



The use of helicopter simulators and flight training devices is extremely popular. Their usage has evolved to become the ultimate in computer based instructional systems. Flight simulation allows the flight instructor to provide a dimension of training that for obvious reasons of safety, equipment availability and cost are often prohibitive in an actual aircraft. Flight simulation fills this void with surprising effectiveness and without risk or consequences to the aircraft or crew.

Flight Training Simulation The Flight Safety Multiplier

By Joe Schmaltz • JESchmaltz@bellhelicopter.textron.com

Flight Simulation Training Devices basically come in two different types: Flight Training Device (visual motion) and Full Flight Simulator (visual and motion device). Both types are designed to replicate the aircraft instruments, equipment, panels and flight controls either in a fully enclosed or partially open flight deck. The device uses a computer program and a visual projection system to represent the aircraft operations and environment both ground and flight. The major difference between the two devices is in the way motion is replicated. In a Flight Training Device motion is only represented on a visual screen whereas a Full Flight Training Simulator provides for both visual and flight deck motion.

Simulation Is Not an End in Itself

It is important to point out that a flight simulator should not be considered a substitute for the aircraft. Instead, think of it as an extension of the classroom, while at the same time, as a hands-on preparatory lesson prior to flying the actual aircraft.

The instructor can isolate and divide multiple steps or procedures designed to focus on specific tasks. The instructor is able to begin a training session on the ground, in the air, in different environments ranging from desert regions, to overwater or mountains. In any situation created the instructor and student can polish a particular skill, repeat it many times as necessary without the disruption that often occurs with a real flight.

The advantages of flight simulation can be seen in training normal and

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Above: *Because of the high bird activity where he flies, Bell 407 pilot Captain Francisco Jose Torres carries executives in the Dominican Republic while wearing a helmet with the visor in the down position. Capt. Torres explains that wearing a helmet with the visor down enhances the safety of his passengers and himself in the event of a bird strike, not to mention a crash event.*

Below: *Patrick Crippen, Director of Business Development for General Dynamics, Axsys Technologies knows firsthand what striking a bird is about. Here he narrowly escapes injury after colliding with a not-so-lucky turkey buzzard.*



Bird Strikes

When we think about bird strikes these days, we often think about ‘The Miracle on the Hudson’. Today, we all know the name Chesley Sullenberger, the Captain of US Airways Flight 1549 whose actions on January 15, 2009, saved the lives of 155 people with his amazing airmanship after a bird strike off Manhattan Island in New York City. His responses, in a seemingly impossible situation, allowed a plane full of passengers to ditch in the Hudson River and have everyone live to tell their tale.

Ask this question of yourself: Would you be so calm if facing the same event? Have you considered how you would respond? Have you considered how you could avoid this situation? Do you fly in an area with a high likelihood of bird strikes?

Background - What the Rules Say

Be aware that there is no bird strike resistance requirement for light helicopters under FAR Part 27. Only Part 29 rotorcrafts are required to demonstrate bird strike resistance. The requirement under Part 29 is this:

“The rotorcraft must be designed to ensure capability of continued safe flight and landing (for Category A) or safe landing (for Category B) after impact with a 2.2-lb (1.0 kg) bird when the velocity of the rotorcraft (relative to the bird along the flight path of the rotorcraft) is equal to VNE or VH (whichever is the lesser) at altitudes up to 8,000 feet. Compliance must be shown by tests or by analysis based on tests carried out on sufficiently representative structures of similar design.”

Note: FAR Part 27 helicopters are 7,000 lbs. or less and nine passengers or less, in size. FAR Part 29 helicopters are 20,000 lbs. or greater with ten or more passengers (Category A). FAR Part 29 helicopters that weigh greater than 20,000 lbs. but carry nine or fewer passengers are considered as Category B aircraft.

