

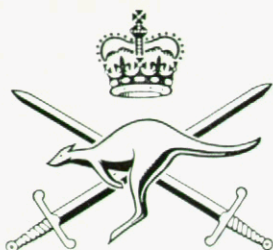
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Australian Army History Unit  
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# ARMY JOURNAL

No. 295 DECEMBER 1973



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# ARMY JOURNAL

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**COVER:** Detail from 'Battle of Romani, 1916' diorama, at the Australian War Memorial.

# ARMY JOURNAL

*A periodical review of military literature*

**No. 295, DECEMBER 1973**

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*(Army Public Relations)*

Troops of 'A' Squadron, 1st Armoured Regiment unloading sandbags from an Army assault boat in a bid to stem a breach in a levee bank near the northern Victorian township of Kerang during the floods of September this year.



# IT'S TIME FOR A CHANGE

*Captain D. W. Beveridge*  
*Royal Australian Engineers*

**A**USTRALIA now has a modern volunteer army. We have adopted a Functional Command system and streamlined our support functions. Thus, if and when the next war comes we will be efficiently commanded and well supported, whilst we may go to war dressed in the last decade's uniforms.

It has been said that the army has a marked tendency to 'fight the last war. . . .' Perhaps our detractors include in this opinion the fact that we persist in wearing outdated uniforms. When we consider our three 'Parade' uniforms it should be noted that:

- *Blues* Was the uniform of the British Army prior to World war I.

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*Captain Beveridge was commissioned in the Royal Australian Engineers in July 1967 after commissioned service in the Royal Engineers. Postings since then have been, 7 Fd Sqn, 1 Fd Sqn (SVN), JTC Canungra, 2 Fd Engr Regt, 17 Fd Sqn, and presently he is at 19 CRE (CommZ).*

- *Service Dress* Was the uniform of the army during World War I.
- *Battle Dress* Was the uniform of the army during World War II.

Another point to note is that all three were originally worn as General Duty and Fighting Dress. If this is carried to the logical conclusion then Jungle Greens are slated to become our Parade Ceremonial Dress. We are doing an excellent job of overhauling our internal systems; perhaps we should also take a long hard look at our uniforms.

As a force which now depends on volunteers, we must to a degree pander to the tastes of those whom we wish to recruit. We must attract and hopefully retain the youth of today — a generation which is very clothes conscious. I submit that we need a new image, and an attractive uniform could be an essential element of this. Our uniforms should be distinctive and leave no doubt in the eyes of the beholder that soldiers wearing them are smart, alert and well dressed. Points like this attract recruits and also help to retain them.

Perhaps the best way to get a new uniform would be to select a *couturier* of international repute, give him some guidelines and allow him to produce a series of designs which should then be given the widest possible distribution for opinion sampling. In the hope of generating discussion, I would like to put forward some ideas of my own on the subject.

Military uniforms should fall into four main groups, with various permutations possible between each group. I feel that these groups should be:

- Combat Uniform
- Dirty Work or Fatigue Uniform
- General Duty Uniform
- Formal or Ceremonial Uniform

Within each of these groups the uniforms must be comfortable and utilitarian. They must identify the wearer as a soldier, and more important, ensure that he identifies himself as a soldier.

### **The Combat Uniform**

The ideal combat uniform should be suited to the climates in which the army may expect to fight. It can be assumed that we will

generally fight in the tropic or sub-tropic zones, hence our combat uniforms should be designed to suit these climates, with perhaps a special range of clothing to suit cold or arid climates.

Combat clothing for the tropics should be light, loose fitting, quick drying and have a plenitude of pockets for the various maps, note-books etc., that the wearer may have to carry. Pockets should be easily accessible, especially when the soldier is wearing equipment, or prone in a firing position. Provision should also be made for a field jacket or thick sweater for cold nights.

The current system of officer's rank slides needs improving. Badges of rank that disappear under pack or shoulder straps may as well not be there. Black plastic or cloth pin on collar badges would be better.

Colour also needs to be examined. From a practical point of view 'Jungle Green' is ideal, but what about morale? Any soldier (and especially the younger one) likes to dress in a warlike manner. It was noticeable in Vietnam that 'Camouflage Suits' were very popular. Why not wear camouflage pattern clothing?

### **A Fatigue Uniform**

There is a need for a well fitting uniform for wear in non-combat situations, for example barracks duties, and for tradesmen, drivers, plant operators etc.

Currently Jungle Greens and protective dress overalls fill this need. However, a uniform similar to Jungle Greens but with trousers designed to be beltless or looped for  $\frac{3}{4}$ " belt, and a tunic type shirt with a BD pattern waist belt would look much better. The fact that a man is doing a dirty job is no reason for him to look scruffy.

What about headgear? The Hat Utility, though ideal for the bush is an unregimental piece of attire. The beret, though better looking, is uncomfortable in the tropics. Perhaps a soft peaked 'baseball' style cap, as is worn by the US and Canadian Armies, would better suit our needs.

### **A General Duty Uniform**

This uniform should be designed for wear by office workers, as a walking out dress and for non-ceremonial parades. As such it should comprise four basic items of clothing plus appropriate accoutrements:

- *Trousers* To be belted like the present issue, with hip and side pockets, and be produced in two weights for summer and winter wear.
- *Shirt* To be a lightweight shirt, produced in two patterns. Short-sleeved for wear with embellishments in summer and long-sleeved for wear under a tunic.
- *Blouse Pattern Tunic* To be similar to the present BD tunic but of a better cut. This is intended for wear by the office worker or staff car driver.
- *Jacket Pattern Tunic* To be similar to the current Service Dress tunic, but designed for wear without a belt. For wear as walking-out dress and non-ceremonial parades.

These four items provide the components of a uniform that can be worn in variations in winter or summer under most service conditions.

The colour of the General Duty Uniform is another feature that invites change. The present khaki shade is drab, uninspiring and impractical from a cleanliness viewpoint. Dark green is suggested as a replacement; as a colour it does not show stains and provides a better background for embellishments. The shirt should be of lighter shade than the trousers and jacket. The tie, shoes and socks should be black.

### **A Ceremonial Uniform**

Too often one hears spectators at a parade comment, 'not very colourful are they'. Perhaps now is the time to revert to the old custom of having uniforms in corps colours, designed specifically for show.

### **Accoutrements**

The accoutrements that accompany uniforms are just as important to presentation as the uniforms themselves. Our present uniforms are rather drab and characterless; old soldiers speak with nostalgia of 'Colour Patches', qualification badges etc. As well as identifying the wearer as a soldier, the uniform should present a visual record, showing not only a man's rank and corps but also his current command and something of his ability and past service. The following are a series



of points raised at random with a view to making uniforms show these points and look more impressive.

*Badges:* Cap and collar badges could be made more attractive by providing a coloured backing to denote different regiments or battalions. The adoption of long service stripes, wound stripes and qualification badges would add colour to the uniform and give visual evidence of a soldier's service.

*Head Dress.* The Slouch Hat is an impressive parade ground head-dress but should be relegated to such; for general use it tends to be uncomfortable and at times impractical. With regard to corps and regimental preferences the cap or beret would appear more suitable. The beret could be retained by those corps who currently wear it and the cap adopted by all others. The cap could be similar to the current Blues Cap with the cover and hatband in corps colours. The peak could have a distinguishing mark, for example, a plain peak for ORs and a gold or silver edging for officers.

*Lanyards.* It would be a fillip for combatant units if they had a particular distinguishing mark. Why not have lanyards worn by arms units only, to denote the first, second, etc., regiment or battalion.

