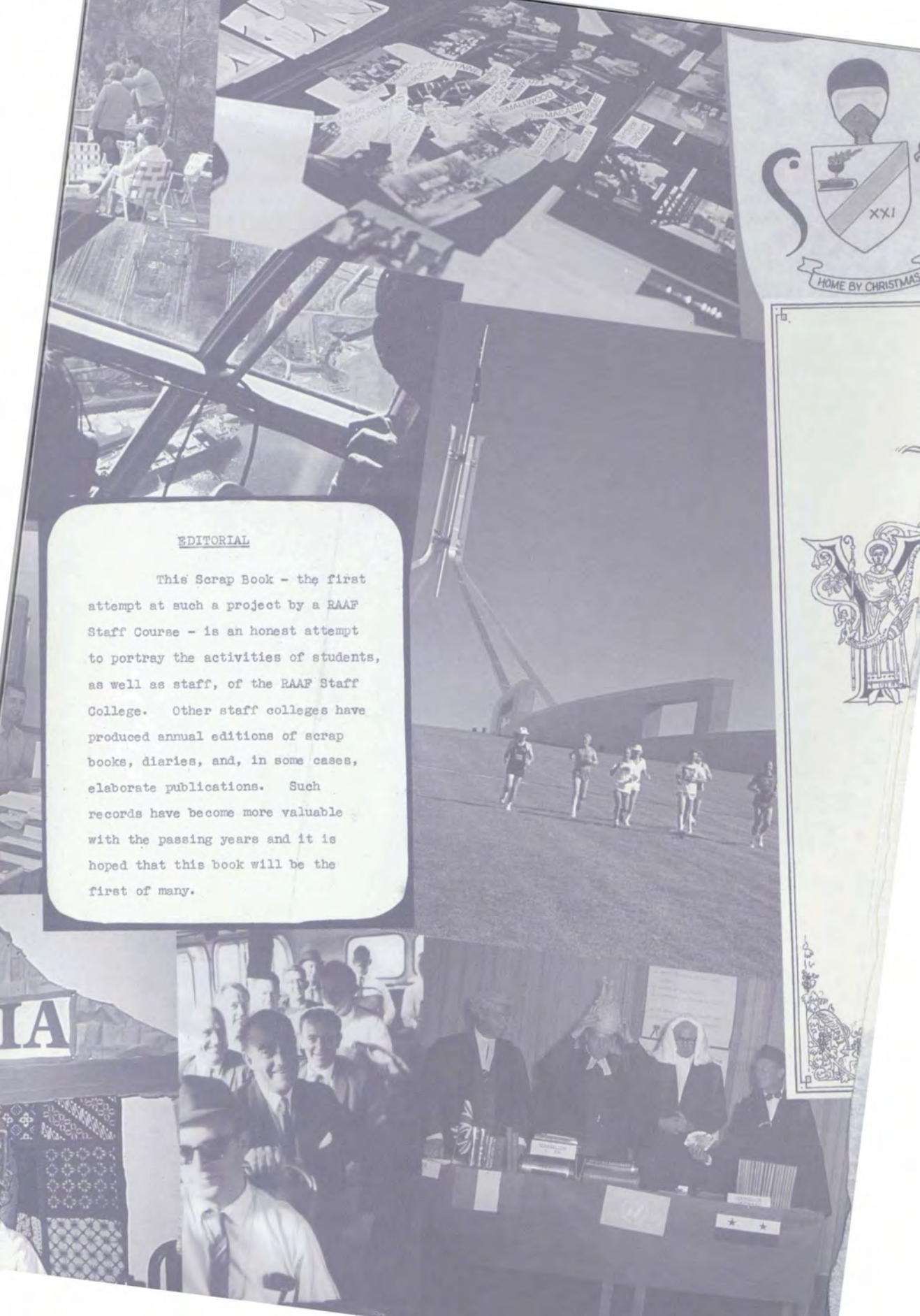
STRATEGY and RED INK

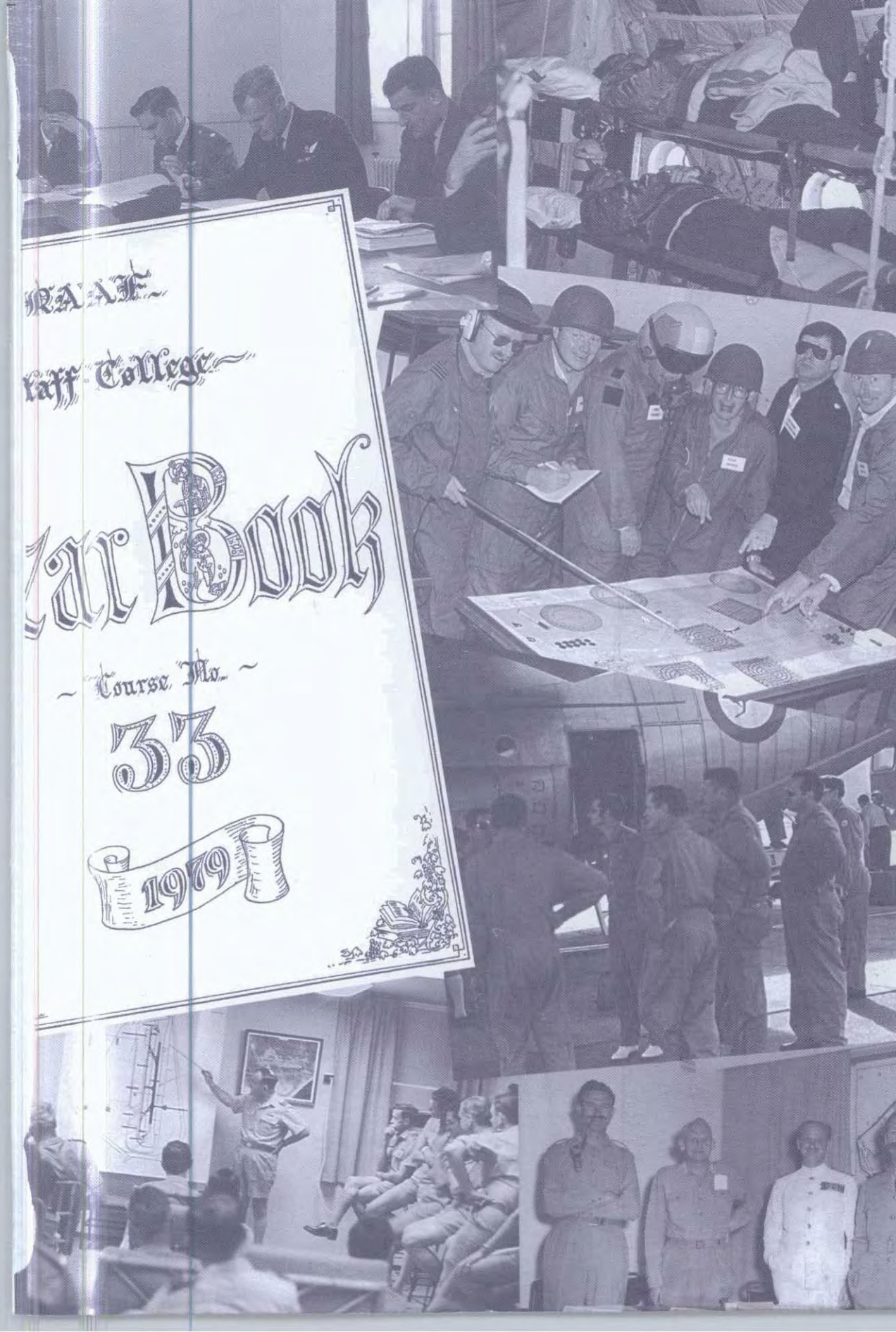
A history of RAAF Staff College 1949-1999

Doug Hurst



EDITORIAL

This Scrap Book - the first attempt at such a project by a RAAF Staff Course - is an honest attempt to portray the activities of students, as well as staff, of the RAAF Staff College. Other staff colleges have produced annual editions of scrap books, diaries, and, in some cases, elaborate publications. Such records have become more valuable with the passing years and it is hoped that this book will be the first of many.


RAAF
taff College
Year Book
Course No.
33
1979

ROYAL AUSTRALIAN AIR FORCE

STRATEGY AND RED INK

A HISTORY OF RAAF STAFF COLLEGE 1949-1999

DOUG HURST

DISCLAIMER

The views are those of the author and do not necessarily reflect the official policy or position of the Department of Defence, the Royal Australian Air Force or the Government of Australia. The Commonwealth of Australia will not be legally responsible in contract, tort or otherwise, for any statement made in this publication.

National Library of Australia
Cataloguing-in-Publication entry

Hurst, Doug.
Strategy and red ink : a history of RAAF staff college 1949-1999.

Bibliography.
ISBN 0 642 26558 5.

1. Australia. Royal Australian Air Force. Staff College - History. 2. Australia. Royal Australian Air Force. - Officers - Training of - Australian Capital Territory. 3. Aeronautics, Military - Study and teaching - Australia - History. I. Australia. Royal Australian Air Force. Aerospace Centre. II. Title.

358.41332071194

Cover designed by Defence Publishing Service

Published and distributed by:

Aerospace Centre
RAAF Base
FAIRBAIRN ACT 2600
AUSTRALIA

Tel: (02) 62876563
Fax: (02) 62876382
e-mail: publications@aerospacecentre.com

THE AEROSPACE CENTRE

The Aerospace Centre, formerly the Air Power Studies Centre (APSC), was established by the Royal Australian Air Force at its Fairbairn Base in August 1989 at the direction of the then Chief of the Air Staff (now the Chief of Air Force).

Its function is to promote a greater understanding of the proper application of air power within the Australian Defence Force and in the wider community. The Aerospace Centre is achieving its mission through a variety of methods including development, dissemination and application of strategic doctrine, the incorporation of that doctrine into all levels of RAAF training, and increasing the level of air power awareness across the broadest possible spectrum.

Comment on this publication or inquiry on any other air power related topic is welcome and should be forwarded to:

The Director
Aerospace Centre
RAAF Base
FAIRBAIRN ACT 2600
AUSTRALIA

Telephone: (02) 6287 6563
Facsimile: (02) 6287 6382
e-mail: director@aerospacecentre.com

ABOUT THE AUTHOR

Group Captain Doug Hurst, MBE retired in 1993 after 33 years service as a RAAF navigator and staff officer. In 18 years flying he did maritime tours on Neptunes and Orions, transport tours in Malaysia and with the VIP squadron, and five years instructional duties. He is a graduate of RAAF Staff College and Joint Services Staff College, and has worked as a staff officer in Personnel, Plans, Resources and Management Development.

During the 1980s he had numerous articles published in magazines and co-authored the lead book in the *Time-Life* 'Australians at War' series. More recently he has contributed to the Australian Dictionary of Biography and written a book on natural history. In 1999 he completed *The Part Timers – A History of the RAAF Reserves 1948-1998* and is currently working on a book about the Dutch from the Netherlands East Indies who, when driven out by the Japanese during World War II, continued to fight from bases in Australia.

Doug lives in Canberra with his wife Doreen, a high school teacher. They have two adult daughters and a good deal of dependent wildlife from the bush behind their house.

ACKNOWLEDGMENTS

No book of this kind is ever solely one person's work and this one is no exception. Many people contributed, providing material, interviews, thoughts and editorial comment, and without their help the book quite simply could not have been produced.

My most heartfelt thanks to all concerned. While space does not permit me to thank everyone individually, I would feel remiss if some key contributors were not acknowledged by name.

The first thanks must go to the RAAF Staff College Association for proposing the book, and in particular to their President, Air Vice-Marshal Ken Tuckwell, for his efforts to turn an idea into practical reality.

Next, there is my research assistant, Jane Hingston, who provided not just research help, but proofreading, editorial comment and production assistance as well, and to whom the photographic parts of the book owe a major debt.

Thirdly, there are the staffs at RAAF Staff College, the Aerospace Centre and Defence Publishing Service, who gave all sorts of practical help and support throughout, especially with the demanding task of turning selected words, photographs and other material into a good book. Particular thanks here goes to Sandra Di Guglielmo and Keith Brent at the Aerospace Centre and Michael Bowbrick from Defence Publishing Service, who provided the necessary skills, knowledge and effort to manage much of this difficult task despite tight deadlines.

Many people provided me with input via interviews and I thank them all. In most cases, interviewees also proofread the part of the book dealing with their input. Some went a step further and read entire chapters or, in some cases, the whole book. This invaluable help greatly improved not just accuracy and completeness, but the English expression as well, and owes a special debt to (sans ranks) Ted Ilton, Arthur Pickering, Doug Hurditch, Paul Metzler, Dick Cresswell, Ken Tuckwell, Denis Stubbs and Rod Luke for their efforts.

Finally, no book of this kind can be produced without sponsorship. In this case the selection of the book as an official RAAF project provided the authority to proceed and much of the wherewithal to do so. Additional funding from BAE Systems enabled us to do extra research and other valuable work, adding further to the end result.

Once again, I thank you all, and hope you enjoy the fruits of our collective labours.

Doug Hurst
Group Captain (Ret'd)

CONTENTS

ABOUT THE AUTHOR	iii
ACKNOWLEDGMENTS	v
FOREWORD	ix
INTRODUCTION	xi
ABBREVIATIONS	xiii
CHAPTER ONE - ORIGINS	1
CHAPTER TWO - POST WAR PLANS AND PROBLEMS	11
CHAPTER THREE – POINT COOK DAYS	23
CHAPTER FOUR – 1960-1970	47
CHAPTER FIVE – LIVING IN THE SEVENTIES	63
CHAPTER SIX – THE QUIET REVOLUTION	87
CHAPTER SEVEN – COMMAND AND STAFF COLLEGE	105
CHAPTER EIGHT – THE CLASS OF '99	129
CHAPTER NINE – BEYOND 2000	149
APPENDIX ONE – RAAF STAFF COLLEGE COMMANDANTS	155
APPENDIX TWO – COURSE PHOTOGRAPHS	161
BIBLIOGRAPHY	225

FOREWORD

In 1999, RAAF Staff College had its fiftieth anniversary. There was much reflection on the college's contribution to the shaping of the RAAF for half a century, and on how much the world has changed in those times. One result of this reflection was a RAAF Staff College Association proposal for a history of the college, and this book eventuated.

The book traces the history of RAAF Staff College within the context of the main events and decisions influencing the RAAF since World War II. Issues ranging from the changing geopolitics of the region to poor accommodation for students are discussed, giving the reader a clear picture of the circumstances within which the college operated in different eras.

The early college drew much of its material from the RAF College, and was very much an all male, RAAF affair. In more recent times RAAF Staff College has taken on a much broader and distinctly regional flavour, reflecting the needs of the RAAF and the ADF in today's very different world, and providing many important links with regional countries and the ADF in general. Today a third of students are non-RAAF, being drawn from overseas countries, the Army, Navy and the Public Service. Increasingly, their numbers include women.

I strongly support this change, believing that this much more eclectic student mix, along with the strong operational emphasis, produces the balance of knowledge and skills the RAAF needs in changing times, and also provides a valuable personal experience for students.

The book makes widespread use of personal recollections and anecdotes. Along with the numerous photographs, this helps put events at a personal level for the reader, but always within the context of the times. Many enduring human traits and lessons in command and management emerge. Thus I welcome this book, not just as an interesting record of the RAAF's most senior single Service training establishment, but also as a glimpse of the wider world and the events and decisions that shaped our Air Force. I commend it to all with an interest in RAAF history.

Errol McCormack
Air Marshal
Chief of Air Force

INTRODUCTION

AIR MARSHAL DAVID EVANS, AC, DSO, DFC

Reading Doug Hurst's history of RAAF Staff College, one's first and instinctive reaction is to muse on your own course – the students, the Directing Staff, the wily *Ipi*, of red, green and purple ink. In the main one tends to recall course colleagues and reflect on the close bonding that came about during that twelve months of *trial and companionship*. It is a bonding that has remained strong during the years and decades that follow.

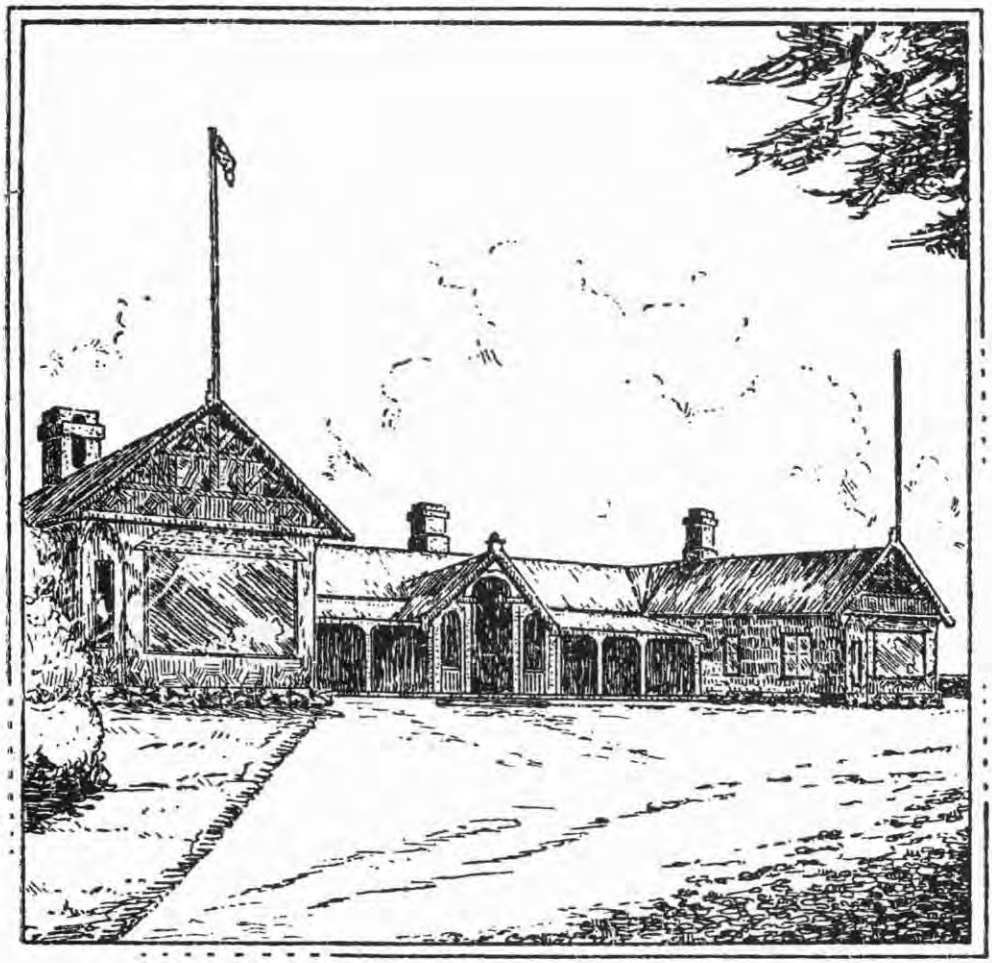
However, perhaps for the first time, this history brings into focus the initial aims of the course, the concept, the structure, the content and the work ethic demanded. In doing so it serves to remind us of the professionalism of those senior officer who served in the RAAF half a century ago. They recognised the need and assessed that it would best be served, at least initially, by modelling the staff course for the Royal Australian Air Force on that then in place for the Royal Air Force, modified to meet our particular requirements – or, more appropriately, *Australianised*. As this history attests, it has served our Air Force well. Sadly, it is the last chapter.

ABBREVIATIONS

1AD	No 1 Aircraft Depot
ABO	Air Board Order
AC	Companion of the Order of Australia
ACMAT-AF	Assistant Chief of the Air Staff - Materiel
ACSC	Australian Command and Staff Course
ACTU	Australian Council of Trade Unions
ADC	Australian Defence College
ADF	Australian Defence Force
ADFA	Australian Defence Force Academy
AEW&C	Airborne Early Warning and Control
AFC	Air Force Cross
AIRCDRE	Air Commodore
ALG	Air Lift Group
AM	Member of the Order of Australia
ANA	Australian National Airlines
ANU	Australian National University
ANZAC	Australia and New Zealand Army Corps
ANZUK	Australia, New Zealand and the United Kingdom
ANZUS	Australia, New Zealand and the United States
AO	Area of Operations
AOC	Air Officer Commanding
AOCLC	Air Officer Commanding Logistics Command
AP	Air Publication
APS	Australian Public Service
ARA	Australian Regular Army
ARDU	Aircraft Research and Development Unit
ASC	Advanced Staff Course
ASEAN	Association of South-East Asian Nations
BIC	Barrier Industrial Council
BSC	Basic Staff Course
C2	Command and Control
CA	Chief of Army
CAF	Chief of Air Force
CAF	Citizen Air Force
CAS	Chief of the Air Staff
CASAC	Chief of the Air Staff Advisory Committee
CBE	Commander of the Order of the British Empire
CDF	Chief of the Defence Force
CDFS	Chief of Defence Force Staff
CFI	Chief Flying Instructor
CFS	Central Flying School
CN	Chief of Navy
CO	Commanding Officer
COSC	Chief of Staff Committee
CRU	Control and Reporting Unit
DCAF	Deputy Chief of Air Force
DFC	Distinguished Flying Cross

DFDC	Defence Force Development Committee
DFM	Distinguished Flying Medal
DMZ	Demilitarised Zone
DORG-EST	Directorate of Organisation and Establishments
DRP	Defence Reform Program
DS	Directing Staff
DSO	Distinguished Service Order
FCI	Fighter Combat Instructor
FDA	Force Development and Analysis
FEG	Force Element Group
FPDA	Five Power Defence Arrangement
FTS	Flying Training School
GD	General Duties
GM	George Medal
GPCAPT	Group Captain
HMAS	Her Majesty's Australian Ship
IADS	Integrated Air Defence System
IAF	Interim Air Force
JSSC	Joint Services Staff College
KAF	Kuwait Air Force
KCB	Knight Commander of the Order of the Bath
MBE	Member of the Order of the British Empire
MID	Mention in Dispatches
MP	Member of Parliament
MPG	Maritime Patrol Group
MRU	Manpower Required in Uniform
NAS	Naval Air Station
NATO	North Atlantic Treaty Organisation
OBE	Officer of the Order of the British Empire
OC	Officer Commanding
OER	Officer Evaluation Report
OETC	Officer Extension Tutorial Course
OR	Operational Requirements
OSG	Operational Support Group
PAF	Permanent Air Force
PAF	Philippine Air Force
PNG	Papua New Guinea
POW	Prisoner of War
PRC	Peoples' Republic of China
PSO	Personal Staff Officer
QFI	Qualified Flying Instructor
RAAF	Royal Australian Air Force
RAAFSC	Royal Australian Air Force Staff College
RAF	Royal Air Force
RAN	Royal Australian Navy
RAR	Royal Australian Regiment
RBAF	Royal Brunei Air Force
RCAF	Royal Canadian Air Force
Ret'd	Retired
RMAF	Royal Malaysian Air Force

RNZAF	Royal New Zealand Air Force
RTAF	Royal Thai Air Force
SEATO	South-East Asia Treaty Organisation
SIGINT	Signals Intelligence
SQNLDR	Squadron Leader
SRG	Strike Reconnaissance Group
TAFE	Technical and Further Education
TFG	Tactical Fighter Group
TNI-AU	Tentara Nasional Indonesia - Angkatan Udara (Indonesian Air Force)
TQM	Total Quality Management
UK	United Kingdom
UN	United Nations
US	United States
USA	United Sates of America
USAF	United States Air Force
USSR	Union of Soviet Socialist Republics
VFL	Victorian Football League
W.A.A.A.F.	Women's Australian Auxiliary Air Force
WGCDR	Wing Commander



Mount Martha House, Mount Martha, Victoria, home of the World War II RAAF Staff School (Line drawing from RAAF Staff School First Annual Report)

CHAPTER ONE

ORIGINS

RAAF Staff College was officially formed on 15 February 1949. Its origins, however, lie in the War Staff and Unit Commanders' courses of 1944-45. Held in Mount Martha, these wartime courses produced the first RAAF-trained staff officers and commanders, and paved the way for post-war RAAF staff training from 1949 on.

Pre-war, RAAF staff officers were mostly trained by the RAF at Bracknell. The early RAAF was, however, a small force with an officer corps numbering less than 150, and in most pre-war years only one or two officers received staff training.

When formed in 1921, the RAAF's planned strength was 1486 – made up of a Permanent Air Force (PAF) of 150 officers and 1,000 airmen and a Citizen Air Force (CAF) of 36 officers and 300 airmen. However, even this modest total was not reached until well into the 1930s. By 1928-29 the authorised strength was only 1,325 – 1,000 PAF and 325 CAF. The growing threat of war lifted Defence spending in the late 1930s, but RAAF strength grew slowly, reaching only 2,219 (with 199 officers) by early 1938.

When war was declared on 3 September 1939, the PAF strength was 3,489, with 310 officers. The CAF and Reserve added another thousand or so. Twenty-five officers were Bracknell graduates according to *The Air Force List* of May 1939. (No other colleges were annotated.) Twenty-five was a good portion of the small pre-war officer corps, but it was much too few to meet the demands of the next six years. This is hardly surprising, given what happened. After all, who would have anticipated what the six years of World War II would hold for the RAAF?

For during World War II the RAAF underwent a most remarkable expansion. It grew to 50 times its pre-war PAF strength of 3,500, reaching a peak of more than 170,000 in only four years. At war's end the RAAF had more than 3,000 combat aircraft and a huge training machine, making it the fourth biggest air force in the world (of those left standing) after the US, UK and Soviet Union. In today's terms, this wartime expansion was like turning the current RAAF into a force twice the size of the USAF in less then four years.

The wartime RAAF was a wonderful achievement given the tiny size of the RAAF on 3 September 1939. The fact that it worked at all is a credit to those concerned, particularly the pre-war regulars and part-timers who formed the base. The fact that, in the main, it actually worked very well deserves special praise.

There were, nevertheless, some inevitable and unavoidable growing pains. The rapid expansion propelled many relatively inexperienced people into senior jobs. Then as

now, some coped better than others. Most people find it easier to move up in familiar work areas. Operational aircrew, for example, usually adjust readily to promotion within the familiar environment of their squadron or wing. On the other hand, promotion into an unfamiliar environment requiring much new knowledge – such as the planning and command of operations within a headquarters environment – is usually a much greater challenge, with less chance of success. These general statements almost certainly applied to the wartime RAAF, which produced many excellent leaders at the tactical level, but few who stood out at the strategic level and for joint and combined operations.

Australia's 'junior partner' status for much of the war was also an important factor. Being relatively small, Australian forces were usually subordinate to higher powers – first as part of Empire forces in Europe, North Africa and South Asia, and later with the United States in the Pacific. This junior partner status was most marked in Empire operations where RAAF personnel served as part of the RAF. In the South-West Pacific the RAAF was a separate operational entity – an important distinction – and many RAAF officers gained valuable experience in running practical operations. However, in almost all cases, others dominated the strategic thinking and held the most senior command posts, so denying Australian officers experience in these areas.

Along with the rapid expansion, this meant that for much of the war most of the RAAF's commanders and staff officers had less than ideal levels of experience and knowledge. More training would have helped fill the gaps, but there was too little time. While many coped well without formal training, the need for wartime command and staff training seems to have been well appreciated by senior RAAF commanders at the time. By 1943 moves were under way to form the RAAF Staff School to conduct War Staff and Unit Commanders' courses.

Air Vice-Marshal W.H. Anderson, CBE, DFC
First Commandant

A nucleus of the School was formed on 3 August 1943 in temporary accommodation at 203 Domain Road, South Yarra, in Melbourne as a separate unit under the direct command of Air Force Headquarters. The first Commandant was Air Vice-Marshal W.H. Anderson, CBE, DFC. Anderson brought a mixed bag of qualities to the job. A World War I veteran, he had commanded No 3 Squadron of the Australian Flying Corps, and been awarded the DFC and the Belgian Croix de Guerre. Although operationally experienced, courageous and well liked, his colleagues did not

consider him one on the RAAF's decisive and forceful figures, nor was he seen as a 'big picture' man.

Nevertheless, he seems to have captained a competent team. His senior staff were Group Captains U.E. Ewart (Assistant Commandant), J.R. Fleming and G. Packer (as directing staff for the War Staff Course), and K. Ranger (directing staff for the Unit Commanders Course). Flight Lieutenant J.S.D. Edwards joined them on 9 August as Education Officer. On 11 December 1943, Air Commodore Cobby, CBE, DSO, DFC, GM, a World War I ace, took over as Commandant while recovering from injuries sustained in an accident. When fit, he returned to the Pacific Theatre and was replaced by Ewart, now an Air Commodore.

The immediate tasks were to prepare the syllabi and instructional matter for both courses, draw up a provisional establishment, and find a suitable site. Air Board policy was that the RAAF War Staff Course should be based on, and should maintain the standard of the RAF Staff College war course. Adaptations to meet local organisational differences and the South-West Pacific theatre would be made as required. Copies of the RAF College syllabus, programs, lecture plans, exercises and the like were obtained. By making full use of this valuable material, Anderson's team was able to develop the RAAF War Staff Course in the relatively short time available.

In a conceptual sense, the three preparatory tasks were to facilitate the 'objects' (we would now say 'objectives') of the War Staff course. These objects – to assist officers to think clearly and express themselves briefly, to teach them staff duties and to provide a background knowledge of the organisation and operations of the Service, so enabling graduates to carry out staff duties appropriate to their respective ranks – have, in the broad sense, changed little over the years. In some things at least, the more things change, the more they really do stay the same.

The provisional establishment provided for a twelve weeks War Staff Course of twenty students (including four from other Services as nominated) and a six week Unit Commanders' course of fifteen. Total establishment numbers suggest a more generous approach to staffing numbers than is the case today – in addition to those listed above, the final establishment included a Flight Lieutenant Intelligence Officer, a Squadron Leader Adjutant, two other officers and 40 airmen. Given the task, this establishment seems to be very much a 'few chiefs and lots of Indians' approach and suggests the school enjoyed a good level of 'in-house' domestic support.

A number of suggested sites were visited but only one, Mount Martha House, at Mount Martha in Victoria proved to be suitable. This was taken over and following some minor alterations was occupied on 22 September 1943 to become the RAAF Staff School for the duration of the war.

ABO (Air Board Order) N 80/1944 was produced, dated 18.2.44 and titled 'Function and Scope of Courses at R.A.A.F. Staff School, and Joining Instructions'. As well as the facts just discussed, and some basic administrative detail like transport arrangements to get to Mount Martha, the ABO also stated in paragraph 5 that:

> (d) Officers of the rank of flight lieutenant to group captain of all branches of the service, including the education, dental, legal,

> meteorological, accountant, W.A.A.A.F., and chaplain's branches are eligible for the War Staff course.
>
> (e) In selecting candidates for this course, preference will normally be given to officers who have some war experience of staff work as well as unit experience. In any case, they must be recommended by their air officer commanding as being likely to become suitable to fill staff posts of medium seniority. And,
>
> (f) Provision is made for a total of three officers of the R.A.N., A.M.F. and Allied Forces to attend each course on the nomination of their respective services.

The Joining Instructions element included advice that 'in view of the acute shortage of accommodation in and around Melbourne and the comparatively short duration of the courses, it is inadvisable for wives of married officers to accompany them'. Good advice in wartime; this advice would also have struck a chord with students on the first post-war course.

Eight War Staff courses were run over the next two years. Details of these courses are contained in two annual reports held by the RAAF Staff College today. The first report was by Air Commodore Ulex Ewart, Temporary Commandant, and covers courses one to four. In the report, Ewart stresses the fact that the course was flexible and subject to change to meet developments of Service policy. As a result, fine tuning was common, but the basic framework of six weeks administration followed by six weeks operations remained fixed. (As the following outline shows, 'administration' in this case was everything other than 'operations' – a much broader definition than in later years.)

Throughout, the aim was to progressively build students' knowledge and skills through lectures, exercises and visits. The fact that staff duties are only a means to an end was stressed, and the broader purpose behind these duties constantly developed. Overall, the course aimed to 'give fuller shape and meaning to the idea of the war machine as a whole and a glimpse of the wide strategic background'.

This broad aim suggests that Anderson and Ewart had a good grasp of the need for staff training to do more than just teach the tools of the staff officer's trade. After all, then as now, the 'perfect world' was much the same for a staff officer. In that perfect world, all staff officers fully understood the 'big picture' – both strategically and organisationally – and could apply that knowledge when required. That is, they understood not only the grand strategy, but also their organisation's part in its achievement. They also understood the component parts of both the strategy and their own organisation, and how these parts overlapped and interacted to achieve success.

This is, of course, a higher level of understanding than many officers ever acquire (including some with staff training). It usually takes not just extensive study, but a good deal of experience as well to achieve. In this case, Anderson and Ewart were faced with doing the best they could in only twelve weeks. Not surprisingly, they concentrated on essential practical skills and knowledge, and dealt less thoroughly with higher level strategic and organisational matters. This emphasis ensured that, at

the very least, graduates would be able to provide useful support in almost any staff environment.

But even with this pragmatic approach, the course's objectives were still very ambitious. What in the past had been a reasonably busy mid-career sabbatical had become a much more focused wartime cram session. The result was an intense twelve weeks and, as the following outline of the course shows, the pace was hectic. The first three weeks is a case in point, covering staff duties, the techniques of staff work, minutes, letters, simple appreciations, orders and office organisation. Collectively, these subjects aimed to give students an opportunity to learn 'the mechanics of the job' and the use of the 'tools and materials' of the staff officer's 'trade'.

As well, to provide overall perspective, the Commandant gave introductory lectures on the Principles of War and Air Strategy. These lectures emphasised the coordination of political, industrial and economic resources of the Allies with naval, military and air power in the total war effort. To add further to the 'big picture', early lectures were also given on the organisation of the RAAF, and the organisation and problems of its four branches.

With that behind them, the students moved on to week four, and an insight into the arcane worlds of equipment, supply in the field and movements. The associated exercises highlighted the staff aspects of a simple rail movement of a unit, followed by a more complicated multi-unit problem using road, rail, sea and air transport.

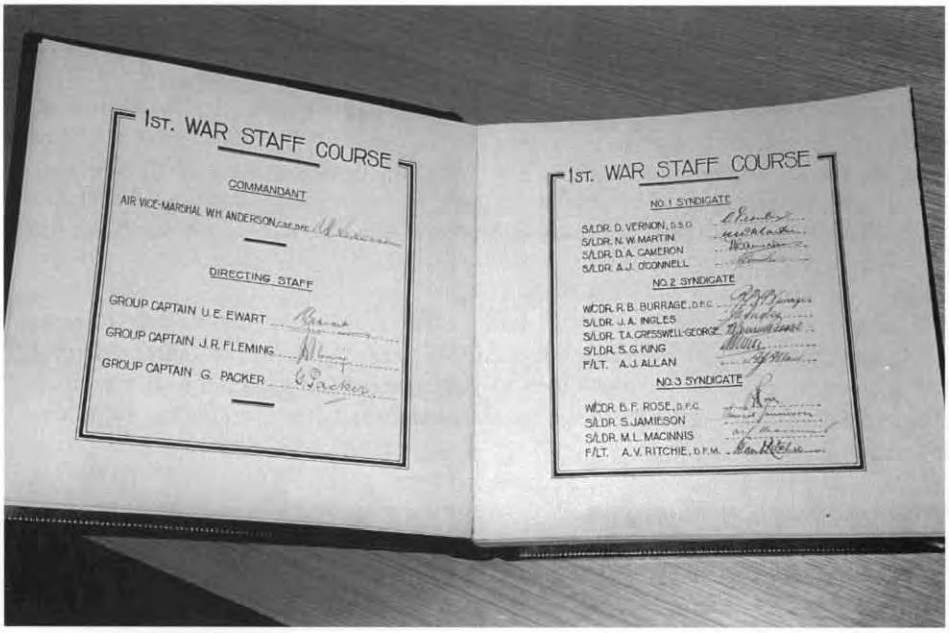
The Supply side of logistics out of the way, in week five they then tackled engineering and maintenance policy and practice, including an exercise dealing with, planned flying and maintenance. A brief outline of the organisation of United States forces in the South-West Pacific was also included, along with discussion of attendant liaison methods and problems.

The Administration period ended with week six devoted to a grab bag of topics including personnel, training, medical, works, public relations, meteorological services and the first of three visits. The visit was to a medical and hygiene unit followed by an exercise to drive home the importance of hygiene, sanitation and anti-malarial measures and how the various types of medical units dovetailed into the overall organisation.

Emphasis then shifted to 'sharp end' matters. Week seven opened with lectures on intelligence, organisation of the Japanese Air Services, fighter operations and control, and radar. Reinforcement was provided by an advanced appreciation exercise on the employment of an air strike force against the Japanese in the Northern Australia-New Guinea area.

Week eight began with a fighter exercise using radar control to reinforce previous work, then moved to matters of Army and Army support. Exercises on Army support through general airborne operations and fighter support of an army landing were held. Visits to a fighter control unit, air operations room, mercantile marine section and stores depot rounded off the week.

Air Commodore Ulex Ewart, Commandant of the World War II Staff School, later became the first Commandant of the post-war RAAF Staff College.



The RAAF Staff School Book, held at RAAF Staff College, lists the names of all staff and students of the eight war-time courses.

Week nine was 'Navy Week', covering naval organisation, defence of sea communications, reconnaissance, protection, and employment of flying boats. A convoy protection exercise was held, ending in a war game with students acting as members of the air operations room staff of Coastal Command. The week ended with visits to No 1 Operational Training Unit, East Sale, and the Yallourn Briquetting and Electrical Power Station.

Bomber operations dominated week ten, with lectures and exercises focusing on: selection of targets, calculation and distribution of bomb loads and timings over targets, and the writing of an operations order suitable for transmission by signal. The course then moved to joint operations in week eleven, covering the subject from the aspect of the three Services. The need for thoroughness in staff planning was illustrated to the students. The last exercise of the course was then held. Taken from the South-West Pacific Area campaign, it involved the planning and preparation of orders for reconnaissance and air strike action against a Japanese convoy at sea.

The last week covered future Service and technical developments and the usual end of course activities such as a course critique conference, talks by the students and a summing up and advice lecture by the Commandant. Each student was interviewed and debriefed personally by the Commandant.

Throughout the twelve weeks both team work and individual initiative were fostered in students by use of discussion periods, the employment of directing staff in a tutorial and guidance role, and the use of syndicates for exercises. Constructive criticism and the airing of problems were officially encouraged.

In all, it was most definitely a very busy twelve weeks for students and staff alike. Not surprisingly, many students seem to have found the experience a bit like trying to drink out of a fire hose, and some were unable to cope adequately. Sixty-seven students were posted to the first four War Staff Courses, sixty RAAF and seven from other Services. All seven from the other Services graduated but ten of the sixty RAAF failed to graduate. In wording few would use in these more politically correct times, the report stated that the failures resulted from: 'Four being found during the first few weeks to be mentally incapable of absorbing the instruction and four, though of doubtful ability, being persevered with but ultimately failing to reach the requisite standard for graduation. One of the remaining failures was due to illness and the other was for disciplinary reasons.'

Given the intensity of the course, few today would have trouble identifying with the poor souls who were 'mentally incapable of absorbing the instruction'. But these were different times and the report simply concluded that the failure rate was unusually high and stressed the need for careful selection of future students. Some relief was provided in the next four courses by reducing the number of visits, but the War Staff Course stayed very much as outlined above for the duration.

Air Vice-Marshal W.H. Anderson was re-appointed Commandant on 30 October 1944 and raised the Second Annual Report in October 1945, following the temporary cessation of instruction at the end of the eighth course, on 28 September 1945.

The problems associated with the very intense nature of the War Staff Course seem to have been well appreciated by the end of the fourth course, but higher priorities overrode change. In the report Anderson stated that the option to increase the course length, as the RAF had done, had been resisted. Instead, student numbers had been increased, because 'the need for rapid output remained urgent up to the end of the war in the Pacific'.

Today, many people wonder why, with the end of the war so near, armament production, staff training and the like were still given high priority right up to the last minute. The answer is simple – the planners did not know the end was nigh. The urgent need Anderson referred to reflected the planning horizons then in use based on expected Japanese resistance for up to two years. No planning provision was made for the dropping of the atomic bombs on Hiroshima and Nagasaki, and the almost immediate ending of the war, for the rather obvious reason that almost no-one, not even most allied heads of state, knew that the bombs existed, let alone what would happen after they were dropped.

There was, of course, plenty of speculation about how the war would end, and a few rumours as well. Dick Cresswell (now Wing Commander, DFC (Ret'd)), a Pacific War veteran and student on No 8 Course, recalls that he and his colleagues believed the US would maximise air power to end the war, having taken heavy casualties in many parts of the Pacific and not wishing to do so again. The Australians had noted a build-up of B-29 numbers in the Pacific and speculated that the giant bombers would head a major campaign to bomb the Japanese to the peace table. There were also rumours about a new bomb, although no-one was talking about nuclear weapons as such.

When he arrived on No 8 Course, Dick Cresswell accepted that his war was probably over. He had formed No 77 Squadron at Pearce, WA in early 1942 with Kittyhawks, then led them from Milne Bay and Goodenough Island during 1943. In February 1944 he became Wing Leader of No 1 Fighter Wing with three Spitfires squadrons at Darwin, and later flew Kittyhawks again with 81 Wing from Noemfor (near Biak) in mid-1944. But by then the tempo of operations in the Southern Pacific had dropped right off. By the time 8 Course began he believed, along with most of the students, that Australia's future involvement would be mostly 'mopping up' behind the scenes. Meanwhile, speculation was rife regarding how long the Japanese could hold on now that US B29s could fly from bases in the Philippines and beyond to bomb Japan almost at will.

But, speculation aside, there was still a war on and they all took the course very seriously. He remembers it as being 'very intense' and most appropriate to the needs of the day – indeed, he wished he had done it before being put in command. VP (Victory in the Pacific) was declared before the course had ended. Air Vice-Marshal Anderson offered discharge to any student who wished to go, and about one third took it. Dick Cresswell completed the course and stayed in the RAAF, becoming a member of the directing staff – a DS – on the first two post-war Staff College courses, and flying Mustangs and Meteors as CO of No 77 Squadron in Korea, where he was awarded a DFC and an American DFC and Air Medal.

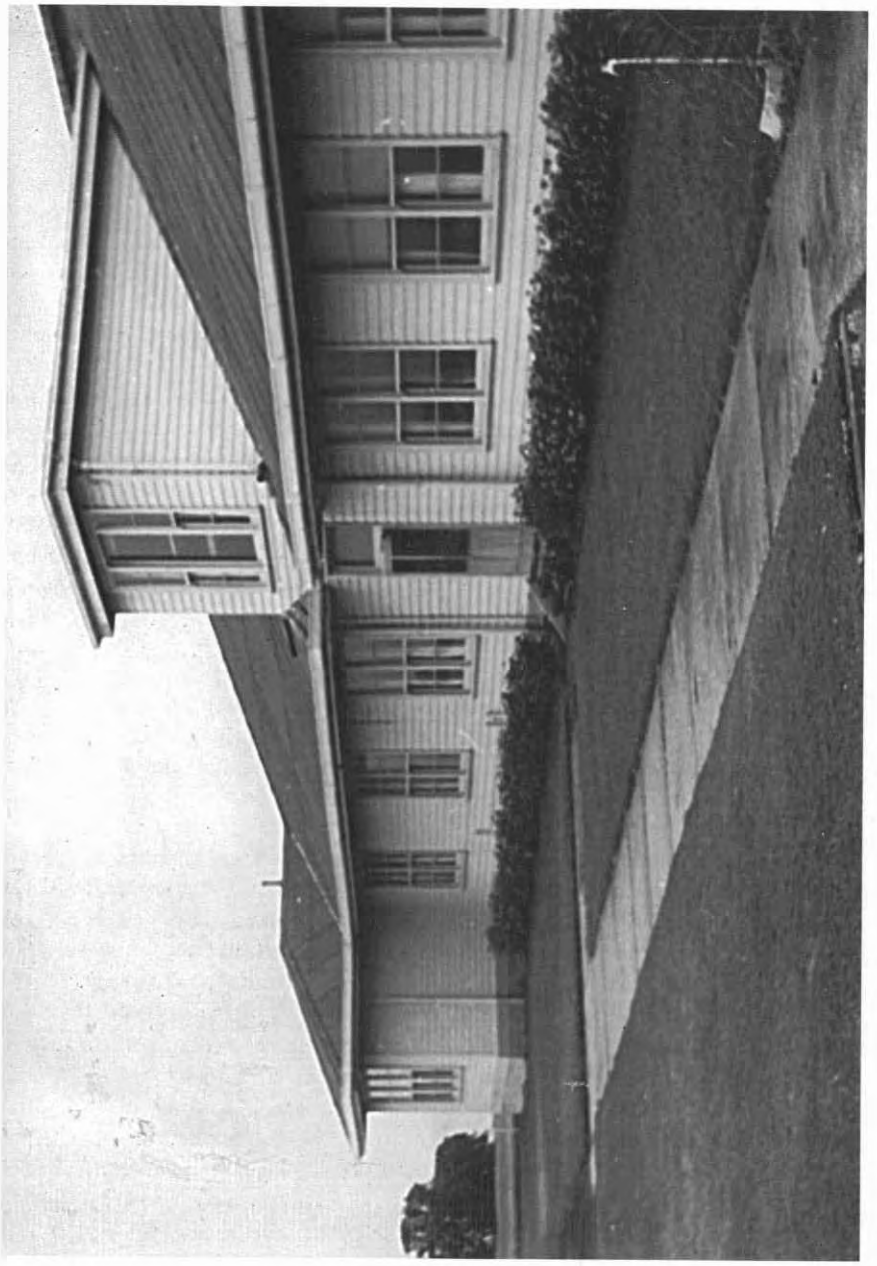
The abrupt end of hostilities certainly saved many allied and Japanese military lives, and was greeted with joy by most of the world. There was a down side, however. The allied nations were all still on a war footing with no immediate plans to transition quickly to peace. As we will see in the next chapter, Australia, in common with her allies, was suddenly faced with peace a year or two earlier than expected and had to manage the sudden and major transition virtually 'on the run'. Not surprisingly, a period of uncertainty for military planners followed.

In his report, Anderson reflects this uncertainty by stating that at the end of the eighth course 'the Staff School was reduced to nucleus form, the intention being to reopen it with a longer course when post-war requirements and limitations are sufficiently known.' Unfortunately, these 'requirements and limitations' did not become sufficiently known for more than three years. In the interim, some valuable experience from the War Staff Courses was lost.

However, Anderson's report is a positive one, showing considerable improvement during the last four courses and providing a sound basis for any follow-on post-war staff training. Student numbers had increased to 90, with eleven from other Services, and the 79 RAAF students did somewhat better than their predecessors. Only three were judged 'mentally incapable of absorbing the instruction' and another three 'though of doubtful ability, being persevered with but ultimately failing to reach the requisite standard for graduation'. This improvement probably owes something to many causes, but the reduced number of visits, more careful selection of students and the continual fine tuning of the War Staff Course would seem to be the most important contributors. No mention is made of the early discharges from 8 Course at war's end.

Improvements were also noted to the percentage of graduates being posted to forward operating areas, with the number increasing from five to ten. The bulk of the remaining graduates went to staff appointments, with only a small number posted to jobs not directly linked to their staff training.

Clearly, the War Staff Course had done its job and was making a valuable contribution to the better running of the RAAF when the war so abruptly ended. In the ideal world, the course would simply have been lengthened and adjusted to post-war needs, but this was not to be. Much had been achieved and learned, however. The eight War Staff Courses run during the last two years of the war not only provided valuable input to the later RAAF Staff College courses, but also earned their own distinct and creditable place in RAAF training history.



Headquarters Building RAAF Staff College, Point Cook

CHAPTER TWO

POST WAR PLANS AND PROBLEMS

When the Japanese surrendered on 14 August 1945 the allied countries were suddenly, and unexpectedly, at peace. Instead of the prolonged and bloody struggle everyone anticipated for the next year or more, the allied governments suddenly found themselves with a very different set of priorities. Demobilisation on a grand scale began almost at once. Millions of allied service personnel became civilians again in just a few months.

The United States was probably the most affected of any. It had quickly thrown its mighty industrial muscle into war production and was now faced with the even larger challenge of putting everything back into peacetime mode virtually overnight. Unfortunately, the task proved to be a bit like turning a super tanker around – no matter how hard you try it still uses up a lot of ocean and a lot of time. Only months after American veterans had cheered President Harry S. Truman for taking the hard decision to drop the bombs and end the war, tens of thousands of the same veterans were massing in the streets, demanding that he find jobs for them.

Things were much better in Australia where the wartime industrial effort, in the main, had helped create a useful post-war industrial base and a skilled workforce to go with it. Furthermore, Australia found ready markets for its rural produce in war-ravaged England and Europe. These factors, along with a Government emphasis on 'nation building', created labour shortages in many areas. As a result, most ex-servicemen, and in particular ex-RAAF tradesmen, easily found work.

Consequently, the Government was anxious to hasten the de-mobilisation process to free servicemen for civilian work. Some de-mobilisation had begun with RAAF personnel still in Europe when war there progressively ground to a halt in April and May of 1945. The numbers in Europe were not inconsiderable – of the 27,387 aircrew trained in Australia during the war, 15,746 were allocated to the RAF where they flew with RAF crews or as members of seventeen 'Australian' squadrons. However the bulk of the RAAF, some 148,000, were in Australia and the South-West Pacific Area when the war ended, and it was this group who provided most of the personnel quickly de-mobilised after Japan surrendered.

By October 1945, as many as 5,500 RAAF personnel were being de-mobilised each week. The impact on the RAAF was immediate and profound. RAAF strength was down to 10,779 by 1947 and reached a post-war low of 8,025 by 1948 before growing again to about 15, 000 in the early 1950s.

The RAAF had argued for a more ordered and progressive reduction and a larger peacetime force. The Chief of the Air Staff, Air Marshal George Jones, had proposed

Plan A – a peacetime force of 34,592 personnel and 34 operational squadrons. The government countered by pointing out that Australia faced no threat or commitment large enough to justify an air force that size and ordered planning for a much smaller force, initially of 20,000. Plans B and C were drawn up accordingly and rejected. Finally, in 1947, Plan D was approved for a force of 14,000 with 16 operational squadrons. Unfortunately, the actual strength of the RAAF was by now well below 14,000 and still falling rapidly.

The Government's first priority was to rebuild the nation, not the Armed Forces. In retrospect, this was appropriate, but it should not have been done so much at the expense of the Armed Forces, particularly the RAAF. The commitment to provide occupation forces in Japan and the growing, obvious communist threat to regional and world stability posed by the Soviet Union and the Chinese Communists (who were steadily gaining the upper hand over the Nationalists), should have been enough to indicate that a capable Air Force was still needed. Furthermore, all the trained people required and literally mountains of the necessary equipment were available. Little or no capital expenditure was required. All that was needed was a firm plan and funds for running costs and some training.

But this was not to be. Until Plan D was approved, the RAAF found itself being shaped largely by circumstance rather than a plan reflecting predictable needs. As it was, Plan D was too late to halt serious early damage to the emerging post-war RAAF. The unselective mass demobilisation of experienced personnel in the immediate post-war years created a very unbalanced and rapidly shrinking force. This made the task of creating a much smaller peacetime force, with all the appropriate ranks and skills, very difficult indeed.

The man who did most to meet the challenge was Air Vice-Marshal J.E. Hewitt, the Air Member for Personnel. Under his guidance an 'Interim Force' was quickly established to place the RAAF on a 'care and maintenance' footing until clearer strategic direction was forthcoming from Government. All airmen and most officers with acting ranks returned to their substantive ranks. Preference for further service was given to those still serving who were needed and wished to serve on. Applications, with a closing date of 28 February 1946, were called for from within the RAAF to join the Interim Force.

Except for aircrew, applications fell well short of required numbers, particularly for technical airmen who (as previously noted) were especially sought after by civilian employers prepared to offer better pay and conditions than the RAAF could. As a result, RAAF strengths fell to below target levels before eventually recovering as discussed above.

Group Captain P.G. (Paul) Metzler (Ret'd) has provided some first hand insight into Personnel Management in those times. A PAF Flight Lieutenant and wartime Catalina flying boat captain, he was shot down by Japanese carrier aircraft during the attempted defence of Rabaul in 1942, some months before the Battle of the Coral Sea produced the first allied check to the Japanese advance in the Pacific. After several hours in the water he was captured by a Japanese Cruiser and became a POW in Japan until late 1945.

On return to Australia at war's-end he had hoped that after some compulsory rehabilitation he would be posted to a not too demanding flying job. Instead, he finished up in RAAF Headquarters Directorate of Postings in charge of posting all aircrew from Flight Lieutenant down to Sergeant in the pilot, navigator and wireless operator categories. The job had previously been done by a Squadron Leader for each category, but to set an example the Directorate of Postings reduced the staff to one – (the still) Flight Lieutenant Metzler.

'Very soon after', he has written, 'the duty of selecting Interim Air Force (IAF) applications for all aircrew from Flt Lt to Sgt was added to the posting requirements, and an assistant officer was added. All aircrew training had been suspended: the IAF was to function with whatever aircrew it had. It all happened without any benefit of Staff College training. Applications poured in and had to be decided upon swiftly and all unsuccessful applicants immediately posted to Personnel Depots for demobilisation. In selection there was no time for personal interviews or careful comparisons of one officer's detailed Annual Reports with any others. The one personal document we used was the card briefly recording a man's postings and hence indicating his experience and the types of aircraft he could fly.'

In simple terms, because there was no conversion training, only those applicants who could operate the aircraft being kept in the IAF inventory were considered for retention, with final selections going to the more experienced. It was far from ideal, but even with this simple system, the sheer volume kept the two officers working long days for the 'best part of a year' to select the IAF's aircrew and continue to manage postings as well.

'Rough justice' for all concerned, but the quick selections enabled the IAF to keep flying during this very unsettled time. By the end of 1946, the first conversion training began. A Mustang conversion course to replace pilots in the occupation forces in Japan was established, drawing on pilots with a range of operational backgrounds. With time, other conversion courses were set up.

Hewitt's plans – and pragmatic staff work to implement them – did much to stop the rot and shape a viable force, but there was only so much they could do. Lack of support from Government significantly reduced the RAAF's ability to retain those most wanted. Many experienced and valuable people were lost during this period of great uncertainty and indecision from Government immediately following the war.

At the highest personnel level the Government was much more certain and decisive. All the notable pre-war senior officers except the CAS, Air Marshal George Jones, were forced into early retirement. Included were previous Chiefs Goble and Williams (rightly considered the father of the RAAF) and Air Vice-Marshal Bostock, the RAAF's most senior operational commander, who had served under General George Kenny, the Air Commander to General Douglas MacArthur, the Supreme Allied Commander. Bostock had commanded his Australian forces in the South-West Pacific Area in such a manner that MacArthur described him as 'one of the world's most successful airmen' in a letter of recommendation.

The reason given for these forced retirements was to make way for more junior officers, but politics, both within the Government and the RAAF, seem to have also

been a major factor. Whatever the reason, the small group of very senior officers with the greatest experience of actual command of the entire force, or its operational elements during war, was lost to the RAAF. For a Service still groping for its post-war strategic direction, this was a serious blow.

Fortunately, the survivors of the 1946 purge included Air Vice-Marshals Bladin and Hewitt, Air Commodores McCauley, Walters, Scherger, Wackett and Mackinolty, and Group Captains Murdoch, McLachlan and Hancock. Individually and collectively, these officers had acquitted themselves very well in the South-West Pacific Area as operational commanders, staff officers and logisticians. Along with the other survivors, they would go on to help shape and command the RAAF for many years. In the short-term, however, their task was to manage the transition to the Plan D airforce.

With Plan D the officer corps numbered about 2,000. Apart from the obvious business of maintaining operational skills, manning the occupation forces in Japan and trying to plan the future, they also faced the massive task of disposing of the mountain of surplus equipment no longer needed by the small peacetime Air Force. This disposal task is a story in itself, with only indirect links to the history of RAAF Staff College. It is mentioned here to help show the magnitude and diversity of the management task the RAAF faced in those immediate post-war days.

The senior commanders and managers of the RAAF must have found these years to be uncertain, frustrating and challenging as they faced their heavy day-to-day workload with little or no enthusiasm or strategic guidance from the government they had so competently served during the recent war. In such times the main task is often simply to survive and cope as the latest changes add to the growing pile. Little wonder, when all is considered, that the first post-war RAAF Staff College course was not held until 1949.

Planning had begun in October 1948 for the first course to begin on 13 June 1949. In broad terms, the initial planning assumptions reflected the thrust of Air Vice-Marshal Anderson's final report in 1945. That is, that wartime Staff Courses had proved the viability of the Australian-based staff training focused on local conditions and needs; that the wartime experience was an excellent basis for a longer peacetime course; and that for fifteen or more students, an Australian course was the most economical option.

Air Commodore Ulex Ewart was once again put in charge. He brought not just continuity and experience to the job, but enthusiasm and understanding as well. Ewart was an early supporter of Australian-based staff training. In November 1944 he sent the RAAF Staff School's First Annual Report to Wing Commander The Honourable T.W. White (a graduate of No 1 Pilot's course and later on Minister for Air in the Menzies Government) telling White that: 'I sincerely believe it would be a step in the right direction for Australia to undertake its own staff training of RAAF officers post-war' and asking him to 'spread the gospel'. As for understanding, one has only to read his reports to see he had a good conceptual grasp of what was needed.

As Commandant-designate, Ewart oversaw the preparation in RAAF Headquarters of a recommendation to the Air Board to form a RAAF Staff College based on the following:

(a) The college should concern itself solely with training designed to fit officers for command and staff appointments and be equal in status to kindred colleges throughout the Air Forces of the British Commonwealth.

