

High Sierra Radio Control Club



Flight Training Handbook

For Student Pilots

Revision 1.1 October 2021

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Published by: High Sierra Radio Control Club

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Carson City, NV 89703
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The High Sierra Radio Control Club (HSRCC) would like to thank the following entities for allowing us to use their text and/or graphics for which portions of this document are based upon:

“Livermore Flying Electrons RC Club Flight Training Handbook © 2014, authored by Brett Junell”

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Concepts from the 1st U.S. R/C Flight School “One Week To Solo” have been incorporated into this training guide. “One Week To Solo” is an excellent in depth resource for students desiring a greater understanding while in the process of learning to solo. More information can be found at

www.rcflightschool.com

INTRODUCTION

Welcome to the High Sierra RC Club (HSRCC) pilot training program. This program will teach you the basics of flying radio controlled model aircraft, and are HSRCC's best effort to assist you in the process.

There is nothing in this program that guarantees that you will become a successful R/C pilot. Nor are there any expectations on how long it will take to complete this program. Like everything else, your success will all depend on your willingness to spend the time and practice.

This program is a series of lessons designed to build on previous lessons, to develop the skill and confidence which will allow you to thoroughly enjoy your new hobby.

Upon completion of these lessons, you will be ready to take your Solo Flight Evaluation test. This test is designed to demonstrate to the instructor's satisfaction that you are able to control your plane safely. After passing this test, you will be allowed to fly without an instructor present.

Hopefully, the completion of your Solo Flight Evaluation is only the beginning of your learning and will serve as an incentive to get out and fly. Where you go from here is up to you.

Equipment Recommendations

Keep in mind that learning to fly is a process, not an event.

You must learn to crawl before walking, and walk before running.

For this reason, HSRCC strongly recommends that you start your flight instruction on a trainer and then evolve to more advanced planes.

A trainer will enable you to learn easier and will simplify instruction... and your plane will last you longer with less chance of a serious crash.

Remember, even jet fighter pilots learn to fly in trainers before advancing to jets.

If you haven't already purchased equipment, you are strongly encouraged to refer to the Training section at www.HSRCC.com for club recommendations as this may save you considerable money and frustration.

Instructor & Student Responsibilities

Your instructor has met the qualifications of HSRCC & AMA. They have accepted the responsibility to teach you to become a responsible and safe pilot who can be proud of their flying abilities and be an enjoyable fellow club member. If the instructor ignores their responsibility, you may be a pilot who is a hazard to yourself and others wherever you fly.

As a student, you have shown the diligence to obtain your first trainer, seek out the local club and join this training program. It is your responsibility to apply yourself diligently to learn and apply the material presented in this course. By doing so, you will learn the minimum amount of information and skills to allow you to safely enjoy radio controlled flight.

Each section of this course deals with a different aspect of flying a radio controlled model aircraft. Your instructor will explain and demonstrate each element of each lesson. Where applicable student will demonstrate the element in the air using your aircraft. You will have opportunities to perform each element and receive an evaluation from your instructor.

Each lesson will be logged in the Log section at the end of this booklet, and your instructor will initial that the material has been reviewed with you. It is important that you keep your training program with you at all times and ensure that instructors initial elements after they have been covered.

Remember, no instruction will take place at the field without this booklet.

How to Maximize Your Experience

The following is intended to maximize the safety and enjoyment of flying RC aircraft at the High Sierra RC Club Flying Field:

1. **Flight Training Agreement.** The High Sierra RC Club will commit itself to you in completing your flight training in a timely manner. Therefore, we request for you to do the same.
You can help by being available to train and not to miss scheduled flight training appointments. We would also like for you to set a goal to complete your flight training in six months or less. However, we recognize each student is different and may require more time. If you need more time just let us know. If after six months you have not contacted your instructor, you will be placed on an "Inactive Student" list. While on this list if a new student requests flight training, that student will be placed ahead of you. Finally, to help you complete your training in a timely manner, your instructor will advise you of other instructors. This service will allow you to contact any of our flight instructors to schedule additional flight training. We hope you will take advantage of this service.
2. Instructors provide their time for free; therefore, students should expect to practice at their instructor's convenience. Instructors do not guarantee or replace planes involved in crashes (crashes are usually caused by student error rather than instructor error)
3. Students are requested to call their instructor to arrange a practice time convenient to their instructor (instructors may, but are not expected to, call students). Winds much over 15 mph usually prohibit training.
4. Students are requested to reimburse any fuel, etc., provided by the instructor.
5. Students should make arrangements with their instructor to let them inspect your aircraft prior to your first lesson. This will prevent delays by not getting to fly the aircraft or by putting pressure on your instructor to fly an unsafe aircraft.
6. If you have problems or want to change instructors (e.g., consistent schedule conflicts), call or email the Flight Instructor Coordinator (refer to www.hsrcc.com for contact details).
7. Club meetings are on the second Tuesday of each month from 6:30 to 8:00 P.M. at the Carson City Airport Terminal Building, 2600 E College Pkwy, Carson City. Any changes to this normal meeting or location will be located on our website.
8. In order to fly at the High Sierra RC Club Flying Field:
 - a. You must present proof of valid AMA membership (or have completed an AMA Student Pilot Registration Form which has been signed by a HSRCC Club Introductory Pilot Instructor).
 - b. Your transmitter must be spread spectrum radio (i.e. 2.4 GHz radios) or a narrowband transmitter,

