



Young People's Holiday Horse Camp

December 21- 24 or 28 - 31

9:00 a.m. to 4:00 p.m.

Give your child a special holiday treat. Under the guidance and supervision of experienced instructors, campers will enjoy riding and horsemanship lessons with a special focus on safety. No prior experience is required. Ages 7-14. Limited enrollment, so register early! Tuition for the week is \$225.00 or \$75.00 per day.

Holiday Pet Follies & Potluck — Dec. 20th

Dress up your pet friend in holiday attire and join us for the Holiday Pet Follies and Potluck on December 20th, starting at 2:00 p.m. Bring lots of food; holiday cheer will be provided by T.E.S. Come and meet Santa Claus and have your pet's picture taken with Santa. (All pets must be on a lease or in a cage; no horse pets allowed!)

Special Thanks!

T.E.S. owner, Patricia Kinnaman, would like to thank **Art Kaufman** and **Jan Kuebler** for the fine job they have done over the years teaching the Horsemanship Class. We are proud to have had them on our team and many students have benefitted from their instruction. All staff and instructors wish them the best of luck in their future endeavors.

Dominion's & Glenroy's Annual Holiday Open House December 12th, 2-5 p.m.

Music, munchies and more. It's our way of saying "Thanks" to our valued customers and giving you a leg up on the holiday season. Come and enjoy our holiday spirit and **15% savings** off your Dominion and Glenroy purchases.

Congratulations to new horse owners **Kristie Nelson**, who recently purchased Spanky, and **Dana Marotta**, who bought Miss Patch.

T.E.S. Holiday Lesson Specials!



- ◆ 5 Kids Private Lessons (10 & under) \$150.00
- ◆ 5 Junior Private Lessons (11 to 14) \$165.00
- ◆ 5 Adult Private Lessons \$210.00
- ◆ 5 Semi-Private Lessons \$175.00
- ◆ 5 Group Lessons \$125.00

Holiday Special prices are good through December 31st. Lesson packages are good for 90 days from the day of purchase.

Web Site Online December 12th!

On Saturday, December 12th, rev up those modems and visit our new web site at www.tes-laec.com.

The site has information about our history, programs, prices, instructors, horses and our school facilities as well as who to contact and how to get here. Look up group class schedules, pay for lessons online by credit card, participate in horse-related discussions

and in our special programs, browse equestrian web links and broaden your knowledge with EQ Interactive. Our newsletters are also online.

You can now reach T.E.S. by e-mail at teslaec@best.com. Want to get T.E.S. announcements by e-mail? Join our mailing list—forms are available in the office or on the web site. We look forward to your comments.



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T.E.S. Winter Tips

Blankets — There is an easy rule of thumb for when to blanket horses: “If it is cold enough for a person to need a jacket, it’s cold enough for a horse to need a blanket.” It’s blanket time again at T.E.S., so please plan to take some extra time for blanketing—unblanket if you are first student to ride in the morning and blanket your horse if you are the last student to ride him at night. You’ll find that we have several different types of blankets—all fasten in the front with either a buckle or plastic tab, but some have straps that criss-cross under the horse’s belly, some go straight across under the belly and some have straps that fasten around the horse’s hind legs. Please ask a working student or instructor if you are not sure of how to put on the blanket. Always halter your horse when you are putting on a blanket.

Hot Horses and Cold Weather — You’ve probably noticed by now that our school horses have been body clipped (their body hair has been clipped off) so that they cool off more quickly in colder weather and don’t get too hot under their blankets. Horses can get over-heated even in cold weather, so you need to make sure that the horse you’ve just ridden is cooled off before you put him back in the stall. The sweat on his back and chest (which is normally a cooling mechanism in warmer weather) can now give him a deadly chill if it is ignored. Ask your instructor to show you how to tell if a horse is too hot to put away. If it is, be sure to walk him around the parking lot until he is dry and cool. Never blanket a horse that has not been properly cooled down after a lesson.

Horses and Mud — What would winter be at T.E.S. without mud? Horses get mud on their legs, mud on their bellies and mud packed in their feet. During your untacking routine, make a special effort to remove all mud from their feet. The arenas have a special mixture of footing that, while being easy on their legs and feet, unfortunately turns cement-like in their hooves after it dries. If you have trouble removing this dried mud, please ask a working student to help you.