(b) The duration of the course should be 24 weeks.

(c) The student population should be fifteen per course with provision for a further five officers from other services when the college was more developed.

(d) The syllabus of instruction should follow closely that of the RAF Staff College with modifications, where necessary, to suit Australian conditions.

(e) The location of the college pending the acquisition of a suitable site in Melbourne metropolitan area should be RAAF Station, Point Cook.

These recommendations were accepted and post-war staff training finally became a reality. The college formed officially, in nucleus form, on 15 February 1949 in temporary accommodation at Albert Park, Melbourne. The nucleus staff of three – Air Commodore Ewart and Wing Commanders J.F. Lawson and H.D. Newman (RAF) – quickly set about preparing for the first course to begin on 13 June 1949.

As mentioned, Dick Cresswell was on the DS for the first two courses, having reverted to substantive Squadron Leader from his wartime Wing Commander rank. He believes the nucleus staff were well-chosen. Ewart was 'the right man for the job', being knowledgeable, easy to communicate with and well liked by the DS. Lawson was an equipment officer, intelligent and effective and Newman, an Australian in the RAF, was a Staff College graduate and a good officer all round. Between them they brought the right combination of skills and knowledge to 'get things up and running'.

The most obvious changes since the war-days course were the course length, now six months, and the strategic circumstances. In effect, the course doubled in length to 24 weeks. A longer course of nine months or a year to align with those planned for the UK and Canada, and to achieve parity with the army course had been considered. In the end, however, the need to make quick inroads into the backlog of students, with a not too ambitious course, became the deciding factor.

As before, the course was based on the RAF course, and in many ways was simply an expanded and more thorough version of its wartime predecessor. Ewart had visited the UK in 1948 and been given the latest instructional material from the RAF Staff College. This invaluable material, together with material from Mount Martha, was used to produce a syllabus of five modules, viz: Organisation and Administration; Operational Staff Work; Intelligence; Applied Operational Staff Work (dealt with in six sub-units of: Air Defence, Strategic Bombing, Maritime Operations, Air Transport, Tactical Air Operations, and Combined Operations); and Future Developments.

RAAF Staff College – No 1 Course

Much of the operational emphasis of the wartime course was retained, with the extra time devoted to more thorough exercises and papers, and to student study time. Of note, much of the last four weeks was devoted to Future Developments, suggesting good recognition of the need for a clear view of the future following the almost constant change since war's-end. However, in many ways it was, quite logically, simply a bigger, better version of its predecessor.

This welcome continuity did not, however, apply to the strategic circumstances of the day. In the few short years since the last RAAF War Staff Course, the world order had changed mightily. The Iron Curtain had descended. China had become communist. Indonesia, that giant archipelago that sprawls across Australia's northern approaches, was staggering towards independence from the Dutch with no money in its coffers to build a new nation, and no firm indication of to whom it would turn for help. India had gained independence, and in the process a bloody separation had formed East and West Pakistan. Korea was divided into communist and non-communist parts and war was brewing. Communist-led independence forces were building in many colonial states, including Malaya and Vietnam.

The common thread in this change was the rapid spread of communism, seen then in the West as a united force, bent on world domination. The West had already opposed that spread in many ways, including the Berlin Air Lift, and the Cold War had begun. As a member of the Western Alliance, Australia would directly oppose communism in Korea, Malaya and Vietnam during the next 25 years. But in the late 1940s, few could have predicted that future in what was a rapidly changing and unpredictable world. All that was known for sure was that Australia would, in some way, support its great and powerful Western allies to oppose the spread of communism.

Despite all this change and uncertainty, Australia faced no direct strategic threat. Tucked well out of the way below the equator in the South-West Pacific, she could apply Plan D with little or no risk. This situation was no doubt comforting to most people, but it posed particular problems for defence planners and Staff College staff and students. Without a direct threat to provide focus to their efforts, they were obliged instead to consider a range of different possibilities, all demanding different responses. Fifty years on, the 'no direct threat' scenario still applies. Strategically, Australia has indeed been the 'lucky country' for the second half of the twentieth century.

This 'no direct threat' situation meant that the Staff College's task was to produce graduates well equipped to manage the emerging Plan D Air Force, whatever the strategic circumstances. An establishment of eight officers – one Air Commodore, one Group Captain, three Wing Commanders, two Squadron Leaders and one Flight Lieutenant – and 17 airmen/airwomen was approved to tackle this task.

The necessary furniture and equipment were obtained from the local store, based on No 1 Stores Depot. A library, formerly belonging to the School of Land Air Warfare, was transferred to the college.

From the start, the college adopted a method of instruction, much of which has endured until today. Topics were covered by means of lectures, films, demonstrations, and the study of notes, books and other material. These sessions were followed by

discussion in syndicates or centrally with all staff and students present. Syndicates were chosen to give a wide range of experience and to encourage students to learn from each other. Three syndicates of five were formed, with students rotated through different syndicates to provide the widest possible exposure. Specific periods were assigned only to lectures, films, demonstrations and discussions; students were free to allocate all other time as they saw fit.

Visits to military bases, the aircraft carrier HMAS SYDNEY, the Army Staff College, and a range of government and private organisations were conducted. Wide use was made of visiting lecturers to cover topics as diverse as: Religion and Morale; Russia and Communism: Trade Unionism (by the President of the ACTU); Submarines and their Employment; Japan; and Australian Resources and Trade. Dick Cresswell recalls that the visiting lecturers were generally of a very high standard, well received by all and a feature of the course.

In all, the implied aim of turning a specialist operator into a generalist manager or commander was well served by this modus operandi. Unfortunately, four of the fifteen students were unable to take advantage of their opportunity and were suspended. This high wastage rate may have owed something to the fact that this was a new course with some wrinkles yet to be ironed out. The main problem, however, seems to have been a failure to carefully select the students. The importance of well-selected students had been clearly identified with the wartime courses. It seems that, in this regard, someone ignored history and the RAAF Staff College was forced to repeat it.

Assessment of suitability for graduation was consistent with past practices and with other staff colleges. That is, assessment was an ongoing process based on the quality of written and oral work and other contributions throughout the course. There was no final examination at the end of course. For the first course the standard set was that considered by the staff to be the minimum required of an officer of the rank concerned. With later courses, this standard was modified to include previous course standards.

In his report on the first course, Ewart stated that the four who failed to graduate 'worked hard throughout the course but were defeated either by a lack of mental adaptability or the handicap of an unsuitable early education'. He went on to add that 'given a longer course one or two might have scraped through' and that 'age (three bordered on 38 years) may have been a contributing factor'.

Shortly after that he seems to have put his finger on the problem with the observation that: 'Those who failed lacked the ability to express themselves in simple, clear English and to express adequately their thoughts on paper. Thus, they began with a severe handicap. The course was not long enough to cater for those starting so far behind scratch, though the staff made every effort, by personal tuition, to help them along.'

In response, a qualifying examination was to be used as 'a useful aid to selection' and Ewart stressed again the need for careful selection of students with appropriate education, experience and recommendations from superiors. He also stated that he

Visiting lecturers were a feature of RAAFSC from No 1 Course on, and in 1958 included the Governor-General Sir William Slim, who lectured on 'Command'.

considered that 'only in exceptional circumstances should officers over the age of 35 years be selected and then not above 38 years'.

This concern with age seems to be a lapse in logic by a man who, from the tenor of his reports, was in most things a very logical person. In this case he has identified the main problem: inability to effectively use simple, clear English. That three of the four with this inability were a few years older than average almost certainly owed more to unsuitable education and selection than to their advancing years.

Over the years there have been many successful students in their forties. One of the youngest students on my course won the prize for the best essay, but the two oldest students were both in the final cut. In all, I would judge Ewart's decision to have a qualifying examination a much sounder decision than the application of an age cut-off at 35. I suspect that England's ageing wartime leader, Sir Winston Churchill, who had just completed his best selling series on the history of the Second World War, would also have disagreed with Ewart on this matter.

That said, the rest of his report seems very logical. He concluded that the course was still too short, and should be increased to the same length as the RAF and RCAF courses to produce better graduates and parity with allied courses. The backlog could still be reduced by increasing student numbers, provided the directing staff numbers were increased commensurately. The inclusion of an RNZAF officer on the next course is welcomed and the participation of Army and Navy students strongly supported.

In general, Dick Cresswell's memories accord with the report. He points out that to some extent they were pioneering, doing something most of them had not done before after five years of war and the chaotic post-war period. He agrees that student selection was a problem, but believes the resultant situation was exacerbated by poor selection of the DS, two of whom were much less effective than the others. Overall, he feels 'it was very necessary' and 'a good course' despite the continual frustration of having no answer to the question 'what's going to happen?'

In all, the first course, when considered as a pioneering effort, seems to have gone quite well. There were problems, however, which Ewart also addressed in his report. The Combined Operation element was not conducted for reasons unspecified, but other problems are dealt with in a forthright manner.

Of particular concern was the fact that 'Point Cook is not a good site for a Staff College'. Instructional accommodation was good, but much too far from the living accommodation, which was poor. This layout made after-hours access to the library difficult and inhibited the creation of an 'academic atmosphere'. The need for Staff College to be a self-contained establishment within a reasonable radius of RAAF Headquarters – already accepted as a requirement by the Air Board – was reinforced.

The shortcomings of Point Cook accommodation produced enduring memories that all support the report. In his address to the Staff College Reunion in 1999, retired CAS, Air Marshal S.D. (David) Evans, AC, DSO, AFC, referred to the 'wretched conditions' and later on used the word 'appalling'. Retired Deputy Chief, F.W. (Fred) Barnes, DFC, AFC, was a little kinder, calling the accommodation 'a bit ordinary' and

recalling the inappropriate site of the Staff College itself as 'too far to walk' from the domestic area. Whatever the words, there is no doubt the Point Cook accommodation had serious deficiencies, which Ewart very properly highlighted in his report.

The practice of attaching students to the course, rather than posting them, also drew criticism, mainly because on completion they returned to their units instead of to a new post requiring their new skills and knowledge. The status of the course was thus diminished in the eyes of the students and the RAAF at large. The effect of a six-month attachment on families was not addressed. Arguably, this was an important deficiency not only in this report, but in many that followed. The long attachment, along with the requirement for students to 'live in' during the week, caused difficulties for many families and real hardships for some. It was finally abandoned in 1968 – almost 20 years later – and replaced by postings with full removal and housing entitlements.

The first RAAF Staff Course was less than ideal in terms of length and location, but it proved the concept of an Australian-based, peacetime course and provided and excellent base for subsequent courses. It also seems to have satisfied the RAAF's senior commanders. Satisfied enough, that is, to keep the six-month course for six more courses and leave the RAAF Staff College at Point Cook for the next ten years.

CHAPTER THREE

POINT COOK DAYS

The arguments for a longer course and a more suitable site were well made, and probably well appreciated. It seems, however, that the business of creating and running the Plan D RAAF in changing times pushed both issues well down the priority list.

On the top of the priority list were some very important basic issues about the nature of the future force, and how it would operate. The need to oppose Communism in concert with allies was agreed, but just how this would be done was still not settled. The Pacific War had demonstrated the importance of the South-West Pacific to Australia and established important links with the United States, but the ties of Empire remained strong.

Prime Minister Chifley believed Australia's post-war strategic interests were best served by helping maintain the Empire. This could involve member countries sending forces outside their local area of interest, if need be, to achieve control and influence. He also felt that Australia would make its best contribution by focusing on the Asia-Pacific region.

British officials considered Chifley's regional emphasis short-sighted. They argued that the Middle East, that 'indispensable bridge which joins East to West', was so vital to any future global conflict that Australia should be able to deploy forces there if required. This argument was accepted and Australian planning gave precedence to the Middle East over Malaya during the early post-war period.

The Menzies government was elected in December 1949. It endorsed the policy emphasis on the Middle East and the Plan D RAAF (with some minor changes including additions to the Citizen Air Force). But in doing so it did not explain why, like its Labor colleagues, it considered the Middle East more important than the neighbouring land masses of South East Asia from which the Japanese had so recently threatened Australia.

Perhaps the explanation lies less in strategic assessments than with the tenor of the times. After all, these were times in which successive Labor prime ministers were supporters of the Empire, the current Liberal prime minister happily declared himself 'British to my boot straps' and every school had a world map dominated by large areas of British Empire red.

Whatever the reason, the resultant Middle East emphasis did not last long. It saw the deployment of No 78 (Fighter) Wing to Malta from 1952 to 1954, but the realities of regional geo-politics had already reared their heads. The Korean War began on

25 June 1950. No 77 Squadron, who were in the final stages of preparing to bring their Mustangs back to Australia from Iwakuni in Japan (where they had been as part of the occupation force) became immediately involved. Other Australian forces quickly followed as part of the United Nations force.

Communist terrorists had been active in Malaya since 1948 and by 1950 were becoming a serious threat to security. In May 1950 Australia agreed to send ten Dakota transports (made available by the ending of the Berlin Airlift) to Malaya as part of a combined Commonwealth anti-Communist force. A decision to also send a squadron of Lincoln bombers was made on 27 June 1950, just two days after the outbreak of the Korean War. In announcing the decision, Prime Minister Menzies declared:

> ... the Korean incident cannot be looked at in isolation, nor can we in Australia regard it as remote from our own interests and safety... There is also, at this very moment, a Communist-led campaign in Indo-China. Much nearer home there are operations of the Communist guerrillas in Malaya who are making it their business to render British control of Malaya difficult and who, if they succeed, will make it impossible...

He went on to announce the deployment of the Lincolns to Singapore (then still effectively part of Malaya). The Commonwealth Strategic Reserve eventually was formed to defend Malaya and Singapore. Under its auspices, the RAAF based operational units permanently in Malaya/Malaysia from the mid-1950s until the late 1980s.

This Commonwealth commitment was but one part of a dual approach to Australia's security. The other part was to involve the Americans in the region – a foreign policy objective since the end of the war. This objective was achieved with the signing of the ANZUS (Australia, New Zealand and the United States) pact in September 1951. Although the pact commits the signatories only to consultation in times of trouble, it gives Australia formal security ties with the biggest and most powerful ally of them all, and has been a cornerstone of Australian Defence Policy ever since.

In some ways, this was also the era in which Forward Defence came of age. It would enjoy a number of names and applications, but the principle that it is better to oppose the forces of darkness on some remote shore – rather than our own doorstep – has been an important part of Australian Defence policy for much of the past 50 years.

These developments gave some much needed focus to Australian strategic policy. They also reinforced the vital role of air power in the pursuit of Australia's interests in the region, and with it provided a wonderful opportunity to develop air power doctrine to suit Australia's specific needs.

Unfortunately, this was not to be. The CAS, Air Marshal Jones, had gained no operational experience during the war – his job had been to raise, train and equip the Air Force that others commanded operationally. He had done his part competently, but was found lacking in the key area of post-war doctrinal development, preferring to draw on the thinking of allies like the US, who were nuclear powers, instead of producing Australian specific doctrine for our much smaller, conventional, force. The

post-war purging of very senior officers like Bostock, the RAAF's most experienced operational commander, no doubt added to the RAAF's corporate inability to shape its own doctrinal future.

This corporate inability raised doubts in the Government about the RAAF's top men, and when Jones retired in January 1952, he was replaced with an RAF officer, Air Marshal Sir Donald Hardman, KCB, OBE, DFC. Hardman had a reputation as an innovative manager, and proposed that the RAAF be organised along functional lines, instead of the existing geographic arrangements. His proposal was accepted (after a good deal of debate), resulting in a much better focused and effective system with Home Command (operations), Training Command (recruiting and training), Maintenance Command (supply and technical services) and the Department of Air.

Paul Metzler, then a Wing Commander working in Joint Headquarters in Department of Defence, recalls that speculation regarding a functional organisation had been going on for some time and among his colleagues was generally supported. He also remembers that when change came, the model adopted was thought to be due to work done at Staff College, but this was never verified.

The then CAS, Air Marshal Sir Donald Hardman, KCB, OBE, DFC (RAF) seen here holding a replica 'Hawk of Horus', the RAF Staff College emblem (see page 28).

The evidence suggests that Air Marshal Hardman brought superior skills to the job than were then available in Australia, and produced a very good, and necessary, reorganisation. Hardman was also a student of military history with a thorough understanding of the application of air power, particularly in the European context. He also reviewed Australia's position, concluding that Australia was not big enough to

'go it alone' and supported the creation of defensive forces to hold the enemy at bay until a large and powerful ally arrived.

This conclusion – although it is unlikely Hardman would have wished it to – appears to have closed the window of opportunity to develop unique Australian doctrine appropriate to our region. That is, doctrine which recognised the vast differences in operating environment between air forces based in the UK and those operating from Australia's north and the lands beyond.

There is much common ground in all air power doctrine, but in this case there were also some important differences between Australia and the UK. After all, in the Pacific War there were very few well equipped factories and overhaul depots, maintenance hangars, comfortable messes, cosy pubs and leave periods in places like London. Instead there were bare bases, vast distances, malaria, tropical ulcers, cumuli granitus (towering thunder clouds with rocks in them, a specialty of New Guinea most afternoons) and hot, humid weather that saps the energy of men and machines alike.

It is a harsh, demanding environment, but one that, when mastered, can be used to advantage against the enemy. The purge had removed men like Bostock, but many of those who remained in the next two layers down were very experienced in South-West Pacific Area operations and could, if called upon, have applied that unique experience to doctrinal development that optimised the probable operating environment.

Fortunately, the lack of official doctrine did not erase the knowledge of the many Pacific veterans still in the RAAF. Furthermore, they clearly outnumbered UK veterans at senior levels. This was sometimes seen as bias by the ex-UK group, but the real reason was simply numbers. Not only did more senior officers serve in the Pacific, but the absorption of the RAAF into the RAF had greatly restricted RAAF senior officer development, unlike the Pacific war in which the RAAF had commanded its own forces and created the necessary senior commanders to do so.

As a result, despite the strong pro-British bias in Government and continued reliance on the RAF in a number of areas, Pacific War veterans dominated the senior ranks in the Plan D RAAF. In some ways the RAAF officer corps had become two corps in one, and many junior officers with UK background knew few of their senior colleagues.

Not surprisingly, the RAAF Staff College syllabus, student body and staff all reflected these facts. The syllabus was, as noted, based on the RAF one but with a good deal of Australian modification, particularly Pacific War experience, fed in. For the early courses, staff and students alike came from all theatres, including Europe and North Africa, but the majority were Pacific War veterans.

One Pacific War veteran was Paul Metzler, already mentioned for his contribution to the creation of the Interim Air Force and thoughts on the functional reorganisation. By 1950 he was a Squadron Leader and CFI (Chief Flying Instructor) at FTS (Flying Training School, Point Cook) and was then attached to Staff College to attend No 2 Staff Course. He has recorded the following:

> Casting back nearly fifty years, No 2 Staff College Course was impressive as far as its students were concerned. It was rushed, being of only six months duration. For our future service it was adequate. It did not lend itself to anecdote, rather was it worrying: No 1 Course had failed an unexpected number of its students, perhaps four out of fifteen. There was no entrance examination or test for these early courses, only CO's recommendations, and good practical types, say fitter turned engineer officer, were appalled at the thought of writing papers or appreciations. Happily there was a change of heart or policy and all No 2 Course students passed. We numbered fifteen, only six of us were General Duties officers, and one Squadron Leader Bolitho, later became a Commandant. I returned to FTS, became its Commanding Officer and was not posted to staff duties until 1952.

Dick Cresswell recalls that No 2 Course was 'better selected than No1' and that the DS now had the benefit of experience. He also remembers that despite the tight schedule, sport and other outdoor activities were encouraged to help students shake off the effect of endless hours of mental activity. Tennis and golf were popular – the base had facilities for both – along with flounder fishing. The fishing was done at night with spears in the shallow waters near the base. Some inventive fitters provided them with waterproofed torches powered by a car battery towed on a cleverly designed raft. On good nights the catch was big enough to provide fish for all three messes as well as the fishermen.

No 2 Course seems to have established a pattern of instruction and manning that continued for the five remaining six-month courses. That is, the modified RAF course provided a set framework within which progressive modification took place to meet the emerging needs of the Plan D RAAF, with its strong Pacific-War component.

All of which meant that when Squadron Leader Arthur ('Pic') Pickering (now Air Commodore, AM (Ret'd)) was attached to No 4 RAAF Staff College Course beginning 30 April 1951, his UK experience in Liberators with Coastal Command made him a bit more of a rarity than some might have expected. In those times he was also a rarity among staff college students for a number of other reasons. To begin with, he was only the third navigator selected for staff training at Point Cook, despite the pivotal role navigators played in operation and mission planning and their consequent exposure to the 'bigger picture'. Next, compared with most of his course, he was very well-educated and highly trained, having done a science degree before joining the RAAF and completed both the Staff Navigator and Advanced Specialist Navigation Course (a course available to aircrew with tertiary science or engineering qualifications, aimed at allowing graduates to talk on common ground with scientists.)

Following this highly specialised training he worked with a team to select post-war air route navigation aids throughout the world, and then reviewed Research and Development progress in the US and Canada before returning to Australia to work in the Directorate of Navigation.

Even with this background he found the course stimulating and broadening, and judged it to be very useful for both the RAAF and the individual. The syllabus, with its strong operational emphasis that drew heavily on the Pacific War experience, was

still much the same as No 1 Course, and considered appropriate by the students. The pace was still intense, making the course something to be 'tolerated rather than enjoyed'. This situation was exacerbated by some of the Directing Staff being, in Pickering's judgment, 'a bit out of their depth'. As well, some students who had held higher wartime acting rank, when found to be 'less than perfect' at their lower substantive rank, had trouble accepting their shortcomings.

The domestic situation was unchanged since No 1 Course, with the campus far from ideal and a requirement to live-in during the week. Impact on the families of married students was not an issue for most, however, as they came from Melbourne based units – mainly RAAF Headquarters (then in Melbourne), Point Cook and Laverton. This arrangement meant that they kept their married quarters and saw their families at weekends.

There were 15 students on No 4 Course. All graduated, suggesting that the student selection procedures established for 2 Course were still working well. The introduction of promotion examinations no doubt also contributed here – 'Pic' Pickering recalls having to sit promotion exams on his return from the UK, and the subsequent use of the appropriate exam as a qualifying requirement for selection for staff training.

The Qualifying examination acquired the title 'Q Exam', and was also effectively the promotion examination for Wing Commander for most officers. The accompanying promotion examinations for Flight Lieutenant and Squadron Leader were the 'B' and 'C' respectively.

The introduction of promotion examinations as a qualifying standard was clearly another positive step for Staff College. However, despite the excellent pass rate now being achieved, the shortcomings of the course remained. There was still much too little time for students to do study on any issue not directly and immediately related to the syllabus, the intense pace restricted assimilation and perspective, and the issue of parity with the longer courses of allies and the army had not been resolved.

Fortunately, this latter issue did not prevent the approval of the Unit Badge in October 1951. The badge consisted of a 'Tasmanian Masked Owl displayed from the Astral Crown' and the Motto 'Sapientia Virtute Praevalet' (Wisdom Prevails Over Strength). The owl had become something of a traditional staff college emblem, being used by the British and Australian Army colleges. In this case the owl was 'indicative of wisdom and the Astral Crown of success in all matters concerned with aviation'. Over the years the looser translation of 'The Pen Is Mightier Than The Sword' has frequently been applied.

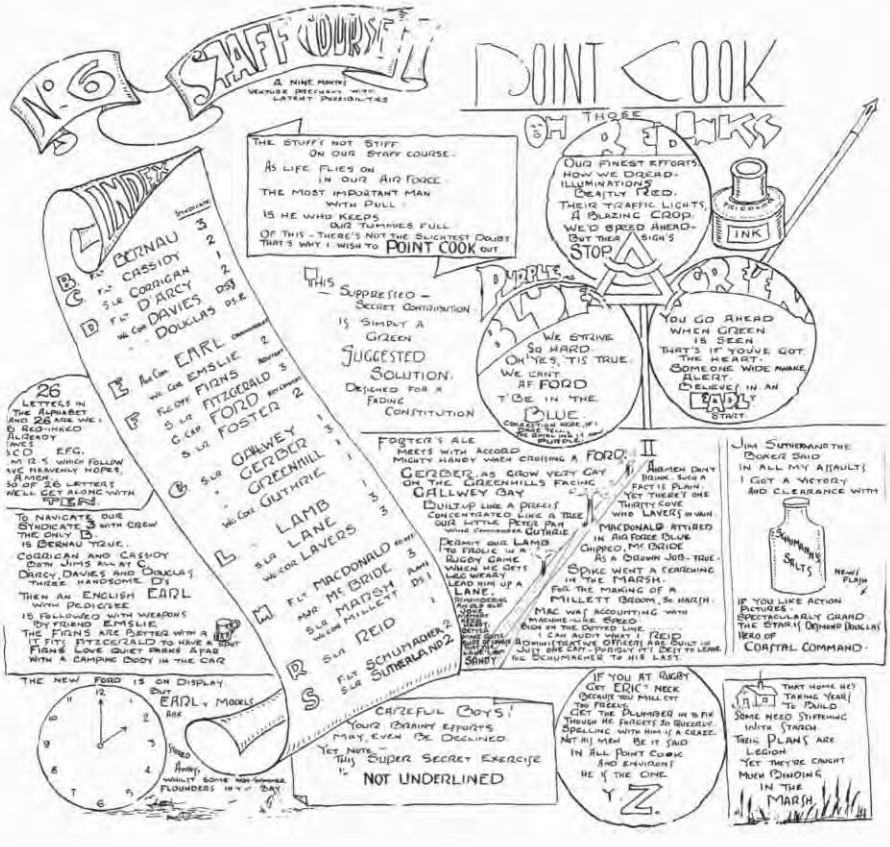
It seems that 1951 was a good year for such things. A little later that year the RAAF Staff College was presented with a replica of 'The Hawk of Horus' by the RAF Staff College, Bracknell 'as a mark of special goodwill and as evidence of our high regard for the work and achievements of our sister Service in Australia'. The Hawk of Horus – the 'Sky God' of ancient Egypt, was approved as the emblem of the RAF college in 1927, along with the motto 'Visu et Nisu' (By Vision and Effort).

The new badge, the Hawk of Horus and the accompanying sentiments were warmly received at the RAAF Staff College, but had no other immediate affect. The decision makers apparently still saw a full length course like Bracknell as highly desirable, rather than essential, and three more six month courses were held. The last, No 7 Course, ended on 18 December 1953. All subsequent courses, including the year 2000, have been full length courses.

Ewart retired after No 4 Course and was replaced as Commandant by Group Captain (soon to be Air Commodore) A.E. Earle, CBE, RAF. Earle, a member of the Directing Staff during No 4 Course, had been favourably received by the students and was seen by them, at least, as a good choice. This judgment may have been influenced by an incident on the course visit to Yallourn Power station. Ewart, who had bought a small farm at Berwick (on the Yallourn side of Melbourne) turned up to meet the bus in a horse and jinker – proof to the 'high-tech' student body that he was yesterday's man, ready for replacement. Sometimes it's tough being the boss. Under Earle's guidance, Nos. 5 and 6 courses maintained the proven syllabus and a student body of 15 which had usually included an RNZAF officer. No 7 course was increased in size to 18 students, and included not only an RNZAF officer, but also an Army major, four navigators and the first civilian, Mr. A.L. Hall, from the Department of Air. This more eclectic mix no doubt added breadth to the course, and established an effective and attractive feature to RAAF staff training that has endured until today.

By now, some students were adding to their individual mementos, such as photographs, by assembling memorabilia about the course as a whole. No 6 Course produced a collage of photos, drawings and written comments as a keepsake for all course members. Others produced similar things and in 1959 No 13 Course produced a Year Book, so starting a tradition that continues today. The respective year books are kept at RAAFSC, and many graduates have personal copies of their book.

Extract from No 13 Course Year Book, the first of a long series.



No 6 Course collage, produced as a keepsake for members in 1953, was a forerunner of the Year Books produced from 1959 onwards and held at RAAFSC.

The first full length course, No 8, began on 26 January 1954. It was not only longer than its predecessors, but bigger, with 23 students, including six Flight Lieutenants, a USAF Lieutenant Colonel, an ARA major, an RNZAF Squadron Leader and a civilian. There was also a good sprinkling of 'half wingers' and non-aircrew officers. The Commandant had been replaced by another RAF officer, Air Commodore T.A.B. Parselle. *In all, it was a varied group, with the wide range of experience and knowledge so important to the intangible but fundamental 'broadening process' the staff college experience ideally provides.* The RAAF Staff College was, at last, on equal footing with its peers around the world.

Air Commodore Lou Marshall (Ret'd) has mostly positive memories as a student on 8 Course. An armament officer, he served with 9 Operations Group in PNG, the advance party to Kiriwina, and the RAAF Mission Washington during 1943-45 under Air Marshal Williams to help 'buy just about everything'. Post-war he served in the UK, the Department of Air and at Maintenance Squadron East Sale before arriving at Staff College as a senior Squadron Leader with a good deal of staff experience.

With this background he found the 'staff' parts of the course of limited personal value, but believes these areas were of undoubted benefit to the majority of students and rates both staff and students as 'tops'. As expected, the thrust of the course was 'general staff work well done', but the operational side was also well covered. Emphasis was on Australian capacity and Australian focus on the region, but all in the context of a world view. Review and assessment of the massive post-war changes, particularly communism and the Cold War, was a theme throughout.

Well remembered characters include USAF Lieutenant Colonel Bill Markley, a bomber pilot (later a DS) who was 'well chosen, popular and knowledgable', and the Commandant, Air Commodore Parselle. Nicknamed 'Taps' for his habit of standing on one leg and constantly tapping his other foot, Parselle was respected and well liked by the students for his knowledge and relaxed style. Lou Marshall recalls watching Parselle late one evening patiently listening to a student explain, over and over, with logic somewhat distorted either by drink or the lack of it, the difference between a comma and a semi-colon. Of such things commandants are made.

Other memories include a week at Puckapunyal where he got to drive a Centurion tank and the Point Cook seaweed that rotted in the summer sun, giving off a pungent gas that smelt terrible and discoloured the paint on the buildings. On a more pleasant note, he remembers their course reunion in 1979, especially the rousing rendition of the course song 'Brush Up Your Staff Work', based on the tune of 'Brush Up Your Shakespeare' from 'Kiss Me Kate', and previously sung at the end of course skit:

Brush up your staff work,
Or you'll never pass your 'Q'
Go to Staff College
They'll teach you what to do
Ops orders and staff papers
And appreciations too
If your ways you don't mend,
You'll go right round the bend
Like the DS do.

The tape of the occasion that Lou Marshall played for me reinforces the wisdom of those concerned to continue on with RAAF careers, and not 'give up their day jobs', despite the enthusiastic applause for their efforts.

No 9 Course followed much the same pattern as No 8, but with a slightly different personnel mix. The first RAN officer, Lieutenant Commander F.E. Wilson joined the student body. As mentioned above, Lieutenant Colonel W.C. Markley stayed on after No 8 course to serve on the Directing Staff, becoming the first USAF officer to do so.

Meanwhile, the outside world had continued to change. Following the Korean armistice in July 1953 (and the establishment of the famous DMZ along the 38th parallel), the Chinese had thrown their support behind the Viet Minh in Vietnam. In May 1954 the Viet Minh won a decisive victory at Dien Bien Phu over the French, who then withdrew completely from Indo-China. Vietnam became divided along the 17th parallel, and the Western powers became more concerned than ever about the spread of communism. SEATO, the South-East Asia Treaty Organisation, resulted, with membership of the UK, USA, Australia, New Zealand, France, Pakistan, Thailand, and the Philippines.

As well, Britain, Australia and New Zealand established the Far Eastern Strategic Reserve Force. Australia agreed to commit Army, Navy and Air Force units. The air units included a fighter wing of two squadrons, a bomber wing, and an airfield construction squadron. The airbase at Butterworth – a former RAF base occupied by the Japanese during the war – was rebuilt by the Airfield Construction Squadron to accommodate these forces, to act as an airhead for the region, and to accommodate visiting forces such as RAF fighters and V bombers. The recently ordered C130A Hercules transport aircraft would be used to establish regular air support from Australia. Australia's commitment to the region had taken on a definite air of permanence.

The next fifteen years would see as many as six RAAF squadrons based in Singapore, Malaysia, Thailand and Vietnam, and frequent regional involvement by the C130 transports and maritime patrol aircraft. This shift changed not only the RAAF's force structure with aircraft like the Iroquois and the Caribou, but also its thinking and its corporate knowledge. Although these were worrying times, they were also often exciting and interesting for those involved with the command and conduct of the actual operations. As with most things, for the individuals concerned timing was of the essence. The Staff College graduates of the fifties, in the main, became the managers of the RAAF during the South East Asia period that reached its peak in the late 1960s with six squadrons in the region. The involvement continues today in much lesser form with frequent deployments of RAAF maritime, fighter and strike aircraft to Singapore and Malaysia. However, it is the heyday that shaped the careers of so many RAAF people in the 1950s, 60s and early 70s that concerns us here.

No 10 Course was right in the van. They studied under the guidance of Commandant Air Commodore W.H. (Bill) Garing, CBE, DFC, graduated on 14 December 1956 and went on to be known as the 'Supercourse' for the number of notables produced. The 25th anniversary of the course was attended by old boys Air Marshal Sir James Rowland, Governor of NSW and ex-CAS, and the then CAS Air Marshal Sir Neville McNamara, who soon after became Chief of the Defence Force Staff as an Air Chief

Marshal. Others attending included, Air Vice-Marshal John (Sam) Jordan, ex-Chief of Joint Operations; Air Vice-Marshal Jack Cornish, ex-Chief of Air Force Materiel; and Air Commodore Geoff Blackwell, ex-chief of Manpower. Another course member, Group Captain Rolf Aronsen (Ret'd), became CO of No 2 Squadron flying Canberra bombers from Phan Rang, Vietnam, in the late 1960s.

But in many ways the most remarkable 10 Course graduate is Group Captain Fred Knudsen, AFC (Ret'd), one of Australia's premier airmen. Fred Knudsen began flying as a private student with the Mildura aero club in the early days of the war, and is still an active flying instructor today, almost 60 years later. As soon as he was old enough he joined the RAAF, and graduated in 1942 from one of the last Hawker Demon courses (a nice aircraft to fly), then flew Fairey Battles before joining No 23 Squadron to fly Vultee Vengeances (a good dive bomber) from Nadzab in Papau New Guinea.

Next came instructor duties on Mustangs and time with the occupation forces in Japan before test flying Mustangs and Lincolns at 1AD (No 1 Aircraft Depot) and tours with ARDU (Aircraft Research and Development Unit) and CFS (Central Flying School). He later on flew Sabres in Butterworth and with No 79 Squadron at Ubon in Thailand, got to fly the Mirage and was also the RAAF exchange officer at the USAF Academy in Colorado.

Since retirement from the RAAF he has continued to fly, initially as an Examiner of Airmen with the Department of Civil Aviation and more recently as a flying instructor. Fitter than most men 20 years his junior, he spent three months of 1999 living and flying in northern Australia under contract to an aero club, and now has over 100 types in his log book.

A practical man of action, and not, many would think, a man with sympathy for staff training. But that would be to misjudge the man and many of his contemporaries. Like many of his colleagues, before he began staff training Fred Knudsen had done nothing but fly, and knew that if he were to become a successful commander and manager, he had no option but learn more about this often very different world. He found the course hard work – particularly the first half – and envied the 'wordsmiths', but believes it 'did exactly what it was designed to do – convert a practical operator into a competent staff officer'.

Perhaps even more importantly, the course gave him 'great confidence' to tackle a wider range of work and throw his hat in the ring for postings like the USAF Academy, a career highlight he could not even have aspired to without staff training. He also headed the Directorate of Flying Safety, and drew heavily on his staff training in that appointment.

Like many others over the years, he made new friends and enjoyed the eclectic mix of people seldom encountered elsewhere. All the non-RAAF students were well accepted, but none more so than USAF Lieutenant Colonel J.D. Monahan, a World War II bomber pilot who stayed on as a DS. His wife was a professional singer, and both were very popular. Knudsen used his connections to get Monahan enough flying at Point Cook to qualify for his flight pay and they became friends.

Overall, Fred Knudsen recalls that 'most students were smart, but there were no smart arses'. Enough said – we could all be so lucky.

Commandant, Air Commodore Bill Garing with No 10 Course international officers

L-R – SQNLDR J.W.P. Cook, RNZAF; AIRCDRE Garing; SQNLDR D.B. Ainsworth, RAF and LTCOL J.D. Monahan, USAF, who stayed on to join the DS.

No 11 Course too had its notables – David Evans, for instance, was a Berlin Air Lift veteran, who also became CO of No 2 Squadron in Vietnam and later on, Chief of Air Staff (and Air Marshal AC, DSO, AFC). Kevin Parker became OC East Sale and retired an Air Vice-Marshal. I.R. (Pip) Olorenshaw became Chief of Staff of the fledgling Malaysian Air Force and retired as a Group Captain with a US DFC and Air Medal as well as his Australian DFC. Five went on to serve as DS – (sans ranks) G. Zantuck, K. Parker, W.O.K. Hewitt, W. Kerr and R. Ramsay. But perhaps the most striking thing about 11 Course is their continued cohesion over more than four decades. Most Staff College courses develop at least some camaraderie and some enduring friendships usually result, but in both regards, 11 Course seems to have excelled. Reunions, all well attended, have been held at 10, 20, 25, 35 and 40 years. 16 of the original 24 are still with us, many are still friends, and in all they generally keep in touch with old course mates.

Group Captain D.C. (Doug) Hurst, DFC (Ret'd) (a friend, but no relation to the author) has fond memories of both his staff college days and the enduring friendships he made. A World War II and Korean War fighter pilot, he has written the following thoughts about those days.

> One of my most memorable recollections is the spirit of camaraderie that developed at Point Cook among the 24 students and Directing Staff of No 11 Staff Course in 1957. In those days, everyone lived in during the week with the exception that we could go home Wednesday nights. On each of the other nights for a period of 30-45 minutes, all 24 students and most of the Directing Staff were together in the mess mixing socially and not necessarily in syndicate groups. Some came early and some came late, but for a period all were there. This togetherness would probably be called 'bonding' in today's terms, but it has remained constant over the years in which surviving members have gathered for anniversary – 10, 20, 25, 35 (1992) and 40 (1997) years – functions.

Almost all courses had moments when some steam was let off, when otherwise normal senior officers behaved as if they could not decide whether they were about to die tomorrow or live forever. No 11 Course was no exception, and Doug Hurst goes on to say:

> Other highlights included our visit to the Army Staff College at Queenscliff mid-year. The stage was set when we arrived at Queenscliff in the morning and became aware that Dave Evans and Major Geoff (Boots) Cronk, our Army student, had been awarded the AFC and MBE respectively in the Birthday Honours list. During celebrations that evening our resident pianist – Eric Ramsay – left early so we carried the piano up two flights of stairs to his room. We heard later that it took three weeks to get the piano back down.

Every course had its tales to tell – 25 years later at Queenscliff, some of my course, having spent the day with the Army discussing amphibious warfare, spent much of the evening establishing a bar head (in lieu of the beach head they had been introduced to earlier in the day) which they then proceeded to defend against all comers. They won the night, but next morning the only fight left in them was for aspirin and coffee.

No 11 Course included the first RAF officer on an RAAF Staff College course, Squadron Leader A. Harper, AFC, and welcomed the second USAF member of the Directing Staff, Lieutenant Colonel J.D. Monahan who had completed the previous course.

This international participation was now an established and welcome factor in what had become a generally settled approach to RAAF staff training at the college. No 12 Course – held in 1958 – was typical of the era, with 24 students who included, as well as the RAAF component: a USAF Lieutenant Colonel, R.W. ('Deacon') Priest, who would stay on with the Directing Staff for the next course; a civilian, Mr A.H. DeMarchi, Squadron Leader S.D. Simpson, RAF; Squadron Leader D.B. Andrews, RNZAF, Major P.J. Latham, ARA; and Lieutenant Commander D.J. Robertson, RAN.

No 11 Course members aboard HMAS SYDNEY

Back Row: SQNLDR A. Harper, RAF; MAJ R.G. Cronk; SQNLDR H.K. Parker; SQNLDR D.C. Hurst
Front Row: SQNLDR I.R. Olorenshaw; SQNLDR T.B. Paget; SQNLDR E.M. Johnston; SQNLDR C.J. Melchert
(RAN officers not known)

No 11 Course farewell lunch for retiring CAS, Air Marshal David Evans (third from right, back row), May 1985.

By any standards, and particularly those of today, the students and directing staff of 12 Course were a highly decorated group, with ten DFCs and one DFM, six AFCs, one CBE, one OBE and two MBEs between them. Some had more than one award. They included Air Commodore W.H. Garing, CBE, DFC; Wing Commander E.T. Pickerd, OBE, DFC; Squadron Leader F.M. Griggs, DFC, DFM and Squadron Leader F.W. Barnes, DFC, AFC. Pickerd would go on to Air Commodore and OC Edinburgh, Barnes to Air Vice-Marshal and Deputy Chief.

As Group Captain Frank Griggs, DFC, DFM (Ret'd) recalls, the students were still mostly World War II veterans, and as we have seen, often very experienced in operations. A bomber pilot in Wellingtons, Stirlings and Mosquitoes, he left the RAAF in 1944 to join the airline ANA, only to rejoin the RAAF when the Korean war broke out and find himself flying Lincolns from Tengah in Singapore, against communist terrorists in Malaya. Some years later he was OC Townsville.

Not surprisingly with such a strong operational background, his memories are more of what was new to him – that is, the 'staff' side of things rather than the operational one. He sums the thrust of the course up as 'communication skills, being able to express your thoughts clearly, particularly in writing.' Other than that, he best remembers the people who provided an interesting social scene and enduring networks in later life.

Lieutenant Colonel 'Deacon' Priest, USAF, left a lasting impression for his enjoyment of a good laugh. He liked vernacular speech, and could be relied on to chuckle whenever Squadron Leader Justin Brennan, an outback country boy who still spoke like one, used a favourite expression like: 'I'd know his bones in a stew' or 'black as the inside of a cow'.

Cricket, Point Cook, 1958
(Lieutenant Colonel 'Deacon' Priest is fourth from left)

The RNZAF officer, Squadron Leader D.B. Andrews, was a highly educated Education Officer. Known to some as 'The Professor', he could be relied on to take issue with almost everything, and sometimes found himself in lengthy debate only to find he had been 'set up' by an opponent who had far more interest in getting a rise out of him than in the pursuit of truth and knowledge.

Everyone fitted in well, including the civilian Alan DeMarchi, but some found the work more difficult than others and one student was suspended for not reaching the standard required. Like everything, the course had its moments, but Frank Griggs has mostly positive memories, considering it to have been very useful to both the RAAF and to most students as individuals.

Fred Barnes (now Air Vice-Marshal, DFC, AFC (Ret'd)) also has good memories of 12 Course, finding the DS 'a good bunch' and 'thoroughly enjoying my year'. He found it 'a relaxing break after some fifteen years of flying'. Although 'relaxed', he was obviously a good student, gaining one of only three 'above average' passes.

As well as the usual things like interesting visits and entertaining social events, his memories also contain the not so usual, like 'Speed Reading' training. This aimed to teach students to overcome the habit of mentally sounding out words as they read – apparently, sounders were limited to 600 words a minute, while non-sounders could reach 1 000. The course champion was Squadron Leader J.W. (John) Taylor, an Equipment Officer. Unfortunately, this skill didn't help Taylor's career. He was told on the last day of the course that he would not be awarded a 'p.s.c', and remained a Squadron Leader for many years hence. Fred Barnes thought this action 'was an example of very poor staff work', as the decision to fail Taylor could have been made much earlier. Alternatively, if his work was good enough to get him to the last days of a one year course, he should perhaps have been given the benefit of the doubt and passed. Either way, the fault would seem to lie more with Staff College than with the unlucky Squadron Leader Taylor.

The 'impromptu lecture series' also produced something a bit out of the ordinary. As Fred Barnes tells it:

> R.P. ('Snow') Joske (now Group Captain Ret'd) was called on to speak and asked one of his fellow students to go up with him and be a model for a lecture. Apparently, Snow had had some training in dentistry and his presentation was titled 'The Partial Denture'. After some explanations of the problems and techniques involved, during which his model was used to help illustrate his points, Snow announced that the next step was to take an impression. He then filled the mouth of the poor volunteer with some goo resembling Plaster of Paris. The model wasn't able to say much for some time.

Another first for 12 Course is recorded in Staff College Unit Histories which show that from August 24 to 28, 'USAF officers on exchange duties with the RAAF attended RAAF Staff College to attend Exercise FUSION' (other records show 15-19 September, but all agree 1958). 'Fusion Week' as it came to be known, eventually also included RNZAF officers. Visiting officers from the USAF and RNZAF also participated in what quickly became an important occasion to exchange views and

mix socially with old friends and allies. Enduringly popular, Fusion Week has been hosted by RAAFSC ever since.

First Fusion Week
USAF and RAAF officers assembled for Volley Ball

The full-length course was less intense than its predecessor, but those who did well on it (with the exception of a few super smart individuals) worked hard. There were no union rules, and out of hours work to complete essays and other assignments was expected, as it always has been. But many are like Fred Barnes – ie, their enduring memories are not so much about the hours of toil as about funny or important incidents. This certainly seems to have been the case for 13 Course, who produced the first year book, with something on everyone and some good laughs along the way. Squadron Leader David Smyth (now Air Commodore Ret'd), a student on 13 Course and later on a Directing Staff member in Canberra, and has provided the following anecdotes and thoughts of these times:

> I remember a student whose normal oral delivery was far in excess of the average 230-240 words per minute – in fact, at times he was almost unintelligible. Gentle hints and suggestions from DS had no effect until his Syndicate DS came up with a none too subtle but highly effective solution. At the rehearsal for one of the early oral presentations, this wily old bird turned up with a 303 rifle and took his place at the back of the hall. He promised to shoot the student if he didn't slow down. Said student, not surprisingly, did start off at a better pace, but then habit took over and he was off like a rocket. BANG – a discharged 303 in a confined space, even with only a blank up the spout, is quite impressive. The message was received and when I saw the fellow about 12 years after the event, he had not reverted to his previous rate of delivery.

The end of syndicate sessions of home truths was always a trying time for both students and DS. I still recall my horror at being told I was 'pompous and pedantic'. It took the rest of the year to realise that the comment was not only shrewd, but highly accurate, so I tried to adjust. That of course was the secret of those assessments, to give students a chance, for the first time in their lives, to hear what impression they really made on other members. I used to like the reaction that was always forthcoming in response to my comment that 'X' tended to resent criticism – 'I don't' was the usual loud and immediate response. Enough said.

I remember that the system of reporting, up until the time we undertook Staff College, placed little obligation on the reporting officer to tell the subject of the report what he thought of him. If I remember correctly, that only occurred if the report was adverse. This meant that the candour of the Staff College experience was tough on both parties. Some DS had trouble with it. There was one I remember who could only face the occasion by converting his office to a cocktail bar, with comfortable chairs, canapés, nuts and copious liquor – and that was mainly for him!

Then there was the incident which caused such friction between RAN and RAAF as to make the Arab-Israeli dispute look like kindergarten stuff. In the course of the annual visit to HMAS ALBATROSS, the Navy base at Nowra, a small group of students, alcohol inspired, decided to remove from the wardroom the revered picture of the Lord Nelson, and bring it back to Fairbairn. That was bad enough. Only after discreet arrangements were made to return it to Nowra, and the culprits (well the main one) identified, was it found that Nelson had been awarded RAAF wings, araldited firmly to his left breast.

Fifteen years later, working in Defence and in frequent contact with my RAN counterpart, I was surprised to discover how bitter Navy feelings still were. I often wondered if the RAAF bod concerned realised just what he had done. I was surprised to note that it didn't necessarily adversely affect his career, but it did provide another opportunity to recall that priceless advice from the Commandant of the first Admin. Course for GD, run at Richmond in 1946 or 47 : 'If you're going to succeed in this man's Air Force you have to be either brilliant or a bastard, there are no prizes for being mediocre.' Think about that, and it's surprising how true it has proved over the years.

David Smyth has taken us to Fairbairn and into the sixties with his memories. To complete the Point Cook story we must return to the first year of that new decade, and 14 Course, the last Staff Course held at the home of the RAAF.

When that last Point Cook course began on 23 January 1960, it did so in a world much changed from the one in which the first course was held only eleven years before. As the 1950s drew to a close an element of stability had returned to the region. This is not to say that there were not many hot spots, particularly with various anti-

colonial communist forces throughout South East Asia, and potential for a big flare up somewhere from cold war pressures. But it did mean that the succession of rapid and massive changes which had rewritten the map of the world in the first decade after the war were mostly over. Communist China, the Iron Curtain, the independent countries of Indonesia, India and Pakistan and the like were now established realities – the problems now mainly flowed from the aftermath of these changes and the continued opposition to European colonial rule in Asia and Africa.

Much of the anti-colonial opposition was communist backed, but in all cases it had a strong nationalist sentiment that at times overrode Communist unity. Communism was still seen in the West as a single unified block of thought and action – the term 'communist bloc' was widely used throughout the West – but the reality was quite different. As well as the strong nationalist element just mentioned, there were also a number of quite different versions of the true path. Major ideological differences eventually created rivalries and splits within the communist world.

In the meantime, communist guerrillas were opposed in places like Malaya without triggering serious escalatory reaction from the 'communist bloc'. Cold war tensions were high, but most guerrilla forces were contained to their home countries, or at least to their neighbourhoods. Some Communist forces were suppressed – in Malaya, for instance, by 1960 they were contained in remote jungle areas away from the main population centres – and some, like the Viet Minh would go on to win, but the threat of a unified Communist thrust suddenly dominating Australia's area of interest was much diminished.

The threat was seen more as a progressive spread of communism, rather than another 'China' and the rapid transformation of a very large area. The domino theory was in vogue – that is, as each country fell under Communist rule it would, like a piece in a row of dominos, fall on the one next to it and knock it over as well. The very porous borders throughout most of South East Asia lent weight to the theory, but the process was seldom seen as something that would happen overnight. Furthermore, it was also seen as a process that could be slowed, interrupted or stopped altogether by appropriate opposition – something today's critics of the theory usually overlook.

All of which meant that not only did the 'no direct threat' assessment still apply to Australia, but that most of the local hot spots were contained or were believed to be manageable – as indeed most turned out to be. One, Vietnam, became an exception, but in the mean time it was mostly a matter of keeping the pressure on in the various hot spots and keeping our powder dry. The Butterworth air base, with its two squadrons of Avon Sabres and squadron of Canberra bombers now fully operational, was a major element of that pressure. Along with Australian Army and Navy units in the area and a large UK presence, mostly centred in Singapore, Butterworth also represented a good deal of powder being kept dry for an emergency.

The last Point Commandant, Group Captain D.W. (Dave) Colquhoun, DFC, AFC, was again Commandant in 1969-70.

Group Captain D.W. (Dave) Colquhoun, DFC, AFC, a CAF pilot pre-war who had transferred to the PAF and built a fine war record, was Commandant for the last Point Cook course, No 14. He was also Commandant of the RAAF College. Staff of the day recall that this 'double hatted' arrangement meant that it fell to Group Captain W.N. (Norm) Lampe, OBE, the Deputy Commandant, to manage RAAFSC day to day. By now change was in the wind. The late fifties had seen the move of the Department of Air and other Service and Government departments to Canberra, strengthening the argument to relocate Staff College there too.

Planning throughout 1960 culminated in Headquarters Support Command Administrative Instruction No 12/60, which directed that:

> The Officer Commanding RAAF Point Cook is to move RAAF Staff College from Point Cook to RAAF Base Canberra by 23 Jan 1961. Upon arrival at RAAF Base Canberra, RAAF Staff College is to be an independent unit under command of the Officer Commanding RAAF Base Canberra and within the command of the Air Officer Commanding Support Command.

Some insight into the thinking behind the move was provided by the introductory 'Information' section of the instruction, which read:

> It is desirable to have the RAAF Staff College located in Canberra close to Department of Air and other Service and Government Departments. It has been a planning objective for some time to move the Staff College coincident with the move of Department of Air but action was deferred pending investigation by the Services Integration Committee. It has been decided that the Army and RAAF Staff Colleges should be relocated on a common site in Canberra and that they should operate as separate wings with a maximum of integration of base service facilities and studies. However as several years must elapse before the Combined Staff College can be designed and built it has been decided to move RAAF Staff College temporarily to RAAF Base Canberra. This move has been precipitated to some extent by the necessity to close Rathmines and relocate the Officers' Training Squadron at Point Cook as it is intended that the accommodation vacated by RAAF Staff College will be occupied by the Officers' Training Squadron. Accordingly, RAAF Staff College will move to RAAF Base Canberra upon completion of the 1960 Staff Course.

Administrative Instruction No 12/60 was signed by A.D. Charlton Gp Capt S Admin SO (who apparently did not like commas) in Victoria Barracks, and dated 13 May 1960. We can only speculate on how firm the plans were for the Combined Staff College, but it is unlikely that even the most pessimistic planner would have expected 40 years to elapse for it all to come to fruition! In the shorter term, the decision had finally been made to shift RAAF Staff College nearer the higher level action – a very logical change.

When that decision was actioned, the Point Cook era ended, and the RAAF Base Canberra/Fairbairn era began. From now on all Staff College students would

experience first hand the wonders of the National Capital's winter – cold one day, freezing the next – and see for themselves the processes of national government and the bureaucratic machine in action.

The Staff College Goes By Air (1959)

(reformatted with original spelling)

In Nepal and Tibet, they are travelling yet,
By the rickshaw, the sherpa and yak.
But our standardized fare is to travel by air,
In a cold old dependable Dak.

It takes a good blizzard to freeze up the gizzard
Of a lama, or yeti or yak.
But the storm hasn't been, that would ice up the spleen,
Sufficient to call off a Dak.

So we go on our way, and whatever the day,
We have something in common with lamas;
Beneath battle-dress, we wear all we possess,
From mess-kit to woollen pyjamas.

But we'd still be inclined, to wager you'll find,
That before we are very much older,
Though-the lama may shiver with ice in his liver,
We'll still be a few degrees colder.

I.B.

Staff College travel 1959

RAAF Staff College Fairbairn in its early days, showing the original Lecture Theatre on the far left.
(From a painting by Maurice Mitchell, presented to the College by 26 Course in 1972)

CHAPTER FOUR

1960-1970

The College was up and running, as directed, at RAAF Base Canberra on 23 January 1961. The Commandant, Group Captain R.N. (Bob) Dalkin, DFC, was also Officer Commanding of the base. Deputy Commandant, Group Captain W.K. (Keith) Bolitho, DFC, headed the seven Directing Staff.

Buildings at the far north-east end of the base domestic area were used to house the College. RAAF Base Canberra had been built mainly just before and during the war. The buildings reflected this fact, being mostly the ubiquitous uninsulated RAAF huts that alternatively froze and baked their occupants with the season throughout Australia. Some modifications were made to accommodate the College. The best buildings were those built to a plan dated 23-4-1940 as the photographic building for Survey Flight. These were taken over as Staff College Headquarters and have been in constant use ever since. Recently clad and re-roofed, they are still in good condition.

The main lecture theatre was situated close to the Headquarters building on the Canberra City end in an area now used partly as a car park. Air Vice-Marshal D.D. (Doug) Hurditch, CBE, (Ret'd) was on the DS in 1961 and recalls the early accommodation as 'basic at best'. The lecture theatre was particularly bad. Close to the airfield and poorly insulated, it was not only uncomfortable during extreme weather, but could be 'a bit of an embarrassment' when aircraft noise drowned out visiting lecturers accustomed to less rudimentary facilities. It is doubtful that many tears were shed when the lecture room was replaced with a more modern, comfortable and quieter building – now named Williams Hall – in the early 1970s.

The 'basic at best' buildings aside, Doug Hurditch believes the move to Canberra was very positive. A wartime Bomber Command pilot and POW, he trained as a Specialist Navigator post-war, flew with the 78 Wing Vampires in Malta, was CO of No 22 Squadron during it's Meteor days and held many staff and command appointments including OC Townsville, Air Commander of ANZUK forces in Singapore and Deputy Chief of Air Staff. He also had a long association with the College, being a member of No 5 Course, a DS at Point Cook for two years before the transfer to Canberra, and Commandant during 1968.

He recalls that the most obvious improvements from Canberra basing were the quality and availability of guest lecturers, and the greatly improved library access. Guest lecturers could now readily be drawn from the ANU, the Department, other areas of Government like Foreign Affairs and, of course, from the three Service Offices. In Doug Hurditch's opinion, the Canberra guest lecturer contribution was much more comprehensive and relevant, and it better exposed students to higher level thought and methods.

He pays tribute to another DS, Wing Commander G.S. (Gordon) Zantuck (later Group Captain), for setting up the necessary links to tap into the library services available in Canberra, particularly those of the National Library with its vast network. This access was still a positive feature of my staff training in 1983 and remains an important factor today.

Tasks like arranging visiting lecturers and library links had to be done on top of all the other work associated with the shift. But, history records, they got everything done, and No 15 Course began on time. The best educated course yet, 15 Course included six tertiary qualified officers with degrees in Engineering, Arts and Commerce, reflecting a trend towards tertiary educated officers that has continued to grow with time. As well as the 19 RAAF officers, there were two civilians, Messrs K.A. Pendergast and J.B. Gale, Commander D.C. Jones RAN, Major E.J. Mulholland MBE and Squadron Leader J.E. Maud RAF. In general, the syllabus, instructional material and overall modus operandi from the last Point Cook course were used.

16 Course in the original Fairbairn Lecture Hall
(A 'basic at best' building, poorly insulated and noisy, it was replaced by the existing Williams Hall when the planned joint RAAF-Army Staff College failed to eventuate.)

