



FLIGHT TRAINING COURSE

Revised February 2010

This Flight Training Course is to be used as a guide by both the Student pilot and Instructor to help assure that the basics of Radio Controlled flight are covered during each practice and learning session. We urge that you must bring this guide to each session so that your progress can be properly monitored.

The goal of this Flight Training Course is to teach the fundamentals of Radio Controlled flight, good flying habits, and a better understanding of the Radio Controlled Hobby as it relates to airplanes. The Indianapolis R/C Modelers Club and Instructors assume no responsibility for damage to the Student's plane, equipment, personal or real property during any training session. Every effort will be made to avoid any such damage.

All Students are required to join the national organization known as The *Academy of Model Aeronautics (AMA)*. The **AMA provides liability insurance and sets forth safety regulations that each Student must be familiar with, and strictly adhere to, during their flight training sessions. Proof of current membership is required before each flight session.**

An outline detailing the subjects covered in this course is found in the following pages.

The areas covered will include:

- **FIELD RULES and AMA SAFETY CODE**
- **GROUND CHECK**
- **PRE-FLIGHT**
- **BASIC FLIGHT SKILL**
- **PRIMARY MANUEVERS**
- **ADVANCED MANUEVERS**
- **SOLO TEST**

This Flight Training Course is arranged in such a manner that each section must be passed or mastered before moving on to the following section.

Good Luck and most of all Have Fun!

GROUND CHECK

Date _____ Instructor _____

Airplane is airworthy as of this date.

Before the Instructor flies the Student's airplane for the first time, they should perform a ground check to confirm that the airplane is airworthy. This ground check will also serve as a training aid for the Student, showing proper construction and installation of the various equipment necessary for a good flying R/C airplane.

The **Ground Check** should be an inspection of all components of the Student's airplane to include construction, motor installation, static trim, and center of gravity (balance). As each section is inspected and passed, the instructor will sign it off by **checking the box** and **initialing next to it**. Once all of the sections are completed, the Instructor will sign off this subject by filling out the information above.

Note: This section does not have to be repeated unless the airplane suffers damage that might result in a loss of the airplane's airworthiness, or at the discretion of the Instructor.

SAFETY AND REGULATIONS:

A. AMA Safety Code, general regulations and is a current member of the AMA

B. Indianapolis R/C Modelers Club and field rules

AERODYNAMIC THEORY:

A. Aerodynamic forces

1. Thrust

2. Lift

3. Pitch

4. Roll

5. Yaw

B. Control surface functions

1. Thrust Throttle

2. Pitch Elevator

3. Roll Aileron

4. Yaw Rudder

C. Trim

1. Static trim

2. Flight trim

D. Center of gravity

1. Weight and balance

2. Moment

3. Lateral and longitudinal balance

AIRPLANE:

A. Flight Surfaces

1. Static trim, alignment
2. Warps, especially in wing
3. Hinges
4. Linkages

B. Engine

1. Securely mounted, includes motor mount and muffler
2. Prop nut is tight/spinner installed properly
3. Alignment with thrust line and datum line
4. Broken in

C. Fuel Tank

1. Properly mounted, secure, and in proper relationship to carburetor
2. Fuel lines and clunk

D. Balance – Center of gravity

RADIO:

A. Batteries charged, check with expanded scale volt meter (ESV)

B. Installation

1. Servos mounted securely
2. Battery wrapped in foam and secure. Receiver mounted per Manufacturers Recommendations
3. Free movement of all control rods/cables
4. Antenna routing

C. Control surfaces

1. Rudder and nose/tail wheel
 - a. Move in proper direction
 - b. Amount of travel

2. Throttle

- a. Transmitter stick movement – Forward open - Back closed
- b. Idle is set and engine will shut off

3. Ailerons

- a. Right – right aileron moves up, left aileron moves down
- b. Left – left aileron moves up, right aileron moves down
- c. Amount of travel, differential

- 4. Elevator
- a. Back on stick – surface moves up
- b. Forward on stick – surface moves down
- c. Amount of travel
- 5. Range check – PRIOR TO FIRST FLIGHT OF EACH DAY

CONGRATULATIONS!

Your airplane has just earned its airworthiness certificate and is ready for its first flight. You and your Instructor may now proceed to the next section and begin your flight training. Good luck!

PRE-FLIGHT CHECK

Date _____ Instructor _____

Airplane is airworthy as of this date.

Prior to the Student and Instructor beginning flight instruction, the Instructor will review the following with the Student and perform a Check-Out flight of the Student's airplane. As each section is completed, the Instructor is to check it off and initial by the box.