*Belts.* Three types of belts are envisaged, these are:

- *A  $\frac{3}{4}$ " Belt* Similar to the RAAF polyester belt, for wear with GD trousers or shorts.
- *A Black Belt* Similar to the 37 pattern belt, but in patent leather with a staybrite buckle. The buckle to carry Corps/Regt badge. To be worn by troops on parade with weapons.
- *A Sword Belt* Similar to the Sam Browne but in black patent leather with staybrite fittings. To be worn by officers when on parade or to denote Duty Officer.

### **Formation Patches**

As we have now reorganized into functional commands, why not have a 'patch' worn on the right arm to denote each command, military district or AHQ? In addition, the Field Force Command patch could be en faced with a divisional number and the Training Command patch with a school blazon.

## CONCLUSION

The young man today does not want to belong to a vast impersonal organization. It would greatly assist the fostering of corps and regimental traditions if the soldier had tangible evidence of the difference of his corps and unit from the mass.

People today are more clothes conscious than in previous years and there is a tendency to denigrate the uniform, to consider it a rather drab work suit to be discarded at the end of the day. The armies of the last century used colourful uniforms as one of their greatest recruiting incentives. The uniformed soldier of today is one of the best advertisements we have, but only if he wears the uniform with pride and is worth looking at when dressed in it. □

## FORESIGHT

The danger which I had incurred, convinced me of the necessity of having a guard of picked men trained to this service, and especially charged to watch over my personal safety. I formed a corps to which I gave the name of Guides. Major Bessieres was directed to organize it. This corps thenceforth wore the uniform which was afterwards worn by the Chasseurs of the Guard, of which it was the nucleus; it was composed of picked men who had served ten years at least, and rendered great services in the field. Thirty or forty of these brave fellows, opportunely set on, always produced the most important results.

—*Napoleon's Memoirs*. (It was then May, 1796; he was a corps commander aged 26.)

# Short-War Defence Systems

*Kenneth S. Brower*

SINCE World War II, the number of independent states has grown almost geometrically. In most cases these countries have developed defence systems that are copies of those of the superpowers. As a result, most newly formed defence forces have many of the strengths and weaknesses of the systems they copied.

One state, Israel, has developed a defence system unlike that of any major power. This system is based on short-war theory. Short-war defence theory allows a small country to develop remarkable peak defence efforts for relatively low cost. Small countries using it are able to stand up to much stronger neighbours, even superpowers.

A short war may be defined as one that lasts less time than it would take for the protagonist's economy to be destroyed by a total disruption of its civilian society caused by full mobilization of all available resources by the nation's defence forces. During this period, the defence forces immediately go on the offensive, expecting little in the way of reinforcement and taking no second breath during the assault. A defence force, once committed, must fight on until total victory is reached. Failure to reach this goal means certain, quick attritional defeat.

Short-war theory is feasible, for combat situations have an absolute termination point. Once an army, or defence force, or country, is defeated, it stays defeated in the short term—that is, a period of years.

Decision level may be achieved two ways, either by applying a large amount of differential force (dF) for a short period, or a small differential force superiority over a long term. In either case, it is strategically possible to achieve victory if the  $dF \times \text{time}$  is sufficiently large. The required amount of differential force  $\times$  time varies consider-

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*Mr Brower is a Naval Architect and Systems Engineer with the George Sharp Company of New York City. He received a B.S. degree from the University of Michigan and has done graduate work in Operations Research at Brooklyn Polytechnic Institute. This article is reprinted from the May 1973 issue of the US Military Review.*

ably from event to event. The goals of most small countries are obviously limited. The integral ( $dF \times \text{time}$ ) is, therefore, usually within realistic short-term reach for them as long as their force structure is sufficiently powerful.

Except for the three great powers and, to a lesser degree, the remaining semi-colonial states (Britain and France), a properly applied type of short-war theory is feasible for virtually all other states.

The economic advantages of short-war theory allow development of very large force structures for minimum expenditures. Usually, a modified force of reserves is used, modified in that the reserves are considered regulars on long-term leave. This necessitates long and hard training periods during the initial call-up period which becomes, in effect, a two to three-year training school for personnel.

'Regular' units exist only for training purposes and are not operational. Operational units are in reserve and are filled with fully trained older personnel on long-term leave. Annual call-up for personnel is about three to five weeks a year. This training must be hard and intense. Senior personnel who command 'reserve' operational units are usually regulars as they may hold peacetime positions in the various military schools and centres which are closed during periods of tension.

Since this system implies a universal draft, obviously, draftee salaries are negligible. Reservist salaries can be covered by a universally applied social security system, independent of the defence budget. The number of senior officers is halved proportionately (since most hold two commands, one training and one operational). Overall officer salaries are, therefore, also halved even though they must be the equivalent of contemporary civilian salaries.

Obviously, this demand on the individual requires motivation which can come from two sources: nationalistic, if there is a real external threat, or economic, taxes being reduced considerably.

This can result in remarkable savings. For example, the Israeli draftee receives \$7 per month, the US volunteer over \$350. This amounts to almost \$5 million a year per 1,000 individuals which, for Israel — a country of only 2.7 million population — means savings of over \$100 million a year on its annual draftee class.

An air force using short-war theory would maintain a very high pilot/plane ratio, organizing its air force so that all airframes in inventory, even those used by the maintenance schools, can be deployed within

72 hours. It would have good maintenance capacity, ensuring the highest short-term aircraft availability rates and the shortest ground turnaround times between sorties.

It could achieve over seven sorties per aircraft per day in lieu of the more normal one, increasing the short-term relative power of its air force by a factor of seven. Obviously, airframes and men will eventually break under the pressure, but a 300-plane air force can fly 15,000 sorties in a week and break its foes before it breaks itself. On 5 June 1967, the Israeli Air Force, flying about 500 aircraft — less than 250 of which were relatively first line — flew more than 3,000 sorties, delivering a blow far more in proportion to the number of sorties than to its theoretical numerical strength.

Short-war theory implies fairly long-term use of equipment since it is obviously difficult to train reservists on new systems during their short call-up periods. This is a theoretical deficiency, but has proven just that — theoretical.

Weapons have long life spans, especially if properly utilized. A 20-year-old *Ouragan* is still a lethal ground attack aircraft when equipped with new avionics and ordnance and provided with Mach 2 air-superiority aircraft for high cover.

A 30-year-old *M4 Sherman* tank has been modified to carry a 105-mm high-velocity gun capable of penetrating any main battle tank in the world. Infantry riding a half-track armoured personnel carrier of similar vintage is still better off than those walking, or riding new trucks, in the desert.

When new, necessary, sophisticated weapons are required by units, younger draftee-reservists can be trained in their use and superimposed on older formations, providing these formations with the necessary technology.

It should also be noted that countries using short-war theory will usually be fighting in their own defence, in terrain of a known, consistent type, and against an enemy long identified and classed. It is, therefore, possible for the nation in question to optimize its forces, weapons, technology and tactics for a fixed scenario. In this scenario, certain weapons (or elements of technology) may be more important than others. Thus, expenditures can be concentrated in narrow fields of the defence spectrum, allowing further efficiencies.

The proof of this system lies in the military capability of the few states which use it as compared to other countries using more conventional defence systems.

Israel now has more armoured brigades than any other country aligned to the Western world and can fly 25,000 jet combat sorties (with very high quality aircraft) in a week, yet, spends only \$1.5 billion a year on defence. Singapore is building toward a 16-brigade army on less than \$150 million a year.

By comparison, West Germany spends five times as much as Israel, but has two-thirds as many armoured brigades of which few, if any, are truly combat ready; it can fly half as many sorties a week on similar notice. Australia spends 10 times as much a year as Singapore, but has an army less than one-third of Singapore's potential.

Comparisons such as these can go on *ad infinitum*. One could wonder, for example, what would be the potential of easily mobilizable Western Europe using this system. In lieu of 17 regular, but hardly combat ready, divisions, couldn't it field 40 or 50 on a 72-hour alert for half the expenditure?

