

FLY ABOUT



**OFFICIAL ORGAN OF THE NORTHAM AERO CLUB (INC)
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From the President



A few interesting activities in the pipeline for June and July:

On June 10th, Avsafety Seminar with Mark Richardson and Steve Nota as speakers. Topics should be: Responsibilities of Pilots and Operations outside controlled airspace. Mark and Steve will also answer any questions. This will be followed by a free BBQ, courtesy of big brother CASA. Drinks will be available from the Bar. All invited, this is not reserved to Club Members, but to all pilots and pilots to be in the area. Please pass the word.

On Saturday 27th, Annual Presentation Dinner. Detail in this issue. Please RSVP to help the catering know the numbers. To keep cost to a minimum drinks will not be included but will be available from the Bar at Bar prices. I understand there will be no noisy 'musik'.....

On Friday July 24th, General Annual Meeting. Time to replace the dinosaurs...

During the May Committee Meeting, the tenants (sub-lessees) were informed of the development of the negotiations with the Shire of Northam regarding the future of the Airfield, the new leases format.

The flying school is going well despite the departure for the Eastern States of one of our students.

On their May Meeting, the Shire Council has rescinded previous motion C.527 of 13/8/2008 and adopted a new recommendation with the rent being 2% of the land values provided by Independent Valuers and all the previously proposed lease agreement. This clears the way for the handover of the Airfield to the Community and the implementation of a new set of rules, management, etc. A big step toward proper management of the Airfield. NAC will be appointed Airfield Manager. We would like to thank the Officers and Councillors for coming to a satisfactory solution. The changeover may take place on June 30th this year.

Happy Flying,

Claude Meunier
0417 816 168

May Competition Winner

17th May was the NAC Flying Comp.

I was informed during the week that our ex Club Captain, Ray would be running the comp as Simon would be absent. Instantly, I thought he was on holidays, yet again!! What a great job Simon has!

I attempted to pump Ray for information on the comp but was told to "Just wait to see what the weather will do". Arriving at the Club in perfect weather, I noticed Simon had also appeared. He wasn't on holidays, but just resting after a night out.

The briefing from Ray was very straight forward. Take-off from runway 14, climb to 2000ft AMSL, turn at Northam Bins then onto Radio Mast and Muresk, Grass Valley, downwind 14 and land. It would be a timed flight, with our nominated times being averaged out, with the closest nominated time to the average receiving maximum points. To gain extra points we needed to make the required checks and radio calls.

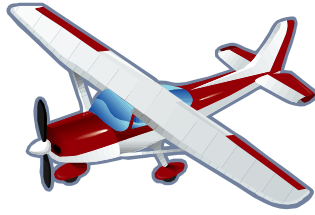
The first competitor, who shall remain nameless, took-off on runway 32, did the flight with a straight in approach on runway 32. Things do not always go as planned when flying, so we all followed that route.

It would appear that my time was the closest to the average, so I just snuck in, with Simon 2nd.

The flying was magnificent and involved lots of laughs and fun was had by all, including Simon's friends who were game enough to join the flyers.

The Comps are great so do try to come along.

Errol Croft



C.A.S.A. SAFETY EVENING

An information evening is to be held at the Club on
Wednesday 10 June at 6pm.

Local C.A.S.A. Aviation Safety Advisors will be on
hand to talk about:

}} Responsibilities we have as pilots in command and,

}} Operations at Non-Towered Aerodromes,

and the opportunity will be provided to discuss any
other local issues

A BBQ will be provided, compliments of CASA.

For more information and to register your interest
please contact

Claude Meunier on 0417816168 or

Matt Bignell on 042 896 2001

THE CASE FOR TEACHING SPINS

*US instructor Rick Durden has some down-to-earth training advice that will make you a better pilot and may save your life **

Prior to solo, students demonstrate that they can generally recognise and recover from stalls, but there is no real attempt to put polish on the process. The student should realise when the aircraft is about to stall and prevent it from happening. If the plane does stall, it should be on purpose and recovery should take place without a major loss of altitude, although it may not be especially pretty. Following the first few solo flights, the stall series is repeated with the goal of helping the student become more familiar and comfortable with flying the aircraft at high angles of attack and not stalling it inadvertently. It is part of the process of moving the student's level of performance up to what I feel is appropriate for someone who is soon to be carrying passengers.