- which meets the 1991 narrowband frequency requirements.
- c. You will need identification on your model aircraft, FAA registration #, usually your name, AMA#, and phone#.
 - d. You must have a “safety walk-thru” of the club’s flying safety rules at the flying field with one of the club’s instructors.
 - e. You must obey the High Sierra RC Club rules.
9. The following is a partial checklist for your first flight in addition to the above rules:
- a. Charge your batteries the night prior to the day of flight (including transmitter, receiver battery, glow driver, etc)
 - b. Ask your instructor to check your model aircraft at the flying field in advance or and prior to going to the flying field for the purpose of flight instruction (to avoid any disappointment should your model aircraft not be ready for its first flight).
 - c. Make certain your radio is turned off and do not turn on your radio at the airfield until you have accomplished the safety walk-thru with your instructor.
 - d. If you have a 72 MHz radio, the transmitter should have channel number on antenna near base and should have red flag at top of antenna.
 - e. **Safety first!** – Never taxi your model aircraft in the pits (always carry, or push/pull, your model aircraft to/from the runway). Always hold onto (or tie-down/otherwise secure) your model aircraft while it is in the pits. Never leave it sitting un-held or un-secured with the engine running! – An accidental bump of the throttle could result in serious injury.
10. **Students are not permitted to fly at the High Sierra RC Club Flying Field without the personal assistance of a club instructor prior to receiving their Pilot’s Certificate** (this is to improve club safety since some new un- graduated students are overconfident and quite dangerous pilots).
11. You **must** have your AMA membership in order to fly “solo”. (Note: Online application with a credit card # is faster than mail. You can call AMA to get a confirmation number while you are awaiting your AMA card).

LESSON 1: RADIO AND FIELD PROCEDURES

PURPOSE:

To familiarize the student with all safety aspects associated with model aircraft both on the ground and in the air.

OBJECTIVE:

At the completion of the lesson the student will be aware of all High Sierra RC Club safety rules and field procedures.

ELEMENTS:

- Please visit our website at <http://www.hsrcc.com> and download our latest copy of the Field Rules. All students are required to familiarize themselves with the rules and regulations of the High Sierra RC Club.

LESSON 2: AIRCRAFT FAMILIARIZATION

PURPOSE:

To teach the student how to properly pre-flight their model aircraft.

OBJECTIVE:

At the completion of the lesson the student should be able to inspect the model aircraft and identify any deficiencies that could cause a malfunction or safety hazard. The student will be able to start the engine properly (Fuel: and adjust as needed).

The student shall also be able to perform the pre-flight check (see following page for Pre-Flight Check List).

ELEMENTS:

- Inspection of aircraft structure, center of gravity and longitudinal balance.
- Inspection of radio installation and selection of correct model aircraft.
- Inspection of all linkages and control surfaces including controls for proper throw, direction and freedom of movement.
- Engine, power system installation and fastening (including props).
- Instructor's demonstration of safe engine starting procedure and powering of engine.
- If gas/nitro powered:
 - instructor teaches student how to identify rich and lean engine settings.
 - instructor teaches student how to adjust the idle mixture to get optimum performance from that type of engine.

EVALUATION:

Student should be able to perform lesson objectives.

THIS LESSON SHOULD BE REVIEWED AS NECESSARY AT THE START OF ALL LESSONS IN THIS PRIMARY TRAINING COURSE.

Pre-Flight Check List

Before each flying session:

- Radio range check

Before each flight:

- Main battery / receiver battery - voltage check
- Radio antenna - out
- Transmitter - on and checked for correct model aircraft
- Receiver - on
- Aircraft controls - transmitter operation check
- Demonstrate binding sequence if model aircraft not already bound.
- Throttle cut working
- If using a 72 MHz radio, please check with fellow pilots to ensure no one is using the same channel.

