

Critique

Do you think that many people of this type of ability stick out the 'failing to achieve' that must come to them with flight training? That makes me wonder about your '250 feet per mile, ROC' student. First, I am worried that this girl could ever have been certified (to fly, that is!). Secondly, I wonder if there is not a method that you have found in your years teaching, to show people who think they are doing OK, that there is a better or safer way? Did this person present a rational argument for what she was doing? I assume if "seeing where she was going" was it, that SHOULD'N'T be too difficult to talk her out of, on the ground, even!?!? Or would she just not accept information from you? that WOULD be a problem, for all pilots, not only you as the instructor. Gene's response:

Pupils don't fail, instructors do.

As for poor instruction being perpetuated, I have seen the same thing happen....to the point where I lost a friend, and he took a student with him while trying to perform an aerobatic show for his visiting parents. My question though, relates to the story of yours, and to the second "type 3" student I mentioned earlier. She was on her first solo cross-country, she got 'kinda' lost and upon her return to the field, (a 2000' strip) made a particularly bad landing and porpoised the nose-wheel into a "STAR". She quit flying that day. Do people not lose confidence, maybe to the point of quitting, when they continually screw something up? When people become more experienced, their skills more finely tuned....do they not understand from the A&P's bills, if nothing else that they are messing up? or is this a type 3 that wouldn't realize?

Gene's response:

Another instructor problem.

You also mention the exchange of advice/ information, particularly in a forum such as rec. aviation. student. I have made several posts in the group (not many as my time is very limited) in response to questions/ comments posed by others. On one occasion, it turned out that I had given information that had actually been superceded. Now, I always give the best advice I can, if that is what is asked for. I say that it is 'advice' or 'my opinion' as in the recent debate I had with several people from the group on the subject of 'prop-stopped' forced landings to the ground. I still believe that this practice holds far too much "unnecessary risk" and would never teach that to a student pilot. That is not to say that, with the circumstances the other person gave, I would not try it, but I have never felt the need or had the will to try it, as yet. If I give 'information' as was the case I mentioned earlier, then I say that's what it is and include no disclaimer. My question here would be, is it not better that I posted a response to be corrected by somebody with more recent information, than to ignore the subject? If I had not posted, *I* would not know any better,

Gene's response:

Would not a personal response rather than a posting avoid the problem?

I am not a student pilot, but will always be a student. I learned something, too! That brings me quite neatly to the one thing you said that I must disagree with. "It is a poor student that does not exceed his teacher." I have an 'old' friend who is the most experienced all-round pilot I have ever met (or even heard about), and I used to enjoy

sitting around 'hangar flying' during my CFI prep. One of the things we agreed on was that the day you fly and do not learn something about flying, you should quit. In short, the same applies, the day I learn nothing will be the day I die. That is why I have to say, Gene, I think more appropriately, I believe it would be a poor instructor that allows his student to surpass, or exceed him.

Gene's response:

The comment is a tongue-in-cheek statement with enough truth in it to defend. The highest level of learning is to benefit from the mistakes of those who have gone before. The increased safety of flying is a statement to the fact that today's students and pilots are better.

I agree whole-heartedly with your views on praise and over-praising. The extending ladder is a nice way to look at it! Unfortunately, I think that one of my own major faults is laziness. I agree that doing things 'right' is the easiest way, but I personally, find myself doing only what needs to be done to achieve a particular standard as opposed to doing everything to my best ability, all the time. This particularly aggravates me about myself, yet I still do not change, I think out of laziness????

Gene's response:

Old age is still another excuse for laziness.

To add to your last paragraph about 'ease of doing right', for example, talking on the radio. Obviously one must know what to say and when to say it, this we can teach. What we cannot teach, unfortunately, is the confidence one gains from 'getting it right'. In my experience, this confidence has helped me improve in other areas even more than continual input from another would have. What does this mean????? ;0)

Gene's response:

The educational law of primacy rules.

David G.