Long-term analysis of personnel and equipment costs could lead one to the conclusion that all Western states must eventually switch to short-war theory or give up the conventional war business. Although we now spend 50 times as much as Israel, we have the same size army, except for the fact that theirs is concentrated in one spot and combat ready within 72 hours, while ours is dispersed and less than 50 per cent deployable.

Small regular armies using long-war theory can only defeat large reservist short-war armies if there is little difference in relative size (assuming the latter is larger) and a large relative difference in quality (assuming the former is more formidable). Recent combat history has proven that just the opposite is true.

Small regular armies can defeat short-war forces by attrition only if the short-war state has no surge capacity. Had North Vietnam a lethal strike air force, armoured corps, or coastal navy, the slow US build-up of 1964-67 would have been impossible, and the resulting attrition could not have occurred.

Thus, short-war theory will always provide the smaller state with the pre-emptive option if properly applied. North Vietnam could not

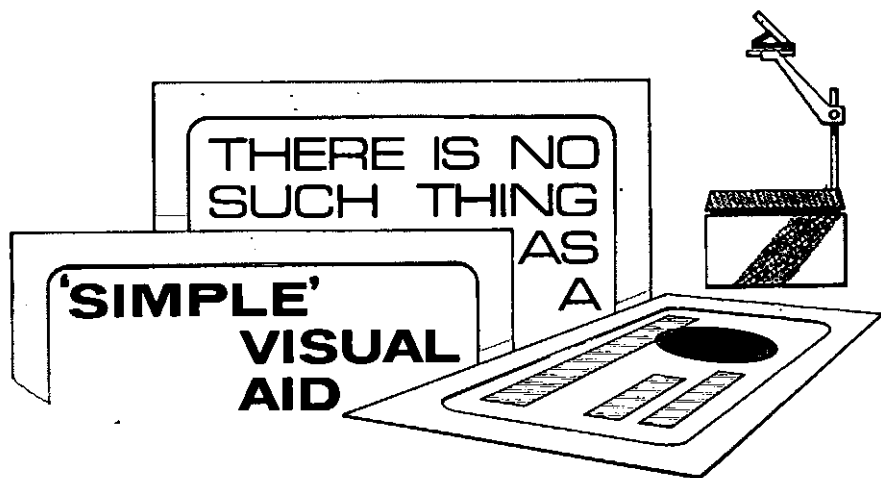
pre-empt the United States and thus is suffering devastating damage. Israel could pre-empt the Soviet Union, and the Soviet Union has backed off.

Short-war theory works. Its modern creator is Yigael Yadin, and Israel is living proof. The strategic implications of this, and its ramifications for the world's defence forces, should be studied in depth by the world's general staffs. □

#### THE ADVANCE TO EL ARISH, DECEMBER 1916

This movement, in which the 1st Light Horse Brigade was the advance-guard, although it passed without incident, marked a decisive stage in the campaign. It released the mounted men from the sands of the desert and gave them firm foothold upon the extreme fringe of southern Palestine. No night ride in the whole campaign gave the light horsemen so much satisfaction. They left behind them one of the harshest regions in the world, a region devoid even of elementary civilisation, inhabited by one of the most wretched of peoples, and offering no sustenance beyond the dates from the palms and scattered water which was unfit for consumption by Europeans. Through the prolonged summer, with its continual blistering heat and blinding sand-storms and its myriads of flies, the horsemen of the two Dominions had ridden and fought and worked incessantly. And now in the magical, idyllic atmosphere of a Sinai night in December, with the heavens thickly sprinkled with stars peculiarly brilliant and seemingly very near, the riders rejoiced as their horses stepped suddenly off the dunes on to the wide firm flat which flanks the great Wady el Arish.

—H. S. Gullett, *The Australian Imperial Force in Sinai and Palestine* (1941).



*Captain W. Glynn*

*Royal Australian Army Educational Corps*

**G**OOD instructors have long been aware of the value of visual aids. Aids, which when properly used, turn a boring lecture into an interesting lesson. All instructors have pet methods of presentation for their aids or even just their pet aid. Many use the overhead projector, some use chalkboards, others use magnetic or feltboards, slide projectors and the like, while other instructors vary their presentations by using a variety of aids. But, it doesn't matter greatly what aid you use, they all have much the same impact and learning facility — what *does matter* is the quality of the aid and the manner in which it is presented.

Most of our learning involves the sense of sight and your aids should be designed to have impact on the visual memory. Do they? How often have you seen an 'aid' which is a reproduction of a page from a book? The mind cannot comprehend this mass of information, the eye scans the information, the brain assesses its worth and 'switches off'. Is this the reason why we use aids? Of course not, so why do it?

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*Captain Glynn enlisted in 1954 and served with 2 RAR in Malaya 1955-57. Then followed postings to 16 NS Trg Coy, 3 RAR and Infantry Centre. In 1965 he transferred to RAAEC and was posted to E Comd Educ Sect. After two years training at the Sydney Teachers College (1966-67) he was posted to N Comd Educ Sect and commissioned in April 1968. Postings to Aust Educ Centre (Singapore) and S Comd Educ Sect were followed by his present posting as an Officer Instructor with Army Methods of Instruction Team, Ingleburn, N.S.W.*



Surely a printed page would serve your purpose better. If you must use a facsimile (for example, a requisition form) make sure that the student has a copy to work from. As a guide, remember that retention is best if your aids contain no more than from twelve to twenty words, and the size of lettering, when projected or written, is no less than one inch for every thirty feet of viewing distance.

So much for number of words and size of lettering. Let us look at something even more important — COLOUR. Everyone knows how important it is to use colour. But how many potentially good visual aids are ruined by a poor choice of colour. When you make a transparency do you use large amounts of red colour? Are you aware that because of the impact of red it should be used sparingly? Do you have the titles of your transparencies in red? What are you endeavouring to emphasize — the title or the information in the body? If it is the body — you lose. And, while we are discussing titles, are yours in upper case, with the information in the body in lower case: if the body is the important part then you have lost again, the brain will retain the emphasized information — the title.

Be aware of the importance of the 'right' colours, and always use the dominant colour more sparingly than its related colours. Here is a chart to guide you. These colours can be used together, the dominant colour — remember to use sparingly — is marked with an asterisk.

a. Red\*  
Green

b. Orange\*  
Blue

c. Yellow\*  
Purple

When using three colours, again be aware of the dominant colour:

a. Red\*  
Yellow  
Blue

b. Orange\*  
Purple  
Green

and of course, if there is some information which is vital to your presentation, emphasize it by using larger lettering and a dominant colour, or by significant placement in your layout. When writing on a chalkboard, colour is determined by visibility, and colours which are the most visible are yellow, white and pink.

A well prepared visual will speak for itself, so don't compete with it when you present it — stand aside, let the impact of it reinforce the point you want emphasized, explain it if necessary and then *remove*

*it from sight* — you do not want *it* 'speaking' while *you* are. Aids can be distractors of attention, as well as attractors, and the good instructor is constantly at war with his aids. The battle is won when the aid is no longer required and is removed from sight so that it causes no distraction.

The most 'distracting' aids are overhead projector transparencies. Let us look at these distractions.

*Keystoning.* Keystoning occurs when the lens of the projector is not properly aligned with, or parallel to, the screen. Keystoning can be lateral, vertical, or both lateral and vertical but in all cases it means that not only is the image distorted but also a part of the image is out of focus. Eliminate keystoning by carefully aligning the OHP in front of the screen and by tilting the screen forward at the top where necessary. Many inexperienced instructors raise the projector until it is on the same level as the screen — this certainly eliminates keystoning but it also eliminates learning — the students have difficulty seeing the screen through the OHP and its stand. Keep it below their line of sight, or to the side of it, and tilt the screen.

