

Chapter 5

Personality, teaching, and being rewarded with good students – the reason(s) we instruct

Success is measured from within

Not long after the class began I incorporated a personality test to give us all an idea of where we were in ways of, for example, introversion/extraversion, emotionality, thoroughness, thinking vs. feeling, and judging vs. perceiving. The short version of the test given to all students gave us a number and a trait like: 1 (one) Perfectionist, 8 (eight) Powerful Individualist, 2 (two) Helper/Caretaker, or a 7 (seven) Optimistic Generalist – these being the most used profiles of the nine tested for in the program. The results of the class in this area are expanded and reported in my chapter titled “Action Research: A Statistical Report on IP Upgrade” (just read in Chapter 4). The report touts the numbers and promotes the idea teaching is a rewarding adventure and for me this gig of Air Force instruction leads the list.

My profile, like 18.3 per cent of the class reflected, is under the trait/profile of Powerful Individualist or an “8.” We then from day one would all know and understand where everyone was coming from in this area and knew after that each one of us had certain traits that made us who we are. Now, the identifying of our pilots, students, or instructors are a “1”, an “8,” or a “7” rather than something like “prince of a guy,” “jerk,” or “asshole.” Lesson: The more we know about our airplane AND the student the more efficient we will be in turning out a qualified and exceptional instructor.

Encouraging the students to take an interest in the simple testing done in class and go to more in depth tests I spent some time looking deeper myself. The traits from a test I took are reported below. The three traits are Agreeableness, Thoroughness, and Openness.

Agreeableness

Agreeableness refers to the degree to which people make their actions depend upon the behaviour [sic] of other people. A person who scores low in agreeableness has a strong willingness to follow his or her own inner voice.

0-----32-----100

Strong-willed / independent

Empathetic / considerate

You are strong-willed and self-confident. You are genuine. You like the motto 'what you see is what you get'. You are sensitive to the emotional currents of others, yet you understand that people are responsible for their own happiness. You recognize that it is important to take time for yourself, and that it is not possible to please everyone.

You say what you feel.

Your Work Style

You have the ability, if you like, to remain emotionally disconnected from a situation. As a result, you do not have as much trouble making unpleasant or unpopular decisions as do those high in agreeableness.

You are able to think clearly and objectively, without letting personal ties and friendship obligations encumber the situation.

Thoroughness

0-----100

Focus on many things at once

Focus on one thing at a time

You take your commitments seriously, are self-sufficient, and reliable. You are easily motivated. You like to get things done. You are a person of your word. Organizational skills come naturally to you.

Disorganized situations strike you as chaotic; you are uncomfortable when you have to function without a schedule or clear plan. You like to do things one step at a time. You hate leaving things linger.

Research shows that people who score high in thoroughness make the best employees, managers, executives. They are more likely to become leaders, gain status, get promoted, earn higher salaries, feel a greater sense of commitment to their tasks.

You are rarely late or absent.

Openness

Openness refers to one's orientation toward novelty. A person who scores low in Openness is fascinated with what is established and perseverant.

0-----10-----100

Prefer structure

Prefer change/novelty

You are realistic, practical, and down to earth. You appreciate what you have, rather than continually search after what you do not have. You are most comfortable with what is familiar to you. You are loyal to people and causes you respect or admire. You like feeling in control of your life.

You think that some rules are necessary. You look for durability, functionality, and value in the products you buy.

Your interest is genuine. When you become enthusiastic about an area of interest, your enthusiasm is long-term. The combination of people both high and low in openness creates an effective work team.

Your Interaction Style

- You think that some rules are necessary. You respect your 'shoulds' and 'should nots' and it seems reasonable to you that others should do likewise.]

So, why did I take three pages to show my profile? Two reasons: (a) To show you what the results of a good profile will give you and (b) Ask the question (or encourage the question) where is your new profile? (I am still teaching, it seems – “I kan’t ‘hep it!”)

These traits fortified or buttressed my walking down the hall, going into the class room, or driving home – they didn’t work, by the way after I got home. I was married to an 8. And loved her for it!