To avoid confusion with the Defence elements recently transferred from Melbourne, the base was re-named Fairbairn in 1961, and RAAF Base Fairbairn became Staff College's address until the next millennium. That time would see many changes to the RAAF and its tasks. But none would be greater than those of the next 12 years. In that time, RAAF operations throughout South East Asia reached their peak, and the greatest ever peacetime re-equipment of the RAAF took place.

By now Butterworth was a major RAAF base. It was an important part, not only of the Far Eastern Strategic Reserve Force, but of the general Western Alliance's opposition to communism. As previously mentioned, communism was well contained in Malaysia by the early sixties, but what had previously been French Indochina, particularly Vietnam and Laos, was becoming a problem. By 1962 Thailand, a SEATO member, was becoming fearful of troop movements in neighbouring North Vietnam and Laos. The SEATO nations of the UK, USA, New Zealand and Australia positioned various forces in Thailand, among them the RAAF's No 79 Squadron at Ubon in Thailand's south-east. These SEATO forces were to act as a deterrent and, failing that, to become a holding force until stronger forces arrived.

Vietnam was the major centre of trouble. In late 1961 the US had sought an indication of Australia's willingness to assist the southern, non-communist, Republic of Vietnam and on 31 March 1962, Ngo Dinh Diem, the Republic's president, officially sought Australia's help to:

> ... prevent it being overwhelmed by massive subversion from Communist North Vietnam backed by heavily increased support from the Communist Bloc.

Australia committed a small force of Army jungle warfare instructors, but by mid-1964 things had gone from bad to worse. Following consultation with the US and South Vietnam, Australia committed six Caribou aircraft, diverting them straight to Vietnam during their delivery flight from Canada. The Caribous began Vietnam operations in August 1964, became famous as 'Wallaby Airlines', eventually evolved into No 35 Squadron, and began the RAAF's involvement in the Vietnam Conflict.

The situation in Vietnam continued to worsen into the 1960s. Australia's contribution grew with the years. In mid-1966, No 9 Squadron with eight Iroquois helicopters was sent as part of a combined Army-RAAF task force, and in April 1967 No 2 Squadron, with its Canberra bombers, was transferred from Butterworth to Phan Rang.

Most of this was yet to happen when the College moved in early 1961, but the need to better understand the South East Asian region and possible operations there was obvious. Lectures, especially from appropriate guest lecturers, would provide much of the background. To add to this background, Doug Hurditch was tasked to update his knowledge on the Far East Air Force and its concept of operations, and to create a new air defence exercise, called Exercise KRIS (named after the Malay dagger with the wavy blade) based on Malaya/Singapore regional operations with allies.

The exercise proved to be both relevant and timely. After more than a decade of fighting guerrillas, Malaya now also found itself facing an air threat the minute it became Malaysia on 16 September 1963.

Malaysia was formed by the federation of Malaya, Singapore (which later withdrew), Sarawak and Sabah (British North Borneo) despite strong opposition from Indonesia. Sukarno, the Indonesian President, called the formation of Malaysia 'a neo-colonialist plot'. Anti-British protests sprang up and, only one day after it was formed, on 17 September 1963, Malaysia severed diplomatic ties with Indonesia and the Philippines, who also opposed the new country's formation.

'Confrontation' began between Indonesia, Malaysia and the regional British Commonwealth countries and forces. The Indonesian Air Force had a number of aircraft, mostly Russian, which could threaten all or parts of Malaysia. The Sabre squadrons in Butterworth, Nos 3 and 77, were put on readiness. Along with RAF Javelins, they eventually flew patrols from Labuan, sweeping over Sabah and Sarawak border areas and other hot spots. Canberras from No 2 Squadron also operated in the North Borneo area. Australian Army troop numbers in Malaysia were increased and four No 5 Squadron Iroquois helicopters were sent for anti-terrorist operations in the Malaysia-Thailand border area.

A failed communist coup in Indonesia in September 1965 led to a major shift of power in Indonesia and the end of hostilities. Confrontation was officially declared over in August 1966, but not before it had caused a serious rethink of Australian Defence policy. This rethink led to an increase in RAAF authorised strength from 16, 628 to 20, 393, and the development of new airfields at Tindal (south of Darwin) and Wewak (in PNG). Perhaps most importantly, it also led to the selection of the F-111, then the only combat aircraft that could reach key Indonesian areas unrefuelled from northern Australian airfields.

Pressure for Tindal was initiated by Pacific War veteran Air Chief Marshal Sir Frederick Scherger in 1959 when he was CAS. Scherger had been a wartime CO at Darwin and, along with other veterans, supported the building of 'bare base' airfields in Australia's north and north west and the optimisation of existing airfields. Improvements to Darwin, Cocos Islands and Townsville in the 1950s, and bare bases at Learmonth, Derby (Curtin) and Cape York Peninsula (appropriately named Scherger) have all resulted from this sensible thinking.

These Pacific War veterans also helped choose the aircraft that re-equipped the RAAF during the 1960s. These included the P2V7 Neptunes to replace Lincolns in No 10 Squadron, P3B Orions to replace the older P2V5 Neptunes of No 11 Squadron, the supersonic Mirages to replace the Sabres, C130E Hercules transports that could fly direct Butterworth to Richmond and provide the backbone of the Medevac effort during the Vietnam Conflict, and the Caribous and Iroquois already mentioned. The F-111s and Chinook medium lift helicopters would be added in the early 1970s.

Along with the decision in late 1959 to stop flying in the five Citizen Air Force (CAF) squadrons, these new aircraft represented the end of the Plan D Air Force. The CAF squadrons were partly staffed by a PAF cadre who made up some 60per cent of each squadron's numbers, including squadron executives and more than half of the pilots. Between them, the five squadrons flew Mustangs, Vampires and Meteors. All three CAF aircraft types were obsolete and unable to match it with modern aircraft, and the decision to end flying in times of tight resources was quite logical. The decision did, however, greatly reduce the number of fighter squadrons and fighter aircraft in the RAAF. In combination with the new aircraft in the 'pipeline' this changed the RAAF's force structure very significantly.

The emerging RAAF would have fewer fighters, but a much larger and more capable tactical transport element (both fixed and rotary wing); a strong strategic transport capability with the C130 Hercules; a modern maritime element with the latest electronic and acoustic sensors; and a strike capability (with the F-111) unmatched in

the area. The maintenance and training bill would increase substantially, particularly in the maritime and strike forces.

In all, the change was very substantial. The RAAF was not only taking a great technological leap, it was also embracing new operating procedures and priorities – particularly with transports and maritime. This brought with it the need for a new understanding of 'air power' in a RAAF-specific sense.

For the emerging RAAF, air power was no longer simply the employment of firepower via aircraft. It was now the much broader use of the air in support of all military activities. 'Firepower' and 'Manoeuvre' are key parts of the Army equation, and very important to Navies. The RAAF was now well placed to contribute to both, either solely or jointly, on land or sea.

In hindsight, a full review of the RAAF's concept of operations and basic air power doctrine was clearly needed. Unfortunately, a review of RAAF air power doctrine presented difficulties – there was no formal, departmentally accepted, RAAF-specific air power doctrine to be reviewed. There was the AP 1300 – the RAF's air power manual – then in RAAF use. It was an excellent document, clear, factual and logical, but it was not officially approved, RAAF-specific doctrine.

It did however, along with practical experience, help develop a shared understanding about air power, particularly among the RAAF's senior officers. In other circumstances, this understanding may have been enough to grow into the new and better shared understanding that was needed. But in this case, structural and cultural factors both got in the way.

The Plan D force, with its five CAF fighter squadrons and relatively small transport element, had left the RAAF with a senior officer corps whose operational experience was often poorly matched to the needs of the new force. There were many more ex-fighter pilots than the new structure needed, good numbers of ex-bomber aircrew, maritime was under-represented, only a handful had operated C130s and very few indeed had Caribou or rotary wing experience. As a result, for well over a decade, the middle and senior ranks – in general terms – had a much better grasp of fighter and strike capabilities, than of transport and maritime matters.

This situation was exacerbated by the more 'clannish' nature of the RAAF in those times. Much more than now, operational matters were seen as the province of GD – the 'General Duties' (ie flying) branch. The further subdivision of GD into fighters, strike, maritime and strategic and tactical transport, created tribes within the GD clan, all with many members who had never worked anywhere else. To some extent this situation is still with us – role complexity and cost factors both drive the RAAF towards role specialists – but today the tribal groups are less insular because of changes to officer training, the broader nature of exercises and general volatility.

But we are talking about the 1960s and early 70s, not of today. I speak from experience when I say that in those times, some senior officers had only a vague idea of how the main operational elements of the RAAF, other than their tribe, did business. Furthermore, this insularity sometimes persisted into the next generation. I recall, in the 1980s, a key two star officer saying that he could not conceive how a

navigator could be a squadron CO if he 'could not fly the aircraft and lead his troops into battle'.

In reality, 'leading the troops into battle' was not a part of the CO's role in these squadrons, and in most cases never had been – they didn't operate that way. With his retirement, the RAAF followed the lead of its allies and introduced navigators as operational COs in a number of multi-place aircraft squadrons. As far as I know, they have done the job just as well as their pilot colleagues.

Some may see this simply as an old navigator venting his spleen, but it is much more than that. It clearly indicates how little some operational elements of the RAAF knew about other operational elements, and that this ignorance was not confined to the operator level. In retrospect, it is clear that the RAAF as an organisation did not adequately come to grips with all the implications of the re-equipment program in the Vietnam era.

That is not to say that much of the change was not well managed. It was. The introduction of the new technology, and the operation of the new aircraft at the tactical level were both well managed. But like previous CAS Jones and his immediate subordinates, the senior executive, for two decades or more, failed to agree and articulate – in terms of concepts and doctrine – the best way to use these new 'air power' capabilities, as an integral part of the ADF (Australian Defence Force), to support Australia's security interests.

The evidence is a little kinder to Staff College. The now Group Captain Doug Hurditch was Commandant in 1968 (22 Course) and was able to make comparisons with his DS days in 1962. The first full-time Commandant – not also being OC Base like his predecessors – he was pleased to note that the course material, exercises and other activities had been progressively updated, so helping DS and students to better understand the new capabilities and probable modus operandi of the rapidly changing RAAF.

This understanding could be enhanced by the long-standing policy to encourage students to pursue knowledge outside the set curriculum – a practice he actively encouraged. Two students earned a chat with the Commandant for not making the most of their opportunities for private study, but most students liked this aspect of the course and took advantage of it to fill gaps in their knowledge.

However, there was no element of the course in which 'air power' in the context of the emerging force structure was formally addressed. Visiting lecturers from Operational Requirements outlined what was in the 'pipeline' and operationally focused exercises were held, but nowhere was everything drawn together into some sort of concept of operations with a broader definition of 'air power'. This last comment is a statement, not a criticism. It was not Staff College's job to define the RAAF's concept of operations – much higher placed people were charged with that task.

Staff college was, after all, mostly about staff work, not grand strategy. As Doug Hurditch is quick to point out, it provided (and still does) the first step only in the creation of strategic thinkers and commanders. Other higher courses are the main

shapers of strategic thought, along with experience and the mind-set of the senior officer corps – which, in this case, often included a restricted definition of air power.

This mindset made for frustrating times for those from the transport and maritime areas. Much more importantly, it also made future arguments for resources, and eventually ownership and control of aircraft (particularly the helicopters) very difficult to win.

Arguably, Staff College could have been used differently during this period. While that may be true, it is also true that Staff College did its assigned task quite well in changing times. It provided students with the background facts, and a forum for the necessary thought and discussion. Thus, if nothing else, it did at least alert students to the fact that they were entering a new world, a world with some important new rules and priorities.

All of which proves two things – there are limits to what staff training can achieve, and new knowledge is often only fully appreciated by those operating in a new paradigm – and the RAAF had too few who were.

Staff training does not, of course, only attract those seeking a new paradigm. Some have much more mundane aims. Squadron Leader J.S. (Jim) Wilson, AFC, AE (now Group Captain Ret'd) did staff training only because he was told he would not be promoted without it. A wartime pilot, he had flown Liberators, but had spent almost all his career as a flying instructor, much at Central Flying School (CFS) where he flew as a Flight Lieutenant instructor, flight commander and eventually CO. A twelve year Squadron Leader, he joined a number of other similarly inspired students on No 17 Course in 1963 to create the oldest course yet held, with an average age of 42.

Squadron Leader Jim Wilson, 17 Course, during a lighter moment on a course he later described as 'purgatory'.

Essentially a conscript rather than a volunteer, he has few happy memories, finding the course deficient in many ways. The most serious lack was too little emphasis on practical leadership and management skills. He suspects staff training improved his writing skills but is unsure, rating the usefulness of the course to him as 'not worthwhile, something to be tolerated for promotion' and the overall experience as 'purgatory'. This assessment may have been influenced by an early attempt at humour in an assignment 'going over like a lead balloon' and drawing a curt response about 'tone and level'. Promoted off course, he became CO Base Squadron in Edinburgh, and eventually OC East Sale, but doesn't recall applying anything he learned.

The experience was not entirely wasted, however. He enjoyed the social side of things, made new friends and enjoyed some of the extracurricular activities on visits, particularly those of an ad hoc nature after dinner. He recalls a fellow student at the Army Staff School at Portsea being held by his ankles so he could add an 'R' to the second storey high 'AAF' sign on the side of a building. The Army were so impressed by this feat of daring that no complaint was made.

Less well received was the incident involving the portrait of Lord Nelson described so well earlier on by David Smyth. The Commandant, Group Captain Keith Bolitho, addressed the entire course, suggesting that those responsible were little better than 'louts'. He did, however, show a soft side (for which he was well-known) arranging for the portrait to be returned by the US attache who was visiting Nowra on duty, so exempting the guilty from the need to personally return the painting to the Nowra base commander – a task that would have tested their nerve and diplomatic skills to the full.

(Visits to NAS Nowra did not begin again until five years later with 22 Course. Before departure the DS in charge insisted that each student re-read 'Customs of the Service' and pointed out that, given the still delicate state of RAAF/RAN relations, transgressions simply could not be tolerated. Ted Ilton, of 22 Course, has proudly written: 'Needless to say, we were on our best behaviour ... when visiting Herself's Naval Shore establishment at Nowra.')

Jim Wilson also improved his vocabulary at Exercise LEXICON, the word meaning tests held to start each day. Through these tests he discovered that:

- 'axiomatic' is not an automatic gear shift
- 'placebo' is not a town near Thredbo
- 'heuristic' is not a French clock watcher, and
- 'redound' is not a red setter.

With this new knowledge he graduated, having reached the required standard on a course that suspended one student mid-year for failing to do so. On graduation, the Commandant told him he had 'done an excellent job considering his background', a comment he took as a compliment.

Two courses later, (19 Course, in 1965) Squadron Leader Trevor Owen (now Air Commodore Ret'd), had a much more positive experience. A bomber navigator, he had flying tours on Lincolns, Canberras and F-111s, so encompassing three generations of bomber technology in one flying career. Overall he judged the course as of 'patchy' usefulness to the RAAF – for some students there was too much 'learning to suck eggs' as familiar ground was gone over.

From an individual perspective, the course provided very good background and was most useful to him in the project coordination job he went to off course. Like most others, he enjoyed the social side of things, made lasting friends and established a very useful network that he drew on in his new job. He is very positive about the four syndicates he rotated through, finding them to be excellent discussion forums that led to much improved understanding about many things.

Air Commodore A.D.G (Garry) Garrisson, OBE (Ret'd) was Commandant for 19 and 20 Courses and recalls being well satisfied with the course. A student of 8 Course, he considers the move from Point Cook to have been positive, particularly with respect to ease of access to the College and the quality of visiting lecturers. His strongest memories, however, are for the first overseas visit by the College which took him back to some of his Pacific War operating areas in Papua New Guinea. A pilot and armament specialist, he had served with 9 Operations Group, providing armament support to aircraft at Port Moresby, Milne Bay and other regional bases, and routinely flying on operational sorties to flight test and trial armament systems in various aircraft.

This background gave him a good appreciation of the environment of Papua New Guinea and surrounds with its combination of towering mountain ranges and tropical weather. It was, however, an 'eye opener' to most students who, despite all they had heard and read, were still surprised 'how tough the country was.' He believes this first hand experience was invaluable, and is not critical of the students' prior ignorance, recalling how no lesser general than Douglas MacArthur had underestimated just 'how tough the country was' some years before.

The 1960s continued to reshape the RAAF. A progress check in 1968 shows just how much things had changed in a decade. The re-equipment program was by now well advanced, with C130E Hercules, Mirages, newer Neptunes, P3B Orions, Caribous and Iroquois helicopters on the scene. Six squadrons were based in South East Asia – Nos 3 and 77 with Mirages in Butterworth; No 79 with Sabres in Ubon, Thailand; and No 35 with Caribous, No 9 with Iroquois, and No 2 with Canberras in Vietnam.

Back home, the change most obvious to Staff College students was the basing of No 5 Squadron at Fairbairn. Responsible not just for Army support, but for all rotary wing training, it was big and busy. The 'wocka-wocka' of helicopters in flight was commonplace, along with the practice auto-rotations that seldom failed to grab the attention of everyone within visual range.

As mentioned, when Doug Hurditch became Commandant in 1968, he was pleased to note the progressive updating done to keep up in these rapidly changing times. This process was further enhanced by the recent setting up of reciprocal visits with the RAF Staff College. Accompanied by Wing Commander H.K. Parker (later an Air

Vice-Marshal), a member of the DS, Doug Hurditch visited Bracknell and called in at the Canadian Staff College on the way home. A number of useful changes resulted from the better 'world view' that ensued.

Another positive change was the beginning of normalisation of relations with Indonesia following the ending of Confrontation. A Staff College to Staff College visit during 1968 was held – the new regime in Indonesia apparently saw this as an appropriate way to break the ice. The Australians were well received, and to their amusement saw that the Indonesian students had just completed the RAAF's exercise on 'The Fakir of Ipi', based on an original RAF exercise, which was based in turn on RAF bombardments of the Khyber Pass with Westland Wapitis in the early 1930s. The account of this incident does not say if the Indonesian staff solution was the same as the RAAF one, or indeed, the RAF one!

Doug Hurditch was also happy to note that some things had changed little with the years. In particular, he liked the eclectic mix of DS and students with often quite different backgrounds, and the general conduct of the course with its syndicates, discussion periods and generally 'adult' approach to learning.

This last factor has always been something of a bone of contention. After all, just what constitutes an 'adult' approach is, to some extent, a matter of opinion. As a student on No 22 Course, Squadron Leader K.J. (Ken) Tuckwell (now Air Vice-Marshal Ret'd, and the President of the Staff College Association) found that in some things his definition of 'adult approach' did not match that of the college. A RAAF College graduate with a fighter and instructor background, he had flown Vampires, Meteors, Sabres and Mirages, been PA to the Air Member for Personnel and run Wing Operations in Butterworth (a staff job with a bit of flying on the side). He would get to fly the F/A-18, and go on to a number of higher staff and command appointments, including Commander IADS (the Integrated Air Defence System) in Butterworth with Five Power responsibilities.

Although he considers the course 'did the job' of honing staff skills and generally broadening students, he feels that too much, particularly in the early stages, was too basic and could have been shortened considerably. English Expression was especially galling, concentrating on basics like spelling and sentence construction with a student body who had already demonstrated a far higher standard to qualify for staff training.

Even more annoying was the pedantic approach to certain uses of English that laid down strict rules, yet did not distinguish between style and grammar – ie, between opinion and fact. This approach was not confined to Staff College. It bedevilled RAAF officers for years, obliging them to obey such sillinesses as only using linking words like 'however' at the beginning of a sentence, but never in the middle, or, what was even worse, at the end. The sort of nonsense Winston Churchill had famously declared he 'would not up with put', this matter of style (with no grammatical validity) became law to a generation of RAAF officers – so much so, in fact, that the expression 'however, comma' became part of the vernacular.

The requirement to 'live-in' three nights each week also irked, not just because much of their evening study could have been done elsewhere, but also because the accommodation was substandard huts. Freezing cold in winter, the huts had paper thin

walls and were carefully aligned to ensure the warming effect of the winter sun was minimised – a sort of Feng Shui in reverse. The need to submit typed work, even from non-typists like himself, added further to the frustration level.

There were however, some very important pluses. The visiting lecturers and the visits to industry were highlights, exposing everyone to knowledge, discussion and environments they quite simply would not encounter during everyday RAAF service. Like many before and since, he enjoyed the syndicates which taught him not just facts, but more about how to work effectively with others.

Overall, Ken Tuckwell seems to have found staff training a bit like the curate's egg – only bad in parts – but his major criticism in retrospect perhaps has more to do with the times than with the course itself – ie, there was too much concentration on staff work, and not enough on running the RAAF as a fighting force. It is a criticism that could have been levelled much more widely, and one that could only be countered by change over which staff college had little influence.

One man who worked hard to bring about the necessary change in later years was Air Commodore John Chesterfield, AM, MID (Ret'd), a fighter pilot who had joined 22 Course from a ground job running base support for No 2 Squadron in Phan Rang, in Vietnam. He would go on to work in the Directorate of Personnel-Officers, be CO of a helicopter squadron (No 9 Squadron), and become a Joint Warfare expert and enthusiast, Commandant of Staff College, and OC Townsville.

But at the moment, he found himself a Staff College student who shared many of Ken Tuckwell's frustrations regarding the balance of staff studies and understanding of the RAAF's operations. It was not that the course did not do its assigned task quite well. Indeed, John Chesterfield believes it greatly improved students' knowledge and mental skills, and found the skills he developed in analysis and working from a base of authenticated facts useful for the rest of his life. But, he feels, with little extra effort, it could have been much more useful to both the students and the RAAF.

He found the basic, at times pedantic, approach to English counter-productive, as it was not only unnecessary, but often seemed to place more emphasis on style than substance. (I believe many have shared this view over the years – I certainly do). But his biggest frustration was that assignments were not aligned to the contemporary Air Force. In rapidly changing times, the RAAF had many real life problems for which students could help provide real life solutions. In what today is called a 'Win-Win Outcome', this would have provided better training for the students who would work with real, rather than artificial problems, while also giving the RAAF high quality staff inputs to problems for little or no extra cost. When you consider that the majority of students come to Staff Course with 10 to 15 years experience, much of it still current, Chesterfield's frustrations at what he saw as a missed opportunity for the RAAF are understandable.

As Commandant a decade later, John Chesterfield tried manfully to rectify this 'missed opportunity'. But there is much to discuss before we look at what he did and what resulted. To begin with, there are the memories of Wing Commander Ted Ilton, another 22 Course member, to add further to the 1968 progress check of the RAAF and its Staff College.

Ted Ilton began his RAAF career as an airman telegraphist, worked on his education and was commissioned in 1953 as an Administrative Officer. Selected for Staff Course as a Squadron Leader, he enjoyed 'one of the greatest years in my 30 year RAAF career' and later became the driving force behind formation of the Staff College Association. It is not stretching things too much to say that without Ted Ilton's efforts, this book would not have been written. That aside, let's look at what Ted Ilton remembers about his 22 Course days. Though excited at being selected, his first thoughts were that he had a long and hard road ahead. The only Administrative Officer on course, and only the 12th ever selected for staff training, he reasoned that his limited formal education and 'blunt' background would put him at a disadvantage with 'fly boys, most of whom were five to ten years younger than me.'

As it was, the well known tale about the old bull and the young bulls seems to have applied, with Ted Ilton as the old bull. Furthermore, his cause was helped initially by the DS treating everyone equally, by assuming for the first three months or so that no-one knew anything. The initial settling-in period was hard work. No 22 eventually gave themselves the (not exactly modest) title of 'The World's Most Experienced' but in the early days felt they were 'UPs' – ie Un-Persons – in the eyes of the DS.

Two factors made life just that bit easier. Firstly, 22 Course was the first to be given an 'A' grade posting with full removal entitlements. This enabled the married members to be with their families on Wednesday nights and at weekends, providing a welcome change of atmosphere. Better late than never, this decision finally laid to rest a problem identified almost 20 years before during the early days at Point Cook.

Lieutenant Colonel Harry Witt, USAF, who provided comfort to a syndicate of 'UPed' students on 22 Course.

Next, to quote Ted Ilton: 'The other saving grace for our syndicate (6 of us), for the first 3 months at least, was the daily and comforting presence of USAF Lieut Col Harry Witt (on exchange) as our Syndicate Leader. He was a student on 21 Course the previous year and was well conditioned for the need for empathy with we "UPed" lot. Not only was he sympathetic and a wonderful man-manager, he was also one of the famous "Yanks In The RAF" during the Battle of Britain days. (Quite colourful to see his USAF wings and gongs on the left breast of his best blues (greys?) and the added balance of the RAF brevet and gongs on the right. He was too nice a person to even consider dubbing him a "Walter Mitty").'

(Harry Witt was also well appreciated within his own Service. Only two years after his return to the US, he was back in Canberra as a full Colonel and the Military Attache.)

Ted Ilton also reminds us of the 'assignment side of the syllabus where individual efforts were required to meet deadlines at different times of the year – last minute cramming – midnight oil – 60 cigarettes a day etc. The 'red-ink apprehensions' with DS comments on a 30 page paper reduced to one large comment in red at the top of the first page, including one classic I saw – 'Barely satisfactory but soundly so'.

Another one I saw was during our visit to Queenscliff (to the Army Staff College). We arrived mid-morning and our entry into the 'common room' area coincided with the handing back of assignments through the student's mail pigeon holes. One young major after reading his front page assessment shouted with joy when he sighted the big red 'Good'. However, this was quickly followed by an almost deathly moan when an asterisk after Good led him to the bottom of the page where it read 'after Good read God!'

Ted Ilton's experience was by no means unique. Five years later, 27 Course recorded some of their more memorable DS comments for posterity. These included:

- 'Don't let the red ink bother you...'
- 'You're very close to a very good paper!
- 'Your paper reads clearly, however, I have been somewhat mystified...'
- 'Excellent, as far as you took it.'
- 'I still can't follow what you mean so one of us is not reasoning properly (do you want to bet which one of us it is?).'

And finally, one that left the recipient in no doubt at all of how the DS felt:

- 'This is a rather incoherent and poorly reasoned paper based on virtually no substantiated material.'

Author's note: I am reminded of a DS comment – not to me I hasten to add – 'Your work is both good and original. Unfortunately, the good bits aren't original and the original bits aren't good.' He had borrowed it, which meant that it too wasn't original, but few denied it was good.

Ted Ilton found the presentations by visiting lecturers were 'generally very well received by us', and that 'visits to other RAAF bases and to elements of other Services and Industry were particularly enjoyable both from a general interest viewpoint and for the opportunities for each of us to regain – albeit for a short while – the mantle of our individual professionalism and military speciality'.

He has no doubt his English improved markedly, although it 'still contained an element of verbosity... I can remember dear old Harry Witt labelling me as one with a

"definite predilection for prolixity". (He even said that before he did Staff College he would have expressed the same thought as "having diarrhoea of the mouth".)'

By the end of the year he was glad it was over, but considers 'there was little doubt among each of us that we were better versed and more able to perform with reasonable success, senior staff and command appointments.'

Through today's eyes that good result was achieved despite some rather odd approaches to learning that had crept into the RAAF over the years. Ted Ilton's 'Un-Persons' experience, and the frustrations of his fellow students with English, highlight a tendency throughout the RAAF in those days to treat students, irrespective of rank, as recalcitrant children. While the large majority of instructors and DS were helpful and professional, this strange training culture allowed free rein for the odd pedant or bully to assert his superiority over mere students (who were often the same rank and just as smart, or smarter, than he was).

Thankfully, this nonsense was consigned to the trash can of history years ago, but it was still alive and well in 1971 when Hans Roser (now Air Vice-Marshal Ret'd) was on 25 Course. A RAAF College graduate and fighter pilot, he found RAAFSC to be 'pretty much a waste of time – far too much English' for someone with his education. His frustration at having to endlessly 'suck eggs' was made worse by an assessment system that emphasised the permanent gap between students and DS, irrespective of the quality of student work. On one essay, Hans Roser received the comment: 'If we ever gave an 'A', you'd have got one'. What an odd way for one educated adult to treat another.

Fortunately, while this type of silliness too often detracted from the RAAFSC experience, there was usually much good to more than balance it out. As we have seen, despite being 'UPed', Ted Ilton had a big year in 1968 as he savoured the Staff College experience. 1968 was also a big year for many other Australians, but for a very different reason. This was the year that the anti-Vietnam protest marches in Australia really took off. Rallies in big cities like Sydney were now attracting more than 100,000 people.

In some ways the marches were an extension of a much broader social trend, a rebellion by the youth in the affluent West against what they saw as boring uniformity and unwarranted restrictions on individual freedom. For many, the war provided a focus for rebellion, particularly against conscription, but usually within a grab bag of related broader rebellion against 'the establishment' – be it the government, dress standards, sexual behaviour, drugs, work, or just about anything else their parents' generation had established standards for. Bob Dylan sang: 'The times they are a'changin''. People everywhere agreed with him, some in hope and some with dread.

And change there was. Some was very positive, bringing about improvements to civil and human rights throughout the Western world that have now become entrenched, in theory at least, if not always in practice. Some, like the retreat into sex, drugs and rock 'n' roll, fed an enduring and still growing drug subculture with nothing to commend it, and produced some of the worst noise ever to pass for music. Some, like the weird dress of the times, eventually led to the much more casual approach to dress we have today, and also created a generation whose family albums are filled with photographs

of them posing in amazing sartorial splendour, much to the amusement of their descendants who now often dress almost entirely in shapeless black.

But the biggest change of all was the anti-Vietnam peace marches which attracted huge numbers who had never publicly protested anything before in their lives. Many things fed this feeling, but two were stand outs. Firstly, there was organised protest, often led by University academics with Marxist or anti-American (or both) sentiments. This protest stressed the nationalist element of North Vietnam's aims, and almost totally ignored the fact that the communist North was invading the non-communist South to impose Communism on a reluctant population.

Now that the Cold War is over it is sometimes difficult to recall the mind sets of the time. Unlike today, Communism was still a powerful force in the world, practically, ideologically and emotionally. Its influence pervaded every country in the world, including the prosperous and capitalist West. Tens of millions had been killed in its name in the Soviet Union, China and elsewhere, and the Gulags, secret police and institutional lies were known realities – but somehow the attraction to millions in the West remained. Indeed, Communism did not become a largely discredited ideology until some 20 years later.

Nevertheless, it is difficult to see how Western pro-communist academics managed to ignore the obvious for so long – ie, that while Communism has some superficial theoretical attractions to many, it is in practice a very bad way to organise human society. Communist dictators – Stalin, Mao, Pol Pot etc – collectively killed greater numbers of their own people, directly or indirectly, than were killed by World War Two. Furthermore, Communism not only greatly restricted human rights, but also inflicted unnecessary poverty on its people and frequently wrecked the environment. That so many otherwise clever people in Universities ignored these facts for so long says much about their academic standards.

The other major feeder of protest was much more valid. The war was going nowhere and the cost, both human and financial, was high. By the late 1960s, the allied governments were all looking for a way out without too much loss of face. In June 1969, President Nixon announced the withdrawal of 25,000 American troops, and with it the intention to scale down their combat forces in Vietnam. In the end, as everyone knows, the allies progressively handed over to the South Vietnamese who were eventually defeated.

But before that had happened, a trend that would impact on most Australian servicemen until well into the 1980s was emerging. Strong anti-war sentiment throughout much of the community was translating into anti-military feeling, sometimes directed specifically at individuals in uniform. It was useless to point out that you don't prevent fires by sacking the fire brigade – and, furthermore, there was no international fire brigade to look after us if we didn't help ourselves. Throughout Australia, many people had assumed the moral high ground and were not about to be swayed by facts and logic. To them, Service Personnel were part of the problem, not part of the solution, and so morally inferior.

This widespread anti-military sentiment became a major shaper of the RAAF for many years to come. Such was the impact, that not only did many civilians question

the appropriateness of a military career, but many already serving, or contemplating serving, did likewise. This meant that for many the Air Force was not an attractive place to be during the 1970s, despite all the shiny new kit. And what affected the RAAF, eventually affected Staff College.

CHAPTER FIVE

LIVING IN THE SEVENTIES

On 8 March 1970, Group Captain D.W.(Dave) Colquhoun, DFC, AFC, completed his second time as Commandant. He handed over to another highly decorated man, Group Captain P.F. (Peter) Raw, DSO, DFC, AFC to take Staff College into the 1970s.

During that decade, change would continue to reshape the RAAF and its operating environment. Australia would withdraw from Vietnam, British forces would leave Malaysia and Singapore, the re-equipment program would end, UN duties would see Caribous in Kashmir and Iroquois helicopters in the Middle East, and the RAAF would be part of an Australian society in which many established values and practices were vigorously challenged.

But in January 1970, when 24 Course began, most of this was still in the future. No 24 Course counted among their members a future CAS, Squadron Leader I.B. (Barry) Gration; a future Air Vice-Marshal, Wing Commander Peter Scully who had recently been CO of No 79 Squadron and overseen the withdrawal of the squadron from Ubon in Thailand; the usual mixed bag of RAAF students and the now established representatives from Army, Navy, RAF and RNZAF.

Also on course was Squadron Leader Ken Sharpe, an Education Officer recently returned from a tour in Butterworth. He would later serve on the DS, lecture in English and Logic, work in the OETC team and, in all, complete eight years at Staff College. As someone with a support background he found the course enjoyable and very useful, giving him a much broader view of the RAAF than he had acquired as a specialist educator. The students were a varied group with a varied approach to their lot, but most gave at least grudging acceptance of the need to take, what Ken Sharpe believes was, 'a critical transition step' for almost everyone.

He remembers the Navy and Army students well, but for different reasons. Commander R. McKenzie, an RAN naval aviator, was airborne when his carrier collided with another ship, providing him with some unexpected problems which, as his presence on the course attested, he had obviously solved successfully. Major E.H. Stevenson was a commando with a love of golf and a handicap near scratch. When faced with an assigned five minute talk, he naturally enough chose golf, beginning his talk while bouncing a golf ball up and down. Stopping suddenly, he placed the ball on the floor, selected a three wood and drove the ball with great force straight down the centre aisle. Everyone ducked for cover as the ball shot off the club face, only to watch it perform a lazy parabola and land well short of the back wall – Stevenson had palmed the real ball and substituted a hollow, perforated plastic practice ball in its stead.

The End of and Era

(A No 2 Squadron Canberra taxis back into the lines (with all the aircrew) at Phan Rang after the Squadron's final bombing sortie in Vietnam, bringing to an end 13 years of Canberra operations in South-East Asia)

The now established visit to the Indonesian Staff College at Bandung provided a welcome break. As expected, being able to visit a neighbouring country and compare notes with officers of a different Air Force proved very interesting. However, for many the most memorable aspect of the visit was the contrast between the splendid buildings of the Indonesian College and the much more modest, wartime leftovers back home.

Ken Sharpe found the DS to be good quality and helpful. Operational factors were well covered for those, like him, with a support background. One feature was a half hour briefing on the Vietnam Conflict given each Friday by a different student and covering all aspects of the war, not just Australia's involvement.

By now, the US troop reductions from Vietnam were well advanced and a process of 'Vietnamisation' was underway to prepare the South Vietnamese to 'go it alone'. Australia's withdrawal from Vietnam was more and more a matter of when, rather than a question of if. Finally, on 30 March 1971, Prime Minister McMahon announced that No 2 Squadron and three Caribous of No 35 Squadron would withdraw. On the morning of 4 June 1971, No 2 Squadron's Canberras took off for Darwin, having completed more than thirteen years overseas.

The Australian Task Force was now down to two battalions, the 8th Battalion, RAR, having returned home without replacement. No 9 Squadron and the remains of No 35 Squadron were left in Vietnam to service the now smaller Task Force. On 18 August 1971, the Prime Minister announced that Australia's six year combat role in Vietnam would end soon. The helicopters arrived in Amberley on 19 December 1971, the Caribous in Richmond on 26 February 1972.

This ended the Vietnam era for Australia and the RAAF. It also reduced the number of RAAF Squadrons in South East Asia to two – Nos 3 and 77 – and a Dakota transport flight, all in Butterworth. Shortly after, the Dakotas in the transport flight were replaced with Caribous.

By 1970 the British had also largely withdrawn from the region, handing over their bases to Singapore and Malaysia. To the surprise of most RAAF personnel, Butterworth was also included. Ownership of the ex-RAF base had not been transferred to Australia when the base was modernised by the RAAF in the mid-1950s. Instead, it was leased from Britain for a 'peppercorn' rent. Thus, with the British withdrawal, Butterworth automatically transferred to Malaysia, and on 31 March 1970, the base was formally handed over.

The British withdrawal also prompted a rethink of regional defence arrangements and in November 1971, Australia entered into a Five Power Defence Arrangement (FPDA) with Malaysia, Singapore, New Zealand and Britain. Under the FPDA, Australia maintained its aircraft in Butterworth, with regular deployments to Tengah, in Singapore. Regional Air Defence fell under the control of the Integrated Air Defence System (IADS) using Singaporean, Malaysian and Australian aircraft based in the area. These locally based aircraft were augmented by detachments from Britain, New Zealand and Australia for exercises.

(Both the FPDA and IADS have stood the test of time and are still an important part of Malaysian and Singaporean regional defence, albeit with RAAF detachments of fighters since the final withdrawal of RAAF fighters from Butterworth in 1988.)

In the meantime, the last components of the re-equipment program – the F-111s and the Chinooks – had both run into snags. The F-111 had been ordered in 1964 for final delivery in early 1967, but problems with the wing carry-through box (the bit that allows the wings to 'swing') and some engine problems had produced major delays. There were also serious cost overruns. The cost of the Sydney Opera House construction was also rapidly escalating, prompting some wag to define 'National Disaster' as a squadron of F-111s crashing into the Sydney Opera House.

F-111 aircraft of Nos 1 and 6 Squadrons
(Official RAAF Photography - Crown Copyright Reserved)

The ageing Canberras had fatigue problems and were no longer suitable for the strike role, but were kept on for photo reconnaissance. To plug the gap until the F-111s arrived, 24 Phantom F4Es were hired, arriving in Australia in September 1970. The introduction of the F4Es was relatively quick and smooth and not seen by most as anything special – an indication of the project management, technical and operational skills and standards of the RAAF in those times.

The Chinooks were ordered in August, 1970, but were delayed by engine problems and did not all arrive until April 1974, to bring to a close the re-equipment program and set the RAAF's force structure for many years. P3Cs and C130Hs would arrive in the late 1970s, bringing with them improved capability, but not greatly changing the

structure. The challenge now was to manage the re-equipped RAAF in an Australia largely ambivalent about Defence, and at times openly hostile. The technical and operational challenges had been well met. The rapidly changing social setting was, however, a new and different kind of challenge.

Unfortunately, in the early stages, things got off to a bad start. What was needed was a re-examination of the RAAF's core values, and definition of the professional and behavioural standards needed to optimise the new aircraft within the context of a rapidly changing Australian society. Instead, the main issues became haircuts and dress in the mess.

Airmen, whose short hair made them stand out like the proverbial sore thumb in any civilian crowd, were charged for not having their hair even shorter, and young officers were denied entry to messes for wearing coloured civilian shirts (instead of white ones) and leather jackets (then very de rigueur and usually quite expensive). Meanwhile, in a number of locations, these same men and their colleagues were wearing civilian clothes to and from work to avoid harassment, and donning wigs when mixing socially with civilians to disguise their occupation.

All in all it was an interesting time for the proverbial flies on the walls. In effect, in a classic confusion of trappings with ethos, some well placed senior officers were implying that short hair and white civilian shirts were basic to the maintenance of military standards and traditions. Not surprisingly, the younger elements of the RAAF were largely unable to see the connection between the dress and grooming standards of the past, and the running of an effective modern Air Force. Fortunately, some wiser old heads took action and helped relieve the pressure.

One such leader was Air Commodore E.T. Pickerd, OBE, DFC, a wartime navigator, a DS with 12 Staff Course and, at the time, OC Edinburgh. His son with, in Pickerd's own words, 'hair like a Yak', provided an insight into the environment many younger members entered when off duty. Ted Pickerd approved relaxed hair styles at Edinburgh on the understanding that regulation cuts would be worn for important occasions like the Air Officer Commanding's annual parade, and successfully pressured the Mess Committee to modernise their dress rules. These simple measures greatly defused the situation, and the more relaxed Edinburgh hair cut eventually became the model for a new style approved throughout the RAAF. The mess dress issue took much longer to resolve, and one of the great frustrations of travel within the RAAF during the 1970s was not knowing what you were allowed to wear in the mess you were visiting.

Under such circumstances – and I speak from experience – it was sometimes very difficult to convince intelligent young people thinking of leaving the RAAF to serve on. Educated in a system that encouraged questioning minds, few saw the Air Force as a progressive organisation, with its eye firmly on the big picture. Instead, many saw the RAAF as too rigid and conservative. Perception was reality to many, and during the 'haircuts and white shirts' period the RAAF lost some very good young people who might otherwise have stayed and made positive contributions.

During these times, a friend of mine brought his son to the mess for a congratulatory beer, the young man having turned eighteen and done well in his final exams. The

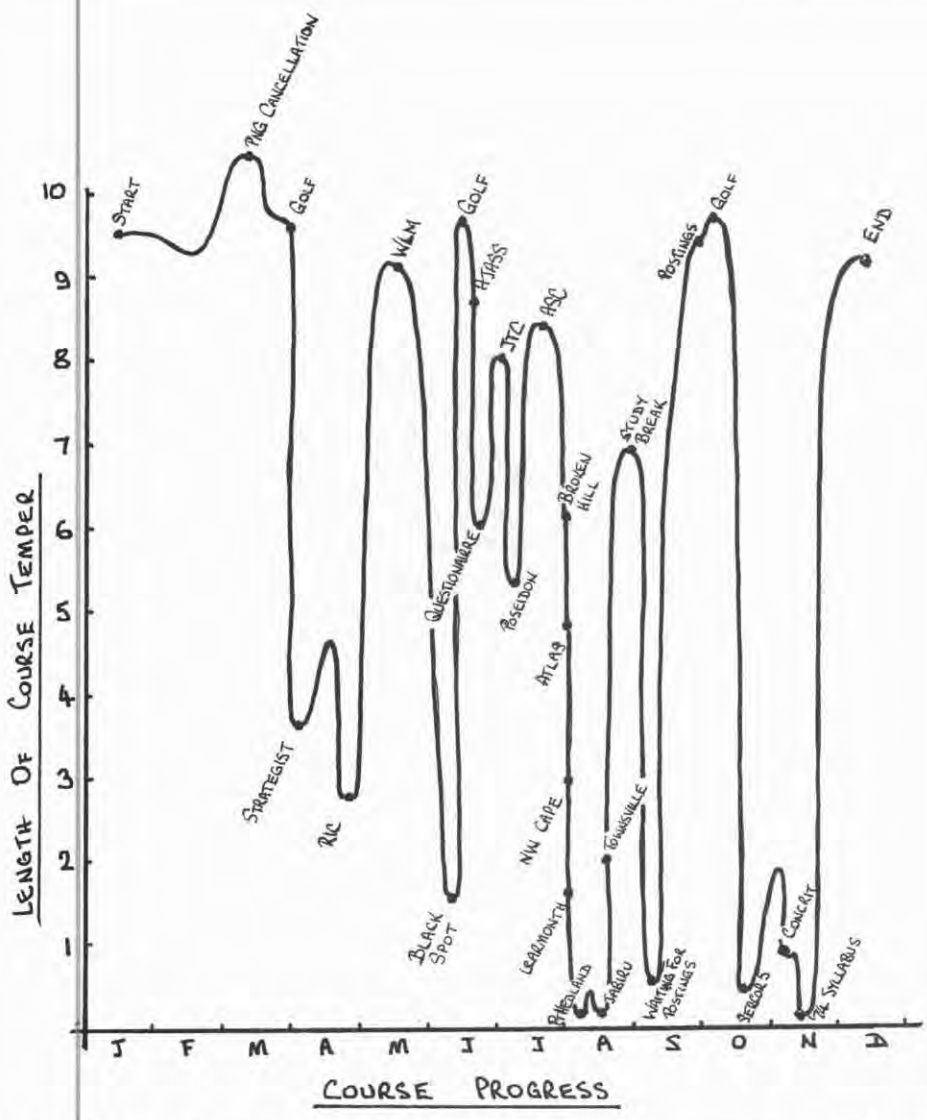
successful young scholar later described the experience as 'like a World War Two movie, but in colour.' Oh to see ourselves as others see us.

Most of the Air Force has its tales to tell from this period. 'Pic' Pickering recalls, however, that when he took over as Commandant in January 1973 for 27 Course, haircuts and white shirts were very low on the Staff College agenda. Quite simply, Staff College had bigger things on its mind. The now Group Captain Pickering arrived to a course that had just been 'recast'. Management study had been increased, the operational focus maintained (with helicopters included) and the approach to English Expression adjusted to acknowledge that all students had passed the qualifying course and could write. He found the DS competent and enthusiastic, the students better educated than in his student days, and that the full-length, recast course reflected the fact that 'thinking generally had moved to a higher level.' In all, he believed the two courses run while he was Commandant were both very good and of high value to the RAAF.

His long RAAF career, which recently had included command of the large Butterworth Base Squadron with its staff of 3,100 (1,200 RAAF, 1,100 RAF and 800 Locally Employed Civilians) and a staff job as Director General – Personal Services fighting for pay and conditions, had well prepared him for the job, which he rated highly and enjoyed. He took a 'hands on' approach in the first year, attending lectures and entering into discussion, but finding himself 'getting too close' he stepped back a little in year two.

The 'haircuts and white shirts' issues and the other post-Vietnam, flower power, alternative life-style, anti-military type issues had little impact on him as Commandant. Some in the student body, however, had clearly been spurred by similar issues and general disquiet with RAAF management in these changing times. He remembers strong critics among them, ready to challenge the organisation and 'forthright in what they saw as failings'. Believing the RAAF had 'been through testing times' Pickering saw this behaviour as 'healthy', and gave well received encouragement to the DS to create a forum for positive criticism, while concentrating the focus onto practical lessons learned in the field.

Other reflections include the fact that despite their degrees, the tutorial course had not taught some science and engineering graduates to 'get out of the weeds'. Some struggled with 'level' initially, but all did well as the course progressed and the requirements became clear to them. Similarly, some non-tertiary students at first had to work very hard just to pass, but they too improved with time and all eventually 'passed with flying colours'. Furthermore, despite the widespread challenging of the system, not everyone reacted positively to new knowledge that would help them better understand and run that system. Management studies, in particular, produced the full spectrum of response – from open scepticism, though neutrality to acceptance and support. Better received was the steadily building graph (see over page) of student reaction to each week compiled by a student, Wing Commander Col Spitzkowsky, which drew widespread interest.



Graph of 'Course Temper' compiled by Wing Commander Col Spitzkowsky during 27 Course.

One memorable event was the two day visit to Broken Hill for meetings with both management and labour in that famous mining town. The presentations by management on the first day were interesting enough, but it was the Barrier Industrial Council (BIC) the next day that really got the interest of the course. Few students had ever met a union leader, let alone union leaders like those who ran the BIC. Closed shops, allowing only union members to work, were then common in Australia. The BIC were a whole level more powerful than that. They virtually controlled who lived in Broken Hill, let alone who could work where. What today would be termed a 'culture shock' for most was, in fact, well received by the course who now had a new understanding of the often facetiously used phrase: 'come the revolution'.

Commandant, Group Captain Pickering, with a Barrier Industrial Council official during 1973 visit to Broken Hill.

Following Vietnam, Defence policy emphasis shifted to 'Defence of Australia' rather than 'Forward Defence', but just how this would work took time to clarify. Concepts like the maintenance of a 'Core Force' acting as an expansion base became vogue. The just re-equipped RAAF argued for a 'balanced force' – something the RAAF had just created – and put forward an associated concept of operations. The Department could not agree with the RAAF's concept of operations, and the issue languished.

In all, Defence of Australia had little operational impact on the RAAF, which continued to operate its new fleet much as expected. The main impact was on future ADF force structure and equipment decisions. As the RAAF had just been re-equipped, the impact here was also quite small. But for Staff College students (and many others) the impact was significant – they had to ponder how to structure a force to defend an Australia that faced no direct threat. A nice problem to have in some ways, but a brain teaser just the same.

Another major issue of the times was the wholesale reorganisation of the Department of Defence following the election of the Whitlam Labor Government. This change was often called the 'Tange Re-org' after Sir Arthur Tange, the then Secretary of the Department – he had headed the review and subsequent changes that placed the three previously separate Service Offices under one coordinating body and a single Minister. 'Pic' Pickering was not alone in the view that this created 'a big and cumbersome Defence establishment, about which there were grave doubts it would operate effectively in wartime'. This view was shared by many in the DS and student body, and when the Secretary visited the college to explain his handiwork, question time was invariably 'spirited'.

No 27 Course knew their Commandant's feelings on the matter, and at the end of course presented him with a course photograph, with Sir Arthur Tange's portrait on the back to ensure 'he would never turn their picture to the wall'.

The student assessments were still progressively compiled throughout the course, drawing on a range of activities and a consensus of DS views. The end of course reports were confidential, but 'Pic' Pickering insisted students read their reports in his presence. The response from students was mixed, some preferring ignorance.

In reality, unless the report contained serious criticism, it probably had little affect of the recipient's career. Personnel staff tended to view Staff College 'as a sieve, not a polisher'. Although end-of-course reports were placed on individuals' personal files they were not scored, nor was there any formal obligation to use them in posting and promotion considerations (although they often were). This situation continued for many years, in complete contrast with practice in the Army where performance on Staff Course was taken very seriously and was an important input into personnel decisions – and still is. Little wonder that some in the RAAF have not always given Staff College its full due over the years.

P.R.F. (Paul) Garrett (Wing Commander Ret'd) was posted to 27 Course as a Flight Lieutenant with just over 10 years in the RAAF. In many ways – experience, rank, status etc – he was at the other end of the spectrum from his Commandant and has provided a quite different perspective to the Staff College experience in 1973. A navigator, he had done a long tour with No 10 Squadron (SP2H Neptunes), been a flight commander at the RAAF Academy, and completed the Advanced Navigation Course and a short tour with No 11 Squadron (P3B Orions) before arriving on Staff Course for what he saw as 'an experiment' for someone of his seniority.

The experience was 'an eye opener' – not so much because of the course content, much of which was new to him, but because of the uninhibited behaviour and attitudes of the bulk of the senior students, many of whom did not want to be there. Some had come from staff jobs, felt it was largely a waste of time, and so thought they shouldn't be there. Some simply didn't want to be there because it didn't fit with their personal plans. As well, there were happy volunteers and a good number who gave grudging acceptance of the need. In all, a mix one would expect to produce some lively discussion – as indeed it did – much of it unflattering to the leaders of the day.

Paul Garrett found the course hard work – mostly because he 'was not used to doing what they wanted him to do – ie, formal written work with sound argument' – and envied the other Flight Lieutenant on course, H.W. (Wilson) Turnbull for 'having been born with a silver pen in his hand'. However, the hard work paid off and Paul Garrett ended the course as someone who could produce such work when he had to, and believes his ability to reason and think clearly were both improved.

The Operations content he found to be 'fairly general', giving him little he hadn't learned in the maritime squadrons about Joint and Combined operations and Command and Control in general. Overall, he found the course to be more about administration, staff work and the workings of the Department, than about the operational employment of the RAAF.

Unlike the majority of the course who were generally negative about the Management element, Paul Garrett found it interesting. Indeed, he believes that Wing Commander Dave Ingal, the DS in charge, did a very good job to present in a practical way, material that was quite new to most students. Some has stuck with him to this day, in particular Maslow's hierarchy of needs – beginning with physical security, shelter, water, food etc – which, if not met, drive all else into the background, but once met become accepted as the norm and become simply a stepping stone to higher things.

The essence of this thinking is that the absence of the 'basics' (security, food etc) is a de-motivator, but providing them in a civilised society is not a motivator – for that you have to move further up the hierarchy to things that give not just 'job satisfaction' but 'self actualisation'. As well, as living standards steadily improve, the number of items seen as 'basics' gets bigger and bigger. Thus, motivators to one generation can become 'basics' to the next. The use of comparative 'community standards' in conditions of service arguments for such things as improved housing is an example of the changing 'basics' base.

Dave Ingal's management studies provided a logical theoretical basis to help cope with the massive social change confronting the RAAF. That so many reacted negatively to his efforts only serves to reinforce all that thinking about paradigms and the mind-sets that result. There are none so blind as those who will not see.

Paul Garrett pays tribute to the tone of the College that encouraged free and frank discussion, giving credit to the Commandant – who was generally regarded as 'a good boss, well liked and smart' – for providing leadership and the DS for responding positively to the lead.

In the end, the 'experiment' of sending a 10 year officer with Flight Lieutenant rank onto Staff Course seems to have worked well. Promoted to Squadron Leader off course, Paul Garrett was posted onto the staff at Officer Training School, a posting that, once he had got over his disappointment at not going back to a flying squadron, he felt was logical. He went on to a UK exchange posting and a number of operational jobs, before leaving the RAAF to pursue a second career with Coastwatch.

No 27 Course had also welcomed the first Canadian officer, Major W.G. Weese, who unwittingly revived some RAAF/RAN sensitivities on the visit to HMAS ALBATROSS, at Nowra. Having learned that there would be a cocktail party during their visit, he made up two large vacuum flasks of 'Moose Milk', a vicious Canadian concoction with the taste of milk and the kick of rutting bull moose. A course mate, Arthur ('Skimo') Skimin (now Group Captain Ret'd) has recorded what happened:

> He formally briefed the wardroom stewards on the positive features of Moose Milk and how best to serve it. The stewards served it with great enthusiasm – to the ladies. The Moose Milk was sheer class – liquid gold served in champagne glasses with a dash of nutmeg on top. Real style – but a deadly result. The ladies quickly lost composure. Conduct seemed to degenerate markedly to the point that the host (an RAN Captain) lost his sense of humour and closed the bar.

The cocktail party was ruined – RAAFSC had starred again at NAS Nowra.

Fortunately, in this case RAAF/RAN relations survived, as the offending officer was obviously a member of the unified Canadian Forces wearing the green unification uniform. Its detractors would possibly have claimed that this reasonable outcome was the only good result Unification ever achieved. Others saw many positives. One thing is certain; Unification challenged serving Canadian Forces personnel to look hard at their place in the bigger defence picture. Although workable, Unification proved unpopular with key elements, particularly the 'Navy', and has been 'wound back' in recent times.

By the mid-Seventies, two very different events would also change how many in the RAAF saw themselves. The first was the introduction of the all seasons uniform. In general, the younger members saw it as progress, as more modern, comfortable and convenient than the mixture of summer drabs and winter blues it replaced. The older people were less sure, regretting the abandonment of the traditional 'Air Force Blue'. In reality the most worn colour in RAAF history was without question drab or khaki, both during the war and post-war. A quite attractive and distinctive officer uniform known widely as 'pansy drabs' was the uniform of choice among my friends, but no-one asked us.

Despite the colour, which was hard to get excited about, the new uniform proved to be a major practical step, eliminating forever the nuisance of summer and winter uniforms and different change-over dates in different parts of Australia. No 26 Course was the first to have their course photo taken in the new uniform, with only a member of the DS, Wing Commander Alan Heggen (now Air Vice-Marshal Ret'd), resplendent in pansy drabs in the front row to show future generations what might have been.

Sartorial Transition
(26 Course members at Canungra 1972, wearing both the old and new uniform)

The second event was much more serious – the 11 November 1975 sacking of Prime Minister Whitlam by the Governor-General Sir John Kerr to break an impasse created by the blocking of the supply bills in the Senate and the Government seeking alternative funding sources. The sacking was greeted by a sense of relief, outrage, surprise and even amazement, depending on which side of the political fence the individual sat. Polls showed that the majority were relieved that the impasse was broken and an election would now be held, but a large minority was furious. Australia became divided, with many people firmly in one camp or the other. But even among the relieved majority, there were many who were surprised, and concerned, that an appointed official could actually sack a democratically elected Prime Minister.

This raised questions about just where the power lay. As members of a modern liberal democracy, the Australian Armed Forces took their orders from the Minister for Defence and so from the elected Government of the day. The Constitution, however, clearly designated the Governor-General as Commander-in-Chief. It also, in other sections, just as clearly stated that in matters of Defence, the Governor-General could act only on the direction of Parliament. Furthermore, in reality, the Governor-General's role had been progressively reduced with time, and by convention was now ceremonial only. Or was it? Had recent events changed the relationship between the Armed Services and their Government?

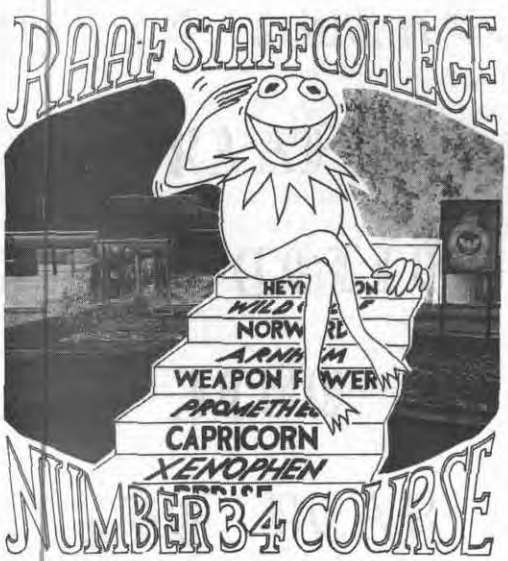
Staff College students from 1975 on showed a heightened interest in how this higher machinery of Government actually worked, and what their place in the grand scheme of things really was. Many students actually read the Constitution – something very few Australians have done – and found it does not mention Cabinet as such, or that the Prime Minister will be the leader of the majority group in the lower house. The Governor-General is the main figure by far. Parliament works much more by unwritten conventions, than by the written word of the Constitution.