Although each item is very important, this section does not need to be checked off each time the Student and Instructor fly. It is assumed that the Student realized these procedures must be followed each time he readies his airplane for flight and that failure to follow these procedures will jeopardize his safety and that of others, as well as his continued fight to fly at the club field!

START-UP PROCEDURE:

A. Frequency clear, frequency board use

B. Engine start

 1. Fuel up

 2. Transmitter ON first and receiver ON second when turning on
 (Reverse when turning off)

 3. Review Safety procedures, start engine

C. Pre-flight - final check

 1. Check engine tune in run-up box and adjust as necessary

 2. Check all control functions with engine running

 3. Range check per radio manufactures recommendations

CHECK-OUT FLIGHT BY INSTRUCTOR:

A. Engine

 1. Tuned properly, reliable idle

 2. Will shut off by transmitter

B. Flight test

- 1. Airplane is trimmed properly
- 2. Check for poor flight characteristics
- 3. Landing

C. Post flight review

- 1. Discuss any problems with Student
- 2. Confirm changes or repairs that need to be made

D. Trim for Dual Instruction

- 1. Set both slave and master transmitters
- 2. Explain dual instruction training. "Buddy Box"

CONGRATULATIONS!!

You and your Instructor have worked very hard to reach this point. You are now ready to begin your flight instruction and your first flight. The next section will cover primary flight maneuvers. Remember that practice makes perfect. We all had to start somewhere and learning the basics is the best way to begin. Enough talk, let's go FLY!

BASIC FLIGHT SKILLS Date _____ Instructor _____

Airplane is airworthy as of this date.

The first step in mastering a new skill is learning the fundamentals involved in that skill. In flying, this requires a thorough understanding of, and high level of proficiency in, straight and level flight, climbs, descents, and turns. All other flight maneuvers are combinations of these four fundamentals. The following sections will introduce the Student to the primary flight maneuvers used in flying an airplane.

This section is desired to be used by the Student as a study guide prior to attempting each flight training session, as well as by the Instructor during each lesson. As each section is passed, the Instructor should check off the box by that section and initial next to it as in previous sections.

PRIMARY MANEUVERS:

A. STRAIGHT AND LEVEL FLIGHT

Flight instruction normally begins with instruction in the techniques of straight and level flight. The objective of this lesson is to teach the Student to fly the airplane at a constant altitude while maintaining a constant heading.

B. CLIMBS AND DESCENTS

1. **Climbs** – From straight and level flight, a climb is initiated by applying back pressure on the elevator control stick to bring the nose up. This must be done smoothly and while maintaining a level flight attitude. To return to straight and level flight, the

nose should be slowly lowered to the level flight attitude by releasing back pressure on the elevator.

2. Descents – A descent is not a dive. It is a controlled loss of altitude without gaining excessive airspeed. Beginning in a straight and level flight attitude, power is reduced and back pressure is applied to the elevator to slow the airplane until the desired rate of descent is reached. Then, the nose of the airplane is lowered to maintain that rate of descent. To return to straight and level flight, adjust the nose position to level flight and at the same time increase power to maintain altitude.

C. TURNS

The objective of this section is to introduce the Student to the concept and skills needed to effectively turn an airplane in flight. Many factors come into play when turning as airplane. Direction, speed, attitude and lift all change and have effects on one another during a turning maneuver.

Turns are made by directing a portion of the lift force of the wings to one side or the other. In order to maintain altitude during a turn, it is necessary to increase the back pressure on the elevator control to overcome the lift that is lost. To enter a turn, aileron control is applied in the direction of the desired turn. When executing a left turn, the control inputs place the left aileron up, spoiling lift, and the right aileron down, increasing lift, causing the airplane to roll to the left. When the airplane reaches the desired angle of bank, the aileron is neutralized. This also reduces the total amount of lift, causing the airplane to begin to lose altitude. This is compensated by adding slight back pressure on the elevator to bring the nose up to a slightly higher level than when begun.

To perform a **fully coordinated turn**, application of rudder is also needed to counteract the effects of adverse yaw introduced during the banking. To do this, slight rudder pressure is applied in the same direction as the ailerons, thus keeping the airplane tracking in a smooth arc. To roll out of a turn, it is necessary to apply both aileron and rudder pressure in the opposite direction, simultaneously releasing back pressure on the elevator until all controls are back to neutral and straight and level flight is regained.

The following skills should be practiced until the Student is proficient at each before moving on.

