day wrapped up around 4:30. All who attended participated heavily, learned much, and walked away enthusiastic about the energized platform and the level of interaction among all participants.

RELAX!

Sheila Hassan, Medway, Massachusetts, USA

Some of the best and most enjoyable casting occurs when the caster can feel the interaction of the rod and fly line as the rod loads and unloads during the casting stroke. This feeling is what helps with the variables of the cast, such as perfect timing and matching the correct amount of acceleration and power to the fishing conditions and length of line being cast.

If you are lucky, you can get your students to feel a good cast so they can know *how* it should feel. Once they know the feeling, they will strive for that magical feeling every time. The odd thing is, the harder your student tries (excess effort) the farther away he or she moves from that nice feeling of the rod and line interacting. Excess power or speed in the cast is fairly easy to recognize and is pretty easy to fix. The more difficult challenge is to recognize the subtle effects of muscle tension, which prevent your students from reaching their potential and limit their casting abilities.

The only way a student can develop a feel for the cast is to relax and minimize muscle tension. When your students try hard, they are likely to be tense. Tension is common with all students - experienced students who are at the edge of their current skill level, or beginners who may struggle with everything. Students may be so immersed in the casting effort that they have no awareness of this muscle tension and how it limits their casting abilities. Your job as an instructor is first to recognize this tension, then help your students to release it and relax.

There are many places for subtle muscle tension to hide and it can be difficult to detect. I will offer a few ideas of how an instructor can recognize muscle tension in students. I'll then provide some suggestions for decreasing this muscle tension. Have fun with this and relax!

Grip

When you first approach your students, look at their grip. Are their fingertips white from a death-grip on the rod? The fly casting grip is not like a racquet - sport grip. It requires a soft, relaxed hand. If you teach as I do - that hand tension can be used to stop the rod (squeeze to a stop on the back cast and wrist rotation on the forward cast) - then it is imperative that your student start the cast with a soft, relaxed hand. As my old friend Floyd Franke would say, "You can't squeeze a squeeze, you need fresh strength."



Figure 1- hand tension

Relax! *continued...*

Check the student's grip and be sure the hand is not tense through the entire cast. The hand should be tense only on the stops. To relax the hand, have students alternately make a loose fist then extend their fingers wide. They can shake their hands from the wrists to relieve tension and restore circulation in the hands. Student can look at their hand and see if the finger tips are discolored from gripping too tight. Ask them to periodically monitor this and remember to use a relaxed grip.

Shoulders

The next area to look for muscle tension is the shoulders. Many people hold tension in their shoulders and don't know it. Stand back from your students and look at their shoulders. Do their shoulders look like they've crept upward toward their ear lobes?



*Figure 2 - shoulder tension,
note right shoulder higher than left*



Figure 3 - both shoulder elevated with tension

Standing behind your students is a great vantage point to observe shoulder position. If you are unsure, ask if their shoulders feel tight or sore. You may want to ask your students to shrug their shoulders and look to see where they rest in their natural position. If you notice shoulder tension, point this out. Ask them to inhale while raising the tops of their shoulders toward their ear lobes. Then quickly drop their shoulders downward as they forcefully exhale. Do this at least three times. You may also try having them roll the tops of the shoulders in circles, both forward and back, to loosen this muscle tension. Ask students to notice how this can relieve shoulder stress and note the relaxed, natural position of the shoulders without tension. If they rest for a moment between casts, they have the opportunity to remember to relax their shoulders and resume casting with less muscle tension.

Relax! *continued ...*

Lower Body - Stance and legs

Tension in the lower body can be difficult to see, especially if it is cooler weather and the student is wearing long pants. Observe the students as they cast. Do they look comfortable? If the cast looks good, but the casters look stiff or rigid, observe their lower bodies, paying attention to the stance and legs. Perhaps a change in which leg is forward may help them feel more comfortable and help them relax in their casting. Their stance may be too narrow to accommodate back-and-forth body motion. They may need to widen the base of their stance.

Next look at the legs. I often find that the forward-placed leg is rigid, with a stiff, or locked-straight knee.



Figure 4 - forward leg, locked straight, impedes weight shift



Figure 5 - forward leg with knee bent, facilitates weight shift

This position impedes body movement. Have students shorten the base of their stance and place a small bend in the forward leg. From this position, they can add body movement with a weight shift. Using this type of body movement is a nearly effortless way to add smooth acceleration to their cast. Also the more relaxed stature that is required to allow the weight shift will enhance their feel for the cast. You may also want to suggest that they inhale as they slide their weight backward for the back cast. Pause at the top of the inhale, then exhale as they slide their weight forward executing a forward cast. Linking the breathing to body movement and the cast can go a long way to helping release muscle tension. You may want to suggest some gentle hip circles to loosen their hips. Consider having students sit on the ground or in a chair. This position simulates fishing from a kayak or small boat.

Relax! *continued...*

The change in perspective from standing to sitting can help some students release lower body muscle tension. They can also go for a short walk. This will get them moving, release their rigid stance, and give their muscles a rest.

Face

Remember to look at your student's face. Look particularly at their expression (you may need their sunglasses off). Observe if they look strained or have their mouth contorted. These are the obvious signs of muscle tension. Also look at the eyes and the whole face. Is there a level of determination or intensity that likely harbors hidden muscle tension?

Students are rarely aware of facial tension, but it is a common place to hold tension. If there is tension in the face, there is likely to be tension elsewhere in the body.



Figure 6 - facial tension from intense concentration

To relieve facial tension, ask students to smile or tell a joke. Suggest that they may have some facial tension and ask them to wiggle their jaws from side to side and open and close their mouths. The eyes can be alternately squeezed shut then opened wide. All of these small movements will help to release facial tension.

To relieve overall body tension, ask students to cast with their eyes closed. By closing their eyes, they are better able to focus on feeling the cast. Also they can visualize perfect casts in a relaxed body. This visualization can help achieve relaxed, effortless casting.

If you can help your students to relax they are likely to increase their enjoyment of each cast. Sometimes when you stop trying so hard, things fall into place. Casting can then occur more intuitively as students concentrate on the feeling of the cast. Best of all, casters enjoy the whole experience more because they no longer feel beat-up at the end of their fishing day.



About the Author:

Sheila Hassan is an International Federation of Fly Fishers Master Certified Casting Instructor.

She has traveled extensively for fishing, both freshwater and saltwater. She is on the pro staff for Temple Fork Outfitters, R.L. Winston Rod Company and Hatch Reels. Sheila is the director at the Wulff School of Fly Fishing and teaches casting seminars and private lessons throughout New England.

She is an IGFA world record holder and the author of - 'Fly Casting: A Systematic Approach'. Her website is: www.Cast90.com

IMPROVE YOUR TEACHING SKILLS USING A PREVIEW AND SUMMARY

Gail Donoghue Gallo, New York, NY, USA

When we teach, we try to keep in mind that not all students learn in the same way. In our instructor's bag we have tools that utilize visual, auditory and kinesthetic cues, and we collect analogies for explaining the physical movements used in casting.

It may not occur to us, however, that there are techniques used in different contexts, business presentations for example, that can help improve the quality of our lessons. I stumbled on this idea by accident when I found myself using the remaining minutes of a lesson with four beginning students to summarize what I had taught them. This happened spontaneously, but the students' positive response told me that techniques which I had used in a different setting could be useful for teaching casting. Eventually, I built into the structure of my casting lessons two approaches highly recommended in speakers' forums for making effective presentations - the "preview" and "summary."

Preview

A preview is a brief announcement of the main points you intend to cover. For example, for a class of first time casters, I might say something like:

"Today we are going to first learn about the equipment we are using so we all understand the terminology. Next we will work on holding the rod so we can use it as a casting instrument. I will then show you how to shake out line in preparation for the cast. Next, we will learn to make a basic, but excellent fishing cast, the four part cast, which includes a pickup, back cast, forward cast and follow through."

A preview along these lines adds to the effectiveness of a lesson in many ways:

- It requires the instructor to have a plan that realistically assesses the time available and student ability.
- It gives the instructor a leadership role right from the start that engenders student confidence.
- It motivates the instructor to manage time wisely so that all previewed tasks will be taught.
- It presents information before students are distracted by flying lines.
- It provides sign posts students will recognize as they travel through the lesson material, reinforcing retention and learning.
- It allows the instructor to shape the students' expectations of what they are going to learn.

Improve Your Teaching Skill ... *continued* ...

Summary

The summary is the recapitulation of the skills you have actually taught during the lesson. It should include a final demonstration by the instructor and a repetition of that demonstration by the students.