One of my students, Rex, was much as I was at the post-solo stage: absolutely terrified of stalls. We'd joked about it because I remembered vividly just how awful it felt when I was doing power-on stalls: I couldn't see anything ahead, and it felt as if the airplane's nose was pointed straight up. I thought that if I pulled back any more, we would flip over backwards, go through some hideous, uncontrollable, monstrous gyrations and die gruesomely. That was if I were lucky. If I really messed up, I knew in my heart of hearts that the process of my demise would be even worse.

Because of my own remembered fear and later running across some sadistic flight instructors who intentionally scared students to "see if they had what it takes to be a pilot," my approach to teaching stalls has been to work into things in a step-by-step fashion. It starts with showing that stalls are predictable things and that the aeroplane isn't lying in wait to snatch the student and dash him to the ground. I also spend time discussing spins, what they are, how they come about, how to prevent them and how to recover if prevention doesn't work. When there is an aircraft available that is certified for intentional spins, I offer spin training – as much or as little as a student desires – and recommend to each that they be able to enter and recover from a fully-developed spin. I do not require it, nor does the FAA or CASA.

Thus far, Rex had declined to do any spins and I hadn't pressed him. It was enough at this point that he could grit his teeth and, with steely-eyed determination, do two or three power-on stalls in a lesson. Today, he had done one, taking it to the break, lowering the nose of the Cessna 150 to the horizon and then – once the speed started to build – slowly raising the nose to normal climb attitude, losing only about 150 feet, a pretty decent performance. I told him so. His only comment was, "Man, I hate these."

I asked him to take the next one only to where the stall warning was sounding steadily, taking a moment to work on being aware how the controls felt at the edge of a stall, to see if he could detect any airframe buffet and to notice how far aft the control wheel was. Then, before the aircraft stalled, he was to recover to a normal climb.

All was going well. The stall warning horn had come to life, the tendons in Rex's neck were prominent, the ball was about a half-width right of centered and I was anticipating him lowering the nose in another two or three seconds. Suddenly, something big, black and fast went under the left wing. I jerked forward and snapped my head to the left, looking around Rex, thinking that we had barely missed smacking into a large hawk. He also whipped his head to the left and flinched. Hard. The yoke came back to the stop. The 150 stalled, started to roll to the left and pitched down.

When he again looked ahead, Rex quickly figured out that all was not well. The horizon was not only tilting at an increasing rate, it was well above the nose and getting higher. His initial reaction was predictable, the next two weren't. First Rex pulled on the yoke for all he was worth, trying to bring the nose up where it belonged. Then he firewalled the left rudder pedal. What had just been a significant left yaw suddenly was dramatic. Rex promptly applied body English to try to stop the left turn: he leaned to the right, all the way into my lap, pinning my arms.

I figured it would probably be a good time to see if I could talk him through recovery from a power-on spin.

It didn't even take much prompting. Rex is no dummy, plus we'd discussed and he'd read about spins. He knew, intellectually, what to do, although doing it the first time one experiences an aeroplane whirling around and pointing down isn't the easiest task in the world.

With a little prompting, Rex first centered the ailerons, then closed the throttle, applied full right rudder and, after he had it to the stop, he started moving the control wheel forward. Almost immediately the rotation stopped, the awful twisting feeling ended and the weird, drumming, thwanging sounds stopped as the wings started flying again and the airspeed built in the dive. The moment the rotation began to slow, Rex proceeded to sit upright. Once it stopped, he recognized that the airplane was in a common, garden-variety dive and started raising the nose.

As Rex stabilised the airplane in a climb, he looked at me and said, "Wow. We didn't die." A moment later, he went on: "I did that recovery, didn't I?"

I responded, "I will state categorically that I did not touch the controls."

