



G. Heart Country: Fly the Jet!

by

Gary Heartsill

Intentionally left blank

Dedicated to the 869 “lieutenants”
who attended this course
Jan 1998
to
Mar 2014

NIHIL OBSTAT
John Richard Boyd, P = [T-D/W]/V
Censor Deputatus/IMPRIMATUR

(A special thanks to Wayne for letting me autonomously¹ teach this class.)

Abridged Edition

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First Edition

¹ Not controlled by others or by outside forces; independent; self-directed. Having the power to self-teach or govern.



"Why yes back '66, I was flying a Lear Jet 23 in Brussels."

Welcome
to
G. Heart Country
Memorabilia!
"recidivistically"

Note: For the word in this textbox see lexicon for "reversion, return, reaction, and recidivism."



From my side of the Speech Box²

Using the Performance Objective³ from Gagné⁴ the precise book statement (task) is:

[Situation] Given my retirement in 2014 and the need to professorially reflect on the 16 years of instructional learning in G. Heart Country

[Learned Capability Verb] generate

[object] a book

[action verb] by writing

[constraints] 100+ pages with bibliography on the Fundamentals of Instruction (FOI) upgrade class history in the C-21A

[special conditions] by focusing on the existential andragogy of "transformative learning⁵" and by having some fun sharing the experience

[tools] using scholarly textbooks/articles/movies and pertinent commentaries on how to fly, how to teach, how to communicate, and how to live authentically.

² This is a typical sample of a typical class. Due to my editor's judgment few names will be used – Some enhanced blurring incorporated - Sorry 'bout that!

³ This performance objective will serve as an Abstract for this book.

⁴ Gagné, R. M., Briggs, L. J., & Wager, W. W. (1988). *Principles of instructional design* (3rd. ed.). New York, NY: Holt, Rinehart and Winston.

⁵ Or **individual responsible freedom, adult pedagogy of "marked change in the acquisition of knowledge and skills."**

Preface

Actually, this paper is to atavistically⁶ enjoy the review of the course, to have some fun with the media, and make sure the dots were connected - or at least show how they were meant to connect...as we all know there is only one goal and that goal is to fly the jet - period.

This book is also written for some of my civilian and family friends who may want to read it.



06:42 - On the way to get coffee before class.

Introduction

Room GHC (in lieu of a number), around the corner from the coffee, is where the five day course started and you will have noticed it was set up intentionally to portray the idea that something was going to happen: the tables formed up into a square, all pubs and pencils laid out neatly, lights on, a welcome showing on the screen, the German no limits sign glowing on the east wall, the center piece was a piston/valve ash tray, and a candle was lit - your name tag was placed by your chair but it may not have had the proper rank or spelling on it (hello, Six Sigma). A small penciled sign was on the door (presented in latter classes):

KNOCK BEFORE YOU ENTER.
I AM A BASTARD, TOO.
LET'S SEE YOU SALUTE!

Robin Olds

⁶ atavism - more remote than parents, recurrence of ancestral genes - throwback, reversion - "primitive survival."

Room GHC at 08:00 had a fuse lit...everyone knew what was going to happen - especially the girls - and even the ORI⁷ guys. But I let it play out to the class. Even to the most disinterested student (there were about three total who really did not want to be there - which just reflects on how much fun this training/teaching was) everyone knew the class was not scripted. I guess this was the most difficult learning item for everyone because not having each hour posted, flight planned, and set to the clock was troublesome...sometimes it took three days for us to figure out what we were doing - and then we wished we had another three days.

Room GHC around 08:00 came alive and sometimes would begin when a lieutenant walked in, paying attention to "A Primer for Success,"⁸ and would slam down a copy of Kern, Boyd, Olds, or Day on my desk and demand to give their book report. Those guys were made DG's on the spot. Half of my work was done. So, the dot connecting was how do you teach your students to meet the expectations of the class and be ready to go to work?

Room GHC did not appear to have much class room order even with a time hack, roll call, and a weather check. Or even after one of the few slide shows showing what the course was about. *I was seeing where the class was so I could take them where they needed to go.* Feeling out the experience level, qualifications, attitudes, personal issues, and their expectations had to be accomplished before any real direction took place.

Room GHC to get started with some sort of a direction, I would sometimes hold my ubiquitous coffee cup up and start in with "Let me tell you a story..." and I would "teach" until someone had to go down the hall. It was during this teaching time - although not clearly spoken - but I gave the guts of the whole five days...dang, I wish I had recorded some of those...well, what I said was about flying. Normally, I would have to close the door as it was time for me to dip over into my tertiary language (what were the first two?) and I didn't want the bourgeois, hired-hand, civil, hall walkers, hear me getting into how to do V1 cuts, how not to bust your ass in an aeroplane, and let them know you would not be able to land the jet in my simulator with any engines running.