The summary brings the lesson to a conclusion with instructional benefits:

- It maintains focus to the end and reinforces through repetition.
- It communicates retrospectively that the instructor gave a professional lesson in which he or she successfully managed time and taught the tasks outlined in the preview.
- It provides another opportunity for the students to correct errors.
- It helps students feel successful as they perform the tasks with greater skill.
- It provides clear closure by leading the students through a review of what they have been taught.

The preview and summary have helped me develop a procedure for my lessons that not only benefits my students but builds my confidence as a professional casting instructor. I hope it can do the same for you.



*About the Author: **Gail Donoghue Gallo** became a CI in 2011. She lives in Manhattan with her husband, Paul Gallo, also a CI. She serves on the Board of Directors of the Northeast Council of the IFFF and is a member of the Catskill Casting Club. She teaches urban anglers in Central Park and conducts casting classes at the Catskill Fly Fishing Center and Museum.*



THE LOOP Now Available to ALL IFFF Members

We'd like to welcome all members of the International Federation of Fly Fishers to ***The Loop***, The Journal of Fly Casting Professionals.

In the past ***The Loop*** was published exclusively for IFFF certified fly casting instructors. However, beginning with the Winter 2014 issue, all members of the IFFF can access, enjoy, and learn from current and past issues.

Worry not, our focus is and always will be for professional fly casters and educators. But you'll see changes as we move along - new columns, better artwork and photos, innovative layout and design. This new format is optimized for the digital world - tablets, iPads, smart phones, and laptop viewing.

Welcome, and help us spread the word to other IFFF members on your website, blog, FaceBook page, wherever.

David Lambert, managing editor, ***The Loop***



TEACHING FLY CASTING TO LARGE GROUPS

Part 1

Dayle Mazarella, Carlsbad, CA, USA

Editor's Note: *Teaching large groups of flyfishers can be challenging, but with sufficient planning and talented help, this educational opportunity can be a strong learning experience for everyone involved, teachers and students alike. In the next three issues we'll take a look at how one instructor approaches the large-group teaching experience.*

We hear often that fly-casting instruction can't be done effectively with more than a 3-1 or 4-1 ratio of students to teachers. This article will make the case that not only can fly-casting instruction be effectively accomplished with much larger groups - **it can be a lot of fun**. A ratio of between 10- and 14-1 is a reasonable number. I have taught groups as large as 27-1. This type of teaching requires a different set of skills, considerably more planning and preparation, and in many cases, a frame-of-mind change on the part of the instructor.

This **three-part series** will deal with the planning, preparation, **and teaching tactics** needed to run a good large-group lesson. With large groups, organization is essential, otherwise there is a lot of milling around and what I label 'down time.' In a two-hour lesson the student should spend less than 10 minutes on activities unrelated to instruction. Walking around and waiting are examples of such non-instructional activities. Our goal is to have students fully engaged in actual instruction or casting at least 90 percent of the time. Students need to be assigned specific stations that are established ahead of time. Ideally, a space of 150' x 150' is required for a group of 14 (about the size of half a football field). A central demonstration area is a requirement and rod holders should be placed in such a manner as to preclude interference with casts. (Rod holders are used to keep rods off the ground while people work with noodles and paint brushes, take breaks, etc.)

Teaching Fly Casting to Large Groups *continued...*

The set-up, including ropes and rope alignment, may be modified for different types of clinics and different venues. This isn't meant to be a ***one-size-fit-all*** dictate. Rather, I hope it emphasizes and models two main points:

1. Really good large-group instruction requires detailed and meticulous planning and organization; and,
2. Large-group instruction requires solid instructional strategies and tactics embodied in an organized and well prepared lesson plan.

This setup needs to be completed at least 30 minutes before the class starts. I have found it takes a little over an hour to do it at a leisurely pace. It can be done in 45 minutes, but if you are interrupted, things can get really tight. Clinics need to begin promptly at the advertised time.

As people arrive I introduce myself, give them a name tag and ask a little about themselves - where they live, what kind of fishing they've done, what their fishing goals are, and what they want to get out of the day. I also check their equipment. I inspect the leader and make sure that it is 'castable,' with a good piece of yarn. I also ask if I can cast their rods. Many times I find that a line doesn't match or is even on backwards. Many less expensive rods have a really soft, "whippy" tip and a much stiffer mid-section. These rods will throw a tailing loop with just the slightest misapplication of power. It's not so much that I want people to change rods, it's just that I want to know what people are casting and how it might affect their ability to perform different parts of the lesson. I also assign students a rope and explain the rod holder concept, and assign them a partner.

I tell people they will be working in pairs and that research and my personal experience have demonstrated this to be an extremely

effective way to learn. (See references at the end of Part 2) There are a number of ways to decide who is paired with whom. If people walk in together and obviously know each other, they are good pair candidates. Also, watch as people interact during the sign up as people introduce themselves to one another and seem to have connected, they become partners. Another way I pair people is if I know them or if during introductions I find them to be more experienced casters, I will ask if they would be willing to pair up with a beginner and help out. Almost without exception they take this as a compliment and are more than willing. The last method I use is to determine left-handed casters. They often need to be paired together because of how the ropes are situated, especially on windy days.

If teaching a heterogeneous group, in addition to pairs, the VIP sheets allow for more advanced casters to work on more advanced skills.

When everybody has arrived, I go over restroom location, water, breaks, etc. I explain the course make-up, the basic goals of the session and have students introduce themselves by giving their

names, their basic fishing experiences, and why they are taking the class. (***10 minutes maximum***)

Part II will deal with the specific teaching tactics required to optimize instruction with large groups, particularly with a high teacher-to-student ratio.



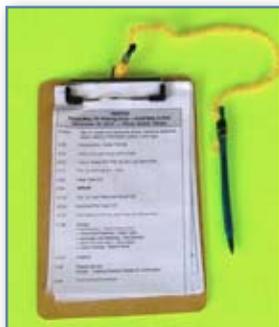
Teaching Fly Casting to Large Groups *continued...*

BUY, MAKE, DO - PREPARING FOR 14 STUDENTS

Materials Needed for 14 Students:

- 8 ropes, 75' long, marked with Sharpie pen at 15', 25', 35', 50', 65' and 75'. Put a loop at both ends.
- 16 small aluminum tent stakes or small screwdrivers, to stake out lines. (See Photo)
- 1 hammer, one 100-ft. tape measure
- 31 red plastic bowls - 15 marked 1 to 8, 8 marked 50' and 8 marked 75'.
- 8 each green bowls (marked 15'), blue bowls (marked 25'), orange bowls (marked 35'), white Bowls (marked 65'). They can be purchased at Wal-Mart: 4 for \$1.
- 15 12" spikes (Lowe's)
- 15 PVC 2' x 3/4"
- 32 orange soccer domes (4 for each rope - to be placed at the 35-ft mark)
- 15 - 2 1/2' noodles (Soft foam pool sticks bought at Wal-Mart, etc.) (See Photo)
- 15 unthreaded PVC T-fittings, 3/4"
- 15 2-sided Velcro™ strips - each 6 1/2" long.
- 15 paint brushes and 15 bowls plus 1 gallon water. (Same type of bowls as above.)

- Extra tippet, yarn, leader material, nail knot tools, scissors, clippers, name tags, felt marking pens, pens, pencils, whistle.
- 2 big 24" x 18" storage boxes for materials, two or three 36" x 8" x 18" boxes for PVC, noodles, rod holders.
- Ice chests with ice and drinks, trash bags, duct tape
- Apples, bars
- Extra sunscreen, hat, eye protection, bug spray
- First-aid kit and one person with CPR certification
- 1 table, 5' x 2 1/2', 2 folding chairs
- 14 clipboards with pens attached
- Extra rods/reels
- 8 roll cast tools
- Paper work (See Appendices and Forms)
- Participation certificates (optional)
- Medical release forms
- Sign-up sheet
- Reminder letter
- VIP sheet
- Time schedule and clinic outline
- Recruitment announcement including course description and timeline
- Evaluation form





Teaching Fly Casting to Large Groups *continued...*

To Do :

6 Months to 10 Days Ahead of Event

- Determine recruitment/publicity method one year ahead.
Begin process 3 - 6 months ahead.
- Reserve Site 4 - 6 months ahead. Consider space to accommodate ropes for various wind and sun problems, and other distractions. Need a field 150' x 150' for 14 participants. Some type of overhead pavilion is helpful. Determine possible distractions - visual and auditory.
- Sign all certificates
- Make VIP drill sheets, place them on clipboards
- Get volunteers 3 months ahead, if needed
- Buy materials 1 month ahead
- Locate extra rods and reels - 1 month ahead
- Prepare materials 1 month ahead - all paperwork, cut noodles, mark ropes, etc.
- Print all paperwork 2 weeks ahead
- Send reminder notice to all participants 2 weeks ahead - Terms of participation, and medical release. Have them bring it on day of clinic. Include schedule and description. (See Sample)
- Create and review lesson plans - 2 weeks ahead
- Pre-inspect site for set up 1 week ahead. Again, plan for various wind directions and potential distractions.
- Find shady spot for refreshments and lecture area.

