



Sailplane Flight Training Syllabus

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Purpose and Content. The purpose of this syllabus is to provide a guide for both the student pilot and the instructor up to and including solo. It is a guide of maneuvers and knowledge that must be *mastered before solo*. It also serves as a supplementary text for the student.

Each lesson is designed around four flights. Student progress and weather conditions may allow the lesson objective to be met in fewer flights.

Eight lessons and 32 flights may be sufficient for the exceptional student to solo. However, different rates, time between lessons and varying weather conditions may necessitate more flights before solo. Generally, the more frequently a student can fly the quicker he can expect to solo. Merely completing the assigned number of flights does not necessarily mean a student is ready for his first solo flight.

Study References. THE JOY OF SOARING (JOS), the SSA SOARING FLIGHT MANUAL (SFM) and a copy of the current FEDERAL AVIATION REGULATION (FAR), and Knauff TLAR article are needed for use with this syllabus. Each lesson has a suggested reading assignment with review questions.

For the Student. In order to derive maximum benefit from each lesson you should:

- Read the assignment and answer the questions prior to your lesson.
- Before flying, ask your instructor to review your answers and explain the maneuvers, techniques and procedures to be covered in your flight lesson.
- Following each flight lesson, ask your instructor to evaluate your performance. Ask him/her to clarify any areas that you may not understand.

Lesson 1

OBJECTIVE: To familiarize the student with proper pre-flight preparation, signals, scanning for traffic, and use of the controls in flight, and to introduce the student to straight and level flight and turns.

1. Pre-flight discussion
 - a. Airplane familiarization
 - b. Weather information
 - c. Pre-flight inspection
 - d. Cockpit orientation
 - e. Instrument interpretation
 - f. Signals and pre-takeoff check
 - g. Ground handling procedures
 - Instructor provides sailplane familiarization, gathering weather information, and demonstrates pre-flight inspection.
 - Student follows and conducts pre-flight before all future flights.
2. Take-off, tow, release
 - Instructor provides area orientation and navigational landmarks and demonstrates.
 - Student calls “200 feet” on tow on this and all future flights, identifies navigational references relative to home airport, and follows through on controls.
3. Airwork
 - a. Control use and effects
 - b. Straight and level flight.
 - c. Gentle turns with 90 and 180 degree heading changes.
 - d. Scanning for aircraft and clearing before turns
 - Instructor demonstrates scanning for traffic and explains the use of elevator for pitch control, ailerons for roll, and rudder for yaw. Instructor also demonstrates the use of controls in gentle turns, with emphasis on coordination and maintaining airspeed control by the use of horizon references.
 - Student practices.
4. Pattern and landing
 - Instructor demonstrates.
 - Student recites landing checklist and follows through on controls.
5. Post flight evaluation
 - Instructor assists the student in filling out log book and critiques the student’s performance.

STANDARDS: The student should understand and be able to perform a pre-flight check. The student should be comfortable and oriented in the cockpit, knowing the location and function of the controls. The student should also be able to interpret basic flight instruments, including yaw string, fly a constant heading at a constant airspeed, and make shallow banked turns.

Lesson 1 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapters 2 & 3 "Sailplane Information Manual".
Soaring Flight Manual Chapter 1 & 11.

1. What is the purpose of the wing? (JOS pp. 3 & 4, SFM pp 1-1 & 1-2)
2. What is the purpose of the tail surfaces? (JOS pp. 3 & 4, SFM pp. 1-10 & 1-11).
3. Who has the responsibility of determining that the aircraft is in air-worthy condition?
(JOS p. 55, SFM pp.11-8).
4. If a car is used to move a glider on the ground, how long should the retrieve rope be?
(JOS p. 11, SFM pp. 11-5).
5. The use of a pre-take-off checklist is a must. What are the takeoff and landing checklist in our ships?

Take-off Checklist

Landing Checklist

6. What are the signals for take up slack and take-off? (JOS Appendix B, SFM pp. 12-2 & 12-3).
7. (a) What control causes the sailplane's nose to pitch up and down? (SFM pp. 1-10 & 1-11)

(b) How is this control activated by the pilot? (JOS p. 5, SFM pp. 1-10 & 1-11).
8. (a) What control causes the sailplane to yaw? (SFM pp. 1-10 & 1-11)

(b) How is this control activated by the pilot? (JOS p.5, SFM pp. 1-10 & 1-11).
9. (a) What control causes the sailplane to bank? (SFM pp. 1-10 & 1-11)

(b) How is this control activated by the pilot? (JOS p. 6, SFM pp. 1-10 & 1-11)

Lesson 2

OBJECTIVE: To improve the student's ability to make coordinated turns and to introduce take-off, aerotow, patterns and landing.