Room GHC (notice my splendid use of an anaphoric referent⁹ - and enough of that...) I would continue, and class room and the simulator have equal time space meaning there is no difference in the training in the classroom than in the sim; however, as you all know now, the sim was probably more fun than taking (or giving) the heat in the classroom.

Room GHC turned out more than one Distinguished Graduate (DG) in the just over 16 years of splendid instructing existence noting the credit was more due to the IP Candidate than was given to the class but, let the record reflect, we did spend some time talking about how important it would be to a student's career if he made DG (The he is a "she" too. We just don't do he/she, she/he, him/her, her/him in my NON F'ing PC class...most know that). Anyway, DG from Keesler, Scott, or where ever, is one thing and is/was given while at the "school house."

I want to tell you about DG in G. Heart Country.

⁷ ORI is an Air Force term for Operational Readiness Inspection and was accomplished once or twice a year.

⁸ See Chapter 2 for "A Primer for Success."

⁹ The deliberate repetition of a word(s) at the beginning of several successive verses, clauses, or paragraphs.

We know attitude is everything and those guys (gals...don't say it!) showed up with a proper book and demanded to brief were honored - some right then. Had more than one who broke the code and showed leadership qualifications to be a DG. Some took longer but the same characteristics were there: attitude to lead, shoes shined, ready for the task, beaming with promise, and just "faunching at the bit" to kick the tires and light the fires. I finally have a picture of two lieutenants so all will know what a DG in G. Heart Country looks like.



DG on the spot!

From my erstwhile and graduated readers I can hear the hoots, Atta Boys, "Shit Hots" and see at least a knuckle bump for duty above and beyond the call...can I tell you how impressed I was? I won't say "Finally, I have two DGs in the cockpit" but this is for sure the most significant and un-forgetful moment to immediately award a crew the gifted and sought after award for being a Distinguished Graduate in **G. Heart Country**. I immediately took the picture to preserve this auspicious moment in C-21A IP Upgrade - I know their commander(s) will be pleased for them - and for me. Actually, I would have given them a spot promotion.

[Notice again few names to pictures and some pictures are blurred so I don't want the DGs to get into trouble because this picture may end on Facebook. These lads, however, lead the list in this little world of "we, we," in "my, my," or "our, our," G. Heart Country.]

Now, the fuse is lit...How's this for an introduction?

A Page On Setting Your Sail

Most of us in this class grew up knowing what we wanted to do with our lives and **set our sail** early – or we wouldn't be here today. Most of us knew where we were going and adjusted the sail to make sure the degree, the marriage, the wings, the assignments met our expectations – for which we all say thanks for.

Did you notice the two words 'set' and 'adjust'? Some of us missed this and are still missing it as setting sail is of course required but what happens if the wind changes and we have to **RESET** our sails? Ok, all of us left the shore, the calm waters, and sailed past the Great Barrier Reef of Life and made way to the joys, the rewards, and the tribulations of 'heading into and taking on the Wind of time. We know some of the markers, some of the road signs, some of the NOTAMS, some of the Scripture, that have buttressed our years of staying into the wind. You may see some of these in this book:

-) *Where every you are, be there.*
-) *Today is Yesterday's Tomorrow.*
-) *Life gets better when we get better.*
-) *The promise of the future is the price we pay in the present.*
-) *Part of the miracle of our future lies in the past.*
-) *If life does not seem fair...we should blame ourselves.*

“What guides us to different destinations in life is determined by the way we have chosen to set our sail. The way that each of us *thinks* makes the major difference in where each of us *arrives*. The major difference is not circumstance, the *major* difference is the **set of the sail**” (p. 19).¹⁰

Philosophy – When the winds change, *we* must change.

Attitude – Is everything: “Here I am. What are you going to do with me?”

Activity – It is better to aim at the moon and strike the eagle, than aim at the eagle and strike a rock.

Results – *If We Will Pay The Price, We Will Inherit The Promise.*

Lifestyle – the art of being. Lifestyle is taking the time to watch a sunset...and listen to silence. The Two-Minute Warning – the sense of urgency. We get 1,440 minutes a day.

The only essential issue is how we played the game.

¹⁰ Rohn, E. James (1991). *The five major pieces to the life puzzle* (Special Limited Edition). Anaheim, CA: KNI Book Manufacturers.