To Make :

- Cut noodles in half
- Rod holders (cut Velcro, add 'T' fitting)
- Mark all ropes 15', 25', 35', 50', 75'. Put loops on ends.

- Mark all bowls 1-20, 15', 25', 35', 50', 65', 75'
- Put yarn on clipboards, tape pen to yarn
- Make map of setup with ropes marked on map
- All rods set up with 7-ft. leader and yarn placed in rod holders or somewhere they won't be stepped on. Do this as part of the set up.
- Roll-cast tools

Setting Up:

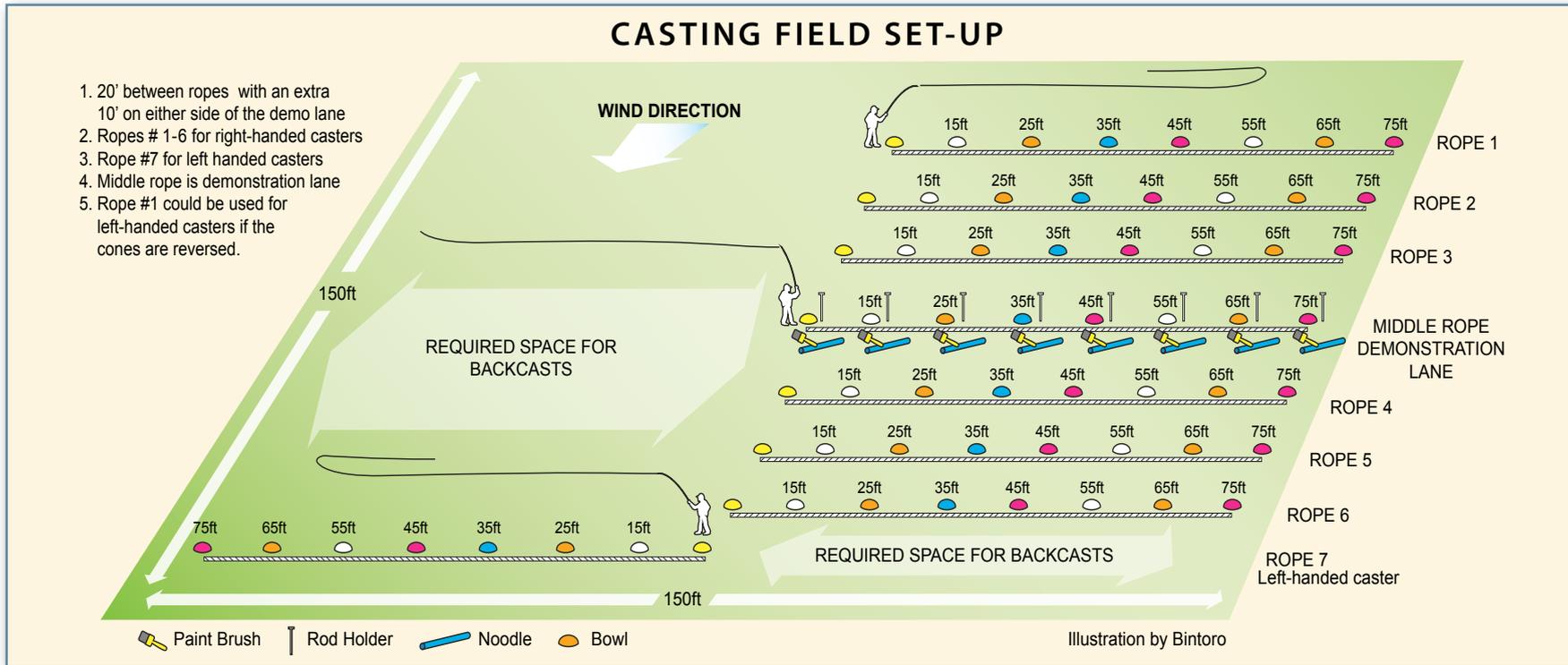
Allow 2 hours - complete at least 45 minutes before participants arrive

- Check weather forecast for wind direction/sun/distractions - day before and morning of clinic
- Stake ropes
- Place bowls/cones
- Assemble and stake rod holders
- Place roll cast tools, noodles, paint brushes, bowls with water
- Set up all rods and reels
- Registration area - (See attached)
- Refreshment area prepared
- Demonstration area

Sign Up / Registration Area

- Have coffee, bagels and name tags with markers or pens.
- Clipboards with VIP sheets and day's schedule
- Medical release forms. Sign-up sheet
- Participant Information forms
- Rods, leaders, yarn, etc.

Teaching Fly Casting to Large Groups *continued...*



APPENDICES & FORMS:

Click the link button to view or to download

- Casting Clinic Agenda.
- Media Release.
- Sign-up Sheet.
- Casting Clinics Participant Info.
- Release and Hold-Harmless Form.
- Evaluation Form.
- Paint Brush and Water Drill .
- Participation Certificate

About the Author: Dayle Mazzarella IFFF MCI

is an award-winning educator whose professional experiences include teaching, coaching, and training teachers in the areas of curriculum development and instructional methodology.



Dayle, currently is semi-retired, has fly fished for 30 years. He has guided fly fishing trips in Wyoming for 20 years, is an IFFF Master Casting Instructor, and works part time as a school district consultant training teachers and developing curriculum. His email is: emailmazz@yahoo.com.

COMMUNICATION BREAKDOWN: NOT WHAT YOU SAY, BUT HOW IT'S HEARD

Capt. David Cargile - Beaufort, South Carolina, USA

It happens to many of us with new students. You've explained the fundamentals and shown how loops are formed. Now your group is working on pick-ups-and-lay-downs, and some of them are actually forming good loops. Things are progressing nicely.

Except for that one student. He is bright, alert; he wants to do well. But he **just** seems unable to "get it," and you're both a little frustrated. Are you doing something wrong?

Possibly not. As in the film *Cool Hand Luke*, what you likely have is - **failure to communicate**. Students process information differently from one another. One study suggests that you may be communicating in a **direct-literal** style and your student processes information in an **inferential style**. Inferential communicators do not process information based on exactly what was stated, but on what they inferred from what you said.

A direct-literal communicator processes information exactly as it was presented.

"You look well today" means exactly that. An inferential communicator may **process** that same statement as: "He said I look well today. Does that mean I looked bad yesterday?"

The concept of direct literal and inferential communication comes from Dr. John Kappas, a psychiatrist who is considered to be the father of modern hypnotherapy. Dr. Kappas proved that virtually everyone could enter a hyper-suggestible state if the hypnotherapist

communicated in a manner that was compatible with the way that individual processed information. With that knowledge he created a scale by which direct-literal and inferential communicators can be assessed.

Recognizing How People Hear

Direct literals tend to be much more outgoing and gregarious. They usually dress a little more colorfully and flamboyantly and they are prone to be more "touchy-feely." They will stand close while they speak to you, and they may place their hand on your arm or shoulder.

Inferentials tend to be more reserved and conservative in manner and dress. They are generally quiet but may be very blunt when they do speak. An individual who is very high on the inferential scale is not comfortable with physical contact and gets very uncomfortable when someone invades his/her space and stands close while talking. You should keep that in mind when employing **kinesthetic** teaching methods with someone you have identified as a high inferential.

Other clues: Direct literals tend to walk with their feet in an open manner while inferentials tend to walk in a more closed, pigeon-toed manner. The degree to which these characteristics are displayed depends on where the individual is on the direct-literal/inferential scale and will be much more obvious when someone is at the higher end of either scale. Also, these are not absolutes; people can alter (willfully or unconsciously) where they are currently on the scale due to life events and circumstances, but they are generally pretty accurate.

Communication Breakdown *continued...*

Practical Applications

If you have a student who is struggling, try changing the way you communicate with that individual. Most instructors use **direct-literal** communication.

You say: "When you bring the rod to an abrupt stop, your loops will improve."

This would be effective with individuals that are direct literals. In fact, the most effective instruction with someone at the very high end of the direct-literal scale would be: "You will stop the rod and your loops will improve, and you will do it now."

However, I think we would all agree that might be a little too direct.

If the student processes information on an inferential basis 75 percent of the time, he only receives a quarter of what you say **if you are communicating in a direct literal manner**. Inferential communication from you means suggesting that one action will produce another action and that it will be positive.