*Glare.* Glare is not normally a problem with most projectors because of the colour used in the visuals, but with an OHP it can be a problem. One of the cheapest methods for making a transparency is to use a thermographic copier and produce a black image on a clear background. This makes an easily read visual but it also strains the eyes because of the reflected light coming from the screen (the new 'daylight' screens make the problem even worse). How do we overcome this problem? There are several ways: the best way is to use a sheet of coloured acetate or coloured adhesive film behind the transparency — this softens the impact of the reflected light and can also have another effect — the choice of colour can set a mood among your audience. Reds, yellows and oranges present a physical sensation of warmth and have a stimulating effect on your audience, blues and greens will make them feel relaxed and calm. Choose your background colour to set the mood you need for effective learning.

If you do not have access to coloured sheets then cut down the areas of extraneous light by masking out these areas — this has a supplementary effect of forcing your audience to concentrate its attention on the point you are emphasizing. Strip masking also does this for you and is *essential* for any visual which lists points which have to be learned separately.

A final method of reducing glare, (and the least effective) when you need a black on clear transparency or you do not have the materials mentioned above, is your own awareness of the problem. Once you are aware of the problem you will not expose the transparency for a second longer than absolutely necessary.

*Strip Masking.* There are several methods of masking transparencies but only one which is really effective (even this can cause problems if not used properly). When strip masking a transparency, the masking material should be taped to the side of the mount — preferably to the left side for right-handed operators — and slit horizontally with a sharp blade to separate the elements of the visual. One of the faults of most strip masking is that people use strips which just cover the elements of the transparency and leave unsightly and distracting areas of light about them — this kind of stripping is excellent for the negative type transparencies but *only* for that type. Many instructors use a revelation technique with their masked transparencies, i.e., they progressively reveal information on the transparency to eventually reveal all the elements: this is an effective method of presentation if this is what you want to teach, but each preceding element has an increasing distraction effect and lowers the impact of successive elements. A better method is to cover each element before proceeding to the next and each element presents its impact in isolation.

This method of stripping also allows the transparency to be used for confirmation — the elements can be revealed in the order in which the students remember them, which is not necessarily (or normally) the order in which you presented them.

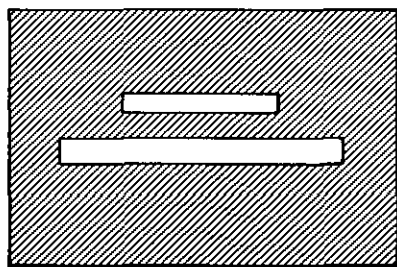


Figure 1

**Figure 1** Formally balanced title. Any misalignment or out-of-centre positioning is noticed quickly.

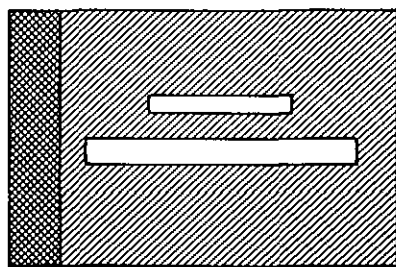


Figure 1A

**Figure 1A** The addition of a coloured band down one side of the background and the deliberate off-centre position of the letters makes misalignment errors less noticeable.

Finally, let us look at layout of visuals. The arrangement of the elements of visuals is extremely important. The success of the visual depends in large measure on the artistic taste and judgement of whoever does the work. It is common practice to use formal balance.

### Rules

Regardless of the type of arrangement used, there are a few rules for grouping elements wherever you use them — on a chart, a transparency or even on a chalkboard. The following diagrams show good visual grouping. The elements in each frame could well be lettering, illustrations or both.

Rule 1. *The spaces between elements in a group should be less than the spaces around the group. Figures 2 and 2A.*

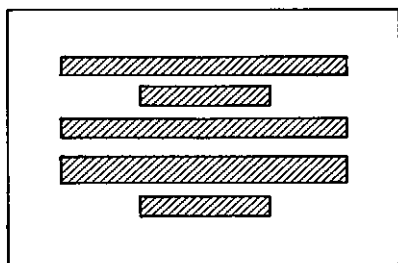


Figure 2

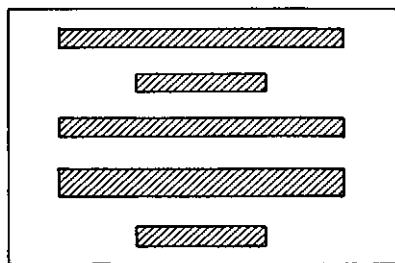


Figure 2A

**Figures 2 and 2A** — The spaces between elements in a group should be less than the spaces around the group. The grouping in Fig 2 has a much neater and more unified appearance than the one in Fig 2A.

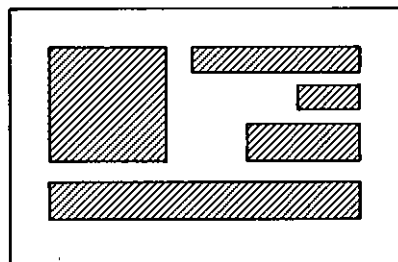


Figure 3

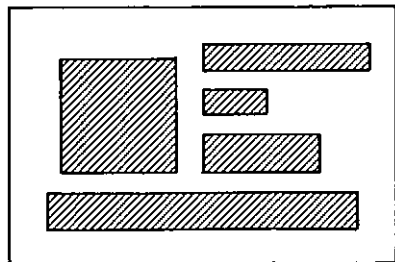


Figure 3A

**Figures 3 and 3A** — Grouping irregularities should occur within the group, not around it. Note the orderly unity of the grouping at Fig 3, where the edges of the items form a rectangle that is harmonious with the frame dimensions. In the arrangement at Fig 3A, all the spaces between elements are equal, but there is an erratic disorganized feeling to the entire shape.

Rule 2. *Grouping irregularities should occur within the group, not around its edges. Figures 3 and 3A. (An exception to this is when you want a certain item to be emphasized. Figure 4.)*

Rule 3. *The side margins should be, or seem to be, equal, and the bottom margin should be the largest. Figure 4A.*

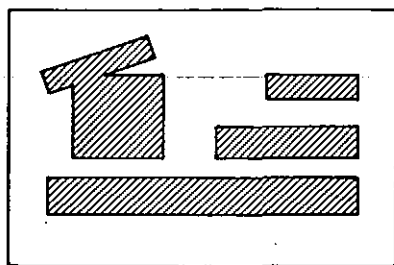


Figure 4

**Figure 4** — Placing the one rectangle at an angle to the rest of the items and outside the rectangle formed by their grouping draws particular attention to it.

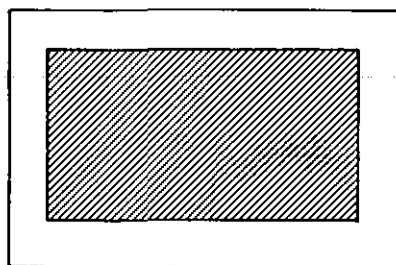


Figure 4A

**Figure 4A** — Diagram of good margin relationships. Note that the bottom margin is slightly larger than the others and that the side margins are equal.

Rule 4. *Lines of movement within the grouping should be cohesive and tend to keep the observer's eye within the group, not lead it out or away from other elements in the group. Figures 5 and 5A.*

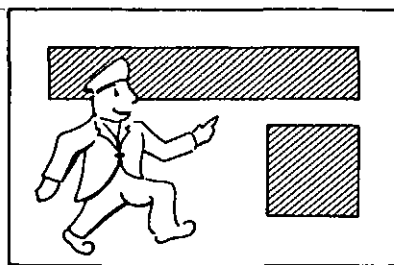


Figure 5

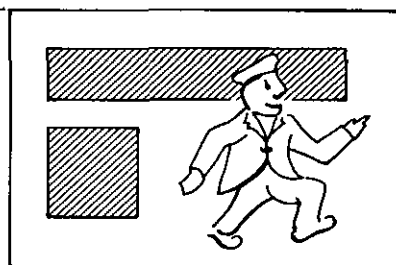


Figure 5A

**Figures 5 and 5A** — The cartoon figure in the arrangement in Fig 5 is moving towards the rest of the items in the grouping. This moves the eye of the observer in this direction and ties the arrangement together. In the layout in Fig 5A, the figure leads the eye away from the rest of the composition. The figure is used symbolically. Any part of an arrangement that distracts or weakens the total should be discarded or placed in a position where it will help.