These traits helped me know I needed a plan of attack, doing one thing at a time, 'what you see is what you get,' and believe it or not I prefer structure – course, the best structure is MY structure!

Field grade students, paying attention, and the remarkable insight of experience

Day two of a class with a young looking 05 (Lt. Col) setting in the senior seat – first spot to my left, I will call him Scott - and as I boldly and proudly (as an “8” should) walked into the class he mentioned a movie I needed to see. I said “ok, I’ll look into it.”

Day three he said as I went by his seat “G. Heart, did you get that movie?” Now, I have to peddle a little bit. This meant to peddle (piddle) in place and revisit with “Oops, sorry sir, what did you say the name of that movie was?” – while getting my pen out to write it down...

Let me point out for minute here some of the dynamics going on from my pedagogical perspective and for your educational, andragogical, and informative perspective (is this great or what?). **First** of all comma I have always had a problem with field grade officers as they just seemed to ALWAYS get in my way of me going to the flight line and setting sail. This ranking student was one of the first I was able to figure out “you know, these guys have really got some good ideas – shucks, they also have the experience to go along with it!” I learned to have total respect for them. It was my privilege!

Second of all, there is a gap between “Lieutenant Colonel” and “Lieutenant” and reminds me what someone said there was a difference between the words “lightning” and “lighting bug.” We worked on having the ‘rank’ idea be kind of leveled out in class for a lot of reasons but one is the young instructor pilots will have to be flying with senior pilots and maybe a general every now and then. We spent time in class on the care and nurturing of flying with and instructing senior officers. One way to help make a crew a team and not get bogged down into what to address or call crew member – kinda leveling the playing field for mission - crews were addressed as Pilot, Copilot, Nav, Bombardier, Tail Gunner, rather than John, Sara, General, or Lieutenant. So, the awareness of who you have in class will be shaded with special, no, better “considerate” teaching methods. (Reminds me of having three women in a class of six – as much fun as this was they just killed me – maybe more about this later. I knew better than let them sit next to one another...)

Third, as a rule I could work with (teach) the younger students all the same: “Lieutenant, taxi your ass up to the front of the class”...or “Lieutenant, give me 10 pushups!” – which I would do so with them, by the way (well, sometimes) so this was to ‘kinda’ take the rank out and let’s us just learn together. Overall this worked just fine. A nine year ole Okie would know better than to demand pushups from a lieutenant colonel...

Day four, as I taxied by Scott going to my podium/speechbox, I turned and addressed him with “I checked with five stores on the way home last night and no one has a copy of “The Paper Chase” but I have it ordered online and it will be here in a few days. I will watch it the soonest I can.”

How did Scott know? Why did he want me to see some movie I had never heard of? Now I had to go spent 15 bucks on some god awful movie I know will not have any f’ing thing to do with MY class.

Ahh, not really! It took about six minutes – just the opening scene – to figure out why. He connected some dots in the lessons of a law school professor to the teachings going on in G. Heart Country. His insight has paid off in spades. We not only saw the first six minutes in every class since then

but I worked in a 'humorous skit' to hammer it home with the theme "Shouldn't we know our jet as well as a law student knows his discipline? Shouldn't we be able to stand the same kind of heat?"

Watch this...



"Never assume anything in my classroom!"¹

This is John Houseman at his best. He was Professor Kingsfield in the movie and won an Academy Award for Best Supporting Actor for his performance – and it was mostly done in the opening scene. For our class the tension for knowing what lawyers are supposed to know is made clear and Scott was seeing some of this on the first day of our class – as many of you may well remember.

My set up to introduce the movie (and Scott's insight and wisdom) was simple. I told them one lieutenant was to be renamed Mr. Hart and I was going to be Professor Kingsfield and 'run him through some ropes' in the class and then we would see a movie depicting the scene. Of course I would explain

¹ Bridges, J. (Screenplay) & Bridges, J. (Director). Osborn, J. J. (Story). (1973). *The paper chase*. [Motion Picture]. United States: 20th Century Fox.

how lucky I was to have someone point out the movie in the first place – even if I had to bow down to a field grade officer in my class – which I did with a reflective and thankful smile on my face.