1. Pre-flight discussion
 - a. Proper use of controls in level flight and turns.
 - b. Aerotow, proper position
 - c. Landing pattern location, effect of wind on pattern, terminology and speeds.
 - d. Landing techniques including use of spoilers and dive brakes.

2. Take-off, tow, release
 - Instructor explains proper take-off technique and aerotow position, both during straight flight and turns on tow. Instructor demonstrates moving from high to low tow and effect of towplane's wake on sailplane.
 - Student practices tow under instructor supervision.

3. Airwork
 - a. Straight and level flight
 - b. Shallow to medium turns to specified headings, maintaining constant airspeed.
 - Instructor demonstrates straight and level flight with emphasis on airspeed and heading control using instrument and horizon references. He also introduces coordinated turns to specified headings with precise airspeed control, emphasizing use of yaw string/ball indicator.
 - Student practices.

4. Pattern and landing
 - Instructor demonstrates and student practices use of spoilers/dive brakes prior to entering pattern.
 - Student flies pattern using TLAR approach and landing with instructor supervision.

5. Post-flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: The student should be able to maintain a heading within +/- 10 degree And control airspeed +/- 5 mph. In straight and level flight. The student should be scanning for traffic regularly and also before each turn. Airspeed control in turns should be +/- 5 mph. In 15 to 45 degree banks and recovery within 20 degrees of heading. Because this airwork will continue throughout the student's training these standards will be improved later.

Lesson 2 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapters 2, 4, 5, 7. Soaring Flight Manual, Chapters 1, 12, 14,

1. What are the three forces acting on a glider in flight? (JOS p. 4, SFM pp. 1-2).
2. Before entering a turn, what should the pilot do? (JOS P. 14, SFM pp. 14-2).
3. If, when entering a turn, the nose of the glider moves in the opposite direction of the turn, what is the cause? (JOS P.8, SFM pp. 1-17).
4. Why must back pressure be applied on the stick when entering a turn? (JOS p. 9, SFM pp. 14-4).
5. What is the overbanking tendency? What causes it? How is this counteracted? (JOS p. 9).
6. What is a skidding turn? What is a slipping turn? (JOS pp. 16, 17, SFM pp. 1-17 , 3-5).
7. What is the correct position in relation to the towplane for high tow? For low tow position? (JOS pp. 24, 25, SFM pp. 12-11).
8. Why is it important to remain low on takeoff until the towplane is airborne? (JOS p. 32, SFM pp.12-9).
9. Why is it important to fly a consistent pattern? (JOS p.42, SFM pp. 14-11).

Lesson 3

OBJECTIVE: To introduce the student to flight at minimum control speed in level flight and turns, to teach stall recognition and recovery.

1. Pre-flight discussion
 - a. Slow flight
 - b. Stalls, including causes, recovery techniques and secondary stalls.
 - c. Flight at minimum control speed.

2. Take-off, tow, release
 - Student practice with emphasis on transition from high to low tow.
 - Instructor monitors.

3. Airwork
 - a. Slow flight.
 - b. Stalls.
 - c. Level flight and turns.
 - Instructor demonstrates reduced control effectiveness, speed control, pitch attitude, Student practices. Instructor explains and demonstrates indications of incipient stalls; i.e., (1) airspeed decay, (2) instrument indications, (3) control decay, (4) pre-stall buffet use of senses; i.e., decreased wind noise; and proper recovery technique. Instructor demonstrates effect of increased stall speed as bank angle increases.
 - Student practices.

4. Patterns and landings
 - a. Use of dive brakes for descent.
 - b. Touchdown and roll-out.

Student practices with instructor supervising as necessary.

5. Post flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: The student should be able to fly the sailplane at minimum control airspeed (within 3-5 mph of actual stall speed) in straight and level flight and in shallow turns. The student should be able to recognize the first indications of a stall from all normally anticipated flight attitudes. Stall recovery should be made promptly with minimum altitude loss, without resulting in a secondary stall.