Use a brush to gently remove as much mud from your horse’s legs as you can, or if buckets of warm water and sponges are provided by the working students, have them show you the proper way to sponge off the mud. If mud is left on their legs, they can become susceptible to ailments such as scratches—and the working students will become susceptible to back aches if they have to brush off 120 legs before they go home! Don’t forget to remove the mud from the less obvious places, such as under the belly and chest, by using a soft brush to remove the splatters.

Cold Weather Attire — Layer your clothing so you can wear less while riding and wear more after riding to prevent a chill. Put a raincoat in your car, so that you can stay dry in your lessons on those days of intermittent cloud bursts, especially if your class needs to walk to and from the Equidome. Inexpensive rubber riding boots are also a great investment for muddy weather—get 15% off at Dominion’s Holiday Open House on December 12th.



Rainy Day Schedules — Always assume that we will be conducting our lessons, even if it is raining. If the outside arenas are not usable, we are often able to use the Equidome. If in doubt about your lesson, please call the T.E.S. office at (818) 569-3666. You are responsible for calling to cancel your lesson if you choose not to ride during rainy weather.

T.E.S.



TALK

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Submissions are accepted for Q&A, Letters to the Editor, and OpEd as well as articles and equestrian success stories (Perspectives). We reserve the right to edit submissions. We do not guarantee publication of submitted materials.

To submit your items, please complete the T.E.S. Talk Submission Form available in the school office (in editor’s mailbox) and attach your submission to it. Submissions can also be sent to the editor via email at matthes@rcf.usc.edu.

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Show Results

Beginning English/Western Horse Show

October 18, 1998

NOVICE WESTERN DIVISION

1. **Bareback, Open** — (1) Ilana Summers/Alabama; (2) Claire Schulkey/Texas.

WALK/TROT DIVISION

6. **Leadline (Eng/West), 6 & Under** — (1) Maggie Herskowitz/Nevada.
7. **English/Western Equitation, 10 & Under** — (1) Molly Serizawa/Alabama; (2) Grace Liner/Carolina; (3) Jane Eklziar/Mississippi.
8. **English/Western Pleasure, 10 & Under** — (1) Jane El/Mississippi; (2) Grace Liner/Carolina and Molly Serizawa/Alabama; (3) Emily Lepone/Maryland and Maya Maniktala/Hawaii.
9. **English/Western Equitation, 11-17** — (1) Tara Dergrigorian/Nevada.
10. **English/Western Pleasure, 11-17** — (1) Amy Kennedy/Mississippi; (2) Tara Dergrigorian/Nevada.
11. **English/Western Equitation, 18 & Over** — (1) Linda Goodfriend/Arizona.
12. **English/Western Pleasure, 18 & Over** — (1) Linda Goodfriend/Arizona.

WALK/TROT/CANTER DIVISION

- 13a. **English/Western Equitation, 10 & Under** — (1) Rebecca Peters/Nebraska; (2) Helena Drulias/Carolina; (3) Sabine Cooper/Mississippi.
- 13b. **English/Western Equitation, 10 & Under** — (1) Alexandra Gatti/Delaware; (2) Galit Tashman/Mississippi; (3) Morgan Wiley/Nebraska.
- 14a. **English/Western Pleasure, 10 & Under** — (1) Sabine Cooper/Mississippi; (2) Emily Eisen/Delaware; (3) Rebecca Peters/Nebraska.
- 14b. **English/Western Pleasure, 10 & Under** — (1) Hope Rutledge/Alabama; (2) Annie McRae/Maryland; (3) Morgan Wiley/Nebraska.
15. **English/Western Equitation, 11-17** — (1) Ilana Summers/Alabama; (2) Samantha Carlos/Maryland and Sarah Gerson/Turkey; (3) Emily Berger/Alaska.
16. **English/Western Pleasure, 11-17** — (1) Sara Warren/Utah; (2) Sarah Gersen/Turkey; (3) Emily Berger/Alaska and Ilana Summers/Alabama.
17. **English/Western Equitation, 18 & Over** — (1) Dan Sloan/Georgia; (2) Melissa Grebelsky/Nebraska; (3) Debra Fish/Virginia.
18. **English/Western Pleasure, 18 & Over** — (1) Carolyn West/own horse; (2) Debra Fish/Virginia and Paula Holt/Montana; (3) Lennore Yukirat/Indiana.