How do you pick someone out in your class to run them through the ringer? What are the considerations in putting them on the spot in front of his fellow lieutenant colleagues? Piece of cake.

“Mr. Hart.

You are Mr. Hart?

Speak up!

I can’t hear you! Speak loudly so the class can hear you.

Mr. Hart! Stand up and speak loudly. Fill this room with your intelligence!

Now, tell the class the exact first steps in the Smoke and Fumes procedure.

You knew this assignment is posted in the Primer and required during the first day but you expected an introduction to the course with a ‘briefing’ on Smoke and Fumes?

NEVER ASSUME ANYTHING IN MY CLASSROOM!

I myself will give you the first half of the steps in fighting a fire in your airplane...

Mr. Hart, now you may give the class the last half of the check list.

Mr. Hart...sit down.

Mr. Pruitt!”

Then the movie. Then the background with Scott’s input by his movie suggestion. Of note this movie is a lot like The Great Waldo Pepper as the first six minutes is really all that is worth watching. Yes, I know she was the Bionic Woman and Mr. Hart is having an affair with her – and she just happens to be the daughter of Dr. Kingsfield. That is not where the fire is in the movie. Hart has to pass the Contract Law class – that is the fire to be put out...

Then we can now get serious with DC Electrics, Buss Tie Circuit breakers (BTBs), shutting down one half or the right side of the airplane hoping the fire is there and it gets put out. If not then we shut down the left side. If it is still burning there is only one thing left to do...anyone remember what that is?

- J Shall you not be prepared like the Harvard lawyers to cite case, page, text, number, and mishap results for Smoke and Fumes?
- J Shall you not be able to recite from memory with learned remembrance to fill the room with S & F intelligence – if you are on fire you can’t see a f’ing checklist anyway!
- J Shall you not be able to fight a fire like a champ – with your oxygen mask and smoke goggles on?

Let’s do this ‘stuff’ here at ground speed zero so that if it shows up to do harm in flight you can turn in to it and attack it like you were trained in G. Heart Country.

Let's look at a few examples used in class and the simulator to get on top of Electricity and Smoke and Fumes. Are you seeing any dots being connected?

History

Early in the developing years of G. Heart Country, we didn't spend a lot of time on Smoke and Fumes and did good to cover the basic AC and DC required reviews and briefings for the students. As a matter of fact, after a few classes and seeing where we all were, meaning not much was being discussed on fires, smoke, or recovery so we kind of skipped over it. I had an example of what to do if the cockpit filled up with smoke: My answer was "Batts and Gens, OFF – land the f'ing airplane - AS SOON AS POSSIBLE!" Then I would spend a few minutes justifying how difficult it would be for anyone to find the procedure, follow the procedure, and finish the procedure in real time. I said they couldn't even do it now in my class room. Then added "What are the chances of having a fire in the first place?" And it worked...for a while.

One day a lady flying the jet and landing at Offutt AFB was on final a few miles outside of the outer marker with field in sight. The copilot gets up out of his seat in a terrible rush and was going to the back of the ship as his flight suit was on fire – well, his right leg was burning. The pilot, first name Megan, promptly told the tower "Run the trucks, we are on fire, I am landing straight in and now turning my radio OFF!" Then she extended the landing gear, BATTS and GENS to OFF and landed the jet.

The flames stopped immediately as the source of the fire was the right side circuit breaker panel – to the right of the copilot's right knee. They rolled to a stop, shut the engines down, and departed the jet and watched from a safe distance. Course, it just sat there unpowered, safe, a little smoke but not burning.

Well, her superiors to include STAN/EVAL (and whoever else) gave her some sort of a wrist slap, letter, or something (I don't know) because she did not call for or use the Smoke and Fumes checklist...

As it turns out, given the culprit bus breakers that had been installed incorrectly, the checklist would not have stopped the fire. Megan did the only thing she could have done and in my opinion she should have gotten a reward of some kind for saving the jet. I would have given her a spot promotion for following - at the time - some very good advice from her previous training...