Starting Aircraft:

- Aircraft secure
- All clear - ahead (prop) and behind
- If non electric:
 - o Run up - mixture set
 - o Idle - reliable

Pre Take-off

- Engine - full power performance OK
- Controls - free and correct surface movements (Ailerons, Elevator, Rudder)
- Rate switches – set appropriately
- Trims - set for take-off
- Windsock - checked for wind direction
- Runway - clear
- Announce intention to take-off to other pilots on the flight line
 - o “Coming out, taking off <Direction> (eg. left to right)”
 - o Other call outs
 - Landing, <Direction> (eg. left to right)
 - Deadstick
 - Low pass, <Direction> (eg left to right)
 - Touch n Go, <Direction> (eg left to right)
 - Runway clear
 - On The Run Way
 - Hand Launching

LESSON 3: FLIGHT FAMILIARIZATION

PURPOSE:

To introduce the student to controlling the model aircraft in flight.

OBJECTIVE:

To allow the student to become familiar with the model's controls and their use in flight.

ELEMENTS:

- On the ground, instructor will familiarize the student with the controls (pitch, yaw and power) and the affect they have on the aircraft in flight.
- The buddy box procedures used by the instructor to take control of the aircraft from the student will be explained.
- Instructor flies and lands the student's model aircraft to evaluate its performance and air worthiness. This flight determines any changes necessary for control throws and trims. If the instructor can trim the aircraft without landing, control of the aircraft will be passed to the student.
- With the assistance and direction of the instructor, the student will start the process of becoming familiar with the controls.
- The student will strive to keep the model aircraft in level flight and follow turning instructions given by the instructor.
- It is the student's responsibility to request the instructor take control of the plane... in time for the instructor to take corrective action to prevent a crash** (instructor will take control if student is in obvious trouble).
- Concentrate on flying within your ability. If you become disoriented or confused, pass control back to the instructor.

EVALUATION:

The lesson is complete when the instructor has determined that the student is able to determine and execute proper control inputs to achieve a desired change in the model's attitude. Proficiency and accurate control are not critical at this point.

Note: The instructor will make an educated "guess" as to the flight worthiness of an aircraft. Since the instructor did not assemble the aircraft, the instructor cannot guarantee that it was assembled correctly or that it will fly properly. The instructor will not be held liable for the loss of an aircraft due to improper assembly or setup.

LESSON 4: BASIC FLIGHT MANEUVERS

PURPOSE:

To acquaint the student with the basic flight maneuvers.

OBJECTIVE:

To teach the student to properly control the model aircraft during basic maneuvering.

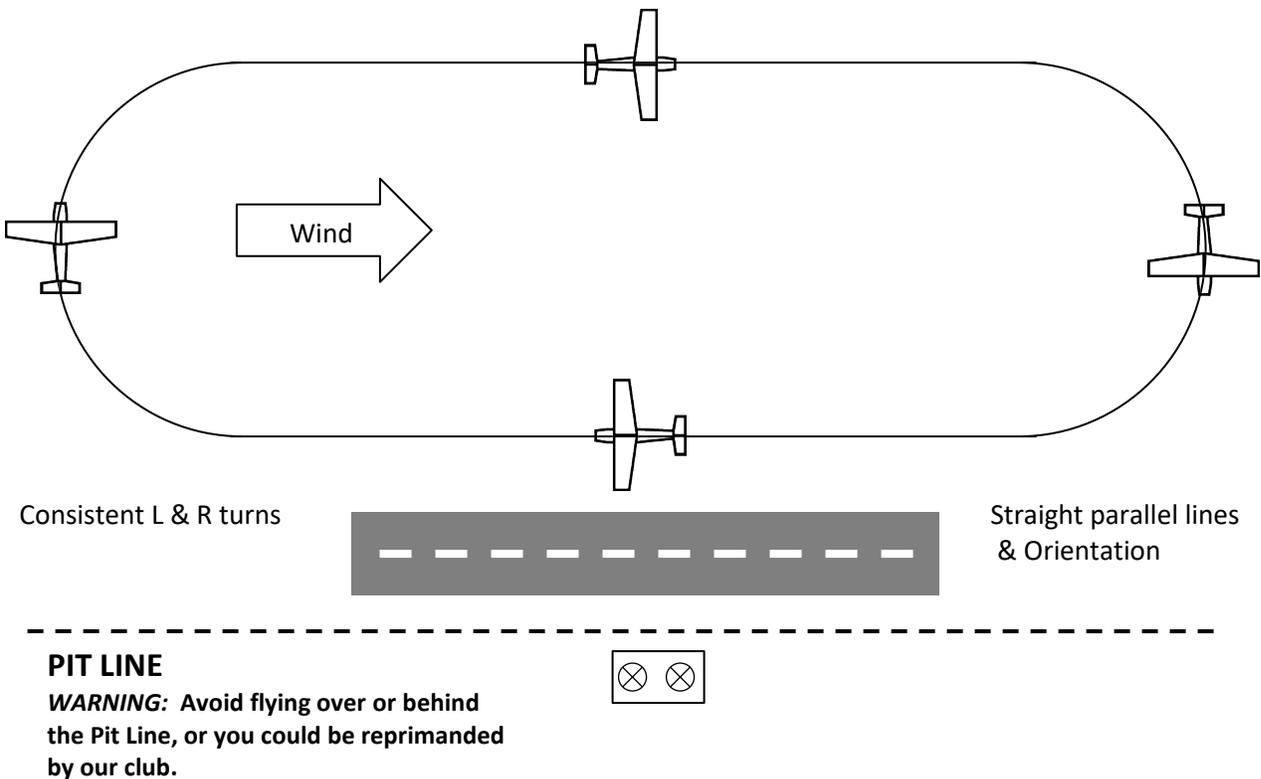
ELEMENTS:

- Level flight and trim (aileron and elevator) [Rudder will be introduced in Lesson 5]
- Banked turns (30 degrees)
- Straight climbs (add power)
- Climbing turns
- Gliding (idle power)
- Disorientation (silhouette and control reversal issues with in-bound aircraft)

Note: An explanation of disorientation issues and the use of trim should precede this lesson. The five maneuvers should be taught in the order listed if possible.

EVALUATION:

The lesson is complete when the student can perform the maneuvers without assistance from the instructor. Each maneuver should be executed with a reasonable degree of accuracy. For example, turns should be fairly smooth and altitude maintained fairly well.



LESSON 5: ACCURACY MANEUVERS

PURPOSE:

To teach the student to perform the five basic maneuvers to a standard that will develop proficiency in their execution.

OBJECTIVE:

To develop the skill and ability of the student to control the model aircraft in a specific manner.

ELEMENTS:

- Level flight, maintaining heading and altitude.
- Level flight at reduced power, maintaining heading, altitude and trim.
- Left and right turns to specific headings.
- Climbing turns to specific headings.
- Use of rudder for turns and maintaining straight flight at slower speeds.
- Power off (idle) glides that require the student to maneuver the model aircraft to a specific area and approximate altitude.

Note: The object is to develop skill, ability, and an awareness of the model's position relative to directions and altitude. Mechanical precision is not critical at this stage. Review disorientation and control reversal issues as necessary.

EVALUATION:

The lesson is complete when the student can maneuver the model aircraft at the instructor's direction, and can demonstrate an ability to control the model aircraft in an accurate manner.

LESSON 6: ORIENTATION MANEUVERS

PURPOSE:

To develop the judgment, skill, and ability necessary for the student to make their first landing.

OBJECTIVE:

To teach the student to control the model aircraft regardless of its heading or direction relative to the student.

ELEMENTS:

- ❑ Figure 8 - the student must fly a figure 8 pattern consisting of two 360 degree turns, one left and one right with little or no loss in altitude. The student must place the maneuver in front of himself at a safe distance and altitude.
- ❑ The student must fly a rectangular pattern at a safe altitude, with the upwind leg crossing the landing area. Club policies regarding observance of the traffic pattern will be discussed and explained.
- ❑ The student will perform a procedure turn

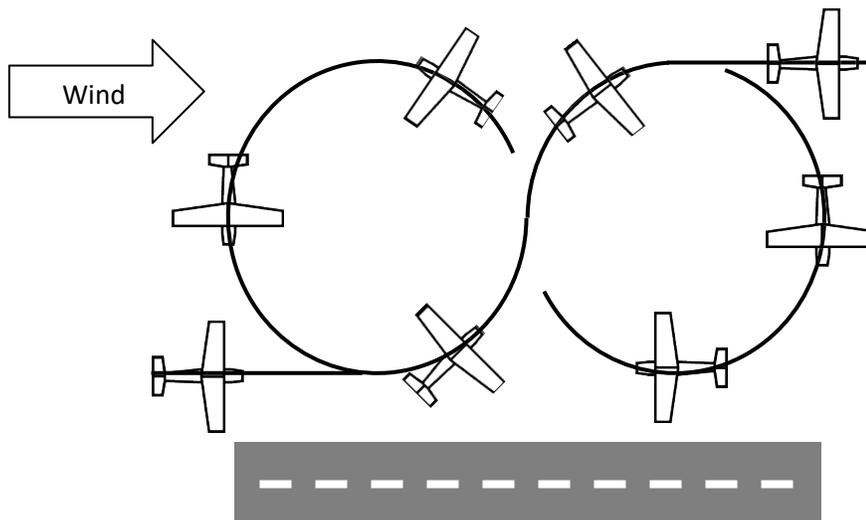
Note: The instructor will designate the size, altitude, and distance of all three maneuvers.