1. Right and Left 90 degree turns
2. Right and Left 180 degree turns
3. Right and Left 360 degree turns
4. Turns away and towards Student
 - a. Proper control when inputs are reversed (toward Student)

Remember that these skills are the basics of flight and must be mastered before you can progress to more advanced maneuvers that are discussed in the next section. Don't become discouraged if it takes a considerable length of time to master these skills. Practice makes perfect! It's your airplane that will suffer if you try to "run before learning to walk". This completes this section of Primary Maneuvers.

PRIMARY MANEUVERS: Date _____ Instructor _____

As of this date Student is ready to prepare for Advanced Maneuvers

ADVANCED MANEUVERS:



This section will introduce the Student to the necessary skills needed to perform advanced flight maneuvers including stalls, horizontal figure eights, traffic patterns, take-offs, and landings. At the discretion of the Instructor, some basic aerobatic maneuvers may be introduced (loops, rolls, spins, etc.) based on the skill level of the Student.

A. GROUND HANDLING /HORIZONTAL FIGURE EIGHTS



Set the plane's ground tracking:



If you've had a hard landing or two during training, it is likely that you may not have realigned the plane's ground tracking. Before you turn the plane over to a beginner to practice take-off runs, be sure the plane is tracking straight, and after every hard landing from this point on, be sure to check the tracking before the next take-off.

1. This lesson will introduce the Student to taxiing the airplane from the run-up area, out onto the flight line, and back again after each flight. This will give the Student practice in ground handling and in turning, especially when the airplane is coming toward the Student. This will help when the Student begins take-offs. From this point on, the Student will handle all taxiing of the airplane.

B. HORIZONTAL FIGURE EIGHTS



The figure eights will be flown parallel to the runway in an elongated pattern with a short stretch of straight flight in the middle. The Instructor will first demonstrate the maneuver and then let the Student practice. The Instructor will offer necessary criticism, but let the Student decide when to turn, roll out, etc. Confine your remarks to generalities such as "stay a little higher", "don't get to far way" or "not so close". The Student should have to plan and execute the turns so that he simulates the maneuver as you demonstrated for him.

1. Taxiing and ground handling



2. Horizontal figure eights



C. PROCEDURE TURNS / STRAIGHT FLIGHT IN



Procedure turns are performed by turning the aircraft 90 degrees from straight flight followed by another turn of 270 degrees (opposite direction of the first turn) which will effectively return the aircraft to the same flight path, only in a reversed direction. This maneuver should be practiced by turning the aircraft through both right and left approaches.

In this lesson the Student will continue to sharpen his skills at turning the airplane a preplanned amount in both directions. The Student will also learn controlled straight flight directly away and toward him. This is an essential skill to be learned before successful landing approaches can be made.

Straight flight in should be practiced so the Student will learn to control the aircraft when the control inputs appear to be reversed when flying directly toward him. The Student must be able to make the proper control inputs before this section can be passed.

1. Procedure turns, with both right and left approaches



2. Straight in flight



D. STALLS



In this lesson the Student will learn what causes stalls, practice recovery from stalls, and maneuvering the airplane at slow speeds without stalling. Stalls are caused by an excessively high angle of attack and not excessively slow airspeed. The excessive angle of attack prevents enough lift from being generated and the airplane quits flying. A stall can occur at any speed or throttle setting! The most common time a stall will occur is when turning from base to final on a landing approach. The airplane is flying at reduced throttle and a higher than normal angle of attack, thus slower. If the approach is a little too far out, the common mistake is to add more back pressure to **s t r e t c h** the glide. This only increases the angle of attack and induces a stall. The proper procedure is to add a little more power, not more back pressure. As an airplane reaches stall speed it will become unstable and shudder, followed by the nose dropping and sometimes rolling to the right or left. To recover from a stall, the nose of the airplane is lowered and simultaneously power is added. If the airplane has rolled as well, then corrective control inputs should also be made to regain a straight and level flight attitude. The key to stall recovery is being able to recognize an impending stall and reacting quickly to recover with a minimum loss of altitude.

The Instructor will demonstrate each of the following and have the Student practice until he is proficient at each.

1. Stalls and recovery to straight level flight
 - a. Slow speed
 - b. Moderate speed
 - c. High speed (optional based on skill level of Student)
2. Slow speed stalls and recovery – induced by turning
3. Flight at minimum controllable airspeed without stalling

E. TRAFFIC PATTERN



In preparation for learning to **take-off** and **land**, this lesson will teach the Student the importance of flying a good **traffic pattern**, and expose him to descending to **base** and **final** approach **legs** and for **ascending** into the **traffic pattern** after **take-offs**.

The traffic pattern is composed of several parts known as “**legs**”. These legs are referred to as **take-off**, **crosswind**, **downwind**, **base**, and **final**. Their direction will be **dictated** by the **wind** and surrounding obstructions. At the **IRCM** club field, all take-offs will be to the **North** or **South** and all **pattern legs** will be to the **East** of the runway.

