

SAFE cycling

Winter 2005



MSF 2004 Learning Centers Recap

THE MOTORCYCLE SAFETY Foundation conducts annual Learning Centers to provide professional development opportunities in keeping with lifelong learning processes. These events serve as one component of quality assurance as we strive to maintain a strong and unified national corps of quality RiderCoaches. While the style and content of a Learning Center may change from year to year, our efforts to continue two-way communication to ensure the highest quality products and services for current and prospective motorcyclists will remain constant.

The 2004 version of the MSF Learning Centers consisted of nine events located throughout the United States. A total of 737 RiderCoaches, RiderCoach Trainers, state administrators, and other stakeholders in motorcycle safety education and training attended. Unlike the 2003 Learning Centers that consisted of after-dinner meetings about experiences with the Basic *RiderCourse*SM and other MSF training products, this year's Learning Centers were highly interactive, one-day, conference-style formats.

The planned agenda consisted of current events at the MSF, explanations regarding the underpinnings and philosophy behind the development of the MSF Rider Education and Training SystemSM, clarifications about *RiderCourse* classroom and range activities, and national quality assurance initiatives carried out by the MSF. The rest of the agenda was determined by the attendees.

Keeping with the learner-centered style of MSF programs, each Learning Center began with a request for questions from attendees. Typical agenda items ranged from national programming news to state-specific administrative and curricular issues. The compiled list of questions made up the rest of the agenda items.

The primary facilitators for each Learning Center were Dr. Ray Ochs, Director of Training Systems, and Dr. Sherry Williams, Director of Quality Assurance and Research.

The highlight for attendees was to hear from fellow RiderCoaches about their experiences and insights into how best to train and educate motorcyclists. A special thank you goes to the state administrators and their assistants who helped to coordinate these events, provided assistance with materials and equipment, and shared information about their state programs.

Here are some of the common questions and short-version responses from the 2004 Learning Centers.

Was the BRC "dumbed down" compared to the older curriculum MRC:RSS?

Of course not. The content itself matches up almost identically. What primarily changed, based on numerous requests

from the field over the years and from extensive survey and research initiatives, was the style of instruction and the incorporation of principles related to adult learning and accelerated learning processes. Further, the BRC is the centerpiece of a curriculum system (Rider Education and Training System) that in part provides multiple entry points and forms a comprehensive array of training and learning opportunities.

Where are the principles of the Basic *RiderCourse* (BRC) located?

The BRC and RETS rest on the principles of safety, adult learning, and motor skill development (SAM). The RiderCoach Guide (RCG) lists many of the fundamental principles of each of the three disciplines. Nine safety and risk principles are located on page 27, eight adult and accelerated learning principles are located on page 28, and twelve motor skill development principles are located on page 33.

Many RiderCoach Trainers spend a good deal of time during preparation courses and updates ensuring that RiderCoaches have an understanding of the principles. These principles, along with the exercise explanations in RiderCoach Guide Tab VII Range Exercises, are worth reviewing occasionally to not only gain a better understanding of the breadth and depth of the curriculum, but to develop an understanding of the hows and whys behind the action steps of the classroom units and the range exercises.

Which of the visual leads (2 second, 4 second, 12 second) is most important?

All three are important. In terms of sequence, the 2-second minimum following distance is most important because not having this distance to brake and/or swerve in an emergency makes the others moot. In terms of time and space management, the 4-second immediate path is most important because if a rider has this much time to respond to factors ahead, a collision may be avoided.

In terms of overall awareness of traffic and road conditions, the 12-second anticipated path is most important because a rider will have time to adjust to changing conditions ahead. As a point of reference, these times were developed based on research by the Highway Users Federation for Safety and Mobility in the late 1960s. An understanding and proper application of the visual leads is a key part of the overall strategy a rider should use to avoid trouble.

How long should a simulated practice take?

Not very long; and it depends! Simulated practice is a technique used frequently in the development of a motor skill. It

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Broad Interest in Advanced Training Classes

WHAT DO 3,100 recent purchasers of motorcycles of every major brand think about training? They want more and a greater variety. In an effort to get a better sense of demand for different types of training around the nation, the MSF invited a sample of consumers who had purchased motorcycles between January 1, 2001 and December 31, 2003 to complete a web-based survey about their awareness of and interest in training classes. Over 3,000 consumers ranging in age from 17 to 80 responded. The survey participants hailed from every state in the nation and represented each of the major motorcycle manufacturers. The majority of this sample (70%) considered themselves to be either “experienced” or “very experienced” riders.

In terms of the calendar, over 60% of the sample reported that they had been riding for more than ten years and have parked an average of six motorcycles in their garages—not necessarily at the same time.

The survey included questions on awareness of training and types of training in which riders would like to enroll. Nearly 90% of the sample said they were aware of a motorcycle rider training course in their area that instructs riders in proper motorcycle riding safety techniques for street motorcycles. Less than one third of that number had heard of similar training for dirt bikes, and even fewer were aware of safety training classes for scooters.

The respondents appeared to be aware of training to a high degree, but were they interested in attending a training class? Nearly 75% of the sample said they would definitely or probably be interested in a rider training course that emphasized safe motorcycle riding strategies and crash avoidance skills. When they got specific, their class preferences leaned away from the basic motorcycle skills course and headed toward more advanced fare, which is not a surprising result

for these frequent and repeat purchasers.

This experienced group responded most positively to the Experienced *RiderCourse* and also showed high interest in a braking course and an on-road course. Respondents were allowed to choose more than one option. Even those riders who considered themselves to be beginners had a high interest in the more advanced courses that focus directly on key crash-avoidance skills.

These survey results seem to support the notion that offering a wider array of training classes will help to promote the concept of continuous safety training and the value of “safety renewal” among experienced riders. To continue to meet the needs of current and prospective riders, MSF Training Systems is developing both an advanced course and an On-Road Course over the next 12–18 months.

From a delivery system perspective, increasing the number of Experienced *RiderCourses* offered to existing motorcyclists and providing a wider variety of courses is a perplexing problem. In most state programs, meeting the demand for basic training and licensing currently consumes the majority of program funds and range time whereas ERC students make up only 10% of the total students trained.

One development that is opening up spaces in the BRC and providing a product that more experienced riders want is using the ERC License Waiver course (a part of the ERC Suite) as a way for experienced riders to attain their license. This strategy opens up space in the BRC for true novices and may open up range time for a larger slate of *RiderCourses* and other training opportunities. These new courses, a small part of a comprehensive rider education system planned by MSF, will provide additional involvement for MSF-certified RiderCoaches who want to expand their range of coaching credentials. **SC**

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The information contained in this publication is offered for the benefit of those who are MSF-certified RiderCoaches, RiderCoach Trainers, and Program Administrators.