Rule 5. *The most important elements in the arrangement should be placed near the top, centre or bottom of the group.*

Rule 6. *The shape of the group or arrangement should harmonize with the shape of the sheet or card or mount on which it is arranged. Figures 6 and 6A. (An exception to this rule would be where an extremely dynamic effect is desired.)*

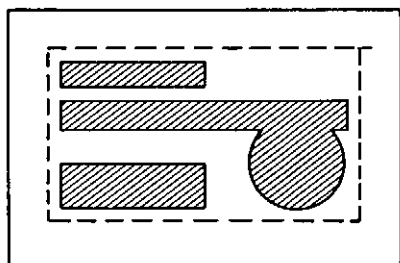


Figure 6

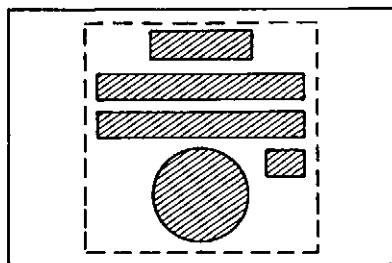


Figure 6A

**Figures 6 and 6A** — The shape of any group arrangement should harmonize with the shape of the sheet, etc., format. The dotted lines represent the shape of the grouping in each case. Note how the layout in Fig 6 seems to fit easily within the frame and that the vertical grouping in Fig 6A seems awkward and out of place.

### Conclusion

If you have read all that is written here you *must* be convinced that there is no such thing as a 'simple' visual aid, so have a look at your presentations. Are you punishing your students by using poor visual aids? If so, *now* is the time to remedy the faults and in your next presentation: Let your visual aids speak *for* you, not *about* you. □

# Some Uses of Biography

IN OSCAR WILDE'S play *A Woman of No Importance*, Lord Illingworth remarks: 'The Book of Life begins with a man and a woman in a garden.' To this, Mrs Allonby replies: 'It ends with Revelations.' It is the wealth of interesting stories that come in between that make up biography.

Autobiographies and biographies are increasingly helpful as the complexities of life multiply. How men and women faced up to challenges boldly and either won triumphantly or went down gallantly is a story pertinent to statesmen, to people in the professions and in business.

Some may say that the practical concerns of people and the patterns of society have changed so radically that it is useless to read the story of a person written even twenty years ago. Yet the values, the principles and the practices that made life worth while in the past have not really changed. Analyse any life-story and you will find it composed of ambition, learning, work, relations with people, and awareness of the rightness and wrongness of actions.

Books that tell about the lives of people are the most valuable on one's bookshelves. One famed bookman divided his big library into two parts — biography and 'all the rest'. He said that he had never read a biography from which he had not learned something.

How men and women planned their lives, faced up to difficulties, and attained success, gives us a yard-stick by which to measure the progress of humanity, including ourselves.

## Self-improvement

Reading biography is not to be thought of as a sure-fire way to attain personal success, but the attentive reader will learn much about how people did jobs, won friends, and got ahead. As Emerson remarked: 'In every man there is something wherein I may learn of him, and in that I am his pupil.'

A biography shows the effectiveness of self-help, of patient purpose, of resolute working, and of integrity. In reading about the life

of a person you see how problems arise, are sharpened, project themselves into crises and conflict, and how they are met by action.

Sometimes a young man will discover himself, his qualities and possibilities, in a biography just as Correggio felt within him the stirring of genius on contemplating the works of Michelangelo.

This sort of study is quite different from reading rules for behaviour and prescriptions for success in a textbook. Example is one of the most potent of instructors, and here, in biographies, are examples of how to put ideas across in business or politics, and how to so live as to be worthy of remembrance. Here you see the causes of people's victories and defeats, so that you can avoid the latter and imitate the former. Even if your achievement does not quite match theirs, it will at least have a touch of it.

Reading biography is not all that is needed by an aspiring person. One has to get busy doing things. A well-written biography does not picture its subject sitting around apathetically while life flows past. Theodore Roosevelt, who campaigned for 'the strenuous life', would not allow photographers to snap their shutters while he had his hands in his pockets: he showed his vitality by gesturing with them as busily as a prize-fighter.

Even to people who do not expect to get utilitarian hints from the experiences of others, biography is an inspiring study. When we read the story of a life we learn that its subject was not born a professional this or that, or a skilled craftsman or astronaut. He was born a human being and worked at becoming what has made him famous.

People who have reached the peak of success in any enterprise have passed through discouragement and hard times, but they learned that there are few things a person cannot do if he is doggedly determined. In desperate situations they masked their doubts and made a display of confidence and serenity. They refused to call any try their last try.

Every success biography emphasizes that the prevalent 'something for nothing' philosophy does not stand up under examination. Everything has a price and must be earned.

Biography also dispels the idea that there is no more creative work to be done, only copying, annotating and criticizing. Every life-story reveals something that its owner found new, something fresh. It would be ridiculous for an artist today to say 'All that is left for me to do is to copy the nymphs and the madonnas of the old masters.'



### Practical lessons

Biographies of men and women in all callings tell us how they sold goods or ideas, gained support for their plans, and earned friendships. Readers may learn their principles of salesmanship: that argument is not a selling device, that one should find out what people's wants are, that it is not by showing off their own importance but by giving other people a sense of importance that they turn opponents into supporters.

Benjamin Franklin was an accomplished salesman. Seeking to win the friendship of a man who had attacked him in a speech, Franklin wrote him a note expressing the desire to read a rare book of which the man was proud to be the possessor. The man sent it; Franklin wrote a note of appreciation; they became lifelong friends.

LaSalle, the noted French explorer, gained the goodwill of hostile Indians by addressing them in their own language and using their style of oratory. Emil Ludwig said of Napoleon in the Italian campaign: 'Half of what he achieves is achieved by the power of words.' Sometimes the general told his ragged, hungry army about the good food and comfortable lodging they would find beyond the mountains: on other occasions he pictured his soldiers returning as heroes to their home towns.

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These examples from biography show how leaders paid attention to the needs and desires of those whom they wished to influence.

Aspiring people are not ashamed to draw upon the experience, thoughts and work of others for inspiration, ideas and methods. Thoreau had been gone half a century when his doctrine of civil disobedience was applied by Mahatma Gandhi in India and South Africa. Shakespeare drew the material for his plays from many biographies. It was a translation of Plutarch's *Lives* that introduced him to the great gallery of Greeks and Romans.

### Writing a biography

Biography reveals problems old as life itself and tells how people dealt with them — problems of love and passion; problems of ambition and the desire for money and prestige; problems of temptation and sin.

Most distinguished persons dislike 'incense swingers' — people who are forever saying 'isn't he marvellous?' A thoughtful and serious biography stressing a person's personality is in a different class, just as a politician having his face made up for a televised campaign speech is a different figure from that presented when he is defending his position on an important Bill in the legislature.

The topics for composing a eulogy upon a person have been set forth in the standard books of instruction for speakers and writers. The speaker or writer should start with the person's ancestry and family, and find something notable there; perhaps even the country or city of his birth would lend evidence of his merit; his upbringing and education would be canvassed for similar evidence; and then one passes on to his achievements, his virtues, his public honours. If a man was descended from kings or nobles, of course he partook of their noble and royal qualities; *if he came of humble stock, his own virtue was the greater for having climbed above the common run without the advantage of high birth.* How many biographies one finds written strictly on this formula!