After we landed, we talked about spins, spin entries, stalls and control inputs for a while. Rex said that as the airplane started to roll, he suddenly got the rudders confused and reacted as he had as a kid on his sled, where he pushed on the left side of the steering bar to go right. After the discussion, Rex departed in a good mood. He had seen the tiger in its lair and spat back at it. As we scheduled his next lesson, he said he wanted to do some more spins to try and see if he could recover before the rotation started. He said he was looking forward to it ... it would be fun.

Having watched a student have a very good learning experience and figuring out how I could make use of it with others, I made some notes and began to ask myself more important questions in the overall context of staying alive in little airplanes. (Cont. Page 10)

With stall/spin accidents still killing so many people each year, what is the best way of teaching my students and recurrent-training pilots how to handle the low-speed end of the flight envelope, right near the stall? How can I make sure that my students protect themselves from stalling and spinning in? Do I insist that they learn how to do spins? Do I emphasise spins? Should we work most on stall avoidance?

I looked up some material on stall/spin accidents and found that they were right up there in the litany of high-percentage fatal accidents. Most of them happen at relatively low altitude, on takeoff, approach to landing or while "manoeuvring" (which, on further checking, would probably be more accurately referred to as "buzzing").

We practise stalls up high, yet that is not where we face the risk of a stall/spin crash. So why do we teach spins at all? After all, in the reports of stall/spin accidents, almost none of the aircraft are high enough for a spin to develop fully prior to impact; almost no one gets beyond the incipient stage.

After some thought, I reached some conclusions.

I am firmly of the opinion that every pilot who is going to be carrying passengers should have experienced a bare minimum of at least one spin of at least two turns before recovery is started. We demonstrate and require unusual-attitude recovery because things that the pilot or outside forces induce can upset an aircraft and the pilot should have seen such a thing before and know how to recover. A spin is merely something the airplane will do if provoked. The first one a pilot sees should not, in my opinion, be without an instructor at the other set of controls.

Yes, we may chase off some students if the spin experience is required. Then again, there is the approach that if we really make the spin-training requirement tough, we'll chase off all of the students, we won't have any pilots and there will be no stall/spin accidents, thus accomplishing the goal. Silly comments aside, students quit for many reasons, some because they don't like stalls or steep turns or landings. A good instructor should be able to create a climate of trust prior to demonstrating a spin so that the student doesn't run screaming to the exits.

Beyond observing a spin, I would like to see a student demonstrate spin recovery in each direction, and a logbook endorsement made to that effect. Part of the reason is for them to see how much altitude is lost in the first part of the spin and why it's most important to recognise what is happening very early and start the recovery very early so the spin never gets going. I want the student to recognise that twisting, gut-churning roll and pitch-down that characterises the very first stage of an incipient spin and to have developed an emotional response to it. They should have it ingrained in them that, when the aeroplane begins that roll off and pitch down, it's time for the ailerons to be centered, the rudder to go to the stop and the yoke to go forward, so there is no "what in the world is happening?" reaction delay that erases the chance of a recovering before ground impact.

All of this is tied in with discussion with the student that the serious risk is the stall at low altitude, so the student must demonstrate mastery of recovery from a cross-control stall the moment after the break.

It is my opinion that in addition to current training in stall recognition and avoidance (which I think is extremely important in itself), the student should be experiencing stalls with the ball off center, in all airplane configurations we experience in real life (takeoff flaps and full flaps at full power, approach and landing flaps at partial power and power off, etc.) and demonstrate recovery from that now-familiar pitch down and roll-off before the autorotation of the stall begins, with a minimum loss of altitude.

It also means showing and understanding that the minimum loss of altitude may very well be 500 feet or so, and the visceral knowledge that stalls at low altitude are killers; recognition of an approach to a stall and avoidance of the stall itself is what is truly going to save their lives.