19. **Novice English Equitation, Open** — (1) Ali Baker/Sofie; (2) Karyn Isaacs/Utah; and (3) Christina Parkins/Pumpkin.
20. **Novice English Pleasure, Open** — (1) Melanie Buccola/Delaware; (2) Ali Baker/Sofie and Christina Parkins/Pumpkin; (3) Karyn Isaacs/Utah.
21. **Hunter Hack, 17 & Under** — (1) Helena Drulias/Carolina; (2) Elizabeth Hunter/R2D2; (3) Ilana Summers/Utah.
22. **Hunter Hack, 18 & Over** — (1) Dana Moratta/Miss Patch; (2) Karyn Isaacs/Utah; (3) Diane Kornarens/Michigan.

T.E.S. Dressage Schooling Show

November 15, 1998

1. **Pre-Training Level, Test 1** — (1) Nancy Dales/Cue 56.25; (2) Paula Holt/New Mexico 54.5; (3) Pete Bateman/Merlin 53.75.
2. **Pre-Training Level, Test 2** — (1) Paula Holt/New Mexico 56.47; (2) Lori Echevarria/Indiana 51.76.
- 3a. **Training Level, Test 1 (Adult)** — (1) Michelle Lyons/Utah 57.77; (2) Scott Noble/Kentucky 56.63; (3) Wendy Sasser/Pennsylvania 55.0.
- 3b. **Training Level, Test 1 (Adult)** — (1) Lennore Yukirat/Montana 60.0; (2) Alwyn Gosford/Utah 55.0; (3) Mandy Ventu/Arizona 53.18.
3. **Training Level, Test 1 (Junior)** — (1) Ilana Summers/Georgia 56.82.
4. **Training Level, Test 2** — (1) Lennore Yukirat/Montana - 58.46; (2) Rohit Batra/Kansas 58.08; (3) Scott Noble/Kentucky 57.31.
5. **Training Level, Test 3** — (1) Rohit Bahir/Kansas 61.54; (2) Elizabeth Allen/Kansas 58.07.
17. **Dressage Equitation (group)** — (1) Elizabeth Allen/Kansas; (2) Paula Holt/New Mexico.
18. **Dressage Suitability (group)** — (1) Paula Holt/New Mexico.
20. **Pre-Novice Combined Test (Adult)** — (1) Joan Camarillo/Michigan 99.0.
20. **Pre-Novice Combined Test (Junior)** — (1) Rachel Hirsens/Idaho 94.0; (2) Sejia Monekas/Arizona 96.0.

Lilian Van Dahn Training Level Award — **Rohit Bahir** given to the "most harmonious horse and rider" in the Training Level Dressage classes. This award has been created in memory of Lilian Van Dahn and Miss Piaff, and the prize has been donated by their friends.

Perspectives

Unrealistic Expectations: Are They Limiting Your Riding Success?

Are you frustrated because you are not reaching your riding goals fast enough? Are you angry and disappointed when you have had a “bad” lesson? Are you discouraged because riding is not as easy as you thought it would be? Do you envy other riders who are progressing faster than you are?

If you answered “yes” to any or all of these questions, you are probably experiencing the effects of unrealistic expectations—a faulty assessment of your riding ability and/or misconceptions about the sport itself. If you have an idealized or romanticized image of horses and riding, you may have set goals based on these “illusions”—goals that are impossible to reach. Whether your riding goal is to have fun, to compete, or to master the art of horsemanship, unrealistic expectations can hinder your success as a rider.

Fiction vs. Reality

If you have never ridden a horse, your information about the sport probably comes from the media—movies, books, and sports coverage of equestrian events. Without actual riding experience, it is easy to be swept away by the romantic picture the media presents of the horse, horse ownership and equestrian competitions. There is no doubt that horses are wildly romantic creatures and that special relationships and great accomplishments can be achieved with them, but you must be able to separate the inspiration from the fiction.