You say: "Tell me when you see loops forming because you stopped the rod." Or, "That is a tailing loop that you will want to eliminate. Let's see what happens when you accelerate your rod hand smoothly and keep the tip traveling in a straight path."

In some cases, it's as simple as asking the student, rather than telling him/her. Rather than, "Your loops improved," You would say, "Good, what happened to your loops?" thereby creating an inference that something positive had occurred.

These are subtle differences, but they can be effective.

Every instructor will need to tailor this to his or her own style. The important concepts are that in **direct-literal** communication you tell a student that action will produce a certain result; in **inferential communication** you suggest that a positive effect will result from a specific action. It just takes a little thought and practice to recognize information processing types, and it takes experience to know when it's appropriate to provide your instruction as an inference (suggestion) rather than a direct statement.

Give it a try the next time you have a struggling student. It can be rewarding to see the light come on, and you might find that, when you are communicating, even your most difficult student can be a pleasure to teach.

Editor's Note: Wikipedia offers an interesting starting point/overview of how people learn. Follow this link:
http://en.wikipedia.org/wiki/Learning_styles

-DL



About the author:

Capt. David Cargile is a IFFF CCI and is an instructor at the Orvis Saltwater Fly fishing School. He is an avid fly tyer and is the originator of the Sweet Ernie Bonefish Fly that was featured in Fly Fishing in Saltwater magazine. David holds a Master Naturalist designation from Clemson University and The Low Country Institute, and although non-practicing, is a certified Hypnotherapist.

His recent experience rescuing a bottlenose dolphin was featured in an article in Dude Magazine. David lives on Lady's Island, SC with Ann and two excellent rescued dogs named Maggie and Scooby.

World Travel Tips

from A Flyfishing Doc

Thomas R. Dempsey, Mobile, Alabama, USA

Fishing exotic locations is just plain fun, but you often need some planning in order to ward off travel disasters. A little research can enhance your experience and prepare you for potential problems.

When you chose your destination, set a budget and get all the up-front costs from the outfitter. Be specific about *what is and isn't* paid for; many lodges charge large for liquor and bottled water and some have surcharges for gas and more. A good friend of mine was told when they landed to pony up \$800 each to fuel the big orange MI-8 helicopter that would take them to their daily fishing rivers near the Kamchatka.

Believe it or not there are lodges that do not allow their clients to fish on the property without a guide. On a trip to Mexico we were told not to fish in the waters in front of the lodge because drugs were often floated up on land and collected by the local cartels.

And always check out the accommodations. Air conditioning can vary from open windows to central air. In some locales the A/C only works

when the onsite generator is cranking. On my first trip to the Amazon we were given a car battery and an electric fan. Welcome to Amazonia air conditioning.

Food

Pack a jar of peanut butter; it is the soul food of the international angler. A hamburger outside of the US is a culinary snare trap. You're safer to eat what the locals eat. One client on a trip Argentina insisted on following a vegetarian diet of fresh unwashed greens and veggies. Six days later she was still trying to identify the alien in her gastrointestinal track. Prophylactic Cipro could have salvaged her trip.

Health Care

Being a physician and an angler, I try to anticipate potential emergencies when I fish outside of the US. In addition to your personal prescriptions, take along something for pain, sleep, diarrhea, and indigestion. And bring a little Benadryl for the critter bites. Mild analgesic crèmes and antiseptics are hard to come by in the jungle. Band-Aids and steri-strips can close a wound until you get back

World Travel Tips *continued...*

home. If you can tie a blood knot, you can learn to inject xylocaine and extract a hook or sew up a laceration.

You would be surprised how few fishermen consider medical evacuation insurance. Real bad things do actually happen to fly fishermen! I was on a trip where an aviation fuel depot exploded and 10 burned people were people air-lifted to Manaus. On another trip, one of the downriver clients lost an arm collecting Caimen. And a physician I know was fishing with his son, an on-site guide, when he developed a life-threatening case of intestinal obstruction. We were lucky to have some IV fluids available, and I had some morphine. The nasogastric tube to decompress his swollen stomach was provided by a Brazilian guide -- a plastic gas line. It saved his the man's until he was flown back to Atlanta.

Travel Gear

Keep your travel gear minimal but adequate. Let your clothes serve dual purposes. Don't take leather shoes into the tropics. They never dry out. Wear synthetics with no-scutt bottoms. Quick dry pants are great, but cotton is cooler than anything manmade. Also, you need a buff, a hat, and two (and I mean two) pair of polarized sunglasses and your prescription glasses. In colder climates, layer clothes to stay warm. Your waders keep you dry and warm. Don't fudge on quality. And buy the best foul weather gear. You will never be sorry.

It is nice to have those extra rods and reels in your luggage, provided your luggage arrives when you do. But, I'd recommend taking a rod, reel, flies and anything else you can cram in your backpack, in case your gear doesn't arrive. And note this: If you can't afford to lose it, don't take it. Many are the baggage handlers and airport workers who know well the value of an Abel reel.



MI-8 helicopter ride to the rivers in the Kamchatka, Russia.

Tips and Treats

Tipping your guide usually is a whispered discussion. Always ask what the usual tip comes to before the 11th hour. Sometimes a tip is included in the package. Great - an all-inclusive tip in one lump sum is better than having to tip each person in the camp.

Many of us like to tip a little extra on the front end. We greased our Bahamian guide's palm as we pulled away from the dock one trip. I doubt we would have seen some of the guide's 'honey holes' if we had not done so.

A pair of sun glasses, a Michael Jordan tee shirt, a spinning reel, Malboro Reds, some cosmetics for the house maid who makes your bed. Think what you like and the chances are they will like it also.

World Travel Tips *continued...*

My friends and I pack a suitcase with goodies for the camp personnel every time we travel.

On one trip my partner sharpened all the cook's knives; man, we got anything we wanted from the kitchen after that.

Leave the guides whatever you can spare, they will remember you the next time, I promise. Let's not forget about hard cash - folding money. US currency is the universal ticket to a smoother trip abroad. A \$20 bill in your passport will go a long way to getting you that window seat for the long plane ride home.

Don't travel without a digital camera. I take a small point-and-shoot, waterproof! I got some great underwater shots of piranha eating cheese out of my hand, really. And I take my bigger camera for the proverbial grip and grin photos. Take lots of pictures. Digital images are cheap and quick. You are always sorry for the trinkets you didn't buy and the pictures you didn't take.

Universal Truths

Finally, here are some truths that traverse international boundaries:

- If anything bad is going to happen, chances are, it will happen on the water. Never was this more true than when the wind lifted our jon boat like a kite on Alaska's Lake Illiama. Three of were dumped in the frigid water. Wear a life jacket, then at least they can recover the body.
- **'When in Rome...'** Yep, be nice to the locals, especially anyone wearing a uniform, a badge, or packing an AK -47. I saw a bunch of 'bubbas' lose their take-home goodies and most of their personal fishing gear and clothes after back-talking Caracas airport security. When the guy in shorts and a tee shirt insists you pay a deplaning tax while you wait in the airport for the plane to be refueled, pony up. You are in his living room this week.

- Assume nothing. Always allow wiggle room at both ends of your trip. On a trip to Newfoundland, I was told to allow 2 to 3 days variable travel time for foul weather. And one 9 p.m. direct flight from Miami to Manaus left after midnight. I'd have missed a connecting flight. It's a good idea to tape a thin rollup sleeping pad to your backpack so you can curl up on an airport floor while you wait for the flight crew to roll in.

- You can never be over prepared. The next best thing to first-hand travel experience is to talk with someone who has made the trip. **Angling Report** is a great resource which offers unbiased looks at fishing locations. They report the good, the bad, and the ugly.

Here is the link: <http://www.anglingreport.com/>

So, now you are ready to experience that once-in-a-lifetime trip that will brand you as an international angler. Heck, you might get your picture on the front of a fly magazine.

Remember: Don't forget trip insurance.



About the Author:

Tom Dempsey is a IFFF CCI.

He is also an orthopaedic surgeon by profession and a fly fisher by passion.

He has fished throughout North and South America, the Bahamas and Europe.

He is founder of the Gulf Coast Fly Fishing School in Mobile, AL, USA. Dempsey likes nothing better than sight-fishing for reds in skinny water.

USE ROLL CAST FOR *SLACK LINE PRESENTATION*

Lyth Hartz, Minneapolis - St. Paul, Minnesota, USA

Bill and Jay Gammel, in their book *"The Essentials of Fly Casting,"* made it clear that one of the essentials in fly casting is the need to eliminate slack in the line. The Gammels are correct; you cannot make a controlled efficient cast unless you remove line slack. But many good fishing casts involve slack-line presentations, which help reduce the amount of water drag on a fly. So you want to eliminate slack in the cast, but not necessarily when fishing. How can we do this? My suggestion is to use a good roll cast.