So how does one judge a biography? It is true that the story of a person's life is concerned with basic facts: birth and death, love and jealousy, conflict, social experience, triumph and defeat. More is needed than merely to record these. In a good biography the determining incident is made vital, the decisive turning point is highlighted, the abstract thought is humanized. The biography must recreate its central character so as to give the reader a sense of rounded reality showing how this person discharged his obligations to himself, to his family, to his community, and to the human race.

Reading such a biography is to associate with someone who meant something to society. The ideal biography will give you a feeling of fellowship with the person you have been reading about, and a longing to have just such another as he was for your friend.

### **Some great biographies**

The biographer discovers and reveals essential greatness. Plutarch was the first notable biographer in the world's history. He grouped forty-six lives in pairs, a Greek and a Roman, for the sake of the similarity of their work or circumstances. His excellent rule was to epitomize the most celebrated parts of their story rather than to insist upon every particular circumstance of it.

Queen Victoria left, in her letters and journals, one of the most astonishing autobiographical monuments ever achieved. She displayed total, disconcerting candour.

Women have been biographers with deep penetration. It was Mrs Elizabeth Gaskell's sympathetic understanding of Charlotte Bronte that enabled her to produce a haunting, vividly human, portrait.

Not many women entered the book publishing arena, where they were treated slightly. The lives of Jane Austen and Emily Dickinson, whose poems were published only after her death, indicate the timidity with which they wrote and show the gap between their period and that of the present.

Queen Victoria summed up the prejudice against her sex in a letter to the Princess Royal. Her husband, Prince Albert, she said, shared with all 'clever men' the tendency to despise 'our poor degraded sex.'

### **The biographer**

The hallmark of a good biographer is not passion but good sense. He has to weed out the irrelevant and seek what is strong, novel and interesting. He needs a profound knowledge of human nature, wide sympathies, and an impersonal standpoint.

~~The biographer will do well to adhere to the standards of a~~  
good executive: calm demeanour, judicious appraisal, reflectiveness, temperate language.

Every biographer must solve the complex problem of honesty. A thing may be true, but its recounting may not be honourable.

There is a temptation to paint the subject's virtues in rich colour and to whitewash his vices. Aristotle told us how to do this discreetly: for the purpose of praise or blame, the writer may identify a man's actual qualities with qualities bordering on them. Thus a cautious man may be represented as cold and designing; a simpleton as good-natured; a callous man as easy-going. The rash man may be described as courageous and the spendthrift as liberal.

It is necessary to chronicle some little events because they make inevitable or bear upon some noteworthy events, or show how traits of character emerge. But the little things must have point and purpose. It is a reprehensible fault in a biographer to shift the lens from the vital

to the trivial. The significant thing about Churchill was not that he smoked cigars and liked to dictate his memos while lying abed, but that his was the voice that rallied the free world to defeat Naziism, Fascism, and their cruel sponsors.

### **Getting the facts**

The amount of work involved in preparing to write a biography becomes evident when one considers the quantity of material that must be examined. In collecting representative letters of Queen Victoria, Arthur Benson and Viscount Esher found more than 500 volumes dealing with only the first 42 of her 81 years.

A person who does his research hastily, being content to examine only part of the data, is not acting honestly. His story will be partial and therefore unfair.

'It is easy,' said Paull, 'to forgive the writer who in his enthusiasm over-praises the object of his admiration, but it is not so easy to pardon those who enjoy raking up scandal about celebrities.' It may take a person all of his allotted seventy years to complete his great achievement, but a biographer can lay it in the dust in an hour-long paperback.

Socrates urged his pupils to be sensible about this: 'Do not mind whether the teachers of philosophy are good or bad, but think only of Philosophy herself.'

History records many examples of men and women of indifferent morals who have yet served the world well as business people, statesmen, artists, and soldiers. We can admire the work of a person as we do a fine act in a theatre without rushing backstage to examine the scaffolding that supports the scenery.

### **Fame is not all**

Biography has been described as the literature of superiority, but a person can be superior in even humble life. In fact, there are some people who believe that you learn most about the state of society by studying the lives of the little, typical figures in it.

Some of the most interesting autobiographies are by people who are not great in an absolute sense but have a story to tell and tell it interestingly. And what better bequest could men or women leave to children than the plain story of their lives, their triumphs over adversity,

how they picked themselves up after a knock-down, how they progressed from point to point in understanding, always striving toward something better, and how they rejoiced when they reached a new peak.

The person who reads biography will not become mentally bankrupt. To read and to learn from what he reads is a mark of intelligence.

We learn all we can from history and biography in order to profit by the accumulated wisdom of the race. We do not have to start our own lives from the ground, but from the shoulders of the people whose lives we read.

Not only instruction and inspiration are to be found in biography, but comfort and peace of mind. This is touched upon by Nicolo Machiavelli, the Florentine statesman and political philosopher, in a letter to a friend:

*The evening being come, I return home and go to my study; at the entrance I pull off my peasant-clothes, covered with dust and dirt, and put on my noble court dress, and thus becomingly re-clothed I pass into the ancient courts of the men of old, where, being lovingly received by them, I am fed with that food which is mine alone; where I do not hesitate to speak with them, and to ask for the reason of their actions, and they in their benignity answer me; and for four hours I feel no weariness, I forget every trouble, poverty does not dismay, death does not terrify me. □*

# BOOK REVIEWS



WHO CALLED THE COOK A BASTARD?, by C. Stanton Hicks.  
Keyline Publishing Pty Ltd, \$1.95.

*Reviewed by Lieutenant Colonel A. Argent, Keswick Barracks, South Australia.*

SIR Stanton Hicks was a guest at our last (and final) Command Exercise. Some of the more junior officers asked who he was! *Tempus fugit* indeed. However, by a coincidence Sir Stanton retired from his appointment of Chairman of the Commonwealth Defence Food Research Committee that week and, brief as that announcement was, it did say something of this man's work for the Service.

This slim paper-back should fill in the gaps of knowledge of those unfamiliar with the Tasmanian field pea, stories about breakfast cereals and how we came to have a Catering Corps.

More than anything else this book shows what enthusiasm, perseverance, knowledge and assistance from the right quarters can do, even against the Bourbons in uniform and plain clothes. One has to go to *Who's Who* to find out something of Sir Stanton's background. Here it is sufficient to say that he was born in New Zealand in 1892, earned degrees in science at the Otago University, served in the NZEF in the Great War, Ph.D. Cambridge 1923, and Professor of Human Physiology and Pharmacology at the Adelaide University 1926 to 1958,

during which time in 1936 he added M.D. to his name and was knighted. This brings us up to 1939 when this book begins by his enlisting into the AIF as a lieutenant in the infantry, although over-age.

Luckily for the Army, the DADST HQ 4 MD reached out for him, plucked him from a future of forming fours and other warlike pursuits, and told him to sort out the preparation and presentation of the soldiers' food in South Australia. From such simple beginnings, much was to be born, but not without labour and obstruction.

His first effort to improve messing was to try to get extra pay for cooks, so as to attract trained civilian cooks to enlist. He failed in this. His next mission concerned the Wiles Cooker — a mobile, steam cooker — a device invented prior to the Great War but largely ignored by the Army. Eventually, after much leg-work, persuasion and push they were accepted but unfortunately they failed to oust completely the Crimean War Soyer stove, as Cowra recruits, amongst many others, can attest.