Indeed, many students discovered that, while the Constitution was a wonderful document to bring six colonies together in 1901 to form Australia within the British Empire, some of it was now sadly outdated. Just as importantly, they also found out the actual relationship of the Armed Forces with Government – something all officers should know. Post-1975, what had previously been dismissed by most as boring constitutional background became a topic of keen interest to the majority of Staff College students for many years hence.

The events of 1975 also impacted on all Federal Government employees in some very practical ways, and Staff College was no exception. John MacNaughtan (now Air Commodore, AM (Ret'd)) was on 29 Course that year and recalls: 'Dismissal of the Whitlam Government was preceded by denial of Supply Bills by Parliament and as 11 November approached we faced stoppage of pay. All travel was cancelled and 29 Course did not complete its program of visits.'

No 29 Course Senior Student, 'Mother Geoff' Jensen, being serenaded by fellow students.

Fortunately, not everything that happened in 1975 was profound and deeply serious. Indeed, it was that very same year when some 29 Course students recalled that a 'little nonsense now and then, is cherished by the wisest men', and acted accordingly. Stan Clarke (a Vietnam veteran and now Air Commodore, DFC (Ret'd)) has provided the facts. It seems that when one of their number was filling out an insurance claim following a minor traffic accident at the College, the un-named state of the college '*main street*' came to the attention of some alert students. Being well trained officers, they completed the necessary paperwork to gain approval from the OC Base, arranged for a sign post to be made and finally, with due ceremony, erected the sign naming RAAFSC's main thoroughfare 'Sesame Street'.



Sesame Street tickled funny bones for many years, as this cover from *34 Course Year Book*, seven years later, shows.

The reaction was always mixed. To most, Sesame Street was a delightful piece of whimsy, a healthy reminder that we should never take ourselves too seriously. But to some it was simply immature and inappropriate for RAAFSC. Eventually, after more than a decade of smiles, the humour began to fade. By the early

1990s, Big Bird and friends were approaching middle age and the whimsy was gone. Sesame Street was renamed Ewart Street, after RAAFSC's first commandant, and remains so today.

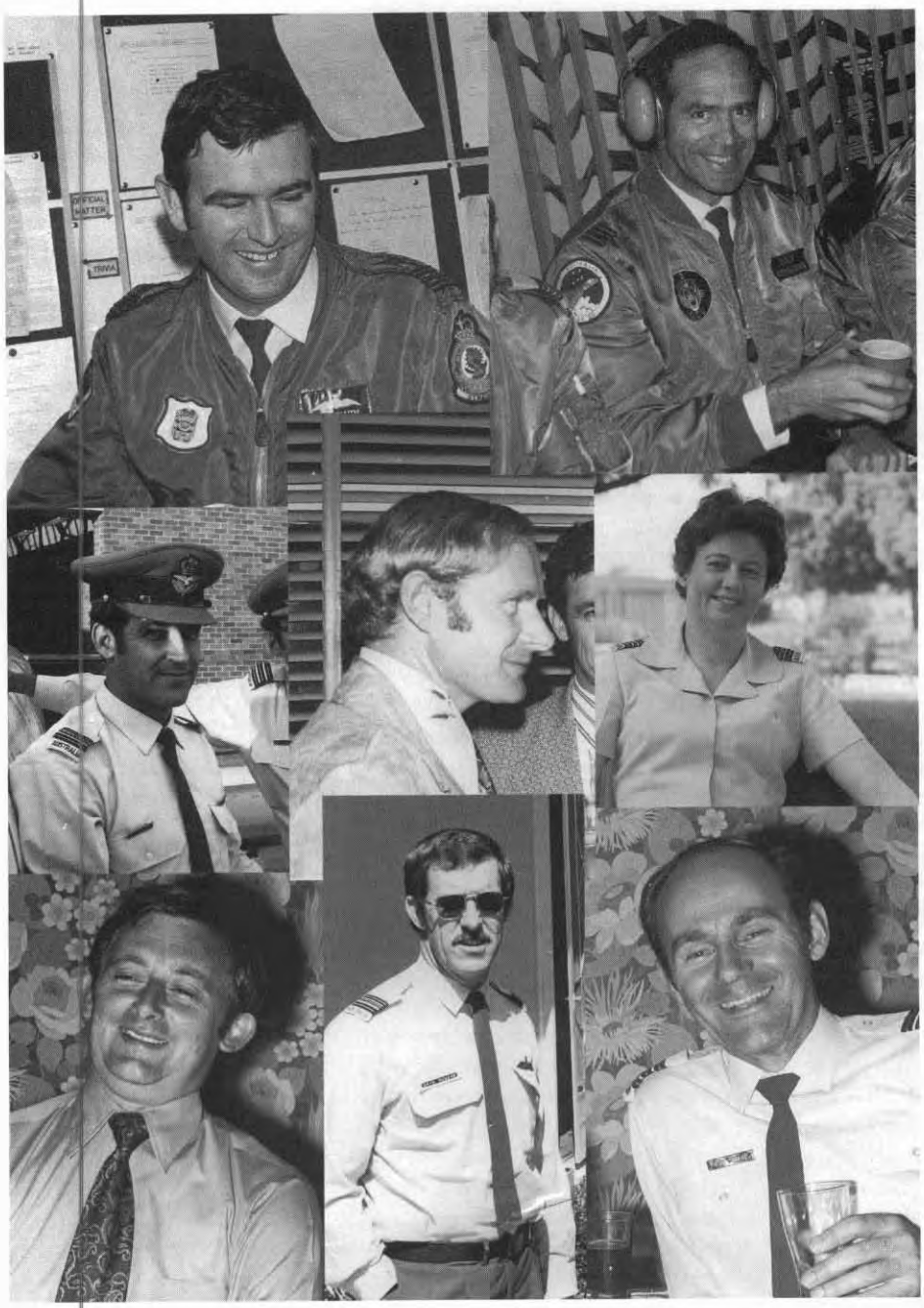
In 1976 the now Wing Commander Ken Sharpe found himself a member of the DS. His Commandant, Group Captain John Gibbons, wishing to ensure high standards, formed a four man team, including Ken Sharpe, to conduct a thorough review of the course. Known widely as 'the Gang of Four' after a famous Chinese group of the same name, they looked at relevance, coherence, fit and the need for the entire course 'to work as an entity'.

The result was less material presented in 'blocks', with more subjects treated in 'streams', and the exercises used to better reinforce the more theoretical parts. In all, Ken Sharpe believes the changes were very positive, producing a more cohesive, logical and streamlined course. In retrospect though, he feels the management study was unbalanced, containing too much that proved to be 'faddish' and too little leadership, and that overall the links to put theory into practice were inadequate. Nevertheless, the evidence suggests that in these times Staff College was doing the job very well, some imperfections notwithstanding.

By now No 30 Course was well underway. As previously mentioned, No 10 Course had by now earned the title 'Super Course' for the number of notables it produced. In its day, 30 Course too did rather well, producing six Air Vice-Marshals, one of whom went that extra step to become the current Chief of Air Force (CAF), Air Marshal Errol McCormack, AM. The Air Vice-Marshals are Trevor Richardson, David Rogers, Neil Smith, 'Mac' Weller and Bill Collins. Dr. Alan Stephens, an ex-RAAF pilot now the RAAF Historian, and the first female officer student, Squadron Leader Beryl Free, add two more names to the 'notables' list.

Bill Collins, AO, retired recently and lives on the Gold Coast where, among other things, he is building a vast model train network from scratch to indulge a life-long passion and keep his engineer's brain active. Much of his career was devoted to the F-111. He spent five years in the US on the acquisition team helping manage the F-111 purchase and introduction despite a frustrating series of delays. On return he worked in F-111 support areas, eventually arriving on 30 Course in 1976 as a Wing Commander and the Senior Student. Following RAAF Staff College, he went on to be CO No 482 Maintenance Squadron (servicing F-111s at Amberley), did Joint Services Staff College, and progressed on to be both the AOCLC (Air Officer Commanding Logistics Command) and ACMAT-AF (Assistant Chief of the Air Staff Materiel - Air Force).

Bill Collins is a very positive man, and, not surprisingly, has positive memories of Staff Course. Despite his seniority and experience, he found the course of 'extraordinary' usefulness to him professionally and personally, particularly because of the broadening he received and the networks established. While finding it hard to judge the usefulness to others and to the RAAF overall, he recalls that many students came from career 'stovepipes' with little or no staff background, and, whether they realised it or not, in many cases could use all the 'broadening' they could get.



No 30 Course 'Notables'

Top Row: Neil Smith, Trevor Richardson
Middle Row: Errol McCormack (current CAF), Alan Stephens, Beryl Free
Bottom Row: 'Mac' Weller, Dave Rogers, Bill Collins

Recollections include management training being 'rudimentary' only; few specifics about 'air power' in a conceptual sense, but good coverage of force capabilities for someone with his background; very good lectures from all sources; trips that varied from excellent to mundane; and the fact that some students coasted but most worked hard.

By now the implications of the 'Tange Re-Org' were becoming clear. The Air Board was gone, replaced by an 'Advisory Committee' (CASAC) and the RAAF had lost a good deal of autonomy, becoming much more just part of a bigger whole. The 'two-hatted' concept, whereby some Divisional Heads reported to both their Service Chief and someone else in the Department, was producing predictable results – ie, reduced tribalism and 'stovepiping' of issues and projects at the cost of more stress and divided loyalties for many. The first of many steps towards greater financial accountability for those who had previously managed only staff, facilities and equipment were also beginning to appear.

Some elements of the new organisation were quite dysfunctional. FDA (Force Development and Analysis) is an example. Its role was to ensure the future ADF was shaped by strategic priorities, not single Service 'wish lists'. It quickly became unpopular, not so much for its role, but because it frequently only became involved late in the life of a potential project, often causing much wasted time and effort. Poorly integrated into the Development and Procurement processes, FDA became the focus of hate for many frustrated staff officers in the respective Service Offices, earning such titles as Force Destruction and Annihilation and the Forces of Darkness and Angst. In later years FDA became better integrated and provided its inputs much earlier in the decision making process, so greatly reducing the tension and nugatory work.

But in 1976 this action was still a long way off, as were other improvements. Bill Collins recalls that the 'Tange Re-Org' was an enduring topic throughout for much of the course. It seems that even though few liked the new arrangements, most students recognised the need to better understand this monolith that would influence their working lives, even if they had the good luck never to set foot in it.

He completed Joint Services Staff Course just two years later and found it less challenging and less enjoyable, and throughout his later career always advised younger engineers – many of whom were trying to avoid staff training – to do RAAF Staff College.

Having been part of a course that produced so many air ranked officers, he is well placed to answer the question: 'were the eventual "high fliers" destined for bigger things anyway, or were they propelled by Staff College to heights they would not have otherwise achieved?' His answer is that success owed something to both factors.

On the surface, this may seem like a non-committal answer, but on reflection it is clearly the only answer that makes sense. Throughout the years, Staff College has provided all students with a potentially important boost of knowledge, understanding and networks in mid-career. The value of all this is hard to quantify, but it obviously can be very important. That some of the seeds of wisdom fell on barren ground and some on well prepared soil is a fact of life. And therein lies a problem. Three of the

great benefits of Staff College are the imparting of new knowledge, the furthering of understanding in familiar areas, and the creation of networks. How well each is done, and the attendant benefits, often only becomes clear well after the course is over, and varies from individual to individual.

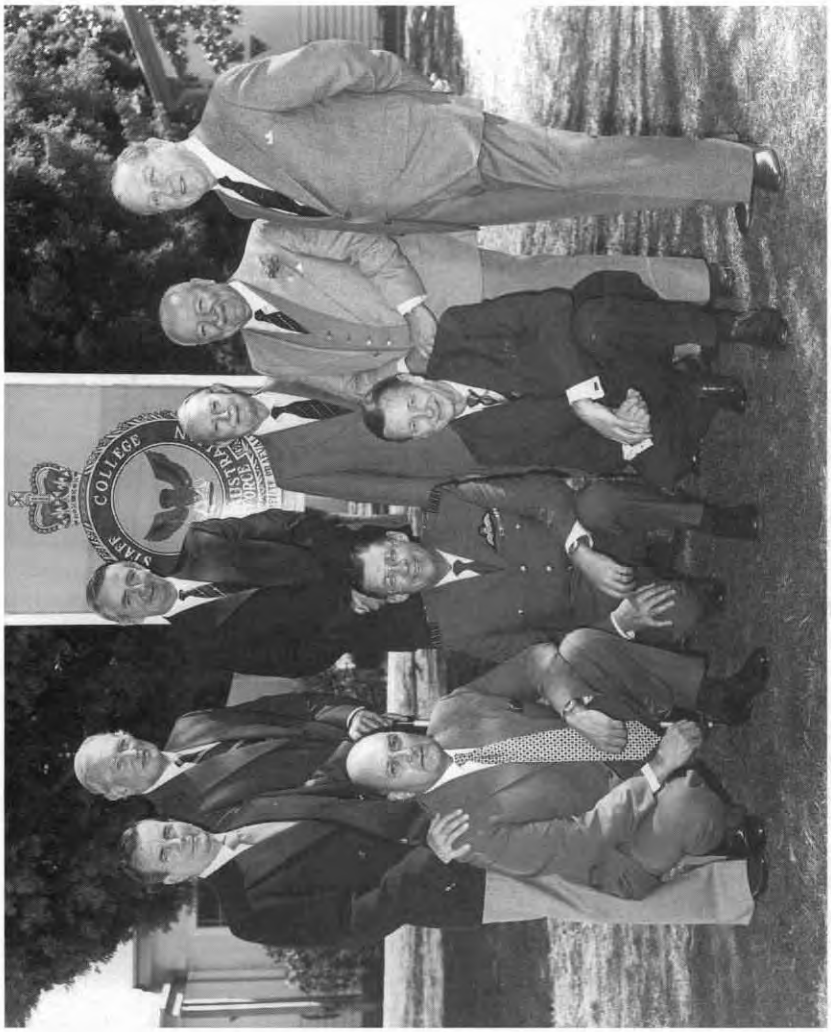
John Chesterfield no doubt had these issues among his thoughts when he took over as Commandant on 12 December 1977. As previously noted, he had benefited from staff training almost a decade earlier, and rated much of the course well, but had been disappointed by what he saw as an under-optimised resource in RAAF Staff College. In particular, he believed that major Staff College assignments should be aligned to the contemporary Air Force, not artificial scenarios. This would not only help the RAAF solve real problems in changing times, but it would also provide 'real world' training in staff work and problem solving for students.

The decade following his graduation reinforced these beliefs. His tour as CO of No 9 Squadron convinced him that the RAAF in general, and too many in the helicopter world, did not properly understand what the Army expected, and should be getting, from the RAAF's helicopters. Some of the problem was the RAAF's preference (then) to operate from established airfields, rather than with the Army in the field. Some of the problem was Command and Control (C2) related, with RAAF commanders reluctant to give up control of helicopters to the main user, the Army. Ideally, all C2 issues should have been settled in the early days of helicopter operations. Unfortunately, they were allowed to fester for many years and, although fully resolved at operator level during the later years of RAAF helicopter operations, left a bad taste in many Army mouths.

Ironically, other elements of the RAAF had resolved similar C2 issues decades before. The maritime squadrons routinely worked under the control of the Fleet Commander (now the Maritime Commander). By definition, the control was limited in regard to function, space and time – ie, what they could do, where and for how long. Furthermore, the actual aircraft tasking was planned by RAAF officers working on the Fleet Commander's staff. The arrangement worked very well. I know, because I flew with both Nos 10 and 11 Squadrons and worked as an operations officer on the Fleet Commander's Staff.

Following command of No 9 Squadron, John Chesterfield worked in a range of joint warfare areas. Highlights were helping produce JSP-AS1 – the ADF's C2 doctrine for Joint Operations – and giving presentations with Admiral Tony Synott, the then CDFS, on joint warfare. He acquired a reputation for being innovative, but was unable to gain enough support from conservative elements of the RAAF to have C2 arrangements agreed that would optimise the helicopter force in joint operations.

Chesterfield saw Staff College as an ideal institution to tackle these and other equally important issues for the RAAF, with Staff College becoming in the process not just a training establishment, but a think-tank and analysis centre as well. With this concept, Staff College would become not just a place to inculcate skills, but a major agent and mechanism for change that helped plan and create the future.



Commandants, past and present, who attended a Commandant's lunch in 1978.

Back Row: John Gibbins, Keith Bolitho, Sam Jordan, Ulex Ewart, Bill Garing, Garry Garrison
Front Row: Arthur Pickering, John Chesterfield, Bob Dalkin

He saw the main challenges in two broad areas: organisational, such as the C2 issues just discussed, and cultural, to better fit the RAAF as a fighting force into the rapidly changing Australian culture. This would require a good deal of what today is called 'thinking outside the square'. It would include a re-examination of core values with everything on the table, including such thoughts as: 'it's not what you wear but what you do that counts' and that in many cases there is a point in changing times where 'traditions become bad habits' and must be discarded.

The cultural change would be the bigger challenge. Important elements of the RAAF had already shown reluctance to move to the middle ground in matters like C2. Their probable reaction to cultural change – invariably an order of magnitude more difficult than organisational change – was not hard to imagine. Nevertheless, as Commandant, John Chesterfield tried to address the problem of how best to manage cultural change. His aim was to produce a philosophy of personnel management that continually 'bridged the gap' between existing and required cultures.

Getting people to think differently would be important, but getting them to behave more effectively was the end aim. In other words, the staff college experience had to demonstrate to people that by doing things differently they could often get better results for the same effort. This would, of course, require some new knowledge and some new ways of thinking, but both would be to no avail if the end result was not better results for the same effort.

His plan was conceptually simple, being based on his conclusions as a student a decade before. That is, as already outlined, to use Staff College to solve real life problems. Students would learn to work in groups and teams to rigorously examine all options for improvement and select the best option. By so doing they would gain practical re-enforcement of the theory and practice taught on course, and provide to the RAAF high quality staff inputs it would not otherwise have had.

To get things moving he went actively seeking out studies in areas like Personnel and Operational Requirements, but could not sell his idea and gain support. The CAS of the day did ask Staff College to develop Australian Principles of War, but apart from that little of real value resulted.

This poor response was not confined to Russell Offices – some DS also were reluctant to embrace the idea. DS, of course, vary like all other groups. One during these times became famous for checking student's cars for frosted windscreens in winter to see if they had actually 'lived in' on designated nights; a clear windscreen would indicate they had driven to work from off base – a heinous crime. Fortunately, he was an aberration, and was treated as such by DS and students alike. Nevertheless, people like that don't help the cause, whatever that cause be.

EXTRACTS FROM 22 COURSE YEAR BOOK 1968

Directing Staff in full dress.

The uniform is closely modelled on some sketches made by the Marquis de Sade in one of his bloodier moments. The long pointed object clasped above the knobbly knees is not a Samurai sword but a very large red, ball-point pen.

On Directing Staff

'There is no need to be over-critical, or the comrades concerned will be at a loss as to what to do.'

On Correcting Mistaken Ideas, 1929

The only way to settle questions or controversial ideas is by the democratic method, the method of discussion, of criticism, of persuasion and education, and not by the method of coercion or repression.

Ibid, 1929

Guard against arrogance. For anyone in a leading position, this is a matter of principle and an important condition for maintaining unity.

Ibid, 1929

The DS role was seldom seen as an easy one,
but as suggested here, some coped better than others over the years.

Over the years, the DS have been drawn from a variety of backgrounds. But, as Arthur Skimin of 27 Course recently discovered (1999), few can match one of his DS, Wing Commander Bruce Cooper (now Group Captain Ret'd), for interest. Bruce Cooper was, in 'Skimo's' own words:

> Pedantic on detail and a TechO (crystal crusher) to boot. That aside, it was Bruce's World War II record that I recently stumbled on through involvement with the Defence Signals Directorate (DSD) that sets him apart.
>
> As it turns out Bruce was one of the unheralded WW2 Signals Intelligence (SIGINT) operators assigned to General MacArthur's Central Bureau as a member of the RAAF wireless units. These fellows were obliged to observe a life-time of silence on their WW2 SIGINT operations. The veil of silence on WW2 SIGINT has only recently been lifted... Records show that Bruce Cooper (then a spritely young Flying Officer) was one of MacArthur's prominent SIGINT technical operators, featuring in the island hopping operations back towards Japan.
>
> Bruce was given a roving commission with a 'letter of authority' signed by MacArthur which authorised him to commandeer vital equipment essential to establishing forward echelon SIGINT sites throughout the islands. The teams at these sites intercepted and deciphered Japanese communications and were able to establish prior knowledge of Japanese intent to launch attacks or change tactics or operational objectives. The real value of WW2 SIGINT operations is only now emerging.

For more than 50 years, Bruce Cooper was unable to discuss his war with anyone. John Chesterfield had no such problem – there was no veil of silence here, his experiences and ideas could be freely discussed. Unfortunately, in this case, freedom of discussion didn't help. In retrospect, John Chesterfield believes that, as much as anything, he ran into 'a mind set among busy people'. He may well be right. What he wanted to do meant extra work for some people in Russell to define the projects, and for the DS to redesign planned exercises and introduce the new ones.

Ken Sharpe was a DS at the time and well remembers the reaction. The course had, as previously discussed, recently undergone a major review and update, was still settling down, but seemed to be performing well. This provided a good argument to minimise change until the performance of the course, with its numerous changes, had been assessed. Furthermore, Chesterfield was an enthusiastic reformer. As well as the proposal to solve 'real world problems', he continually produced ideas for change, some purely conceptual and so effectively 'what ifs', and others more concrete.

One well received idea was to use Ken Sharpe's experience on JSSC in 1978 to make a comparison between the two courses. Sharpe wrote a paper to this effect on completion of JSSC, and a number of improvements followed. But more commonly, busy staff did not have time to explore or investigate the bulk of Chesterfield's ideas

which mostly went unactioned. In many cases, the resistance was not so much to the ideas, as to the extra work needed to explore and apply them practically.

All improvement requires change and all change requires effort – two simple facts that have stymied reformers since the year dot. The end result was that John Chesterfield was unable to fully introduce his 'real world problems' concept to Staff College, and the chance, at the very least, to trial this seemingly sensible approach was lost. Yet again, the old saying that 'it is hard to be a prophet in your own land' proved to be only too true.

Ironically, when the RAAF embraced management reforms a decade or so later, improvement teams were trained by 'project based training' using real problems – a practice widely (and successfully) used in Australia today. Furthermore, considerable effort in recent times has been put into defining the right culture for the RAAF of tomorrow, and putting in place the training and leadership practices needed to create it.

None of which suggests that Staff Course was not doing its job in the late 1970s. Jim Huet (now Group Captain Ret'd) was a student on 32 Course in 1978 and has positive memories. An Education Officer, he would head a team in 1989 to create the Command and Staff syllabus used thereafter, then become Commandant and OC Fairbairn. This background gives him a special perspective which includes a thorough understanding of what the senior executive of the RAAF expected from RAAFSC in those times.

Like many before him, particularly those with a support background, he was operationally 'broadened', acquiring a much improved understanding of the 'big picture' and the RAAF's role in that picture. Not surprisingly for someone who had already worked in officer education, his recollections are strongest about the operational side of things, of the cross-fertilisation between tribes and clans, and of the ever important networks established.

Jim Huet's experience highlights one of the eternal problems facing those who draft the course syllabus – ie, the student body comes from widely different backgrounds. Huet's background meant that the 'staff' aspects were very familiar to him, while much of the 'operational' coverage was new knowledge. To officers with flying backgrounds, the situation was reversed, with many finding the operational part of the course too superficial in those times. Syndicate problems, assignments and such helped to even things out a little, but the fact that the various RAAF clans had been shaped by very different worlds remained a fact of life. Conceptually, one would expect that John Chesterfield's 'real world problems' approach would have further reduced the knowledge gap, but in the absence of a trial that expectation remains speculation.

Had his approach been adopted, the ever increasing profile of the RAAF's tactical transport and maritime forces would no doubt have been key issues in the late Seventies. Both forces were now in the 'front line' in the post-Vietnam era – the tactical transports in 'peacekeeping' roles and the Orions as part of a combined Western effort in a Cold War that showed no signs of abating – despite an easing of Sino-US tension after President Nixon's visit to China in 1972.

In 1975, fighting broke out in East Timor following the Portuguese abandonment of the colony. A Caribou of No 35 Squadron, in Red Cross livery, flew daily mercy missions from Darwin carrying blankets, food and supplies to refugees in East Timor. That same year, another Caribou, in UN livery, was provided to fly in support of the UN's Military Observer Group in India and Pakistan.

In 1976, four Iroquois helicopters and 44 personnel were sent to Ismailia, in Egypt, to support peace-keeping activities in the Sinai desert. Their main task was surveillance of the buffer zone separating Egyptian and Israeli forces. This attachment lasted some years and the value of helicopters for such work was further highlighted in 1982 when a combined RAAF/RNZAF contingent of ten helicopters was sent to El Gorah, not far from Beersheba, the site of the famous Australian 4th Light Horse Brigade charge in 1917.

The RAAF's Maritime Patrol force also found the tempo mounting as the 1970s closed. Their tasking had long included general and specific surveillance and patrols in Australia's neighbourhood, including nearer parts of the Indian and Pacific Oceans and northern waters. Russian involvement in Afghanistan increased regional tension and with it Western interest in all regional Soviet shipping and the frequency of RAAF Orion flights.

Of particular concern was the prospect of a pro-Soviet country in the Arabian Sea and Gulf of Oman providing the Soviets with better Indian Ocean access to land-locked Afghanistan, so further escalating the tension. By the late1970s, the US had carriers permanently on station in the Gulf region and had increased surveillance of all kinds throughout the Indian Ocean. This covered the North West of the Indian Ocean, and RAAF efforts were concentrated into other areas of need.

By now the People's Republic of China and the Soviet Union were in competition to lead the Communist World. This further added to the tension, as the competition included attempts by both to spread their influence into the Indian Ocean littoral states. Armed ships and submarines of both navies were constantly moving into or out of the region, or operating in it. To do so, most had to transit through the South China Sea and the Malacca Straits.

This was already familiar territory to the RAAF's Orions, and a decision was made to increase their contribution. The best place for the Orions to operate from was Butterworth. In 1979, arrangements were made with the Malaysian Government to base detachments of Orions in Butterworth, on a semi-permanent basis, for surveillance of the South China Sea and North East Indian Ocean regions. Detachments numbers averaged three aircraft, with actual numbers depending on the surveillance task. A small permanent support staff was positioned in Butterworth, and air and ground crews rotated on a regular basis. In general, the arrangement lasted until the Cold War faded out.

Reaction of those being 'surveyed' varied greatly. Some waved as the aircraft flew past, some just stood and watched and some took the opportunity to check out their fire-control radars and associated missile systems by tracking the passing aircraft. The fire control radars were usually detected at once, but the tracking missiles were often

only discovered when the photographs were developed post-flight – which perhaps is just as well.

Another common event was to find Soviet warships towing one another to save fuel, particularly in the Indian Ocean where they were a long way from home – an early indication that the Soviet economy was in trouble and could no longer support their military aspirations. Another indication was the time they left their ships on task. Ships would enter the Indian Ocean spic and span, only to spend so long on task they were very rusty and generally run down before leaving.

I never found out if the crews stayed as long as the ships. If they did, then they too probably also went more than a bit rusty. The Indian Ocean is very empty and very boring at the best of times – for young conscripts from the Soviet Union forced to spend endless months with little to do but sun bake and stare at the horizon, it must have sometimes resembled another planet.

Even to the most reluctant student, Staff College could never be compared with a year as a conscript on a Russian ship in the Indian Ocean. Although some RAAFSC students found it all a bit 'other worldy' from time to time, unlike the Soviet conscripts they could go home most nights, and even the most cynical of them had to concede that there was an overriding logic and pattern behind it all.

And indeed there always was. The trick for those in charge was to try to make that overriding logic and pattern produce the ideal world – ie, the best possible result for the least possible effort. Since it began, Staff College had made many changes, both big and small, in pursuit of that ideal world. But none of these changes were as far reaching and enduring as those made in the Quiet Revolution that began in 1982 and, despite some waxing and waning, continued to shape how things were done until the end of the Century.

CHAPTER SIX

THE QUIET REVOLUTION

The Quiet Revolution began when Group Captain R.W. ('Brick') Bradford was appointed Commandant on 15 December 1980. A RAAF College Sword of Honour winner, fighter pilot and popular leader, he was one of the RAAF's best known officers and would go on to be OC Butterworth and Deputy Chief of the Air Staff, finally retiring as an Air Vice-Marshal.

Squadron Leader 'Brick' Bradford receiving the Heymanson Prize in 1969 (As Commandant in 1981-82 he re-ordered the course and introduced adult learning, creating a Quiet Revolution that endured to year 2000.)

'Brick' Bradford brought a well placed confidence and easy manner to the job. Knowing that progressive updates and recent change had produced good course content, he let things run for the first year, concentrating instead on assessing the effectiveness of overall presentation, rather than the content itself.

What he saw was a course that, broadly speaking, went from the particular to the general. It began with detail of the various elements and progressively drew the 'big picture' together throughout the year. While there is an underlying logic to this approach – much of our knowledge of life is acquired the same way – he noted that in this case the sequence produced a problem. Lacking a big picture against which knowledge could be put into perspective, students often had trouble assimilating the early, detailed part of the course. This made the eventual drawing together of the big picture more difficult, and also produced graduates with less knowledge and understanding than could otherwise have been the case.

Bradford knew that some other staff courses, in particular JSSC, proceeded from the general to the particular to overcome these problems. Confident that the same approach would reap big benefits for RAAFSC, he appointed two of his staff, Wing Commanders Trevor Watkins and Denis Stubbs, to spend 1982 re-ordering the course accordingly. Content updates would also be made as required, and adult learning principles applied throughout.

In retrospect, it is clear that fate provided Staff College with the right two reformers at the right time. Trevor Watkins was an Education Officer and adult learning specialist. His knowledge and experience allowed them to first establish a framework of concepts and underlying principles upon which facts and data were later hung – a key part of the adult learning approach. He also knew the importance of free exchange of knowledge, unfettered by hierarchical or authoritarian systems, and was able to much reduce these barriers to learning in the new syllabus. By so doing, he left an enduring positive legacy, not just to RAAFSC, but eventually to the wider RAAF as well.

Denis Stubbs (Group Captain Ret'd) has had a long association with RAAF Staff College and is now a civilian member of staff. Like his Commandant, he began his career as a RAAF College graduate and fighter pilot, but became an Administrative Officer when an accident cost him his medical category. The RAAF lost a skilled pilot, but not his inquiring mind. Nor did it lose his strong interest in conceptual thinking and the practical application of such thought to improve organisational capabilities. He had done staff training at the RAF Staff College, Bracknell, sharing his course with 140 students from some 40 countries and winning the Brooke-Popham Essay prize for the best thesis on a defence related topic – the only Australian ever to do so. Bracknell provided a career highlight and convinced him of the virtues of 'broadening' and of going from the general to the particular. His more recent time on JSSC, which now included overseas students from neighbouring countries in Asia, had further re-enforced these convictions.

They began with a clean sheet of paper – or more correctly, a blank whiteboard. Using the JSSC syllabus as a 'flow model', they produced a course based on four streams: Strategic Studies; Command, Leadership and Management; Air Operations; and Staff Studies. A matrix arrangement injected focus throughout the year with units like: Preparatory Studies, International Relations, National Security, Joint and Combined Operations, and Australian Society.

Once this broad framework was agreed, they then got down to the business of producing integrated weekly programs. The tried and proven Staff College recipe of lectures, discussion periods, syndicate problems, written assignments, visits etc was

now applied. However, in doing so they looked broadly at universities and other tertiary level courses for guidance on a range of matters. The allocation of 40 per cent of time to research and the lifting of content level in a number of areas both resulted.

In all, the new syllabus represented very substantial change; a real paradigm shift in how RAAFSC operated. The College was no longer mainly a 'training' experience in which the 'all knowing system' determined what students would be exposed to and ensured every available minute was filled with a 'meaningful activity'. Instead, it was now effectively a 'learning' experience, with students exposed to core knowledge, but otherwise given time and encouragement to explore that core knowledge as they saw fit, and to pursue areas of personal interest as well.

This approach was a major shift from the traditional training approach that assumed that those in charge always knew best. It also strongly challenged the training culture of the sixties and seventies that tended to treat students as recalcitrant children. The onus was now on students to 'learn', instead of on RAAFSC to 'teach'. For this more 'adult' approach to succeed, the DS had to be mentors, advisers and leaders, not purveyors of absolute truths and setters of absolute standards. Most DS were well on the way to what was needed – the syndicate system, for instance, encouraged mentoring and advising, and many extended this approach into their other dealings with students.

Nevertheless, the extant training culture still contained a strong authoritarian element, which some saw as a tried and proven part of an effective system and did not want changed. Ironically, this view ignored evidence that was right under their noses. A six week *Basic Staff Course (BSC) for senior Flight Lieutenants had been running at* RAAFSC for most of 1982. It used self-learning and tutorials in the place of lectures, was an immediate success, and is still held along similar lines.

BSC completed a series of reforms to officer training that began in the early seventies when the Q Exam was replaced by a two year correspondence course run by staff at RAAFSC. Called the Officer Extension Tutorial Course (OETC), it too was both the promotion examination for Wing Commander and qualifier for Staff Course. With the introduction of the BSC in 1982, the OETC was broken into two parts. The English *Expression element was renamed the Writing Skills Course and combined with some* new junior officer development training to become the qualifier for BSC. Along with the BSC, this replaced the old B and C Exams. The remainder of the OETC became the External Studies Course, which in turn became the new qualifier for Staff Course and Wing Commander. Staff Course was renamed the Advanced Staff Course (ASC) to differentiate it from the BSC, but informally was still called 'Staff Course' by most RAAF officers. The resultant system is still used today with only minor change.

Until the RAAF College was re-formed at Point Cook in 1986, the external studies courses and the BSC were the responsibility of RAAFSC, which was staffed and organised accordingly. This meant that ASC staff had only to look within their own unit for evidence of the virtues of adult learning. Unfortunately, this did little to help the cause of the two reformers working on the ASC syllabus. Most ASC staff were simply too busy or too apathetic to gain a good understanding of the philosophies and concepts behind the changes, and so were naturally wary of change.

The result was constant opposition to the ASC reform process throughout 1982. The reformers became used to sceptical comments predicting doom to the world as we knew it. But encouraged by their Commandant, and confident they were doing the right thing, they shrugged of the critics and produced the first and biggest step in the Quiet Revolution – the 1983 syllabus.

There are, of course, limits to everything, even revolutions. In this case, 'Brick' Bradford and Denis Stubbs both wished to maximise the 'broadening' aspect of the course. Australia had enjoyed good times since the war, particularly in comparison with its neighbours, and the two officers detected a trace of complacency in many of the RAAF students. The revised syllabus could only do so much to push students outside their 'comfort zones'. To really drive the lesson home that Australia and the RAAF 'did not have all the answers', they suggested elevating the international emphasis by also including officers from neighbouring Asian countries as students.

Although this was already done on JSSC, the initial response to the proposal was very cautious, with strong concerns expressed regarding 'security'. CAS of the day, Air Marshal David Evans, well remembers the caution and the concerns for security, but in the end overrode such opposition because he believed the benefits far outweighed any disadvantages.

Unfortunately for the members of 37 Course, they got the new syllabus in 1983, but not the Asian involvement which had to wait until 1984. They were, nevertheless, still a varied group. The biggest course yet with 42 students – the first Canberra course in 1961 had only 24 – they came from a wide range of backgrounds.

Three would reach two star rank by 1999: Squadron Leader P.J. (Peter) Criss, an F-111 pilot; Squadron Leader R.B. ('Trudy') Treloar, a Vietnam helicopter veteran and fighter pilot; and Commander C.A. (Chris) Ritchie, RAN, a seaman officer.

(In a remarkable coincidence, for Exercise CROCODILE 99, Air Vice-Marshal Criss, AFC, was the Air Commander; Rear Admiral Ritchie, AM, the Maritime Commander; Air Vice-Marshal Treloar, AM, the Theatre Commander; and Air Commodore Des Long, AFC, (another 37 Course member) the Maritime Patrol Group Commander).

Two 37 Course members were not military: Mr W.J. (Bill) Keleher, a public servant; and Chief Inspector D. (Don) McCulloch of the Australian Federal Police. The other non-RAAF personnel were Major M.P. (Matt) Fawkner, a former national serviceman and paratrooper with peace-keeping experience in the Middle East; Major M.B. (Mike) Murphy, a Canadian Forces pilot who had just handed over leadership of the 'Snowbirds', the Canadian aerobatic team; and Squadron Leader D.A. (Andy) Williams, an RAF fighter pilot with recent experience on the super-fast Lightning.

The RAAF contingent comprised 12 engineers, including a test pilot, Wing Commander R.J. (Rick) Campbell who had recently returned from the Sinai where he had been in charge of helicopter maintenance; five supply officers; nine pilots; five navigators (including yours truly); two Administrators, one Education Officer and a Service Police Officer.

37 Course internationals somewhere in the Northern Territory

L-R: MAJ Mike Murphy (CF), Mary-Jean Murphy, Pip Williams, Kevin Williams, SQNLDR Andy Williams (RAF)

The students were, of course, unable to tell if the new course was the improvement its planners hoped for. Lacking previous Staff College experience to judge it against, most just went along for the ride. Some were keener than others. Two, a Supply Officer and an Engineer, were on course under sufferance and spent much of the year looking for jobs. Their efforts paid off and both left the RAAF the next year to go to good civilian employment.

After a few months staff duties in Russell Offices, I judged the new syllabus a success. There were, of course, some niggles; you can't expect to please 42 individuals with everything. To me the Preparatory Studies still contained far too much basic stuff, particularly English – there shouldn't have been any Preparatory English, we had all done a qualifying course – and the Management study was too strung out and never really came together in a practical way. But the overall aim of turning a specialist operator – in my case a maritime navigator – into a generalist staff officer who could work effectively in the bigger world, particularly the Department of Defence, was well achieved.

For me, the Staff side of things was well done, as was the giving of wisdom about the Department and Government in general. But the best thing about the course was the 'broadening'. Many things contributed to that broadening, the most important being the guest lecturers, other course members and the visits.

The 'general to particular' approach meant that many of the early guest lecturers were academics or other prominent civilians – the concentration of 'military' types came later on. Most brought Mohammed to the mountain and turned up spick and span in conservative jackets and ties. Not so Stephen Mugford, a sociologist from ANU who talked to us as part of the newly introduced Australian Studies Unit. He turned up

with no tie, the top two buttons of his shirt undone, long hair and a shiny black leather jacket.

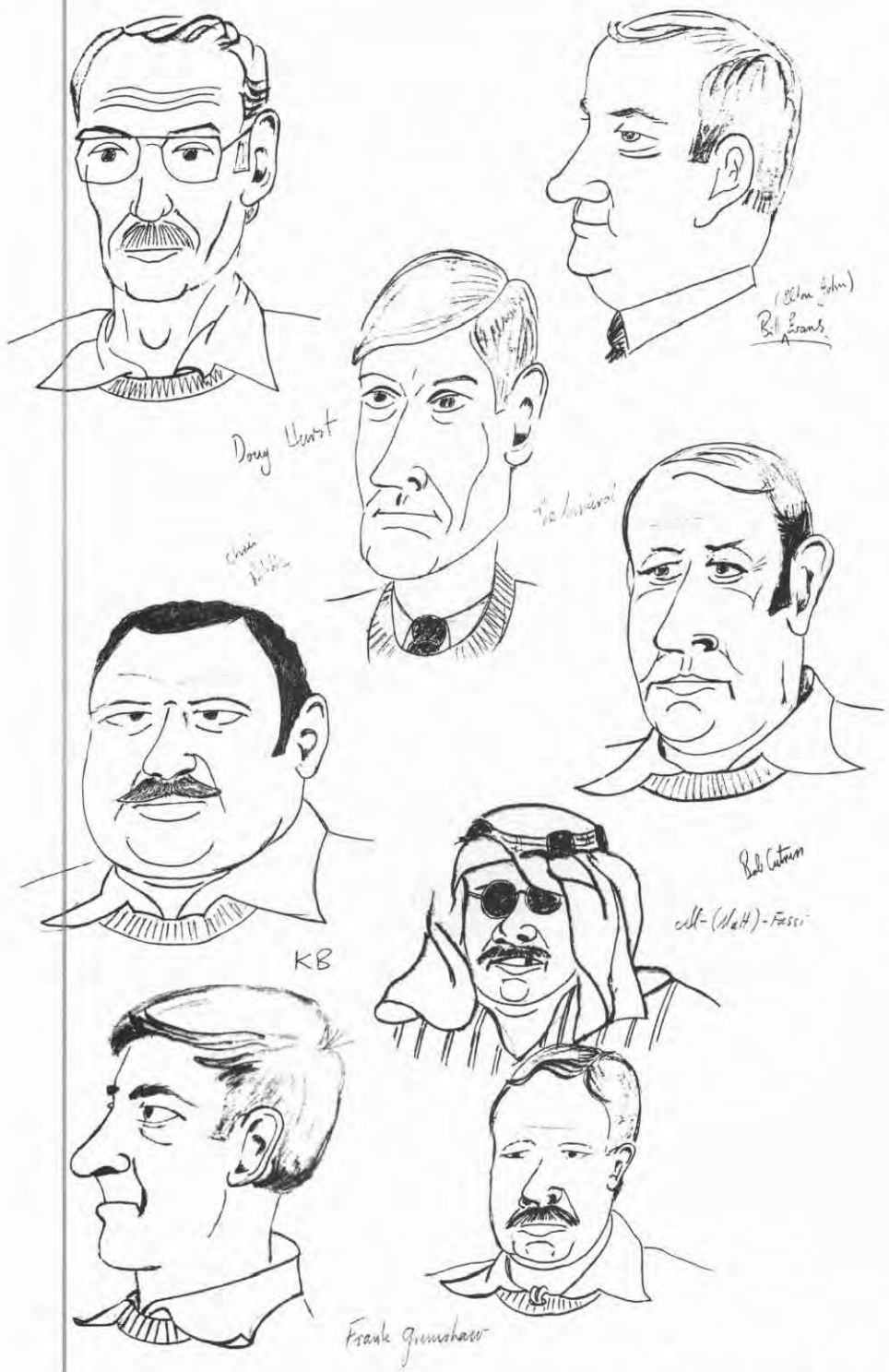
It was then that many of us found out just how 'narrow' we were – or, alternatively, just how much we could use some 'broadening'. Someone near me made a whispered quip about 'Hells Angels' and many of us commented later that we felt it was somehow wrong for a visiting lecturer to dress like that. He went on to give an absorbing talk about trends in Australian society. By the end of the discussion period he had completely won us over and has been a regular guest lecturer at Staff College ever since. On reflection, I suspect he deliberately chose to dress his way, not our way, to get the reaction he did. It certainly worked, serving once again to remind us that the old saying about not judging books by their covers became a cliché quite simply because it is true.

As for many before us, syndicates provided an opportunity to learn from others and get to know them as well. Two memorable members of my syndicates were Rick Campbell and Andy Williams. As mentioned, Rick had just returned from the Middle East where he had been looking after helicopter maintenance, a task made more difficult by an assistant who: 'even in a big desert was a complete waste of space'. He may well be the most laid back character I've ever met. He certainly was one of the smartest, having added an engineering degree, test pilot's course and some years working at ARDU to some pretty good basic genes.

One Friday we were discussing a large written assignment due the next Monday, and Rick casually remarked that as he had yet to start it, he would have to forgo our regular VFL TV session Saturday afternoon. He did well on the assignment and I asked him if he really had done it all over the weekend – and if so, how? He replied that he had and said words to the effect that: 'Papers aren't hard. All you have to do is introduce the topic, present the facts, discuss the facts, draw conclusions, and make recommendations. Isn't that what you do?' I don't remember my reply, but I do remember finding out later on that when writing his papers he amused himself by never using the same linking word twice, relying instead as his papers progressed on such wonders as 'hither-to-fore', and 'indubitably' instead of the more mundane 'howevers', 'neverthelesses' and the like we mere mortals produced with monotonous regularity.

Andy Williams was an excellent choice to represent the RAF. Friendly, knowledgeable and enthusiastic, he approached the entire year with a determination to get the most out of everything. He got along well with everyone, and enjoyed the social side of things to the full – so much so, in fact, that when he donned his summer uniform again after some months of enthusiastic winter living, he found he could either breathe or do his jacket up, but could no longer do both at the same time.

Andy and his wife Pip had put their son Kevin in a boarding school back home, but were able to fly him out during his summer holidays. This coincided with 'NORWARD', our trip through Western Australia and parts North, and Pip and Kevin were able to come along to fill some empty seats. The trip was and eye-opener to all those who had never experienced the vastness, heat, colour and dryness of so much of that part of Australia. To my surprise, many RAAF students had not seen these areas and were as impressed as anyone by the size and harsh nature of the country.



Eight of the drawings of 37 Course students done by Squadron Leader Ray Borysewicz during 1983

Young Kevin took it all in, including lying on the ramp of the C130 as we flew over the Great Barrier Reef, secured by a harness but otherwise part of the great outdoors. Shortly after, he returned to school in England and the usual 'what did you do during the holidays' essay. He had much good raw material, and apparently made the most of it. I didn't see the essay, but believe it included descriptions of senior officers (including his father) in relaxed mode in various bars throughout Australia, and things like the 'Perpetual Bridge Game' that began as soon as we boarded the C130 and went non-stop until 'engines-off', the red dusty country, the buffet meals served down the back of the aircraft on long legs, the various hotels and motels we stayed in, and a range of other observations that could only be made by a 14 year old boy on such a trip.

His teacher liked the essay, but wrote on it: 'Very imaginative, Kevin, but what did you really do on the holidays.' Kevin wrote to Andy with a plea for verification. We all laughed, secure in the knowledge that the offending essay was 12,000 miles away on the other side of the world. Andy, however, was less amused, apparently having some doubts about the benefits of literate offspring – particularly those with a worrying eye for detail, a keen memory and a total disregard for filial piety.

The 'Perpetual Bridge Game' played by 37 Course members during C130 flights

(Players facing are WGCDR Rick Campbell and WGCR Bill Mayne. SQNLDR Andy Williams (on right) rests between hands)

Another trip warrants mention before we move on. The vastness and heat of Australia's north-west gave many a new insight into Australia. The visit to the NSW State Railways also gave us a new insight into our country, but one of a very different kind. The NSW railways were then very much a bastion of union control. Management were very open with us about workplace relations, matter-of-factly relating such things as the fact that if they (management) so much as entered the

workshops, everyone there would down tools and probably go on strike. The union controlled everything that took place in the workshops, including who got in through the door.

The managers were equally candid when asked how many people worked for the railways, saying that they knew how many were on the payroll, but not how many were in the workforce. They went on to say that as union officials distributed much of the pay, management did not know how many pay packets were for real workers, and how many for 'ghosts' used to inflate payroll numbers. They then outlined their plans *for reform – most of which, I am happy to say, have by now* been put in place.

The next year brought with it No 38 Course. With 45 students, it was the biggest RAAFSC course to date. More importantly, it continued the Quiet Revolution, being the course that welcomed the first ASEAN (Association of South-East Asian Nations) *students:* Major Chester Ebuen (Philippines); Major Lambert (Bert) Silooy (Indonesia); Major Sian (Joe) Kua (Singapore); Major Adnan (Ernie) Bin Adnan (Malaysia) and Squadron Leader Rungsun Chaengchenkit (Thailand).

Two public servants, a Federal Police Officer and officers from the Canadian Forces, the RAF (x2), RAN and Army brought the total of non-RAAF students to thirteen. This was the highest ever non-RAAF total, introducing an era in which a similar mix became a permanent, and very welcome, feature of RAAFSC. In one regard at least, broadening was here to stay, and the Quiet Revolution had quietly achieved an important aim.

Frank Kelly was one of the public servants on 38 course and thoroughly enjoyed it. Despite his lack of military background, at no time did he feel like an outsider. On the contrary, he was heartily welcomed by the other members of his syndicate on the first day and was 'part of everything' from then on. Writing was not a problem for him, although some of the topics were a challenge. He enjoyed learning about the 'sharp end', recalling how numerous things 'came clear' as the year progressed. This sharp end knowledge proved particularly useful after course when, as part of the Committee Secretariat for COSC (Chief of Staff Committee) and DFDC (Defence Force Development Committee), he worked through three contingencies – Bougainville, the Fiji coup and the Gulf War.

In broad terms No 38 was the course that set the personnel pattern for recent times. As mentioned, the biggest change was the inclusion of the ASEAN students. Frank Kelly remembers them well and has more or less kept in touch with their progress. The general feeling about them was that RAAFSC had been sent the 'cream'. Their later progress suggests this feeling had at least some truth in it.

'Bert' Silooy, a pilot in the Indonesian Air Force, fitted in quickly and was at ease with his nickname, which he saw as a sign of acceptance (which it was). He is now a two star officer in their Training Command. A Christain, he was nevertheless close friends with Adnan, a Moslem from the Malaysian Air Force. The two had trained together, become friends and were clearly very pleased to be working together again. This friendship led to Adnan acquiring the nickname 'Ernie' (the Sesame Street influence again) to go with Bert, but he seemed to have mixed feelings about the whole thing. He too represented his country well, fitting in easily and providing some

interesting input along the way. Clearly a man with a future, to the surprise of some of his course mates, he later left the Malaysian Air Force to run a restaurant.

Major Joe Kua, RSAF, one of the five pioneering ASEAN students on 38 Course, chats with fellow student, Major Pete Burdeu, ARA.

Joe Kua, the Singaporean, was a typical citizen of his small country, being educated, energetic and well up with the latest technology – in this case a portable computer with a good word processor and printer that made him the envy of all. Apparently the rest of the student body, still scribbling on paper or clanking away on typewriters, found little solace in the fact that RAAFSC – via Joe Kua – had finally moved into the Personal Computer age, albeit on a very limited basis. On return to Singapore, Joe Kua was soon promoted and was a Squadron Commander when he took time off to host Frank Kelly during a private visit in 1986.

The Filipino, Chester Ebuen, at first had some language difficulties. No only was English a second language to him, but he had learned the American version – a definite disadvantage when trying to understand an Australian lapsing into the local vernacular. A quick learner, by the end of course he had added another version of English to his repertoire. He too did well on return, making one star, heading the Presidential Flight for many years, and flying three consecutive Philippine presidents.

The Thai, Rungsun Chaengchenkit, was the quiet one of the five, well at ease with everyone, but sometimes preferring his own company. Perhaps this was a response to staff courses – he had just completed a staff course in Europe and was now immediately facing another in Australia. However, the experience can't have been too discouraging; he returned to Australia in 1998 to study at the Australian College of Defence Studies at Weston Creek (the future home of all ADF staff colleges).

The overseas students from more established sources also added some 'broadening'. The RAF sent two. Peter Brindle was what the RAAF would call an Administrative Officer, but with a background in Intelligence where he had worked as a linguist. He spoke three languages, had served in Germany and so added fully to the international flavour of the course. He would stay on in Australia to work for two years as an exchange officer in Airmen Personnel. Ray Dixon, the other 'Pom', was a nuclear bomber pilot who described his job as preparing to drop 'a bucket of sunshine' if and where required. (Being a Yorkshireman, he actually said 'Bookut', which must have been confusing for the Malay speakers to whom 'Bukit' means 'hill'.)

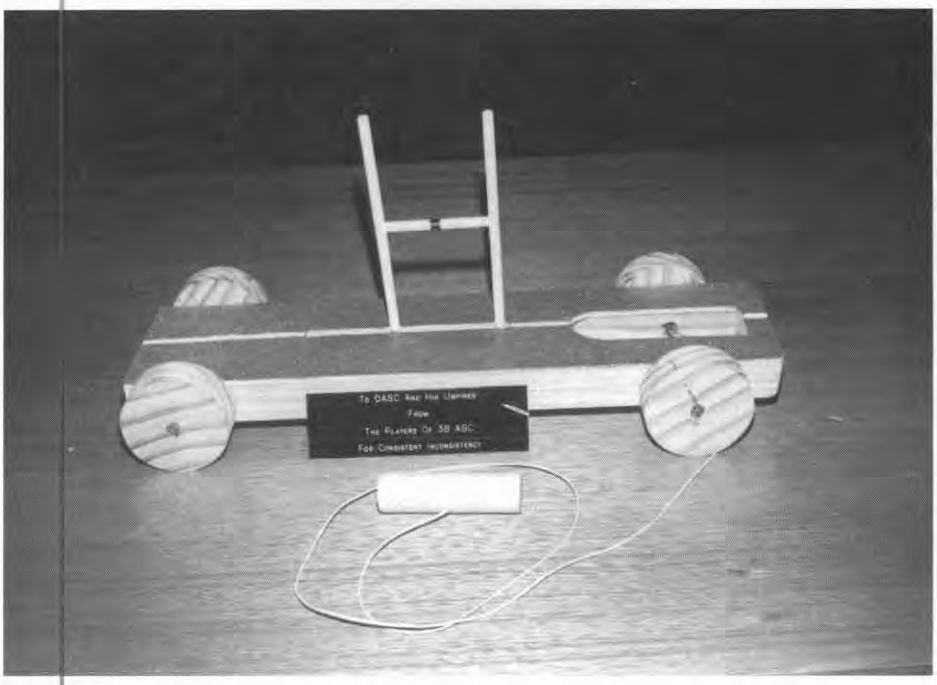
The general consensus is that the large non-RAAF contingent added a new dimension to the course, both socially and professionally. It also virtually guaranteed the success

of 'Orphan's Night', the traditional RAAFSC dining-in night held for the non-RAAF students, orphaned from their own Services for the year.

The large RAAF element also provided some memorable inputs. Paul (Monto) Moran, a transport pilot and most recently OC East Sale, popularised the term 'flute music' to describe all plans and concepts of an ethereal kind – ie, for which there were no committed resources and little likelihood of getting any. As such plans and concepts were common in those times, the saying found wide use and became the course 'motto', eventually finding expression in the form a young lady flautist, pictured as the background to the labels on the course wine.

Al (or 'Clance') Clancy provided one of the more original approaches to life among the students. A Vietnam veteran, but mostly a maritime pilot with time on the SP2H Neptune and both types of Orions, Clance was already something of a living legend in the maritime world for his ability to do things with the minimum of fuss, and for his droll humour. His contribution while on 38 Course only enhanced that reputation. When RAAFSC visited Queenscliff and the Army organised a 'hash run' and a number of other very physical activities, Clance took Frank Kelly fishing. But many feel Clance's finest hour was the wooden toy he produced with a pair of goal posts on top that moved from side to side as the toy was pulled along, and a plate on the side inscribed:

TO DASC AND HIS UMPIRES
FROM
THE PLAYERS OF 38 ASC
FOR CONSISTENT INCONSISTENCY



Al Clancy's ingenious toy, with moving goal posts

No 38 Course also had the first Padre to do Staff College, Squadron Leader John Dunn. Although some felt his connections would give him an unfair advantage, there is no evidence that this happened. He did, however, have to perform a sad duty familiar to all Padres, but thankfully very rare to RAAFSC. A student, Pete Peatling, was killed in a freak accident while working on his car, and John Dunn officiated at his funeral as a friend as well as a minister.

We cannot leave 38 Course without mention of 'The Mills'. Human beings, when forced to wait about in groups, often simply 'mill about a bit'. For some unknown reason, the Staff College experience gives this tendency full rein, producing large and numerous mills of many kinds in all sorts of places. Mills form as students 'hurry up and wait' to get on buses, to enter buildings, to look at yet another clever computerised lathe during an Industry visit, while in Air Movements sections and for a hundred and one other reasons. 38 Course recorded this odd phenomenon photographically, and featured a 'Mill Mill Mill' section in their year book including a 'Mount Newman Mill', a 'Baggage Mill' and a 'Single File Tarmac Mill'. Being the biggest course yet, 38 no doubt produced the biggest mills yet, but all students, on all courses, suffered 'The Mills'.

During this time the RAAF's transport fleet had also enjoyed some Revolution in the form of the Boeing 707 for strategic transport work. On 1 July 1983, No 33 Strategic Transport Squadron was formed at Richmond with four pre-owned B707s. Two ex-Qantas aircraft had been bought in 1979 for 'special transport purposes' and attached to No 37 Squadron. Their first operational task was to ferry RAAF personnel and families to Butterworth, so beginning a service that lasted almost a decade. When two more aircraft were added in 1983, No 33 Squadron was formed and the intention to eventually convert them to tankers for air-to-air refuelling was announced.

The speed, range and comfort of the B707s saw them employed in the VIP role shortly after purchase, but the tanker conversions took much longer. In 1985 the benefits of in-flight refuelling were graphically demonstrated when the first F/A-18s were ferried non-stop across the Pacific, refuelled en route by US military tankers. Eventually, in 1988, two more B707s were added to the fleet and a contract to convert four aircraft to tankers was signed. The normal transport capability of the converted aircraft was to remain essentially unchanged. The four B707s were converted one at a time, the final aircraft being delivered on 19 May 1992.

The ferrying of the first F/A-18s non-stop across the Pacific in 1985 eventually proved to be a milestone for the RAAF, which now had its own air-to-air refuelling capability, albeit a limited one. That same year, 1985, also brought with it an event that would eventually reshape the world, but which at the time was of passing interest only to most Australians, even those being 'broadened' at RAAFSC.