I began thinking about this after discussing the attributes of the roll cast recently with MCI and CBOG Dave Barron. He mentioned that line slack removal is a strong attribute of the roll cast. Then I reviewed several Loop articles and noticed that Leslie Holmes (MCI and CBOG) stated that the roll cast can eliminate slack. Well, that really got me thinking. One of the difficulties in flyfishing is lifting the flyline for the next cast, especially if there is slack in the line. And one of the applications of the roll cast is to reduce or eliminate slack when setting up the cast. If slack-line presentation casts are good for fishing, can we combine the two? Absolutely.

The delivery portion of a properly executed roll cast is the same as every other overhead cast. Since that is the case, we should be able to make slack-line casts any time we make a roll cast. As soon as the loop is formed, we can impart mends in the rod leg of the loop which result in a slack-line presentation.

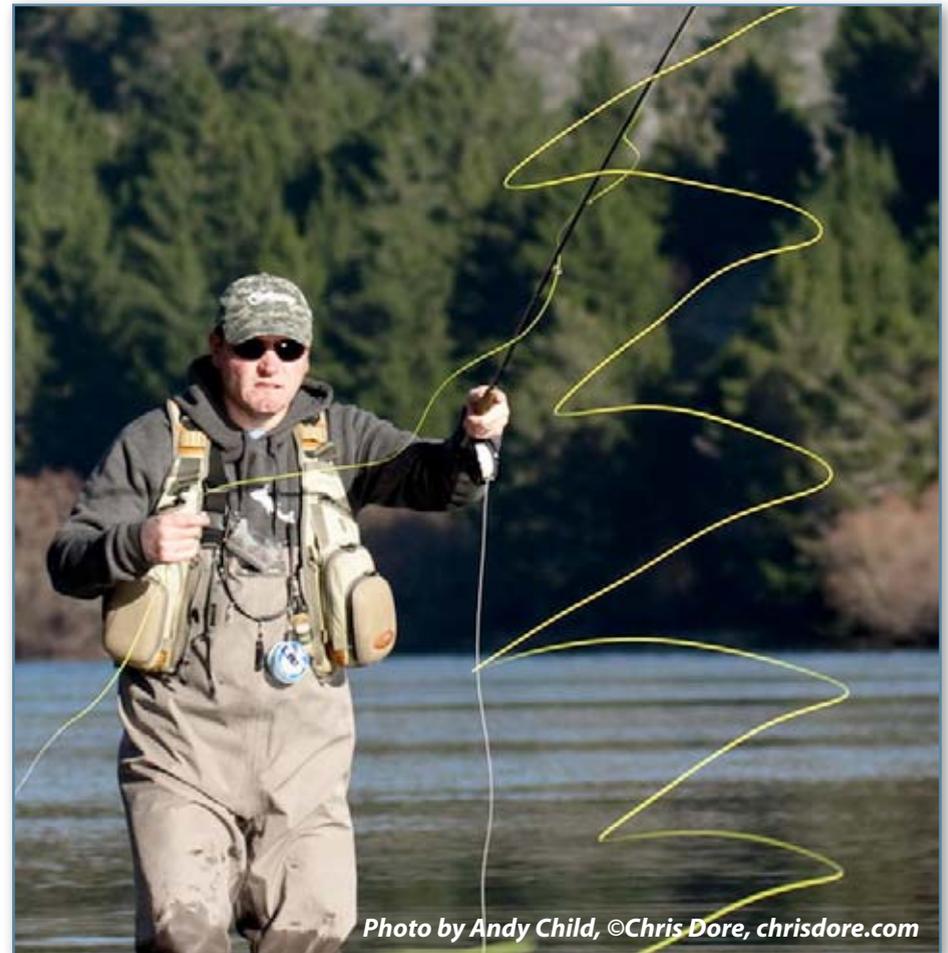


Photo by Andy Child, ©Chris Dore, chrisdore.com

Slack Line Presentation *continued ...*

With this technique we can make casts with slack-line waves, aerial mends, and reach-mend presentations. Within some distance limits, you can make slack-line presentation casts quite well with a roll cast.

I live in Minnesota. With the recent cold winter, I have been practicing indoors in the gym and sometimes at the wading pool at my YMCA. I tried these slack-line presentation casts while using roll casts. They work, and I encourage you to try them too. I believe that you will find this very useful. . . a really productive way to cast and fish.

For additional information on the roll cast and slack-line presentation casts, check out these resources on the IFFF web site:

- Leslie Holme’s article in the March 2013 issue of the LOOP.
- Larry Allen’s article in the September 2013 issue of the LOOP.
- Carl McNeil’s fantastic video Casts That Catch Fish.
(Parts of this video are on the IFFF Web site. Look for the educational videos tab on the casting pages of the web site.)



*About the Author: **Lyth Hartz** is a social worker by training and is the president of Midwest Special Services, Inc. a nonprofit organization that provides training and employment for adults with disabilities in the Twin Cities, (Minneapolis/St. Paul, Minnesota, USA). He is the president of the Lew Jewett Fly Fishers in St. Paul and is a Board Member of the Upper Midwest Council of the IFFF. He has been a CI since January of 2010.*

EXAMINER TIPS

How do we, as casting examiners, grade or mark the CI exam performance test tasks Number 13 and 14 ,

- Accuracy, Rod Hand Only and Accuracy
- Opposite Shoulder Rod Hand Only

This is a question I’ve asked over the years while examining numerous CI and MCI candidates. I came up with a very basic grid pattern to help me (and other examiners) keep track of the target tasks.

I start by drawing a 3 x 3 grid and label each 1, 2, & 3 for the 20, 30 and 45 foot targets on the exam. Using the grid I mark each box with and O or X for a hit or miss on the numbered target.

	(1) 20	(2) 30	3 (45)
Attempt 1			
Attempt 2			
Attempt 3			

So next time you examine, give the grid a try, it will keep you and your co-examiner on target.

*Todd Somsel, IFFF MCI & THCI
Issaquah, Washington, USA*

MOVING FISH

MAKES MEMORABLE FLATS PREP SCHOOL

John Field - Weston, Connecticut, USA

It's a harsh fact of fly fishing: When an inexperienced fly angler takes a flats fishing trip without first knowing flats procedure or possessing flats skills, the experience can be a joyless one, for both the guide and the fly flinger. In fact, fly fishing tales abound of infamous saltwater guides who threaten inexperienced "sports" with the end of a push-pole after their charters repeatedly blow shots at good fish.

Ideally, there should always be good communication and teamwork between the angler and guide. But how does one gain flats fishing skill and knowledge without actually chartering flats trips, and thus incurring the ire of pro flats guides? To those ends, in the fall of 2012, I was brainstorming on the phone about indoor winter instruction with friend and fishing legend Lou Tabory.

We came up with the idea of an indoor flats school to prepare anglers for their first Spring flats trip, or a review and warm-up for more experienced flats fishermen. I also tapped into the experience and innovation of Tony Vitale, who with his wife Marilyn, run KCS Fly Fishing School in Washington State, USA. Tony told me about his unique method for teaching bonefish fishing. He places his students on a pretend boat deck that he rocks with 2 x 4 levers and presents movable bonefish as targets!





Memorable Flats Prep School *continued ...*

Tony's innovative instruction reminded me of a technique used by Gordy Hill and Jim Valle at the 2004 IFFF Expo. During a class on flats fishing, given on real grass, Gordy was on a stepladder (as if he were poling) and Jim was in front, 'on the casting deck,' with his rod loaded. I'm sure they placed a casting target for Jim to cast to.

I incorporated ideas from all of these experienced anglers and instructors into what I call '**Flats Prep School.**' I also added a few ideas of my own, including a moveable target fish, which I mount on the back of a radio-controlled truck, which gives my students a moving target to cast to. Here's how it came about.

For my prototype fish I found a lifelike rubber shark and spray painted the back with black paint. Then I bought a highly recommended radio controlled truck. I took a safety razor and cut down the polycarbonate truck body to accommodate the rubber shark. It was like a cradle. I fixed the fish to the truck using flexible little bungee cords. It was a blast to operate.

To simulate a boat bow, I use the casting platform from my flats skiff, so students get a real feel for size and stability. I use a 6-foot platform ladder to simulate a poling platform and run the RC controls from there.

After thoroughly testing my flats boat simulation, I put together my school lesson plans. They are crafted for beginner and intermediate saltwater students.