Lesson 3 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapter 4, Soaring Flight Manual Chapters 1, 14.

1. Are the flight controls more or less effective in slow flight (flight at minimum control airspeed) than at higher speeds? (JOS p. 21, SFM pp. 14-4).
2. During slow flight, is aileron drag higher or lower than at higher speeds? (JOS p. 9).
3. What causes a stall ? (JOS pp. 4, 5, SFM pp. 1-3).
4. Is it true that a glider can stall at any attitude and any airspeed? What if the glider is pointed straight at the ground. (JOS pp. 18, 19, SFM pp. 1-3).
5. How can you recognize an approaching stall? (JOS p. 18, SFM pp. 14-5).
6. What is the correct recovery technique from a stall? (JOS p. 20, SFM pp. 14-5).
7. How does the angle of bank affect the stalling speed? (JOS p. 9, SFM pp. 1-16).

Lesson 4

OBJECTIVE: To review all maneuvers covered with increased emphasis on take-off and flying the tow in proper position, developing proper judgment in the pattern, and introducing accuracy landings.

1. Pre-flight discussion
 - a. Review take-off and aerotow procedures including discussion on boxing the wake.
 - b. Review and plan specific maneuvers to be covered: straight and level flight, medium banked turns to headings, slow flight and stalls.
 - c. Review pattern and landings with emphasis on judging accuracy landings.
2. Take-off, tow, release
 - Student practices take-off, tow and transition to high and low tow.
 - Instructor demonstrates boxing the wake, and student practices.
3. Airwork
 - a. Review of stalls
 - b. Turns
 - Student practices.
4. Patterns and landings
 - a. Judging accuracy landings
 - b. Use of spoilers/dive brakes to control descent in accuracy landings.
 - Instructor points out aim point and spot landing judgment.
 - Student practices.
5. Post flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: The student should be able to make a smooth and normal liftoff, remain in proper position throughout the tow, and be able to make a proper transition from high tow to low tow through the wake. The student should fly the pattern at the proper airspeed, maintain correct position in the pattern, and touch down in the proper attitude.

Lesson 4 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapters 5, 7. Soaring Flight Manual Chapters 12. Knauff article about That Looks About Right (TLAR) landings.

1. What are the advantages of low tow position. Disadvantages? (JOS p. 24, SFM pp. 12-11).
2. What should you do if the towplane rocks its wings? (JOS p. 35, SFM pp. 12-5).
3. If you cannot release the tow line, how do you signal the tow pilot? (JOS p. 120, SFM pp. 12-5).
4. Why should you point the nose of the glider towards the outside wing of the towplane in a turn? (JOS p. 26, SFM pp. 12-13).
5. What does it mean if the towplane fish tails? (JOS p. 120, SFM pp. 12-5).
6. How do you signal the tow pilot to speed up? To slow down? (JOS p. 120, SFM pp. 12-4).
7. While "boxing " the wake, you may have a tendency to develop slack in the tow rope. What techniques can you use to prevent slack from occurring? What techniques can you use to remove slack once it occurs? (JOS p. 30, SFM pp. 12-14).

Lesson 5

OBJECTIVE: To introduce the student to steep turns, spirals and precision maneuvering. To sharpen the student's judgment and precision in the pattern and landing, with emphasis on accuracy landings. Crosswind landings will be introduced, conditions permitting.

1. Pre-flight discussion
 - a. Pattern altitudes and positioning for accuracy landings.
 - b. Crosswind landing techniques.
 - c. Steep turn techniques, including methods for airspeed control, (pitch attitude, increased back pressure required) and increased lead for roll-out on specified headings. Spirals of 720 and 1080 degree.

2. Take-off, tow, release
 - Student practices, including transition from high to low tow and boxing the wake.
 - Instructor puts student into out of tow position and student recovers.

3. Airwork
 - a. Steep turnsInstructor demonstrates coordination, maintaining proper speed control, and rolling out on a specified heading.
Student practices 720, 1080 degree spirals.

4. Pattern and landing
Instructor demonstrates effect of wind on approach and crosswind correction techniques: side slip and crab.
Student practices.

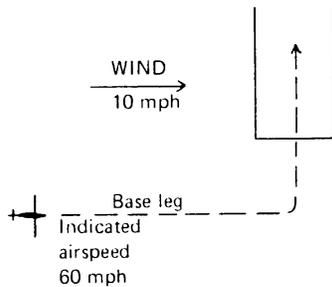
5. Post-flight evaluation
Student fills out logbook, Instructor critiques student's performance.