If you were inspired to take up riding for these reasons, you have probably realized by now that riding is not as easy as it appears. If you rode as a child and are returning as an adult, you may find that it doesn't quite come as easily as it did back then. If you have a bit of experience riding rented horses on the trail, you will probably be very surprised by how much there is to learn about riding well. Even if you are a naturally

talented rider when you start taking lessons, you will not be able to produce a piaffe, jump a Grand Prix course, or compete in an advanced level Three-Day Event after only a few months of lessons!

Remember, top equestrian athletes, like all great athletes, make their sport look easy. But don't be fooled—that ease is the product of many years (and often a lifetime) of hard work, sacrifice, discipline and dedication. No matter how talented you are, learning to ride takes time!

When Can I . . . ?

Okay, so how do you know if you are harboring unrealistic expectations? One of the first tale-tell signs is impatience. If you constantly ask your instructor “when can I . . . ?” you probably have some misconceptions about how long it takes (and how critical it is) to develop the necessary basic skills. If you go too fast, too soon, you will probably get injured.

Although you may be genuinely excited about riding and have a passion to learn quickly and excel, you must temper your zeal. Otherwise, you will impose unattainable goals on yourself which may cause resentment, discouragement, and loss of self-esteem when you do not progress as quickly as your goals dictate.

The Truth About Riding

Riding a horse is not the same as learning to manipulate an inanimate object (like a tennis racket or a bicycle). You must work together with a living animal that has its own thoughts, feelings and physical limitations. You must develop new physical skills, such as balance and coordination on a moving object as well as new communication skills (the aids). This must be supplemented by a sound theoretical foundation—the basic principles of riding, how and why they work,

(Continued on page 5)

A Match Made in Heaven

by Laura Marusich

I came to T.E.S. in May of 1997 with one-and-a-half years of riding experience and with dreams of owning my own horse in five years. My neighbor, Chris Nicholson, recommended T.E.S. instructor, Chris Crone, who has been a great instructor for me.



At T.E.S. I became a working student and met Marie Page, who had a friend who was very ill and needed someone to lease her horse, Brett—Diane Dixon had bought Brett from T.E.S. about four years earlier. I agreed to try him for two weeks as well as have Chris Crone approve him as a suitable horse for me. After two weeks, I knew without a doubt I wanted to lease him, so in September, I signed the lease agreement. However, three days later, Diane passed away. For the next few months, I held my breath as I continued to pay for the lease to Diane's partner and co-owner, Carol.

Around Christmas of 1997, Carol asked if I was willing to take over the ownership of Brett. We agreed on August 1, 1998 as the official date, and when it arrived, it was one of the best days of my life! I didn't know whether to laugh or cry, so I did both. He is a wonderful horse, and we have a wonderful trainer (Chris Crone) who understands my needs as a rider and Brett's needs as an older horse.

Brett is an appendix/quarter horse. He is gentle, kind, smart and beautiful, but he can be quite a handful when he wants his way. I can go everywhere with Brett and he takes good care of me (as he did Diane). I'm sorry that Diane's death made it possible for me to have Brett now, but I am very grateful for Diane and Carol's generosity, because Brett and I are truly a match made in heaven!

and how to adapt them to each individual horse. Then you have to practice, practice, practice to refine your skills. You wouldn't expect to be a competent gymnast or martial artist after 10 lessons, would you? Yet, many students feel frustrated because they aren't jumping 4-foot fences after two months of lessons. It usually takes years (not weeks or months) to become an accomplished rider.

“Bad Lesson” Syndrome

Another sign of unrealistic expectations is feeling angry or indignant when you have had a “bad” lesson. “Bad” usually refers to a lesson in which you had a horse that did not instantly obey your every command. Having a difficult time with a horse may seem like a bad lesson, but it's really quite the contrary. That horse has taught you what you cannot do, and that is a valuable (albeit humbling) lesson.

If you are serious about becoming a good rider, take responsibility for your temporary physical inadequacy instead of blaming it on the horse. Just because you think you know the aids doesn't mean you have applied them correctly or have adapted them effectively to that horse. If the horse isn't obeying, you don't yet have the skill to accomplish that particular task. That's why you are taking lessons—to learn. Enjoy the process. Put your ego aside and patiently strive to correct the problem in your horse and in yourself. Anyone can look good on a push button horse, but learning to ride the difficult horses is the best way to achieve excellence. The truest sense of horsemanship is not looking beautiful on a perfect horse, but developing a partnership with a not-so-perfect horse and making it beautiful.