In the first four-week segment of the school titled - Intro Thru Intermediate Level, I teach a one-hour class on each of the following:

- Pick-up-and-lay-down and roll casts
- Loop control and false casting
- Extending or shortening line
- Accuracy and presentation basics
- Shooting line, hauling and distance casting

In the second four-week segment titled **Flats Fly Fishing Prep**, requires students to have intermediate level skills. It teaches more advanced students about flats sight fishing.

In these classes I offered one-hour classes on

- Loop control and double-haul review
- Casting - in winds, distance casting, saltwater quick-casts and accuracy
- Guide direction - casting the clock, leading fish, retrieves and fighting fish.

After every class I advise each student what to practice before the next class. In these classes, I charge per class, instead of by the bloc of four or eight classes. That allows students to pick and choose. I might reconsider that in the future, though, since having money on the line does improve follow-through.

Finding a venue for the classes took more effort than I imagined. In the end, I found a field house with artificial grass, 100 x 90 feet. The field house was great because they kept the temperature in the high 70's F when it's 20° F outside. Once the venue was secured, I bought insurance.

Memorable Flats Prep School *continued...*

The first year, I didn't advertise in the media; I wanted to work out the bugs first. To get the word out, I sent notices to local fly shops and fishing clubs. I also contacted one of the biggest angling travel agencies in the country, which happens to be in Connecticut, to ask them for a trip discount coupon for my students. I made a full-color brochure with the coupon incorporated in the design and handed them out at The Fly Fishing Show in two cities.

I enlisted a talented young guide and instructor named Kevney Moses to help as assistant instructor. A second instructor can give students mini-lessons on the sidelines –work their stroke or hauls. I even asked if he would lead a few times and he did a great job.

We had a steady turnout of five or six students, and they made good progress through the weeks. Everyone may bring their own rod and I provide a variety of 8- to 12-wts, in case someone wants to cast a heavier outfit.

After explaining and demonstrating a task, I have the students cast parallel to each other, like golfers on a driving range. Kevney and I visit with each student and check technique and coach as necessary. After acquiring all the necessary skills, the students are ready for the simulation.

On the last class, I operate the RC fish target. The students really enjoy it. If there are no soccer workshops, we can open the huge partitions in the field house to provide us a 270 x 100 foot working area. I give instructions just as though I were a guide on the poling platform. . . "laid-up tarpon at 10 o'clock...sixty feet...lead 'em 10 feet, go and past his nose three feet!" and "cast! ,now -- long strips!" Students say the simulation feels very realistic, except there are no wobbly knees as in real-life on-the-water fishing.

I've had so much interest in this class that I'm going to give the **Flats Prep Workshop** at the IFFF Fly Fishing Fair in Livingston this year. I'm working with a taxidermist to make a flexible bonefish using a mold from a real fish.

Livingston doesn't have an indoor venue for me, but I hope it's a nice windy day so I can add more realism to my class.



*About the author: **John Field** is a **IFFF Certified Master Casting Instructor** with over forty years fly fishing experience. He is past president of the American Casting Association, the New York City Chapter of Trout Unlimited and writes about fly fishing. He and his family live in Weston, CT.*

From Wodonga, Australia, to Bryson City and Cullowhee, NC, USA

AN MCI JOURNEY

George Forster, Wodonga, VIC, Australia

The Lead-Up

Tom Rueping must have thought I was crazy when I emailed him and indicated I wanted to come to the U.S. for South Eastern Council Fly Fishing Festival and MCI testing, but there was much more to my plan than just testing. I had asked (if I did come), were there any MCIs available to cast with and perhaps pre- test me. I wanted to understand how it was done in the U.S and what differences of understanding may occur - such as in casting terminology and language differences between two countries. Also I wanted to gauge my casting competence and teaching ability to other CCI and MCI candidates from the U.S so I could understand where I was at, at this point in time in my journey.

Mac Brown, MCI-North Carolina, US, and author of Casting Angles, invited me to stay with him and his family for the duration of my visit. This became a friendship that I believe will be eternal. In between his family time and guiding, Mac gave me greater understanding of what I was already doing and volumes of casting and fishing skills. Mac also introduced me to Paul Bourcq, MCI-North Carolina, who is still a young man but is part of the U.S Fishing Competition Team. Paul motivates and coaches the highly successful US junior team.

The SEC Fly Festival brought in two special casters – world distance champion Steve Rajeff (MCI, CBOG) and Irish Spey Expert Leslie Holmes (MCI, THCI, CBOG). I've never seen anyone cast like

Steve Rajeff. Every cast he made had perfect symmetry. I watched from a distance as he identified faults within the small class he had before him, and then demonstrate each fault with perfection. Steve let a cast rip to 240 feet with a shooting head. I'm never going to see that in Wodonga. Spending time with Leslie Holmes is something I would like to do again. Spey casting is in its infancy in Australia; however there are many opportunities for its growth and practical use down here and a growing number of those wanting to learn.

The Testing

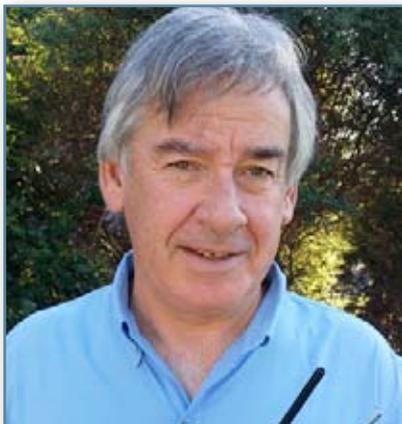
MCI/CBOG Eric Cook and MCI David Lambert were my master's test examiners, assisted by Dino Frangos (MCI). Eric and David are obviously experienced lead examiners. Their testing procedures and "chat" helped me feel comfortable while demonstrating my casts and answering their numerous questions on each task, which they asked from the points of view of the various levels of student understandings, just as we get when we teach. When I stumbled with a terminology or understanding, I was allowed time to work it through and arrive quickly to the solution they were seeking. That is a great coaching skill for anyone to have.

I was invited to sit in and witness CI testing at the event in the U.S. and also the CI event held in Australia prior to me leaving and I offer some encouragement from my experiences to those who are about to take or continue their journey and become qualified.

An MCI Journey *continued ...*

There are no “give me’s” when it comes to testing outcomes. You should come to test with a complete skill-set of preparedness, both physically and mentally. Every cast a good instructor casts in public is a clone of the excellent cast prior. Nobody fails when they fall and get back up again, they learn.

Thank you to Mac, Jennifer, Duncan and Connor Brown for accepting me the way you did. Tom and all instructors at the event in Cullowhee made me feel welcome in their part of the US. And many thanks to the casting instructors here in Australia who have emailed me and sent congrats and support.



About the Author: **George Forster is a newly certified IFFF MCI from Wodonga, Victoria, Australia**, who began fly-fishing in the summer of 1981. He has taught flycasting and fly fishing privately to beginners and advanced casters for eight years.

In 2011, George established “Future Cast,” a casting program for our Australian youth. He is a seasoned triathlon coach and a professional

musician who currently instructs at seven corporate and private group-casting clinics annually. He chases trout around the highlands of Australia; flyfishes annually in South Island, New Zealand and Malaysia; and he fishes Queensland for barramundi and other salt water species (as well as in New South Wales and Western Australia for any saltwater species that moves) and the Tasmanian high county and around Bryson City, NC, USA.

LINE STRETCHING TIP

Here’s a line-stretch technique that is fool-proof, water free, needs nothing but you and the fly line, and you can stretch 60, 75, even 100 feet of line.



Here’s how: Pull 60+ feet of line from your reel; that’s 10 or so full arm stretches for average-height casters. Bend the line double, to make two 30-foot lengths, then double those length to create four, 15 foot lengths of line. See photo.

Hold one 4-leg line in one hand and grab the other end of the 4-leg lines in the other hand, then place your foot in the middle and lift both hands slowly. The lines will even-up in length. As you gain tension, gently stretch the evened 4 legs of lines between your foot and both hands for 20 or so seconds.

Lay the line down in large loose loops, and loosely return it to the reel or cast the line out to prepare for its delivery to a fish.

--DL

FLY FISHING IN THE DIGITAL WORLD

The Power of Free

While we increasingly use the internet to engage in social media, it is research in some form or another that delivers the true value of being connected. Not so long ago it seemed universally accepted that knowledge was power. Nowadays, knowledge is just knowledge - it's there for all who care to take the time to indulge. And while there's no doubt a huge amount of mistruth, fiction and just plain garbage exists out there - a vast amount of hugely valuable information exists also, and in most cases it is presented for free.

Although little to do with fly casting, a great example is MIT OpenCourseWare - <http://ocw.mit.edu/>

Believe it or not, you will find virtually every course offered at MIT, presented in its entirety and at no cost.

Here are a few resources of interest to fly anglers.