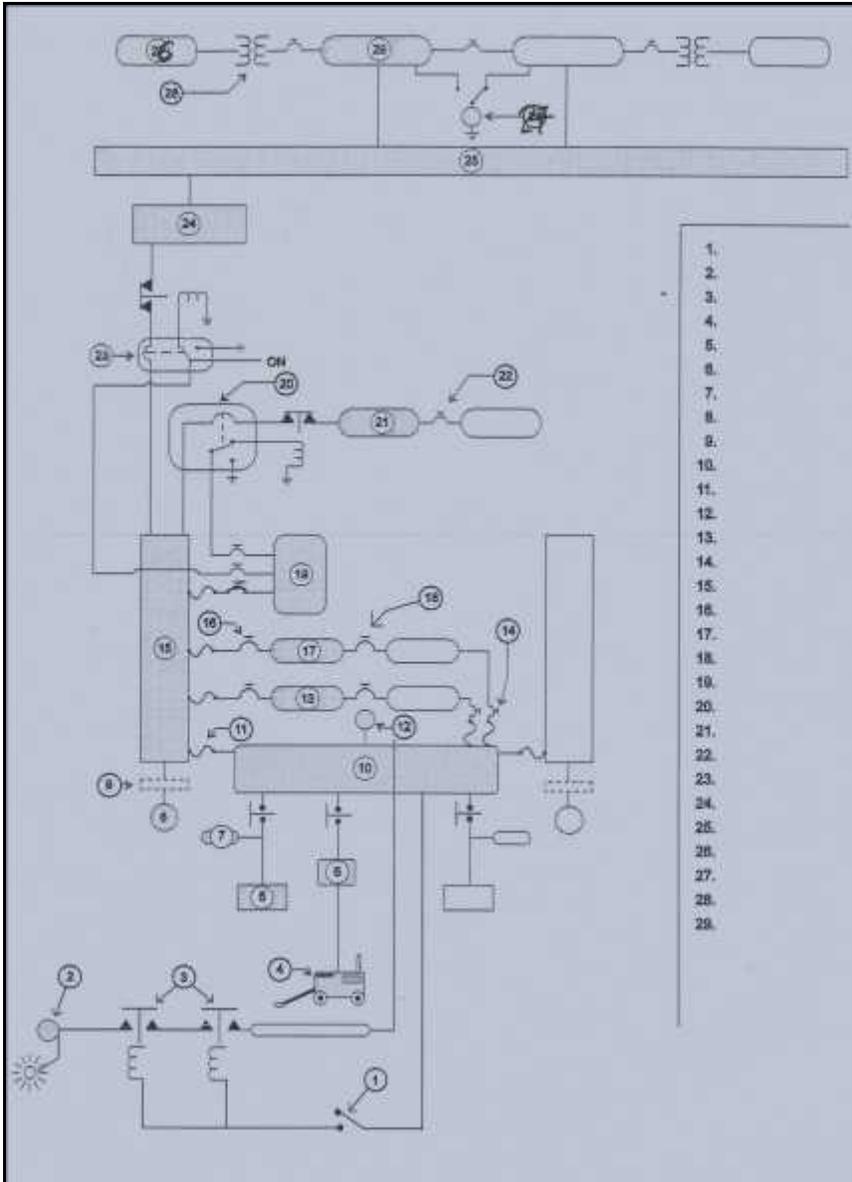
Setting up the Law of Primacy

Given the briefings in class on issues of Flying the Jet, Laws of Learning, Smoke and Fumes, and "OK Lieutenant, I am gonna kill you," discuss the briefings and correlate the training (teaching?) that you experienced in the simulator on Saturday. Use the questions below to guide your preparations for the discussion and debrief:

- (a) Write down your own personal recollection of the events demonstrated.
- (b) Discuss the events and reactions with your wingman.
- (c) Then compare the reactions of the other crew to see the similarities and differences.
- (d) Discuss the way the simulator tasks were "set up" for success and explain how effective learning took place under the rubric of pedagogy.