The information has been compiled from publications, interviews and observations of individuals and organizations familiar with the use of motorcycles and training. Because there are many differences in product design, riding styles, federal, state and local laws, there may be organizations and individuals who hold differing opinions. Consult your local regulatory agencies for information concerning the operation of motorcycles in your area. Although the Motorcycle Safety Foundation will continue to research, field test and publish responsible viewpoints on the subject, it disclaims any liability for the views expressed herein.

Please notify MSF of any change in your address.



Questions and Answers About the MSF Listserv

THE RIDERCOACH EMAIL Discussion Listserv is a free, open discussion, self-service tool used by the motorcycle training community to exchange ideas and information. Following are some common questions we receive regarding the Listserv.

How do I sign up to use the Listserv?

To sign up either send a blank email to msfcurriculumlist-subscribe@topica.com or sign up on the Topica website at <http://lists.topica.com/lists/msfcurriculumlist>. People who join the list using Topica.com can register for their own My Topica page, which will give them access to features including reading and posting from the web and searching MSF Listserv archives.

How do I unsubscribe to the List?

Subscribers to the MSF list can unsubscribe by clicking on the special Unsubscribe link that appears at the bottom of every message sent to your list.

Subscribers who registered with Topica.com will have a “My Topica” page, where they can remove themselves from any list using the Unsubscribe page in the Personal Options section. The third way to unsubscribe is to simply send a blank email to msfcurriculumlist-unsubscribe@topica.com.

How do I view the discussions without receiving emails?

Subscribing to the list through Topica.com allows the reader to change the subscription to “Web Only” using the pull-down menu to the right of the list name in the My Topica page.

How do I post messages on the listserv?

Registered subscribers can post to the list using the Topica.com website at <http://lists.topica.com/lists/msfcurriculumlist/read> or can post messages to the MSF list by sending an email to msfcurriculumlist@topica.com or by simply replying to the emails they receive

How do I search the Listserv Archive?

The Listserv provides a free, web-based, searchable archive for every list. Every message sent to the list is automatically added to the archive and stored there for an indefinite time.

You can read messages at any time by visiting <http://lists.topica.com/lists/msfcurriculumlist/read>.

I subscribed to the Listserv, but never received any messages. Why?

If you do not receive mail from the MSF discussion list (or if you can receive mail from the list but not post to it), your first course of action is to disable any spam blockers. The second course of action is to contact your local ISP. When a subscriber posts an email transaction on the MSF list, the flow of mail goes from the poster, to their ISP, to Topica, and finally to all the addresses on the list.

The ISP concerned may be unable to process the volume of email that Topica delivers every day, or may not (for a number of other reasons) be able to deliver or send email.

You may want to bypass these issues by subscribing to a free email provider or read the list online at the Topica website <http://lists.topica.com/lists/msfcurriculumlist/read>.

I'm leaving for vacation. What should I do?

Often a subscriber will go away on vacation and set an auto-responder to reply to all messages sent to their email address. This can wreak havoc on the discussion list because every time the auto-responder replies to the list, it creates a new message to the list, which bounces back again to activate the auto-responder, which in turn replies, and so on. This creates a mail loop that causes a huge volume of unwanted mail for all the subscribers on the list.

The list owner must either delete the subscriber or a subscriber can set their subscription to “web hold” in order to stop the loop.

For this reason, it is important for subscribers not to use auto-responders since they tend to generate large amounts of unwanted email and create unnecessary strain on list participants and also on our system resources.

You may also contact list manager Don Ankrom at dankrom@msf-usa.org for technical assistance. If you have never subscribed to the list, now is a great time to try it. **SC**

Joining the MSF Listserv

Guest article by Paula Huff, California RiderCoach

I HAVE ALWAYS believed that company “pow-wows” are a strong tool for learning, as well as helping me to be better at my job. I joined the MSF Listserv so I could gain knowledge from other RiderCoaches. I learned long ago that having only one person’s perspective as input is very limited and closed-minded. When I read about the Listserv in *Safe Cycling* (Fall 2004), I said, “That’s the ticket—I can get different points of view from other RiderCoaches across the United States.” All I would have to do is sign up and I’d be able to converse with other RiderCoaches via email.

Be careful what you ask for, you might get it. After I joined the Listserv, I had 127 emails in my inbox—cool ideas that other RiderCoaches have come up with to help the students learn what to do and what not to do.

The Listserv opened my mind and made it overflow. I learned things that I never even thought about before—like washing green range cones in a dishwasher.

The one thing I enjoy most about the Listserv is that other RiderCoaches have the same questions I do, so I don’t have to ask so many questions. There is also an archive of information so vast it covers anything you can imagine.

RiderCoaches really open up, leave no loose ends, and are not afraid to give you their opinions. If you enjoy a thought-provoking adventure regarding the BRC, the Listserv is the place to visit. You learn that there are many ways to do the same thing. Some people just read all the emails, but most give their personal input.

The biggest frustration for me regarding the Listserv is that I have to check my email more often. I don’t want to miss anything, and every so often I like to put in my two cents worth.

Time to go—my computer is saying, “You’ve got mail...” **SC**



Best Practices

THE MSF WOULD like to encourage all RiderCoaches, RiderCoach Trainers, *Dirtbike School*SM Coaches and Coach Trainers, Program Coordinators, and State Administrators to submit Best Practices that have proven beneficial when teaching or operating various components of the Rider Education and Training System (RETS). In doing so, everyone in the motorcycle training community can benefit from your experience.

If your Best Practice is published in *Safe Cycling* or on RETSORG, you will receive a \$100 gift certificate (which can be redeemed for Online Store purchases) as our way of saying thanks. All Best Practices can be found at www.retsorg.org. If you have a Best Practice that you would like to submit, please fill out an online form available from the RETSORG submission link.

The most-recent winners of \$100 gift certificates are Illinois RiderCoach William Bokina for *Chalk Diagrams* and *Brightly Colored Gloves*, and Pennsylvania RiderCoach Lisa Grossman for *RiderCoach Feedback*.

Chalk Diagrams

I use chalk diagrams as a visual aid to assist students with understanding the path of travel. Some students have a difficult time following the RiderCoach's instructions because of poor eyesight, the inability to see the small type on range cards, sun glare washing out range card surface, poor lighting as the sun sets, or worn paint markings. Students have told me that the 3' x 4' bird's eye drawing quickly helps them

to understand the path of travel.

