



Smithsonian Institution

Smithsonian National Air and Space Museum Archives

Captain Michael Gitt Papers - Flight Instructor's Manual, Civil Aeronautics Bulletin No. 9, June 1939

Extracted on Mar-29-2024 09:17:30

The Smithsonian Institution thanks all digital volunteers that transcribed and reviewed this material. Your work enriches Smithsonian collections, making them available to anyone with an interest in using them.

The Smithsonian Institution (the "Smithsonian") provides the content on this website (transcription.si.edu), other Smithsonian websites, and third-party sites on which it maintains a presence ("SI Websites") in support of its mission for the "increase and diffusion of knowledge." The Smithsonian invites visitors to use its online content for personal, educational and other non-commercial purposes. By using this website, you accept and agree to abide by the [following terms](#).

- If sharing the material in personal and educational contexts, please cite the Smithsonian National Air and Space Museum Archives as source of the content and the project title as provided at the top of the document. Include the accession number or collection name; when possible, link to the Smithsonian National Air and Space Museum Archives website.
- If you wish to use this material in a for-profit publication, exhibition, or online project, please contact Smithsonian National Air and Space Museum Archives or transcribe@si.edu

For more information on this project and related material, contact the Smithsonian National Air and Space Museum Archives. [See this project](#) and other collections in the Smithsonian Transcription Center.

As mentioned before, the instructor should show the student the connection between his difficulties in the new maneuver and the errors in his technique and understanding of the components that comprise it and then return for a few periods of practice on the components until the errors are eliminated.

This resulted in the training becoming a series of advances and retreats with each advance a little further and each retreat a little less. In this way the student gains a much better conception of flying and all the principles involved. He can then analyze his errors for himself and cooperate with the instructor rather than blindly attempt to comply with detailed instructions that may not be too clear to his limited perceptions.

The development of the power of analysis of flight maneuvers, technique, and errors will ultimately give him the soundest possible basis for all future flying and result in making him an expert pilot able to take care of himself and his equipment under any circumstances over which he exercises any control, and to exercise the very best judgment, and act accordingly, in circumstances over which he has no control.

DEVELOPMENT AND PROGRESS

There is no question but that a student must begin his flying in a mechanical fashion both as to his pressures on the controls and in the use of some object as a reference for judging the attitude of the ship. In the early phases he simply imitates to the best of his ability the actions of the instructor and attempts to comply blindly with instructions given. Consequently, all his movements and responses are the result of conscious thought and deliberate prodding of the memory. As experience is gained, these must become automatic through the formation of correct habits. Although with each new maneuver this same period is again experienced, these mechanical periods should become of decreasing duration.

The question is often asked as to how long these periods should last. This is largely a matter of the individual and in some rare cases they are always present. However, all students should show definite indications of having acquired considerable freedom from the mechanical stage in all the primary maneuvers before being allowed to solo.

Judging the student from this standpoint should not be difficult for the instructor following the course outlined in this bulletin, for the course is arranged so that it includes so many combinations of the fundamentals, that such a condition should be easily recognized.

In cases of doubt, a change in pace or tempo in the performance of the maneuvers will quickly result in the complete confusion of the mechanical student.

An instructor may reasonably expect the following minimum progress:

On the first flight, some semblance of ease and relaxation should be shown and a knowledge of the mechanical action of the controls gained.

As mentioned before, the instructor should show the student the connection between his difficulties in the new maneuver and the errors in his technique and understanding of the components that comprise it and then return for a few periods of practice on the components until the errors are eliminated.

This results in the training becoming a series of advances and retreats with each advance a little further and each retreat a little less. In this way the student gains a much better conception of flying and all the principles involved. He can then analyze his errors for himself and cooperate with the instructor rather than blindly attempt to comply with detailed instructions that may not be too clear to his limited perceptions.

The development of the power of analysis of flight maneuvers, technique, and errors will ultimately give him the soundest possible basis for all future flying and result in making him an expert pilot able to take care of himself and his equipment under any circumstances over which he exercises any control, and to exercise the very best judgment, and act accordingly, in circumstances over which he has no control.

DEVELOPMENT AND PROGRESS

There is no question but that a student must begin his flying in a mechanical fashion both as to his pressures on the controls and in the use of some object as a reference for judging the attitude of the ship. In the early phases he simply imitates to the best of his ability the actions of the instructor and attempts to comply blindly with instructions given. Consequently, all his movements and responses are the result of conscious thought and deliberate prodding of the memory. As experience is gained, these must become automatic through the formation of correct habits. Although with each new maneuver this same period is again experienced, these mechanical periods should become of decreasing duration.

The question is often asked as to how long these periods should last. This is largely a matter of the individual and in some rare cases they are always present. However, all students should show definite indications of having acquired considerable freedom from the mechanical stage in all the primary maneuvers before being allowed to solo.

Judging the student from this standpoint should not be difficult for the instructor following the course outlined in this bulletin, for the course is arranged so that it includes so many combinations of the fundamentals, that such a condition should be easily recognized.

In cases of doubt, a change in pace or tempo in the performance of the maneuvers will quickly result in the complete confusion of the mechanical student.

An instructor may reasonably expect the following minimum progress:

On the first flight, some semblance of ease and relaxation should be shown and a knowledge of the mechanical action of the controls gained.

On the second, the student should begin to show evidence of having retained instructions and show some ability in moving hands and feet together in attempts to properly coordinate the controls.

150218*—25—4

On the second, the student should begin to show evidence of having retained instructions and show some ability in moving hands and feet together in attempts to properly coordinate the controls.

150310°—39——2

Captain Michael Gitt Papers - Flight Instructor's Manual, Civil Aeronautics
Bulletin No. 9, June 1939
Transcribed and Reviewed by Digital Volunteers
Extracted Mar-29-2024 09:17:30



Smithsonian Institution

Smithsonian National Air and Space Museum Archives

The mission of the Smithsonian is the increase and diffusion of knowledge - shaping the future by preserving our heritage, discovering new knowledge, and sharing our resources with the world. Founded in 1846, the Smithsonian is the world's largest museum and research complex, consisting of 19 museums and galleries, the National Zoological Park, and nine research facilities. Become an active part of our mission through the Transcription Center. Together, we are discovering secrets hidden deep inside our collections that illuminate our history and our world.

Join us!

The Transcription Center: <https://transcription.si.edu>

On Facebook: <https://www.facebook.com/SmithsonianTranscriptionCenter>

On Twitter: [@TranscribeSI](https://twitter.com/TranscribeSI)

Connect with the Smithsonian

Smithsonian Institution: www.si.edu

On Facebook: <https://www.facebook.com/Smithsonian>

On Twitter: [@smithsonian](https://twitter.com/smithsonian)