When the Student is familiar with the **traffic pattern**, he is to fly the pattern at a constant altitude concentrating on following the proper pattern, executing gentle turns, and remaining in control at all times. This should be done for both right and left patterns.

When the Student is comfortable at this, he will be introduced to descending to **base** and **final** approaches. The Student should practice flying the pattern and reducing power during the base leg to set up a descent that can be carried into the **final approach** to simulate a landing. Remind the Student of the dangers of inducing a stall. This should be practiced at an altitude that will allow for recovery in the event of a stall.

Next, the Student will practice climbing out of the **final leg** to simulate a **take-off**. This should be repeated watching for constant control and control inputs to correct unusual flight attitudes without left/right mistakes.

Finally, the Student should be ready for his first **take-off**. After having practiced taxiing, powering up, climbing, turning, and straight flight, the Student should have very few problems. Discuss any problems that might be encountered, such as directional control during roll out (right rudder input due to torque from the engine).

F. TAKE-OFF PRACTICE

Once they can handle the plane well on the ground, have them head the plane into the wind practice some high speed take-off runs. Don't let them take-off quite yet. As soon as the plane builds up speed, have them reduce the throttle. Force them to see how little rudder it takes to make the plane respond at high ground speeds. Beginners have a tendency to over control with rudder their first few times, so be ready to retake control at all times (**keeping your master transmitter set to idle**).

G. TAKE-OFF

Actually taking-off by this point, the beginner should be quite comfortable with handling the plane on the ground. But you'll still want to make it as easy as possible for their first few take-offs. Explain that taking-off is just a matter of building up flying speed while **holding heading** into the wind **with the rudder**. Once flying speed is reached (they should know when flying speed is reached by having watched you do it many times), they must apply just a small amount of up elevator (Though some well trimmed planes may actually lift off by themselves). Once the plane comes off the ground, the nose will be pointed up slightly and they can release the up elevator. If the plane is properly trimmed, the plane will continue its gradual climb at full throttle until it reaches a comfortable altitude and can be turned. As the plane rises, they must be ready to make minor corrections to hold the plane's heading directly into the wind (with rudder and aileron) and to maintain a gradual ascent (with elevator). Always have them make their first turn **away from the pit area!** Once the plane has reached a safe altitude, the throttle can be reduced back to half. Beginners tend to be so nervous after their first few take-offs that they forget to reduce throttle. Of course, you should demonstrate taking off prior to them doing it.

Walk them out to the middle of the field if necessary. (Once they master this, they will still have to learn how to take the plane off in different directions while standing at the pilot's station.) As they increase throttle for take-off be **sure you have your master transmitter's throttle setting to full in the event you must retake control.**

1. Traffic pattern familiarization

2. Traffic pattern flight at constant altitude

a. Right

b. Left

- 3. Descending to base and final with climb out
- a. Right
- b. Left
- 4. Take-off

G. LANDING

The final phase of Advanced Flight Instruction is teaching the Student to land. By now the Student should have mastered all of the previous skills taught so that by combining them he is able to execute landing with little problems. Prior to the first attempt at landing, the Student and Instructor should have an extensive preflight briefing to review all aspects of previous lessons learned. It is also recommended that the first landing attempt follow a refresher flight covering the above sections. The actual landing is a natural continuation of these skills and if the Student is feeling confident with these skills, a successful landing should result.

To execute a landing, the Student should enter the traffic pattern as taught and follow a descending to base leg and final approach. As the airplane continues to descend, the Student must remember to try to remain calm and not over control the aircraft. A proper final approach will almost allow the airplane to land by itself!

As the airplane reaches the **touchdown** point, the Student should apply a small amount of back pressure to the elevator to **flair** the airplane for **touchdown**. Ideally, the main landing gear should touchdown first followed by the nose or the tail wheel. This skill can be worked on until perfected.

The Instructor should not let the Student force a **bad landing**. Likewise, the Student should be willing to **abort**, if told to do so by the Instructor, and perform a **go around**. Use the following checklist to prepare for landing.

- 1. Proper entry into **traffic pattern**
- 2. Proper altitude when entering **downwind leg**
- 3. Power and speed reduction during **downwind leg**
- 4. Caution stalling the aircraft when turning **base leg** and **final approach**
- 5. Distance to runway on **Base Leg**
 - a. Too close, execute a go around
 - b. Too far, apply more power **NOT** elevator back pressure
- 6. Lined up on **center** of runway
- 7. **Flair** for **touchdown**
- 8. **Roll out** and **taxi**

Hopefully by now the Student has shown a good deal of skill and proficiency in executing the maneuvers that have been learned throughout this guide. If so, the next step is to prepare the Student for their SOLO test.

