

"Youth Shall Fly"

Captioned above is the same sort of language used by the German ministry of Education; e.g., "have called attention to the importance of cultivating and prompting air-mindedness in schools and universities to the end of securing a supply of recruits for all branches of the young field of aviation, be it for scientific, technical, practical, or flying activities . . . the importance and scope of aviation have expanded with the creation of our Air Force, the growth of aeronautical research and of the aviation industry . . . education must make an effort to perform its special part resulting from this development . . . it is the task of the schools and universities to enable and inspire the youth for the preservation and further development of aviation . . . in addition to dealing with aviation within the science topics, reference is to be made to aviation, on proper occasions, in all curricula topics of the schools in general . . . to this end model building has already been introduced in the schools and the institutes . . . in its extent and importance this is the most adequate and successful device to guide the youth toward air-mindedness . . . its further promotion is of the utmost importance. Consequently, the possibilities for continuing this program which exist . . . well-equipped teachers and available apparatus—must be utilized systematically."

Major Al Williams wrote, in March of 1942, "It is by our knowledge and use of natural forces that we fly. But our real knowledge of Nature's laws and her design of the feathered tribe is scanty and meager. Our use of force in flying is extravagant and wasteful . . . We need a Soaring Program . . . All about us—all of the overhead—are forces with which man can fly and in the flying learn Nature's carefully guarded secrets of bird flight—let us present . . . the future with one unperishable asset



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in the form of millions of air-wise, glider-trained citizens."

So what happened? Much money was spent! Tons of paper were cut up and made into text-books! The "Air-Age Education Series!" School teachers, who took flying instruction in powered planes were instructed in the use of Link Trainers for simulated instrument, or "blind flying." But the students, except in isolated instances, received only pre-flight instruction! They were not permitted under school direction, in most instances to fly! Why? Liability! Yet the same students play football, baseball, engage in track events, shot-put, throw the javelin and so on ad infinitum; dangerous yes—but we are accustomed to such dangers! How about tobogganning or skiing? Yes, such extra-curricular activities are encouraged and approved!

Thus when one reads "Germany Starts Back" by F. B. Lane in "Soaring" for January-February, 1952, the "thought" machine slows down to try and figure out why the procurement of student pilots in the U.S.A. is so complex. A pilot has little opportunity, or time, to really learn to fly! Rather like a locomotive engineer the pilot must learn the mechanics of what makes the vehicle move, and after mastering that technique he must apply the required energy to keeping all the gadgets and electronic devices in harmony. In other words, the modern airplane is ahead of the pilot and brooks no thought of pleasure, such as is enjoyed with a

glider in free flight! Until a pilot has had the experience of outwitting Mother Nature he, has not really flown—hence the introduction of the robot pilot!

Jon D. Carsey, President of The Soaring Society of America, cognizant of the situation as regards aviation in general, is leading a campaign to acquaint the population of this continent with the seriousness of a problem that is of such vital importance. Under Mr. Carsey's aegis the Society has provided a background for those interested in assuring the youth of this continent the opportunity to fly.

The above-mentioned background is set forth in two resolutions adopted by The Society Directors on January 31, 1953. Briefly, the first resolution states "the dearth of interest in careers in aviation" requires that the Society "take immediate steps to develop an economical and realistic aviation program that will include getting into the air;" and second, "there is a need for sailplane design . . . that can be constructed as a class or group project . . . and which can be flown," again requiring the Society, "through its Technical Committee to develop rules and conditions for a 'Sailplane Design Competition,'" and "further . . . a financial sponsor shall be sought who will provide a very substantial cash award for the winning design and prototype!"

On August 9, 1896, fifty-seven years ago, Otto Lilienthal, flying a biplane glider, previous to fitting it with a two-and-one-half horsepower engine, was killed doing a job for the world with no thought of "What's in it for me?" He was listening, perhaps, to Sir George Cayley's statement, regarding the atmosphere or air, which was: "An uninterrupted navigable ocean that comes to the threshold of every man's door ought not to be neglected as a source of human gratification and advantage."

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