When the Communist Party of the Soviet Union elected a new General Secretary most of the world expected another clone of the humourless, hard-line geriatrics like Brezhnev who had held the job for much of the past 20 years. What they got was Mikhail Gorbachev, a younger, more modern man with a glamorous and educated wife, and now famous for the *glasnost* (openness) and *perestroika* (transformation) he initiated to modernise the USSR.

Under Gorbachev Cold War tensions quickly reduced as the Soviets sought better relations with the West to facilitate the knowledge, technology and capital they needed to modernise. We now know that, in reality, Gorbachev was trying to reform the Soviet Union to save it. The signs were clear to the West that the USSR was, as Paul Dibb told us, an 'Incomplete Superpower' with a mighty military, but primitive infrastructure and almost none of the financial and corporate systems the modern world depends on. Few realised, however, that the Union was coming apart at the seams.

Gorbachev's reforms came too late to re-invigorate the system enough to reinforce the Union with a surge of prosperity and shared success. Instead, *glasnost* allowed people to see more clearly what they already suspected – the Soviet Union had fallen way behind the West and the gap was widening in almost every area of human endeavour.

Resentment of decades of Russian domination found new voices in the various Republics and by the end of the decade the Union of Socialist Soviet Republics was breaking up – something almost no-one would have predicted when the decade began. President Bush declared 'a new world order' with only one Superpower. China, Vietnam, Cuba and some other countries were still communist, but the Big Bad Bogie-Man was gone and by 1990 the Cold War had already begun its journey into the history books.

An interesting aspect of the Gorbachev era for Staff College students was the widely varying predictions from the various 'experts' who came to talk. I heard a number whilst on JSSC in 1987. Some saw the end coming quickly, but others saw signs that the Cold War was far from over, that the Russians still had a few cards up their sleeves to play at vital times. Both sides presented credible arguments. In general, they had access to the same evidence, but the conclusions they drew filled the entire spectrum of possibilities. A big lesson from all this is that even expert predictions about the future are uncertain at best, and we have no option but to always plan for the unknown and the unknowable.

Meanwhile, the first of a number of major changes that would shape the RAAF into present times had already occurred. In August 1983, No 75 Squadron in Butterworth was withdrawn to Darwin, pending the completion of the Tindal Base near Katherine.

The modernisation of Tindal was now beginning as part of the major change accompanying the FA/18 purchase. This change would see all RAAF fighters based in Australia from 1988 on, with regular detachments to Malaysia and Singapore thereafter to meet FPDA (Five Power Defence Arrangements) commitments.

Tindal already had a good airstrip, but in almost all other respects a new base, the first since the war, was being built. In some important ways the new base was unique, having been designed to minimise the effect of attack and provide a permanent base in a harsh tropical area. The domestic areas were well separated from the operational areas, with parked aircraft dispersed in hardened shelters. The main runway and taxiways were being arranged in a 'coat hanger' formation, with the taxiways becoming emergency runways if needed. Air conditioned facilities and accommodation designed to cope with the extreme climate would be the norm, along

with attractive landscaping wherever possible. The result is a geographically large base, but one that meets its operational and domestics aims very well.

Williamtown was also modernised for the new aircraft. The first F/A-18s arrived in 1985, with final deliveries in 1990. The last Mirages had been withdrawn from Butterworth in 1988. In November the same year the newly completed Tindal base welcomed No 75 Squadron with its F/A-18s as the first squadron to make Tindal its permanent home. This ended a period of some 38 years during which the RAAF had always had one of more squadrons based in the Malaysia/Singapore region.

The 1980s also saw the end of the helicopter era for the RAAF. As previously mentioned, in 1982 eight Iroquois helicopters were sent to El Gorah, in the Middle East, as part of a combined contingent with the RNZAF. Their primary role was to carry military observers monitoring Israel-Egyptian cease-fire arrangements. They were withdrawn in 1986.

Along with the rest of the RAAF helicopter force, the El Gorah contingent had performed very well. Since the late 1970s, the Iroquois force had developed innovative air mobile tactics and highly developed field deployment capability. C130s carried stripped down Iroquois on long legs and at other times Iroquois were ferried long distances using extra fuel tanks or refuelling en route from drums. Operations with the Army in the field became the established norm. In other words, the concerns people like John Chesterfield had expressed in earlier times had been addressed in full and RAAF/Army relations at the operator level were excellent.

Unfortunately, this was not enough to erase the bad taste still in the mouths of some very well placed, high ranking Army officers. In late 1986 the Government, on advice from the Department, decided that battlefield helicopters would become an Army responsibility. This meant that the Army would now operate the Iroquois and the new Blackhawks.

The transition took some time, but No 9 Squadron was eventually disbanded on 14 February 1989 following relocation to Townsville and transfer of its aircraft, personnel and equipment to 5 Aviation Regiment. On 9 December the same year, No 5 Squadron disbanded at Fairbairn, handing its aircraft over the Australian Defence Force Helicopter School. When No 12 Squadron's Chinooks were mothballed shortly after for budgetary reasons, RAAF rotary wing operations ended. Throughout the transition, RAAF rotary wing staff cooperated fully and worked hard although most disagreed with the change. It was a sorry time for the RAAF, and one that left a bad taste in mouths of most RAAF helicopter squadron members, many of whom felt betrayed by the system and its leaders.

Ironically, 1989 also saw the establishment of the Air Power Studies Centre. An initiative of the then CAS, Air Marshal Ray Funnell, its charter is encapsulated in its name. Arguably, had such an organisation existed 20 years earlier, the place of RAAF rotary wing operations in an ADF context would have been defined and agreed much earlier at the highest levels. Had this happened, the radical changes to the helicopter world in the late 1980s could well have been avoided.

The Quiet Revolution continued throughout the eighties. The ASEAN students had been welcomed by 38 Course, and in 1985, 39 Course welcomed another student from the region, Major M. Radin Bindms Dian of Brunei, the first from his country to attend RAAFSC. The trend to broader representation continued, with the first Papua New Guinean, Lieutenant Colonel P. Baitman, on 40 Course.

Jim Farquhar (Wing Commander Ret'd) was a student on 41 Course. In general, his experience validated the changes of the Quiet Revolution. To him the best aspects of the course were the adult learning approach – 'what you got out of the year was largely up to you' – the mix of people, which was 'a big feature' and the self discovery and confidence building he gained as the year progressed. Overall, he rated the usefulness of the course to the RAAF as 'seven or eight out of ten'. But, despite these significant positives, he considers he has had 'better years', rating the personal experience as only worth five out of ten.

One reason for this low rating was the familiar nature of much of the work. His relative experience was probably a factor in this regard. A navigator with 20 years in the RAAF, he had already done 14 years flying in maritime and transport/VIP and six years staff work when posted to RAAFSC. But the big contributors seem to have been two old perennials. Two of his DS were poorly suited to the job, and he believes he was 'assessed by people who were not qualified to do so'.

While this could be seen purely as one man's opinion, subsequent events suggest otherwise. Review of his and other assignments exposed serious weaknesses in the assessment process. In particular, there was poor standardisation and an inadequate review process – a situation virtually guaranteed to raise the hackles of even the most benign student.

Excellence requires that you get everything right. One of the most impressive changes in Australia in recent times is in the quality of locally produced motor cars. Investigation of this pleasing change soon reveals that all the car makers – and all other successful manufacturers – start with the premise that quality depends on two key factors: design and build. That is, the product must be designed to meet local conditions and well-built. Furthermore, good modern design assists the 'build' process.

So too things like staff training. In this case, decades of experience and the Quiet Revolution had created a design with the potential to produce excellence, and had put appropriate measures in place to aid the 'build' process. Unfortunately, as so often happens, too little care was taken with a key part of the building, leaving RAAFSC as 'Above Average' at best, despite the potential for excellence.

Clearly, with a better standardisation and review process, and a few other relatively simple changes, RAAFSC's shortcomings could largely have been overcome. Unfortunately, this was not the case for another, larger problem the RAAF faced. Since the early days of RAAFSC, the percentage of RAAF pilots on each course had progressively dropped as staff training was made available to RAAF officers of other categories and specialisations. By the early eighties, student bodies more generally reflected the make up of the RAAF officer corps – the intended result.

No 42 Course students and family members about to depart on NORWARD 1988. By now ASEAN officers were an established part of RAAFSC and the course had a strong international flavour that became an important feature of the last 17 years at Fairbairn.

But as the decade progressed, fewer and fewer pilots did RAAFSC, as high pilot wastage put the squeeze on senior pilot numbers throughout the RAAF. In that era, the junior officer ratio of pilots to navigators was about four to one. But by the late eighties the ratio at Squadron Leader and Wing Commander rank was only two to one. Pilots, usually experienced Flight Lieutenants, had left the RAAF in large numbers for better paying careers elsewhere. In some areas there were too few pilots to fill role specialist command and staff jobs, and navigators filled almost all the more general GD posts in the RAAF.

In response to the problem, the return of service for pilot training was increased from eight to ten years and the pilot training rate increased. While this increased the size of the junior pilot pool, and hopefully the number who would stay, it also created a surplus of junior pilots and the problem of what to do with them.

The RAAF had another problem, seemingly unrelated. Fleet support flying for the Navy currently involved a good deal of F/A-18 flying and a cheaper alternative was being sought. This problem was compounded by the shift of part of the fleet to HMAS STIRLING in the west to comply with the 'two-ocean Navy' policy, and the consequent need to fly from both the east and west coast.

The solution to both problems was to form 'lead-in' jet squadrons using Macchi jet trainers made surplus when the turbo-prop PC9 advanced trainer was introduced. Two squadrons would fly Macchis; No 76, reformed at Williamtown and No 25, the RAAF Active Reserve squadron in Pearce (which would include a PAF component).

Both squadrons had two roles. The first was to provide 'lead-in' training to newly graduated pilots and navigators posted to fast jet aircraft like the F/A-18 and F-111. The second was fleet support to Navy ships based on the east and west coasts. No 76 began flying in January 1989, No 25 in December the same year. The arrangement lasted until May 1998 when, following a decision to replace the ageing Macchis with the British Aerospace Hawk, the PAF elements of No 25 Squadron formed No 79 Squadron at Pearce in preparation for the new aircraft. Some No 25 Squadron Reserve personnel now work to support No 79 Squadron.

The late 1980s and early 1990s also saw some important organisational changes that are still with us. Firstly, Support Command was split into Logistics Command and Training Command, and Operational Command was re-named Air Command (along with Maritime and Land Commands). (Readers may note a similarity between these arrangements and those put in place when the RAAF adopted a functional structure in the early 1950s.)

In 1986, Air Command was reorganised into five Force Element Groups (FEGs): Tactical Fighter Group (TFG), Strike Reconnaissance Group (SRG), Maritime Patrol Group (MPG), Air Lift Group (ALG) and Operational Support Group (OSG) (who, among other things, bring the bare bases in the north to life for exercises and contingencies). In 1990, operational command of Air Command forces was transferred from CAS to CDF (Chief of the Defence Force), with CAS exerting influence via the Chiefs of Staff Committee. CAS has more recently been re-titled CAF (Chief of Air Force).

Also in those times, the Government introduced major management reforms to planning and financial management. All discrete elements of Government departments had to produce annual plans outlining what they intended to do, what resources they would use to do it, and how they would judge success. Terms like 'effectiveness', 'efficiency', 'performance indicators' and 'impact statements' became part of the lexicon of all military commanders and managers, and financial accountability was increased markedly at all levels. Like all other elements of Government, the RAAF established a cycle of annual planning, beginning with a broad statement of the intended Strategic Direction, and ending with the distribution of resources to commanders and managers to do specific approved tasks.

The signals from Government were for more change in the future, and fewer resources for Defence. To help manage existing and expected change the RAAF introduced management reforms based on what was then called 'Total Quality Management' (TQM). TQM was an approach using people's knowledge of their part of the organisation, coupled with facts and data about the organisation's processes and performance, to continually improve the organisation. The 'hype' surrounding TQM and early problems with definition and planning reduced its impact, but in general the main principles survived. Although RAAFQ, as it came to be known, is now dead and gone, the continual quest for better ways to do things is now an established part of RAAF culture.

As always, RAAFSC had to keep up with these changes and play its part in their implementation. Clearly, future commanders and managers would face much increased financial and change management responsibilities. As well they would have to carry out their traditional leadership roles while being pressured to continually do more with less. Such an environment would need an officer corps with high standards of command, leadership and management skills, and a shared understanding of the priorities behind the delivery of RAAF air power to the emerging ADF.

The Quiet Revolution had produced a course that better exposed its students to the 'big picture' and improved their understanding of that picture. But the world had kept changing, as the world is wont to do. For success in the new world, graduates would not only need to understand the big picture. They would also need to better understand how to play their part in the big picture, specifically with regard to the application of air power and the Command imperatives of running an Air Force charged with maintaining its operational capability despite shrinking resources.

CHAPTER SEVEN

COMMAND AND STAFF COLLEGE

The nineties brought major change to Australian workplaces. Throughout the decade 'restructuring' ruled, trimming workforces and streamlining work practices to improve cost-effectiveness. Few escaped unchanged. Cheaper and better ways to do things were constantly sought in the public and private sectors alike.

For the Defence Services this meant staff cuts, and 'contracting out' of 'non-core' activities. Non-core effectively meant most activities not 'combat' or 'combat related'. As a result, throughout the nineties, public servants and civilian contractors replaced uniformed personnel throughout support areas like supply, maintenance and overhaul, catering, personnel administration and medical.

RAAF uniformed strength fell from some 22,500 in 1990 to just under 14,000 by late 1999. Today, RAAF members routinely work with public servants and civilian contractors in almost all RAAF workplaces. Total workforce numbers are well down on 1990 levels, however, creating a constant need to do more with less everywhere. As well, a continual stream of Departmentally initiated 'reforms' adds further work and complexity to the management and leadership task.

In all, these factors have radically changed the management and leadership task of RAAF officers since 1990. In simple terms, the task is now much bigger, more complex and more difficult than it was then – and there is every indication it will stay that way.

Throughout this time the RAAF has been charged with maintaining operational capability. While this has generally been achieved, it has been no simple task. Success owes much to many factors, not the least being hard work and dedication everywhere. Two overarching factors have, however, been critical. One is improved planning to establish clear priorities for operations and change. The other is a shared understanding among commanders and managers of the key elements that make the RAAF an effective air force. These two factors have, more than any others, helped the RAAF stay on track to meet its operational goals, despite constant and major shifts in the winds of reform.

Change of this kind seldom comes easily. Much new knowledge had to be absorbed and applied for the RAAF to impose some order on the chaos of the 1990s. It was here that RAAFSC proved its worth. Since 1983, the Quiet Revolution has given RAAFSC graduates a good understanding of the 'big picture' and the RAAF's part in that picture. More recent change has provided practical knowledge of how to achieve operational success in peace or war.

The 1990s was a decade of constant change. The emphasis on northern operations, however, continued unchanged, as did the long established tradition of winter migrations to northern parts depicted in this cartoon from the 25 Course Year Book some 20 years earlier in 1971.

The man who initiated the latter change was Noel Montgomery (now Air Commodore Ret'd), the Commandant in 1988-89. A navigator and RAAF College graduate, he brought extensive operational, command and staff experience to the job. The trigger for change was his realisation that he was unsure just what RAAFSC ought to be doing. This is not to suggest that Staff College had no direction. For example, there were no qualms at high levels about the need for fundamentals like broadening and staff skills. Nor was there a problem in these areas. The recent changes had clearly created a successful adult learning environment producing broadened graduates with good staff skills. But the question arose, was this enough to best meet the future needs of the RAAF, or should more be done? And if there was to be something else, what was it?

In today's terms, what RAAFSC needed was an endorsed Mission Statement (or Statement of Purpose). Noel Montgomery set out to produce one. In the end it took the form of a submission seeking endorsement for a statement of RAAFSC's future direction. In general terms, the statement kept the positives of the Quiet Revolution, but increased the emphasis on operational effectiveness factors. The intent was to produce graduates better able to prepare the RAAF to be operationally effective in

peace or war. To that end, more stress was given to operational matters, particularly air power, and management studies focused onto practical ways for users to achieve what was needed, rather than purely theoretical factors.

The submission was well received by the Personnel and Training heads and by the CAS of the day, Air Marshal Ray Funnell, AM. The CAS's endorsement would have surprised few who knew him well. A RAAF College and 21 Staff Course graduate, Ray Funnell had done extensive additional study of the Profession of Arms, and was well regarded by many in the RAAF for his knowledge and thinking on air power well before he became CAS. (The R.G. Funnell library he donated to RAAFSC is a good indication of the width and depth of his interests.)

When Noel Montgomery put up his submission for endorsement, Ray Funnell was already creating the Air Power Studies Centre, one important long-term aim of which was to produce a RAAF officer corps with a good understanding of its fundamental reason for being. The proposed RAAFSC changes would complement this and the other aims of the Air Power Studies Centre. In retrospect, one suspects endorsement of the proposal was never really in doubt.

Command and Staff Course resulted. The change of title indicated the increased emphasis on commanding the RAAF as an effective air force in peace or war. But events were to take an unusual twist before this fundamental change took place. As previously mentioned, the RAAF had a very serious shortage of experienced pilots – particularly senior Flight Lieutenants, Squadron Leaders and Wing Commanders. The measures taken – the creation of the 'lead-in' squadrons, and increased return of service and training numbers for pilots – would help eventually, but in the short term nothing could change the numbers.

The numbers were such that there were too few experienced pilots to man all essential flying supervisory posts, role specialist headquarters jobs and key staff jobs like Operational Requirements (OR). The situation was so serious, that at one stage 'OR-Fighters' was an aero-systems qualified navigator. While this was not the mismatch it appeared at first glance – his aero-systems training was a year of high level study enabling him to thoroughly analyse the relative merits of competing systems – the fact remained that he was not a fighter pilot. This and other manning compromises, particularly at Squadron Leader and Wing Commander levels, illustrated to everyone the seriousness of the situation.

The decision to cancel staff training in 1989 nevertheless surprised many people and disappointed quite a few. In retrospect, it would seem there was little option but to do what was done. The small number of squadron leader pilots were needed for higher priority tasks, and squadron leader navigators now had to fill numerous GD posts normally filled by pilots, as well as their usual role specialist positions. A staff course with no pilots and few navigators would have resulted – a somewhat pointless exercise for an air force planning to increase the operational component of the course.

The decision also sent some important political messages into a system that had shown little sympathy for RAAF attempts to improve the lot of its pilots, and so increase retention. Suggestions were made at the time that the decision was influenced more by the impact it would create than by the real situation. Facts and analysis do not

support that view. The reality is that there were too few GD officers, especially pilots, to form a course with the required balance, and so no course was held.

The year was not wasted, however. The commandant elect, Group Captain Jim Huet, was put in charge of a team tasked with creating a new syllabus to produce the required outcomes. Ably assisted by Wing Commanders Dud McCardle and Garry Waters, he spent most of 1989 producing a syllabus for a Command and Staff Course with a strong emphasis on air power and effective command in peace or war.

Commandant, Group Captain Jim Huet (3rd from left, front row), with international students of the 1991 Command and Staff Course he had helped create two years before

The existing course was already a busy year. This ruled out the option of simply adding the required material to the extant syllabus. Although in Jim Huet's judgement 80 per cent of the original course survived, most of it had to be reviewed for relevance and fit. Inclusion of the new material had to produce an integrated whole which maximised learning outputs, while maintaining the tried and proven 'streams' and a 'general to particular' sequence. Also, exercises, visits, assignments and the like not only had to be well integrated, but often had to achieve multiple outcomes as well.

Although what resulted was a 'coarse tune' rather than a complete rewrite, in some areas there was considerable change. The links between background theory and the practical operation of the RAAF were strengthened and clarified. Knowledge about 'the warfighting side' of things, stressing the use of the RAAF as an effective force in peace and war, was increased and links between the Warfare Courses and RAAFSC improved.

Emphasis on what constituted the Strategic, Operational and Tactical levels of operations – and the necessary overlaps – became part of the basic framework of

learning. This had been covered previously, but the practical implications had received limited exposure and reinforcement, except for Exercise WILD GOOSE – the joint operations exercise held with the Army Staff Course at the end of each year. Wild Goose was a good exercise – the problem was too few basics throughout the year to optimise Wild Goose as a learning experience. To reinforce the basics, the need to always think in terms of 'Ends', 'Ways' and 'Means' was stressed throughout the new course.

A similar approach was taken with Command, Leadership and Management studies. Theory was not abandoned by any means, but the practical application of that theory to achieve the desired ends, ways and means was stressed, and exercises and activities modified to provide practical examples. The relationships between command, leadership and management, and practical methods to achieve success with all three, was a significant part of the change.

In 1990, No 43 Course studied the new syllabus with its principal shaper, Jim Huet, as commandant. The result suggests that he and his team had done the job – the new course was well accepted by students and staff alike. The review team had in some cases, however, underestimated the associated workloads for both staff and students. Further work was needed to reduce this problem for the next course.

The nine Navigators of 43 Course (plus friend) – all with a maritime background – in front of a former No 10 Squadron SP2H Neptune in Townsville in 1990.

The composition of 43 Course followed the pattern established in the eighties, with 15 non-RAAF students – ten international officers, two from the RAN, two from the Army and a public servant – in a student body of 38. There were nine navigators (some were Air Electronics Officers – the two categories had been grouped together for some years, so boosting 'navigator' numbers) but only two RAAF students were pilots.

Squadron Leader Paul ('Skin') Hickerton was one of them. A helicopter pilot with 22 years service, he had spent almost 20 of those years flying in Indonesia, Malaysia, Papua New Guinea, the Sinai, New Zealand and throughout Australia, and had done a two year staff job in the then DORG-EST. (Now a Wing Commander, he completed a tour as the Strategic Studies Developer at RAAFSC in 1999 and took up a staff position in a strategic policy development area in 2000.)

The recent loss of the helicopters had thrown 'Skin' Hickerton's world askew, turning him into someone whose past was suddenly much less relevant and useful to his employer. He was unsure of what the future held, but saw Staff College as an important step in the redirection he knew he must take. He was appointed Senior Student, although that was not strictly the case. The appointment turned out to be a positive thing, forcing him to get involved and helping him adjust to what was a very different world from the one he was used to.

Although never 'overly academically inclined' he found the main thrust of the course appealing, having reached that point in life where he was happy to examine the ends and ways along with the means. He found the general concept of the course to be good, but too ambitious, with up to four presentations a day to cover the allotted material.

The publicity surrounding the cancelled course the previous year meant that all the Australians knew about the change in emphasis. This fact, along with the high workload, brought out the sceptics, but 'Skin' Hickerton believes the course 'did the job' for the RAAF, particularly for those with limited operational experience. To him, much of the Air Power material was 'preaching to the converted', and some was 'statements of the bleeding obvious'. However, the air power studies material stimulated discussion, providing insights and understanding even for those like him with a strong operational background. In all, he found that the process lifted the level of his understanding considerably, bridging the gap between day-to-day operations and the over-riding strategies that drove them.

His memories of the Command, Leadership and Management stream are of a similar kind – a good concept, highlighting the practical aspects, with too much to fully absorb in the given time, but producing improved understanding of the underlying concepts and principles, and providing graduates with sound knowledge of effective techniques and approaches.

Like many before him, he was 'broadened' by the mix of people and the various activities, and found himself well prepared for the staff job he went to off course. However, the rapid pace had left too little time for reflection and research. The full value of the year was not immediately apparent, and the realisation of how much his knowledge and understanding had improved only 'dawned over time'.

There is little doubt that the new syllabus was right for the RAAF of the nineties, needing only a trimming of content to reduce the 'fire hose' effect and allow more time for reflection and assimilation. Most importantly, the aim of producing graduates better equipped than their predecessors to command, lead and manage the RAAF as an effective force in peace or war was achieved – albeit imperfectly.

The timing could not have been better. The first changes of the nineties had begun with their promise of constant and often radical change to follow. The big challenge would be to maintain operational capability in a world of shrinking resources and continual change. The 43 Course experience strongly suggested that graduates of the new Command and Staff Course were well equipped to help meet that challenge. It seems that the powers that be shared this view, and 43 Course set the conceptual pattern for the Command and Staff Course up to the present day.

The next year, 1991, brought with it change that had little impact on RAAFSC students, but changed things greatly for past graduates. On 17 October that year, the Royal Australian Air Force Staff College Association came into being.

The idea of an Association arose in 1987, when the annual Staff College reunion attracted only 20 attendees, rather than the much larger crowds of former times. The 1969 reunion was attended by over 100 graduates, and similar numbers were common until the early eighties when attendances began to fall year by year.

Ted Ilton, a graduate of 22 Course in 1968, discussed the problem with the then Commandant, Group Captain Noel Montgomery, who believed that the lack of a register of past graduates with current addresses was a major contributor, along with too few resources at RAAFSC to produce material of interest for distribution to graduates. As a result, many potential attendees were unaware of the reunion, and many past graduates had no way of keeping up with developments.

Ted Ilton's answer to the problem was an 'Old Boy's Union' which, after much discussion, became an Association instead – which is just as well, as the pool of past graduates now includes quite a few 'old girls'. As well, some who are not graduates as such – eg, graduates of other colleges – are also eligible for affiliated and honorary memberships.

Another of Ted Ilton's early initiatives was a 'Graduates Association' badge. Based very loosely on the RAAFSC badge, it depicted the Owl of Wisdom in a wheelchair, dressed as an early aviator and holding a crutch in his right hand. A biplane flies overhead. (In heraldic terms the overall scene was described as 'with wheelchairs pell-melling and crutch akimbo'). Intended for 'light-hearted occasions' only, it still contained important symbolism; the wheel chair and crutch suggesting that wisdom can still prevail despite the ravages of age, and the biplane recalling the 'Royal Gift' of aircraft that began the RAAF. For reasons not recorded, the badge was not adopted. Its creator, however, has provided a prototype badge for the record.

Prototype 'Graduates Association' Badge,
proposed by Wing Commander Ted Ilton for 'light-hearted occasions'.

The 1990 reunion formed a Steering Committee, with Ted Ilton as the National Coordinator and Chairman, the then RAAFSC Commandants, Group Captains Jim Huet (now Ret'd) and Brent Espeland (now Air Vice-Marshal) respectively, and representatives from each State. Their main tasks were to develop a draft constitution and revamp reunion programs to better attract past graduates. The constitution was to reflect the aims of the Association to foster and maintain the unique Staff College bond of professionalism and camaraderie, and promote awareness of Defence issues, particularly about Air Power, within the RAAF and the wider Defence community.

The 1991 Annual Reunion General Meeting formed the RAAF Staff College Association, adopted the draft constitution, and set membership fees. An Executive Committee was elected with Ted Ilton as President. A news-sheet was produced and State Chapters were to be formed. By June 1992, total membership was over 100.

RAAF Staff College Association notables at 1999 reunion.
(L-R: WGCDR Ted Ilton, instructor and first President; Frank Kelly, Secretary; AVM Ken Tuckwell, President; WGCDR Dick Cresswell, World War II and Korea veteran)

Association members gathered in the RAAFSC Headquarters corridor, in which all Course photographs are hung – October 1999.

In 1993 the RAAF Staff College Association Prize for camaraderie was initiated. A perpetual trophy, it acknowledges the officer whose performance on course has, in the opinion of all course members, contributed most significantly to the comradeship and esprit de corps of the course through individual endeavour and willing support for fellow course members. The winner, selected by popular and secret vote amongst the course, is perpetuated on an honour board at the College, and awarded an engraved pewter mug as a personal memento. The 1999 winner was Major Tang of the Republic of Singapore Air Force.

The RAAF Staff College Association continued to prosper throughout the nineties – Wing Commander Lindsay Williamson (Ret'd) took over from Ted Ilton in 1993, in turn to be replaced by current President, Air Vice-Marshal Ken Tuckwell. In 1999, CAF, Air Marshal Errol McCormack, AM, joined the inaugural patron, retired CAS, Air Marshal David Evans, AC, DSO, AFC, and the Association now enjoys two patrons. To help members keep in touch, membership contact details are issued each year.

Since its inception, the Association has provided a means by which retired graduates can maintain some of the camaraderie of the past while keeping up with the present. This last factor is important to many retired officers who maintain a strong interest in the RAAF despite the plethora of recent change that has made today's RAAF very different from the Air Force most Association members were part of.

The differences are many: some to units and bases, some to equipment and some to the exercise of command and management. The command and management changes are the least obvious, and possibly of least interest to most Association members. But to serving officers, these are often the changes that most effect their working lives.

One such change has already been mentioned – the comprehensive annual planning cycle that has made annual plans an important part of life for all commanders and managers. Since the early nineties, RAAFSC graduates returning to the RAAF have participated in annual planning matched to the budget cycle. The resultant plans link activities and performance to resources, stating what will be done, what the attendant resource costs are, and how success will be judged.

While not perfect, this planning system is a major improvement on past systems. Accountability at all levels and the emphasis on provable performance are much improved. The system has also provided a planning framework within which to manage change. For a short while, some innocents actually believed that this much improved system had effectively solved the RAAF's corporate planning problems. This delusion did not last long. Like all planning systems, it needed good inputs to produce good outputs. That is, it could better plan the known and knowable, but it was no better at the unknown and the unknowable than previous systems had been.

And for much of the nineties, the RAAF had a very important unknown that was behaving at times as if it were unknowable. It was called the MRU – the Manpower Required in Uniform – the minimum number of people in uniform the RAAF needed to meet routine tasks and possible contingencies.

Determination of the MRU in the various elements of the RAAF was essential knowledge to RAAF planners. With it, they could ensure that 'civilianisation' and 'corporate support' were not overdone, and that the RAAF would have enough uniformed combat and combat support staff to do its day-to-day tasks and operate effectively in any future AO (Area of Operations) during possible contingencies.

Theoretically the problem was a simple one. Using guidance from Government and the Department, the routine tasks and possible contingencies the RAAF must plan for would be established. The necessary detachments, deployments, training exercises, etc could then be determined. Once this was done, the associated numbers of RAAF uniformed positions (including appropriate back-up) could be calculated to meet the approved tasks and contingencies.

Unfortunately, the reality was not that simple. Many essential planning factors were outside the RAAF's control. These kept changing, particularly the fundamental political and financial goal posts that determined the contingencies and available resources. Also, small changes to planning assumptions often caused large changes to the numbers. Two basic planning assumptions were the rotation period for RAAF staff in the AO, and their shift lengths once there. Variations to either or both could, and usually did, cause relatively large changes to both personnel and dollar numbers. Debate was ongoing, and agreed figures for these key time periods proved elusive.

Guidance from on high was nothing if not flexible. On more than one occasion when the RAAF's numbers were too high for the budget, the possible contingency being planned for was down-graded to fit the available dollars. Constant shifting of the political and financial goal posts meant that many well constructed plans were drawn up, only to be discarded or heavily modified before being put into effect. Despite good planning methods, good people and good intentions, good plans often proved to be much harder to produce in practice than in theory.

While this was very frustrating for those doing the planning, it also provided a reality check. RAAF corporate planning was now much better than in the past, but you can't do what you can't do. Like their predecessors in the turbulent Plan D days, the RAAF Executive of the nineties had no option but to concentrate on managing what they controlled, and on maximising their influence in those areas they didn't control, but were vital to the RAAF.

It has ever been thus, but the goal posts are moving faster and faster with the years. A late nineties model of Al Clancy's pull-along toy with its moving goal posts would have an electric motor and a remote control. Today, all the clichés apply. The only certainty is uncertainty, the only constant is change. That is the world of the nineties. Graduates of the Command and Staff College enter that world as middle level managers. Some will eventually command and manage the RAAF's part of it at executive level.

COMMANDANT'S REPORT

Change has been a dominant theme in 1994. The Course members were not inured from the effects of change, social or technological: they quickly adapted to modern technology such as computer aided staff work. This also provided valuable lessons on Clausewitz's "fog and friction of war" as they dealt with the regular frustrations of the independently minded College computer system. However, their IT assisted exercises displayed the analysis and assessment required of quality staff work rather than the entertainment of 'magic light shows' that disguise a dearth of analysis. It was characteristic of 47 CSC that the work they produced was not the staff work of Shakespeare's Macbeth: "full of sound and fury, signifying nothing".

Some other characteristic features of the Course which I have observed include a fiercely competitive attitude which is healthy. Individuals competed against their own standards not against each other. As a group and as individuals they remain well disciplined and organised. Another characteristic was a sense of humour throughout the year. They were able to laugh at themselves when the occasion arose. Their humour was tested in trying circumstances as the Canberra flu swept through their ranks. Neither sojourns north nor the sunshine of Queensland was enough to ward off the annual winter lurgy. In desperation some took to the ministrations of exotic potions, brews and concoctions, but all to no avail.

The more serious challenges were of a professional nature. The CSC places high demands on the professional acumen of course members. This year the Course gained some insight into the obligation of command - both social and personal. A challenge remains, however for 47 CSC graduates to take the initiative: fully exploit future obligation as opportunity, not avoid it as a threat.

In closing let me make some observations. The quality of each individual on No 47 CSC is as good as, if not better than, those who have gone before. Slowly, perhaps too slowly, the remainder of the RAAF is appreciating the rising quality of graduate achieved through commitment to the course. No 47 CSC continued this commitment. The future of the RAAF and other Services represented on course is in good hands if the quality of officer on No 47 CSC is representative of the ability, talent and determination of our middle level officers.

1

Despite rapid change in the RAAF, by 1994 Command and Staff Course was well-established and going well, as the above extract from the Commandant's Report for that year shows.

RAF Students, 47 Course, as seen by Geoff Pryor, *Canberra Times* cartoonist

Fortunately, today's RAAFSC students are a generation who have grown up with change and uncertainty. And, while they may not enjoy it, the successful ones among them have not only learned to live with it, but to command, lead and manage within it. To RAAFSC, preparing its graduates to operate effectively in this new world is now 'business as usual', not something special. In modern management parlance this is a paradigm shift, and a very important one at that.

A major part of the shift is the employment flexibility now routinely expected of officers. As in the past, most officers begin as specialists – pilots, navigators, engineers, suppliers, nurses etc – but the majority now quite quickly become involved in 'generalist' activities outside their speciality. Today much more so than only a decade ago, middle-ranking officers find themselves in general management and command jobs unrelated to their earlier speciality. This does not suit everyone, but many enjoy the new challenge.

Wing Commander Maxine Dahl is an example. A nursing officer, she recently held a senior management position at the Australian Defence Force Academy (ADFA), a post someone with her background would most probably not have held only ten years ago. As such, she is a product of the ever-changing nineties.

Early in that decade, a shrinking RAAF saw that it would have no option in the future but to employ its well performing officers as widely as possible, irrespective of their background, and changed officer employment policy accordingly. Specialist officers like Maxine Dahl found themselves with much broader career options, assuming they could take the necessary steps. A student of 48 Course in 1995, she has provided an interesting insight into the part RAAFSC played in her transition from support specialist to generalist manager, in an ever changing, more operationally-focused RAAF.

Only the third nursing officer ever selected for staff training, Maxine Dahl had welcomed the chance of a broader career and was 'delighted' to be chosen for No 48 Course. Although her background was mostly medical, she was well prepared for the year ahead, having done a staff job in Personnel and just completed a university degree.

(Her university degree put her in the majority group – more than half her course had tertiary qualifications. The trend to better educated officers has been ongoing for many years. By 1997, about half of 50 Course had a higher degree, 75 per cent had a first degree, and 50 per cent held a post-graduate qualification in addition to a first degree.)

Maxine Dahl's experience was very positive, providing a solid vote of confidence in the Command and Staff Course. For someone with a support background she found the 'Big Picture' aspects very well done, giving her a good understanding of RAAF operations, and insight into the other Services and the workings of Government. This, along with the broadening provided by the mix of students, the visits, guest lecturers and the like held her in good stead in the PSO job she went to off course. Like so many before her, she established a network of people and a range of skills and knowledge that have helped in every job she has held since graduation.

Wing Commander Maxine Dahl, shown here on location with the Army, was one of a new breed of specialists deliberately groomed for general management, and since completion of 45 CSC in 1995 has been employed accordingly.

Lasting memories include the frankness of business and government leaders on visits, the time these people were prepared to give to RAAFSC, the quality and variety of guest lecturers, and, in particular, the opportunity to quiz people like ambassadors, politicians and business leaders. (The longstanding RAAFSC use of Chatham House Rules, under which speakers are assured they will not be directly quoted, has produced much full and frank comment over the years). Like many before her, she found that the high quality speakers, operating under Chatham House Rules, provided a unique experience not available to the great majority of tertiary students.

There were limits of course, there always are. Air power study provided the building blocks and a framework in which to develop understanding, but she found she still needed some experience to 'pull it all together'. Command, leadership and management studies also fell short in some areas. While it was 'useful to reflect on what people think' in these areas, Maxine Dahl felt that there was 'not enough emphasis on command practicalities' like the enduring dos and don'ts, and what has led to past success and failure in various circumstances.

She found that the adult learning environment was well done. Students were given the opportunity to 'make the most of everything', but to do so – as she feels she did – required good time management. One aspect that imposed limits on just how experimental and different students could be was the recently introduced policy to raise standard Officer Evaluation Reports (OERs) on all the RAAF students. Some saw this as an emphasis on success, with penalties for those who tried something different and failed.

Indeed, the raising of an OER on officers doing staff training had its critics then and still does today. The main criticism was that staff training was not a normal RAAF work environment, and this makes the OER an inappropriate means of reporting on student performance. Supporters of the system argued that RAAFSC provided a unique opportunity to compare a large group of squadron leaders with their peers. Furthermore, the OER was a good means of reporting success against the unstated dual purpose of RAAFSC – to educate and develop people, and to identify talent. It also provided a reminder for those who needed it that the RAAF took RAAFSC seriously. The practice remained controversial and in 2000 was replaced by a non-scored assessment, which will be used in future.

Certainly, being faced with an OER was a relatively minor consideration for Maxine Dahl, who enjoyed the year and has clearly benefited greatly from it. She was the CO of the Military Command Wing at ADFA in testing times in the late nineties. Along with the rest of the ADF, ADFA was undergoing major and constant change, particularly in support areas which now contained very few uniformed personnel, and in the entire approach to ADFA cadet training.

The new approach to cadet training is in many ways pioneering work, increasing emphasis on adult behaviour, responsibility and self-discipline and reducing imposed discipline and petty rules and regulations. During Maxine Dahl's time the main culture change emphasis was on the elimination of sexual harassment and sexual offences in line with the Grey Review. Many changes were needed to embed the new culture, but by now ADFA was used to change – the cultural reforms followed hot on the heels of major reorganisation of ADFA, aimed mainly at just saving money.

Indeed, 'just saving money' was a major contributor to the constant change and uncertainty of the nineties. Of particular important was the 'Peace Dividend' expected by many politicians, bean counters (finance bureaucrats) and ordinary citizens following the end of the Cold War. Although the term has not been used officially, and Australian forces were never structured specifically to fight the Cold War, the expectation of big savings was real to many throughout the nineties.

This expectation, along with some genuine prospects for savings, drove the search for the optimum ADF teeth-to-tail ratio during the decade. The expectation found its ultimate expression in 1993 via a widely distributed drawing of a large set of false teeth supported only by a thin steel wire. The caption attached to the drawing, 'The Optimum Teeth-To-Tail Ratio', proved that humour was not yet dead, even if logic seemed at times to be entering the last phase of its twilight years.

Ironically, the RAAF did get a 'Peace Dividend' from the Cold War's demise, but not of the kind some 'bean counters' and politicians would have envisaged. Review of US post-Cold War military needs saw capability reductions in many areas. Of particular interest to Australia, were the decisions by the USAF to cease F-111 operations and by the USN to reduce P3 Orion numbers. The F-111 decision was of great interest to the RAAF, the only other F-111 operator. The USAF had a number of options apart from the F-111 for strategic and tactical strike, but the F-111 was the only aircraft in the world with its combination of payload, un-refuelled range and survivability. The RAAF lacked the USAF's options and without the F-111, Australian strike capability would be greatly reduced.

The American decision raised immediate questions regarding the viability of RAAF F-111 operations, but it also made available surplus aircraft, in good condition, at low cost. The question was, should RAAF F-111 operations cease, or should additional aircraft be bought, at relatively low cost, to increase the viability and operating life of the RAAF fleet?

After gaining assurance of continued essential support from the US, 15 F-111s were bought, bringing total RAAF fleet numbers to 35. Twenty-one aircraft have been given an extensive avionics update involving modifications to bombing, radar, navigation, flight control and communication systems. This update, plus the use of the remaining aircraft for basic training and spares, has extended the F-111's expected operational life well past 2010.

Three P3 Orions were also bought for use as training aircraft for pilot and flight engineer conversion and continuation training, and for the lesser role of logistics support to 92 Wing operations. This has greatly reduced wear and tear on the operational aircraft previously used for these tasks, while also freeing these aircraft for operations. As a result, the extra three P3s have extended the life of the Orion fleet and increased the operational capability of No 92 Wing. Along with the additional F-111s the Orions represented a significant gain to the RAAF's combat capability at relatively low cost. Not everyone's idea of a 'Peace Dividend', but a good deal just the same.

Critics saw the apparently ad hoc purchase of the 'Peace Dividend' aircraft as evidence that all the careful, and expensive, force structure analysis was simply 'going through the motions', something easily disregarded in the face of a good deal. This criticism had some merit, but the decision was generally consistent with ADF policy of the times. This policy gave preference, during what was considered a low-threat period, to 'long lead-time' areas in personnel, equipment and infrastructure. It recognised that most future contingencies will be 'come as you are' for the long lead-time people, equipment and infrastructure – all of which take years to acquire. Deficiencies in the shorter lead-time areas, on the other hand, can be made up relatively quickly.

Thus, when strategic circumstances are reasonably benign, as in the nineties, the long lead-time areas get priority. The trade off is reduced short-time readiness and sustainability in many support areas – considered to be an acceptable risk in a low threat environment. In general terms aircrew, engineers, technicians, communications specialists and the like are considered long lead-time, whereas those with shorter training needs or good numbers of civilian equivalents – like clerks, cooks and most medical staff – are short lead-time.

The same policy applied to equipment and infrastructure, with priority given to major equipment projects like the ANZAC ships and the new submarines that took a decade or more to plan and execute, over less complex and specialised equipment. The additional F-111s and Orions fitted into this category as they reinforced existing long lead-time capabilities and extended their operational life.

On the infrastructure side, the bare bases at Curtin (near Derby in the North West) and Scherger on Cape York Peninsula were completed before some shorter lead-time

infrastructure projects. All in all, a very logical policy for a low threat environment and a tight budget.

The bare base at Curtin 1995, as seen by 43 Course

With personnel, the long lead-time policy often complemented civilianisation and contracting out, further reducing uniformed numbers in purely support areas. The result was a progressive reduction to uniformed numbers, not just in the RAAF, but throughout the ADF. But despite significant savings, the pursuit of 'more bangs for the Defence buck' continued, at an accelerating pace, into the late nineties.

By 1997 the Defence Efficiency Review was underway. When completed, it was accepted as the Defence Reform Program (DRP), the biggest and brightest of all the nineties reform initiatives. Its aim was to get ever better 'teeth-to-tail' ratios and more efficient and effective activities everywhere. The focus was not simply on cost cutting, but also on getting better outcomes for the same efforts. Wherever possible, like functions in the three Services and civilian support areas were consolidated. This has led to economies of scale, and facilitated contracting out of these functions.

The resultant changes have often been far reaching. The Canberra region today is a typical example. In the past, each Service and each base had its own support services, under its own command. Fairbairn, for instance, had a Base Squadron, and for those in Russell Offices there was a RAAF Support Unit. The Navy and Army had similar arrangements. Today, all such support, to everyone in Canberra, is provided by Corporate Support Group, mostly with public servants and civilian contractors. Services as diverse as information technology and printing are included.

Not surprisingly with such major change, those experiencing the results find both positives and negatives in the new arrangements. One big difference is that people like catering staff now work for a contractor, not the CO Base Squadron, and are not dealt with directly, but through the base contracting officer. This has meant that units like RAAFSC have had to make many changes to their 'domestic' support, both at home and when away. In some cases the jury is still out regarding the enduring benefits, but there are some success stories. RAAFSC is a big user of printing services. Under the new arrangements, the better technology and general capabilities of the much larger printing organisation provide a much improved service.

There are, of course, limits to all things, especially to reductions to uniformed numbers in uncertain times. In such times, just how much 'readiness' and 'sustainability' you need often boils down to a matter of judgement – as the RAAF's long struggle with the MRU clearly showed. In 1999, Australia's contribution to the UN forces in East Timor removed some of the uncertainty. Army and RAAF uniformed numbers both had to be increased to provide the required 'sustainability' in East Timor. In other words, the balance between uniformed numbers and 'civilianisation' and preference for 'long-lead-time' items had to be rethought and reset. This provided a timely reality check to the reform process, but it has also increased the already considerable change management task.

A related problem is the need for everyone to keep up with the seemingly constant reorganisation and the attendant new names for everything. Base Squadrons everywhere have been renamed Combat Support Wings/Squadrons, and often have very few uniformed members – Fairbairn, in 1999, had but two; the CO and the Chaplain. Aircraft depots likewise have few uniformed staff. Most maintenance squadrons have been split up. In general, operational squadrons now include a uniformed maintenance element for deployments and such, while the rest of the original maintenance squadron's work is done mostly by civilians.

In all, the teeth-to-tail ratio is definitely sharpening in favour of the teeth. This has changed RAAFSC along with the RAAF. In particular, the RAAF component of RAAFSC has contained an ever increasing percentage of combat and combat related officers in recent years. The contrast with the not so distant past is illustrative. My course in 1983 had a number of students who had worked almost exclusively in stores depots, training schools, base squadrons on southern bases or in the then (rather large) Support Command. Through no fault of their own, these people had negligible operational exposure or knowledge, despite fifteen of more years in the RAAF.

Such people are much fewer today. To begin with, most of the positions the 1983 people had filled no longer exist or are filled by non-uniformed personnel. Logistics Command, for example, now has considerably fewer uniformed people than in the eighties, and does more of its work on bases, so greatly increasing the percentage of its uniformed staff 'nearer the action'.

SUPPORT STAFF

1972
THE LOYAL STAFF

1975
The Faithful Crew

1982
The Workers

Early references to the support staff was often only visual with individuals not identified, as seen here in 1959 (above).

Names were provided on occasions, such as the Annual Reunion in 1961. (below) Leading Aircraftswoman Carolyn Strahan serves tea to the Minister for Air, Senator Wade, while Commandant Group Captain Dalkin looks on.

Acknowledgment has varied over the years with photos, names and high praise often reflecting the contributions made by the Support Staff.

Mr Phil Simpson, Travel Clerk 2000, (above) is one of many civilians who have, in recent years, increasingly become an integral part of Staff College.

1994
The unsung heroes/heroines of Staff College

SUPPORT STAFF

The unsung heroes/heroines of Staff College, without whom the college would collapse and become an administrative nightmare. We may not have said it, or if we did, not often enough, THANK YOU.

FLTLT Robin Horwood, ADMINO. Robin managed to complete the Basic Staff Course during the year and accompany No47 CSC on a few of the trips. Another year, another course, luckily it's been a great one.

Corporal Vernita Barwick thanks for the memories...and even though I'm getting married, I'll never forget Lucky.

LACW Vanessa Gurling, It's been a wonderful year, including technical failures and bitten nails.

LACW Kylie Jackson - NORWARD - a honeymoon on my own, posted MATL'95.

FLTLT Richard Gration, PLT, Computer Systems Manager. Richard will be long remembered by No 47 CSC students for his efforts in providing computer support to the College. Alright! Who's reconfigured the computer system this time????

Corporal Linda Jones, three years, three courses, let me outa here!!

LACW Kate Fox - "Who stole my heater" - Is this my posting to Townsville????

LAC Chris White - They came, they saw, they got conquered. The rest, who cares.

Flight Sergeant Ray Hemsworth and his wife Margaret are enjoying the arrival of their first son, William Frederick. (What's sleep????)

Corporal Peter Harcourt, "I can't give you half a dozen - it is too many will 6 do?"

Mrs Jennifer Milward. CSC is bit like raising a family - it is born in January, it grows up during NORWARD, it leaves home in December - and creates havoc everywhere it goes!!

Sergeant Judith Leahy is now looking forward to retirement. No other course has, or could ever compare to this one!!! I have enjoyed the camaraderie and the dedication, combined with a strong sense of fun.

Sergeant Annette Thomas-Schumacher (two something-or-rathers) what a year!!! Thanks for the opportunity to turn grey before I'm 25!

Corporal Paul Reid, I'd rather be riding my Cannondale.

31

Some 48 Course members in combat uniform – a familiar dress throughout the more operationally focused RAAF of the nineties

But perhaps the biggest changes have been in training. Here, the very successful training system put in place just after World War II has been severely rationalised. Most enlisted personnel are now trained in tri-Service schools aligned with the civilian TAFE system, and with a high percentage of civilian staff. The RAAF still runs RAAF College – a dedicated officer training unit at Point Cook – but many officers are trained at ADFA, a tri-Service establishment with civilian academics and mostly civilian support staff.

Pilot and navigator training is also much changed. Flight grading and ab initio flying training for pilots is now done by contractors at Tamworth, NSW. On completion of the ab initio phase, student pilots then do all-through training to graduation on the PC9 turbo-prop advanced trainer at Pearce, north of Perth. Jet training is now done after graduation in the 'lead-in' squadrons previously mentioned. A decision in 1997 to replace the ageing Macchis with 33 British Aerospace Hawk 127s has guaranteed the future of 'lead-in' training, and given the RAAF a very capable aircraft with which to train operational fast jet pilots in the future. The first Hawks entered service in mid-2000.

Navigators are still trained at East Sale, but no longer have the exclusive use of a fleet of HS748s, the aircraft having been formed into a light transport squadron many years ago. For some years, four leased Beech King Airs have been used for navigation training to supplement the HS748s. In 1999 the decision was made to replace the navigation trainer HS748s with four suitably modified Raytheon Beech 1900Ds, while retaining the King Airs.

These major changes to RAAF training have greatly reduced uniformed numbers involved in training. RAAF personnel still fill many key positions, but the percentage of the officer corps who spend significant time in Training Command is now much smaller than only a decade ago.

Next, and probably even more importantly, the RAAF has a much more operational focus now than then. Since the late eighties the ability to operate within and from Northern Australia has been an increasingly important part of ADF policy. In general, the aim is to create Australian based forces that can stop a potential enemy in the air/sea gap to the north, or, failing that, resist a landing or contain him in the northern regions. RAAF ability to operate effectively from the northern and north western bases is a key element of the policy.

Two developments in 1999 have added significantly to the RAAF's potential to operate effectively in northern areas. The first is the arrival of the long awaited C130J Hercules to replace the ageing C130Es at No 37 Squadron, Richmond. The increased capacity and performance of the new aircraft will markedly improve the RAAF's ability to provide transport support to Australia's north and points beyond.

But the *pièce de résistance* is the second development, the decision to buy Boeing 737-700 Airborne Early Warning and Control (AEW&C) aircraft. No 2 Squadron is being reformed at Williamtown to operate the new aircraft, the first deliveries of which are expected by 2004. The 'force multiplier' effect of the AEW&C squadron will be very big indeed. In many ways, AEW&C has been the missing link preventing optimisation of the RAAF's Tactical Fighter Group's F/A-18s, ground based CRUs (Control and Reporting Units) and strategically located bases. The new aircraft will provide much more effective detection, identification and tracking of targets and better control of fighters than is now possible. The AEW&C aircraft will also be able to conduct surveillance over a wide area and coordinate tactical operations of other combat forces.

And, unlike most ground based systems, the aircraft are fully deployable to anywhere in the region. By 2005, Australia will have a complete air defence system, capable of surveying a large area and controlling the fighter response to any unwelcome intrusions. It has been a long time coming, but when it does it will not only greatly improve Australia's air defence, but it will add further to the more teeth, less tail trend. This in turn will increase further the demands on RAAF personnel everywhere to support northern exercises and contingencies.

These demands are already an important part of RAAF life. When exercises or contingencies require operations from one or more of the bare bases at Learmonth, Curtin or Scherger, these bases are activated using personnel from southern bases. When a manned base like Darwin, Tindal or Townsville is used, it normally needs extra staff, also drawn from down south. Furthermore, as these bases and other vital assets have to be protected, virtually everyone in RAAF uniform has done regular ground defence and weapons training throughout the nineties. RAAFSC is no exception. The 1992 Unit History Sheets list personnel undergoing ground defence refresher training, now a routine activity for RAAFSC along with almost all other RAAF units.

51 Course at Scherger – 1998

Today all uniformed RAAF personnel, including the Active Reserve, have both a peacetime and a wartime position. Most wartime positions are either on a northern base, or to release someone else to the north. The intent is that during exercises, the individuals concerned will fill their wartime positions. All of which means that by the time a RAAF officer arrives at RAAFSC, they will very probably have been on exercise in the north or north west and will almost certainly have worked on a southern base in support of such exercises.

The lines between 'sharp end' and 'blunt end' officers are much fewer than only a decade ago and are becoming even fewer with time. Some lines will always be there, the inevitable result of the fact that only some go flying, but steady improvements to the shared understanding of operational priorities and practices within the RAAF's officer corps is a clear fact. One outcome is that RAAF officers from virtually all professional backgrounds arrive at RAAFSC with at least some understanding of RAAF operations. Not surprisingly, the resultant student bodies gain a quicker and better understanding of what makes the RAAF effective in peace or war than did students of the previous generation.

RAAFSC Fairbairn 1961

RAAFSC Fairbairn 1983

RAAFSC Fairbairn 2000

CHAPTER EIGHT

THE CLASS OF '99

The year 2000 began with world-wide fireworks displays shown on international TV in real time – a triumph of technology and, to some, of style over substance. The occasion also sparked much argument about whether or not we were actually entering a new millennium. Some things were however beyond dispute. The demise of 1999 definitely ended an era when years began with 19 – and was excuse enough, it seems, for most to celebrate and to take stock of the world today.

Of more immediate concern to us, 1999 was also the fiftieth anniversary of RAAFSC, and the last full year covered by this book. It is thus the point at which we too will begin to take stock. To do so, we will concentrate on 1999 in this chapter, then look at the year 2000 and beyond in the last chapter.

No 52 Course were *The Class of '99* – the course that took RAAFSC into its fiftieth year. As we have seen, the intervening 50 years greatly changed the RAAF and its Staff College. *The Class of '99* in many ways reflected that change. A varied, cosmopolitan group, at ease with advanced technology and the unstructured nature of much modern work, they provide an ideal base of comparison with the students and staff of past eras and the RAAF through the years.

To begin with, *The Class of '99* made up a much larger and more diverse student body than those of earlier times. No 1 Course had 15 students, all RAAF, all male, and mostly pilots and maintenance specialists. By contrast, 52 Course numbered 49. Nineteen were non-RAAF – 12 international officers, four from the Army and three public servants. Five were female officers. The 30 RAAF officers included five pilots, eight navigators, seven engineers, two each from Air Traffic Control and Intelligence, and one from each of Administration, Air Defence, Ground Defence, Legal, Logistics and Nursing. About two thirds of the RAAF officers had tertiary level qualifications – a major change from the fifties when such qualifications were much rarer.

By 1999, the staff too were much more varied than in earlier days. The 1949 RAAFSC staff were all RAAF (apart from one RAF). By contrast, the 1999 RAAFSC staff included many non-RAAF personnel. RAAFSC officers included representatives from the USAF, ARA and RAN, an Indonesian, Colonel Kabul, a civilian, Mr Denis Stubbs, and the first female DS, Wing Commander Anne Borzycki. (Anne Borzycki was the first female DS, but not the first female senior officer on staff. Wing Commander Judith Robson, a nursing officer who worked as a RAAFSC planner in the early eighties, has that honour.) In other areas, civilian staff provided essential support in computing, printing, administration and the like.

RAAFSC staff with varied backgrounds

L-R: WGCDR Anne Borzycki, first female DS; CMDR Phil Langdon, RAN pilot and DS; Mr Denis Stubbs, civilian DS; and WGCDR Paul Hickerton, Strategic Studies Developer.

The personnel mix is not all that has changed with the years – approaches and outcomes too have changed with the times. Indeed, in some very important ways they have gone full circle. As we have seen, RAAFSC began at Point Cook with an emphasis on staff studies, but included a strong operational component. The extensive operational experience of the student body and staff added to this 'warfighting' knowledge, as did the general approach to learning.

Over time the level of operational experience among students and staff dropped and the balance progressively moved away from operations. Eventually, during the sixties and seventies, the emphasis had shifted to staff skills rather than operational matters and a preference for training rather than learning approaches. RAAFSC students acquired good staff skills in those years, but for many there was too little about how to manage the RAAF as a fighting force, and too much emphasis on writing in a particular way. This situation persisted until the Quiet Revolution of 1983 lifted the strategic level and introduced adult learning, and the Command and Staff College syllabus in 1990 restored the operational focus of the Point Cook years, turning the wheel full circle to where it is today.

This re-focus of RAAFSC was timely, providing essential understanding to the increasingly more operationally focused RAAF officer corps of the nineties. Some insight into how well this was done can be gained from the more detailed look at RAAFSC in 1999 which follows. That look also provides comparisons with earlier times, and helps draw the past 50 years together.

Squadron Leader Alistair (Al) Dally was the senior student of *The Class of '99*. An experienced transport pilot with tours on C130 Hercules, UH1H helicopters and VIP jets, he had also worked as a staff officer in Acquisition before being selected for 52 Course. Promoted off course, he was posted to RAAFSC.

In Al Dally's case the timing was ideal – the 'right course at this stage' of his career. To someone at his time of life, the emphasis on changing practical, tactical-level operators into broader strategic thinkers, the honing of speaking and writing skills, and the general confidence building were all very timely and most welcome.