Using chalk diagrams is most applicable for BRC Exercise 3 and up as well as all of the Experienced *RiderCourse* (ERC) exercises. I start with drawing the range corners, then the path of travel and cue cones using different colored chalk for the path of travel and boundaries. It takes about two to three minutes to do this. Children's sidewalk chalk (www.crayola.com) works the best.

Using Brightly Colored Gloves on the Range

To reduce delays on the range, provide clear communication, and increase the students' ability to see a RiderCoach's hands from a distance, I use brightly colored gloves when doing demo rides. It works with all range exercises in the BRC and ERC. I recommend orange or yellow Scotchlite gloves made by Kinco (style 909, www.kinco.com).

RiderCoach Feedback

I tally the most frequently missed questions from the knowledge test and the penalty points incurred on the range and report the results to the RiderCoaches at my site. This helps them recognize curriculum areas they may need to clarify with students, helps them become better facilitators, and gives them a way to measure improvement. **SC**



Pennsylvania
RiderCoach
Lisa Grossman.



Establishing A Password for RETSORG

THE MSF HAS recently sent over 1,000 letters to RiderCoaches asking them to update or provide their email addresses. We would like to thank those who have responded and for the compliments we've received about the site.

The first time you log into www.retsorg.org, enter your MSF ID number in *both* boxes provided. You will then be prompted to change your password for security purposes. Enter your MSF ID as your current password on the password change page.

Once you've changed your password, please review your contact information. To update your contact information, choose "Profile" from the menu bar and fill out or update your contact information. You will also be given the option to share your information with others in the training community if you want to.

To complete your recertification survey online, choose "Profile" from the main menu bar and "Self Report" from the left of the page. Please note that recertification surveys only appear three months before they are due. If you are not due

to complete a survey, a summary report will appear on the page. Completed recertification surveys will be sent to your state's coordinator or other appropriate contact for verification purposes. Recertification surveys are due every two years.

Please take a few minutes to explore the rest of RETSORG and its other new features including Best Practices, your personal certification summary, a training community calendar, RiderCoach search, and more. If you would like to submit a regional or state event to the training community calendar, forward the details to Don Ankrom (see contact info below).

Establishing a password for RETSORG is important because you are establishing a global password that will also be used to enter the new MSF online store (see *New Look for the Online Store*, page 12). The MSF is making things easier to use, eliminating the need for multiple passwords, and establishing new learning tools and lines of communication. For more information about RETSORG, the RiderCoach Profile Page, technical assistance, or if you have any suggestions as to what you would like to see on RETSORG, please contact Don Ankrom at dankrom@msf-usa.org or 949.727.3227 Ext. 3072. **SC**

Ride
with **Pride**

Always respect fellow riders and the rights of others by riding responsibly, obeying laws, keeping the noise to a reasonable level and by not hampering the enjoyment of others.





Bookshelf

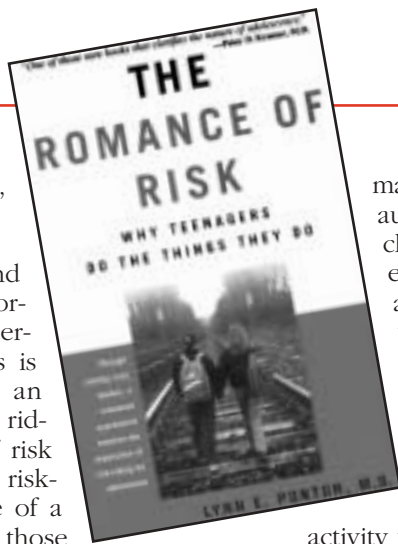
The Romance of Risk by Lynn E. Ponton, M.D. (1997); \$12.24; www.amazon.com

IN TEACHING PEOPLE to safely, skillfully, and responsibly ride a motorcycle, it is important to ensure that riders have an understanding of risks and consequences. This is generally accomplished by providing an awareness of the hazards associated with riding, encouraging a healthy acceptance of risk that includes a reflective look at personal risk-taking behavior, and encouraging the use of a process to manage overall risk—including those moment-to-moment episodes that occur in riding situations (especially at intersections and in cornering).

Risk is a double-edged sword. It is part growth and development and a way to experience the zest and vitality of day-to-day living. But it also may have a detrimental effect on the quality of life if poor choices are made. Riders are going to take risks—but how much risk is too much? How does a person know when the limits of risk or the margins of safety have been exceeded? How does a person determine whether or not taking a risk is appropriate? These are tough questions and certainly cause for pause in figuring out why riders who crash have done the things they have.

Successfully graduating from a Basic *RiderCourse* (BRC) ensures that a novice rider possesses the fundamental knowledge and skills to continue to practice and develop into a competent rider. The real test is when the new motorcyclist makes the decision that turns course performance into street behavior. Of course this has a direct connection to attitude and risk-taking.

Embedded in the motorcycling experience is a personal attitude about safety and risk. *The Romance of Risk*, while focusing on adolescent behavior, provides insight into why people take risks and provides some powerful concepts that



may help RiderCoach effectiveness. What the author discovered through her years of study and clinical experience helps us understand why riders do the things they do and how we can approach both the rider who has a healthy survival instinct and will choose to manage personal risk as well as the rider who has what some call a “death wish.”

For purposes of this review, *safety* means an ever-changing condition in which a rider attempts to minimize the risk of injury or property damage; *risk* means to engage in an activity that may lead to personal benefit but may also produce potential for injury or loss; *performance* refers to what a rider is able to do; *behavior* refers to what a rider actually does; and *attitude* is a predisposition to act or behave a certain way.

Dr. Lynn E. Ponton is a practicing clinical psychiatrist and psychoanalyst, and a professor of psychiatry. She has written for several publications and has appeared on numerous national public and private broadcasts. While the theme of Dr. Ponton’s book focuses on the adolescent’s view and experiences with risk, the connection to motorcycling is striking. The thrill and sensations of the fledgling motorcyclist are somewhat adolescent-like in that a person, no matter what age, is embarking on a new journey. And this journey has all the passion, angst, and risk of any new adventure.

The Romance of Risk begins with the premise that people, especially adolescents, are going to take risks—it is part of our culture: “We are not a culture that has ever been informed by the idea of carefully assessing risks before taking them; after all, risk assessment seeks to limit a certain kind of unbridled behavior and so runs counter to many of our myths about ourselves and our history.” Risk-taking is powerfully attractive and offers a romance that “boring” lives do not have.

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DirtBike SchoolSM Update

THE *DIRTBIKE SCHOOL*’s website (DirtBikeSchool.com) will have a makeover in 2005. There will be more enrollment information, more DBS Retailer Operated Course (DBSROC) information, and an easier way of finding class locations. The intent is to have a complete resource for students and parents. If there is anything you’d like to see on the site, email your ideas to lblodeau@msf-usa.org.