However, whether you fly a FAR Part 27 or a FAR Part 29 helicopter, there is no such thing as a “bird proof” windshield or a “bird proof” helicopter. The size or weight of the bird and the speed of the aircraft are the factors which determine whether a bird which strikes the windshield will penetrate, or whether it will take out an engine.

Consider this: snow geese and Canada geese are frequently encountered by aircraft. Snow geese run anywhere from 3.5 to 7.3 lbs., while Canada geese average 6.6 to nearly 20 lbs. according to National Geographic™. (See, e.g. <http://animals.nationalgeographic.com/animals/birds/canada-goose.html>)

Consider, too, that reports indicate that most helicopter bird strikes occur between 500 and 2000 feet AGL.

So, how can we combat this very real hazard?

It’s a Matter of Survival

Clearly, if most of the bird strikes happen between 500 and 2000 feet AGL, we could choose to fly higher which gives us a few more autorotation options should an engine failure occur.

We could slow down a little. Consider if you are flying during the migratory season, slowing down will give you more time to see and avoid birds as well as lessen the impact if you do happen to meet one in mid air.

Dawn and dusk are the highest risk and most difficult to see flying objects, so evaluate whether or not you really need to fly during these times of the day.

Make yourself aware of the migratory paths and seasons around where you fly. Some of these things are predictable or at least have a greater occurrence during certain times of the year and particular areas. So plan your flights accordingly and

be more vigilant in your lookout of the area during these times.

Wear protective equipment. If you wear a helmet, put your visor down. If you don't wear a helmet, at least, wear glasses to protect your eyes.

If you do have a bird strike, land and evaluate the damage. You cannot do a thorough damage evaluation while airborne. Land and have things checked out by a trained technician. That is the best option. The benefit of flying a helicopter is that you don't have to go to the next airport; you can land almost immediately and get an idea of the extent of damage.

We operate helicopters in an area where there are a lot of birds and we have to be responsible for realizing this fact then doing what we can to mitigate the risk. Don't assume it's a big sky and the birds are little so there isn't much risk. You do have a risk and if you have a bird strike the risk of damage and injury is significant. Getting home safely is your responsibility.

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Heliprops

Helicopter Professional Pilots Safety Program

The HELIPROPS HUMAN A.D. is published by the Training Academy, Bell Helicopter Textron Incorporated, and is distributed free of charge to helicopter operators, owners, flight department managers, mechanics and pilots. The contents do not necessarily reflect official policy and unless stated, should not be construed as regulations or directives.

The primary objective of the HELIPROPS program and the HUMAN A.D. is to help reduce human error related accidents. This newsletter stresses professionalism, safety and good aeronautical decision-making.

Letters with constructive comments and suggestions are invited. Correspondents should provide name, address and telephone number to:

Bell Helicopter Textron Inc.
John Williams, HELIPROPS Manager
P.O. Box 482, Fort Worth, Texas 76101
817.280.3688, fax 817.278.3688

or the Comment/Feedback link at: www.heliprops.com

RELEASE STATEMENT: For photos or written submissions, please include a brief statement releasing your material to Bell Helicopter for use in the Human AD newsletter.

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International Helicopter Safety Team (IHST) News Update

by Gil Morong, Director of Product Support • GAMorong@bellhelicopter.textron.com
Reprinted from Rotor Breeze

In an inspiring display of solidarity amongst rivals, the four CEOs from the world's leading helicopter original equipment manufacturers (OEMs) met at Heli-Expo 2010 in Houston, Texas to sign their unanimous endorsement of the International Helicopter Safety Team (IHST) safety initiative.



Pictured, Guiseppi Orsi (Agusta Westland), Jeffrey Pino (Sikorsky), Dr. Lutz Bertling (Eurocopter), and Bell Helicopter President and CEO, John Garrison, signed a joint letter, captioned "A Call for Action by Helicopter Owners," which will be forwarded to all helicopter owners and operators.