STANDARDS: The student should be able to perform coordinated steep spiral turns (45 degree bank angle), maintain airspeed within +/- 5-8 mph and recover within +/-20 degrees of a specified heading. Be able to fly the standard pattern maintaining airspeed control at +/- 5 mph. The student should be able to determine wind direction and to correct for wind in the pattern. Touch down and stop should be within 500 ft. area with practice.

Lesson 5 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapter 7. Soaring Flight Manual, Chapters 1, 2, 14.

1. Diagram a normal pattern. Include suggested altitudes. (SFM pp. 14-10)
2. What references from the ground and while in the air can you use to estimate wind speed and direction?
3. Should you increase or decrease the airspeed when landing into a 25 mph. headwind? How much? (JOS p. 46, SFM pp. 14-12).
4. How can you control the glide path on final approach to land? (JOS P. 46, SFM pp. 14-13).
5. Refer to the diagram below. What would be your approximate ground speed on base leg? Should you begin your turn earlier or later than normal? Why?



6. What are two techniques you can use to compensate for a crosswind on the final approach? (JOS p. 48, SFM pp. 14-15).
7. With respect to the ground, is the glide ratio increased or decreased when flying into a headwind? (JOS p. 73, SFM pp. 1-6, 2-2).

Lesson 6

OBJECTIVE: To introduce the student to slack line recovery techniques, incipient spins, and high speed spirals; and to develop proficiency in the use of slips as an altitude losing maneuver.

1. Pre-flight discussion
 - a. Slack line causes & recovery techniques.
 - b. Slips, including the difference between side and forward slips.
 - c. Incipient spins.
 - d. High speed spirals, including the difference between spins and spirals.
2. Take-off, tow, release
 - Student performs take-off and tow.
 - Instructor demonstrates slack line recovery techniques.
 - Student practices.
3. Airwork
 - a. Slips.
 - Instructor demonstrates forward slips in turns and holding a constant track over the ground. Emphasizes airspeed control and inaccurate airspeed indications.
 - Student practices.
 - b. Incipient spins.
 - Instructor demonstrates incipient spins. This should be performed with emphasis on proper recovery technique.
 - Student practices recovery.
 - c. High speed spirals.
 - Instructor demonstrates a spiral dive comparing differences with a spin.
 - Student practices recovery.
4. Pattern and landing
 - Instructor demonstrates the use of a forward slip to a landing with emphasis on how a slip can be used to control the rate of descent.
 - Student practices.
5. Post-flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: The student should be able to recover from an incipient spin and spiral dive, recognizing the difference between the two. The student should be able to perform a forward slip to a landing without increasing or decreasing approach speed.

Lesson 6 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapters 4, 6. Soaring Flight Manual, Chapters 1, 12, 14.

1. What can cause slack to develop in the tow line? (JOS pp. 27, 28, SFM pp. 12-14).
2. What are two ways to remove slack from the tow line? (JOS pp. 28, 29, SFM pp. 12-14).
3. What causes a spin? (JOS p. 21, SFM pp. 1-4, 14-7).
4. What is the proper technique to use when recovering from a spin? (JOS p. 23, SFM pp. 14-7).
5. Why is it important to make coordinated turns when maneuvering close to the ground? (JOS p. 23, SFM pp. 14-7).
6. What is the purpose of a forward slip? A side slip? (JOS p. 17, SFM pp. 14-8).
7. How is a forward slip to the left accomplished? (JOS p. 17, SFM pp. 14-8).
8. In a stall situation, which would be more dangerous, a slipping turn or a skidding turn? Why? (JOS p. 17, SFM pp. 14-7).
9. Is the indicated airspeed accurate in a slip? (JOS p. 18, SFM pp. 14-10).
10. How does a spin differ from a high speed spiral? (JOS pp. 16, 17, SFM pp. 14-7).

Lesson 7

OBJECTIVE: To introduce the student to emergency situations that may arise and teach how to deal with them in a safe manner.

1. Pre-flight discussion
 - a. Rope break below 200' AGL and above 200' AGL.
 - b. Slack line.
 - c. Heavy lift or sink.
 - d. Unable to release from tow.
 - e. Canopy opening in flight.
 - f. Towplane loses power.
 - g. Sailplane too high on tow.
 - h. Sailplane too low in pattern, or too high in pattern.