DC Diagram for class

There are a lot of diagrams used to teach electricity but this one was designed a long time ago and shows only half of the DC system. It is laid out in such a way a student can turn on the battery and then trace the steps to the top to see what it looks like when the jet is first powered up. The drill was for the student to fill in electrical items 1 through 29 and then we covered each one in class. This set up was toward being able to see the circuit breakers, the BTBs, and other switches that normally were difficult to see and understand. This knowledge is required at the First Pilot and IP level – AND for Smoke and Fumes. The diagram worked well and saved me a lot of time.



DC diagram – for training

Circuit Breakers and Panel Art – a discussion

On the east wall hung panel art depicting in almost full size the circuit breaker panels. With a ruler, wooden pointer, or maybe a laser pointer an instructor can hold court just like (almost) sitting in the jet. I chose again for a student to come to the board and ‘help me’ with “what happens if...” and this turned out to be from my side of the class as informative as anything we did. This approach gave me the best method to see what the knowledge level was and then work him up to be able to know the what and how. Then I could take to the why in especially shutting systems down during the smoke and fumes procedure.

The method was to set up a scenario or just ask a question and let the student explain or respond while the other students watched, corrected, booed, or waited until I had them taxi up and take over sometimes right in the middle of a problem. They even had a chance to vote on whether something was correct or not. This showed all of us who knew and who didn't but if all knew correctly we could move on and save some time.

For instance: "Lieutenant, if this CB popped (opened) what below on this line of circuit breakers (a bus) would be affected? What circuit breakers are on the Power Bus? Both sides of the cockpit? Course, we would spend more than a few passing minutes here as the Bus Tie Breakers (four that tied one side to the other), are on the right panel and are normally closed.

My drill was to get them to go from **rote** to **understanding** and then jump into the **application** and then **correlation**. We would discuss the operation of a Bus being inoperative, or half the electrical being out of order and either fix it or fly without it. Course, the correlation route ends up with half as this is where they will be for Smoke and Fumes training. Then they must be able to teach it. I promise you the confidence of going from their level to where they need to be is rewarding. To watch them grow, think, and be able to hack what is going to happen in the simulator is also rewarding - and will be here on Saturday...

The 30 Second Introduction Drill

Ok, I ask them to turn to the DC diagram in their Dash-1 as they must know this page forwards and backwards – my DC drawing is an abbreviated version. While they are doing this I move the tables apart where I can move my chair to be inside and in front of them so they can brief me. I tell them I am a new lieutenant to the squadron and they are to give me a 30 second introduction to the DC diagram in their Dash-1s. "You have one minute to prepare for your introduction to me."

Course, in the next six seconds I slide in front of one and say "Good Morning" wearing my totally mirrored Ray Ban sunglasses. Their first responses went something like:

1. "I thought we had one minute?"
2. Nothing. Looking at his paper working on his intro – Of course, I would ask "We gonna brief or not..."
3. The best first remark was by a female who said "Take off those fucking sunglasses!" She got an A.

Each of the students would start in just like they had been trained - cookie cut standards with "This is the DC diagram and here is the battery switch..." I would listen just about 30 seconds and move to the next lieutenant and say "Good morning" and it would start all over (new day, new way) – and get the same song.

After, going through everyone I would leave my glasses on and wonder up to the white board while moving my chair back to my desk. I asked "How did you do? How did you all do?" They all agreed for the short time they had and what they were given they did well.

So, I said "Well, let me ask you a few questions.

1. Ask me where I went to school?

Answer I wrote on the board "Wichita State"

2. Ask me what I studied in school?

Answer: "Electrical Engineering"

3. Ask me what I did before coming into the Air Force?

Answer: "Worked in the Learjet factory wiring fucking C-21A jets"

Then they responded:

Why don't you brief the DC system?

Kind of self-critiquing...

%\$#@!* %\$&^

Then a short discussion on one of the absolute most important learning objectives of G. Heart Country:

**"How are you going to take someone somewhere,
in a learning situation, if you don't know
where your student is to start with?"**

[Dang, I should have taped a couple of these sessions – this one was a lot of fun for all of us – wasn't it?]