The IHST was founded in 2005, committing its industry membership to reducing helicopter accident rates by 80 percent in 10 years, by 2016. Reflecting on the latest data currently compiled and available for analysis, there were 174 accidents recorded in U.S.-registered helicopters in 2001, as reflected in data released by the U.S. Joint Helicopter Safety Analysis Team (JHSAT) at the November 2009 IHST meeting in Montreal.

Fourteen accidents (4 percent) were in twin turbine helicopters, 84 (48 percent) were in single-engine turbines, and 76 (44 percent) were in piston engine helicopters.

Top contributing factors were pilot judgment and actions (84.5 percent), Safety Management (45.4 percent), and Pilot Situational Awareness (36.8 percent).

The IHST hopes to create a safety culture in our industry where every accident is treated as a problem to be resolved once and for all. In context of this data, the IHST has recommended nine interventions directly related to training, including better simulator training for autorotation and advanced maneuvers such as dynamic roll-overs, emergency procedures, loss of tail rotor effectiveness, and systems faults and operation limitations.

The Bell Training Academy (BTA) in Alliance, Texas offers training which addresses many of these same issues. Extensive emergency training that is tailored to the operator's specific mission profile and flying conditions is practiced every day, both in simulators and aircraft. In fact, the Academy performs 45,000+ aircraft full autorotations to the ground, annually, a unique offering by BTA that is much appreciated by its students. Courses in night vision goggle use (the first FAA-approved part 141 course), situational awareness, human factors, and more have been assembled and offered as part of the Academy's standard course catalogue offered to everyone who flies a Bell helicopter. A First Responder Helicopter Safety Training Program in DVD format is also offered. BTA course descriptions are available, on line, at bellhelicopter.com/training.

Through its commitment to and participation in IHST, and the BTA's focused training on safety and emergency maneuvers, Bell Helicopter hopes to help meet the ambitious goals set for accident reduction.

Speaking of Safety

by John Williams • jwilliams2@bellhelicopter.textron.com

Calling All Mentors

For the most part, becoming a helicopter pilot or mechanic is a voluntary process. Think back how and when you first decided to become a helicopter pilot or mechanic. We were not “turned loose” to teach ourselves how to fly or repair a helicopter. We were all given guidance by someone who knew more about the work than ourselves. My purpose in mentioning our beginnings was to illustrate how everyone began in this business with someone else helping. Today, we call them mentors defined as “a wise and trusted counselor or teacher.” There is no better way to pay-back an industry which has given you so much.

For our industry to survive safely, experienced pilots and maintenance personnel must take the initiative to help the newer members of our community move beyond those bad habits and risky behaviors which could lead to aircraft damage or worse. For United States certified pilots and mechanics, the FAA Safety Team (FAAST) provides a mechanism through the Wings Program which provides a good outlet for safety information and reward programs. Their web site address is: www.faasafety.com.

The Civil Aviation Authorities around the world oversee the certification and licensing of pilots and mechanics to insure proper training and best practices to protect the public against improper training and to meet professional standards. Self-evaluation is a valuable tool. We should look back occasionally and assess our own progress; measuring our mistakes and successes. Self-appraisal like any evaluation should be a continuous process.

The point being, we study our mistakes in order

to avoid repeating them. For instance, I view the HELIPROPS newsletter as a way to learn good ideas and practices of others; then gain from the mistakes of others to avoid repeating them.

Helmets, a Good Decision

In this issue, I included a photo of a VIP pilot from the Dominican Republic, Capt. Francisco Torres, who voluntarily elected to wear a helmet with his visor down during his 407 executive transport flights. Although he has never hit a bird Francisco explained, “Since I fly in a high bird environment, it made sense to me that being protected by a helmet and visor was also protecting my passengers.” Francisco’s assessment is precisely on track. Furthermore, when wearing a helmet he is more likely to survive a crash with less injury and thus, help his passengers. Kudos go to Captain Francisco Jose Torres for making this professional safety decision to wear a helmet.