His greatest victory was the introduction of the Army Catering Corps in March 1943, for it must be remembered that, following on from the organization of the 1st AIF and the CMF between the wars, cooks were regimental soldiers. It took him three years to get a Catering Corps mainly because the QMG was dead set against the idea. At war's end Hicks was a Colonel and Director of Army Catering, with a corps of 17,600 men.

Other achievements were the introduction of the blue boiler pea which provided protein as well as vitamins A, B and C; the operational one-man ration, 0-2; his campaign against the huge costs involved in transporting non-nutritious breakfast cereals about the country; his success in persuading the US Army to buy less Australian meat and in 1946, an attempt to stop food-wastage in BCOF in Japan.

After the war he returned to the University of Adelaide but stayed on as Food Consultant to the Army. On 29 May 1973 he attended the 60th meeting of the Ration Scales Committee, not having missed one of them over the years.

The reader of this book, while perhaps not favouring its style, will find it rewarding and Sir Stanton's asides thought-provoking. In addition he will probably come to the conclusion that the Army's Chief Cook, despite what he writes, was not all that guileless and in so much in awe of the generals as he makes out. □

# Letters to the Editor

Dear Sir,

## Male Chauvinism

With reference to the article 'An Open Letter to the Female Officers of the Australian Army' (*Army Journal*, September 1973), in the opening paragraph, Captain Gregson encourages her fellow female officers to strive to achieve 'a parity of effort and reward' with their male colleagues. In the second paragraph, she suggests that the Australian male must be firmly eased 'off the throne of dominance' at the same time as allowing him 'the dignity of a graceful abdication'.

If the authoress is genuinely seeking equality, then rather than advocating the *abdication* of the Australian male, Captain Gregson would be better occupied in encouraging the Australian female to display her worthiness to *share* 'the throne'.

Captain Gregson's article reads like a chapter out of Germaine Greer's *The Female Eunuch*: both the article and the book do have something of value to say, but neither, when written in such 'female chauvinistic' terms will make any great impression: either on men for the women's cause, or women for the women's cause!

Captain Gregson is an intelligent woman, and is to be respected for her forthrightness and the courage of her convictions; but she also must realize 'The Plan' as she proposes is doomed to failure when she advocates such a degradation of the Australian military male.

In today's society — there is an identity crisis for both women and men: a crisis which cannot be solved by one generation for the next. It is a crisis to be faced continually, and once solved, it is only to be faced again in the span of a single lifetime. Captain Gregson's 'Plan' must be open to change, as new possibilities open — in society at large, in the Army, and most importantly in oneself.



If Captain Gregson's and her colleagues' efforts to gain parity of effort and reward are thwarted; they are not to blame 'The Pig'. The Pig does not exist; what does exist is a social injustice which cannot be personified. By doing so, Captain Gregson simply lays the blame for one's own inadequacies on to the shoulders of the 'male chauvinist scapegoat'.

3/106 Pacific Highway  
Greenwich, NSW

Christine J. Brown (Mrs)

### Re Women's Lib

Two and a half cheers for Captain Gregson's protest (*Army Journal*, September 1973). As a white, right, Jungle-Green Clad Etcetera, I wish to assure her that I am on her side — and not only because it seems safer.

The key problem, as Sister Lynne pointed out, lies in the damning, paternalistic words of Mr Justice Woodward '... that it would not be appropriate to regard female officers as falling within the "Profession of Arms" concept'. In my view, the question of whether or not an officer of any description (male, female, or neuter) falls within this concept is determined by whether or not they can, in the normal course of events, be posted somewhere they can be shot at.

At present, RAANC officers can be so posted, and have been. The classic case is that of the nurses who went into captivity with the 8th Australian Division. For those young studs whose memories or studies don't extend that far back, one must point out that the Field Hospital at Vung Tau was within range of VC rockets from Long Son Island, and that the sisters who served there are, like the wounded they nursed, Bemedalled Veterans of Foreign Wars and entitled to war service benefits. This being the case, they should be entitled to equal pay with all us Jungle-Green Clad Etceteras. In fact, because of their additional professional qualifications, a case can be made for paying them a bit more, in the manner of (Male Chauvinist) Medical Officers. The Nursing Corps at least should be treated as 'falling within the "Profession of Arms" concept', all the paternalistic shrugs of Mr Justice Woodward's fine civilian shoulders notwithstanding.

As to that sexually-segregated and discriminated-against corps, the WRAAC, however, Mr Justice Woodward could be viewed as being at least half-right.

At present, come sudden plague or bloody war, the WRAAC are not going to be allowed within range of the shooting. Two questions arise from this:

- (1) Can women be profitably employed near the sharp end? and
- (2) If they can be, why aren't they?

The answer to question one is 'damn right they can'. Even if you ignore the examples of the kikes, coons, wops, wogs and nogs (and having met Israeli women paratroopers at Nijmegen Marches, I'm not about to forget them — they were feminine, beautiful, and *tough!*), the fact of the matter is that women do make good combat-type soldiers. A few quotes from the literature in support of this contention (all writers are male):

Kipling — 'The female of the species is more deadly than the male.'

R. A. Heinlein — 'Women make the best pilots. Their reflexes are faster and they can stand up to heavier G-stresses than men.'

Mack Reynolds — 'Women make better soldiers than men. Not warriors, because in individual hand-to-hand where brute strength counts, the average man is still stronger than the average woman. But these days you seldom get to the chopping-off-heads stage, but stand back and shoot. Weapons are getting lighter and most women can tote a Bren-gun without undue strain. And any slip of a girl can squeeze the trigger and hold a Bren on target. Besides, their endurance is better than a man's, and their patience is longer.'

Heinlein, again — 'Men are more sentimental than women. It blurs their thinking.'

and Kipling again, with the last word—

'When you're wounded and left on Afghanistan's plains,  
And the women come out to cut up what remains,  
Just roll to your rifle and blow out your brains . . . .'

As to feminine weapon-handling ability, one of my more galling experiences came in 1961, when I had with much time and effort managed to improve my small-bore shooting to the stage where I could

normally average a 95% score. A young RCAF lass, five-foot-nothing and 90 pounds soaking wet, came onto the range, asked me to show her how to use the .22-bore Lee-Enfield, and then in quick succession chalked up an 89, a 93 and a 97, and then said 'This is fun. I ought to take it up.'

Okay, so if the ladies are useful up at the sharp end, why aren't they up there, at least as far forward as Task Force HQ? On the face of it, this is partly the fault of the MCP. (Male-Chauvinist Pig) and partly the fault of the FCS (Female Chauvinist Sow).

How many times has the cry been raised by the 'Ma'am-WRAAC' that her 'girls' 'just must have a vehicle back from work to their quarters, as you can't expect them to walk a full quarter-mile?' or that while her 'girls' can do the typing, 'they mustn't be expected to move those heavy typewriters down the hall, that's a man's job?' How many coaches of camp and unit rifle or pistol teams have cursed as they watched their best shots dragged away by the senior WRAAC officer on station because their 'naughty' but deadly 'girls' are not allowed to play with weapons of any kind, 'and besides, it's not ladylike!' How many pistol team coaches have been hauled up in front of the CO because 'Ma'am-WRAAC' has finked on them for letting her little ladies shoot on their team? More than once to my personal knowledge, and much more than once to a lot of other people's knowledge.

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There is a lot of Captain Gregson's call to the barricades that is 'Right On, Sister!' But before she and her Sisters-in-Arms start worrying about we MCPs, she should try and convince her own superiors. Once DWRAAC supports Captain Gregson's application for parachute training, *then* is the time to turn and smite the male infidels if they stand in the way.

But by the time that happens, I think she'll find most of us Jungle-Green Clad Etceteras on her side anyway. Women in all the corps? Why not? Let's face it, women are basically good for male morale and it would certainly make life a lot more interesting. Even the Bazza MacKenzies among us should be fairly easy to convince. After all, 'If them Ikey-Moes kin get full value outta their Sheilas, wot's wrong with ours?'

