GENERAL METHODS OF TEACHING SCOUT PILOTS.

This Squadron has been temporarily transformed into a school for teaching the methods of instruction in flying which are set forth below. Some may think them heterodox, but most, it is thought, will consider them quite normal, and indeed rather old-fashioned.

The chief thing is dual control. Dual control has been employed here to teach every possible manœuvre, including flying in a wind, landing and getting off across wind,

spinning, etc.

The next and most important thing is that quite half the dual control that is given is administered after the pupil has gone off alone, as unless a learner has practised doing a given thing, such as turning a good deal, he will not appreciate the details that are shown him.

In this way, bad habits are corrected before they have

time to get fixed.

The next thing is that as far as possible advanced pupils have been allowed to fly exactly as they chose, their experiments being limited only by the state of their own nerve. This has not been found to increase the number of casualties.

The instructors have been teaching always from the passenger's seat, so that the pupil has not had to experience an embarrassing change of seat either just before his first solo or at any other time.

In this way the instructor has, of course, been deprived of instruments, but I take it that a flyer who could not do without instruments would have less to teach than to learn.

The object in view throughout has been to teach pupils how to get out of all the various difficulties which one may get into in flying, by means of dual control. The object has been not to prevent flyers from getting into difficulties or dangers, but to show them how to get out of them satisfactorily, and having done so, to make them go and repeat the process alone. If the pupil considers this dangerous, let him find some other employment as, whatever risks I ask him to run here, he will have to run a hundred times as much when he gets to France. How can a young officer be expected to do very much in France if, during the whole of his training in England he has been told of nothing but what it is considered dangerous to do in flying? As most of the supposed dangers are not dangerous at all, but both easy and pleasant, it would seem a simple matter for the pupil to be taught, chiefly by example, to be frightened of nothing connected with flying on this side of the lines.

(13444.) Wt. W 9461-G 10056, 500, 10/17. D&S. G. 2, P 17/781(2).

DETAILED METHODS OF INSTRUCTION.

question of first taking hun up nage encoged.

I am giving the system and will simplify matters, if and the property of the pr

what effect they have from a quantitative point of view, and also to overcome the fear of pushing the controls really hard that most beginners very naturally have. I make them do this without much regard to the position that the machine adopts, and do not get them out of their difficulties unless absolutely

one do not get men out of their dimensions of the control.—In my opinion it is most important that pupils should realize that it is very often accessary to put the controls to full lock. I have often noticed, not only from the ground but when doing dual the very element of the controls to full lock. I have often noticed, not only from the ground but when doing dual they want, they let the matter go, I am convinced that half the spinning accidents are due to this; also most of the slewing on the ground when laading and tasying, and also the dangerous practices of leaving the ground in an unintentional pupils that the effect of the rudder is halved the moment the engine is turned off, and that then as one glides more and more slowly (as in landing) the effect of a given amount of A good pilot, who does not have to leach, generally has not noticed these and similar things, as he makes the proper corrections instinctively. Probably he, even, would have learnt a fring sense to develop.

When my pupil has done a certain amount of this we proceed

When my pupil has doire a certain amount of this we proceed

10— Turning.—A card has been put in the pupil's seat of all

ch. machines with this on it:—

To the seat of all

ch. machines with this on it:—

To the seat of all

ch. machines with this on it:—

To the seat of all

ch. machines with this on it:—

To the seat of all

ch. seat of all

analysis of what everybody does when they turn.

(8) Turnings.—First. I ask the pupil to do a few turns by
the light of nature. These generally end in a noise dive. I
then show him how to turn by means of the card which he has
before him and which he is supposed to have already read,
way, holding up one, two and three fingers as we get to each
part of the programme.

I has already been pointed out to him that No. 1 starts
you turning, No. 2 keeps you turning, and No. 3 stops the
turn.

In showing him how to turn, I keep a long time on No. 3 so that he may see that, once the right potter of the controls has been found, the meta-scriping the property of the controls has been found, the meta-scriping the property of the controls have been found, the meta-scriping Likewise, when he comes to the control of the control of

I find that the signals already described are particularly useful at this stage, especially the one for the use of the elevator, as the spearal tendency to land to fast can be prevented by beckening for the stick to be pulled back. The proposed of the stage of the

End of preliminary dual control.

End of preliminary dual control.

(14) With this system I find that pupils generally dy and lead extra the property of the pro

Among other things, when there is time, we go about fairly low (about 90 feet) and I keep switching off the engine in the control of the cont

quietly. Being done away from the subowind's blowing without the grant of the control of the con

9

I find that with about half an hour's dual control is all that is usually necessary to make certain of not having a smash. In spite of every care there have been a certain since of a small control is all that is a small property of the small

GENERAL CONSIDERATIONS.

GENERAL CONSIDERATIONS.

From whith has been read of this paper and from that braided "bathied Schubel of Instruction," it will be seen that they down—it is can be called a system—is meetly a plan of making the fullest use of dual control.

It is fromt ohave the following advantages:
It is fromto have the following advantages:
It is found have the following advantages:
It is found to have the following advantages:
It is found to a failure to do something properly, and a nupil should have been shown how to do that thing properly.

For instance, for a pupil reports that his engine cut out, so he haded in an him how to drive his engine and had not any that with a really good instructor there are no smalles, but the batter the instruction and the same than the same than the batter of the same than the same than the batter of the same than the same

2. An enormous diminition in mashes and the absort entire elimination of smashes on types of machines on which dual control can be done. I think it is certain that if these principles were carried out conscientionally everywhere, there would not be half the smashes that there are a present andings, instruction of some sort can be carried out in practically any weather in which the instructor himself is able to by.

which is a substitution of the control of the control indicates a regards the weather, and it enables an instruction is a substitution of the control of the

FLIGHTS AS UNITS.

FLIGHTS AS UNITS.

This plan was adopted with much hesitation. Its advantages and diadvantages are obvious.

I instructors have the same pupils from find to finish, so that they can take more interest in them.

2. Many pupils are good one, the bad on mothers.

2. Many pupils are good one, the bad on mothers.

2. Many pupils are good one, the does well on Arva and Sopriths but never some to get particularly good on a Bristot. The question then rires whether to recommend them for two saster flighters, or merely to say that they are not good enough for scoats, in which we will be a some such as the same and the

4. There is no same superior to judge for himself to judge for himself to the same superior to the same superior to the same superior to the same superior commander. If the pupils whom he intends to get ready by the end of the month are well advanced, his efforts may be somewhat relaxed; if they are not special efforts may be needed.

If each flight had only one type of machine all this world have to be estitled by the Significant Commander, and unless the were continually in consideration with his Flight Commanders, to an extent which would be almost to interference, offert would be frequently wated or misplaced, as in getting pupils off sole who are due in a day or two for a machine gar. The disadvantages are equally polyrosis:—

1. If a machine is put out of action, it is apt to hold up a carrier hight. True, but for the same reason the flight makes percentage of unserviceable machines was very largely reduced directly the plan was started. Besides, a methica could generally be borrowed from another flight. Besides, in the since of the carrier of the property of the continual property of machine.—In our case, the continual property of the continual property of machine continual property of the continual property of machine continual

I scarcely expected this scheme to be a success when I started the experiment, but it has been found to be a great improvement on the old one, to which everyone here would be very sorry to return.

Considerable attention has been paid to preventing the pupils from having to hang about the sheds without getting any frign. It has been found that this makes them stale an't discontented—a bad attitude of mind to learn. It is not shown that the shed with the stale and discontented—a bad attitude of mind to learn. It is not shown that the shed that the shed with the shed that the shed with t