HELIPROPS Subscriptions

It took several years to finish, but the HELIPROPS newsletter subscriptions are entirely managed electronically. Additionally, the newsletter’s readership is nearly 300,000 due to the FAA Safety Team’s distribution to FAA Certified pilots and mechanics. Thanks for the FAAST Team for making that happen.

Here is a suggestion for all subscribers. When you sign up online at www.heliprops.com for a paper issue, also request an electronic version. It doesn’t cost anything and it insures you will receive the newsletter when it is first released, regardless of postal delays around the world. You will still get your paper copy but will have the added benefit of receiving it electronically.



Bell Instructor Pilot-Supervisor Barbara Lewis stands next to the Bell 429 she flew during filming for the movie “Transformers 3” in Chicago and Milwaukee. “Transformers 3” is scheduled for release in July 2011.

Paper or Plastic?

by Barry G. Proctor, Assistant Manager, SW Region FAA Team
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For U.S. A&P Certificate Holders

On March 31, 2008 a new FAA rule came into effect for mechanics. Civil Federal Regulation – 14 CFR 65.15(d) was added which states, **“Except for temporary certificates issued under §65.13, the holder of a paper certificate issued under this part may not exercise the privileges of that certificate after March 31, 2013.”** What this means is you may not exercise your A&P (airframe and power plant) privileges if you have one of the old paper A&P certificates and have not replaced it with a new plastic one. If you have already gotten a new plastic certificate you’re in good shape, no further action is required.

A Security Necessity

The Drug Enforcement Agency (DEA) requested that the FAA make their pilot and mechanic certificates more counterfeit-proof in an effort to aid law enforcement officials in the war against illegal drugs. The security features in the new plastic certificates include micro printing, a hologram, and an ultraviolet-sensitive layer that contains certain words and phrases. You might ask, “How is this going to help law enforcement officials? Well, I’m not really sure myself, but I take comfort in thinking that they know the bad guys better than I do and if this helps keep some drugs off the streets and away from our kids; then it’s small price to pay.”

How do you obtain the new plastic certificate? Just go to the following website: http://www.faa.gov/licenses_certificates/airmen_certification/ where you will find several options for obtaining a new plastic certificate. You can order it on-line or print out a paper form and mail it in. There will be a nominal US \$2.00 charge for a replacement certificate. However, if you still have your social security number as you’re A&P number, you’re in luck! You can request to change your airman certificate number and you’ll receive a new plastic certificate with a new random number at no charge.

NOTE: Those A&Ps with Inspection Authorization (IA) please pay special attention here. After you change your certificate number from the social security number to the new random number you must contact your local Flight Standards District Office (FSDO) with the new number and have the number on your IA card changed as well. If these two numbers don’t match, your IA card is invalid and you may not exercise your privileges as an IA.

Git-R-Done

I realize that everyone has nearly three years to get this done, but the word isn’t spreading very fast. Help spread the word to everyone you know, even to your pilot buddies and customers. The pilot’s deadline for certificate exchange was March 31, 2010.

Response from a Reader

by Sam Boyer, Military Production Helicopter Chief Pilot
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In Reference to “In-Flight Door Open” Article from Vol. 21 No. 3

English link for “Open Door” article:
http://www.bellhelicopter.com/en/training/pdf/heliprops_21_3.pdf
Spanish link for same article:
http://www.bellhelicopter.com/en/training/pdf/heliprops_21_3_span.pdf

I must take issue with this recent article and this pilots’ solution to correct the in-flight open door “emergency” he encountered.

A co-pilot door that suddenly pops open in flight is encountered more often than pilots wish to admit and quite frankly should not be treated as a ‘life or death’ emergency. In production flight test this has happened often, usually because a flight mechanic didn’t close the door properly after leaning in for some discussion with the test pilot.

After one or two times of being scared witless all of us have learned to check the latches and door handle before each and every take-off. I dare say it is now second nature with all of us.