It means using the training technique of the delayed stall recovery and the falling leaf as confidence builders. First, simply have the student stall the aircraft, hold the wheel all the way aft, ailerons centered, and not recover from the stall or series of stalls that occur, while keeping the airplane going straight with the rudder. A glance at the VSI teaches how fast the airplane is descending and the student learns that the rudder is still very effective. The next step is the falling leaf, where the yoke is held full aft in the stall, but the student applies rudder at the stall break, initiating that roll-off and pitch-down of the incipient spin, but then puts the opposite rudder to the stop to cause the roll and yaw to stop and then start in the other direction, whereupon the rudders are reversed and the action repeated through about 1,000 feet of altitude loss. It allows a student to learn that something can be done about that horrible roll and yaw and which control is used for it, and that it is effective. It also means explaining and showing that holding the yoke aft during a recovery attempt means the aircraft remains stalled and is descending like a dropped sewer cover.

The next phase of the training is exposing the myth that making only shallow turns in the pattern or on landing approach will save you. It's better to roll into a 45-degree bank when turning final rather than trying to rudder the airplane around in a shallow bank. The stall speed does not go up all that much in a 45-degree bank; it's only the angles beyond that where it curves upwards dramatically. Rudder the aircraft around means uncoordinated flight, which means seriously increased drag, which increases the risk of a stall. Then, when it does stall, it means recovery may take more altitude than is available even if recovery was started instantly. A coordinated turn, even of as much as 45-degrees of bank, does not increase the stall risk nearly as much as the uncoordinated turn. And if the pilot does still screw up and stall, a successful recovery from a coordinated stall is much more likely and possible in as little as 100 feet.

It also means to serious discussions of buzzing, including how fast the speed goes away in a pull-up, how incredibly much there is to hit that cannot be seen when flying low and how the world looks different from 200 feet agl than it does from 1000 feet, especially the apparent position of the horizon, which can fool a person. It also means pointing out that everyone has a cell-phone camera and, if one is stupid enough to do a buzz job, it is going to be photographed and very possibly turned into the authorities. That photo is evidence that is extremely difficult to refute. Do I recommend teaching buzzing to students by going down the runway at 200 feet? After a lot of thought, no. I teach it at 3000 feet agl.

I have the student do a pull up and then look out the window at something and start a turn to go back toward it. It startles the heck out of the student when the stall warning goes off, or the airplane stalls inadvertently.

Finally, for my students and flight-review pilots flying airplanes that are approved for spins, I am going to create diversions when the pilot is flying very near the stall. When the pilot knows the stall is coming, recovery becomes second nature. When it is a bit of a surprise recovery may be delayed. If the pilot can experience that surprise with an instructor handy, learning takes place. That way, when it happens later for real, with no instructor present, the chance of successful recovery in the available altitude is better. A colleague gets pilots to stall the aeroplane while looking out the window, or while reaching for something in the back seat – anything to match how it can sneak up on someone in the real world. I think his ideas are excellent. I'm also thinking that I may just try to duplicate what happened with Rex by turning my head suddenly to the left and exclaiming, "What was that?!"

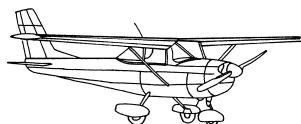
The risk of the stall/spin accident is greatest when it is entered down low. Unfortunately, that's the one variable I do not feel I can put into the training equation. The margin is too fine. The important thing, in my opinion, is that we have to spend a lot of time in slow flight, near the stall, with our students so that they internalise the feel of an aircraft near the stall, keep the ball centered and are likely to stall only when they desire it to take place. Yet, we have to realise that they will err and so we also have to have them experience a lot of stalls – flaps up and down, at different power settings, different bank angles and with different rates of onset, ball centered and off to the side – because a hoary truth of aviation is that we only do well what we have done before.

What's scary is that most pilots carrying passengers have spent less time doing slow flight and stalls than it took to read this column.