2. Take-off, tow, release
 - Instructor initiates simulated rope break at or above 200' AGL. Student practices return to field and landing.
 - Student should continue to practice slack line recoveries and recovery from unusual positions on tow.

3. Airwork
 - Student practices improving techniques in weak areas.

4. Pattern and landing
 - Instructor should simulate heavy sink in pattern.
 - Student corrects and makes landing.

5. Post-flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: Student should be familiar with various emergency procedures and be able to correctly react and respond to possible emergency situations.

Lesson 7 - Questions

STUDY REFERENCES: Joy of Soaring, Part 1, Chapter 5. Soaring Flight Manual, Chapters 1, 12.

1. What action should be taken by the tow pilot if the glider cannot release? (JOS p. 35, SFM pp. 12-18).
2. Both sailplane pilot and tow pilot are unable to release the towline. What action should be taken? (JOS pp. 35, 36, SFM pp. 12-19).
3. If you experience a rope break at 200' AGL, which way should you normally turn? (JOS pp. 33, 35, SFM pp. 12-17).
4. If the rope breaks at 200' AGL and you have decided to turn and land on the field, should you turn at a slow airspeed to conserve altitude or turn at a higher airspeed? (JOS pp. 33, 35, SFM pp. 12-18).
5. Should you experience a rope break at 200'AGL with a 35 mph headwind, what would be the safest course of action)? (JOS pp. 33, 35, SFM pp. 12-17).
6. If you experience a rope break below 200' AGL, what action should you take? (JOS p. 35, SFM pp. 12-17).
7. If you lose sight of the towplane, what action should you take?
8. While searching for lift you run into heavy sink. Should you increase or decrease your airspeed? Why? (JOS pp. 72, 73, SFM pp. 2-8).

Lesson 8

OBJECTIVE: To review all previously practiced maneuvers as necessary; and to prepare the student for solo under existing conditions.

1. Pre-flight discussion
 - a. Administer pre-solo test and critique.
 - b. Discuss weather conditions and solo procedures.
2. Take-off, tow, release
 - Student practices.
3. Airwork
 - Student practices maneuvers specified by the instructor.
4. Pattern and landing
 - Student practices, making all decisions without prompting.
5. Pre-solo briefing
 - Instructor briefs student, endorses student's certificate and makes logbook entry.
6. Post-flight evaluation
 - Student fills out logbook.
 - Instructor critiques student's performance.

STANDARDS: Prior to solo, the student should be able to consistently perform all maneuvers to standards previously covered. The student should be able to safely fly the sailplane from take-off to landing, making all decisions without prompting from the instructor. He should be able to react correctly to possible emergency situations.

Lesson 8 - Questions

PRE-SOLO QUIZ

1. What is the meaning of each of the following signals? (JOS p. 120, SFM pp. 12-4, 12-5).
 - (a) towplane rocks wings
 - (b) towplane yaws from side to side
 - (c) sailplane rocks wings
 - (d) sailplane yaws from side to side
2. How often must a student pilot have a check ride? (FAR 61.87 Part D)
3. Your instructor has endorsed the back of your student pilot certificate authorizing you to fly the 2-33 solo. Can you legally fly another type of sailplane solo without another endorsement? Why? (FAR 61.87 Part D).
4. Are you permitted as a student pilot to fly cross-country solo? (FAR 61.93).
5. Does a glider on tow have the right of way over a glider off tow? (FAR 91.113 (c)(2)).
6. Does a glider always have the right of way over powered aircraft? (FAR 91.113).
7. What should the breaking strength of a tow line be that is used for aerotow? If the towline is too strong, what is required? (JOS p. 36, SFM pp. 12-4).
8. When does a student pilot certificate expire? (FAR 61.19 Part B).
9. What documents and placards are required to be on board your sailplane prior to take off? (FAR 91.27, 31).

10. At what altitude are you required to use oxygen? (FAR 91.211).

11. In order to legally land at an airport with an operating control tower, what equipment must you have on board? What clearances must you obtain? (FAR 91.126 and 91.127).

