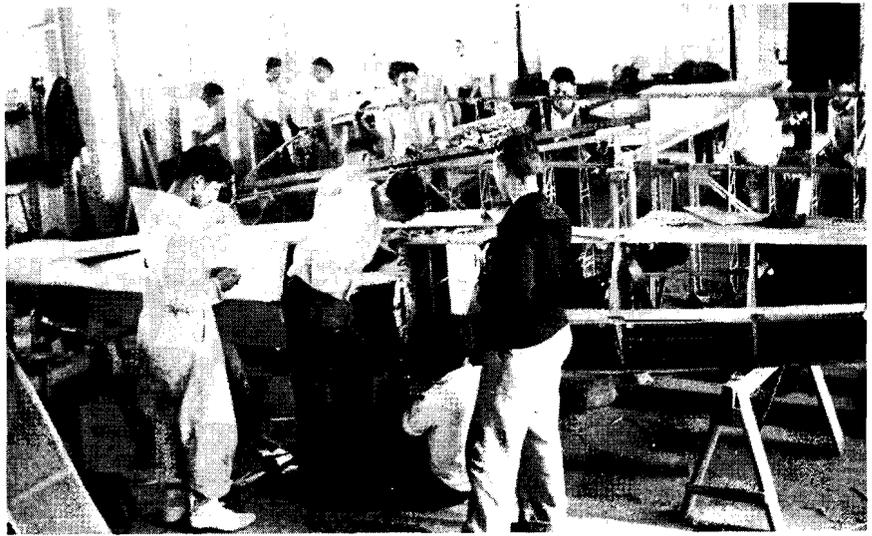


View of the new quarters
with group at work.



EDITOR'S NOTE: Mr. Keeler is head of the Shop Department of the Marysville Union High School and the Yuba Junior College in California. It is with real pride that we present his story of nine years in this field. It gives the clearest picture we have had of the practical advantages of this phase of gliding and soaring and should serve as an inspiration to other schools throughout the country, including those of the National Youth Administration.



SCHOOL CONSTRUCTION

by Herbert F. Keeler

The chief aims of vocational courses are to teach the student to use his hands as well as his head. He is given the opportunity to become acquainted with tools, to learn to care for them and use them intelligently. As far as possible, the materials of industry are used so the student will broaden his knowledge of them and their uses. The language of the trade or nomenclature is included in every well planned shop course to broaden his vocabulary. Since the blueprint is the universal language in the mechanized field, it is essential that the student be trained in its interpretation.

From the idealistic viewpoint, it is hoped that certain intangible characteristics will be developed. The ability to work with fellow men in a harmonious and efficient group, the development of pride in doing a job thoroughly, initiative and responsibility, are some of these ideals. Economically, all these things contribute to the chances of the individual when he takes his place in the world and becomes one of the workers of this age. If the individual does not choose this field in which to earn his living there is still an important function for it to fill in the use of leisure time which is becoming increasingly important.

The project that involves the greatest range of materials is the most educational. The project that requires the most varied types of measurement will teach the most about care in details. The project that demands the most honest workmanship will develop real pride in construction and the project that is most interesting will get the best effort from the student. The group construction of a sailplane is one of the finest projects it has ever been my good fortune to supervise. It fills these needs from every angle.

To Hawley Bowlus must go the credit for the inspiration that started this type of work at Yuba Junior College in Marysville, California. I had joined the throngs that decided to learn to fly after Lindbergh's flight. Fate took me to San Diego and placed me in the capable hands of this man who has given us so much and received so little in return. After the day's work at the school, Jerry Jones and I would follow Hawley to his home on Point Loma and try to help with the

construction of the sailplane he was building at that time. This ship made the world record flight at Point Loma and later Lindbergh flew it. We talked of building gliders in the school shop as a project for our aviation course. That fall we made our start.

Upon returning to Marysville, my first step was to have a talk with my principal, Curtis E. Warren, now Superintendent of Schools in Santa Barbara. In his characteristic way he was willing to try anything progressive, but we had no plans whatever. The situation was soon remedied in a strange manner. We all remember the Heath Parasol and the advertising claims that it could be built in a back yard. The fact that the back yard should resemble a good machine shop as to decorations was omitted and after one look at the blueprints, a friend, who had purchased a construction kit, turned kit, blueprints, and good wishes over to us. We actually turned over to him some eight months later a fair imitation of a monoplane, complete with a Henderson motor of the most ancient vintage. It was taken to the airport and just as the little Heath was getting light, the Henderson froze tight. Another possible tragedy was averted and my five faithful students and I took stock of the year's achievement. We had proved that we could build an airplane such as it was. We were satisfied that we had all learned a lot. We also decided that it was tough to work all year on something and then give it away without so much as a ride. We laid our plans for the coming year and journeyed to South San Francisco where Mr. Mattley was building a primary along Zoegling lines. Plans were obtained and we parted for the summer.

The next fall we numbered eleven, four of us armed with a year's experience. It was with little difficulty that we completed Mattley No. 1 by May first. One by one the boys reached the point where they took off and flew the length of the field at low altitude. One by one they attained one hundred feet altitude and landed. On still days, turns were attempted, and, before the close of school, half of the group were pulling to the top of a 500 foot rope and enjoying a good ride.

Our third year was a repetition of the second except