Last Day Drill for DC Briefing

We moved to the back of the room on Day V to gather around the table with a student on each side. I placed a copy of the same DC page out of the Dash-1 in front of one of them and said "Brief 45 minutes on this page. Your student will not, cannot, respond to anything you say. The drill is for YOU to brief. Hack!"

Then, depending on how well they did my options (depending, again) were sometimes like:

1. "Whoa! Swap places" – maybe after a minute or two.
2. "Lieutenant, where is your motivation for grinding through this page of lugubrious and mournful bunch of numbers?"
3. "What is your story? What electrical mishap are you going to explain to get him interested?"
4. "Lieutenant you are not hacking it. Your class is asleep! Start over! Fill this room with your intelligence!"

Of course, this is for drill. You can't flunk in G. Heart Country! This is a learning experience. Let's have fun and learn something or go home! My guess is most of this worked and the students did learn.

“You spent two days making a movie?”

One class really learned Smoke and Fumes. They made a 12 minute movie about it. My manager was most unhappy but the students met the challenge and provided a working tool for other classes to get yet another look at and SEE how to fly a jet on fire.

After getting the paper work all completed on Day One, I showed the class two cameras in the back of the room – one still, and one movie. Gave them the general guidelines for final product, script, story boarding, simulator time availability, and deadline to show final product. This actually was about two straight days and then showing the final instructional video at noon on the third day. This would give us enough time to fill squares to cover the course before the end of Day V.

They divided themselves up to accomplish the task and off we went. I was impressed with their enthusiasm but ended up being the weak link with my photographing most of the work; however, I was impressed with the way they put the pieces together. It was a good review, well written up, and displayed so a student of Smoke and Flumes would be enlightened with the presentation.

This class excelled – and learned Smoke and Fumes. Not only that, but now each new class could profit from seeing their work and in less time be more qualified to teach the procedure or handle a fire in the jet. They also got to take home a DHS copy of their work.

Some Lessons in flying a burning jet

In about 1998 while flying in a Boeing 727 simulator as a check engineer the check airman told the pilot he was resetting his airplane to the outer marker (Jiffy) at DFW’s east complex at an altitude of 10,000 feet – a position about 6 miles from the field. He asked the pilot if he could see the runway and after getting a head nod, he said he was going to release him to land and added rather sternly “You are on fire!” Click.

The pilot said “Gear down!” as he brought the throttles to idle. Then said “Flaps down!” as he extended the spoilers. Of course he is pushing the nose over and the airplane was coming down like a tapered turd. As he ‘smoked’ on in close he retracted the spoilers, added power to keep the ship’s speed up till he touched down – in less than a minute.

I was impressed.

From the other direction

For my class room teaching I secured a 3 x 3 foot picture of DFW taken from about three miles south and from an altitude of about 12,500 feet. Placing this picture on the floor and having the lieutenants stand with me looking north I asked a few questions like “What altitude are you and how far away are you in this picture?”

Picking one of them out of the crowd I asked him to stand right here – just like he would be if in his jet. I said you have been given instructions to cross over the field at 10,000 feet and plan on landing to the south. Call the tower mid-field north bound. As he was getting ready to read this back I said “Oh, by the way you are on fire! You have 1 minute and 15 seconds to LAND!”

For sure he has been presented with a number of options and has very little time to think about it. He maybe too high to land to the north. He may not have a clear runway. He may have too much wind to land down wind. What he should know and this is very important for him to understand:

“He owns the whole f’ing airport!”

When you are on fire **“LAND”** - now!

He can maybe get down fast enough to land north or on one of the north west runways. He may be better off after he sees how well – or not well – he is losing altitude to keep going down wind but turn back south when has 6-7,000 feet of something to land on to include a taxi way, or the grass along side of anything next to concrete, if there are other planes in the way.

When you are on fire you don’t ask for vectors, headings, or clearance...you TELL ATC what you are doing. (and yes, I know, some will argue about this and that is fine: Ask them for the nearest airport but you must – Answer: LAND THE JET!!!!

