

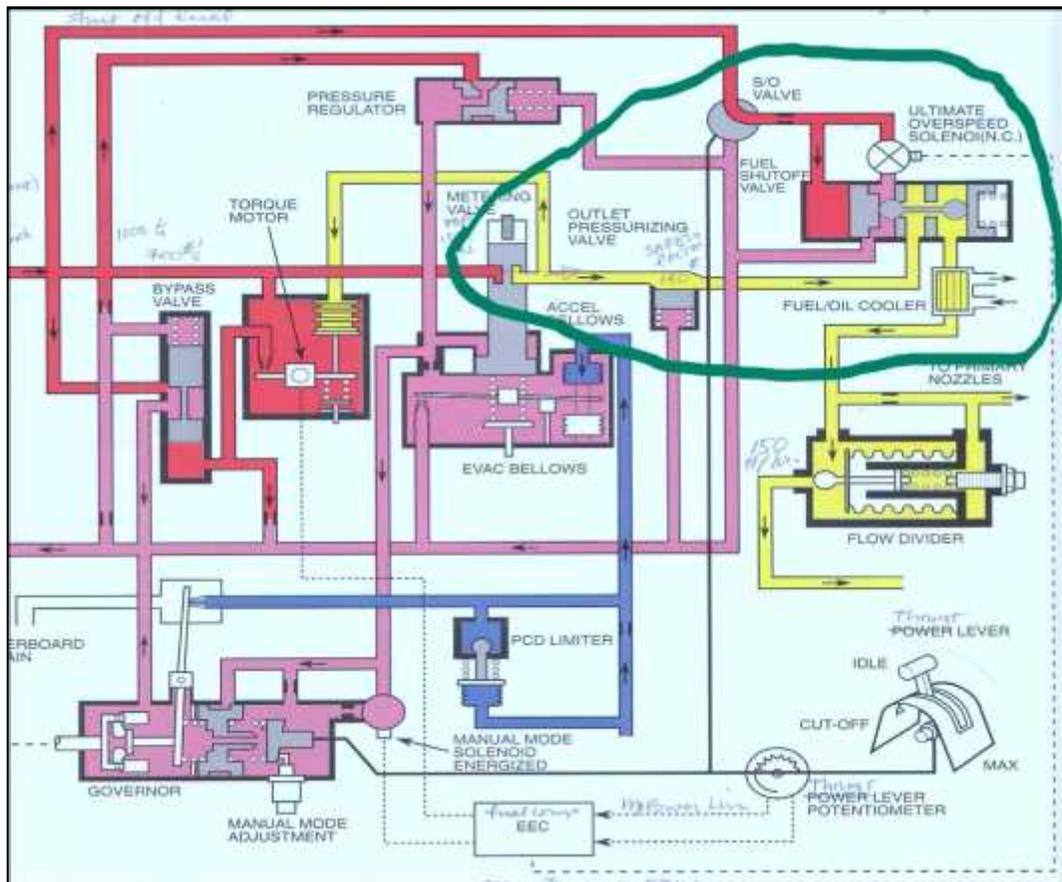
## Chapter 14

### Fuel Control Unit (FCU) – a Lesson from Understanding to Correlation

The last day of class we start on a lesson that may be very important for the Air Force and most students do well going from Rote to Understanding but most have some difficulty getting past Application to Correlation. The training is in three levels with me giving short overall review showing the path of fuel through the FCU, the student's get a go at me giving them a part/section to stand up and brief, and then we have a let's go the jet and test our knowledge scenario. The **circled green** is the area they must excel in with valves, plungers, and solenoid...among other things. Actually, this is just short of being a bitch.

The FCU is not new and everyone gets a good look at it during Initial and a review during Refresher training so now is time where they must show proficiency in knowledge and skill in teaching it.

In my class after my five minute review of the FCU one day, a major sitting in the senior rank position of first chair on the right, asked me a question about the pressure in one of the lines near the bypass valve. I told him as nicely as I could he really didn't need to know that. He said he was the maintenance officer at Randolph AFB and he should know and then asked another question off up in the corner and I gave him the same answer and suggested he attend a more in depth class in C-21 maintenance in room 326. About that time my manager goes by the door and I flag him in to bale me out. He gives the same five minute review, got the same two questions, and responded with telling him he needed to go to room 326 for the maintenance class.



Next class I got my airplane book we all used in the program and put it out right in front of me within two inches of the senior officer's chair and turned it to this page – just for reference in case someone got a bit picky. We got our briefings done and were laboring over some of the details and I said “Tell you what I think about this FCU page in your manual. This is what you need to do and I said **‘Rip it out!’**” No one moved so I reached over and ripped the page out of the book, wadded it up and threw toward the back of the room...I said, “That’s what I think of the fuel control unit. We spend too much time on the nuts and bolts and not enough time on operational flying.” One of the lieutenants said “You just ripped a page out of his f’ing book!”

We laughed and I said we need to think beyond all these lines, color, valves, and solenoids and fly the jet. Let’s do this. I go to the other end of my table and set up the profile operational problem in the ship.