Realistic Self-Assessment

The best way to deal with unrealistic expectations is to take some time to assess your perceptions of riding and pinpoint the areas that are causing you frustration.

For example, your progress as a rider will depend on several conditions—your athletic ability, mental attitude and the amount of time and money you can devote to the sport. If you are overweight, out-of-shape, timid, or not athletically inclined, you will not progress as quickly as someone who is athletic, confident and fit. If you are not willing (or financially able) to ride more than once a week, you will not progress as rapidly as someone who takes lessons five days a week, or someone who rides three horses a day. That doesn't mean that you shouldn't learn to ride or that you won't excel, it just means that you have to assess your limitations realistically and adjust your goals accordingly. Here are some tips for getting unrealistic expectations under control:

- Develop a realistic view of the sport. Talk to your instructor or other horse professionals about their experiences. How long did it take them to learn to ride? What obstacles did they have to overcome?
- Become more literate and knowledgeable about riding. Read recommended books, watch videos, and attend lectures/seminars/clinics.
- Decide how much time, money and commitment you want to put into riding. Do you just want a relaxing hobby? Do you plan to own a horse, compete in amateur-owner shows, or pursue a professional career? Do some research to find out just what these different areas require. Make sure you have the money, time and talent to achieve your goals.
- Ride with an instructor as much as possible so you don't develop bad habits, which are harder to break than learning them right the first time. Remember, even Olympic riders have coaches on the ground.
- If possible, take both group and private lessons. Use the private lessons

to work on specific problems you are encountering.

- List your physical, financial and personality assets and liabilities (equestrian sport psychology books can be helpful here). What are your strong and weak areas as a rider? For example: Are you overweight or unfit? Are you over-sensitive, shy or fearful? Are you teachable—can you take constructive criticism? Are you bold, confident and willing to take risks? Are you naturally coordinated and athletically inclined? Can you ride more than once a week?
- Once you have your list, talk with your instructor, or other knowledgeable horse people. Find out how to better utilize your strengths and how to solve the problem areas. Then define some incremental steps you can take to overcome your liabilities and strengthen your abilities in a reasonable period of time.
- Set realistic goals, keep a journal to track your progress, and reward yourself for little accomplishments.

The best advice, however, is to slow down, relax, think, and be patient with yourself (and your horse). Don't sacrifice a proper basic foundation for speedy results, and don't let ego or envy push you too far, too fast. Above all, develop an attitude of respect and compassion for your friend and partner, the horse. If you give him a chance and work with him, he will teach you how to ride in due time.

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Kathy Matthes, a part-time instructor at T.E.S. since 1986, teaches dressage and combined training. She has a Masters of Science in Education (MSED) from USC and incorporates learning theory, body mechanics and sports psychology into her riding lessons. For questions about this article or about learning to ride, you can contact her by email at: matthes@rcf.usc.edu.



The Equestrian Athlete

Goal setting is a systematic planning process used to perfect your skills and train and condition your horse. All you need to do is decide what needs to be accomplished—these are your goals or objectives—and then work to accomplish them. They call it goal setting because it's an art form; if it's not done right, it can make you feel as though your horse is dragging you around by the ankles every time you work with him.

Most people use two types of goals, long-term and short-term, which work like stairs that go to a hayloft. A long-term goal is the final destination or what you want to be able to do eventually, and a short-term goal is a step that helps you get there. Usually you have to master several short-term goals before you can reach a long-term goal. For example, if your long-term goal is to jump a course of eight, three-foot jumps at the canter, one short-term goal may be to trot a course of eight, two-foot jumps. Your next short-term goal may be to canter the same two-foot course.

