

# Two-Place Glider Training

by JOHN ROBINSON

IN the early days of gliding, in fact until 1941, there were far more single-seated gliders than there were two-seated ones. Naturally, many pilots learned to fly in single-place gliders—and some of them survived the experience! It seems more pilots survived than gliders. This system of training was evolved due to the lack of two-place equipment. As a substitute it served its purpose. People who think it the best method of glider training have just a different way of saying, "What was good enough for grandfather is good enough for me."

Everyone who has been connected with two-place training, especially as it was developed in the Army Glider Training Program is sold on the idea. The preference for single-place training seems to be limited to newcomers who have read about it and don't know better and to old timers, set in their old-fashioned ways, who prefer to close their eyes to progress in training methods. Up to the present time, flying any aircraft has been a complicated process which cannot be adequately described by mere words. No matter how much a person studies on the ground, he can never completely understand the subject until he has participated in actual flight.

Single-place glider training usually starts with the necessary ground school, then the student is placed in the glider, shown the controls and their functions. Next he is towed across the field at little less than minimum flying speed, so that he may teach himself to keep the wings level and to steer the glider behind the tow car, without

the glider being able to take off. He is expected to teach himself co-ordination of the controls from what he remembers of the instructor's lectures, with more coaching between tows. Meanwhile, on each tow he is banging the wing tips against the ground and veering all over the field, with resultant wear and tear on the glider. When he can keep the glider fairly straight and level rolling on the ground, he is given a tow with more speed and suddenly finds himself flying on the tow line—solo. His first landing follows immediately. Gradually the tow becomes higher, and unless he is a very unusual student, some of his landings are hard and bumpy. All of his impressions of how to make a landing approach and other maneuvers must be picked up from discussions with the instructor, with other students, and from observation from the ground. Viewed from the cockpit, these things always appear different.

In the two-place training method, the student begins with ground school, then is given a ride as a passenger in a glider. On this flight the instructor flies and explains the various phases of flight as they take place. On following flights the student follows through on dual controls while the instructor demonstrates and explains the maneuvers; such as, position, effect of the wind, speed, co-ordination of controls, etc. These flights may be either plain glides from tows to any altitude or soaring flights in thermals or slope winds. Soon the student is doing the actual flying with the instructor coaching. He corrects

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