Out in the operator world, this condition is usually preceded by hasty cockpit procedures and/or pre-flight inspections. If the top door latch is not visibly confirmed closed over the upper striker plate and the door handle verified to be in the horizontal locked position then a sudden loud, and scary door-open condition will result. The opening will nearly always occur somewhere in forward flight when airframe twisting increases with power application.

Rather than react as this individual did, I would suggest that he should have slowed the aircraft to 60 knots or so and side-slipped (about ½ to a full ball out of trim) with right pedal to force the errant door against the door jam and proceed to the first good point of landing.

I cannot imagine ever swapping seats in flight unless one of the controls came off in my hand and I was left with no other solution.

Too many things could have gone wrong that could lead to catastrophe.

I know care was being taken not to disturb pedestal switches and the flight controls. However, consider what might have happened had he encountered unforeseen turbulence at the critical moment where he was in no position to realistically control the aircraft from either seat.

My first rule upon encountering any unexpected flight condition is; “Don’t do anything to make the situation worse.”

In this case the situation could have suddenly become far more serious than it was and he is lucky to have pulled it off.

Flight Training Simulation Continued from Page 1 . . .

emergency procedures, initial aircraft qualification and transition training. In addition, it can provide aircraft recurrent or proficiency training, instrument training (including inadvertent IMC procedures), crew resource management, aeronautical decision making skills, aeronautical and flight proficiency skills and maintenance training. In other words, simulation allows the student to experience the flight or emergencies before it actually happens in the real aircraft.

Qualified Pilot Instructor

It is imperative that the instructor be trained and qualified in the aircraft in which the simulator is representing. This not only adds to the credibility of the instructor to the student but also is a confidence builder for the instructor. The student must know that the simulator instructor is not just a computer operator but an actual qualified pilot and flight instructor who is knowledgeable in the systems or procedures in which they are being trained.

The Pre-Flight

The flight instructor must prepare the simulator for training in the same manner as an actual flight. This begins by conducting a pre-flight of the simulator. Each simulator should have a published power up procedure in which the instructor is trained. Prior to powering up the simulator, a review of the discrepancies log will identify any faults that may degrade the training or render the device inoperative.

Any discrepancies noted during the preflight or test flight must be annotated in a simulator maintenance log sheet. Simulator technicians

review the discrepancy log sheets daily and conduct repairs as needed. Simulators that are approved and certified by the FAA must have daily pre and post flight inspections completed and logged. After the power up and preflight is completed the device should be test flown to ensure that each system performs properly.

The Flight

The instructor must conduct the training session with same preparation and diligence of an actual flight. It is important that the student understand from the beginning that the Flight Simulator is not a computer game and is to be treated as the real aircraft. Without

establishing this initial understanding the training session risks becoming devalued.

Each flight instructor assigned to train in a simulator needs to receive formalized instruction in the operation and capabilities of each device. This is necessary to enable the instructor to take the maximum training advantage the device has to offer. Flight schools using simulation must qualify each instructor in the device being utilized. I would also recommend that recurrent training be included periodically to ensure proficiency and standardization of tasks.

Prior to each training period the instructor can program the simulator to replicate a specific

Suggested Worksheet

Flight Environment:

- Day, dusk, night
- Urban or rural area
- Mountainous, forest, desert, overwater.

Weather:

- Ceilings height
- Ragged bottoms
- Fog
- Cloud types (scattered, broken, overcast)
- Visibility
- Wind direction and speed ground and aloft.
- Type of precipitation (rain, snow)
- Turbulence level
- Icing levels

Systems Malfunctions:

- Flight instruments: attitude indicator, heading indicator, turn coordinator etc.
- Avionics: Radio, navaid, GPS
- Pitot/Static Systems

Emergencies:

- Inadvertent IMC
- Engine systems
- Oil Systems
- Hydraulic Systems
- Electrical Systems
- Drive train Systems
- Fuel Systems
- Flight Controls

Publications and Equipment Required:

- Aircraft Checklists
- Appropriate Charts: VFR, IFR
- Approach Charts: ILS, VOR, GPS
- AIMS
- FAR's
- FAA Handbooks

environment, flight profile or weather condition depending on the lesson. I recommend creating an instructor worksheet that aids you in your lesson planning. Using a worksheet will assist you in programming the simulator with the environment or situation you wish to create.