Goal setting helps you develop skills and train horses because every time a goal is met, you see that hard work is rewarded and you're truly talented. In addition, you're reminded that you can stick to a plan, which kicks your ego even higher. The better you are at goal setting, the better you can tell good goals from bad, the more motivated, focused, confident, persistent, audacious, and industrious you are. On the other hand, shabby goal setting creates stress and squashes desire. This is because people unwittingly see themselves as either successes or failures based on their ability to meet goals. For these reasons, every long and short-term goal you set must be:

- Personal – goals set by you increase your level of commitment. An instructor, coach, or trainer can help.
- A challenge – difficult yet achievable goals motivate you to accomplish them. Trying to *do your best* or *as much as you can* won't challenge you enough.
- Specific – observable, measurable goals are obvious to you when they're met, such as the number of strides or amount of time it will take to complete a course.
- Time dependant – determine when goals will be achieved to make them more challenging or specific.
- Written – record goals in a journal or log. Review it regularly and use your goals to plan practice sessions.
- Positive – state what you plan to accomplish to help you focus on doing it correctly, such as I will post two laps around the arena, rising with every other beat.
- Realistic – attainable goals based on your, and your horse's, past performance ensures that you'll meet them with some effort.
- Performance based – state goals as specific skills to be mastered, not the outcome of a competition. Judges' whims and competitors' skills are beyond your control.
- Adjustable – change the goals if they become unrealistic because of lameness, illness, or vacations.

Goal setting is for everyone, regardless of your skill level. In fact, elite athletes tend to set higher, more challenging goals. And they know that if they don't reach a [well-defined and realistic] goal it's because they didn't try hard enough. "Setting specific goals and pursuing them in a systematic way separates those who want to meet challenges and excel from those who actually do." (Terry Orlick, Ph.D., *In Pursuit of Excellence: How to win in sport and life through mental training*, 1990.)

Part-to-Whole Transfer

I think you'll agree that someone who learned all of the various aspects or parts of riding a horse—how to balance, apply leg aids, post, steer, ask for a half-halt—while seated on a metal drum, couldn't possibly be a good rider. How could she perform the whole skill if she never learned how to coordinate and synchronize all of those parts on a moving, thinking, reacting animal?

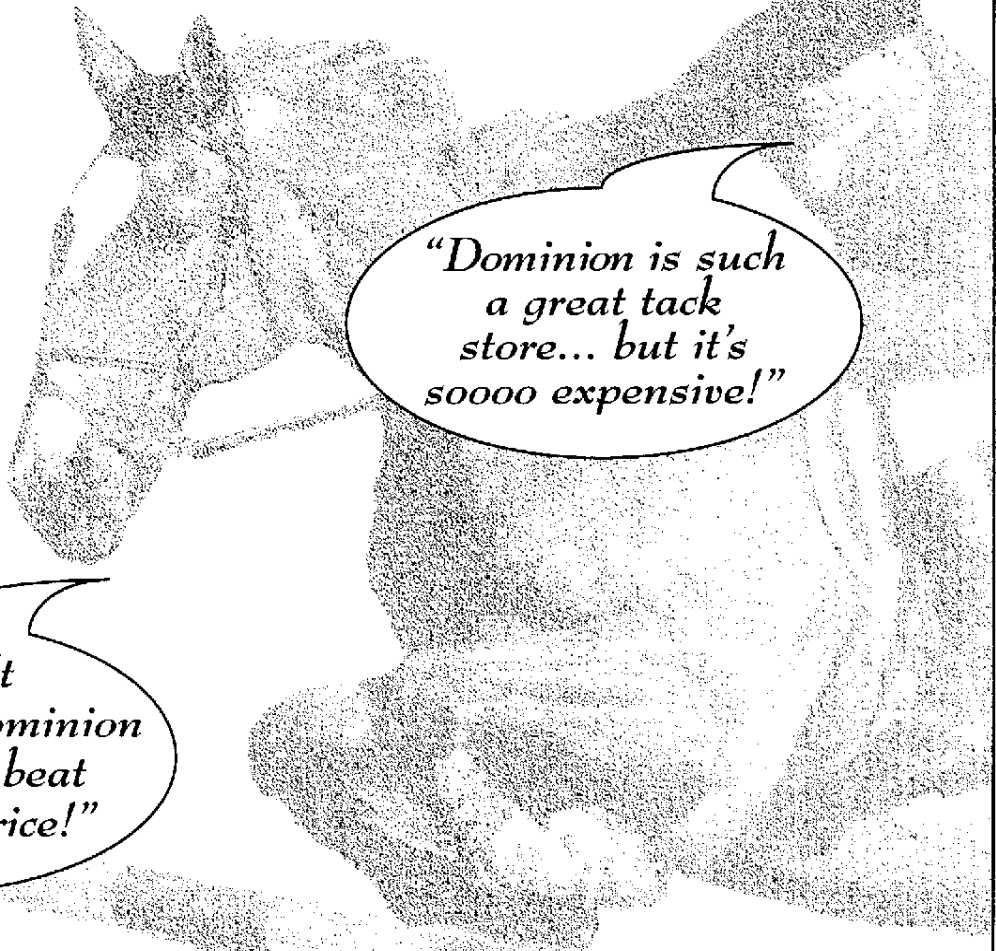
Even though we can take a whole skill and break it down into its sundry parts, it doesn't mean that the sum of the parts will equal the whole. Complicated, ever-changing skills, like riding a horse, don't lend themselves to being broken down into parts. Learning the parts by themselves doesn't transfer, or carry over, very well to being able to perform the whole skill. That's because learning to ride is all about learning how to integrate all of those parts; we have a lot to do and we have to be able to do it all at the same time.