We are scheduled to attend the *Cycle World* International Motorcycle Shows which run nationwide for the 2004–2005 season. We will be there answering questions and giving out information at the Kid’s Cycle Center, which is a mini version of the show designed for kids. They get the opportunity to try on gear and check out machines that fit their size. After attending the first show in San Mateo, California, we received confirmation of interest in DBS as we gave out more infor-

THE MSF



SCHOOLSM

mation and were kept busy answering questions. The most commonly asked questions were regarding availability of bikes and gear to students.

DBSROC continues to grow with inquiries and enrollments coming in daily. As of November 2004, we have 41 DBSROC Providers in place and several in the works for 2005. A survey was sent out in December to all DBSROC Providers requesting details about what is working in their program and what isn’t. This information will be used to provide better support to existing Providers, and to help new Providers who are just getting started.

The MSF has added a position to handle all DBS operations and course scheduling. Direct your questions to Lisa Bilodeau in DBS Operations at 888.OFF.HWY1 (888.633.4991) or email dbsadmin@msf-usa.org. **SC**



Grant Awarded to Implement NAMS Recommendations

APPPLICATIONS FOR SMALL-AWARD grants are still being accepted by the MSF in response to our effort to stimulate implementation of the recommendations outlined in the National Agenda for Motorcycle Safety (NAMS). In this quarter, one grant has been awarded bringing the total to 16 since we began accepting applications in 2003.

The grant was awarded to Accident Scene Management, Inc. (ASCI) in Waukesha, Wisconsin. ASCI is an organization that provides curricula and training for qualified instructors to teach motorcyclists how to provide assistance in the event of a motorcycle accident. They received funds to conduct a survey of motorcyclists and EMTs who have been trained in Motorcycle Specific Trauma in order to determine the effectiveness of this program. Survey questions include:

- Did the student use any of the information learned since taking the class?
- If so, did he/she think the increased knowledge helped him to be able to assist at the scene?
- Did he/she take actions at the scene to prevent further injury to any bystanders that were injured?

- Did drugs or alcohol appear to be a factor in the crash?
 - Did the participant feel the information learned was valuable?
 - Did he seek further education (like motorcycle rider education or a CPR class)?
 - Did taking the class cause him to change any of his riding habits such as clothing, riding style, or awareness?
 - Would he recommend the course to other motorcyclists?
- The study is planned to take one year to complete.

The MSF is interested in reviewing proposals that address any of the 82 recommendations in NAMS. Any person, organization, or business may submit an application at any time for any dollar amount, but generally award amounts will range from \$1,000 to \$10,000.

To view the NAMS document or to download an application for a grant, visit www.msf-usa.org. The NAMS document can be accessed from the MSF News page and an application is available from the Library/Safety Tips page (or by contacting Ken Glaser at 949.727.3227 Ext. 3011 or kglaser@msf-usa.org). Help make a difference in motorcycle safety beyond motorcycle training. **SC**

2004 Learning Centers Recap (cont. from page 1)

is an accelerated learning concept that increases the understanding of what the muscles will feel when a skill is developed or refined. A simulated practice is a static, engine-off activity to help a rider feel and sense what is new or unique in a new skill. It is not necessarily designed to teach procedures, but rather to emphasize what is new to the riding task in terms of muscle movement and feeling.

A simulated practice shouldn't take more than a minute because an entire skill isn't being taught and riders have already experienced most of the motor skill inputs necessary to achieve the skill. Of course simulated practice may also be a great remedial activity for a novice who doesn't quite understand the skill or technique. For timid novices, taking more time in the simulated practices may prove beneficial and help riders gain skills even more effectively and efficiently.

Why are there repeated splits in the BRC?

Repeated splits are used to accelerate learning in two of the more important aspects of motorcycling, namely cornering and countersteering. In fact, using repeated splits in other exercises is a good remedial activity. For a rider to experience a new motor activity, then watch others while being coached, and repeat the activity again, really drives home achieving the objective and acquiring the skill.

In designing the BRC, the question was asked: "Where should repeated splits be used?" Because effective cornering techniques are vital to skill development as well as range and road safety, a repeated split in Exercise 7, Cornering, was necessary.

Another critical skill for riding and crash avoidance is countersteering. So in Exercise 11, Pressing to Initiate Lean, a repeated split is used again. The first session of this exercise doesn't need to be conducted very long—just until the riders acknowledge they've felt the countersteer. Then it's time to move to the second session where riders get to practice and develop at a deeper level the skill of countersteering.

It's interesting to note that in the development of the BRC, efforts were made to have Exercise 11 earlier in the curriculum to "teach" counter-steering. But testing showed that typical novice speeds were not adequate and many riders weren't ready to experience the technique in a meaningful way at an earlier point in the curricular sequence.

Why is there a range exercise called "Skills Practice?"

Exercise 17, Skills Practice, is the capstone exercise of the BRC. This means that the exercise is used to bring as many important skills as possible together into one exercise. The question was asked in the development phase of the BRC: "If we could have one exercise with which to leave riders, what would it be?" The answer was crash avoidance skills. So in the space of typical range dimensions, what exercise configuration could best provide the opportunity to practice and develop those critical crash avoidance skills. It was decided to use braking and swerving primarily and add whatever might help riders with their skill development. Some RiderCoaches call this exercise "Skills Test Practice." That is not what it is, but it made sense from a range management standpoint to have the paths of travel for the skill test match up with the last exercise in the curriculum.

In the Slow-Look-Press-Roll sequence, why do we encourage press before roll?