EVALUATION:

The lesson is complete when the student can fly the Figure 8 without experiencing disorientation and can fly both right and left rectangular patterns and procedure turns consistently and accurately.

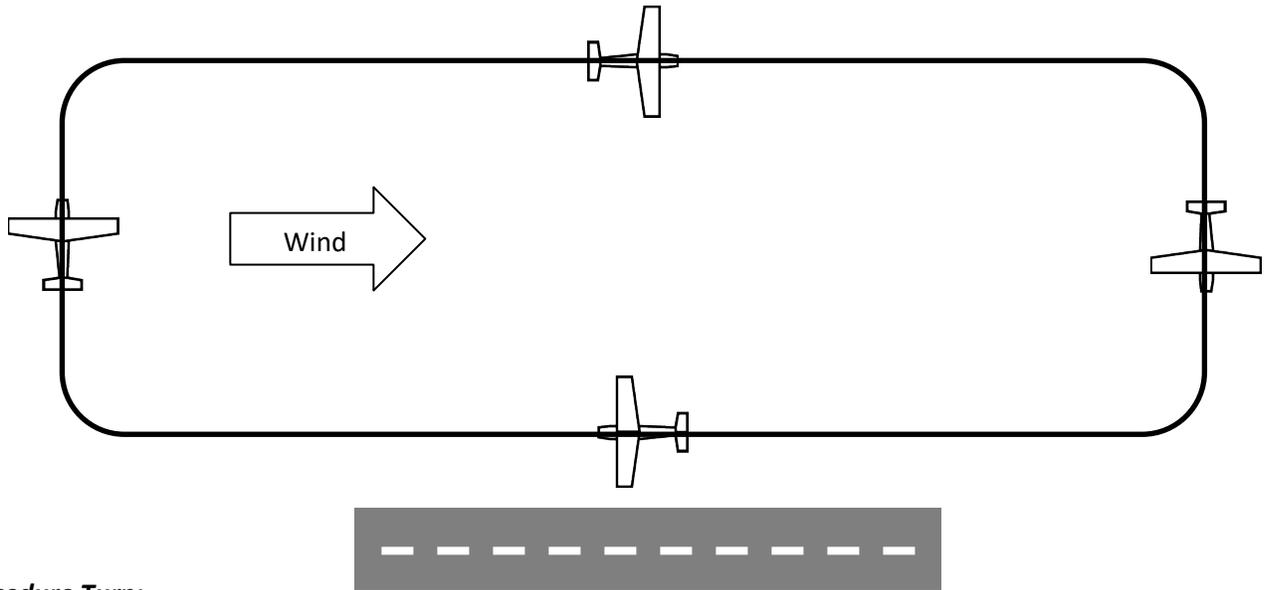
Figure Eight:

The model aircraft will attain altitude and must be flown parallel to the runway to a point at the center-line of the runway. Model then makes a 90 degree turn in a direction away from the flight line, starting with level wings, and then makes a 360 degree banked turn to the right or left. When the model returns to its original heading away from the flight line, it makes a second 360 degree banked turn in the opposite direction to the first 360 degree turn. The maneuver is complete when the model levels its wings after the second 360 degree turn.



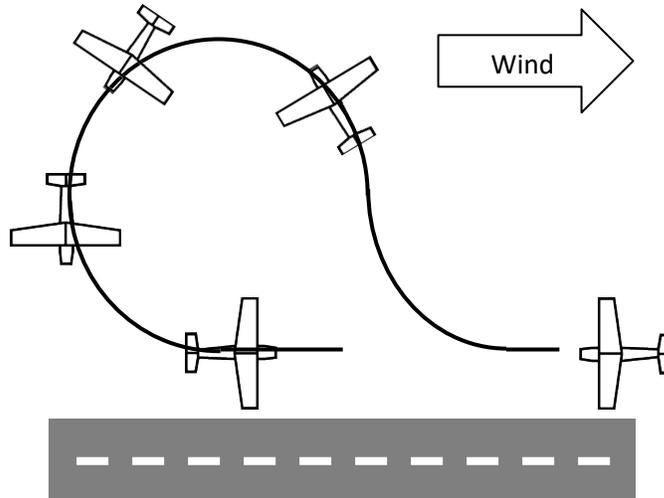
Rectangular Pattern:

The maneuver begins with the model flying straight and level into the wind parallel to the runway. At the far end of the runway, the model turns 90 degrees away from the flight line for the first cross-wind leg. The model makes a second 90 degree turn into the downwind leg. The model makes a third 90 degree turn into the second cross-wind leg. The model makes a fourth 90 degree turn into the wind and continues on to the starting position of the maneuver.