This means when you isolate one aspect of riding a horse and practice that skill all by itself, you're not necessarily practicing the same skill you'd call upon to ride across an open field. Maintaining a steady leg position on the lunge line is very different from maintaining that same position while your hands and legs work to guide and motivate the horse under you.

Riding should only be broken down and practiced in its respective parts if an activity is unsafe, inconsiderate to the horse, or too complicated to learn all at once. Even then, as many elements of the whole skill should be retained as possible.

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Johanna L. Harris has an M.A. degree in Physical Education, Exercise and Sports Science from the University of North Carolina at Chapel Hill. She is the editor/publisher of **The Equestrian Athlete**, a monthly newsletter providing equestrians with exercise and sport science information. View a sample issue online at www.circle.net/~eai. You can also reach her at (800) 404-8514.



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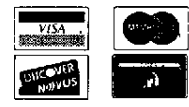
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Dec. 20 Christmas Party
 Mar. 21 Beginning English/Western Show
 May 16 Dressage & CT Show
 June 27 Point-to-Point Show

Aug. 29 Annual Potluck & Playday
 Oct. 17 Beginning English/Western Show
 Oct. 30 Halloween Party
 Nov. 21 Dressage & CT Show
 Dec. 19 Christmas Party

For more information, call T.E.S. at 818-569-3666.

LAEC Events

Dec. 5-6 Dressage Holiday Special
 Dec. 26-27 Cattle Bowl Team Penning

For more information, call 818-840-9066.



Dressage Shows

Dec. 5-6 Dressage Holiday Special, LAEC
 Feb. 20-21 Dressage at the Paddock, Wint. I, II
 Apr. 17-18 Dressage at the Paddock, Spring I, II
 May 28, 30 Flintridge Dressage Show
 Aug. 21-22 Dressage at the Paddock, Sum. I, II
 Nov. 20-21 Dressage at the Paddock, Fall I, II

For details, see the CDS web site: www.primenet.com/~cgs1/showcal.htm



Hunter/Jumper Shows

1999 info not available yet.

For more information, see the Hunter/Jumper Network web site: www.hunt-jump.com/



Combined Training

1999 info not available yet.

For more information, see the USCTA web site: www.eventingusa.com/omnibus/fall98/area_06.html



Western Shows

1999 info not available yet.

For more information, see the Equestrian Trails web site: www.eti.av.org/etiNatCalShows.html



Upcoming Events

Dominion's & Glenroy's Annual Holiday Open House December 12th, 2-5 p.m.

Music, munchies and more. It's our way of saying "Thanks" to our valued customers and giving you a leg up on the holiday season. Come and enjoy our holiday spirit and **15% savings** off your Dominion and Glenroy purchases. Take a break from the holiday with good friends and good cheer. Take advantage of our extended holiday hours:

December 21 - 23: 9 a.m. to 8 p.m.
 December 24 - 9 a.m. to 4 p.m.

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