He feels he gained a 'much better strategic perspective' than he previously had, or could have obtained through other forms of tertiary study. Many factors contributed to this perspective, none more than the mix of students. The International Officers, in particular, often provided unique (to most Australians) insight into their part of the world. One example he recalls is discussing the invasion of Kuwait and the subsequent Gulf War with the Kuwaiti officer on course – something few tertiary students in Australia or anywhere else outside the Middle East could hope to do. (This gentleman – Lieutenant Colonel Al-Otaibi of the Kuwaiti Air Force – also produced a few smiles when he stepped from the aircraft into the heat, dust and rock of the Pilbara and declared it a wonderful place, 'just like home'.)

Squadron Leader Al Dally, senior student of *The Class of 99*, pictured with Lieutenant Colonel Al-Otaibi of the Kuwaiti Air Force (left) and Squadron Leader Trish Warwarek RAAF (on right)

Overall Al Dally ended a 'great year' as a strong supporter of RAAFSC in its current form, believing it to be not only an essential element of officer training, but of 'exceptional value to the RAAF'. This belief is generally – though not always quite so effusively – shared by the large majority of his fellow students and no doubt owes much to the conduct of the course. However in this case it obviously owes something to Al Dally's positive approach, his good writing and staff skills pre-course, and the success he enjoyed during the year. These factors lead to his award of two major prizes: the Air Force Association prize for the best essay on Command and Leadership (discussed later) and the highly regarded Heymanson Prize for the best strategic studies essay relating to Australia's national security.

The Heymanson Prize dates back to 1962 and the decision that a prize should be awarded for the best 'strategic topic' essay. On being told not to expect assistance from the public purse, RAAFSC sought a private sponsor, fortunately finding one in Mr. Earnest Heymanson of E.L. Heymanson and Company, factory representatives and export and import agents. Mr. Heymanson had enjoyed a long association with the RAAF, his company being the Lockheed agent in Australia in the 1940s and 50s. He was friends with many senior officers and maintained a strong interest in RAAFSC until his death in 1972. Since then his wife, Mrs. Joyce Heymanson, has continued this interest and the sponsorship of the prize.

The first Heymanson Prize was awarded in 1963 to Squadron Leader L. Bek of No 17 Course for his essay on 'The Air Defence of Australia'. All students of 17 Course were required to submit a 'Heymanson', and since then the Heymanson essay has been a major writing project for all RAAFSC students. Topics are wide ranging within the categories of defence, foreign policy and strategic affairs in general.

The short-list of papers considered by the selection panel in 1999 illustrates the importance of the Heymanson Prize to the fostering of strategic thought. The list was:

- 'The Revolution in Military Affairs: Implications for Australia's Security' – Major John Anderson, RCAF (Royal Canadian Air Force).
- 'India and Pakistan as Nuclear States: Implications for Australia's Security' – Squadron Leader Susan Stothard.
- 'Australia and New Zealand in the South-West Pacific: A Stake in Paradise' – Squadron Leader Callum Brown.
- 'The Balkanisation of Indonesia – Myth or Possibility' – Squadron Leader Alistair Dally (The winning essay)
- 'The Knowledge Edge – A Cyber Sword of Damocles' – Squadron Leader Eric Gaschk.
- 'Critical Infrastructure Planning: Are National Security Issues Being Overlooked?' – Squadron Leader Bruce Skipworth.

HEYMANSON AWARDS

1963

Winner: **SQNLDR L.P. Bek**

Essay: ***The Air Defence of Australia***

Prize: ***Trenchard: Man of Vision***

Presented by: **Mr E.L. Heymanson**

1967

Winner: **SQNLDR R.G. Funnell**

Essay: ***On Understanding Asia***

Prize: ***Problems of National Stategy***

Presented by: **The Hon Peter Howson, MP**

1993

Winner: **SQNLDR M. King**

L-R: GPCAPT Brent Espeland, Commandant; Mrs Joyce Heymanson; SQNLDR King; His Excellency The Hon Bill Hayden, Governor-General; AM Barry Gration, CAS.

Essay: ***Australian – South-East Asian Relations Post Cambodian Settlement***

The Heymanson Prize is a suitable book, bound in leather and embossed appropriately. An honour board listing the recipients' names is also maintained at RAAFSC.

Major John Anderson, an RCAF navigator, was also short-listed for Exercise CAESAR (discussed later) and was awarded two prizes: The Sir Richard Williams prize for oratory excellence, and the Chief of Air Force Prize for the overall top student on course.

The Chief of Air Force Prize is the most broadly based of all. In his introductory comments before announcing the winner, the then Commandant, Group Captain John Kennedy, began by saying that when graduates went back to the workforce, CAF 'had every right to expect each officer to reflect a well-rounded development'. He then briefly outlined that this expectation not only included a thorough understanding of air power and the strategic environment influencing its employment in the Australian region, but also included understanding of how air power is acquired, developed and sustained. He concluded his remarks by stating that all graduates must 'possess the requisite command, staff and management skills' to work at higher rank and practically apply this understanding of air power.

Major Anderson's success with the various prizes indicates that he more than met all the Commandant's criteria. It also implies the wide experience and knowledge he brought to RAAFSC, and his ability to add to that knowledge and present his case in a factual, clear and logical way. Most importantly, it demonstrates the value of the International Officers to the course. The nature of RAAFSC is such that much of John Anderson's experience, knowledge and understanding would certainly have 'rubbed off' on other students throughout the year – an essential part of the 'broadening' process for all.

1999 also marked the fifteenth year of regional officer involvement with officers from Indonesia, Singapore, the Philippines, Thailand, Malaysia, Kuwait and Brunei. Along with the longer standing contributions from the UK, USA and Canada they brought the total number of international officers to 12.

No-one better demonstrated the mutual benefits of having regional officers on course at RAAFSC than did Major Suri of the RMAF (Royal Malaysian Air Force), who brought a wealth of experience with him along with a determination to get the maximum benefit from the year. A fighter pilot for eighteen years, he has flown Macchi trainers, A4 Skyhawks, BAe Hawks and F/A-18 Hornets, and is both a Qualified Flying Instructor (QFI) and Fighter Combat Instructor (FCI). On completion of the RAAFSC course he returned to No 18 Squadron, Butterworth, to fly F/A-18s as a flight commander and instructor.

Major Suri contributed to the course through his strong operational background, regional knowledge and enthusiasm. He also gained a good deal as well, believing it gave him the 'right knowledge' – an appropriate blend of academic knowledge and experience that bridged the gap between practical, tactical level operations and the higher thinking that drove those operations.

No 52 CSC 1999 – International and APS Officers

Front Row (kneeling): LTCOL A.G. Orozco, PAF; MAJ T.S. Tang, RSAF; MAJ B.I.M. Shahada, RMAF; MAJ M. Husain, RBAF; MAJ B.M.D.Suri, RMAF; MAJ R. Richert, USAF

Rear Row (standing):Mr T. Soutberg, APS; SQNLDR W. Poosit, RTAF; Mr G. Jones, APS; WGCDR D. Kongsri, RTAF; WGCDR R.A. Hobson, RAF; Mr L. Di Guglielmo, APS; MAJ S.M. Suwandi, TNI-AU

Like most others, he enjoyed the mature student approach and the mix of people that gave him the opportunity to not just better understand other cultures, but to talk directly to people from diverse professional and national backgrounds. He rated this aspect of the course highly and believes that, generally speaking, the other international officers shared his views on this. He was also very pleased with the way the course challenged students to 'think outside the box' in many areas, considering command, leadership and management studies to be a the forefront in this regard and well suited to today's environment.

He found Canberra 'an easy place to live' and the rated the overall experience as 10 out of 10 as a way to spend a year. But perhaps his most important comment was that he graduated feeling 'very confident to carry out higher level appointments once he finished flying.'

While not necessarily representative of the international officers as a whole, Major Suri's very positive response to 52 Course bodes well for the future of this key aspect of RAAFSC. International officer participation has for many years been a major factor not just in the successful 'broadening' of all RAAFSC students, but in Australia's ability to better understand and operate with friends and neighbours.

This success, however, requires RAAFSC to give as well as receive, to provide its international contingent with a thoroughly good year, worth the time, effort and expense involved. While this is clearly a difficult assignment, Major Suri's experience proves it can be done, and well done at that, by RAAFSC as it operates today.

Major Randy Richert, an experienced USAF security officer with NATO service, was also very positive about his RAAFSC year, rating it 'one of the best experiences of my life' and judging that the course did a 'wonderful job' for the RAAF in areas like staff skills, strategic thinking and creation of an international outlook. Like most others, he found the mix of people a highlight, as was the opportunity to travel throughout Australia, visiting every capital city and 'skiing among the gum trees'.

There are, however, some areas he feels will need special attention if RAAFSC is to maintain standards, let alone continually improve. The first area is the management of change within the ADF, the RAAF and RAAFSC. The change program is extensive and the small size of the ADF means that it has to get it right the first time. However, the rapidity of the change process makes planning difficult now and will continue to do so. A cohesive plan to deal with all the issues is still lacking and it will take many years for all the problems to settle down. The flow-on effect of constant change forces things like undesirable staff turnovers of key people such as the RAAFSC DS and the Commandant. This has already happened and will need special management if it is to be avoided in the future.

His next concern is that, despite the RAAFSC experience, too few RAAF officers take the extra step to put essential 'polish' on otherwise good personal presentations, and as a consequence are less convincing than they could be. As a result, many are unable to compete on equal ground with those from the other Services and the Public Service to win support from high level people for their arguments. The fact that the Sir Richard Williams Prize for oratory went to an international officer suggests that Major Richert may have a point.

Overall, Randy Richert benefited from his year and made a valuable contribution as someone from a much larger service with a North American and European perspective. He established an international network and gained a unique perspective of the Asia Pacific region. However, the trade-off for doing staff training in Australia was his inability to establish a staff college based network within his own Service – an important factor in a large force like the USAF.

The majority of students were, of course, from the RAAF. Squadron Leader Tracey Friend is an Air Defence Officer and was one of five women on course. Her postings prior to RAAFSC included 3 CRU at Williamtown, 2½ years as an instructor, a USAF exchange tour and staff duties in Development Division working on Air Defence capabilities/AEW&C.

She found the course 'broadening and elevating – it gives you the links and shows the gaps'. Like most others she found the student mix, visiting lecturers, trips, syndicates and general environment positive factors. In particular she felt that the course provided two essential things in today's world. Firstly, it gave students the ability to present vital new knowledge in a timely way. Next, and even more importantly, it provided much of the contemporary and relevant knowledge and understanding

needed by commanders in the field to meet constantly changing demands of the constantly changing RAAF. Posted to an Executive Officer position off course, she feels RAAFSC has well equipped her for the job and will make her a better CO in the future.

She liked the adult learning environment, but noted it best suited those who were already self-managed and some were caught out in the area of time management. Indeed, the course as a whole 'finds people out', teaching them much about themselves and how to get along with others.

Domestically, Tracey Friend found the course, apart from the social obligations, to be just like any other posting – a welcome contrast to the generally unsatisfactory arrangements of earlier times in the Staff College history. In this regard, she found the available technology to be a big help. The computer support provided to students greatly assisted their research, presentations and assignments. This reduced the time spent on these essential background tasks and allowed more time for contemplative thought or pursuit of individual interests. It also allowed people to work from home a good deal, using the Internet for research and to link with other students for syndicate work or any other cooperative activities.

Even those unfamiliar with the technology Tracey Friend found so useful could not but be impressed by the equipment in everyday use at RAAFSC. Each student is issued with a personal lap-top computer with vast storage capacity and the ability to interface with RAAFSC's integrated network and the Internet. This machine meets most needs for writing assignments and preparing presentations. In-house RAAFSC equipment provides additional capability when required.

Presentations using the available technology can be most impressive, as attendees at the RAAFSC reunion in October 1999 discovered when briefed on analysis of the Kosovo war air campaign. The briefing was by three 52 Course students who combined photographs, drawings, diagrams, maps and text into an integrated, computer generated, presentation projected with high clarity onto a screen. The quality was excellent and the amount of data displayed in a short time was remarkable. The presentation was easily understood by all – a fact that owed much to both the skills of the presenters and the quality of their technology.

A look at the respective year books provides not only a glimpse at past times, but also shows how technology has influenced their production. The early year books had photos and cuttings, with typed or hand written comments. With time, photocopying appeared, only to give way to computer generated books with coloured text and illustrations. These too have now been surmounted, and today's year books are CDs containing a mountain of material in a small cheap package (for those with access to a computer, that is – you cannot browse through a CD without help from your silicon friend).

TECHNOLOGY CHANGES

R.A.A.F. Officers Will Learn to "Read" With New Study Aid

Australia's first organised reading clinic—aimed at training examination candidates to read faster and absorb more —will be set up on a permanent basis at the R.A.A.F. Staff College, Point Cook, this year.

Reading training will be officially included in the college's standard 12-months course, which equips officers for senior staff appointments in any branch of the service.

During the year the R.A.A.F. will purchase equipment and train staff in order to extend the system to major air force training establishments throughout Australia.

Squadron leaders and wing commanders who pass through the college will be given 40 hours reading training throughout the year concurrent with the staff course.

Adoption of the idea by the R.A.A.F. is the result of experiments carried out by Squadron Leader L. Greenaway, an arts graduate of Sydney University and a member of the college directing staff.

Keen Interest

Business management concerns and Government departments have shown keen interest in the idea and a request for information on the experiments has been received from a reading clinic for backward children at Sydney University of Technology.

Working on lines standardised in almost every university college and military academy in the United States, Squadron Leader Greenaway began experimenting last July with candidates currently undergoing the staff course.

He found he could obtain an average improvement of 50 per cent. in speed of reading without causing any reduction in the percentage of study material absorbed and retained.

When the 1957 college year begins, five candidates at a time will be given reading training in a special room equipped with three reading rate control machines and two tachystoscopes or "flash trainers."

The rate controllers are used to prevent the habit of regression or "doubling back"

the subject matter without spending longer than normal studying it.

The principle of the method is to "skim" through the subject matter first at over 1000 words per minute, making brief notes afterwards, then reading it a second and third time more slowly, expanding on the notes after each reading.

Squadron Leader Greenaway decided to try a system of reading training in

Today's officers routinely work with such technology. Further insight into the technological world of today's RAAF officer was provided by the topics of the essays short-listed for the Reynolds' Prize. This prize was first awarded in 1986 to commemorate the distinguished service of Air Vice-Marshal Bernie Reynolds, a fighter pilot, AOC Operational Command (now Air Command) and one of the RAAF's most popular officers of his time.

Mrs Reynolds with Commandant, Group Captain John Kennedy, at the presentation of the Reynolds' Prize in 1999

The prize is awarded to the best paper proposing a solution to a perceived deficiency in Australian air power application, support or sustainment. Most papers suggest technical solutions. The winning paper was 'Nanotechnology: Issues for ADF Air power', by Squadron Leader Bruce Skipworth.

The other papers short listed were:

- 'Air Force Ground Defence Weapons: Reducing Fratricide and Collateral Damage', by Squadron Leader Guy Burton;
- 'An Evaluation of External Fuel Tanks for the RAAF C-130-J-30', by Squadron Leader Alistair Dally; and
- 'AP-3C Orion Electro-Optical Imaging Solutions', by Squadron Leader Reg Curruthers (who was promoted off course and posted to RAAFSC).

The application of technology to gain 'the edge' is, of course, not new to the RAAF and has been a key element of air power since World War I. Nor are some of the associated problems new. One enduring problem is the difficulty many non-operational specialists face understanding and applying their specialist knowledge within the context of the 'bigger picture'. In many cases their knowledge took many years study and experience to acquire, often leaving too few opportunities to properly understand the RAAF within which they apply that knowledge.

One such group in the past were Facilities Officers, responsible for the construction, care and maintenance of RAAF airfields and all the associated buildings and facilities. Such people require tertiary qualifications in related engineering fields, and once on the job become the RAAF's experts on the physical make-up of bases from which it operates. Unfortunately, until recent times, many knew little about the actual operations they supported, their energies being directed to the specialist task at hand.

This is no longer the case. The increased operational focus of the nineties has changed Facilities Officers into Airfield Engineers and integrated them more closely into operational planning and conduct. One supporter of this change is Ian Browning, an Airfield Engineer and student of 52 Course, and now Staff Officer Engineering at Combat Support Group. There, his main concerns are to improve and maintain selected operational airfields, and to develop expertise in airfield battle damage repair. Both tasks require a good understanding of operational priorities for successful completion.

Previous experience had demonstrated to Ian Browning how change is forcing officers to be more general-purpose and operationally focused. Knowing that he was no exception he welcomed the chance to do staff training. Initially he 'thought it might be over his head', but found instead that he often had as much to offer as to take. Positives were the familiar list: the mix of people, the quality of the presentations, the trips and, particularly in his case, the operations and air power studies which proved to be 'excellent for someone like him'.

Emphasis on thinking in terms of Ends, Ways and Means helped put things in perspective. Overall, he feels that RAAFSC 'filled the operational knowledge gap' for him, providing the 'understanding of the operational reason for being' he needed to become part of the much more integrated Air Force of today. Considering himself to be 'now in the loop' within that new-style RAAF, he nevertheless still sees his selection for RAAFSC as 'a vote of confidence in me' and 'appreciates that the RAAF made this investment in me'.

Ian Browning's very positive results auger well for the RAAF of the new millennium with its smaller, more focused and integrated officer corps. It also endorses RAAFSC's part in the creation of that new style officer corps. The professional 'stove pipes' of the seventies and eighties Air Vice-Marshal Bill Collins (Ret'd) (No 30 Course) and others have commented on are much less obvious today. Many other demarcation lines are also being blurred or erased altogether.
This process can only go so far. Specialist knowledge must be maintained everywhere despite the trend to generalists, and the essential 'balance' between the two will need watching. There is, however, no doubt that the policy to 'broaden' the RAAF's

officers and apply them more generally has been a success and is emerging as a key factor in the future management of the RAAF.

Broadening has been a recurrent theme of this book, as has the importance of visiting lecturers to the broadening process. The 1999 experience demonstrates just how big a factor visiting lecturers have become to RAAFSC. In that year 20 academics (including five professors) were brought in from four different universities. The Defence Organisation provided 60 lecturers in all, 16 of whom were above one-star rank and included CDF, CAF, CN, CA, the Secretary, DCAF, Head Strategic Command Division, Head Defence Personnel Executive, Judge Advocate General and Head Support Command Australia.

From the diplomatic side, High Commissioners or Ambassadors from PNG, Singapore, Malaysia, New Zealand, Indonesia and Japan gave talks, as did representatives from the USA, PRC and Russia. Visiting politicians included Mr Bruce Scott, MP, Minister Assisting the Minister for Defence, and Mr Stephen Martin, Opposition shadow Minister for Defence. Other visitors included the editor of the Canberra Times; the head of the Commonwealth Bank; representatives from Coastwatch, Australian Chamber of Commerce and Industry and the Trades Hall Council; and a number of consultants for communication, media awareness, reading skills etc.

A very considerable contribution. When you consider that they all operated under 'Chatham House Rules' and so, in most cases, spoke freely, their 'very considerable contribution' becomes even more significant.

The broadening process does not, of course, rely exclusively on visiting lecturers, nor does it apply only to support specialists like Ian Browning. Indeed, it applies equally to those with strong operational backgrounds. As discussed, every RAAFSC Course has its share of operational aircrew being 'broadened'. Few, however, have been operational for as long as Squadron Leader Leo Davies. Until 1999 he had, apart from training courses, spent all his 20 plus years in the RAAF on operational squadrons. An F-111 pilot, he began his RAAF career as a navigator 'down the back of a P3 Orion', re-trained as a pilot and flew F-111s as a line pilot, exchange officer with the USAF, and squadron executive for 14 years.

This very long, unbroken period flying on operational squadrons makes Leo Davies unusual in today's RAAF and envied by many – indeed, he jokes that he always looks carefully about him before walking into a car park at night. He found RAAFSC to be essential and absorbing, rating its usefulness to the RAAF very highly, and would 'do it again – without hesitation.' Nevertheless, he finished the year with some fairly strong criticisms.

His criticisms are not with the policy and general approach of the course, but of some areas of application. He feels many of the problems stem from too few DS having an operational/ flying background. This fact, when combined with the inability of some DS to keep up with the rapidly changing RAAF, created a 'credibility gap' for some. Flow-on effects resulted in areas like the adult learning approach when the DS concerned slipped back into 'training mode' to assert their authority.

Furthermore, he feels that RAAFSC does not always ask its contributors the right questions, relying on them to establish the key points to be made, rather than tailoring presentations to meet specific needs. He was also critical of the command, leadership and management stream, considering there was 'a disconnect between the College and the planner'.

Air power, however, was well done. Furthermore, the 'osmosis' process worked, even if the basic material that stimulated the discussion and debate was far from perfect. His concern was not that RAAFSC wasn't an essential and valuable year – it was – but that with a little extra effort in selecting key people, keeping syllabuses, exercises and knowledge up to date, and constantly reviewing priorities, it could be much better.

Opinions vary on the rating RAAFSC deserves, but everyone agrees that living in such turbulent times can make achievement of excellence just that little bit harder. The turbulent times meant that in 1999 RAAFSC was required to provide supplementary staffing to help run Exercise CROCODILE 99. Students worked in various headquarters, gaining a mixed bag of mostly positive experiences. Similar involvement has been recommended for future exercises.

However, the involvement forced changes to the program, pushing the two main trips to the north and north west of Australia closer together. For Leo Davies this meant that the second trip added too little to the first, and the time could have been better spent doing something else.

While this may be true, it may also be seen as the perspective of someone who has spent 20 years flying throughout Australia, its approaches and surrounds. In most cases, only a few students on each course have had a good look at Australia. Most, including many from the RAAF, benefit greatly from a first hand look to help build their strategic and air power overview. They also benefit from some short but special trips, like, in 1999, the Avalon Air Show and the Masters of Business Seminar in Sydney featuring General Norman Schwarzkopf of Gulf War fame (speaking on leadership) and Mikhail Gorbachev (on leading change).

Leo Davies' criticisms no doubt owe something to the simple fact that everyone is different and has a unique experience at RAAFSC. It is also a fact that you can't please all 50 students, in everything, all the time. Nevertheless, neither fact suggests that his criticism of RAAFSC can be dismissed as being simply a matter of opinion. Leo Davies is not alone on granting RAAFSC an 'Excellent' for concept, but a lower rating for application.

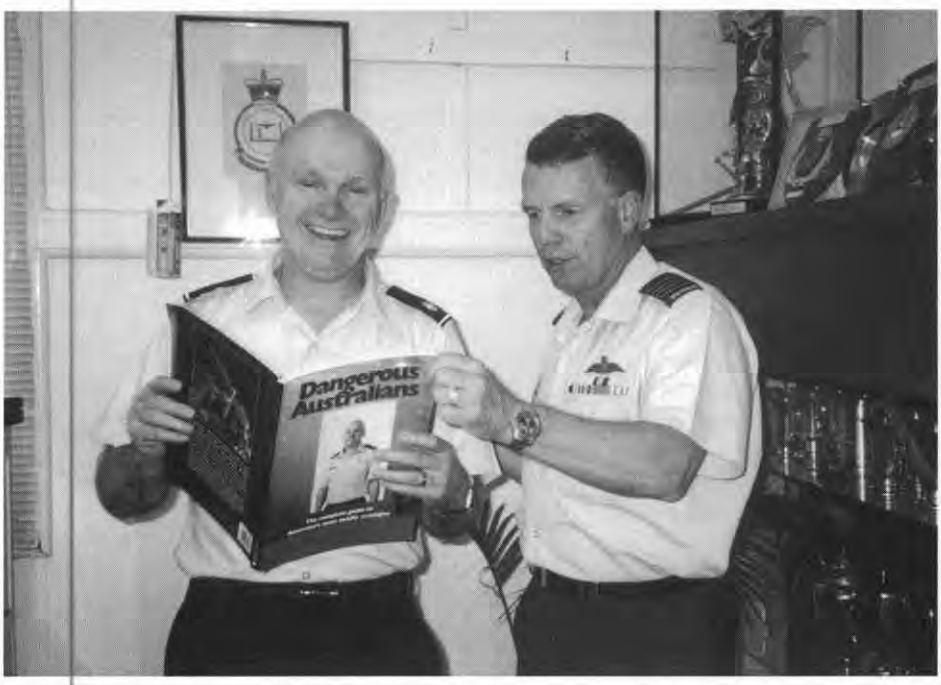
Lieutenant Colonel Bob Shearer, USAF, a B52 Radar/Nav, is a leadership graduate of the USAF Air Command and Staff Course and in charge of the command, leadership and management stream during 1999, also feels RAAFSC falls short of its potential. Before coming on exchange to RAAFSC, he taught leadership at the USAF academy for six years where he held the post of Director of Leadership Curriculum, Masters Degree, as an Associate Professor.

Bob Shearer considered the general 'big picture appreciation' to be well presented, with students given every opportunity to further their knowledge through individual

effort. In his specialist area he judged the package to be 'great', though sometimes seen as a 'bit esoteric', with first-rate visiting lecturers helping create an intellectually stimulating overall presentation. His main concerns lie with application, beginning with the bridge between theory and practice through such activities as follow-up questions and answers and guided discussions. This bridge is sometimes incomplete and not always consistent. The theory 'is fine', the need is to strengthen the bridge.

Curriculum changes are needed, with additional resources put into curriculum development. However, Bob Shearer sees the full optimisation of RAAFSC potential as only partly a resource issue. To him it is more a matter of RAAF priorities which do not currently afford RAAFSC the status it needs to achieve excellence. He cites the RAAFSC facilities, which while adequate, are also clearly either old or temporary, and in no way a statement of commitment by the RAAF to its most senior single Service course.

The staffing situation, which saw two changes of commandant in less than two years, two DS changed mid-1999, and too few resources to make some much needed change, reinforces this view. In Bob Shearer's opinion, despite the current turbulence, the RAAF will have to give higher priority to RAAFSC staffing if RAAFSC is to achieve excellence.



Lieutenant Colonel Bob Shearer, USAF, with a memento of his RAAFSC tour presented by the Commandant, Group Captain John Kennedy.

None of which should be taken to suggest that the command, leadership and management stream did not get very good results. Major Suri, for one, made mention

of its relevance and the way it forced students to 'think outside the square'. Exercise CAESAR, the command, leadership and management essay, also indicated that some students at least reached a very good standard.

Exercise CAESAR is a long standing leadership exercise. In 1999 it was modified to become the entry for the inaugural RAAF Association Prize that recognises the efforts of RAAFSC students in developing critical reasoning skills in leadership areas. 1999 also saw the RAAF refocusing on the concept of 'Training for Command' within the RAAF Officer Education Training Scheme – of which RAAFSC provides the final part. Exercise CAESAR reflected this focus, dealing with the writer's plan to effectively lead and command an actual unit within their Service. In his comments before announcing the winner, the Commandant declared the submissions to be 'of a high standard', reflecting 'a unique understanding of the challenges facing senior military and civilian leaders today and in the future.'

A short-list of four papers was reviewed by a panel and the prize awarded to Squadron Leader Alistair Dally for his essay: 'My Vision for Command of 37 Squadron.' I also reviewed the short-listed papers and found them to be a major advance on the standards of my day (1983). Indeed, all four papers demonstrated an understanding of relevant theory, and how to apply it that was quite simply of a much higher order than a generation ago.

This high standard does not invalidate Bob Shearer's opinions. Rather, it shows how weak we were in 1983, how far the RAAF has come in the interim, and the work still to be done to turn this very pleasing progress into enduring excellence. It also shows the high value of the USAF exchange. Bob Shearer is not by nature a 'knocker', he is an enthusiast. He also has something rare in the ADF and very rare in the RAAF – vast experience in the field of leadership studies and a practical vision of what can be achieved when both the concept and the application are spot on.

An old cliché says that the pursuit of excellence is a road without end. Another reminds us that there is no point being on the right road if you just sit there. RAAFSC has chosen the right road. Bob Shearer has endorsed it and given some very good advice about how to move more effectively along the road.

Picking the right road and determining how to move effectively along it is, of course, the essence of the management problem and always has been. At RAAFSC, like most other organisations, this task begins with those at the top – in this case the Commandant and the Director of Studies.

Wing Commander Steve Larkin took over as Director of Studies at Easter 1999. The first Intelligence Officer to hold that post and a graduate of the RAN Staff College, he had previously worked in a range of specialist intelligence jobs, in general staff work, and spent two years at RAAFSC on the DS and as the Strategic Studies Planner. As Director of Studies he was head of the DS and planners.

To Steve Larkin it was the total experience that counted most. Everything was important – the lectures to stimulate discussion, the student mix, the visits and the syndicates. A good deal of thought went into the selection of syndicates, with care taken to produce not only a good spread of professional backgrounds, but to ensure

diversity in other areas – such as gender – as well. Broadening, the consequent understanding of Australia's strategic circumstances and higher defence arrangements, the ADF's role in the region, and the RAAF's part in the grand scheme of things were key outcomes of the year, along with the more prosaic things like staff skills and command and leadership competencies. In most things, the emphasis was on concepts and principles over facts, and on the critical challenge of arguments.

The constant and rapid change is an ongoing management problem for RAAFSC, requiring all staff to do continual reading to keep up with events, and planners to be constantly researching to ensure the most current possible knowledge. Coping with this constant change has been made more difficult by staff turnovers – themselves the result of change within the RAAF.

Steve Larkin considers that RAAFSC staffing has not been given the priority it would have in the ideal world. He also accepts that we don't live in the ideal world and have to manage accordingly. Short-term posting turnovers are definitely disruptive and undesirable. However, in his view, the worst impact of the turnovers is the effect on the perception of RAAFSC both within the ADF and the international officers' parent Services.

This perception is a much more important effect than the reality of the change itself. Actual impact on the quality of RAAFSC course delivery has generally been small. The perception, however, needs better management to ensure the correct picture is conveyed internationally, and to the ADF and the RAAF. The long term answer, however, is stability and continuity in RAAFSC staffing. With that the perception problems go away and any quality problems are easier to solve.

Steve Larkin has moved on to a staff appointment within Air Force Headquarters, convinced that RAAFSC fills an essential role for the RAAF, and that, all considered, it performed very well in 1999. His commandant, Group Captain John Kennedy, was also pleased with the state of RAAFSC in 1999. A bomber pilot, Vietnam veteran and instructor, John Kennedy has flown Canberras, F4E Phantoms, F-111s and was CO of No 25 Squadron in its flying days. Before becoming Commandant, he was on the DS, was Temporary Commandant and Director of Studies.

A graduate of the Army Staff Course, he considers RAAFSC to be 'way ahead in both content and level'. (Easy access to a wide range of high quality guest lecturers and research material are two factors that give RAAFSC an advantage over the more remotely positioned Army college, reinforcing the wisdom of the move to Canberra all those years ago.) The overall results and end-of-course interviews with students left him comfortable that RAAFSC is definitely on the right road and doing most things very well.

John Kennedy is particularly satisfied with the higher level direction and guidance to RAAFSC, and the executive level management arrangements. The syllabus is approved by the Training Commander, but CAF is always directly involved, and the overall thrust effectively has to meet CAF's requirements. The arrangement works well.

Academic guidance is provided via an Academic Advisory Board of four academics (who all lecture at RAAFSC), chaired by the Training Commander and including the Commandant. This board meets at least annually to give advice and to consider major change proposals to the syllabus or other arrangements that could impact on learning quality. The board also provided valuable assistance in RAAFSC gaining accreditation for the course that from 1999 on will see all graduates awarded a Masters Degree in Defence Studies.

This award means that the Graduate Diploma in Management Studies held by all graduates from 1990 on – ie, all Command and Staff College graduates – is no longer awarded. Accreditation for the graduate diploma in 1993 (it was made retrospective back to 1990) was conditional on the formation of an Advisory Board. The first Board was established in 1994 by the then Commandant, Group Captain R.J. ('Chuck') Connor.

Ongoing assessments are made using constant feedback from students and individual DS. A biannual questionnaire sent to past students and their immediate supervisors provides more general validation. Weekly meetings, including the Commandant, are held to decide how to react to the assessments and validation input. Where small changes are needed they are dealt with internally. For larger changes, proposals are put to the Advisory Board.

John Kennedy believes the biggest challenge for the future will be to maintain the key positives: the 'big to small' sequence of learning, the adult learning approach, the emphasis on what makes an effective RAAF in peace and war, and a properly focused command, leadership and management stream appropriate to the needs of a constantly changing, operationally focused RAAF. In December 1999, he left RAAFSC on posting to be OC 322 Combat Support Wing, Tindal, most pleased with the results of the year, and satisfied that he was handing his replacement, Group Captain Rod Luke, a well performing unit pointed in the right direction.

The evidence certainly supports John Kennedy's views. Despite living in turbulent times, RAAFSC has a clear understanding, and definition, of its mission in life. That is, the concept is right – it's on the right road, pointed in the right direction.

It is also moving along the road very well, all things considered. Most graduates take with them good staff skills, a strategic and much broadened outlook, and a good deal of effective knowledge and understanding of how best to manage the RAAF (or their own Service) in peace or war. The application, however, could at times be improved – for instance, the bridge between theory and practice Bob Shearer referred to must be straightened and strengthened. But in most things the learning experience is very well done in turbulent times.

In all, a very good report card for RAAFSC in 1999. And, perhaps more importantly, the current performance provides a excellent base, as good as any in 50 years, from which to build the future. The direction is right and the approach is right. Some work is needed to improve how that direction and approach are applied, but nothing in the pursuit of excellence is beyond the scope of current understanding, nor are major increases in resources needed. In other times we could conclude that excellence is there for the taking, dependent only on the will of the RAAF.

But, as fate would have it, there is more to it than that. From 2001 on, the RAAF will no longer be the only player in the RAAF staff-training game. From then on, all the ADF staff colleges will be collocated at Weston Creek, in Canberra's South-West, and many activities will be merged to become Joint Service subjects. RAAF staff training will retain a RAAF identity, but its future will be less in the hands of the RAAF than at any time in the past. This will have implications for not only the direction and the approach, but for matters of application as well. The last, and final chapter, looks at the thinking behind the changes and the expectations for RAAF staff training in the new world of collocation and jointery.

CHAPTER NINE

BEYOND 2000

The intention to collocate the RAAF and Army Staff Colleges sometime during the sixties came to nothing. The idea survived, however, kept alive over the years by the potential to save money and improve outcomes by sharing facilities and resources. True, the three Services had different expectations of their respective staff colleges, and different standards, and this was continually advanced as an excuse for inaction. In reality, the main impediment to change had always been the lack of a catalyst to get things moving, and the will to make the hard decisions about where collocated staff colleges would be sited and how the resultant organisation would operate.

By 1997 collocation was back on the agenda. The Defence Reform Program (DRP) provided the catalyst in combination with the Price Report into ADF Officer Education. Of particular importance to ADF staff training were the DRP search for better and cheaper ways to do things, and the Price Report support for tri-Service training whenever possible. In this case, the result was a Government direction, in 1997, that the three single Service Staff Colleges would collocate in Canberra with a view to rationalise curricula and facilities. The time-frame was not set, but early plans were based on holding the first collocated courses in 2002.

The full spectrum of options was canvassed, from maximum separation of the three colleges to maximum integration and the effective formation of a single college. In many ways the simplest option would have been to collocate the three colleges, share facilities, but keep separate curricula. With this option, there could be sharing of some academic resources like visiting lecturers, exercises and activities. Joint Service emphasis could be increased, but each college would remain a separate entity. Savings would come mostly from sharing resources, jointery would be improved and (with luck) everyone would enjoy new, purpose built, facilities.

In the end, a much more integrated model was adopted. Wing Commander Mike Rzechowicz, an Education Officer, is a member of the Collocation Project Team during 2000. Often called 'R to Z' by friends, he spent the previous four years on staff at RAAFSC and was involved in much of the discussion and negotiation leading up to the final model.

The term 'collocation' has not been discarded, but to Mike Rzechowicz the reality is high levels of integration. The new arrangements certainly would seem to bear him out. By 2001, the three separate staff colleges will be disbanded and a new course established within the Australian Defence College (ADC) at Weston Creek, in Canberra. Called the Australian Command and Staff Course (ACSC), the new course will be referred to as a course, not as a college. A Brigadier (equivalent) will be put in

charge of the ACSC and the current commandants will become directors for their specialist areas.

The ACSC curriculum will consist of three main blocks, with a 24 week 'Common' phase, 13 weeks of single Service studies, and 8 weeks Joint Operations. Three weeks are taken up with orientation, administration and graduation, making a total of 48 weeks. In all, 32 of those 48 weeks will be integrated.

The blocks are not entirely sequential, with some parts interleaved. For example, there is some Joint Operations before the single Service studies, and some elements of the Common block are done towards the end of the year.

The Common phase retains the proven 'big to small' sequence of Strategic Studies much as it is currently dealt with at RAAFSC. Also included are Staff Studies and Communications, both written and oral, with time given to media and research knowledge and skills. Command, leadership and management is also covered in this first block. Again, it is very similar to RAAFSC, but with some increased emphasis on command and leadership. Australian Defence Studies, dealing with Australia's Defence organisation and practices, completes the block.

Next is the single Service block. As the name implies, during this mid-course block the individual Services study separately, concentrating on single Service matters. The RAAF curriculum includes: aerospace power theory; air power history (including analysis of past campaigns); military aerospace technology; air operations (which includes support functions); and air power management to cover such things as maintenance and flying safety.

The three Services also come together for eight weeks of Joint Operations. Most is near the end of the course, which allows students to apply their 'big picture' understanding and single Service knowledge to the Joint Operations scene.

In all, Mike Rzechowicz estimates that between 80 per cent and 90 per cent of the curriculum content will be similar to RAAFSC's in 1999/2000. In particular, some critical aspects of RAAFSC, such as the big to small sequence of instruction and the adult learning approaches, will be maintained. While he believes that the RAAF will lose some of its current ability to tailor things to meet specific RAAF needs – they will now have to negotiate regarding content in the integrated Common and Joint Operations phases – he nevertheless feels the RAAF will still have the ability to ensure its main priorities are met. Indeed, early indications are that Air Power coverage may be strengthened and Joint Operations will be improved with the new arrangements.

One area not yet settled is the time devoted to trips away. The outcome may well be less travel than RAAFSC traditionally enjoyed. While less time spent on trips would leave more time for other things, the end result would clearly be a mixed blessing. Students would have fewer opportunities to see things with their own eyes – a consistently positive feature of RAAFSC through the years – but more time to improve their operational knowledge and understanding by other means. Only time will tell how the balance between time spent 'on the road' and 'in the class room' works out.

Overall, Mike Rzechowicz is positive about the change, believing that it has the potential to produce better long term outcomes for the RAAF and the ADF. He is particularly pleased with the new facilities, costing some $28 million. Here the change is very significant when contrasted with RAAFSC's 'basic at best' wartime leftovers and temporary additions. The ACSC buildings will be purpose built for staff courses and reflect the status of the undertaking. Aircraft noise, an old problem at Fairbairn, will no longer be an issue. The IT (Information Technology) fit promises to be excellent (providing the funding comes through) and other shared resources like libraries will be significantly improved.

Of concern to many, however, is the loss of autonomy and identity. There is no avoiding the fact that RAAFSC will be disbanded and integrated into the much larger whole of ADC. No 53 Course, the Class of 2000, will be the last RAAFSC course, the last course trained in a purely RAAF environment. Apart from the cultural impact of these changes, questions also arise about the future of the trappings of RAAFSC's culture – ie, the various photographs, presentations and other forms of memorabilia that now help create the atmosphere of RAAFSC and provide tangible links with a past stretching back into World War II. Just how these things will be used to help keep alive past times is yet to be decided.

Also of concern to some is the adoption of the 'three block' approach to the curriculum. Denis Stubbs, co-agent of the Quiet Revolution with its integrated streams, while optimistic about the long term benefits of collocation, is a little uncomfortable about this aspect of the change. Now a civilian DS, he feels that many of the synergies built into the RAAFSC streams with great care and effort over the years may be lost, at least initially. Steve Larkin, ex-Director of Studies, while generally positive about the change, shares this concern. He also feels that the existing flexibility to quickly 'trim' the learning streams to adjust to rapid change (like East Timor) will suffer.

Given the long evolution of the RAAFSC syllabus with its carefully balanced streams, there is no doubt that the concerns Stubbs and Larkin have are real. Some of the synergies now enjoyed at RAAFSC, for little or no extra effort, will certainly be lost with the ACSC three-block system. But only time will tell if this loss outweighs the benefits of the forthcoming change.

Another concern is with definition and agreement of the new course's purpose – ie, just what it should do and how it will fit into the bigger picture. The course must not only meet single Service needs, but also the policy goals of senior officer development throughout the ADF. Single Service courses have always had difficulties balancing the broad-based demands of 'executive development' with the need to understand the much more specific detail of how that Service operates at a practical and technical level. This balancing act will be even more difficult with a tri-Service course. Few expect the first course, in 2001, to get the balance just right.

How well the initial balance meets future RAAF requirements will depend very much on two factors – how well the RAAF understands what it needs from the new course, and how well it can negotiate to get what it needs during 2000, the vital lead-up year.

The last Commandant of RAAFSC

Senior RAAFSC staff members, WGCDRs Grant Kelly (left) and Bruce Newell (centre) with the last Commandant, GPCAPT Rod Luke, who will transition RAAF staff training from RAAFSC to the new integrated course at the Australian Defence College, Weston Creek, in 2001.

Group Captain Rod Luke, the RAAFSC Commandant for 2000 (and so the last of a long line of RAAFSC Commandants), will play a key role in both developing the understanding and conducting the negotiations. He is well aware of the potential for negative results in these vital areas, and for poor outcomes in other areas. This is, after all, the biggest change to RAAFSC in its 51-year history. He is, nevertheless, very positive.

A pilot qualified Aeronautical Engineer, he flew an operational tour on Canberras in the early eighties. He then carried out a range of staff and unit engineering jobs, more recently with the F/A-18 as CO of the Intermediate Maintenance Squadron at Williamtown and liaison officer for F/A-18 support in the USA. He did JSSC in 1997 and attended the Australian Defence College in 1999, completing both the Defence Studies Course and the Defence Strategic Studies Course.

This background will no doubt help him in the task of achieving the best outcomes for the RAAF with the future course. His year as Commandant of 53 Course will also provide valuable experience. 1999 went well and by mid-year all indicators are that 2000 will go just as well. After all, 53 Course is, apart from minor differences in personnel, very like 52. The syllabus is effectively the same, apart from updates.

There are two fewer students, the total being 49, and the international officers number only 11, with no USAF student in 2000. There is however, an RNZAF student – Squadron Leader D M Gilchrist – again after many years. The Kuwait Air Force (KAF) is once more represented, this time by Lieutenant Colonel L R Al-Azmi, who was not only a veteran of the Gulf War, but a POW for eight months as well. The ASEAN countries, the UK and Canada have also continued their now well-established support.

Five 53 Course international officers at HMAS WATSON, Sydney, 9 March 2000-09-21

L-R: MAJ Sallehin, RBAF; MAJ Isnanto, TNI-AU; LTCOL Sanchez, PAF; LTCOL Al-Azemi, KAF; SQNLDR Vorachart, RTAF

The rest of the course consists of three from Army, an RAN representative, three public servants, and 31 from the RAAF. In all a varied lot who should contribute much to the essential 'broadening' process. They should also contribute to their Commandant's understanding of the dynamics of RAAFSC, and what works well and what needs change.

The Commandant will also be helped by what he sees as positives in the new arrangements – the excellent new facilities in a better, more central location; a large single Service element of the course which should ensure RAAF specific material gets adequate treatment; an IT fit that promises to be 'space age'; better jointery – an important factor in the increasingly operationally focused RAAF; and the year's experience as Commandant he will take with him to help manage the inevitable 'teething troubles' with the new course during 2001.

On paper, the new course in 2001 would seem to offer the RAAF positive change with the potential for even better outcomes from its staff training. Much will depend, as always, on key people. The success of RAAF staff training for 2001 and beyond depends greatly on how well people like Mike Rzechowicz and Rod Luke do their jobs in 2000. It has ever been thus. The history of RAAFSC is one of progressive gradual improvement, punctuated by occasional major change, like the Quiet Revolution, that also relied on a few key individuals.

Success also depended on the efforts of the many, the staff and students who have made RAAFSC a success throughout more than 50 years. Only time will tell if the forthcoming change is remembered as the death of RAAF Staff College, or the birth of something better. Recent events suggest we can expect something better. These events tell us that 'the many' are today a new breed, skilled at making change work for them. That fact, more than any other, augers well for the future of RAAF staff training, wherever and however it is done.

Extract from 22 Course Year Book

APPENDIX ONE

RAAF STAFF COLLEGE COMMANDANTS

Air Commodore U.E.Ewart. Commandant.
RAAF Staff College
February 1949 – September 1951

Air Commodore A.Earle. CBE. (RAF) Commandant.
RAAF Staff College
September 51 – December 53

Air Commodore T.A.B.Parselle. CBE. (RAF) Commandant.
RAAF Staff College
December 1953 – December 1955

Air Commodore W.H.Garing. CBE. DFC. Commandant.
RAAF Staff College
December 1955 – April 1960

Group Captain D.W.Colquhoun. DFC. AFC. T/Commandant.
RAAF Staff College
April 1960 – November 1960.

Group Captain R.N.Dalkin. DFC. Commandant.
RAAF Staff College
November 1960 – December 1961

Group Captain W.K. Bolitho. DFC. Commandant.
RAAF Staff College
December 1961 – December 1964

Group Captain A.D.J. GARRISSON, OBE, Commandant
RAAF Staff College
December 1964 – December 1966

Group Captain I.S. PARKER, DFC, AFC, ADC, Commandant
RAAF Staff College
January 1967 – September 1967

Group Captain J. C. JORDAN, Commandant
RAAF Staff College
September 1967 ~ January 1968

Group Captain D. D. HURDITCH, ADC, Commandant
RAAF Staff College
January 1968 ~ May 1969

Group Captain D. W. COLQUHOUN, DFC, AFC, Commandant
RAAF Staff College
MAY 1969 - MARCH 1970

Group Captain P. F. RAW, DSO, DFC, AFC, Commandant
RAAF Staff College
March 1970 ~ November 1972

Group Captain H. A. H. PICKERING, Commandant
RAAF Staff College
December 1972 ~ December 1974

Group Captain J. A. GIBBINS, ADC, Commandant
RAAF Staff College
December 1974 - December 1977

Group Captain J. M. CHESTERFIELD, Commandant
RAAF Staff College
December 1977 - December 1980

Group Captain R. W. BRADFORD, Commandant
RAAF Staff College
December 1980 - May 1982

Group Captain R. R. Tayles AFC, Commandant
RAAF Staff College
May 1982 - January 1985

Group Captain D. T. Bowden, Commandant
RAAF Staff College
January 1985 – January 1987

Group Captain N.J. Montgomery, Commandant
RAAF Staff College
January 1987–February 1989

Group Captain J. T. Huet, Commandant
RAAF Staff College
February 1989–August 1991

Group Captain B.J. Espeland, AM, ADC, Commandant
RAAF Staff College
August 1991 - January 1994

Group Captain D.J. Schubert, ADC, Commandant.
RAAF Staff College
January 1994 - January 1995

Group Captain R.J. Connor, Commandant.
RAAF Staff College
January 1995 - January 1997

Group Captain B.H.F. van der Wyngaart, Commandant
RAAF Staff College
January 1997 - February 1998

Wing Commander J.M. Kennedy, T/Commandant
RAAF Staff College
February 1998 - June 1998

Group Captain C.A. Beatty, DFC, AFC, ADC, Commandant
RAAF Staff College
June 1998 – April 1999

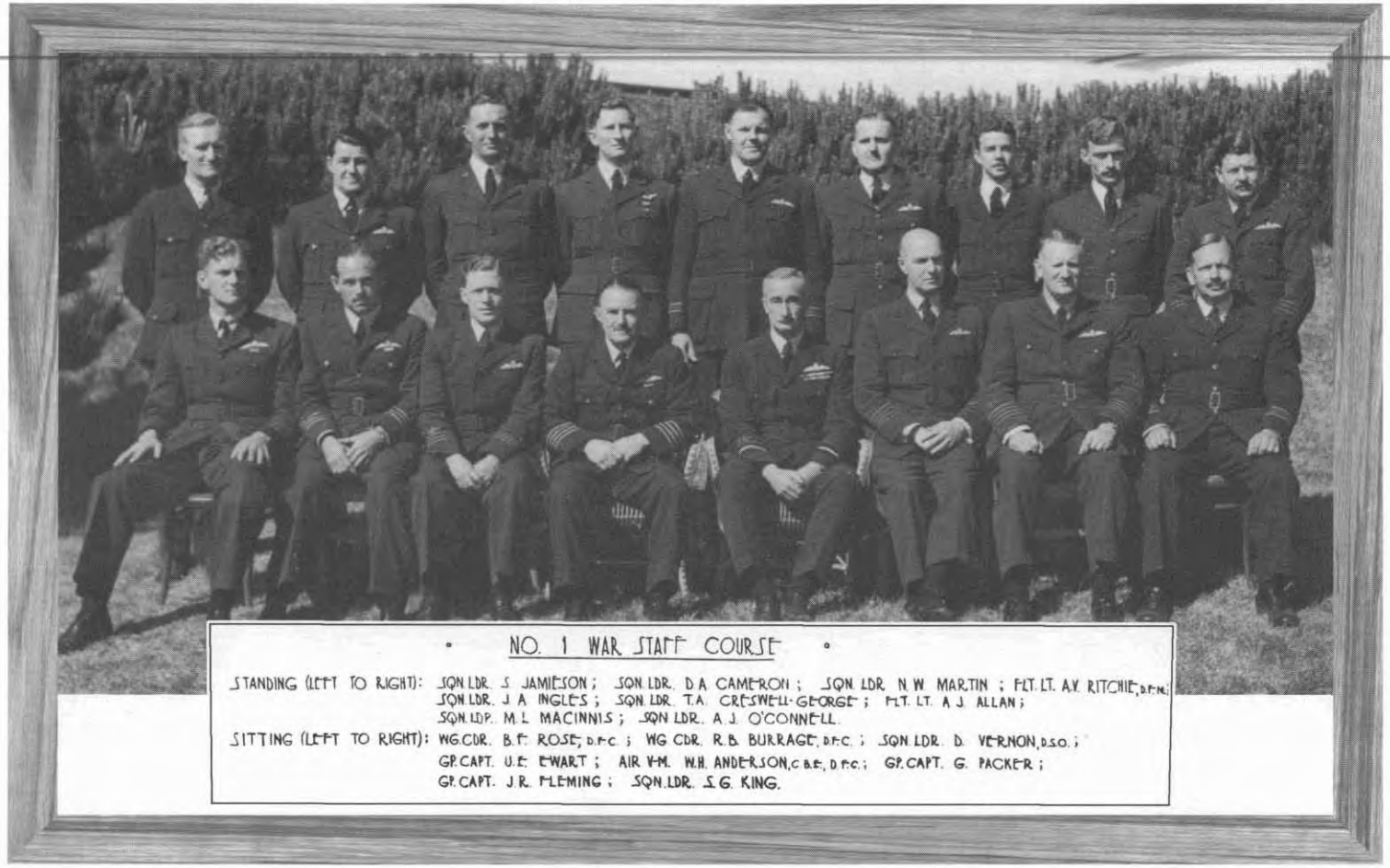
Group Captain J.M. Kennedy Commandant
RAAF Staff College
April 1999 – December 1999

Group Captain R.F. Luke, ADC Commandant
RAAF Staff College
January 2000 –

APPENDIX TWO

COURSE PHOTOGRAPHS

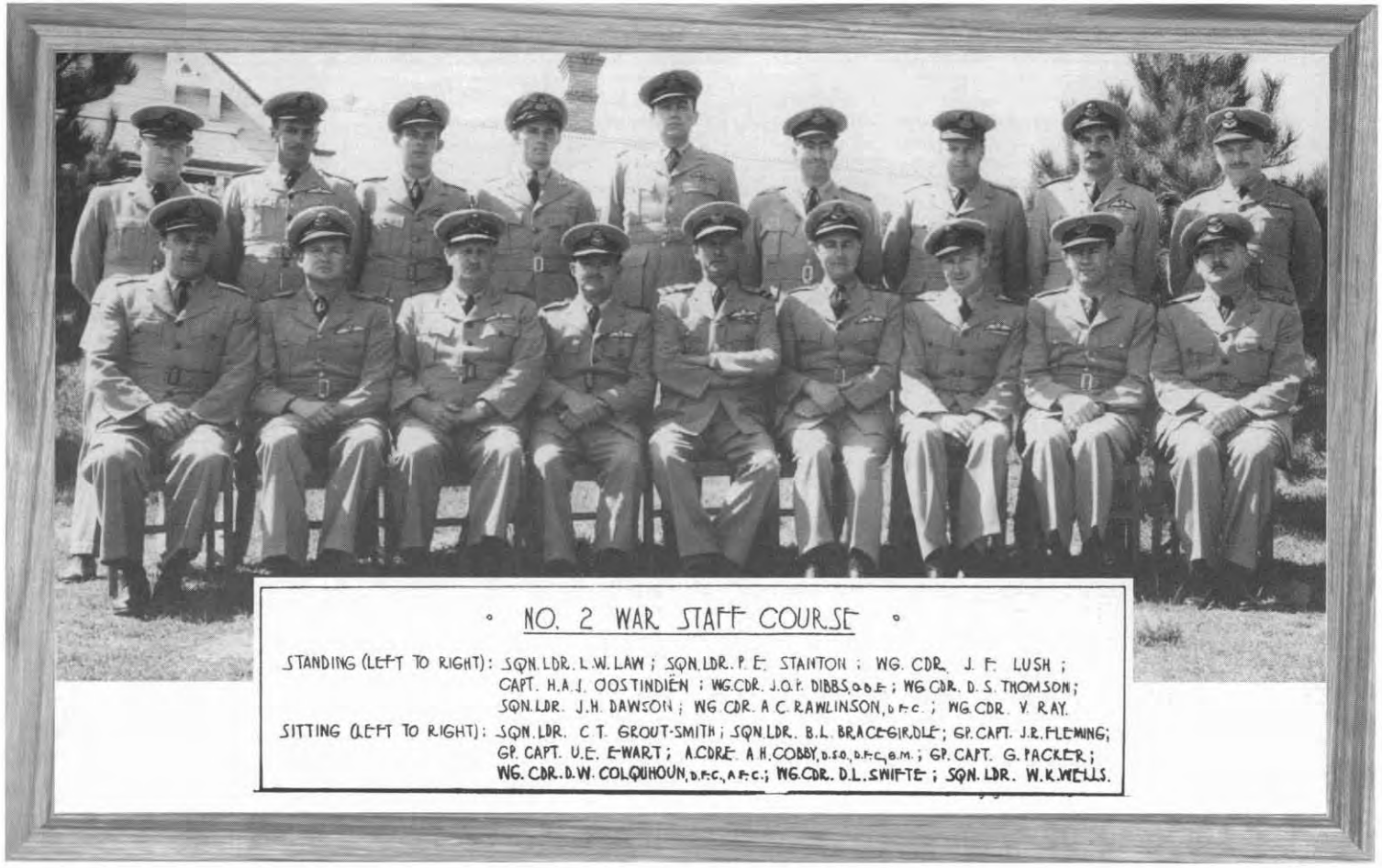
Unfortunately, photographs of Nos 29, 32, 33, 34, 35 and 36 Courses were not available for publication.



NO. 1 WAR STAFF COURSE

STANDING (LEFT TO RIGHT): SQN LDR. S JAMIESON; SQN LDR. D A CAMERON; SQN LDR. N W MARTIN; FLT LT. A V RITCHIE, D.F.M.; SQN LDR. J A INGLES; SQN LDR. T A CRESWELL-GEORGE; FLT LT. A J ALLAN; SQN LDR. M L MACINNIS; SQN LDR. A J O'CONNELL.