It is safer to press and initiate lean before rolling on the throttle. The cornering sequence is what experts in the motor skills development field call a "continuous skill," meaning it is difficult to separate the timing of some of the fine motor skill inputs that are used. Pressing before rolling is safer because the lean and turn are initiated before any throttle or power is applied. Applying throttle first would increase speed and require more pressure to initiate the lean, and could in

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Enhancing Awareness

SINCE JANUARY 2004, RiderCoaches, DirtBike Coaches, and MSF staff have enhanced motorcycle safety program awareness and motorist awareness by setting up information booths, distributing *RiderCourse* and *DirtBike School* materials, and demonstrating RETS modules including *Riding Straight*, *Group Ride*, and *Common Road* at over 20 motorcycle and safety-related public events nationwide. These events include:

February

- Indianapolis Motorcycle Expo, Indianapolis, IN

March

- LifeSavers Conference, San Diego, CA
- AMA Super Bike Championships, Barber Motorsports Park, Birmingham, AL

May through June

- Rockefeller Center Motorcycle Show, NYC

June

- Honda Hoot, Knoxville, TN

July

- Honda Homecoming, Marysville, OH

August

- The National Association of State Motorcycle Safety Administrators Safety Conference, NC
- Dr. Wong Safety Day, San Francisco, CA

September

- Kawasaki Dealer Meeting, San Diego, CA
- BiketoberWest, Borona Casino, CA

October

- Cruise 4 Kids Ride, Studio City, CA
- UCLA Transportation Fair, Los Angeles, CA
- DirtExpo, Las Vegas, NV

November

- 24th Annual *Cycle World* International Motorcycle Show, San Francisco, CA
- 24th Annual *Cycle World* International Motorcycle Show, Dallas, TX
- 21st Annual Love Ride, Valencia, CA
- MotoBusiness Expo, Las Vegas, NV

December

- 24th Annual *Cycle World* International Motorcycle Show, Long Beach, CA
- 24th Annual *Cycle World* International Motorcycle Show, Seattle, WA
- 24th Annual *Cycle World* International Motorcycle Show, Denver, CO

Over 100,000 people visited MSF information booths this year and the public response at these events was overwhelmingly positive. If you are interested in distributing information about your site or motorcycle safety at a local event or school in your area, the MSF will provide MSF brochures, safety materials, and RETS products at no charge. For more information contact Kimberly Sanders at 949.727.3227 Ext. 3056 . **SC**

Bookshelf (cont. from page 5)

Taking risks causes growth. Ponton notes that frequent risk-taking is considered to be a normal, healthy, developmental behavior. It is during initial learning and beginning experiences that a lot of novices experiment with many aspects of riding and take on new challenges, testing out how things fit together and using first-hand results and feedback to define and shape their motorcycling selves.

Risk-taking must be placed in a developmental framework in order to see it for the vital tool that it is. As we coach in the classroom and on the range, it's difficult to address risk directly without seeming to be a surrogate parent or "safety-crat." It's been said that attitudes are "caught, not taught." A powerful feature of the BRC (and the entire spectrum of the MSF Rider Education and Training System) is that the learner-centered structure allows attitudinal development to be a central thread that can take advantage of those frequent learning moments when the right question (one that causes pause and reflection about personal safety and risk taking) can be posed. Opportunities occur in both classroom activities and during the range exercises and can be tailored to individual needs.

In the final analysis, a good risk taker may be defined as a survivor. A good risk taker is not the person who avoids risk, but rather an individual who can enjoy the greatest benefits at the lowest possible risk and cost (both physical and psychological). He is the person who chooses to take risks only

after weighing the consequences. The overall goal is to minimize risk and control hazards to maximize the quality of people's lives. The expected outcome is a good and happy life, or at least a satisfactory existence. That's why it's so important to have each RiderCourse participant understand personal and motorcycle capabilities and limitations.

What might be the most powerful concept in *The Romance of Risk* is the notion that in learning how to assess risks and make reasonable choices, we begin to realize just how much control we have over our own lives: "Risk-taking becomes more than romance then; it becomes a vital tool..." The implication for RiderCoaches is to take advantage of opportunities that ignite the spark where a rider comes to understand the euphoric effects of personal control in making safe decisions and acquires the value of making smart choices to live to ride another day.

Although the majority of Dr. Ponton's book consists of 15 case studies in adolescent behavior, the lessons and principles of risk-taking apply directly to rider risk-taking. Reviewing *The Romance of Risk* could help RiderCoaches better understand that taking risks is a natural part of growth and a normal way to test personal mettle. By taking risks and learning new things, people are also learning to define themselves. Reviewing the case studies provides insight into what some people are thinking when they consider risk-taking decisions. **SC**



IN DECEMBER 2003, the MSF was awarded the 2004/2005 state contract to administer motorcycle training for the California Motorcyclist Safety Program (CMSP). In addition to the new California program, the MSF is under contract to administer state motorcycle training programs in New Mexico, Pennsylvania, and West Virginia.

Since January 1, 2004, the MSF has updated 356 CMSP RiderCoaches to the Basic *RiderCourse* curriculum, trained 114 new RiderCoaches, painted 63 ranges, and conducted more than 50 Quality Assurance Visits. From January 1 through September 30 the CMSP toll-free information line took over 36,000 incoming calls.

Materials distributed year to date include 62,320 *RiderCourse* brochures, 76,010 *How To Get Your California Motorcycle License* brochures, 28,265 4" x 4" *RiderCourse* information cards, 4,534 *RiderCourse* posters, and 3,475 motorcyclist awareness posters that have been sent to training sites, sponsors, DMVs, universities, state college campuses, and high school campuses.



CMSP California Motorcyclist Safety Program

Perhaps most important of all, from January 1 through October 30 the CMSP sponsors—along with all the hard-working site managers and over 600 CMSP RiderCoaches—trained

over 44,000 riders, including nearly 6,000 riders under the age of 21. The forecasted training total for 2004 is over 45,000 students.

In October the CMSP Professional Development Workshop (PDW) series took place. In four separate meetings, MSF staff dedicated to CMSP updated nearly 500 RiderCoaches on administration, curriculum, and quality assurance issues. Key highlights included overwhelmingly positive student reviews and high training numbers.

A significant part of the PDWs was devoted to open questions and answers between CMSP RiderCoaches and Dr. Ray Ochs, Director of Training Systems. The CMSP RiderCoaches were impressive not only in their grasp of the principles and underpinnings of the BRC, but also in their commitment to providing the students with the best possible learning experience and training. **SC**

2004 Learning Centers Recap (cont. from page 6)

essence cause a motorcyclist to “go wide” in a curve. For novice riders it is better to emphasize a continuous skill sequence that would make appropriate cornering more likely.

How were the riding times for the range exercises determined?

Riding times for each exercise were based on the average time it took for riders in a typical novice class to achieve the objective and have time to continue to practice and develop. The times on the range cards are generally +/- five minutes from what field testing showed.

How was it determined where to place the coaching positions on the range cards?

RiderCoach positions on the range cards were placed where RiderCoaches during the field-testing spent most of their time. Some RiderCoaches (and developers) had different ideas as to the best spot, but there is no best spot. Having single-spot standing areas would make it easier to evaluate a RiderCoach, but it wouldn't necessarily be better for student safety and learning. This is why RiderCoaches have some latitude in choosing the best place to be. Of course they should always be in a position to manage range safety and evaluate the riders—a shared responsibility in those cases where two RiderCoaches are conducting the riding exercises.

May the range exercises be conducted before the classroom units?