Value Jet 592 – (call sign “Critter 592”)

In my box of mishaps/accidents/investigations/causes/reports is a large folder on Value Jet 592 that crashed 11 May 1996 just north of west of Miami. The ship was a DC-9-32 and had just taken off about eight minutes before from MIA.

The crash killed 110 (Dallas Morning News reported 104 pax and five crewmembers by name on 13 May).

The cause was generally reported as being brought down by some oxygen canisters not properly packaged and they caught on fire and burned through the cargo bins, floor of the aircraft, and finally through the cables to the elevators – among other equipment (like the throttle/fuel control). From the first indication (29:00) to crash (31:19 plus 1:12 break in recording) was just over three and one-half minutes (3:31) coming down from about 10,000 feet and about 10 miles from MIA. Value Jet Airlines had a history of flying old airplanes, offering cheap rates, and a list of violations and incidents. The newspaper reports were full of these examples and reported finally they had been shut down for 15 weeks by the FAA.

Aviation Week in August 25, 1997 reported the threefold findings of the National Transportation Safety Board:

-) The maintenance contractor Sabre Tech failed to prepare, package, and track the unexpended oxygen generators properly before they were presented to ValuJet.
-) ValuJet failed to properly oversee the maintenance performed by Sabre Tech.
-) FAA officials failed to require the installation of smoke detection and fire suppression systems in the Class D cargo compartments like the forward hold of ValuJet Flight 592.

The NTSB determined that the “crash was the result of a cargo-hold fire, triggered by a shipment of chemical oxygen generators, that burned so hot and long that it prevented the pilots from controlling the DC-9-32 and returning it to Miami International Airport” (p. 34).



Florida Everglades – about nine minutes after takeoff from MIA.

The Reality of Survival - and a Discussion of Critter 592

I have said, in my classroom training and using Critter 592 as an example: “When you hear the words ‘Fire! Fire! Fire!’ from a flight attendant or they open the cockpit door and point to the flames coming up through the floor, it is time to LAND - NOW!”

I have said, she (the captain) should have immediately dived, as in emergency descent, and landed in the swamp. A controlled landing in the Everglades ‘might’ be better than 135 degrees of bank and almost a straight dive down into the swamp.

I have said, (anaphoric referent) and will admit rather rudely she put the fire out but there may have been another choice:

1. Maybe.
2. Could I have done better? Probably not – but now, maybe...
3. Could anybody have done better? Maybe.
4. How instructive is the discussion on this horrible crash? Hopefully helpful – maybe.

A. First, I maintain like the 727 simulator landing discussion at DFW: Max effort to descend and land. Second, just like the example of a Learjet five south at 12,000 at DFW: “You are on fire! LAND!” Third, Fly the biggest piece to the ground. Fourth, Don’t delay – turn for the field, don’t ask, TELL and go for it. Fifth, Lots of luck...

B. A quick review of the Flight Data Recorder (FDR) and the Cockpit Voice Recorder (CVR) showing the track and voice below in the NTSB diagram reveals they didn't have a lot of time. The three boxes of oxygen cannisters dumped on top of a tire in the cargo hold/bin were tossed about during taxi out, started heating up, and were burning during the climb out.

However, I want to suggest at the first indication of the problem the captain could have made a max effort descent and landed. Could she really have made it?