12. When flying below 10,000' MSL, what distance must you remain below the clouds? (FAR 91.155).

13. Why does the tow line have a minimum and maximum breaking strength? (JOS p.36, SFM pp. 12-5).

14. There are two gliders circling to the right in a thermal and you are approaching them with the intention of entering the same thermal. In which direction should you circle? (JOS p. 107, SFM pp. 15-4).

15. You are going to pass another glider, Which side should you normally pass on. (FAR 91.113).

16. When you fly solo, are you required to carry your student pilot certificate? (FAR 61.3 (A)).

17. An airplane is on final approach to land and you are on your base leg landing on the same runway. Who has the right of way?. (FAR 91.113) .

The following questions concern the particular sailplane you will solo:

18. List the following speeds of the aircraft. Consult your Sailplane Flight Handbook for this information.

- (1) Best L/D speed
- (2) Minimum sink speed
- (3) Stall speed straight & level
- (4) Maneuvering speed
- (5) Normal pattern speed
- (6) Never exceed/red line speed
- (7) Maximum aerotow speed

19. What is the minimum solo weight for the pilot? _____ Maximum? _____

If your weight is below minimum solo weight, what can you do to bring the weight up to a minimum solo weight?

Soaring's Little Instruction Sheet

1. Don't assume anything
2. Don't trust anybody
3. When in doubt, don't
4. Expect the unexpected
5. Deficiencies of the aircraft and equipment must be corrected, not tolerated
6. Don't be intimidated by others - be proud of being called a wimp
7. Beware of haste, impatience, annoyance, over enthusiasm, overconfidence, impulsiveness, apathy of yourself and others
8. Know your aircraft's capabilities and limitations
9. Know your capabilities and limitations
10. Make sure that you know how everything works before taking off
11. Check everything very carefully following aircraft repair and assembly
12. Plan each flight thoroughly
13. Never send a new solo pilot up in an aircraft that hasn't been previously flown and tested by an experienced pilot
14. Be sure to get the weight and balance right
15. Dress appropriately
16. Wear sunglasses
17. Take munchies and twice the water that you think you'll need
18. Never let yourself get interrupted during inspections or during assembly routines
19. Look very carefully for missing and damaged parts
20. Do a thorough preflight and positive control check before every flight
21. Make sure that gust locks and all instrument probe covers have been removed
22. Make sure that the ballast is secure
23. Secure anything and everything that can jam the controls
24. Get the seat right before takeoff
25. Check the tow rope before takeoff
26. Have carefully thought out plans for recovering from rope breaks
27. Always use checklists and go through them systematically every time
28. Brief passengers about what to expect before taking off
29. When flying with another pilot be clear about who controls the glider
30. Make sure that the canopy is locked
31. Make sure that the dive brakes are locked closed before takeoff

32. Never hook up the tow rope or lift the wing until directed by the PIC
33. Don't play with anything during the takeoff
34. Problems at low altitude may require instant action - ones at higher altitude should be thought out for the best solution
35. When on tow, always know where the airport is
36. Release from tow as soon as the visibility gets poor
37. Stay clear of clouds
38. When flying a ship for the first time get familiar with handling characteristics at altitude
39. Be attentive to unusual noises or anything else out of the ordinary - land if in doubt
40. Don't do aerobatics unless you've been trained and are current in doing the maneuvers
41. Increase your airspeed when thermaling with other gliders to avoid stalls that can result in a midair collision
42. The minimum safe altitude for thermaling is one that you'd be willing to spin from
43. Stay current in spins and spin avoidance
44. Get comfortable entering and exiting spins and spiral dives - be sure that you know the difference between them
45. Practice slipping left and right frequently at altitude so that it becomes second nature
46. If the controls become unresponsive or mushy, get the nose down promptly for more speed
47. Bail out before it's too late
48. Watch out for wires
49. Have a primary field and an approach selected whenever you're at or below 1500' AGL
50. Always be in the pattern at 1000' AGL
51. Keep watching for traffic in the air and on the ground
52. Keep airspeed up during unusual approaches or whenever you're having a problem
53. Power pilots may not know that gliders have right of way - or that you're flying a glider
54. Plan all patterns so that you need to use some dive brake
55. Maintain speed in the pattern
56. Fly standard patterns and be prepared to fly non-standard patterns when required
57. Get on the ground and have the ship tied down before the storm hits
58. Aim landing rolls clear of all object and people
59. Keep a list of the errors that you've made and learn from them - share them and learn from others
60. Know when to call it quits