The Briefing

Begin your training session with an instructor and student briefing. Just as with any training flight you want to introduce yourself and learn a little about the student. Pay particular attention to the type of flying the pilot performs such as emergency medical services, law enforcement, corporate or private. This information is vital when programming the simulator to replicate the pilot's daily work environment. Having the student train in familiar settings will make the session more realistic and productive.

In your briefing, describe how the lesson will be conducted to include a discussion of the training objectives to be accomplished and the standards. It is a good approach to give the student a scenario or mission to fly. Having a purpose will give the pilot an objective or goal to achieve other than simply flying around in circles waiting for something to happen.

Limitations

As with any kind of training equipment, there are limitations. In a visual simulator the most obvious limitation is the loss of depth perception and the feel of the aircraft in motion. The student will see the motion but not feel the motion. This may result in a tendency to over

control the simulator during takeoff, hover and landings. As the student struggles to regain control spatial disorientation occurs accompanied by a feeling of motion sickness. If the student gets motion sickness it is best to simply stop the training until the discomfort subsides. It will help if you can keep the simulator room cool and try to subdue the screen by using overcast or dusk images.

Subdued screens will help to mask the flicker often associated with the some simulator visual systems. There are electronic wrist devices that can be worn that may help to eliminate motion discomfort. If time permits, a quick demonstration with a little practice on hover and takeoff will greatly help overcome these visual limitations.

Organize the Lesson

Your lesson needs to follow a realistic and logical progression. For example, if your intent is to train inadvertent IMC procedures you should start your flight in marginal VFR weather. As the flight progresses, the instructor can allow the weather to slowly deteriorate closer to IFR conditions. Give the student some task that will distract them from looking outside therefore inducing a loss of situational awareness. At that point you can engulf the aircraft in IMC and observe the student's actions and procedures.

When teaching emergencies procedures let the scenario build upon itself. For example, a loss of oil pressure should progress to include an unreliable torque indication and eventually an illumination of the engine chip light. A baggage door caution light could be followed by an abrupt yaw indicating a sudden loss

of the tail rotor from having an item in the baggage compartment blow out and strike the tail rotor.

Regardless of the task being trained the important point is to make it believable and relevant to the actual condition.

Always Debrief

When the training session is complete the final step must be the debriefing. A simulator with the ability to record and playback the flight is an invaluable tool. Using the playback feature you can highlight areas where the student performed to standard and areas where improvement is required.

The debriefing should begin with a quick review of the training objective to be followed by an overall assessment of the student's performance. Address the areas where the student performed well and then discuss the areas needing improvement along with your recommendations. Finally, be sure to document the training in accordance with your department policy, applicable regulations and make any necessary pilot logbook entries or endorsements.

Flight Safety Multiplier

Flight training simulation can be a tremendous benefit to any flight training program. It uses technology to effectively bridge the gap between classroom and flight line without additional risks or costs. It is important that the instructor be thoroughly trained how to operate the simulator and therefore, take full advantage of its training capability. Using the simulator correctly and with a developed plan it quickly becomes a flight safety multiplier.

Awards & Recognitions



BELL HELICOPTER AWARD PROGRAMS

Many Bell pilots and operators have requested information on what type of Bell Helicopter wings and safety awards are available to them. There are two ways to obtain recognition for pilots who fly Bell helicopters. The first recognition is a Pilot Safety Award issued on the basis of safe flying hours in Bells. The second is a wings award based on the pilot's flight hours in Bell helicopters. It is possible for a pilot to obtain both awards.