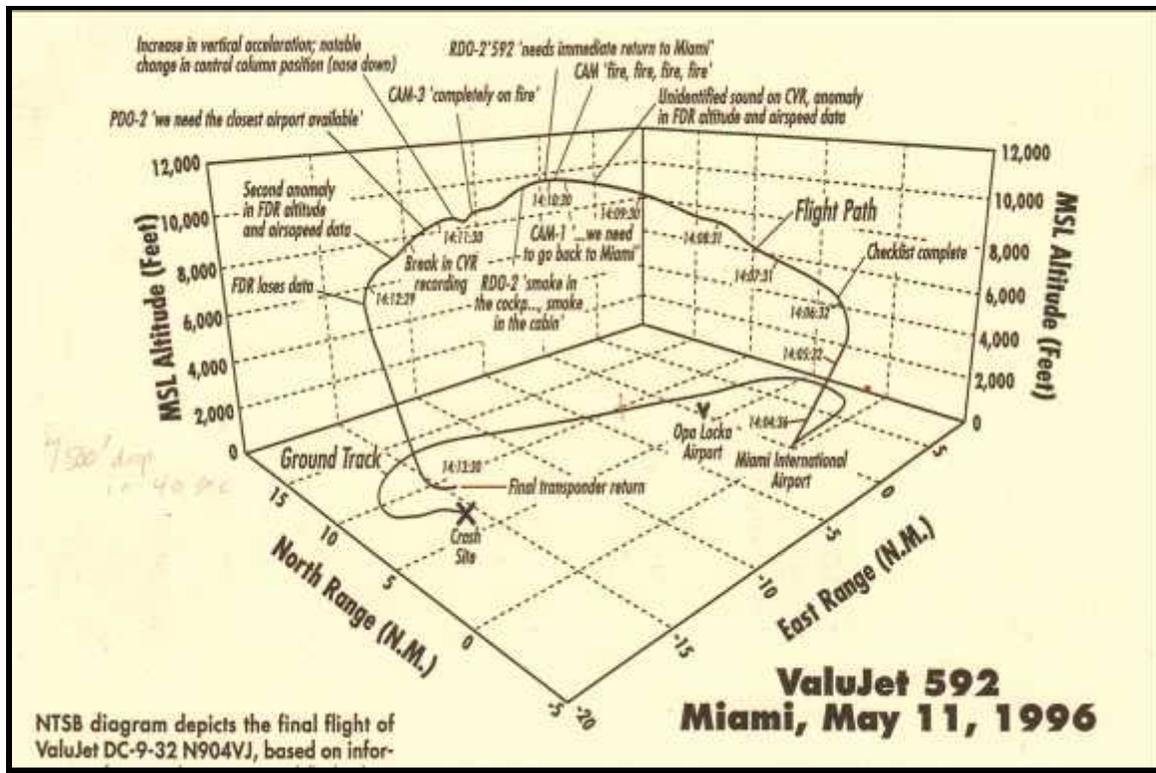
Maybe. Miami? Maybe Opa Locka? Maybe Crash landing in the swamp? Maybe. The three factors are:

-) The time to descend.
-) Smoke inhalation.
-) Loss of aircraft control.

Yes, I know this is Monday morning and we are investigating and discussing a stretch for survivability in a crash that looks like there was 'no f'ing way.' Maybe so but if you have smoke you might be able to land the biggest piece if you act quickly – Sully did, Magen did...

My premise is if the captain started down at about 14:10:25, then maybe before or about 14:11:38 where the copilot (CAM-2) is asking for the 'closest airport' they could have belly landed on the swamp. What is unknown is the control of the ship and how bad the smoke was. Their fate may have already been sealed. The speculation is could they have made it to the swamp in about a minute (1:13)? Putting on their oxygen masks would have helped (they did not put them on). Could they have maintained control to crash land in the swamp before the fire destroyed the elevator cables and control of the engines?

Maybe. The total time from "What was that?" to the end was about 3:31. It would have been close.





Media cartoons of ValuJet 592

Of interest in some accidents and 592, shows Challenger blew up 73 seconds after lift off with a fire that started at lift off. Discovery had 1500 degree plasma get into the left wing during descent from a hole made by a piece of foam on lift off (some of us saw the streaks, smoke, parts on that morning over Dallas). Sully made a turn back to land almost immediately and could have made LGA except he was flying an Airbus – long story (See my paper in Chapter 6)...Eastern 401 crashed in December of 1972 not far from where 592 crashed. A flight attendant who fell into the swamp from the tail of the L-1011 briefed Jeanne at recurrent training in Dallas a few years later.

In class it would be time to **put up the last slide** and take a break – or go home.



dear Captain

My name is Nicola im 8

years old, this is my first

flight but im not scared. I

like to watch the clouds go

by. My mum says the crew is

nice. I think your plane is

good. thanks for a nice flight

dont fuck up the landing



LUV Nicola

xxx