ADVANCED MANEUVERS Date _____ Instructor _____

As of this date Student is ready to prepare for SOLO test

COMMONLY USED R/C TERMS

- 1. BACK PRESSURE** – increase up-elevator to prevent loss of altitude
- 2. BAD COMMAND** – incorrect stick movement, i.e.: left instead of right
- 3. DEAD STICK** – forced landing due to engine failure
- 4. OVER CONTROL** – too much control stick movement
- 5. POWER BACK** – decrease engine speed
- 6. POWER UP** – increase engine speed
- 7. RELAX CONTROLS** – return stick to neutral
- 8. ROLL OUT** – return to level flight from a turn
- 9. SINK** – wings level attitude, decreasing altitude
- 10. STALL** – insufficient airspeed to maintain lift and controlled flight
- 11. TRAFFIC PATTERN** – procedure for proper take off and landing with respect to wind direction
- 12. TRIM** – mechanical and in-flight adjustment of flight surfaces to attain straight and level flight.

SOLO PILOT: CERTIFICATE OF COMPLETION

To attain qualified Solo Pilot status, each candidate must demonstrate the following maneuvers in the presence of his Instructor. Instructor and Observer should grade each of the following activities, using an A,B,C,D or F for each activity. Student must get a C or better to pass. Any grade of D or F should be explained to the student and the student should be allowed to re-test as soon as they wish. The idea of grading is to use this as a further learning opportunity for the student, so that they can understand what they need to continue to work on even if they achieve the new level.

LEVEL 2 PILOT To attain the pilot rating, a novice must be able to:

- 1. Know and exhibit proper field behavior concerning flying boundaries and courtesy, pit conduct and use of the frequency board.** The student should check the frequency board and insure his/her card is in the correct slot before activating their radio. They should also observe proper communication and observe no fly boundaries during the entire flight.
- 2. Perform a preflight check of aircraft and radio equipment.** This should include, but is not limited to a check of battery condition, proper control surface movement and a standard range check.
- 3. Prepare aircraft for flight and start/tune the engine.** The Student should fuel and start aircraft without assistance while maintaining safe operating procedure.
- 4. Perform 2 unassisted takeoffs, One in each direction.** The student should take off and land in a direction approximately parallel to the center line of the runway in each direction. The student should exhibit reasonable control during the taxi and takeoff roll such that safety is maintained.
- 5. Exhibit controlled flight by a series of left and right turns.** The student should fly a standard 4 cornered race track pattern or something similar to prove their control over the aircraft.
- 6. Perform 2 controlled landings.** After the second landing the student should taxi back to the pilot station area or the pits as they wish. Killing the engine on landing via a prop strike on the ground is NOT necessarily grounds for a failing grade but should be discouraged as this is typically a sign that the student needs more practice.
- 7. Exhibit controlled flight during a simulated dead stick landing approach.** (Instructor has Student bring engine to idle and Student Pilot must make a safe approach to runway – power can be applied before a landing is made) This landing may vary somewhat from a perfect parallel approach from the runway center line but should NOT be made directly in the direction of the spectators, parking lot or pits. Student pilots should recognize that safety is the paramount issue, not recovery of their airplane. Landing in the long grass or field areas is acceptable.

Note: It is recommended that all new Level 2 pilots use an observer during the first 30 days following certification.

The above maneuvers were performed in a manner generally considered to be safe and acceptable. Solo flight is therefore approved.

INSTRUCTOR _____ **DATE** _____

OBSERVER _____ **DATE** _____

CANDIDATE _____ **DATE** _____

STUDENT PILOT FLIGHT LOG

Student Name: _____ AMA #: _____

Instructor: _____

GROUND CHECK: _____ DATE: _____ INSTRUCTOR: _____

PLANE: _____ ENGINE: _____ RADIO: _____

COMMENTS: _____

PRE-FLIGHT CHECK: _____ DATE: _____ INSTRUCTOR: _____

PLANE: _____ ENGINE: _____ RADIO: _____

COMMENTS: _____

FLIGHT#: 1 DATE: _____ INSTRUCTOR: _____

PLANE: _____ ENGINE: _____ RADIO: _____

COMMENTS: _____

STUDENT PILOT FLIGHT LOG

FLIGHT #: _____ DATE: _____ INSTRUCTOR: _____

PLANE: _____ ENGINE: _____ RADIO: _____

COMMENTS: _____

STUDENT PILOT FLIGHT LOG

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