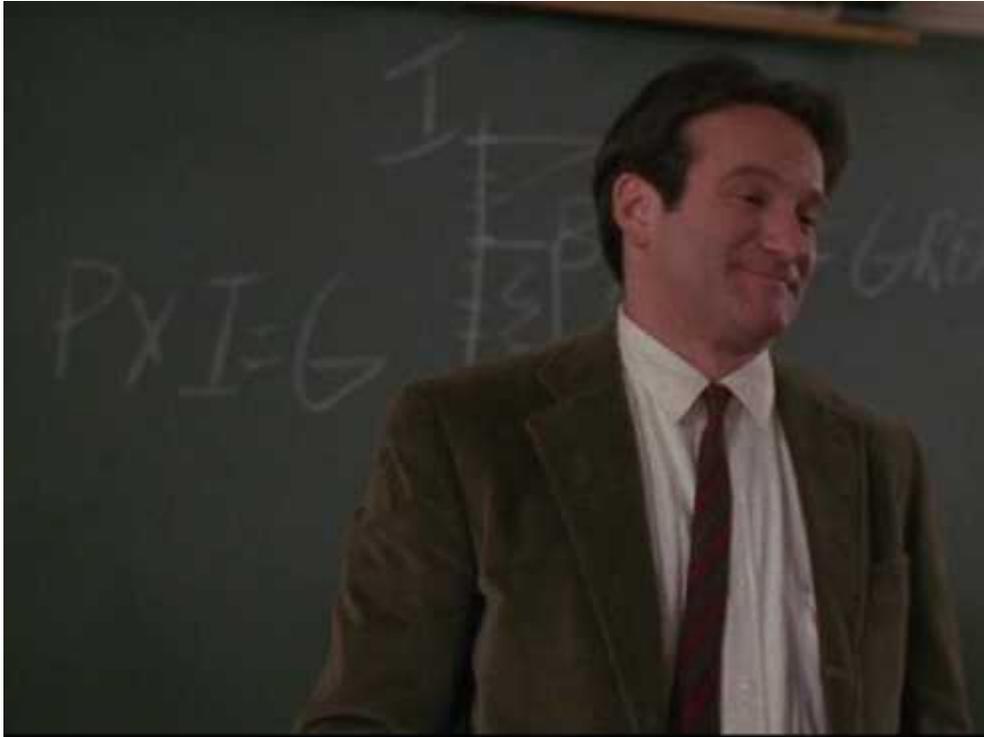
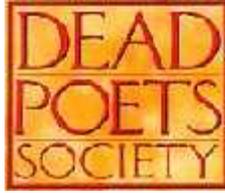
You and your copilot are making an approach into Andrews presently 19 miles southeast at 3,000 feet, heading 310 degrees, on top of lower clouds, with a clearance to intercept the final approach course for runway 1L. Maintain 3,000 feet until intercepting the ILS, cleared ILS, call the tower passing PREZZ. (The ATIS weather is 500 overcast, vis 2 miles, wind 270 degrees at 7 knots. Altimeter is 30.01.)

You then bring the power to idle on both engine to slow to 200 and as the engines go to idle the R FUEL CMPTR light illuminates and the right engine flames out. You say, “I have the radios. Start the right engine without using the checklist and do it quick.”

Yes, I know there is a check list but this is for drill. I then ask them to each write down the steps they expect a copilot to accomplish in this given situation. Without wearing us out on some systems review (I haven’t looked at this in five years myownself) the test was to have them see the operational requirements for starting an engine without a computer has the jet pump being turned OFF (Understanding to Application) so the fuel pressure during start, normally being supplied by the fuel computer is not available and the jet pump goes to OFF to keep the fuel pressure to the engine for start.

Well, that is a quick and dirty review.

My comments to go to Correlation is to point out we can know how to trace all the lines on the diagram but we get in the seat and have the light come on and have to go back and read the book to start an engine makes the last leap in learning a tough one.



***Excrement!***

*That's what I think of Mr. J. Evans Pritchard!*

*We're not laying pipe!*

*We're talking about poetry.*

*How can you describe poetry like American Bandstand?*

*I like Byron, I give him a 42 but I can't dance to it!"*

***Rip out that page...go on, rip out the entire page...Tell you what, tear out the entire introduction! I want it gone! History! Begone J. Evans Pritchard, PhD! Rip it out! I want it gone, nothing left – nothing but ripping! Not the Bible, you won't go to hell for this!***



## WWYVB

In my class, you will learn to think for yourselves again. You will learn to savor words and languages. No matter what anybody tells you, words and ideas can change the world. I see that look in Mr. Pitts' eyes like 19th century literature has nothing to do with going to business school or medical school, right? Maybe. You may agree and think yes, we should study our Mr. Pritchard and learn our rhyme and meter and go quietly about the business of achieving other ambitions. Well, I have a secret for you.

Huddle Up...**Huddle UP!**



We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business these are all noble pursuits necessary to sustain life. But poetry, beauty, romance, and love; these are what we stay alive for.

To quote from Whitman,

*"O me! O life!... of the questions of these recurring;  
of the endless trains of the faithless...  
of cities filled with the foolish;  
what good amid these,  
O me, O life?"*

*Answer.*

*That you are here - that life exists, and identity;  
that the powerful play goes on and you may contribute a verse.  
That the powerful play \*goes on\* and you may contribute a verse.*

**What will your verse be?**