Yes, as long as the important introductory information and paperwork is completed, including student signatures on the waiver. Motor skills development does not require up-front classroom activities. During the development of the BRC, experts were asked if the range work could stand alone with-

out classroom. The response was that as long as no important safety information or procedures are missing that would put novices in jeopardy, learning to ride a motorcycle could indeed occur on the range first. Some programs that have been using this format, mainly due to weather issues, have found it to be a workable arrangement. The dynamic in the classroom may change a little as more details will surface because riders now have some first-hand experience from which to draw.

How is Search-Evaluate-Execute (SEE) used in coaching?

SEE may be considered a decision-making process, and RiderCoaches have decisions and judgments to make all the time. Generally, range management comes first (S—Safe) and evaluation/coaching second (E—Effective). A well-managed range (E—Efficient) will lead to better coaching opportunities and improves skill development for riders. A complete explanation of this was provided in a *Safe Cycling* article (Volume 22, #1, Fall 2002). That article can be viewed (and downloaded) in the RETSORG library.

Let's look at a couple of key points here for emphasis. There are five primary skills in riding a motorcycle: clutch/throttle control, straight-line riding, stopping, turning, and shifting. Quality coaching requires that a RiderCoach ensure that riders are getting what motor skill development experts call “knowledge of results.” Riders gain feedback/knowledge of these results in three ways: 1) proprioceptively in their tendons and muscles, 2) kinesthetically/perceptively in their observation about their path of travel and use of techniques, and 3) augmentation by a RiderCoach.

When a RiderCoach provides non-verbal and verbal feedback, it is important to know the primary cause of a riding
continued on next page



RiderCoach Trainer Preparation Course Completed

THE MOST RECENT MSF RiderCoach Trainer Preparation course was completed on October 12, 2004 at the home site of the Kentucky Motorcycle Program. Added to the illustrious corps of RiderCoach Trainers were ten hardy souls who enjoyed the changing fall colors along the banks of the Kentucky River. Hosting the event was the Traffic Safety Institute at Eastern Kentucky University, which provided outstanding classroom and range facilities. Classroom activities were conducted at the modern Law Enforcement Complex, and range activities were completed on the adjacent seven-acre driving range that has two fully painted Basic *RiderCourse* (BRC) ranges and ERC Suite ranges (and even a separate ScooterSchool range).

The primary trainers for MSF included Jack Heric from the Virginia motorcycle program, Wayne Steele from the Kentucky motorcycle program, and Lynne Vandewater from the New York State program. The Traffic Safety Institute proved to be a hospitable host with energetic and accommodating university staff members David Little, Evelyn Mynes, Mary Pat Dominguez, and Be-Linda Eggleston. Also

RiderCoach Trainer	City, State
David Clark	Logan, Utah
Tim Cody	Hindman, Kentucky
Lane Craven	Louisville, Kentucky
Dennis Harney	Norristown, Pennsylvania
Jennifer Hooper	Plantation, Florida
Robert McGaffin	AOP, AE, Germany
Celine Nista	Pittsburgh, Pennsylvania
Wade Prater	Snow Hill, North Carolina
Carlos Ramos	Lewisburg, Pennsylvania
Mike Wisniewski	Fairfax Station, Virginia

in attendance to provide moral support and gain some professional development time were RiderCoach Trainers Dave Hepburn and Dennis Phillips from the Virginia motorcycle program and Dave Surgenor from the Pennsylvania motorcycle program.

The next RiderCoach Trainer Preparation course is tentatively scheduled at the same location from May 12–22, 2005. The MSF will accept applications from qualified, experienced RiderCoaches in areas of the country that need trainers. Submission of an application does not guarantee enrollment, as candidates are chosen using multiple criteria, not the least of which includes such requirements as significant *RiderCourse* experience, demonstrated excellence as a RiderCoach, recommendations from key stakeholders including state administrators, demand for RiderCoach Preparation courses in the state and/or regional geographic area, and availability to conduct RiderCoach Preparation courses.

For more information or to receive a RiderCoach Trainer Application Form, contact Aubrey Day in Training Systems at aday@msf-usa.org. For details about the RiderCoach Trainer Certification System, visit www.msf-usa.org. **SC**

error or what technique needs to be emphasized. Riding errors can fall into one of three categories: 1) perceptual error when a rider perhaps did not see or understand the path of travel or technique accurately, 2) decision error where a rider used too much or too little input or perhaps an incorrect input, and 3) motor skill error where muscles were not providing properly coordinated, timely inputs. A RiderCoach should be able to identify the category of error and coach to correct for improvement.

Why aren't there specific directions on how to coach every rider?

Coaching may change from class to class and rider to rider—it's not one-size-fits-all. RiderCoaches should know what all riders need to be good and skillful riders (from their riding experience, personal reading and observation, and from preparation in a RiderCoach Preparation course). But it's more important to know what each particular rider needs at a particular skill level or stage of development. Some riders may only need encouragement while other riders may need more direct, rider-specific coaching. Effective coaching means considering each rider and considering the motor skill principle that over-coaching inhibits skill development.

I've always heard that "wheels in motion" is a good thing. Why do we spend so much time at lower speeds?

Since we are in a parking lot and using small motorcycles, speeds won't be all that high. Although the speeds we use are fast to novices, we are primarily just laying down the fundamentals so they can continue to practice safely and skillfully once they complete the course. In developing the BRC, the quality of miles was more important than total miles traveled.

If mileage were an indicator of quality in and of itself, BRC participants would spend lots of time riding the perimeter.

Let's refer to motor skill principles again. It's accuracy first, with speed coming naturally later. Most people would agree that it's pretty easy to ride at speed when all one has to do is move the throttle and press the handgrips. But the BRC is more about how people learn in a safe environment than keeping the wheels in motion. Control of a motorcycle is paramount and that's what we want to transfer to the street. So the BRC emphasizes lots of basic manipulation and mixes basic skills maneuvers with higher speed skills that are important for skill development and safety.

Also, after completing the BRC, riders may enroll in the ERC Suite Skills Practice *RiderCourse*. This is where they can practice and develop their skills further either on a training motorcycle or on their own motorcycle.

Is it okay to remove cones for the pause-n-go in Exercise 6, Controls-Skills Practice, so riders don't get backed up?

No, the cones should not be removed. It's okay for riders to get backed up. They have the skill to handle it (if previous exercise objectives have been met), and this is part of a natural occurrence riders will have when in traffic. This is early on in the range exercises and basic, low-speed skill and control needs to be practiced. Having plenty of low-speed manipulation and control adjustment is good, and this is even better when it can be combined with using SEE to mix well in "traffic" on the range.