Continuing Education:

Cl's looking to gain their MCI qualification absolutely must sign up for the **Masters Study Group** mailing list. For many years this study group was managed and run by our own Gordy Hill. It is an invaluable resource and Gordy's simple mailing list is the single most valuable study resource for prospective Masters out there. It is the biggest gathering of fly casting consciousness on the Internet. Recently Gordy retired from administering the group and handed the reins over to the very capable Walter Simbirsky.

If Masters is on your horizon, you need to be there, drop Walter a line at mcistudygroup@gmail.com and ask to be enrolled. Free!

Knots

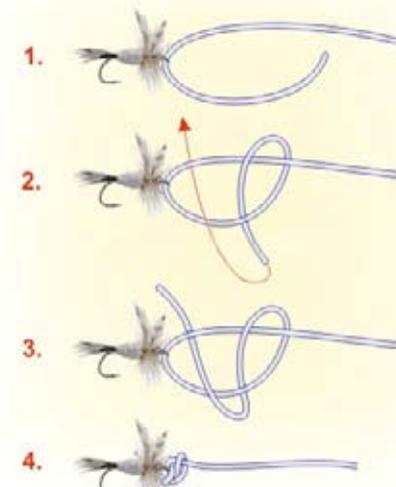
I spent my first 20 years fly fishing knowing only two knots, and one was always tied poorly. A few years ago as I got more interested in saltwater fly fishing, Peter Morse was good enough to share some of his extensive knowledge - since then I've become a bit of a knot geek.

An excellent online resource for knots of all shapes and sizes is:

<http://www.netknots.com/>

The site is comprehensive, the best I've found, and it features a large section on fishing knots. I encourage you do dump that Clinch or Improved Clinch knot and go for something a little more exotic, reliable and strong. The Pitzen (1620), Slim Beauty and Davy knot are great knots, go search them out. Free!

DAVY KNOT



© Copyright 2012 John E. Sherry

www.netknots.com

Fly Fishing In The Digital World *continued...*

Another great knot resource are a couple of little books by Joe Mahler - now there's a knot guru. Joe's two *Essential Knots* books are available for purchase from his site - obviously not free, but very well written, superbly illustrated and well worth the investment.

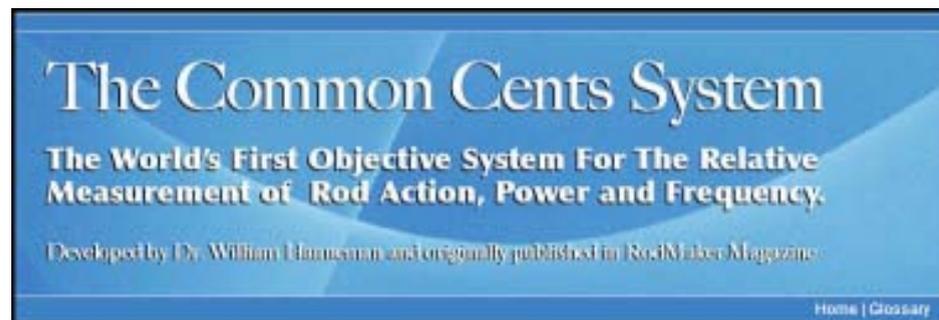
<http://www.joemahler.com/>

Fly rods and their "ratings"

It will come as no surprise to seasoned campaigners that there is no industry standard to measure the power of a fly rod and it's action. What one manufacturer may label a 4-wt. is quite likely to be another's 5- or even 6-wt. The rod's manufacturer will mark on the rod the fly line weight/s for which a rod has been designed. However, that reference talks about the weight of fly line according to the AFTMA standard that any given designer believes will put the most desirable bend in their blank. It does not necessarily relate to any intrinsic properties or power of the blank.

While not new and far from perfect, there is a quasi-standard out on the internet - *The Common Cents System*. It's interesting and many fly rod builders and a few manufactures now use this to rate their fly rods.

More here <http://www.common-cents.info>. Free!



MEDIA WATCH



Lastly a video clip that caught my eye awhile back. Making of Origin of the Sky trailer gives a little insight into the incredible amount of work that goes into making an independent documentary film.

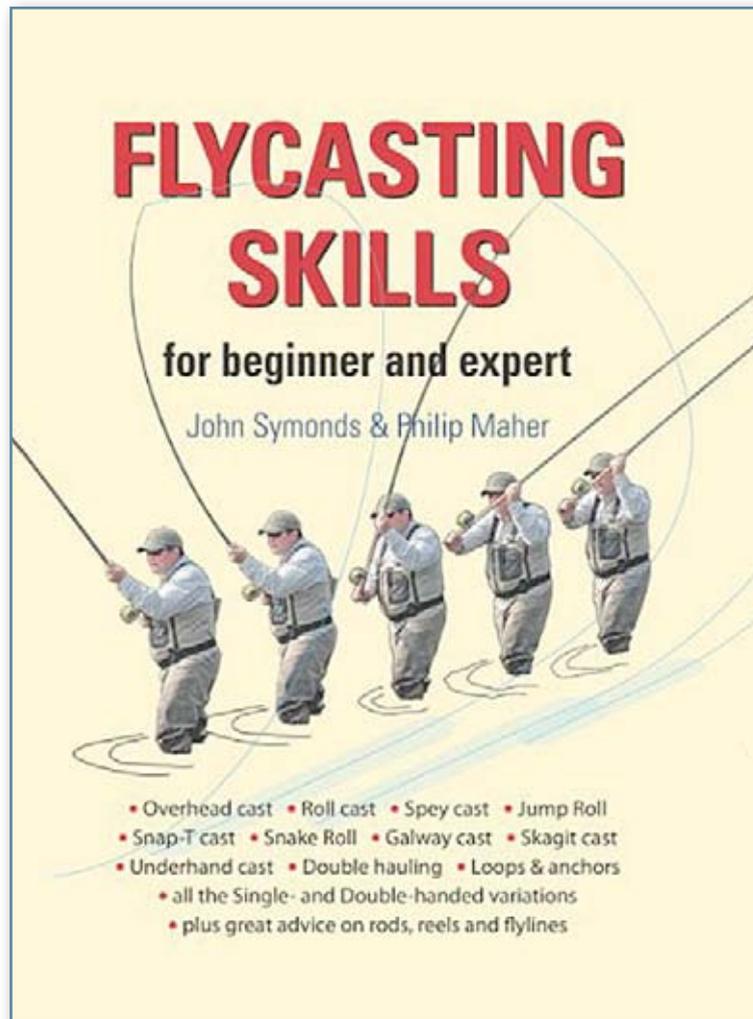
The short features all sorts of video techniques. Timelapse, slow motion, POV (Point of View) and the most startling underwater shots of permit and feeding bonefish. Brilliant and free!

<http://vimeo.com/83714163>.

Carl McNeil, Media Editor


BOOK REVIEW

FLYCASTING SKILLS - Valuable for Instructors and Students



Flycasting Skills for Beginner and Expert

©2013 John Symonds and Philip Maher

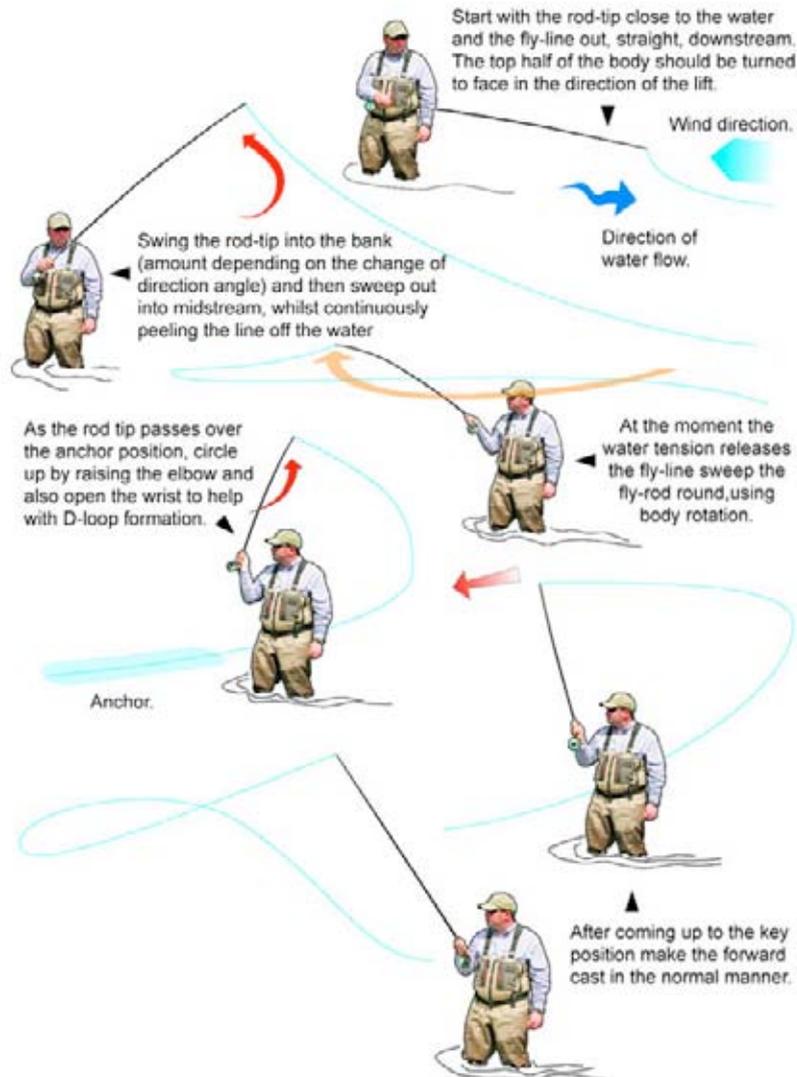
Merwin Unwin Books, Hardback, color illustrations, 96 pages