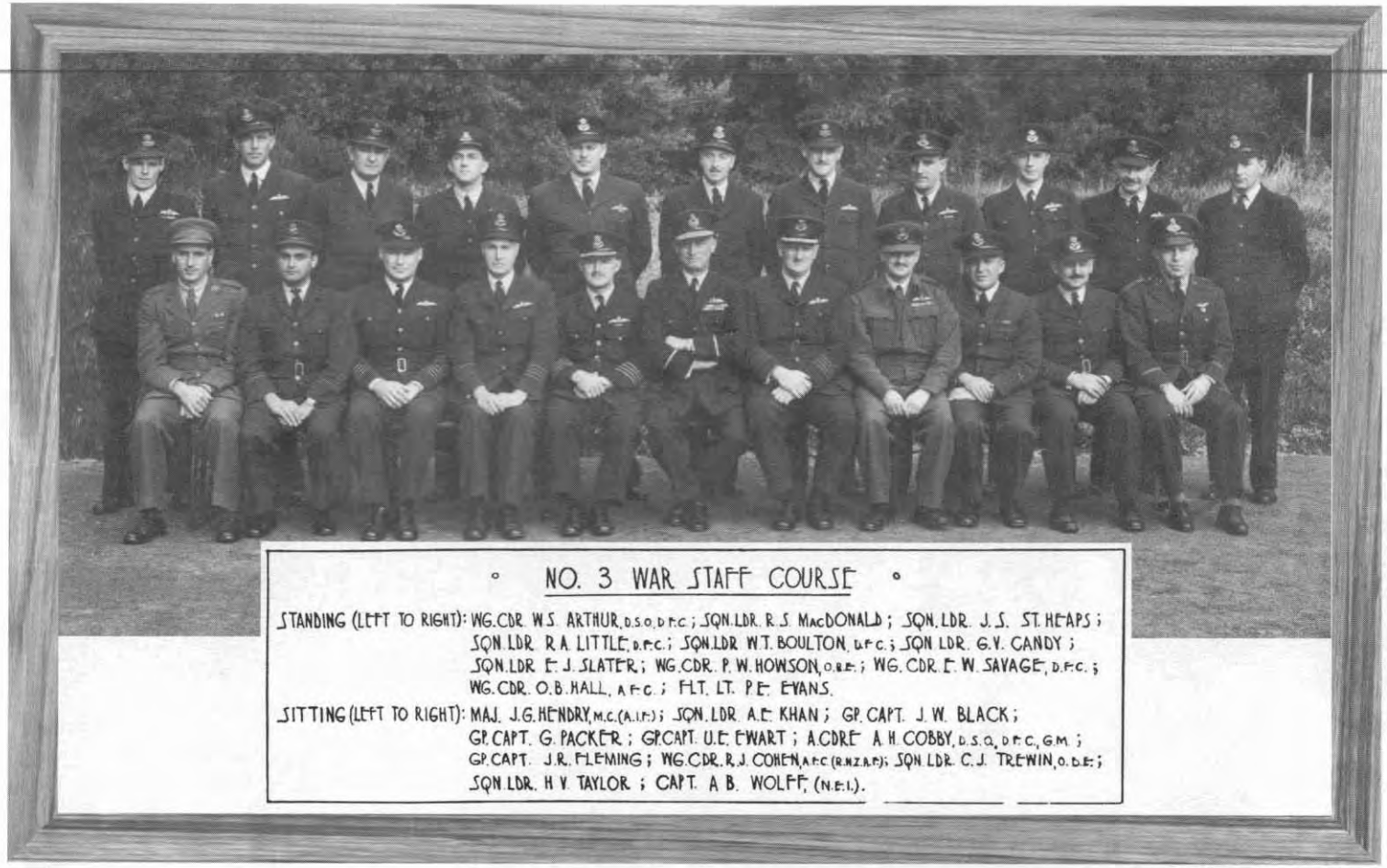
SITTING (LEFT TO RIGHT): WG CDR. B F ROSE, D.F.C.; WG CDR. R B BURRAGE, D.F.C.; SQN LDR. D VERNON, D.S.O.; GP CAPT. U E EWART; AIR V-M. W H ANDERSON, C.B.E., D.F.C.; GP CAPT. G PACKER; GP CAPT. J R FLEMING; SQN LDR. S G KING.



NO. 2 WAR STAFF COURSE

STANDING (LEFT TO RIGHT): SQN. LDR. L. W. LAW ; SQN. LDR. P. E. STANTON ; WG. CDR. J. F. LUSH ; CAPT. H. A. J. OOSTINDIËN ; WG. CDR. J. O. F. DIBBS, O.B.E. ; WG. CDR. D. S. THOMSON ; SQN. LDR. J. H. DAWSON ; WG. CDR. A. C. RAWLINSON, D.F.C. ; WG. CDR. V. RAY.

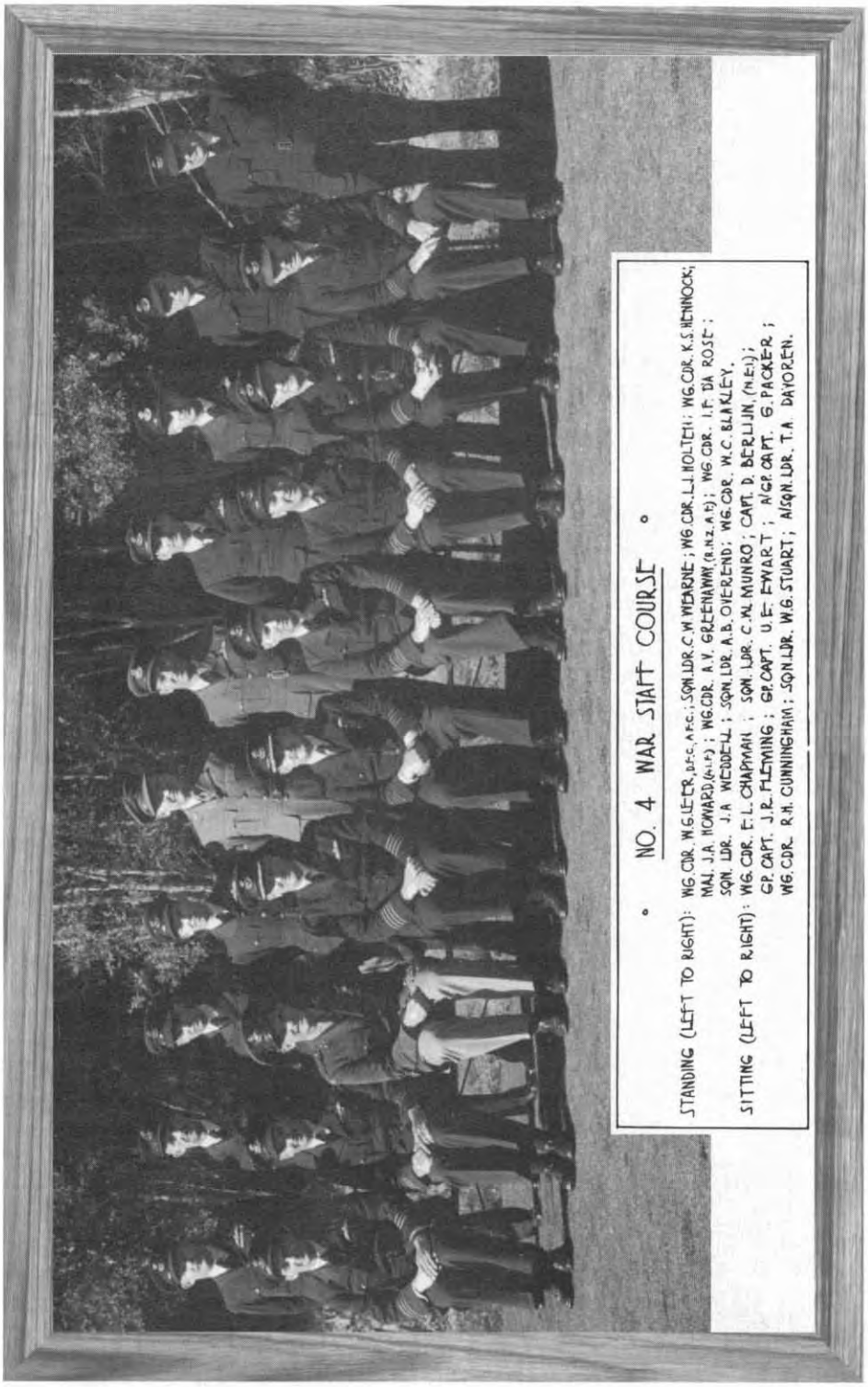
SITTING (LEFT TO RIGHT): SQN. LDR. C. T. GROUT-SMITH ; SQN. LDR. B. L. BRACEGIRDLE ; GP. CAPT. J. R. FLEMING ; GP. CAPT. U. E. EWART ; A. CDRE. A. H. COBBY, D.S.O., D.F.C., A.M. ; GP. CAPT. G. PACKER ; WG. CDR. D. W. COLQUHOUN, D.F.C., A.F.C. ; WG. CDR. D. L. SWIFTE ; SQN. LDR. W. K. WELLS.



NO. 3 WAR STAFF COURSE

STANDING (LEFT TO RIGHT): WG.CDR. W.S. ARTHUR, D.S.O, D.F.C.; SQN.LDR. R.S. MacDONALD; SQN.LDR. J.S. ST.HEAPS; SQN.LDR. R.A. LITTLE, D.F.C.; SQN.LDR. W.T. BOULTON, D.F.C.; SQN.LDR. G.V. CANDY; SQN.LDR. E.J. SLATER; WG.CDR. P.W. HOWSON, O.B.E.; WG.CDR. E.W. SAVAGE, D.F.C.; WG.CDR. O.B. HALL, A.F.C.; FLT.LT. P.E. EVANS.

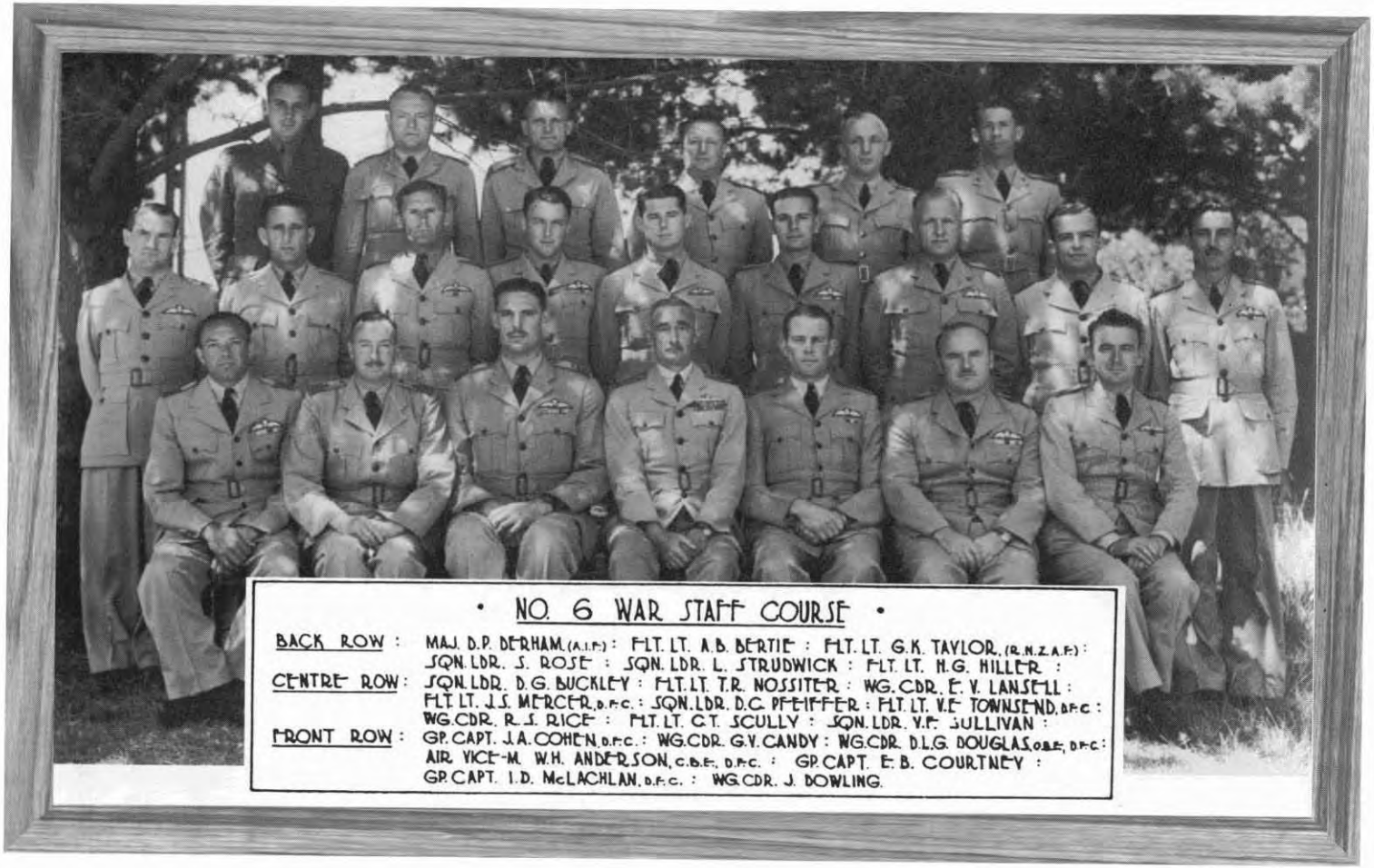
SITTING (LEFT TO RIGHT): MAJ. J.G. HENDRY, M.C. (A.I.F.); SQN.LDR. A.E. KHAN; GP.CAPT. J.W. BLACK; GP.CAPT. G. PACKER; GP.CAPT. U.E. EWART; A.CDRE. A.H. COBBY, D.S.O, D.F.C, G.M.; GP.CAPT. J.R. FLEMING; WG.CDR. R.J. COHEN, A.F.C (R.N.Z.A.F.); SQN.LDR. C.J. TREWIN, O.B.E.; SQN.LDR. H.V. TAYLOR; CAPT. A.B. WOLFF, (N.E.I.).


NO. 4 WAR STAFF COURSE
STANDING (LEFT TO RIGHT): WG CDR. W.G.LEE, D.F.C., A.F.C.; SQN.LDR. C.W. WEARNE; WG CDR. L.J. MOLTEN; WG.CDR. K.S. HENNOCK; MAJ. J.A. HOWARD, (A.A.F.); WG.CDR. A.V. GREENAWAY, (R.N.Z.A.F.); WG CDR. J.F. DA ROSE; SQN. LDR. J.A. WEBBER; SQN.LDR. A.B. OVEREND; WG.CDR. W.C. BLAKLEY,
SITTING (LEFT TO RIGHT): WG CDR. E.L. CHAPMAN; SQN.LDR. C.M. MUNRO; CAPT. D. BERLIJN, (N.E.I.); GP.CAPT. J.R. FLEMING; GP.CAPT. U.E. EWART; A/GP.CAPT. G. PACKER; WG.CDR. R.H. CUNNINGHAM; SQN.LDR. W.G. STUART; A/SQN.LDR. T.A. DAVOREN.

• NO. 5 WAR STAFF COURSE •

STANDING (LEFT TO RIGHT): WG. CDR. L.A. INGRAM; SQN. LDR. R.R. CHILTON; WG. CDR. J. HICKEY, D.F.C.; GP. CAPT. F. HEADLAM; WG. CDR. R.H. FOORD; GP. CAPT. I.C.C. THOMPSON; SQN. LDR. H.A. CAREY; WG. CDR. G.F. WALKER, D.F.C.; SQN. LDR. S.F. HICKSON.

SITTING (LEFT TO RIGHT): CAPT. J.P. WELTER, (N.E.I.); WG. CDR. D.L.G. DOUGLAS, O.B.E., D.F.C.; GP. CAPT. M.O. WATSON; GP. CAPT. J.R. FLEMING; AIR VICE-M. W.H. ANDERSON, C.B.E., D.F.C.; GP. CAPT. E.B. COURTNEY; WG. CDR. H.A. NICHOLAS; FLT. LT. E.E. COATE, D.F.C.; SQN. LDR. J.T. DAVISON, G.M., (R.N.Z.A.F.).

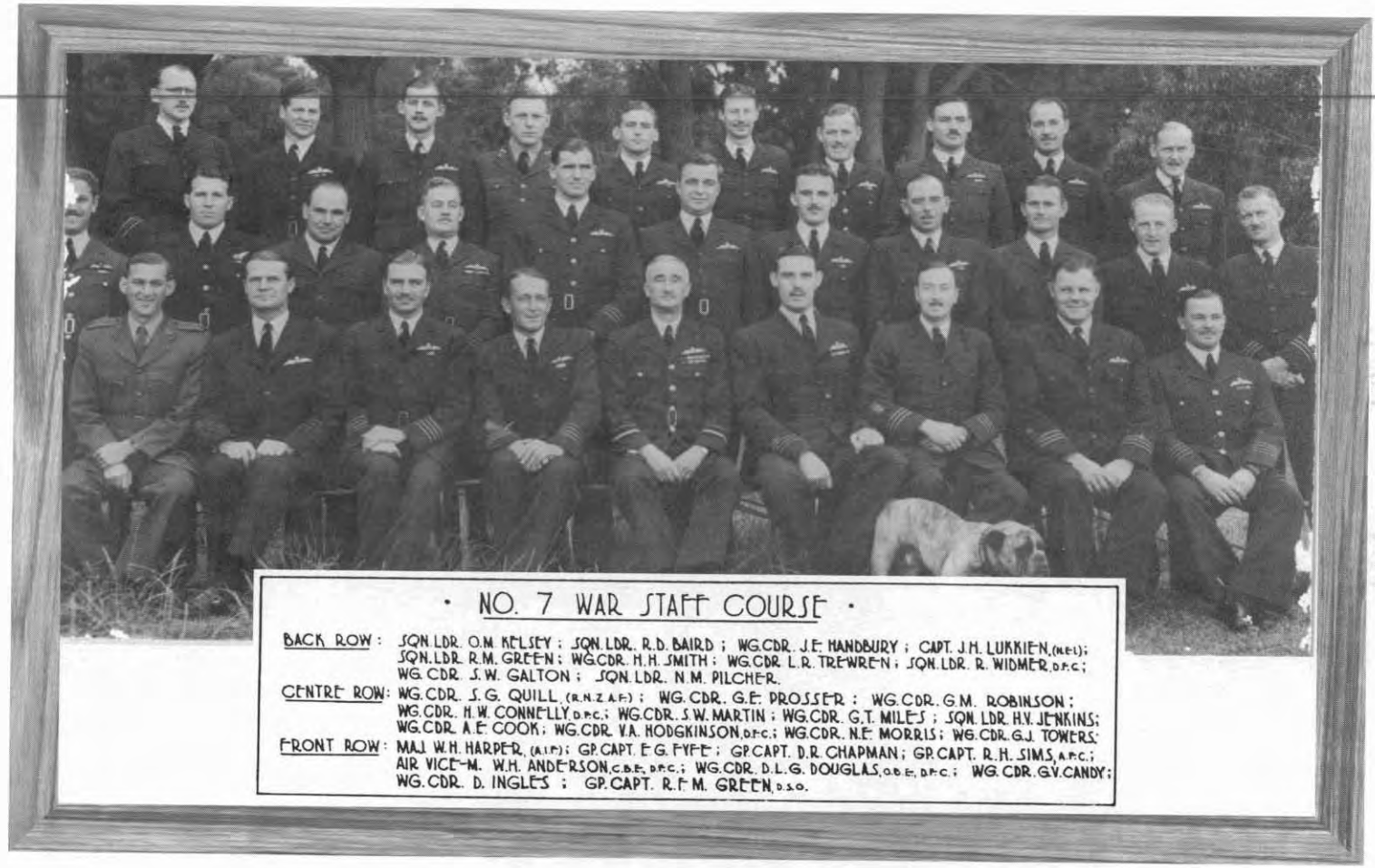


• NO. 6 WAR STAFF COURSE •

BACK ROW : MAJ. D.P. DERHAM. (A.I.F.) : FLT. LT. A.B. BERTIE : FLT. LT. G.K. TAYLOR. (R.N.Z.A.F.) : SQN. LDR. S. ROSE : SQN. LDR. L. STRUDWICK : FLT. LT. H.G. MILLER :

CENTRE ROW : SQN. LDR. D.G. BUCKLEY : FLT. LT. T.R. NOSSITER : WG. CDR. E.V. LANSELL : FLT. LT. J.S. MERCER, D.F.C. : SQN. LDR. D.C. PFEIFFER : FLT. LT. V.E. TOWNSEND, D.F.C. : WG. CDR. R.S. RICE : FLT. LT. C.T. SCULLY : SQN. LDR. V.P. SULLIVAN :

FRONT ROW : GP. CAPT. J.A. COHEN, D.F.C. : WG. CDR. G.V. CANDY : WG. CDR. D.L.G. DOUGLAS, O.B.E., D.F.C. : AIR VICE-M. W.H. ANDERSON, C.B.E., D.F.C. : GP. CAPT. E.B. COURTNEY : GP. CAPT. I.D. McLACHLAN, D.F.C. : WG. CDR. J. BOWLING.

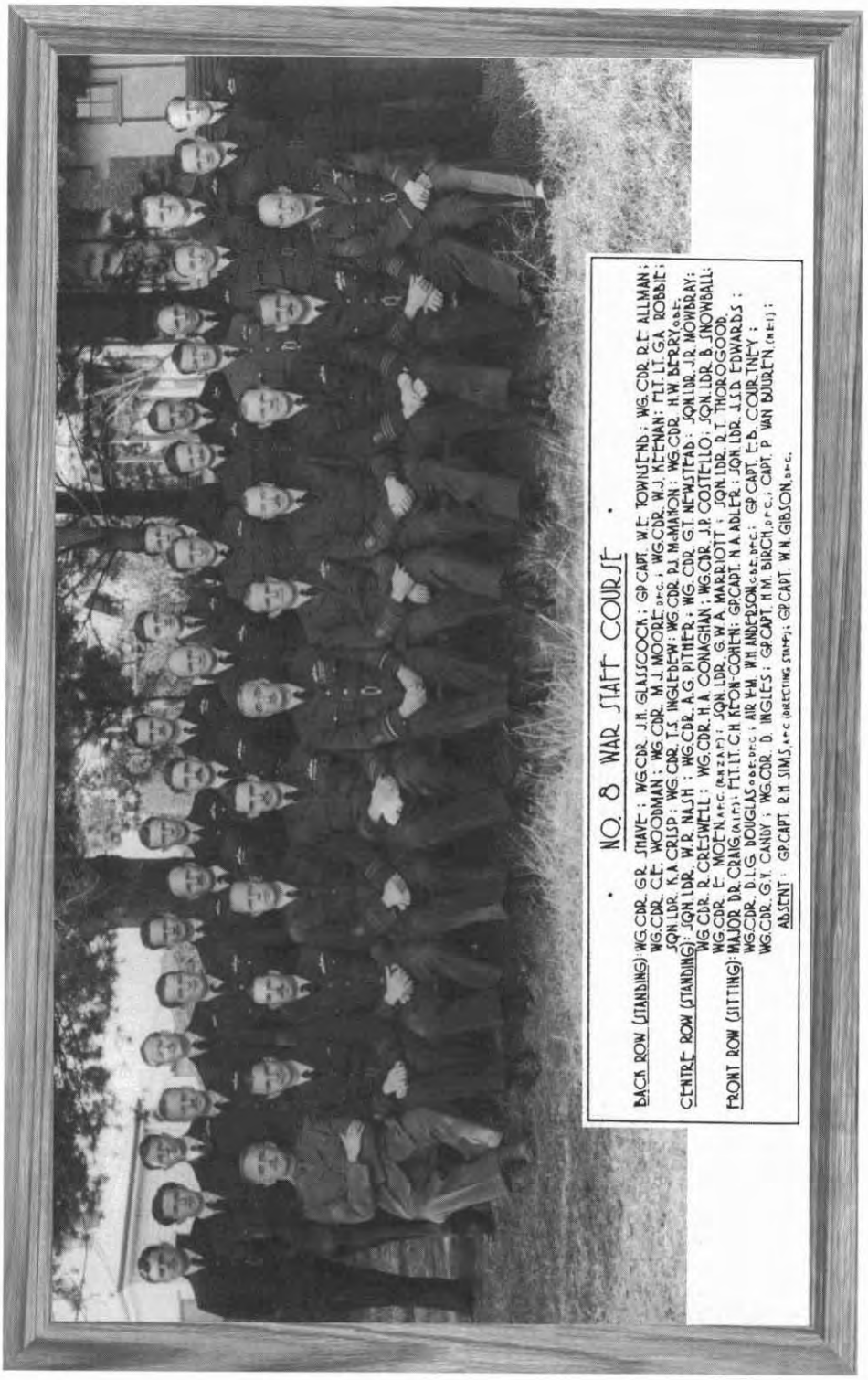


· NO. 7 WAR STAFF COURSE ·

BACK ROW: SQN. LDR. O.M. KELSEY; SQN. LDR. R.D. BAIRD; WG. CDR. J.E. HANDBURY; CAPT. J.H. LUKKIEN, (NEL); SQN. LDR. R.M. GREEN; WG. CDR. H.H. SMITH; WG. CDR. L.R. TREWREN; SQN. LDR. R. WIDMER, D.F.C.; WG. CDR. S.W. GALTON; SQN. LDR. N.M. PILCHER.

CENTRE ROW: WG. CDR. S.G. QUILL, (R.N.Z.A.F.); WG. CDR. G.E. PROSSER; WG. CDR. G.M. ROBINSON; WG. CDR. H.W. CONNELLY, D.F.C.; WG. CDR. S.W. MARTIN; WG. CDR. G.T. MILES; SQN. LDR. H.V. JENKINS; WG. CDR. A.E. COOK; WG. CDR. V.A. HODGKINSON, D.F.C.; WG. CDR. N.E. MORRIS; WG. CDR. G.J. TOWERS.

FRONT ROW: MAJ. W.H. HARPER, (A.I.F.); GP. CAPT. E.G. FYFE; GP. CAPT. D.R. CHAPMAN; GP. CAPT. R.H. SIMS, A.F.C.; AIR VICE-M. W.H. ANDERSON, C.B.E., D.F.C.; WG. CDR. D.L.G. DOUGLAS, O.B.E., D.F.C.; WG. CDR. G.V. CANDY; WG. CDR. D. INGLES; GP. CAPT. R.F.M. GREEN, D.S.O.


NO. 8 WAR STAFF COURSE
BACK ROW (STANDING): WG CDR. G.R. SHAVE ; WG CDR. J.M. GLASSCOCK ; GP CAPT. W.E. TOWNSEND ; WG CDR. R.E. ALLMAN ; WG CDR. C.E. WOODMAN ; WG CDR. M.J. MOORE DFC. ; WG CDR. W.J. KEENAN ; FLT. LT. G.A. ROBBIE ; SQN LDR. K.A. CRISP ; WG CDR. T.S. INGLEDEW ; WG CDR. P.J. McMAHON ; WG CDR. H.W. BERRY OBE.
CENTRE ROW (STANDING): SQN LDR. W.R. NASH ; WG CDR. A.G. PITTER ; WG CDR. G.T. NEWSTEAD ; SQN LDR. J.R. MOWBRAY ; WG CDR. R. CRESWELL ; WG CDR. H.A. CONAGHAN ; WG CDR. J.P. COSTELLO ; SQN LDR. B. SNOWBALL ; WG CDR. E. MOETA AFC (MAZAPI) ; SQN LDR. G.W.A. MARRIOTT ; SQN LDR. R.T. THOROGOOD.
FRONT ROW (SITTING): MAJOR DR. CRAIG (AUS) ; FLT. LT. C.H. KTON-COHEN ; GP CAPT. N.A. ADLER ; SQN LDR. J.D. EDWARDS ; WG CDR. D.I.G. DOUGLAS OBE DFC ; AIR VM. W.H. ANDERSON CB DFC ; GP CAPT. E.B. COURTNEY ; WG CDR. G.Y. CANDY ; WG CDR. D. INGLES ; GP CAPT. H.M. BIRCH DFC ; CAPT. P. VAN BUUREN (NETH) ;
ABSENT : GP CAPT. R.H. SIMS AFC (DIRECTING STAFF) ; GP CAPT. W.N. GIBSON DFC.

RAAF STAFF COLLEGE
NO 1 COURSE

COMMENCED 13 JUN 49 COMPLETED 25 NOV 49

BACK ROW WGCDR F.J. WOOD, SQNLDR N.P. ENGEL, SQNLDR A.H. CAMPEY, SQNLDR A.C. WEARNE, DSO, DFC, SQNLDR J.McD. DAVIDSON, SQNLDR D.R. McKENDRY, SQNLDR J.H. LANYON, DFC.

CENTRE ROW SQNLDR R.T. SUSANS, DFC, SQNLDR H.C. KING, SQNLDR R.T. HUNT, SQNLDR R.A. SPINNEY, SQNLDR J.B. HAMPSHIRE, DFC, SQNLDR H.C. PLENTY, DFC, SQNLDR A.T. COWDELL, SQNLDR E.C.SAUNDERS

FRONT ROW FLTLT P.J. CLYNES, WGCDR J.F. LAWSON, OBE, WGCDR H.D. NEWMAN, AIRCDRE U.E. EWART, WGCDR T.S. INGLEDEW, WGCDR H.H. SMITH, SQNLDR R.C. CRESSWELL.

RAAF STAFF COLLEGE
NO 2 COURSE

COMMENCED 9 JAN 50 COMPLETED 23 JUN 50

BACK ROW SQNLDR W.D. ABERNETHY, RNZAF, SQNLDR J.R. KINNINMONT, DFC, SQNLDR J.P. CORRIGAN, SQNLDR G.F.DE LA RUE, SQNLDR W.K.BOLITHO DFC, SQNLDR I. McKEIR, SQNLDR R.W. AYRE.

CENTRE ROW FLTLT J. MANN, SQNLDR A.T. McHUTCHISON, SQNLDR H.A.T. ARTUP, SQNLDR R.J. FAIRBANK, SQNLDR W.L. BRILL, DSO, DFC, SQNLDR A.R. HODGE, SQNLDR F.S. ROBEY, SQNLDR P.M.G. METZLER.

FRONT ROW FLTLT P.J. CLYNES, WGCDR J. MARTIN, WGCDR H.D. NEWMAN, RAF., AIRCDRE U.E.EWART, WGCDR H.H. SMITH, WGCDR T.S. INGLEDEW, SQNLDR R.C. CRESSWELL.

RAAF STAFF COLLEGE
NO 3 COURSE

COMMENCED 7 AUG 50 COMPLETED 23 FEB 51

BACK ROW FLTLT C.J. MCDONALD, SQNLDR D.R. MACLEOD ,SQNLDR H.R. CLEMENTSON.
WGCDR F.W. JOHNSON, SQNLDR H.W. HANNAM, SQNLDR J.W.T. STANFIELD. SQNLDR S. GOTTO.

CENTRE ROW WGCDR E.K. DeCEAN, SQNLDR I.R. MITCHELL, DFC, RNZAF. WGCDR A.E. CROSS, AFC.
WGCDR K.R.J. PARSONS, DSO, DFC, AFC. WGCDR J.E.S. DENNETT, SQNLDR D.W. McCARTHY,
SQNLDR H.C. SMITH, WGCDR G.F. ELL.

FRONT ROW FLTLT J. ANDERSON, WGCDR J. MARTIN, GPCAPT H.D. NEWMAN, RAF, AM G. JONES, CB, CBE, DFC.
AIRCDRE U.E. EWART, WGCDR H.H. SMITH, SQNLDR G.T. NEWSTEAD, SQNLDR W.L. BRILL, DSO, DFC.

RAAF STAFF COLLEGE
NO 4 COURSE

COMMENCED 30 APR 51 COMPLETED 19 OCT 51

BACK ROW SQNLDR J.K. McCARTHY, DFC, AFM., WGCDR P. JEFFREY, DSO, DFC, WGCDR I.L. CAMPBELL, SQNLDR D.R. BEATTIE, SQNLDR J.A. LOMBARD, WGCDR E.V. MILLETT, WGCDR G.D. MARSHALL.

CENTRE ROW WGCDR I.J. ROBERTS, SQNLDR A.H. BIRCH, SQNLDR G.K. GRAHAM, SQNLDR M.A. ANDERSEN, WGCDR C.R. TAYLOR, WGCDR E.A. MONTIGUE, WGCDR C.G. CLEARY, SQNLDR H.A.H. PICKERING.

FRONT ROW FLGOFF D.W. FIRNS, SQNLDR G.T. NEWSTEAD, WGCDR J. MARTIN, AIRCDRE U.E. EWART, GPCAPT A. EARLE, CBE, RAF., WGCDR H.H. SMITH, SQNLDR W.L. BRILL, DSO, DFC, FLTLT C.J. McDONALD.

RAAF STAFF COLLEGE
NO 5 COURSE

COMMENCED 12 NOV 51 COMPLETED 27 JUN52

BACK ROW FLTLT T.G. CAHIR, FLTLT L.S.W. SMYTH, SQNLDR D.R. SHEPPARD, SQNLDR R.D. ALBRECHT, FLTLT R.S. ROYSTON, FLTLT D.C. NICHOLLS, SQNLDR D.E. MOSELEY, SQNLDR D.J.CAMPBELL, FLTLT J.A. ROBB, DFM.

CENTRE ROW WGCDR J.R.W. McLEAN, SQNLDR R.G. WALKER, SQNLDR F.R. SCHAAF, DFC, SQNLDR C.W. STELEY, DFC. SQNLDR J.E.R. D'HELIN, SQNLDR F.E. FENNESSY RNZAF, SQNLDR D.D. HURDITCH, SQNLDR K.M. RUNDLE, MBE. SQNLDR A.A. CAMERON..

FRONT ROW FLTLT C.J. McDONALD, SQNLDR G.T. NEWSTEAD, WGCDR E.V. MILLETT,GPCAPT A.E.EARLE, CBE, RAF. GPCAPT N. FORD, OBE, AFC, WGCDR D.L.G.DOUGLAS, OBE, DFC, WGCDR W.L.BRILL, DSO, DFC, FLGOFF D.W.FIRNS.

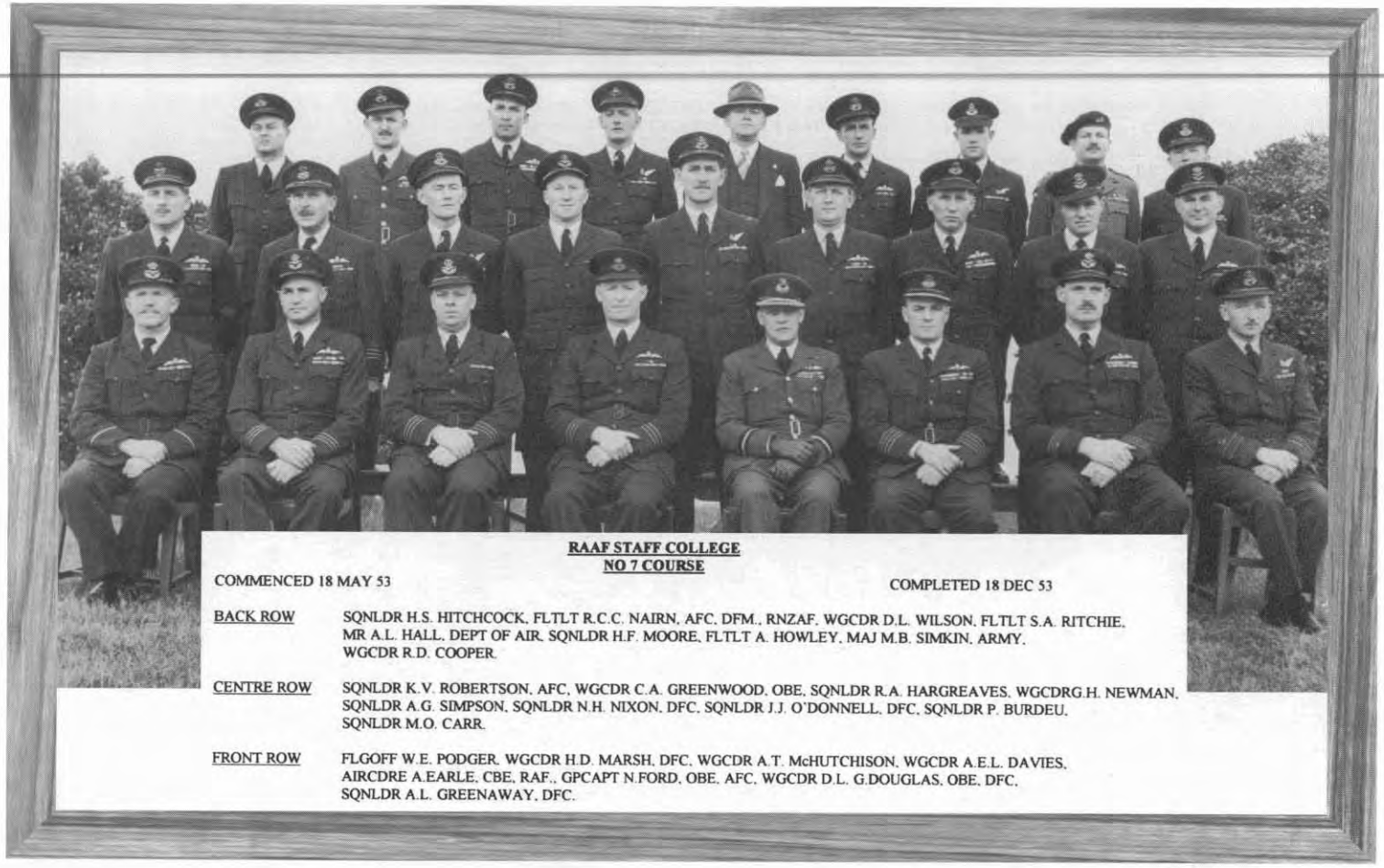
RAAF STAFF COLLEGE
NO 6 COURSE

COMMENCED 1 SEP 52 — COMPLETED 27 APR 53

BACK ROW — SQNLDR L.M. REID, WGCDR A.R. EMSLIE, DFC, SQNLDR Q.J. FOSTER, SQNLDR J.M. SUTHERLAND, MR J.J. CORRIGAN, DEPT OF AIR, MAJ I.H. McBRIDE, MBE, R AUST INF, SQNLDR G.P. LANE, SQNLDR A.L. GREENHILL AFM, SQNLDR C.R. GALLWEY, AFC.

CENTRE ROW — SQNLDR L.F. SCHUMACHER, WGCDR N.F. LAMB, FLTLT J.N. CASSIDY, FLTLT F.J. D'ARCY, WGCDR W.J. GUTHRIE, WGCDR J.R. LAVERS, AFC, AFM, SQNLDR J.E. GERBER, AFC, SQNLDR J.B. FITZGERALD, SQNLDR E.F. BERNAU.

FRONT ROW — FLTLT C.J. MACDONALD, WGCDR A.E.L. DAVIES, WGCDR E.V. MILLETT, AIRCDRE A.EARLE, CBE, RAF, GPCAPT N. FORD OBE, AFC, WGCDR D.L.G. DOUGLAS, OBE, DFC, WGCDR H.D. MARSH DFC, FLGOFF D.W. FIRNS.



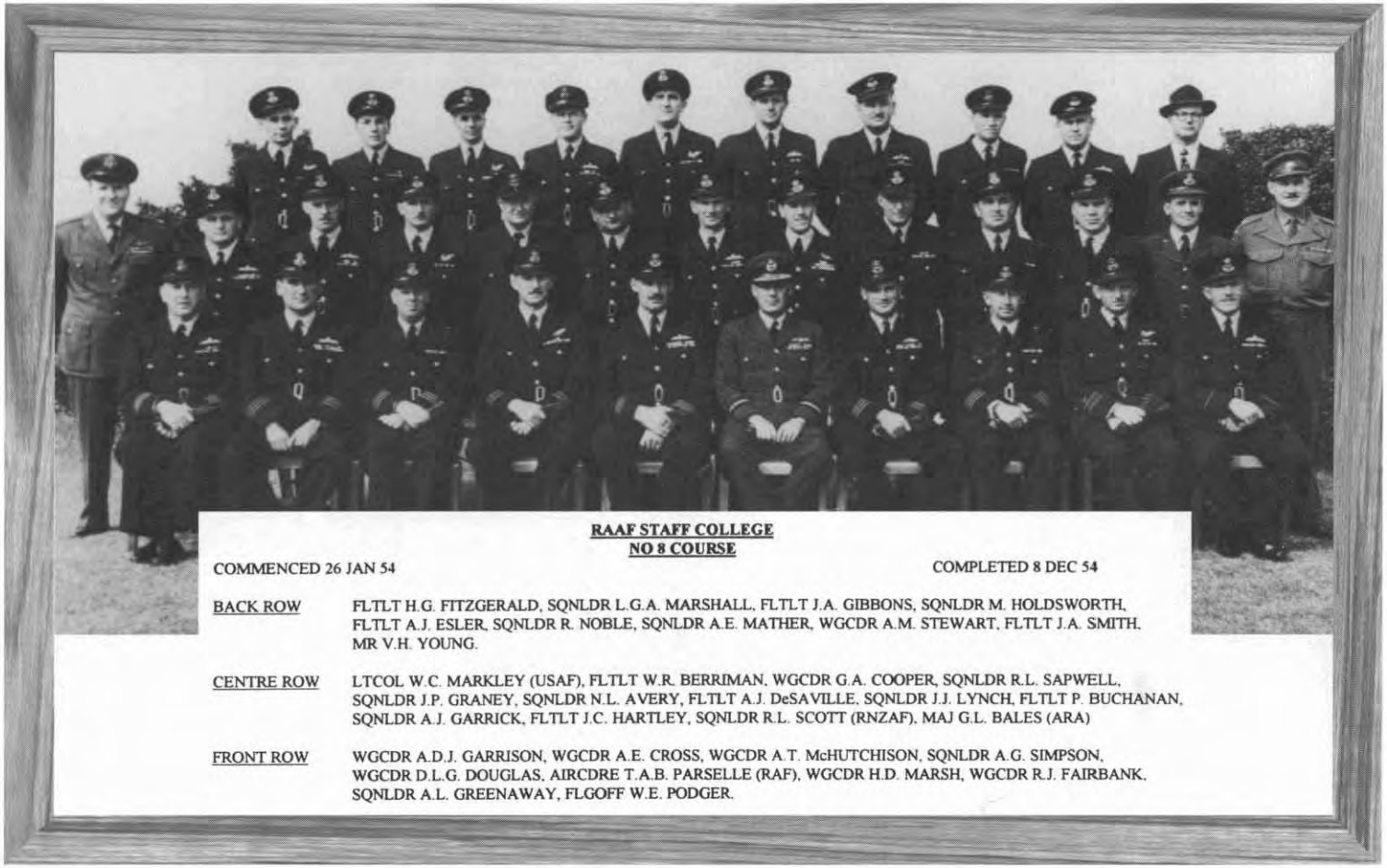
RAAF STAFF COLLEGE
NO 7 COURSE

COMMENCED 18 MAY 53 COMPLETED 18 DEC 53

BACK ROW SQNLDR H.S. HITCHCOCK, FLTLT R.C.C. NAIRN, AFC, DFM., RNZAF, WGCDR D.L. WILSON, FLTLT S.A. RITCHIE, MR A.L. HALL, DEPT OF AIR, SQNLDR H.F. MOORE, FLTLT A. HOWLEY, MAJ M.B. SIMKIN, ARMY, WGCDR R.D. COOPER.

CENTRE ROW SQNLDR K.V. ROBERTSON, AFC, WGCDR C.A. GREENWOOD, OBE, SQNLDR R.A. HARGREAVES, WGCDRG.H. NEWMAN, SQNLDR A.G. SIMPSON, SQNLDR N.H. NIXON, DFC, SQNLDR J.J. O'DONNELL, DFC, SQNLDR P. BURDEU, SQNLDR M.O. CARR.

FRONT ROW FLGOFF W.E. PODGER, WGCDR H.D. MARSH, DFC, WGCDR A.T. McHUTCHISON, WGCDR A.E.L. DAVIES, AIRCDRE A.EARLE, CBE, RAF., GPCAPT N.FORD, OBE, AFC, WGCDR D.L. G.DOUGLAS, OBE, DFC, SQNLDR A.L. GREENAWAY, DFC.



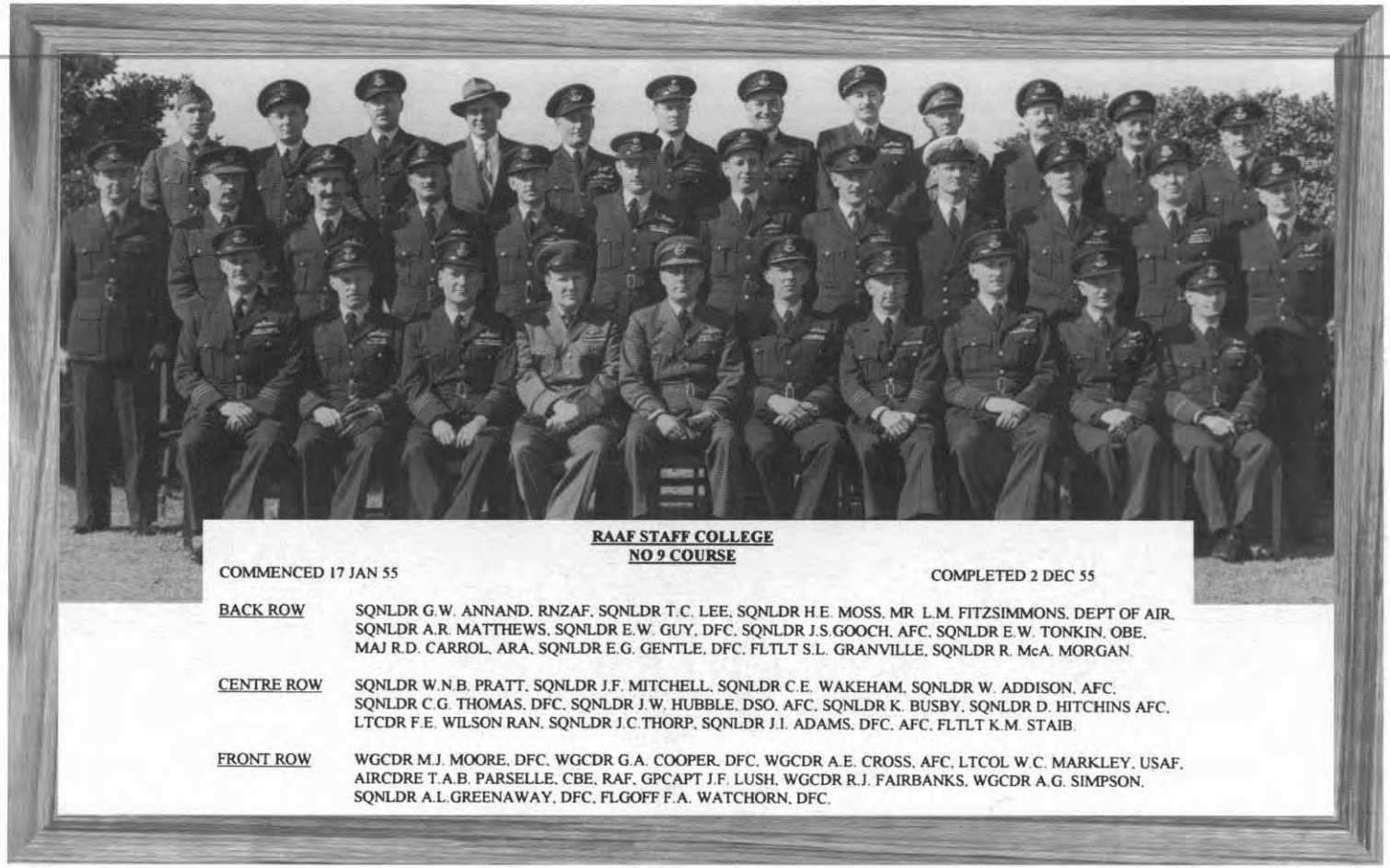
RAAF STAFF COLLEGE
NO 8 COURSE

COMMENCED 26 JAN 54 COMPLETED 8 DEC 54

BACK ROW FLTLT H.G. FITZGERALD, SQNLDR L.G.A. MARSHALL, FLTLT J.A. GIBBONS, SQNLDR M. HOLDSWORTH, FLTLT A.J. ESLER, SQNLDR R. NOBLE, SQNLDR A.E. MATHER, WGCDR A.M. STEWART, FLTLT J.A. SMITH, MR V.H. YOUNG.

CENTRE ROW LTCOL W.C. MARKLEY (USAF), FLTLT W.R. BERRIMAN, WGCDR G.A. COOPER, SQNLDR R.L. SAPWELL, SQNLDR J.P. GRANEY, SQNLDR N.L. AVERY, FLTLT A.J. DeSAVILLE, SQNLDR J.J. LYNCH, FLTLT P. BUCHANAN, SQNLDR A.J. GARRICK, FLTLT J.C. HARTLEY, SQNLDR R.L. SCOTT (RNZAF), MAJ G.L. BALES (ARA)

FRONT ROW WGCDR A.D.J. GARRISON, WGCDR A.E. CROSS, WGCDR A.T. McHUTCHISON, SQNLDR A.G. SIMPSON, WGCDR D.L.G. DOUGLAS, AIRCDRE T.A.B. PARSELLE (RAF), WGCDR H.D. MARSH, WGCDR R.J. FAIRBANK, SQNLDR A.L. GREENAWAY, FLGOFF W.E. PODGER.



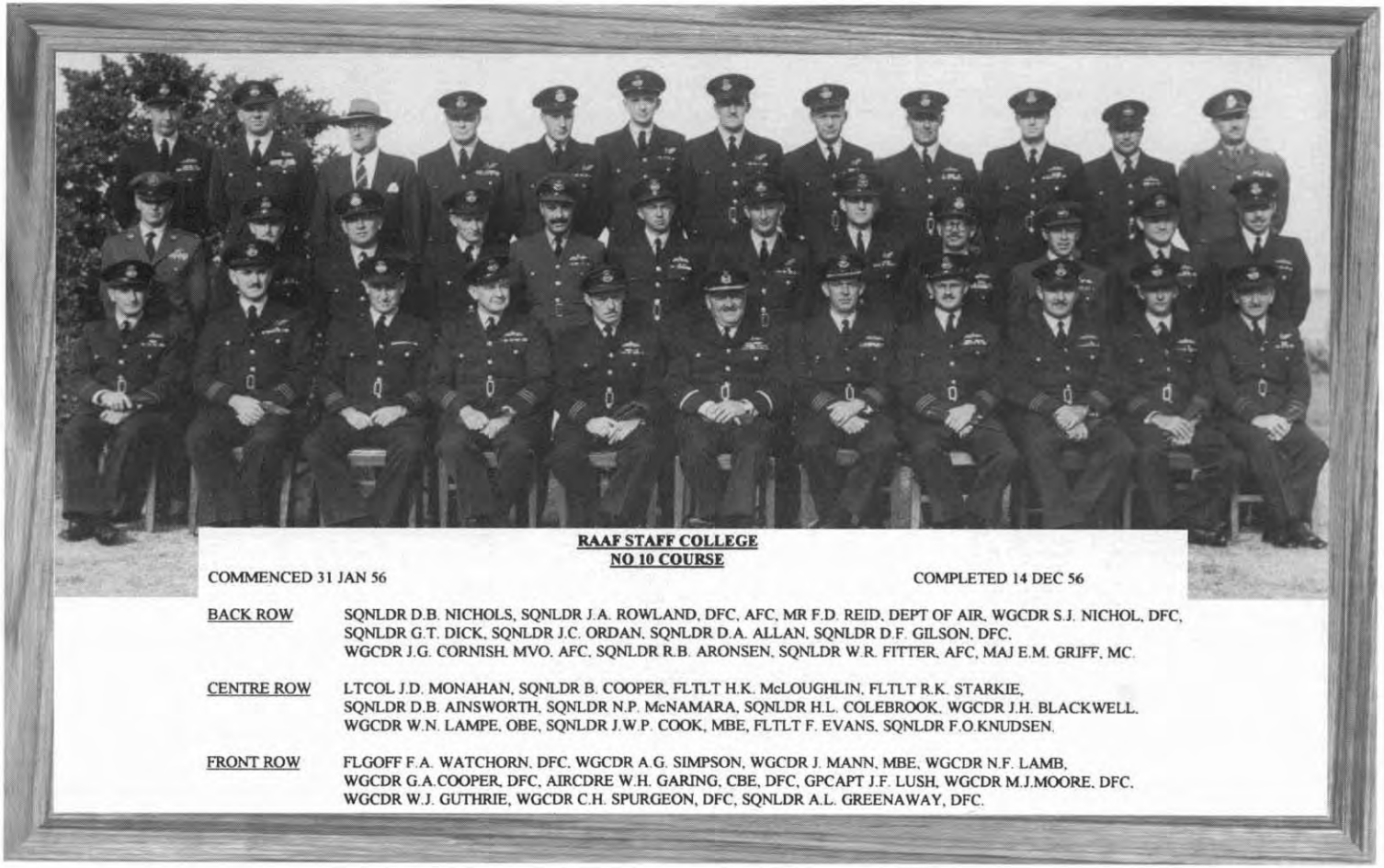
RAAF STAFF COLLEGE
NO 9 COURSE

COMMENCED 17 JAN 55 COMPLETED 2 DEC 55

BACK ROW SQNLDR G.W. ANNAND, RNZAF, SQNLDR T.C. LEE, SQNLDR H.E. MOSS, MR L.M. FITZSIMMONS, DEPT OF AIR, SQNLDR A.R. MATTHEWS, SQNLDR E.W. GUY, DFC, SQNLDR J.S.GOOCH, AFC, SQNLDR E.W. TONKIN, OBE, MAJ R.D. CARROL, ARA, SQNLDR E.G. GENTLE, DFC, FLTLT S.L. GRANVILLE, SQNLDR R. McA. MORGAN.

CENTRE ROW SQNLDR W.N.B. PRATT, SQNLDR J.F. MITCHELL, SQNLDR C.E. WAKEHAM, SQNLDR W. ADDISON, AFC, SQNLDR C.G. THOMAS, DFC, SQNLDR J.W. HUBBLE, DSO, AFC, SQNLDR K. BUSBY, SQNLDR D. HITCHINS AFC, LTCDR F.E. WILSON RAN, SQNLDR J.C.THORP, SQNLDR J.I. ADAMS, DFC, AFC, FLTLT K.M. STAIB.

FRONT ROW WGCDR M.J. MOORE, DFC, WGCDR G.A. COOPER, DFC, WGCDR A.E. CROSS, AFC, LTCOL W.C. MARKLEY, USAF, AIRCDRE T.A.B. PARSELLE, CBE, RAF, GPCAPT J.F. LUSH, WGCDR R.J. FAIRBANKS, WGCDR A.G. SIMPSON, SQNLDR A.L.GREENAWAY, DFC, FLGOFF F.A. WATCHORN, DFC.



RAAF STAFF COLLEGE
NO 10 COURSE

COMMENCED 31 JAN 56 COMPLETED 14 DEC 56

BACK ROW SQNLDR D.B. NICHOLS, SQNLDR J.A. ROWLAND, DFC, AFC, MR F.D. REID, DEPT OF AIR, WGCDR S.J. NICHOL, DFC, SQNLDR G.T. DICK, SQNLDR J.C. ORDAN, SQNLDR D.A. ALLAN, SQNLDR D.F. GILSON, DFC, WGCDR J.G. CORNISH, MVO, AFC, SQNLDR R.B. ARONSEN, SQNLDR W.R. FITTER, AFC, MAJ E.M. GRIFF, MC.

CENTRE ROW LTCOL J.D. MONAHAN, SQNLDR B. COOPER, FLTLT H.K. McLOUGHLIN, FLTLT R.K. STARKIE, SQNLDR D.B. AINSWORTH, SQNLDR N.P. McNAMARA, SQNLDR H.L. COLEBROOK, WGCDR J.H. BLACKWELL, WGCDR W.N. LAMPE, OBE, SQNLDR J.W.P. COOK, MBE, FLTLT F. EVANS, SQNLDR F.O.KNUDSEN.

FRONT ROW FLGOFF F.A. WATCHORN, DFC, WGCDR A.G. SIMPSON, WGCDR J. MANN, MBE, WGCDR N.F. LAMB, WGCDR G.A.COOPER, DFC, AIRCDRE W.H. GARING, CBE, DFC, GPCAPT J.F. LUSH, WGCDR M.J.MOORE, DFC, WGCDR W.J. GUTHRIE, WGCDR C.H. SPURGEON, DFC, SQNLDR A.L. GREENAWAY, DFC.

RAAF STAFF COLLEGE
NO 11 COURSE

COMMENCED 29 JAN 57

COMPLETED 13 DEC 57

BACK ROW SQNLDR T.B. PAGET, MAJ R.G. CRONK, MC, SQNLDR N.R. CARR, SQNLDR H.K. PARKER, SQNLDR A. HARPER, AFC, RAF, MR W.K. LAY, DEPT OF AIR, SQNLDR J.D.R. FURZE, FLTLT K.W. FRASER, SQNLDR D.C. HURST, DFC, SQNLDR W.O.K. HEWETT, FLTLT L. BROWNLEY, SQNLDR G.R.B. HIGHET, DFC, AFC, RNZAF.

CENTRE ROW SQNLDR T.S. FAIRBAIRN, DFC, MR W.R. DEAN, DEPT OF DEFENCE, SQNLDR C.J. MELCHERT, SQNLDR E.G. RAMSAY, DFC, SQNLDR E.M. JOHNSTON, SQNLDR W.D. KERR, SQNLDR R.D. EGERTON, SQNLDR R.M. HANSTEIN, SQNLDR S.D. EVANS, SQNLDR C.D. BREMNER, SQNLDR I.R. OLORENSHAW, DFC, SQNLDR G.S.ZANTUCK.

FRONT ROW WGCDR C.H. SPURGEON, DFC, WGCDR J. MANN, MBE, WGDCR R. NOBLE, LTCOL J.D.MONAHAN, USAF, AIRCDRE W.H. GARING, CBE, DFC, GPCAPT I.F. ROSE, AFC, WGCDR W.J. GUTHRIE, WGCDR M.J.MOORE, DFC, SQNLDR A.L. GREENAWAY, DFC, FLGOFF F.A. WATCHORN, DFC.

RAAF STAFF COLLEGE
NO 12 COURSE

COMMENCED 28 JAN 58 COMPLETED 12 DEC 58

BACK ROW WGCDR C.W. BRACKENRIDGE, AFC, SQNLDR P.A. PEARSON, SQNLDR W.J. BRENNAN, FLTLT K.R. BARNES, FLTLT R.P JOSKE, SQNLDR F.H. DOHERTY, LTCOL R.W. PRIEST, USAF, MR A.H.DeMARCHI, DEPT OF AIR, SQNLDR S.B.SIMPSON, RAF, SQNLDR C.D.MURPHY, DFC, SQNLDR M.J. McKAY, AFC.