How does a rider know if he or she is stopping quickly in Exercise 9, Stopping Quickly?

There are three ways: feeling from the inputs and forces
continued on page 11



Participate on the Listserv and Learn

Guest article by Will Safford, New York RiderCoach

THE MSF LISTSERV is a powerful resource available to RiderCoaches. Those of us who participate in this cooperative learning community can ask questions, supply responses, network, learn more about programs in other parts of the country or even the world, and socialize. It is like a giant “brain trust” that can be triggered by just one message.

One such recent discussion concerned BRC Exercise 4. The cards read, “As you approach the stop point, shift to 1st gear and stop between last set of cones.” This seemingly simple set of instructions set off a long series of posts, as RiderCoaches shared various interpretations of how to implement Exercise 4 in a safe, effective, and efficient way.

One coach opined: “[Y]ou aren’t teaching a braking sequence in Exercise 4—you are training a proper upshift and downshift. If you demand brake, clutch, downshift (BCD) rather than coach, are you allowing individual learning to take place?”

Another coach rejoined: “The title of Exercise 4 is shifting *and stopping*. To me, that means we’re doing both, not *just* shifting. I still can’t find anything in the book or range cards that specifies either shifting first or braking first. That being the case, why should we assume that it should be done any way other than BCD?”

Still another RiderCoach put forward: “I’m wondering if anyone has mentioned yet that the reason behind the sequence as stated on the range cards for Exercise 4 is *safety*. Novices are at speed (2nd gear) for the first time in this exercise and they’re combining a number of movements; having the clutch squeezed in early provides an additional increment of safety.”

Here is my response (slightly edited): In BRC Exercise 2, part 3, I’m delighted if the student brings the motorcycle to a stop upright and still on the range. In Evaluation 3, the MSF expects the student to meet its braking criteria: stop within the standard distance, downshift to first gear, etc. In between these two events, the student needs to teach himself how to brake effectively. This occurs in stages. Let us look at the big picture.

In Exercise 1, each student learns where the brakes are and gets to practice using the front brake. In Exercise 2, the student gets some practice using first the front brake and the clutch (part 2), then both brakes and the clutch (part 3). The student tends to self-correct—perhaps after experiencing stalling, an early stop with wobbling, or both—and begins to use the clutch and brakes roughly at the same time. If needed, a well-timed comment from a coach can help with this process.

In Exercise 3, the student gains much more practice using both brakes and the clutch, augmented by RiderCoach feedback. In part 1, the student may not even ease the clutch all of the way out of the friction zone before braking and squeezing in the clutch for each stop. In part 2, of course, the student will do so, again tending to use the brakes and the clutch roughly simultaneously.

In Exercise 4, there is only one new skill added to the braking: downshifting (ignoring for the moment the other

parts of the exercise). The student already has a feel for the braking and clutch sequence from the previous exercises, but may feel intimidated by the shifting; so it’s not so bad if, for the time being, the student performs these skills a bit out of what will ultimately be the final sequence.

I do not expressly *teach* (I’m using that word on purpose) the students a specific sequence. Instead, I read the cards, demo it using the proper sequence, then let each student sort it out for himself. Later in the exercise, if I see that the student is doing everything else well, I might coach him/her to try to use the brakes and clutch simultaneously, giving just a bit of coaching to establish the ‘BCD’ sequence, if every other element of braking is in good shape. If the skills are not in place yet, I let him/her continue to practice, adding a bit of coaching if and when necessary.

As I wrote in a subsequent message, “The cards do not say, ‘use both brakes, squeeze the clutch, and downshift to first gear,’ or any verbiage to that effect.” When I first saw the BRC cards, at the Florida Learning Center in March 2001, I thought that the verbiage in Exercise 4 was an error or oversight. I now realize that Exercise 4 is worded as it is on purpose. There is plenty of time later in the course to establish the skills employed in performing a quick stop. Other skills are addressed in Exercise 4.

In the old MRC:RSS, we instructors once had a specific script to follow, both on the range and in the classroom. When the BRC supplanted the MRC:RSS, a new learning paradigm was introduced to the instructor corps: that of student-centric learning. No longer do we coaches have to follow a regimented script; now, we have much greater latitude to adapt our coaching styles to the students’ needs. This, however, does not mean that anything goes; to the contrary, the MSF has set boundaries, both general and specific, that we must follow. For example, we cannot change the order of range exercises, or skip exercises, or rewrite exercises. But where do boundaries end, and where does our discretion begin? When does one person’s “safe, effective, efficient” become a deviation from the curriculum or MSF guidelines? Absent rigid rules, we must deduce these answers for ourselves. These questions, and more, are discussed online.

Learner-centric skills are as applicable to us RiderCoaches as they are to our students. We, are also learners and not automata—we learn with each course, through self correction and augmented feedback, as we participate on the Listserv. **SC**

Note from MSF Staff: *Some people on the Listserv wonder why the MSF staff does not weigh in more frequently with the “right answer.” Our experience is that when questions or concerns are raised, the resourceful contributors to the Listserv throw out comments, consider each others’ opinions, and, nearly always, present each other with a well-thought out answer based on the BRC principles. Just as the BRC embraces a learner-centered format, the Listserv is a RiderCoach-centered communication forum.*

MSF Staff Update

IN MSF TRAINING Systems, Aubre Day is replacing Vila Day who is moving on to more important life challenges—she’s expecting her second child.

Aubre has almost ten years of experience in project man-

agement and account administration for companies such as Hot Topic Corporate, Lucky 13 Apparel, and Nordstrom. Aubre holds a Bachelor of Science degree in Biology with a Business Marketing Minor from California State University, Long Beach. **SC**



NEARLY EVERY STATE legislature had adjourned prior to the November elections, many having left their respective capitols months before. The U.S. Congress, unable to finish its business, recessed for the elections but was forced to return two weeks thereafter for a lame duck session to pass the appropriations measures necessary to keep the government functioning. The mammoth \$388.4 billion, 1,689-page omnibus funding legislation was passed on November 20.

No final action was taken by Congress this year on the reauthorization of the Transportation Equity Act for the 21st Century (TEA-21), which funds the nation's highway programs. In September the Act was simply extended, for the fifth time, until May 31, 2005. Both the House and Senate have passed their own versions of the legislation and differences between the two remain to be ironed out in 2005. Both versions contain a provision for a motorcycle crash causation study and additionally, the House version includes provisions that establish a Motorcyclist Advisory Council to

coordinate with and advise the Federal Highway Administration on infrastructure issues and that provide grants to states based on implementation of programs to reduce motorcycle crashes.

