

our progress with interest and thought our riveting and general workmanship was very satisfactory. He gave us some very helpful hints on procedure.

As we moved the wings out of the shop and began on the fuselage the summer was coming to an end. I had been working with the older 15 to 17 year old boys mostly but with school and football in the offing my crew—by now highly trained—had no spare time left. Several younger boys had become interested now and were becoming as proficient and sometimes better than the older boys. Our group had no formal organization and no tangible rewards. Anyone that was interested in helping and learning about building a sailplane was welcome to come. Some 13 to 15 boys had a hand in the work. Many dropped in for a few afternoons to help and then

sanded and doped and sanded. We had a phonograph playing while we worked and took a break about every three hours. Bruce Carmichael had brought out a bunch of bound SOARING magazines during his frequent week-end visits and we read these during the breaks. After the last cleaning and sanding we sprayed on a white enamel finish with dark metallic green trim. I upholstered the cockpit in real top grade green leather, covered the sponge rubber seats with plaid cloth, and installed the spot-polished aluminum instrument panel. We built a special seat behind the pilot for an occasional small passenger. Would this make it a 2-26? We would have had it flying before New Years but the CAA man had the flu so Bruce and I finished up a few last details and cleaned up the school shop.



Jack Lambie and the boys from Elsinore High School pose in front of the completed Schweizer 1-26.

were gone. Others spent all their time helping long hours and were able to read the prints and develop whole assemblies by themselves by the time we were finished. In working with boys on a project of this nature it is most important to give the individual a job in close step with his interests and abilities and then let him go ahead. Keep him busy and give responsibility and there is little loss of interest.

The fuselage came along steadily. The cockpit skin went on nicely and the controls were slowly worked out. The fuselage took the most time of all the assemblies, strange as it seems. It wasn't until Christmas vacation that the entire ship was ready for covering. The CAA man passed it for cover and we began a two-week marathon over the holidays to finish it. Twelve hours a day we doped and

The first flight was made the day after New Years Day and was accompanied by the biggest earthquake in 10 years out here. I was on the test flight then and it must have knocked a thermal loose as the ship soared on its first flight.

The following Saturday the papers were out for pictures of the ship and another nice writeup in the paper resulted. Publicity is a must in a project of this kind. The school people like it, the kids like it, and the town likes it.

Mastering the many challenges of riveting, spoilers, canopy and fairing construction, and controls and covering; the chatter of the rivet gun as rivet after rivet joined parts into a whole; the long hours of achievement and accomplishment; all leave an impression not to be forgotten for the boys who experienced this project.

ADDENDUM TO 1955 LISTING OF ACCIDENTS

The two accidents listed here brings to ten the number of serious accidents during 1955 in which there was pilot injury or major ship damage. One of the following occurred during the landing phase of the flight and one during take off, making a total of seven landing and two take off accidents plus the one mid-air breakup in a wave roll cloud, during the year 1955.

Statistics prove again and again that the non-maintenance of air disciplines, resulting in the lack of a precise and safe power plane type landing pattern, accounts for more of the accidents than all other causes combined. Fly with a reserve of speed on the downwind leg, the base leg and the final leg of the landing pattern and you will fly longer.

Pratt-Read. A student pilot with 16 hours power, and 7 hours glider time, took off on his fourth solo flight. He was flying the left hand seat of the Pratt-Read for the first time, whereas all his previous three solo flights had been flown in the right hand seat. After a 20-minute flight, he made a normal pattern approach for a landing and had crossed the airport boundary on final, when the ship stalled at an altitude of 30 feet and started a spin to the right. Contact with the ground resulted in the total loss of the ship. Both of the wings and the tail boom were broken off. The pilot suffered a head injury.

Cause. Failure to maintain sufficient speed for all conditions of spoiler operation and possible small thermals or local wind shifts, while in the landing pattern. The fact that this was the pilot's first solo in the left hand seat, introduced a degree of unfamiliarity in the handling of the controls, and this may be considered to be a contributing cause.

Eon-Olympia. A student pilot with four hours dual in light planes and nine hours in gliders including 190 flights, took off by means of auto tow. The ship staggered to approximately 80 feet, then the pilot released and initiated a 180-degree turn with the intention of returning to the take off area. The glider stalled and spun about one-half a turn before the pilot was able to effect a recovery. He

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