**This is an edited version of a column that appeared on Avweb. Fly About expresses its appreciation and gratitude.*

NAC welcomes new member:

Shaun McMahon



We hope you will enjoy the flying and social activities at our Club

NORTHAM AERO CLUB PILOTS CHALLENGE

- | | |
|------------------------------------------------------------------------------------|-------|
| 1. Do a cross country flight of more than two hours non stop. | 10pts |
| 2. Climb to a minimum of 8500 ft AMSL and maintain for a minimum of sixty minutes. | 10pts |
| 3. Make a flight through Perth CTR to Rottnest and return. | 15pts |
| 4. Make an outlanding at a safe unlicensed airstrip at least 100nm from Northam. | 10pts |
| 5. Fly coastal from Lancelin to Rockingham. | 15pts |
| 6. Fly OCTA to land at Jandakot and return through Perth CTR. | 15pts |

RULES

1. Only one challenge can be claimed per flight.
2. Must be completed between presentation dinners. Final claims to be in one week prior to dinner.
3. Two pilots may share the flying and claim half points each.
4. A proforma must be submitted to claim a challenge. Claims are based on an honor system but may be supported by a witness.
5. Pilots may 'pick the brains ' of experienced pilots during planning, but it is essentially a personal challenge.
6. Highest score wins. The judges decision is final.

CLUB PILOTS CHALLENGE CLAIM FORM

NAME	ARN
CHALLENGE	
DATE COMPLETED	
REMARKS	
I CERTIFY THIS CLAIM TO BE CORRECT	
	SIGNED
WITNESS (OPTIONAL)	
	SIGNED

All Claim forms to Denis Beresford 48 Burgoyne Street Northam



NEXT CLUB MEETING

8th June at 7pm

NEXT CLUB COMPETITION

14th June at 9am

BAR ROSTER

Opening hours
Saturday 5pm – 7pm
Sunday 5pm – 7pm

June		
6th - 7th	-	Simon
13th - 14th	-	Crofty
20th - 21st	-	Joy
27th - 28th	-	Claude

July		
4th - 5th	-	Steve
11th - 12th	-	Gren
18th - 19th	-	Les
25th - 26th	-	Sven

August		
1st - 2nd	-	Crofty
8th - 9th	-	Matt
15th - 16th	-	Simon
22nd - 23rd	-	Joy
29th - 30th	-	Claude

Well! Sometimes one just has to do it!!!

Please make arrangements to swap with someone if you are not available on your rostered day(s)

FOR INFORMATION
CONTACT THE AERO CLUB
08 9622 3248
08 9622 5574
0417 816 168
PO BOX 247
NORTHAM WA 6401

DON'T YOU WISH YOU'D SAID THAT?

Thanks go to TONY REES for these *truisms* and *clichés* from cyberspace.

Young man, was that a landing or were we shot down?

Sorry folks for the hard landing. It wasn't the pilot's fault, and it wasn't the plane's fault. It was the asphalt.

Learn from the mistakes of others. You won't live long enough to make all of them yourself.

Three things kill young pilots in Alaska - weather, weather, and weather.

Please don't tell Mum I'm a pilot, she thinks I play piano in a whorehouse.

Never ask a man if he is a fighter pilot. If he is, he'll let you know. If he isn't, don't embarrass him.

CAA Regulations forbid drinking within 8 feet of the aircraft and smoking within 50 hours of flight. Or is it the other way around?

Things which do you no good in aviation:

Altitude above you.

Runway behind you.

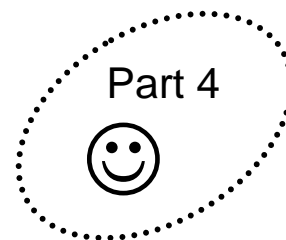
Fuel in the bowser.

A navigator.

Half a second ago.

Approach plates in the car.

The airspeed you don't have.



It is far better to arrive late in this world than early in the next.

You start with a bag full of luck and an empty bag of experience. The trick is to fill the bag of experience before you empty the bag of luck.

The more traffic at an airport, the better it is handled.

If God meant man to fly, he'd have given us bigger wallets.

What's the difference between God and pilots? God doesn't think he's a pilot.

To err is human, to forgive is divine; neither of which is Air Force policy.

Flying is not dangerous; crashing is dangerous.

You can land anywhere once. Flying is the perfect vocation for a man who wants to feel like a boy, but not for one who still is.

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' FLYABOUT '

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