The 2004 state legislative landscape was little different than past years in that well over 124,353 bills were introduced in state legislatures with 26,170 of them being enacted into law. MSF staff sifted through the morass to find those impacting motorcycle safety. Significant state bill introductions as well as those laws which were enacted have been reported throughout the year in *Safe Cycling*.

As the 2005 state legislatures loom on the horizon, the MSF will be keeping a close watch on the legislatures to ensure that the importance of motorcycle safety is on legislators' radar screens. If you hear of any threats to your state motorcycle safety programs or of any motorcycle safety-related initiatives in your state, let us know. We will act to protect the funding of state-operated programs. **SC**

2004 Learning Centers Recap (cont. from page 9)

from stopping; riders can see they have stopped short, particularly if they can use the second set of cones that make up the chute; and coaching from the RiderCoach, who has to determine the quality of the stop from the rider's approach speed, brake lever usage, fork compression, and of course, distance it took to stop.

What is a good warm-up activity for beginning Exercise 10, Limited-Space Maneuvers, on Day 2?

There are several, and some suggestions are provided in the Best Practices section in RETSORG. Some RiderCoaches like to use rocking in place. Others set up the offset weaves and clutch control lanes (from Exercise 6). It is important to not "warm up" by just having the class ride the perimeter. Manipulating the controls is what is important about warming up (warming up the muscles, so to speak). One reason Day 2 starts out with a low-speed, manipulative exercise is to ensure control first, speed second. Basic control must be reinforced and demonstrated before speeds are increased. An issue here is overall rider control and safety.

Is it okay in Exercise 15, Obstacles and Lane Changes, to run it as a circuit?

No. There are reasons to have riders stop after completing a lane change. Stopping not only provides more manipulation of the controls and is a prime opportunity to coach, but it also helps to manage the path of travel, speed, and spacing for range safety purposes. This is another example of using exercise procedures to assure range safety rather than opting for "wheels in motion." Running this exercise as a circuit—letting riders continue to the offset weave without stopping—tends to cause the entire class to increase their speed and get sloppy with their techniques. This same need-to-stop also applies to Exercise 16, Avoiding Hazards, as it helps riders follow proper procedures when they are practicing the swerve in Exercise 17, Skills Practice.

Why is there no indoor classroom for the ERC?

There is no classroom because our research and surveys clearly showed that more riders would enroll if there were more riding and less classroom time. The design feature is to emphasize riding while still conveying important safety concepts. Plus the design of the ERC Suite *RiderCourses* (ERC Suite) allows RiderCoaches to tailor the on-range discussions to more appropriately and more meaningfully meet riders' needs. Practicing the range exercises and incorporating short but targeted safety discussions has proven to be beneficial according to reports from around the country. Riders not only have compared the new ERC Suite favorably to the former edition, but have indicated they are more likely to recommend the course to others as well as repeat it again themselves (safety renewal!).

An additional benefit for programs is that although topics generally stay the same, as noted in the Classroom Cards information may be changed from class to class due to rider skill levels, motivation, and experiences. This again relates to developing a total curriculum and Rider Education and Training System that is not one-size-fits-all, but rather well-structured, yet flexible to improve the safety and skill of all motorcyclists. A more technical classroom component is in the works that can be offered as a separate stand-alone module.

Sometimes we teach the BRC to riders who use their own motorcycles, and some are over 500 cc. What dimension should we use in the skill test for the U-turn box?

It is appropriate to use the size of the U-turn box in the ERC Suite (70' by 24') for the skill test for motorcycles that equal or exceed a 500 cc engine displacement. (For motorcycles under 500 cc, the standard BRC U-turn dimension of 60' by 20' is appropriate.) The MSF is testing various larger motorcycles to ensure appropriate dimensions for a redesigned licensing skill test. Watch for upcoming reports in 2005.

A more complete listing of 2004 Learning Center questions is located in RETSORG. **SC**



New Look for the Online Store

THE MSF'S BRAND new online store is now open for business. Some of the new features include:

- New look and feel
- No registration required for business customers
- Use of your RETSORG password for the new Online Store
- Simple navigation and search
- Real-time shipping cost estimates prior to checkout
- New solid and reliable website environment

To log in as a business customer (MSF RiderCoach, RiderCoach Trainer, DBS Coach, Sponsor, etc.) go to



<https://store.msf-usa.org> and enter your MSF ID and password you established in the new RETSORG.ORG site. The Online Store will know who you are and will grant you access to curriculum products not available to the public and appropriate to your training needs.

If you have not yet established a new password for RETSORG.ORG, see page 4. The password you chose for RETSORG will also be your password for the MSF online store.

If you need technical assistance or have any questions about RETSORG or the Online Store, please contact Don Ankrom at dankrom@msf-usa.org. **SC**



MSF Online Store

TO ORDER ANY of these official MSF products, visit the MSF Online Store at www.msf-usa.org or call 949.727.3227, Ext. 3023.

Baseball Cap

You'll be highly visible when you wear this power-red MSF cap on the range. Made of 100% machine-washable cotton, the cap features a black embroidered MSF logo in front, six air holes on top for maximum head venting, a 2.75" bill for maximum eye shading, and size adjustability via a comfortable Velcro strap in back. \$15.



Two-Tone Range Jacket

Designed with style as well as comfort and versatility in mind, this new MSF range jacket comes in two-tone (red-and-black), breathable, waterproof textile that is fully washable. It features an attractive MSF logo embroidered in front and has many more features than other jackets of comparable price.

Offering full protection against wind and rain, the jacket's front zipper is covered by a waterproof flap held firmly in place via Velcro® strips. The priest-like collar keeps moisture and cold from entering the neck area while maintaining com-

fort via a lining of soft black corduroy. On warmer days, the collar is held open by snaps.

Inside, an interior mesh lining allows moisture to wick away from your body keeping you cool and dry while the breathable waterproof exterior protects you against the elements. The waist is fully adjustable via elastic cords sewn into the interior of the jacket and Velcro-adjustable wrist cuffs keep air from flowing up your arms.

What's that you say? Pockets? There are plenty of those. Your valuables are kept dry and secure in two front zippered pockets or a monstrous, 18" wide by 9" deep fanny pocket—all of which are protected by rain flaps held securely in place by Velcro stripping. There are two hand-warmer pockets too that come in handy for storing items you want to reach in a hurry, like your range cards.

On warm days, two 11" front vents, two 10" sleeve vents, two 8" hips vents, and two 15" back vents help keep you cool. And when you reach your destination, you can remove your riding gear and zip off the sleeves for a whole new look. Sizes S-XXXL; \$69. **SC**