Procedure Turn:

After the Straight Flight Out, model makes a 90 degree turn away from the flight line followed by a 270 degree turn in the opposite direction back to the reverse flight path of the Straight Flight Out.



LESSON 7: STALLS

PURPOSE:

To develop the student's understanding of stalls, their cause, how to avoid them.

OBJECTIVE:

To teach the student to recognize and recover from stalls.

ELEMENTS:

- Pre-flight discussion of stalls. What causes them, and how to recover.
- Practice of stalls by the student, with power and without power.
- Stalls in turns (Take-off, departure stalls)

Note: Take-off and departure stalls are almost impossible to set up with most trainers, but do occur in more advanced models. Therefore, it is recommended that power be reduced to about 1/3 throttle and a steep climbing turn entered. The stall entry will look similar to a spin entry with the model rolling towards the high wing. During this lesson it should be emphasized to the student that a stall can occur at any airspeed and is a function of angle of attack.

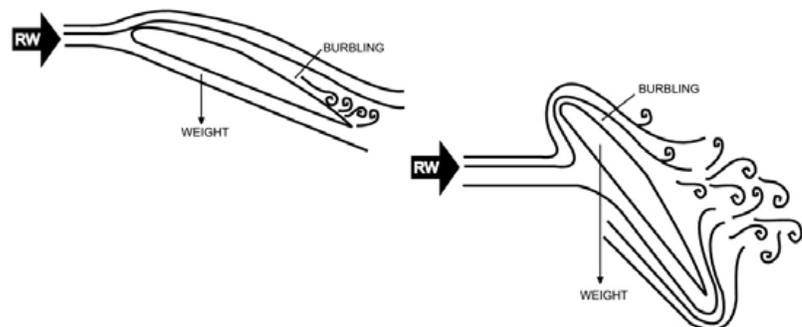
EVALUATION:

The lesson is complete when the student understands the cause of stalls and has demonstrated the lesson elements and proper recovery.

Reference: Stalls

Sufficient airspeed must be maintained in flight to produce enough lift to support the model aircraft without requiring too large an angle of attack. At a specific angle of attack, called the critical angle of attack, air going over a wing will separate from the wing or "burble", causing the wing to lose its lift (stall). The airspeed at which the wing will not support the model aircraft without exceeding this critical angle of attack is called the stalling speed.

This speed will vary with changes in wing configuration (flap position). Excessive load factors caused by sudden maneuvers, steep banks, and wind gusts can also cause the aircraft to exceed the critical angle of attack and thus stall at any airspeed and any attitude. Speeds permitting smooth flow of air over the airfoil and control surfaces must be maintained to control the model aircraft.



LESSON 8: APPROACHES TO LANDING

PURPOSE:

To prepare the student for their first landing.

OBJECTIVE:

To develop the student's ability to visualize and perform a stable and controlled approach and landing.

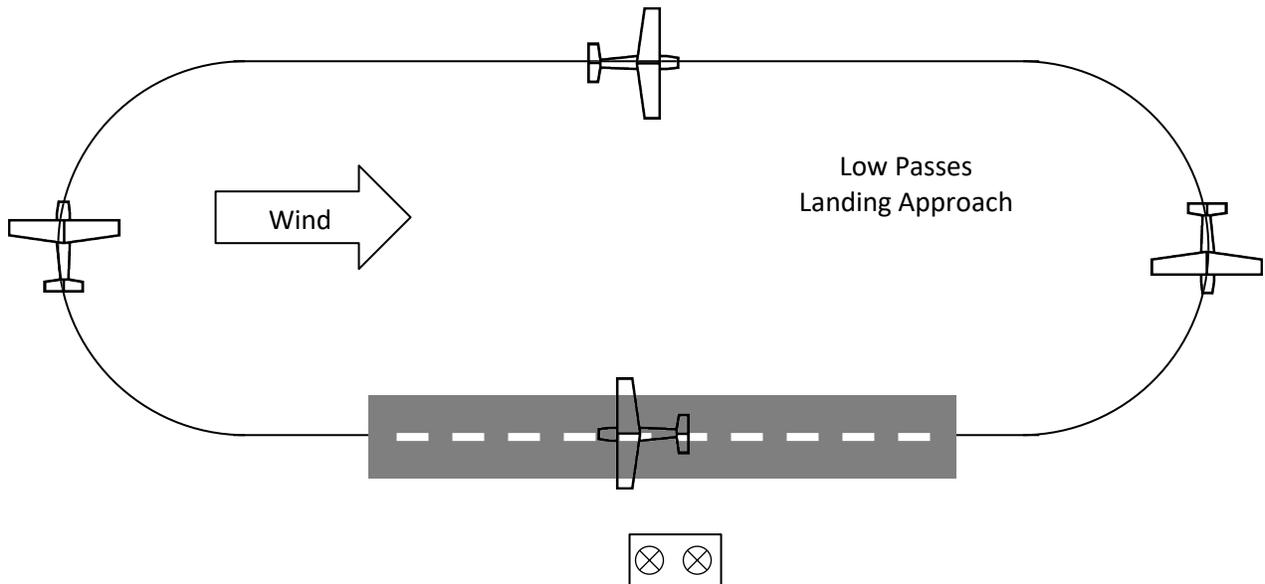
ELEMENTS:

- Discussion of proper landing techniques.
- Student flies a regular pattern, however reduces power and establishes an appropriate glide on the base leg and continues the approach until over the end of the runway, at which point the student is to add power and go around. The minimum altitude at the end of the maneuver should be no less than 20 ft.
- As the student becomes comfortable with the maneuver, the altitude should be lowered until the instructor is confident that the model aircraft can glide to the runway with the power off (idle).
- Landing. At this point the instructor will tell the student to continue the approach and land.

Note: The chances of a successful landing will be increased if the instructor reminds the student to keep the power at idle. It may be necessary to talk the student through the flare and touchdown.

EVALUATION:

The lesson is complete when the student has successfully landed the model aircraft several times and is comfortable with the maneuver.



LESSON 9: TAKE-OFF

PURPOSE:

To teach the student how to make a normal take-off.

OBJECTIVE:

To teach the student how to control the model aircraft during take-off.

ELEMENTS:

- Discussion of the effects of torque during take-off and initial climb.
- Use of rudder.
- Use of throttle.
- Use of elevator.
- Student makes a normal take-off IN TO WIND.
- Trimming after take off

EVALUATION:

The lesson is complete when the student has successfully taken off and established a normal climb with adequate airspeed. Student must also demonstrate adequate directional control during take-off.

Note: After student has demonstrated proficiency in normal take-offs, instructor should intentionally de-trim the model at the transmitter to allow the student to practice take-offs with a slightly out of trim model. Re-trimming at altitude must also be taught.

LESSON 10: EMERGENCY PROCEDURES

PURPOSE:

To prepare the student for the unexpected

OBJECTIVE:

To acquaint the student with safe procedures to be used in emergencies.

ELEMENTS:

- Discussion of possible in-flight problems & how to deal with them
- Student performs simulated dead stick landing
- Cross wind take-offs and landings (optional)
- Unusual altitude training (optional); loops and/or rolls

EVALUATION:

The elements of this lesson are only suggestions and there is no minimum performance requirement. The objective is to provide the student with insights that will assist in safely dealing with the unexpected. Experience will teach the rest.

LESSON 11: SOLO FLIGHT EVALUATION

PURPOSE:

Confidence building exercise

OBJECTIVE:

The student is to perform a solo flight demonstrating the knowledge and skill objectives of the previous ten lessons to the instructor.

ELEMENTS:

- PRE-FLIGHT DISCUSSION TO ANSWER QUESTIONS AND RESOLVE ANY PROBLEMS THAT CONCERN THE STUDENT ABOUT THE LESSON.**
- Student performs a minimum of 1 flight, under the instructor's supervision, starting with a thorough pre-flight and ending with the plane and transmitter turned off in the pit area. Instructor monitors the student's performance, and is on the buddy box, but assists only if necessary.
- Student performs solo flight demonstrating the knowledge and skill objectives of the previous ten lessons to the instructor. This unassisted solo (no buddy box), starts and ends in the pit area with the transmitter turned off.

EVALUATION:

The lesson is complete when the student has demonstrated a practical knowledge of all course objectives AND has observed all safety and field operating rules, and has successfully flown the model aircraft unassisted.

THE FINAL STEP:

Upon completing lessons 1 -9, you will be ready for your Solo Flight Evaluation in lesson 10.

Once you have performed the minimum 3 flights successfully in lesson 10 to the satisfaction of your instructor, your instructor will sign off on the “SOLO FLIGHT EVALUATION AND CERTIFICATION” form in this manual.

At this time, you will have earned regular pilot status and may fly your aircraft at the club field without supervision.

You will need to give the completed “SOLO FLIGHT EVALUATION AND CERTIFICATION” form to the Club Flight Instruction Coordinator (or ask your instructor to do so) so your membership card can be upgraded to full flight privileges at HSRCC’s facilities.

GOOD LUCK and GOOD FLYING!

SOLO FLIGHT EVALUATION AND CERTIFICATION

Student Pilot's Name: _____ AMA Number: _____

1. This checklist will serve as a permanent record of your post-training evaluation and the instructor's certification of your earning your solo wings. This checklist, when signed off, will be turned over to the club secretary, and you will have full flight privileges at HSRCC's facilities.
2. Solo certification consists of three separate flights, each with a specific piloting skill to be demonstrated.