Bell Flight Time Wings Award

The second recognition is for a pilot's flight time in Bell Helicopters. The Bell Training Academy issues this Certificate of Achievement and a Wings Lapel Pin in the following flight time hours:

- 1,000 hrs.** plain wings pin + certificate
- 5,000 hrs.** 5,000 hr. wings pin + certificate
- 10,000 hrs.** 10,000 hr. wings pin + certificate
- 15,000 hrs.** 15,000 hr. wings + certificate
- 20,000 hrs.** 20,000 hr. wings + certificate

Example: If a person had 6,500 hours in Bells he would receive a 5,000 hour pin, although the certificate would read 6,500 hours. Their next opportunity for a higher hour level pin would be at the 10,000 hour level.

For the hour level recognition to be awarded, the pilot (or company) must provide the following: Name of pilot as they would like it printed on a certificate, a verified flight time in Bells by either the Chief Pilot or a Company Administrative Official. In the case of an individual pilot making the request, a signed copy of the page in the pilot's log book that verifies the hour level for the wings requested. Mail or email the information (including

copy of documentation) to John Williams at: jwilliams2@bellhelicopter.textron.com. Bell Helicopter Textron Inc., John Williams, HELIPROPS Manager, P.O. Box 482, Fort Worth, Texas 76101 USA

Pilot Safety Award

Recognizing an individual pilot for flying safely is far too rare. Most pilots only hear of mistakes made by another pilot in an accident. Bell provides a Pilot Safety Award certificate for hours flown without an accident in a Bell helicopter. This can be achieved in either military or commercial aircraft. The award is given in thousand hour increments to recognize those pilots with a proven commitment and history of safe flying. To apply for this recognition certificate, please send a request letter from the chief pilot, CEO, military commander, or other individual who can confirm how many accident-free flight hours you have flown in Bell helicopters. If you are an individual pilot/owner, you can write the statement yourself. Let us know how you would like the name to appear on the certificate. If you want to include a military rank, you need to indicate that.

The award is maintained through the Bell's Flight Safety Department within Bell Engineering; Richard Wright (rwright@bellhelicopter.textron.com) is the Bell point of contact. His mailing address is: Bell Helicopter Textron Inc., Attn: Richard Wright, Dept. 9A, Group 59, P.O. Box 482, Fort Worth, TX 76101 USA

The pilot's name and safe flight hours are posted on Bell's Flight Safety web page www.heliprops.com. Follow the link to the Heliprops Pilot Safety Award Program.

Significant Achievements



Retiring Sergeant (Sgt.) Don Childs receives a Bell Certificate of Recognition from 1st Sgt. Terry Austin of the Virginia State Police in ceremonies at the flight facility in Lynchburg, Virginia. Sgt. Childs accumulated more than 5,000 flight hours in a variety of helicopters and airplanes having flown for the Virginia State Police for 21 years and the United States Army for twelve years.



Sonny Heinaman began working on Bell Helicopters as a crew chief / mechanic in 1964. Pictured with Sonny (l) is David Fox (r), Bell Instructor Specialist and long time friend. In Ceremonies at the Bell Training Academy, Alliance Airport, Texas, David presented Sonny with a Bell Certificate of Recognition, signed by Bell President & CEO John Garrison for his dedicated service of working on Bell Helicopters for over 46 years.

Bell Helicopter recognizes mechanics and flight engineers who have worked on Bell Helicopters for at least 15 years with a Certificate of Recognition. Subsequent awards are issued in five year increments. Anyone qualified to receive this award may send me a request. It is ideally sent by an owner or manager (or equivalent) who can verify the applicant's years of service. Send to jwilliams2@bellhelicopter.textron.com, or FAX: 817-278-3688, or Bell Helicopter Textron Inc., attn: John Williams, Dept. 9S, P.O. Box 482, Ft. Worth, TX 76101.

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