ISBN-10: 1906122490 • ISBN-13: 978-1906122492

A new fly casting book, *Flycasting Skills for Beginner and Expert*, takes a unique visual approach to this business of delivering a fly to a fish. That approach, from co-authors John Symonds and Philip Maher, merges photo cut-outs of fly casters and line drawings to illustrate the sometimes difficult-to-capture motion and position of fly rod and fly line. It's a quick and very effective method of conveying rod movement and line position, one that minimizes the need for long-winded written explanations.

Still, clear explanations are provided, and those descriptions are knowledge-based and current. In fact, this is the first casting book we've read that employs many of the 'newer' fly casting terms - not surprising since the book's authors are APGAI (Advanced Professional Game Angling Instructors) and IFFF certified instructors. Symonds also has his IFFF two-handed certification.

At first glance, *Flycasting Skills for Beginner and Expert* would appear to be written for two-handed fly casters. But appearances, like opinions, can mislead: This book is every bit as informative and useful to single-handed casters as to their two-handed brethren.

Book Review *continued...*

All the casting basics are here, too. For beginning casters the authors have taken pains to parse out and clearly illustrate some of casting's more complex concepts. Casters with more experience will find varied and utilitarian casts here, from the simple overhead to more complex two-handed deliveries like snake rolls and snap-"T"s, all visually and interestingly detailed - accompanied by complete and clearly written texts.

What really sets this book apart from other casting manuals is the visual creativity of the product and that the authors dig a bit deeper than their competitors. They include sections on physics and chapters on fly rod characteristics, for instance. They also include a chart of modern fly lines and provide a short glossary of casting terms (which is brave in a world which lacks agreed-upon casting definitions).

All of which makes *Flycasting Skills for Beginners and Experts* as useful for fly casting instructors as for casters who wish to learn the skills independently.

- DL

Click here for contents:

• <http://merlinunwin.co.uk/bookPDFs/141.pdf>

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NEW REGISTERED INSTRUCTORS AND TEST EVENTS

Certified between February 29 to May 31, 2014 listed according to test date.

First Name	Last Name	City	State / Region	Country	Certification	Test Date
Tom	Dunlap	Senoia	Georgia	United States	CI	6/12/2013 *
Paul	McCain	Oceanside	New York	United States	CI	1/03/2014
Chris	Duva	Portland	Oregon	United States	CI	7/03/2014
Joshua	Richmond	Salem	Oregon	United States	CI	7/03/2014
Andrew	Mosby	Corte Madera	California	United States	CI	12/03/2014
Corsin	Noder	Sent	Graubunden	Switzerland	CI	28/03/2014
Nils	Freudiger	Basel	Basel-Stadt	Switzerland	CI	28/03/2014
Meinrad	Rohrs	Verden (Aller)	Niedersachsen	Germany	CI	28/03/2014
Matthew	Denton	Modbury	South Australia	Australia	CI	23/04/2014
Nathan	Walker	Canberra	Aust. Capital Territory	Australia	CI	23/04/2014
Mark	Thurling	Wheatsheaf	Victoria	Australia	CI	24/04/2014
Kyle	Shea	Camden	Maine	United States	CI	29/04/2014
Camil	Geoffroy	St Eustache	Quebec	Canada	CI	2/05/2014
Chas	Petrucelli	Redding	Connecticut	United States	CI	2/05/2014
David	Zamos	Chalfont	Pennsylvania	United States	CI	16/05/2014
Brown	Hobson	Asheville	North Carolina	United States	CI	16/05/2014
Gordon	Vanderpool	Otto	North Carolina	United States	CI	16/05/2014
Eric	Callow	LaCanada	California	United States	CI	29/05/2014
Ian	Peters	Petaling Jaya	Selangor	Malaysia	CI	30/05/2014
Takayuki	Onishi	Sanda-City	Hy go	Japan	CI	31/05/2014
Doug	Bobb	Phoenix	Arizona	United States	CI	31/05/2014
Chris	Hague	Barnsley	South Yorkshire	United Kingdom	MCI	7/05/2014
George	Forster	Wodonga	Victoria	Australia	MCI	17/05/2014
Steven	Morrow	Kamloops	British Columbia	Canada	THCI	1/05/2014

* Missed in last issue

2014 Test Events

TEST DATE	VENUE	TEST No	CERTIFICATIONS	AVAILABILITY
June 13, 2014	New Braunfels, TX, USA	Test #1407	6 CI, 2 MCI	CLOSED
June 13, 2014	Roscommon, MI, USA	Test #1413	5 CI	3 CI OPEN
August 8-9, 2014	IFFF Fly Fishing Fair Livingstone, MT, USA	Test #1416	16 CI, 10 MCI, 4 THCI	TBA
September 19-20, 2014	Bellingham - Hexham, England	Test #0114 INTL	8 CI, 4 MCI, 8 THCI	CLOSED
October 3-4, 2014	Mt. Home, AR, USA	Test #1415	4 CI, 2 MCI	3 CI, 2 MCI
October 4-6, 2014	Pskov City, Russia	Test #0614 INTL	7 CI, 1 MCI, 1 THCI	7 CI, 1 MCI, 1 THCI
October 9-10, 2014	Crystal River, FL	Test #1414	8 CI, 4 MCI, 2 THCI	7 CI, 4 MCI, 1 THCI
October 20-24, 2014	Seoul, South Korea	Test #0514 INTL	3 CI, 1 MCI, 3 THCI	CLOSED
November 13-16, 2014	Wentworth Falls, NSW, Australia	Test #0414	12 CI, 4MCI, 2THCI	CLOSED
May 15-17, 2015	Gargazon, Italy	Test ##0115	6 CI, 4 MCI, 3 THCI	6 CI, 4 MCI, 3 THCI

All information above are correct at the time of publication. For the latest up to date information, please visit:

<http://fedflyfishers.org/Casting/CalendarofEventsTestingDates.aspx>

The Editorial Team



Eric Cook is an MCI and a member of the CBOG. He is a degreed Mechanical Engineer from Atlanta GA, USA. Eric fishes for carp. Cook is the editorial director of *The Loop*.



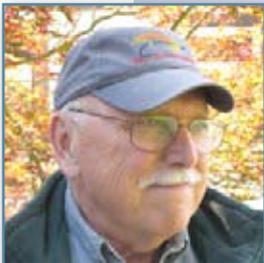
David Lambert is an editor of print and digital media. He also writes for outdoor-oriented publications. He is an MCI who lives in North Florida, USA. He was youth chair for the FFF-SEC for 12 years and is an IFFF - Florida council director. Lambert is managing editor of *The Loop*.



John Bilotta is an MCI who lives in Washington DC. He is a former journalist. Bilotta is associate editor of *The Loop*.



Carl McNeil is an MCI living in New Zealand, he teaches, makes films, designs gear and generally tries to have a good time - and not get caught. McNeil is media editor of *The Loop*.



Bruce Morrison is a retired professor of anthropology who has worked in South and Southeast Asia, Canada and the Caribbean. He is a book author and editor. He is the chair of the Fly Fishing Education Committee of the Mid-Island Castaways Fly Fishing Club in Vancouver Island, BC. Morrison is associate editor of *The Loop*.



Bintoro Tedjosiswoyo was born in Java, Indonesia but has lived in Melbourne, Australia since 1978. Originally in electronic engineering, Bintoro later became a commercial graphic designer and illustrator. He is a certified CI & THCI. Bintoro is *The Loop's* graphic design editor and illustrator.

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