You will be judged on your simple ability to safely demonstrate your aptitude in each of these areas and not on how well you perform each requirement.

INSTRUCTORS NOTE: You are to demonstrate each step of the particular lesson to be learned. Show the student what it looks like. When the student understands the control input sequences and reasons for them, then give him control.

Instructor is to initial and date each lesson segment when the student has shown he/she has mastered it. This list shall be presented to Instructor prior to each day's flight training. The instructor will initial each item as it is successfully completed.

Lesson	Date Completed	Instructor Initials
Lesson 1 – Radio and Field Procedures Objective: Familiarize the student with all safety of the field and air		
Lesson 2 – Aircraft Familiarization Objective: Teach the student how to properly pre-flight model aircraft		
Lesson 3 – Flight Familiarization Objective: Teach student to control the model aircraft in flight		
Lesson 4 – Basic Flight Maneuvers Objective: Acquaint the student with the basic flight maneuvers		
Lesson 5 – Accuracy Maneuvers Objective: Teach student to perform a series of maneuvers accurately		
Lesson 6 – Orientation Maneuvers Objective: Develop the skill and ability to identify their plane in the air		
Lesson 7 – Stalls Objective: Understand the cause of stalls and how to avoid them		
Lesson 8 – Approaches to Landing Objective: Prepare the student for their first landing		
Lesson 9 – Take-off Objective: Teach the student how to make a normal take-off		
Lesson 10 – Solo Flight Evaluation Objective: Solo flight including take-off, Oval Race-Track Pattern, Landing.		
Lesson 11 – Emergency Procedures Objective: Teach the student how to deal with the unexpected		

I certify that _____ has successfully demonstrated the minimum skills required for safe radio controlled flight and is hereby designated a solo pilot of the High Sierra RC Club.

Instructor's Signature: _____ Date: _____

INSTRUCTOR

Spektrum Wireless Transmitter Setup for Buddy Boxing

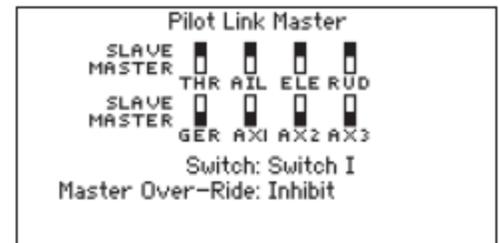
- Make sure the master and slave transmitter battery packs are fully charged. Ensure Transmitters are at least at 5V or above.
- Use Programmable Link Master mode
- Slave: ensure you are using a blank model and that it has been reset.

Pilot Link Master (recommended for HSRCC training)

Pilot Link Master enables you to program the master transmitter to transfer any or all individual channels when you activate the trainer switch.

When Pilot Link Master is selected the slave transmitter has control of the stick function only (aileron, elevator rudder and throttle) while the master maintains control of all other channels and functions including D/R and switch positions.

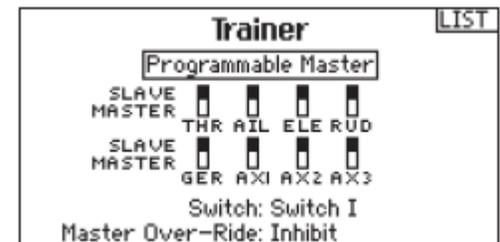
Pilot Link Master is ideal for complex models, as the master transmitter can maintain control of all secondary functions—for example flight modes, retracts, flaps and brakes. Secondary functions can be individually assigned to the Slave transmitter as necessary. **It is not necessary to have model programming in the slave transmitter.** It may be necessary for the slave transmitter to be in Inhibit mode to allow trim changes to transfer over from the master transmitter.



The slave transmitter should be set to factory default settings with Pilot Link Slave trainer type selected, if available.

Programmable Master

With Programmable Master you can program the transmitter to transfer any or all channels when you activate the trainer switch. This is ideal for beginners so the student learns control of individual channels (aileron only for example) while the trainer maintains control of all other channels. **Note: When Programmable Master is selected for the master transmitter, all settings for the slave transmitter (i.e. Servo reversing, wing type, Sub trim, Travel Adjust, Mixing, etc.) must match the master's transmitter programming.**



The Master and Slave transmitters MUST have the same programming.

Master Override

The Master Override feature enables the instructor to immediately regain control of the model by moving the control sticks. After you activate Master Override, the slave transmitter cannot control the model until you reset the trainer switch. To reset the trainer switch:

1. Move the trainer switch to the OFF position.
2. Move the trainer switch to the ON position to activate the slave transmitter.