But one last note of warning for the good Captain Gregson: While you are going for equality of employment opportunities and equality in pay, don't push it any further or you could find yourself in trouble. To

quote Heinlein again: 'Whenever women have insisted on absolute equality with men, they have invariably wound up with the dirty end of the stick. What they are and what they can do makes them superior to men, and their proper tactic is to demand special privileges, all the traffic will bear. They should never settle merely for equality. For women, "equality" is a disaster.'

Army Headquarters  
Canberra

*Captain G. M. Robinson* □

#### MONTHLY AWARD

The Board of Review has awarded the \$10 prize for the best original article in the September 1973 issue of the journal to Colonel J. O. Langtry for his contribution 'The Impact of Socio-Political and Socio-Economic Trends on the Environment of the 1980s'.

# From The Past

## THE BARRACK SQUARE

When the public is to be deprived of any privilege to which they have so long been accustomed due notice should be given. For the last eight or nine years all parties have been allowed to walk across the grass in the Barrack Square whenever they pleased; but recently an order has been given 'to keep off the grass'; and if they enter at the eastern gate and wish to go out at either the northern or the southern, they are obliged to keep up the centre path until they arrive at the top of the square, and then walk straight to the gate, instead of cutting across the grass plats and saving a considerable distance. Why this order has been given I do not know, nor is it of much consequence; but we must complain of no notice having been given of the alteration, as parties walking where they have been in the habit of walking for many years, are suddenly accosted by the sentries or guard in a tone and manner by no means agreeable, and directed to keep on the roads, whereas a notice placed at each of the gates would prevent people from breaking the rule.

—*Sydney Morning Herald*, 28 August 1844.

We would once more ask the military authorities to have boards placed at the Barrack gates, warning people not to walk on the grass of the Barrack Square, for this privilege has been allowed for many years. It will be a long time before the public become acquainted with the new regulation, especially as at all times numbers of soldiers are walking and playing on the grass plats; and the distance from one gate to the other is materially shortened by walking on the forbidden ground. All matters relating to the police of the establishment are, we believe, under the control of the commanding officer of the regiment stationed there, and we hope that Colonel Despard will attend to this suggestion: for we can assure him that the coarse insolent manner in which the people, who in ignorance of the new regulation trespass, are turned back by the guard, has been the cause of great annoyance to a large number of respectable persons.

—*Sydney Morning Herald*, 2 October 1844.

## 'STAND OFF THE GRASS'

To the Editors of the *Sydney Morning Herald*, (4 October 1844).

Gentlemen:—Will you allow me the liberty of suggesting to the 'Officer commanding garrison N.S.W.' that it would be a saving of time and trouble, if a man were stationed at each of the Barrack gates to *keep out the goats*, than have a dozen perpetually driving goats to the Pound, above a wide distance from the Barracks. I am a man of family, and my little ones have long enjoyed the luxury of a breakfast of 'home-brewed' milk; but new regimental orders have deprived us of one of our greatest comforts. My poor goat, since the arrival of the new regiment, has been three times impounded, and now she has gone for ever!

—A CITIZEN

## TAKING POISON BY MISTAKE

On Wednesday last, during the half-yearly inspection of the soldiers' knapsacks on the Barrack-green, a packet marked *Cream of Tartar* was found by one of the men on duty at the main-guard, George-street. The finder and four of his companions agreed to have a cooling drink, and for that purpose emptied the supposed cream of tartar into a waterpail, of which each afterwards drank; soon after doing so they all became so unwell that it was necessary to send them to the Hospital; when after being admitted, it was ascertained by the examination of the contents of the pail that the white powder was not cream of tartar but white vitriol, a powerful poison. Proper remedies being promptly applied, the whole of the men have so far recovered from its effects as to be returned to Barracks. Yesterday considerable enquiry was made respecting the owner of the poison, but without any person being discovered.

—*Sydney Morning Herald*, 16 November 1844.

## 'THE BOYNE WATER'

On Saturday evening last as George Shearer, commonly known as 'The Highland Piper', was parading the streets, playing his pipes, he called in at Dind's Public-house, the *Star and Garter*, Pitt-street, and while there he struck up the above offensive air; three soldiers were passing by, one of whom picked up a brickbat and flung it at him,

striking him full in the face, lacerating him severely, and staving in two of his teeth. No other cause can be assigned for the act than the above air sounding unpleasantly in the ears of the soldier: he was shortly after apprehended by a sergeant in the Sydney Police, and while in the act of conveying him to the watch-house he was met by a picquet of the 99th regiment, on which the soldier called out, 'Comrades, draw bayonets, they are going to kill me', upon which the constable gave up the prisoner immediately. On Wednesday a soldier of the grenadier-company of the 99th regiment, named Joseph Cavenagh, was brought before the Mayor, and charged as the man who had thrown the brickbat; the prisoner, in answer to the charge, stated that he had already been punished by the military authorities. The Mayor ordered him, and a copy of the proceedings to be forwarded to the Military Barracks. Mr. Shearer will no doubt be more circumspect in future when he plays the '*Boyne Water*, or he may learn, when too late, that it will be at the loss of all his grinders'.

We take the above from the last number of the *Chronicle*, as a specimen of what we are to expect if the party which that paper represents should ever become sufficiently strong to act up to its principles. The conduct of a soldier who threw a brickbat at a man playing bagpipes 'striking him full in the face, lacerating him severely, and staving in two of his teeth', is justified, almost applauded, because the tune 'sounded unpleasantly' in his ears, and parties are warned against playing objectionable tunes, at the peril of losing all their teeth: to which we would just add another warning, that parties maiming others may happen to get transported. Setting aside, however, the brutal feeling evinced in this paragraph, the principle involved in it is important, because if one man objects to the *Boyne Water*, another may object to some other tune, and it will be necessary before commencing for a musician to enquire whether any of the parties present are in the habit of throwing brickbats or tumblers when they are displeased. As a trifling evidence of the feeling which is being cultivated and encouraged in Sydney, the little paragraph from the *Chronicle* is not altogether unimportant.

—*Sydney Morning Herald*, 24 December 1844.

## 'ESQUIRES'

To the Editors of the *Sydney Morning Herald*, (10 March 1844).

Gentlemen:—A difference of opinion existing between a subscriber and a friend of his, as to what qualification entitles a man to be dignified as 'an Esquire'; an obligation would be conferred by your opinion, at your earliest convenience in your notices to correspondents.

I am, Gentlemen,

Yours, obediently, in haste

—Q.P.Q.

The title of Esquire is usually extended by courtesy to every person coming properly within the denomination of a gentleman, or conforming to the habits of one; but the class *really* entitled to this distinction is still very numerous. It includes, first, the sons of peers and of baronets, and their eldest sons in perpetual succession. Secondly — The eldest sons of knights, and their eldest sons in perpetual succession. Thirdly — The esquires created by knights of the bath at their installation. Fourthly — Esquires by prescription, as lords of manors, chiefs of clans, and all others being tenants of the Crown *in capite*, and not being peers, baronets, or knights. Fifthly — Esquires created by royal patent, and their eldest sons in perpetual succession. Sixthly — Esquires by office, as justices of the peace, mayors of towns, etc, the distinction in such cases being purely *ex officio*, and lasting no longer than the office is held. Seventhly — Esquires by commission, including all those who in any royal commission have been addressed as an esquire, as officers in the army, etc, and by whom the title is retained for life; and Eighthly — Esquires by professional rank, as barristers at law, and bachelors of divinity, law and physic. It is quite a mistake to suppose (as is generally believed) that the title of Esquire is dependent upon a property qualification, for no amount of wealth will confer the title *legally* unless the possessor has some other claim to the designation than that which property furnishes.—Eds.



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