CENTRE ROW *SQNLDR A.J. FOOKES, SQNLDR R.A. GREENTREE,* SQNLDR D.B. ANDREWS, RNZAF, WGCDR C.A.V. BOURNE, MBE, SQNLDR S. BRADFORD, DFC, SQNLDR F.M. GRIGGS, DFC, DFM., SQNLDR J.W. TAYLOR, WGCDR. HODGES, AFC, MAJ P.G. LATHAM, ARA., SQNLDR V.B. CANNON, DFC, SQNLDR F.W. BARNES, DFC, AFC, SQNLDR L.M. BIRD, LTCDR D.J. ROBERTSON, RAN.

FRONT ROW FLTLT T.J.C. LUSINK, WGCDR A.R. HODGE, AFC, WGCDR L.H. WILLIAMSON, DFC, WGCDR R. NOBLE, WGCDR J.MANN, MBE, AIRCDRE W.H. GARING, CBE, DFC, GPCAPT I.F. ROSE, AFC, WGCDR W.J. GUTHRIE, WGCDR H.F. MOORE, DFC, WGCDR E.T. PICKERD, OBE, DFC, WGCDR A.L. GREENAWAY, DFC.

RAAF STAFF COLLEGE
NO 13 COURSE

COMMENCED 27 JAN 59 — COMPLETED 11 DEC 59

BACK ROW	WGCCDR J.M. CAIRNS, AFC, FLTLT E.I. LANE, MAJ R.J.P.J. LE MERCIER, ARA, MR W.J.GUNN, D OF A., SQNLDR N.H. BRIGHT, RNZAF, SQNLDR A.G.G. FARLEY, RAF, SQNLDR A.T. WALTERS, MR I. BUCHAN, D OF S, FLTLT F.J.B. LAIRD, SQNLDR C.G. KILSBY, SQNLDR J.W. KEITH.
CENTRE ROW	WGCDR F.J. INGER, SQNLDR G.G. KNYVETT, SQNLDR D.R. SMYTH, SQNLDR T.J.T. MELDRUM, AFC, SQNLDR D.S. CAMPBELL, SQNLDR K.V.N. STEVENS, SQNLDR J.P.O. CALLAGHAN, FLTLT W.D. GOCHER, LTCDR J.A. MATTHEW, RAN, SQNLDR H.A. HUGHES, DFC, SQNLDR K. THERKELSEN.
FRONT ROW	WGCDR S. GOTTO, WGCDR A.R .HODGEN, AFC, WGCDR D.D. HURDITCH, WGCDR G.J. MILES, AIRCDRE W.A. GARING, CBE, DFC, GPCAPT W.N. LAMPE, OBE, WGCDR E.C. SAUNDERS, MBE, LTCOL R.W. PRIEST, USAF, FLTLT J.DUNNE.
ABSENT	WGCDR A.L.GREENAWAY, DFC.

RAAF STAFF COLLEGE
NO 14 COURSE

COMMENCED 23 JAN 60 COMPLETED 8 DEC 60

BACK ROW SQNLDR A.T. GADD, SQNLDR F.L. McMAHON, SQNLDR K. ISAACS, SQNLDR A.L. CAMERON, SQNLDR J.C. STARR, SQNLDR D.E. JAMIESON, SQNLDR R.A. SCOTT, SQNLDR F.W. JORDAN, FLTLT R.E. FROST, SQNLDR L. BRITT, DFC, WGCDR F.A. COUSINS.

CENTRE ROW MR D.C. BRUCE, SQNLDR J.M. FRANCIS, SQNLDR R. TREBILCO, SQNLDR R.A. MOORE, WGCDR J. HUGHES, MAJ J.W. GIVEN, FLTLT L.R. KLAFFER, LTCOL R.A. BOSWORTH, SQNLDR V.D. GUTHRIE, AFC, SQNLDR J.F.W. PEMBRIDGE, AFC, FLTLT S.J. ROGERS, SQNLDR T.W. MURPHY.

FRONT ROW FLTLT J. DUNNE, WGCDR A.L. GREENAWAY, DFC, WGCDR E.C. SAUNDERS, MBE, GPCAPT W.N. LAMPE, OBE, GPCAPT D.W. COLQUHOUN, DFC, AFC, ADC, WGCDR G.L. MILES, WGCDR P.F. RAW, DFC, AFC, WGCDR D.D. HURDITCH, WGCDR D.W. HITCHINS, AFC.

RAAF STAFF COLLEGE
NO 15 COURSE

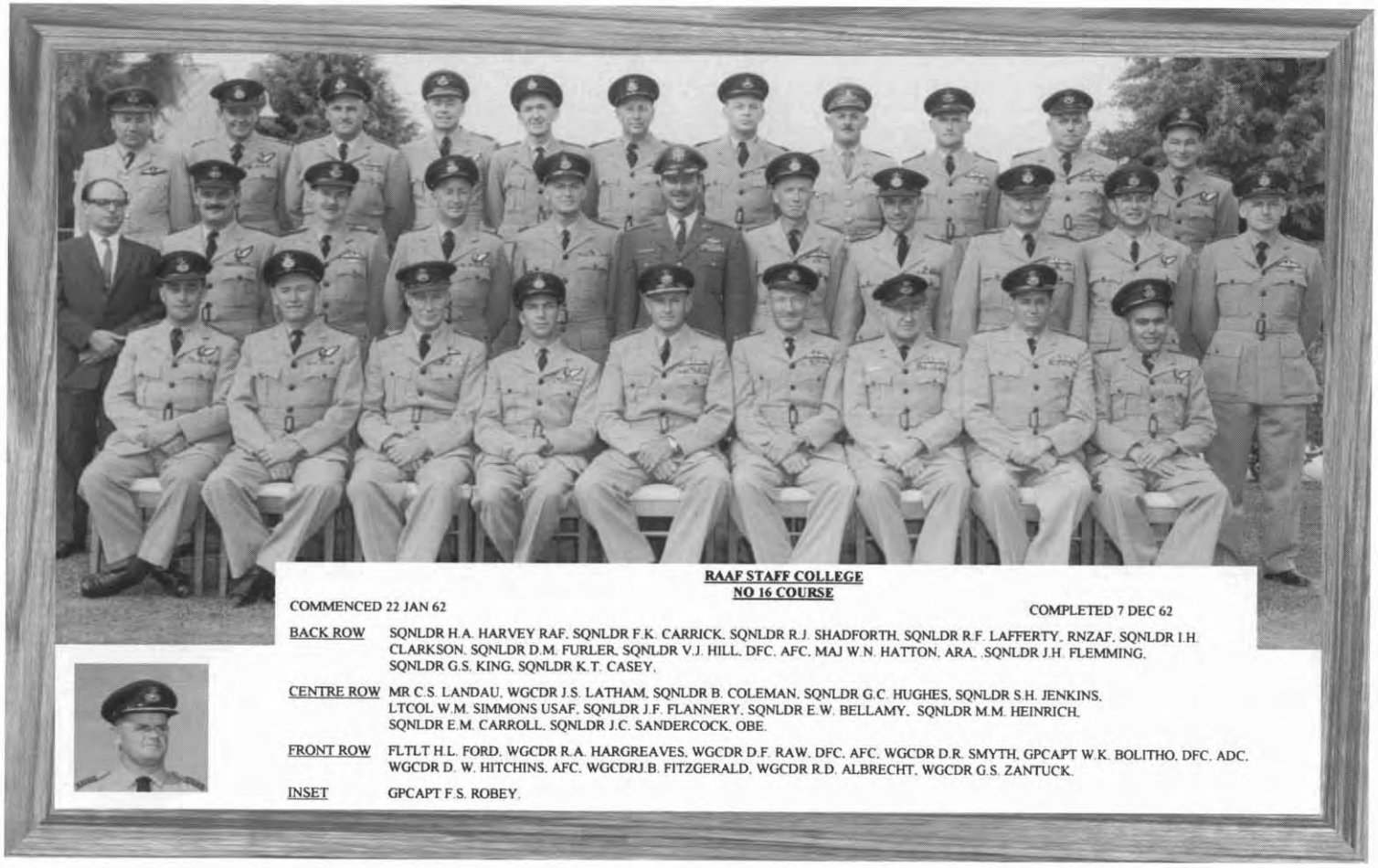
COMMENCED 23 JAN 61 COMPLETED 8 DEC 61

BACK ROW MR K.A. PRENDERGAST, SQNLDR D.H. SMITH, SQNLDR S.W.J. PEAK, FLTLT V. DRUMMOND, SQNLDR R.G. BETTIENS, SQNLDR B. GOGERLEY DFC, MR J.B. GALE.

SECOND ROW CDR D.C. JOHNS, SQNLDR G.H. KILBY, AFC, SQNLDR L.J. HOARE, SQNLDR R.J. CAREW-REID, MAJ E.J. MULHOLLAND, MBE, SQNLDR S.R. WHITE, SQNLDR F.G.M. KHAN.

FIRST ROW SQNLDR N.R. BENNETT, SQNLDR J.M. MAUD, SQNLDR F.A. LANG, SQNLDR R.V. BANKS, DFM., SQNLDR D.V. HAHN, AFC, SQNLDR J.R. ANSTEE, FLTLT B.J. CONNAUGHTON, SQNLDR H.T. BELL.

FRONT ROW WGCDR G.S. ZANTUCK, WGCDR P.F. RAW, DFC, AFC, WGCDR D.D. HURDITCH, GPCAPT. W.K. BOLITHO, DFC, ADC, GPCAPT R.N. DALKIN, DFC, WGCDR R.A. HARGREAVES, WGCDR E.C. SAUNDERS, MBE, LTCOL R.A. BOSWORTH, WGCDR D.W. HITCHINS, AFC.



RAAF STAFF COLLEGE
NO 16 COURSE

COMMENCED 22 JAN 62 COMPLETED 7 DEC 62

BACK ROW SQNLDR H.A. HARVEY RAF, SQNLDR F.K. CARRICK, SQNLDR R.J. SHADFORTH, SQNLDR R.F. LAFFERTY, RNZAF, SQNLDR I.H. CLARKSON, SQNLDR D.M. FURLER, SQNLDR V.J. HILL, DFC, AFC, MAJ W.N. HATTON, ARA, .SQNLDR J.H. FLEMMING, SQNLDR G.S. KING, SQNLDR K.T. CASEY.

CENTRE ROW MR C.S. LANDAU, WGCDR J.S. LATHAM, SQNLDR B. COLEMAN, SQNLDR G.C. HUGHES, SQNLDR S.H. JENKINS, LTCOL W.M. SIMMONS USAF, SQNLDR J.F. FLANNERY, SQNLDR E.W. BELLAMY, SQNLDR M.M. HEINRICH, SQNLDR E.M. CARROLL, SQNLDR J.C. SANDERCOCK, OBE.

FRONT ROW FLTLT H.L. FORD, WGCDR R.A. HARGREAVES, WGCDR D.F. RAW, DFC, AFC, WGCDR D.R. SMYTH, GPCAPT W.K. BOLITHO, DFC, ADC, WGCDR D. W. HITCHINS, AFC, WGCDRJ.B. FITZGERALD, WGCDR R.D. ALBRECHT, WGCDR G.S. ZANTUCK.

INSET GPCAPT F.S. ROBEY.

RAAF STAFF COLLEGE
NO 17 COURSE

COMMENCED 21 JAN 63 COMPLETED 13 DEC 63

BACK ROW WGCDR B.J. BALL, DFC. SQNLDR J.S. WILSON, AFC. SQNLDR P.R. MARTIN. SQNLDR W.F. WALDOCK. SQNLDR L.P. BEK. SQNLDR E.J. MYERS. DFM. SQNLDR E.J. FELTON. SQNLDR H.R. BARBER. SQNLDR B.R. CRANSTON. RNZAF. SQNLDR R.J. McKIMM. AFC.

CENTRE ROW CAPT L.G. DOYLE. ARA., MR L.D. O'CONNOR. Dip Pub Admin. SQNLDR R.W. ROBINSON. SQNLDR K.A.J. ROGERS. SQNLDR L.V. BOURKE. SQNLDR J.T. DOLLISSON. DFC. AFC. SQNLDR A.H. LATHAM. SQNLDR G.G. MICHAEL. AFC. SQNLDR G.R. HARVEY. DFC. LTCDR J.M. KELLY. DSC. SQNLDR R.R. HOWE. SQNLDR B.F. RACHINGER. DFC. AFC. SQNLDR H.J. HURLEY.

FRONT ROW WGCDR D.W. HITCHINS. AFC. WGCDR R.A. HARGREAVES. WGCDR J.B. FITZGERALD. WGCDR R.D. ALBRECHT. GPCAPT F.S. ROBEY. GPCAPT W.K. BOLITHO. DFC. ADC. WGCDR D.R. SMYTH. LTCOL W.M. SIMMONS. USAF. WGCDR G.S. ZANTUCK. FLTLT H.L. FORD.

RAAF STAFF COLLEGE
NO 18 COURSE

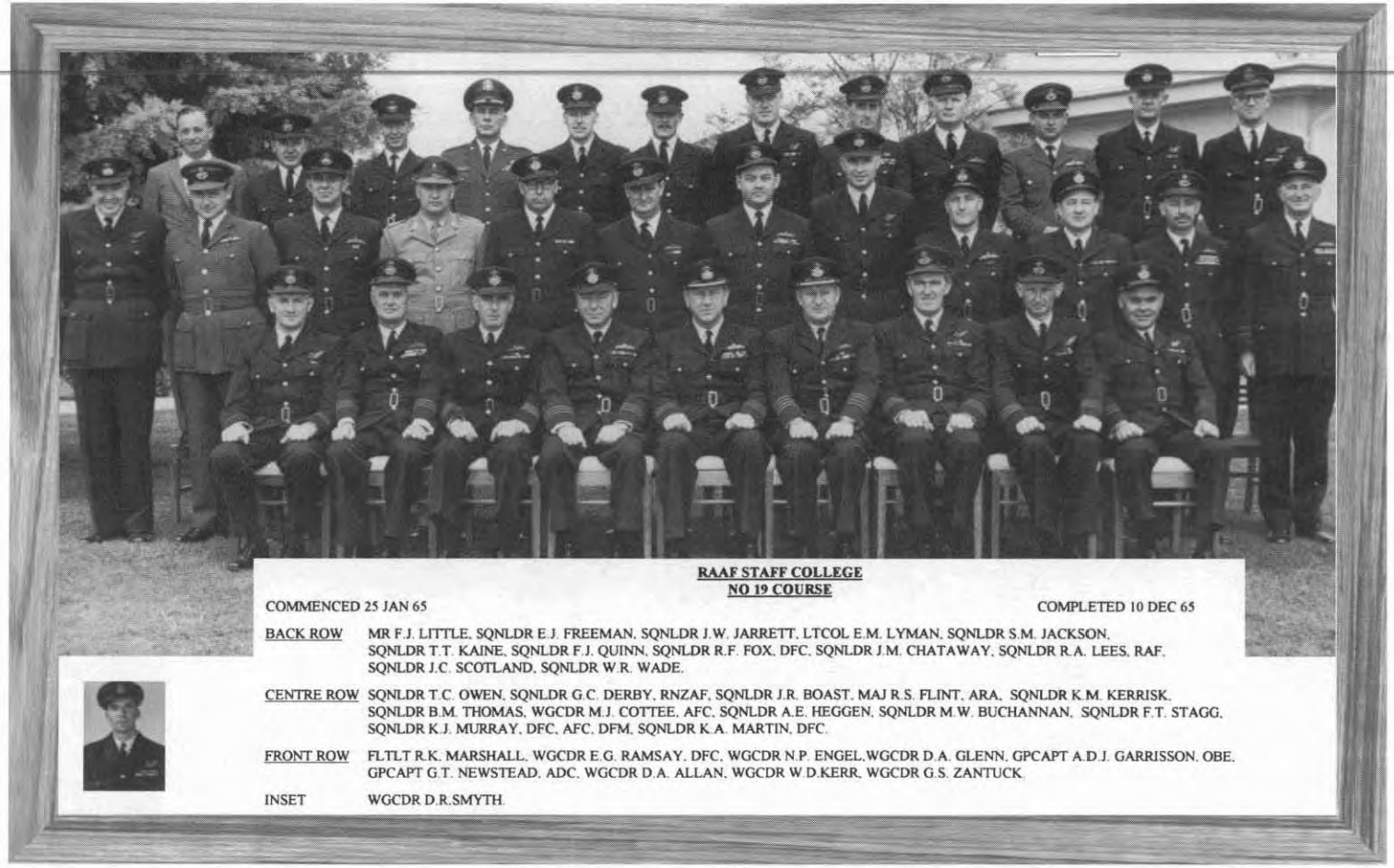
COMMENCED 20 JAN 64 COMPLETED 11 DEC 64

BACK ROW SQNLDR R.E. COX, SQNLDR W.K. LONGMUIR, MAJ F.N. PARAMOR, ARA, SQNLDR M.J. ROBIN, SQNLDR W.H. SMITH, SQNLDR V.J. FOGARTY, Bsc, WGCDR L.S. COMPTON, BE, SQNLDR R.C. ROWELL, Bsc, SQNLDR J.R. MacNEIL, SQNLDR N.W.E. JOHNSON, SQNLDR W.H. SIMMONDS, SQNLDR A.W. POWELL.

CENTRE ROW SQNLDR D.H. WARREN, RAF, SQNLDR A.J. READ, BEc, SQNLDR D. INGALL, SQNLDR W. STICKLEY, AFC, SQNLDR E.H. WALKER, SQNLDR J.W. NEWHAM, SQNLDR G.H. BOSWORTH, SQNLDR J.W. FEARN, SQNLDR F.M. KINVIG, RNZAF, SQNLDR J.A. WHITEHEAD, SQNLDR K.H. FOSTER, DFM.

FRONT ROW FLTLT R.K. MARSHALL, WGCDR E.G. RAMSAY, DFC, WGCDR D.R. SMYTH, GPCAPT G.T. NEWSTEAD, GPCAPT W.K. BOLITHO, DFC, ADC, LTCOL W.M. SIMMONS, USAF, WGCDR W.D .KERR, WGCDR D.A. GLENN, WGCDR J.B. FITZGERALD.

INSET WGCDR G.S. ZANTUCK.



RAAF STAFF COLLEGE
NO 19 COURSE

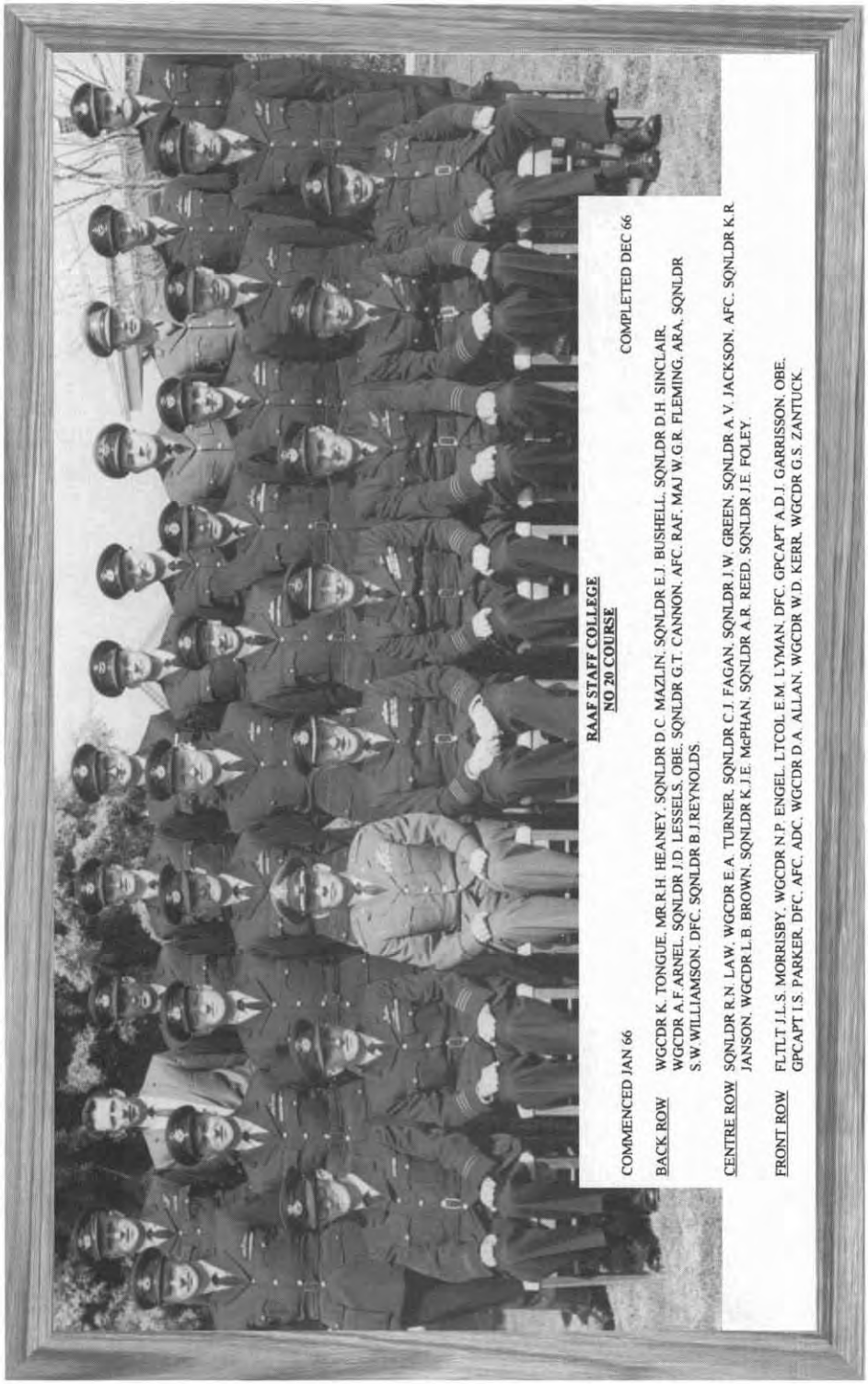
COMMENCED 25 JAN 65 COMPLETED 10 DEC 65

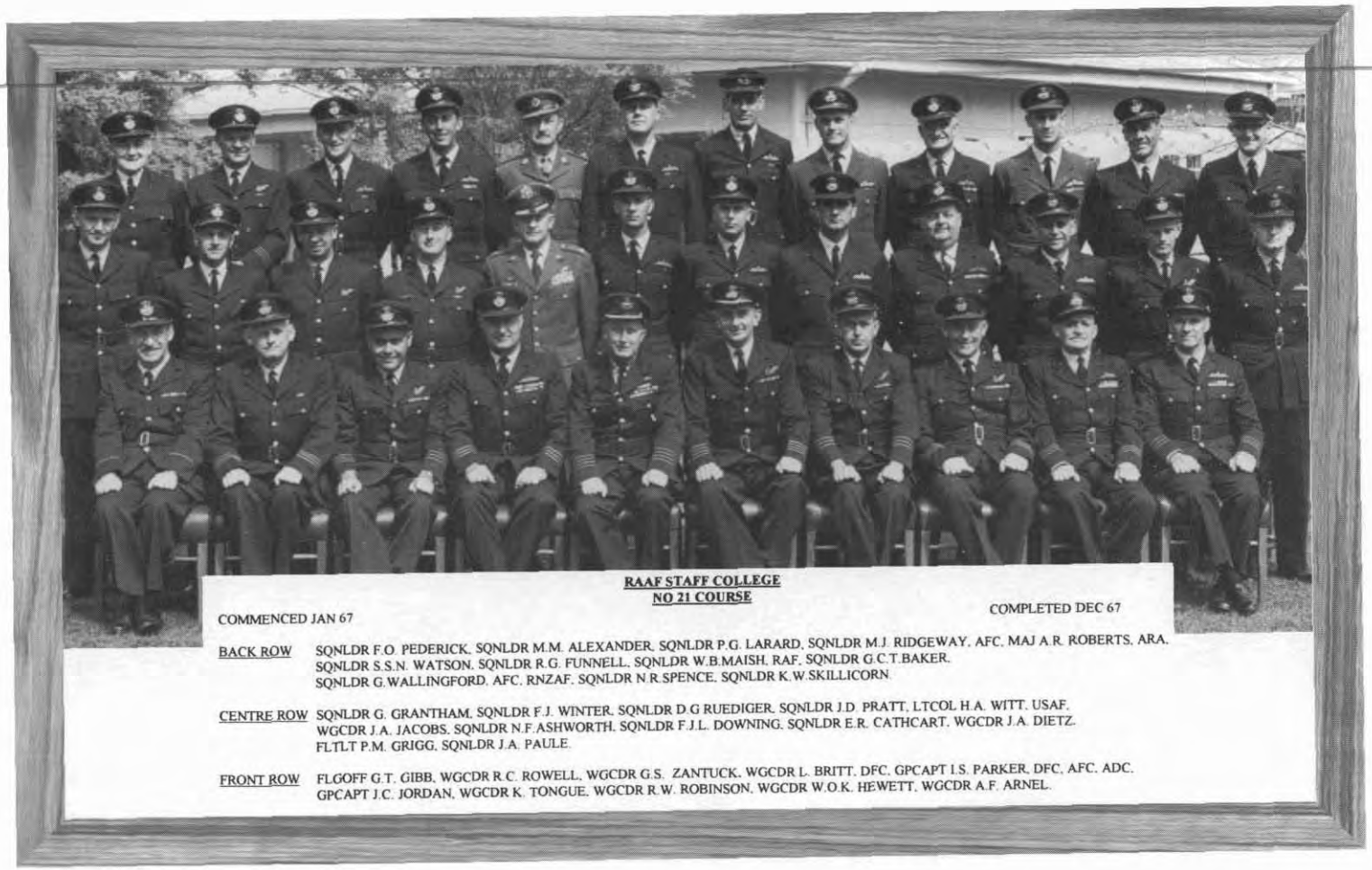
BACK ROW MR F.J. LITTLE, SQNLDR E.J. FREEMAN, SQNLDR J.W. JARRETT, LTCOL E.M. LYMAN, SQNLDR S.M. JACKSON, SQNLDR T.T. KAINE, SQNLDR F.J. QUINN, SQNLDR R.F. FOX, DFC, SQNLDR J.M. CHATAWAY, SQNLDR R.A. LEES, RAF, SQNLDR J.C. SCOTLAND, SQNLDR W.R. WADE.

CENTRE ROW SQNLDR T.C. OWEN, SQNLDR G.C. DERBY, RNZAF, SQNLDR J.R. BOAST, MAJ R.S. FLINT, ARA, SQNLDR K.M. KERRISK, SQNLDR B.M. THOMAS, WGCDR M.J. COTTEE, AFC, SQNLDR A.E. HEGGEN, SQNLDR M.W. BUCHANNAN, SQNLDR F.T. STAGG, SQNLDR K.J. MURRAY, DFC, AFC, DFM, SQNLDR K.A. MARTIN, DFC.

FRONT ROW FLTLT R.K. MARSHALL, WGCDR E.G. RAMSAY, DFC, WGCDR N.P. ENGEL, WGCDR D.A. GLENN, GPCAPT A.D.J. GARRISSON, OBE, GPCAPT G.T. NEWSTEAD, ADC, WGCDR D.A. ALLAN, WGCDR W.D.KERR, WGCDR G.S. ZANTUCK.

INSET WGCDR D.R.SMYTH.


RAAF STAFF COLLEGE
NO 20 COURSE
COMMENCED JAN 66
COMPLETED DEC 66
BACK ROW WGCDR K. TONGUE. MR R.H. HEANEY. SQNLDR D.C. MAZLIN. SQNLDR E.J. BUSHELL. SQNLDR D.H. SINCLAIR. WGCDR A.F. ARNEL. SQNLDR J.D. LESSELS. OBE. SQNLDR G.T. CANNON. AFC. RAF. MAJ W.G.R. FLEMING. ARA. SQNLDR S.W. WILLIAMSON. DFC. SQNLDR B.J. REYNOLDS.
CENTRE ROW SQNLDR R.N. LAW. WGCDR E.A. TURNER. SQNLDR C.J. FAGAN. SQNLDR J.W. GREEN. SQNLDR A.V. JACKSON. AFC. SQNLDR K.R. JANSON. WGCDR L.B. BROWN. SQNLDR K.J.E. McPHAN. SQNLDR A.R. REED. SQNLDR J.E. FOLEY.
FRONT ROW FLTLT J.L.S. MORRISBY. WGCDR N.P. ENGEL. LTCOL E.M. LYMAN. DFC. GPCAPT A.D.J. GARRISSON. OBE. GPCAPT I.S. PARKER. DFC. AFC. ADC. WGCDR D.A. ALLAN. WGCDR W.D. KERR. WGCDR G.S. ZANTUCK.



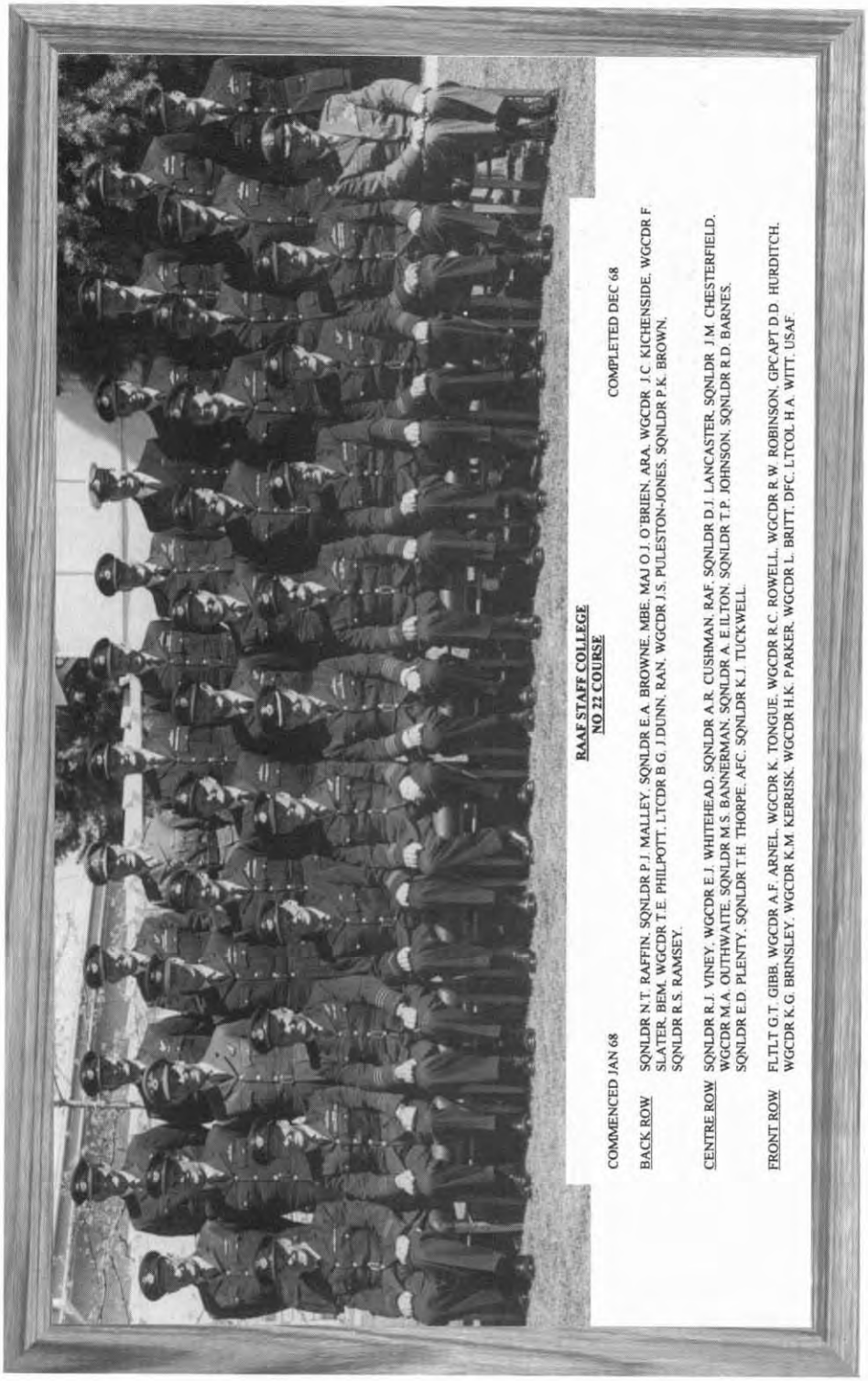
RAAF STAFF COLLEGE
NO 21 COURSE

COMMENCED JAN 67 — COMPLETED DEC 67

BACK ROW SQNLDR F.O. PEDERICK, SQNLDR M.M. ALEXANDER, SQNLDR P.G. LARARD, SQNLDR M.J. RIDGEWAY, AFC, MAJ A.R. ROBERTS, ARA, SQNLDR S.S.N. WATSON, SQNLDR R.G. FUNNELL, SQNLDR W.B.MAISH, RAF, SQNLDR G.C.T.BAKER, SQNLDR G.WALLINGFORD, AFC, RNZAF, SQNLDR N.R.SPENCE, SQNLDR K.W.SKILLICORN.

CENTRE ROW SQNLDR G. GRANTHAM, SQNLDR F.J. WINTER, SQNLDR D.G RUEDIGER, SQNLDR J.D. PRATT, LTCOL H.A. WITT, USAF, WGCDR J.A. JACOBS, SQNLDR N.F.ASHWORTH, SQNLDR F.J.L. DOWNING, SQNLDR E.R. CATHCART, WGCDR J.A. DIETZ, FLTLT P.M. GRIGG, SQNLDR J.A. PAULE.

FRONT ROW FLGOFF G.T. GIBB, WGCDR R.C. ROWELL, WGCDR G.S. ZANTUCK, WGCDR L. BRITT, DFC, GPCAPT I.S. PARKER, DFC, AFC, ADC, GPCAPT J.C. JORDAN, WGCDR K. TONGUE, WGCDR R.W. ROBINSON, WGCDR W.O.K. HEWETT, WGCDR A.F. ARNEL.



RAAF STAFF COLLEGE
NO 22 COURSE

COMMENCED JAN 68 — COMPLETED DEC 68

BACK ROW — SQNLDR N.T. RAFFIN. SQNLDR P.J. MALLEY. SQNLDR E.A. BROWNE. MBE. MAJ O.J. O'BRIEN. ARA. WGCDR J.C. KICHENSIDE. WGCDR F SLATER. BEM. WGCDR T.E. PHILPOTT. LTCDR B.G. J DUNN. RAN. WGCDR J.S. PULESTON-JONES. SQNLDR P.K. BROWN. SQNLDR R.S. RAMSEY.

CENTRE ROW — SQNLDR R.J. VINEY. WGCDR E.J. WHITEHEAD. SQNLDR A.R. CUSHMAN. RAF. SQNLDR D.J. LANCASTER. SQNLDR J.M. CHESTERFIELD. WGCDR M.A. OUTHWAITE. SQNLDR M.S. BANNERMAN. SQNLDR A. E ILTON. SQNLDR T.P. JOHNSON. SQNLDR R.D. BARNES. SQNLDR E.D. PLENTY. SQNLDR T.H. THORPE. AFC. SQNLDR K.J. TUCKWELL.

FRONT ROW — FLTLT G.T. GIBB. WGCDR A.F. ARNEL. WGCDR K. TONGUE. WGCDR R.C. ROWELL. WGCDR R.W. ROBINSON. GPCAPT D.D HURDITCH. WGCDR K.G. BRINSLEY. WGCDR K.M. KERRISK. WGCDR H.K. PARKER. WGCDR L. BRITT. DFC. LTCOL H.A. WITT. USAF.

RAAF STAFF COLLEGE
NO 23 COURSE

COMMENCED JAN 69 COMPLETED DEC 69

BACK ROW SQNLDR B. SQUIRES, LTCOL A.F. TROMPETER, USAF, SQNLDR N.J. HADFIELD, SQNLDR B.E. GILLIVER, RNZAF, WGCDR J.A. RADFORD, SQNLDR W.G. RICHARDSON, SQNLDR R.C. HUNT, DFC, SQNLDR R.A.KEE, SQNLDR P.W. MAHOOD, SQNLDR R.J. CLARK, SQNLDR R.J. BOMBALL, AFC, SQNLDR G.W. TALBOT, AFC, WGCDR D.G. OXENHAM, SQNLDR M.K. BANNISTER, SQNLDR R.E. GILLARD, WGCDR R.J. HANSEN.

CENTRE ROW MR D. McBRIDE, SQNLDR R.W. BRADFORD, SQNLDR R.S. FISHER, WGCDR A.G. WOOLEY, SQNLDR A.G.CAIRNS, SQNLDR R. WISEMAN, SQNLDR K.R. WILKINS, CDR N. RALPH, DFC, RAN, SQNLDR D.S. HOMER, MVO, RAF, SQNLDR W.B. MONAGHAN, AFC, WGCDR P.J. REED, DFC, SQNLDR G. GUNTON, WGCDR G.K. CUMES, MAJ D.N. KERR, ARA.

FRONT ROW FLGOFF B.W. SHORTALL, WGCDR J.S. PULESTON-JONES, WGCDR A.F. ARNEL, WGCDR B.J. CONNAUGHTON, WGCDR K.G. BRINSLEY, GPCAPT D.W. COLQUHOUN, WGCDR R.W. ROBINSON, WGCDR K.M. KERRISK, WGCDR R.C. ROWELL, WGCDR H.K. PARKER, WGCDR W.C. HORSMAN, DFC.

RAAF STAFF COLLEGE
NO 24 COURSE

COMMENCED JAN 70 COMPLETED DEC 70

BACK ROW SQNLDR M. COLLINS, WGCDR J.K. HENZE, WGCDR P.J. SCULLY, WGCDR D.G. CAMERON, AFC, SQNLDR K.C. SHARPE, SQNLDR T. HOLYOAKE, SQNLDR L.C. WILLIAMSON, SQNLDR N.B.WILLIAMS, SQNLDR K.J. MOLLOY, AFC, SQNLDR K.E. MANNING, WGCDR G.C. MONKLEY, WGCDR D.A.B. CARTER, OBE, WGCDR L.R. ANDERSON, WGCDR W.A.SKINNER.

CENTRE ROW WGCDR F. HOWIE, SQNLDR I.B. GRATION, SQNLDR J.P.H. TRINDER, WGCDR A.F. STEWART, SQNLDR R.J.H. MEREDITH, SQNLDR D.R. MARKS, SQNLDR D.J. McMAHON, RNZAF, WGCDR D.L. WELLS, SQNLDR J.H. COX, DFC, CMDR R. McKENZIE, RAN, SQNLDR H.F. FREEMAN, SQNLDR L.E. HUBBARD, SQNLDR K. O'BRIEN, SQNLDR B.W. SEEDSMAN, DFC, SQNLDR J.E. VICKERY, RAF, MAJ E.H. STEVENSON, ARA.

FRONT ROW FLGOFF H.M. BROWN, WGCDR J.A. WHITEHEAD, DSO, WGCDR R.R. HOWE, WGCDR F.J.QUINN, WGCDR K.G. BRINSLEY, GPCAPT P.F. RAW, DSO, DFC, AFC, WGCDR B.J. CONNAUGHTON, WGCDR H.K .PARKER, WGCDR A.F. ARNEL, LTCOL A.F. TROMPETER, USAF, WGCDR G.E. HEWITT.

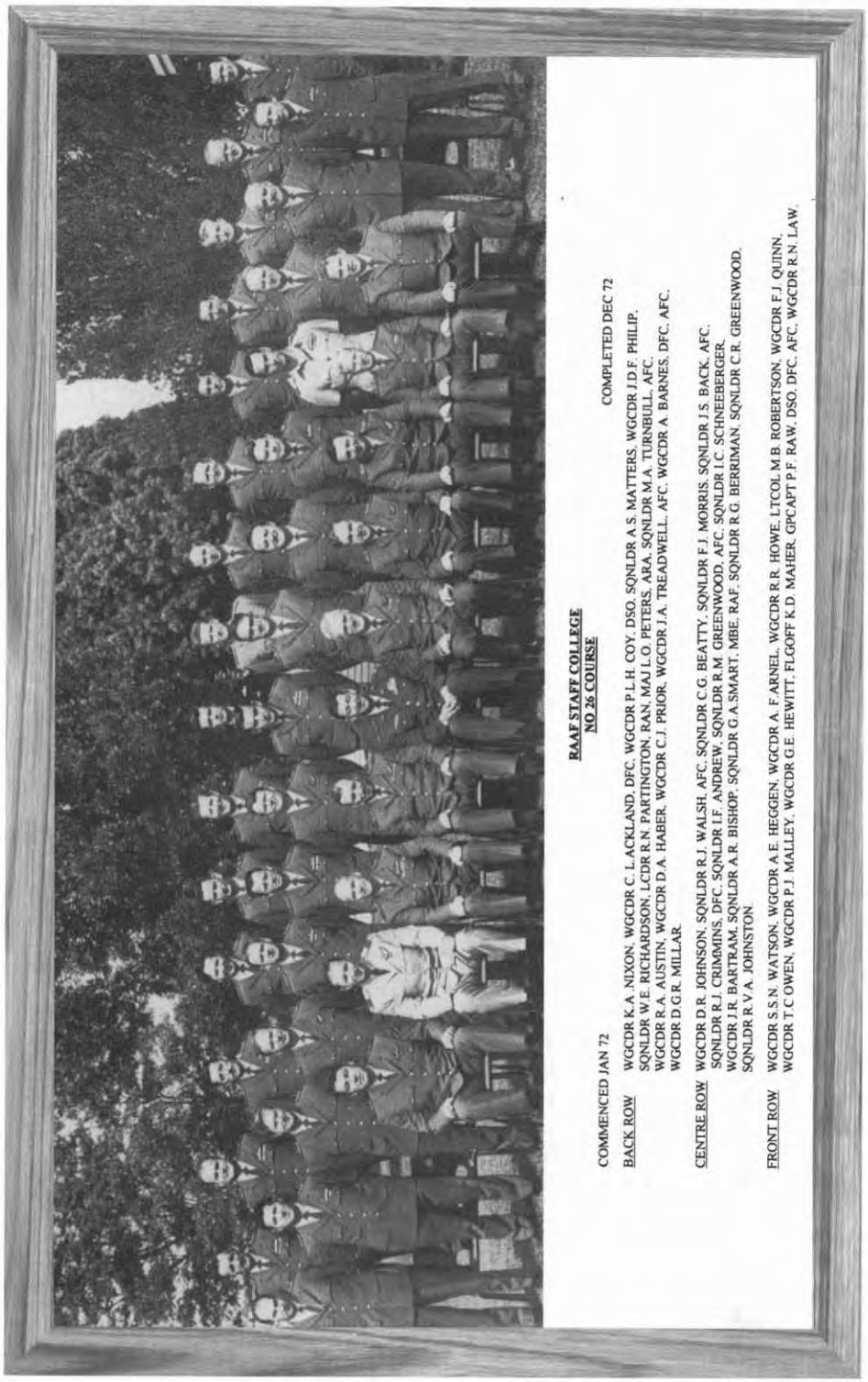
RAAF STAFF COLLEGE
NO 25 COURSE

COMMENCED JAN 71 COMPLETED DEC 71

BACK ROW WGCDR N.R. WADE, MBE, WGCDR J.F. DAWSON, OBE, SQNLDR J.W. MITCHELL, SQNLDR A.M. PARER, WGCDR J.R. YOUNG, WGCDR B.B. LANE, WGCDR B.J. GRAF, SQNLDR B.J. ALDRIDGE, RAF, WGCDR E.A. RADFORD, SQNLDR J. PROUT, WGCDR W.E. SANSUM, SQNLDR H.J.E. ROSER, WGCDR A.J. BENSON, SQNLDR M.J.C. McKENZIE.

CENTRE ROW MAJ M.C. MORRISON, ARA, SQNLDR L.A. McTAGGART, SQNLDR D.L. DUNSTAN, SQNLDR M. ROBINSON, SQNLDR C.J. CASEY, SQNLDR I.D. YEAMAN, SQNLDR A.F. TOWNSEND, LTCOL M.B.ROBERTSON, WGCDR I.R. GORDON, WGCDR O.G. WORTH, SQNLDR A.F. TAYLOR, SQNLDR A.H. SMITH, WGCDR W.A. FRETWELL, SQNLDR P.H. SHERWOOD, LCDR P.A. KNIFE, RAN.

FRONT ROW WGCDR J.A. GIBBINS, WGCDR A.F. ARNEL, LTCOL A.F. TROMPETER, USAF, WGCDR F.J. QUINN, GPCAPT P.F. RAW, DSO, AFC, WGCDR R.R. HOWE, WGCDR B.J. CONNAUGHTON, WGCDR G.E. HEWITT, WGCDR K.R. JANSON, PLTOFF K.D. MAHER.



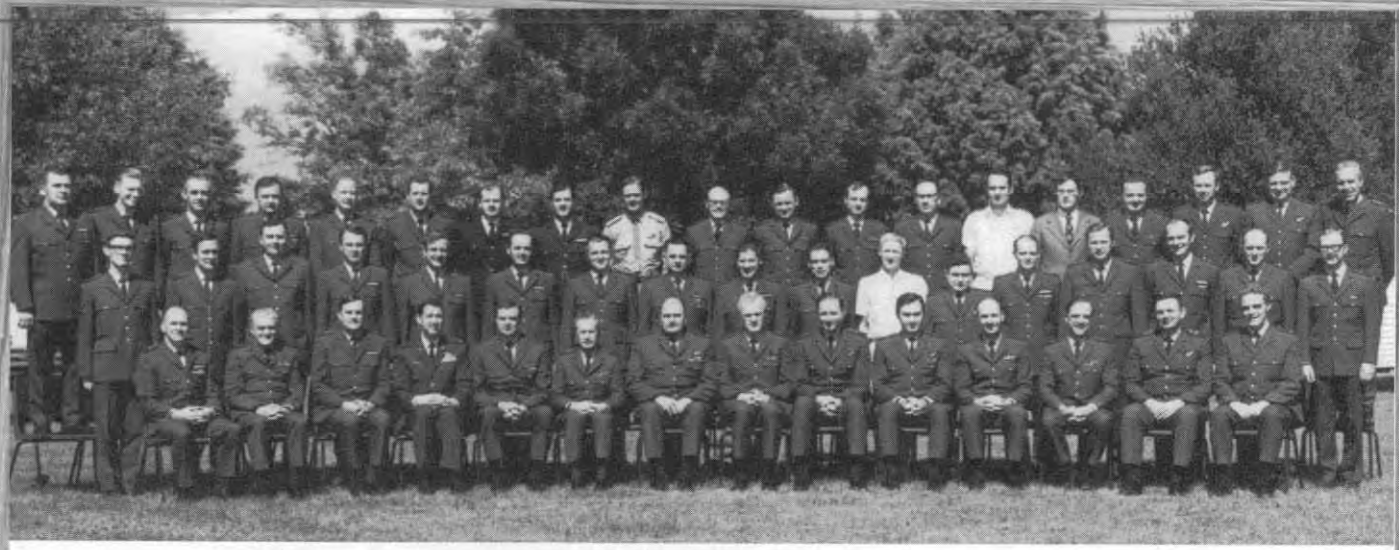
RAAF STAFF COLLEGE
NO 26 COURSE

COMMENCED JAN 72 COMPLETED DEC 72

BACK ROW WGCDR K.A. NIXON, WGCDR C. L.ACKLAND, DFC, WGCDR P.L.H. COY, DSO, SQNLDR A.S. MATTERS, WGCDR J.D.F. PHILIP, SQNLDR W.E. RICHARDSON, LCDR R.N. PARTINGTON, RAN, MAJ L.O. PETERS, ARA, SQNLDR M.A. TURNBULL, AFC, WGCDR R.A. AUSTIN, WGCDR D.A. HABER, WGCDR C.J. PRIOR, WGCDR J.A. TREADWELL, AFC, WGCDR A. BARNES, DFC, AFC, WGCDR D.G.R. MILLAR.

CENTRE ROW WGCDR D.R. JOHNSON, SQNLDR R.J. WALSH, AFC, SQNLDR C.G. BEATTY, SQNLDR F.J. MORRIS, SQNLDR J.S. BACK, AFC, SQNLDR R.J. CRIMMINS, DFC, SQNLDR I.F. ANDREW, SQNLDR R.M. GREENWOOD, AFC, SQNLDR I.C. SCHNEEBERGER, WGCDR J.R. BARTRAM, SQNLDR A.R. BISHOP, SQNLDR G.A.SMART, MBE, RAF, SQNLDR R.G. BERRIMAN, SQNLDR C.R. GREENWOOD, SQNLDR R.V.A. JOHNSTON

FRONT ROW WGCDR S.S.N. WATSON, WGCDR A.E. HEGGEN, WGCDR A. F.ARNEL, WGCDR R.R. HOWE, LTCOL M.B. ROBERTSON, WGCDR F.J. QUINN, WGCDR T.C OWEN, WGCDR P.J. MALLEY, WGCDR G.E. HEWITT, FLGOFF K.D. MAHER, GPCAPT P.F. RAW, DSO, DFC, AFC, WGCDR R.N. LAW.



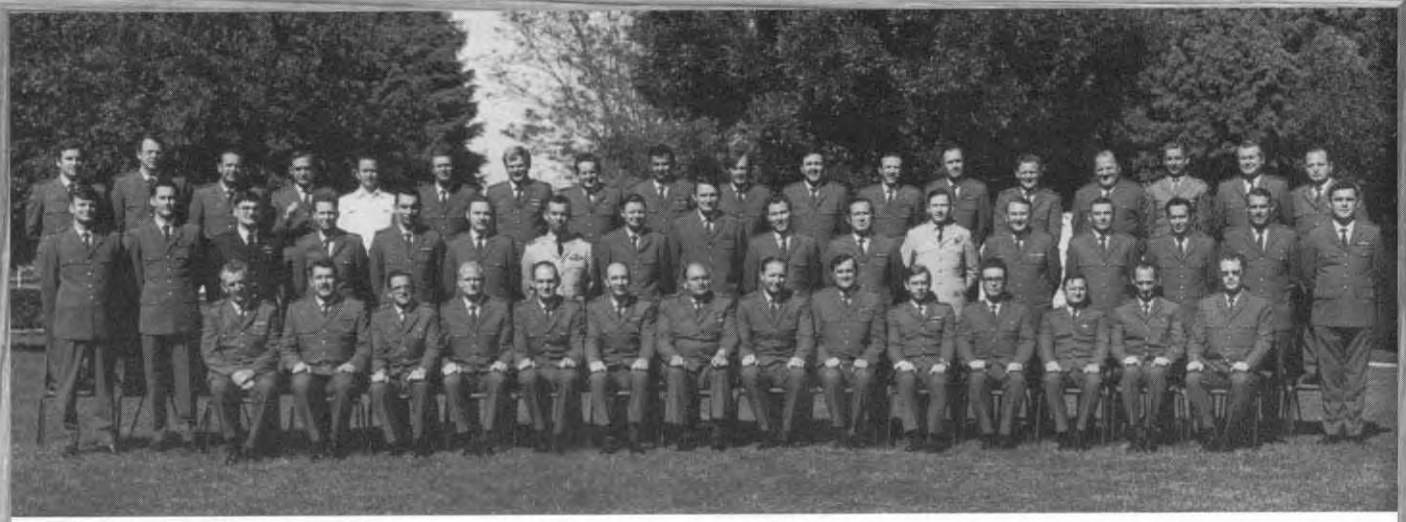
RAAF STAFF COLLEGE
NO 27 COURSE

COMMENCED JAN 73 COMPLETED DEC 73

BACK ROW WGCDR D.G. STENHOUSE, SQNLDR K.R. WEBBER, WGCDR K.L.A. NEEVES, WGCDR G. DYKE, WGCDR J.I. THOMSON, SQNLDR R.K. PAGE, MAJ W.G. WEESE, SQNLDR P.B. CURTAIN, RAF, MAJ I.J.C. HEARN, ARA, SQNLDR I..M.PENNEY, SQNLDR J.T. OWENS, SQNLDR W.G. PEARCY, SQNLDR R.F. ROFE, LCDR G.S. KING, RAN, MR R.A. WILLIAMS, WGCDR R. WALKDEN, FLTLT P.R.F. GARRETT, SQNLDR A.W. SALISBURY, SQNLDR A.G. REDMAN.

CENTRE ROW SQNLDR J.E. TOWNSEND, WGCDR A.W. SKIMIN, SQNLDR C.W. ROWLAND, SQNLDR W.G.ROWLEY, SQNLDR H.R. THOMAS, SQNLDR C.P. RING, FLTLT H.W. TURNBULL, WGCDR J.A. TURTON, SQNLDR D.K. BAEHNISCH, SQNLDR T.D. WRIGHT, LCDR B.J. BOETTCHER, RAN, SQNLD R M.J. BRENNAN, SQNLDR G.W .NEIL, SQNLDR G.A.R. TOOTH, SQNLDR J.H. DAHLITZ, WGCDR G.J.E. LYNCH, WGCDR C.W. SPITZKOWSKY.

FRONT ROW WGCDR A.F. ARNEL, WGCDR J.P. JOHNSON, WGCDR J.W. GREEN, LTCOL M.B. ROBERTSON, WGCDR D. INGAL, WGCDR J.A. JACOBS, WGCDR E.W. BELLAMY, WGCDR P.J .MALLEY, FLGOFF K.D. MAHER.



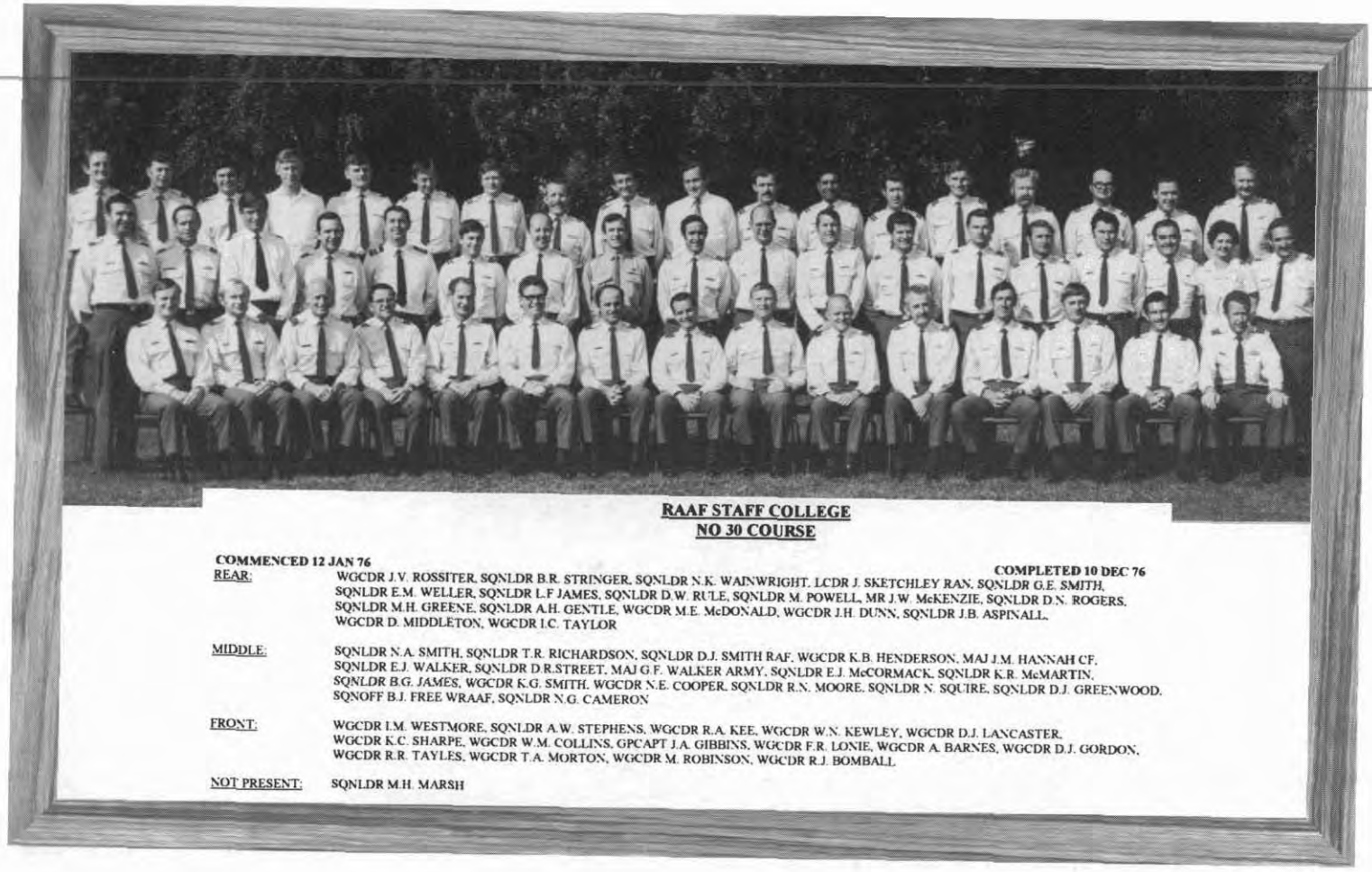
RAAF STAFF COLLEGE
NO 28 COURSE

COMMENCED 21 JAN 74 **COMPLETED 12 DEC 74**

REAR: SQNLDR C.M.V. ROFF, WGCDR B.R. HOLLOWAY, SQNLDR R. EGLE, FLTLT P.J.F. TARDENT, SQNDR B.F. LEDLIE RAN, SQNLDR R.B.T. DAVISON, SQNLDR J. STAAL, SQNLDR N.W. WHYBURN, SQNLDR C.A. EPHRAUMS, SQNLDR A.R. BARR, SQNLDR R. NOBLE, SQNLDR K.N. PYKE, SQNLDR A. THRUECHT, WGCDR G.B. DARLEY, SQNLDR L.D. WILKINSON, MAJ P.L. LEESON ARMY, WGCDR T.J. McGEE, SQNLDR R.C. THOMPSON

MIDDLE: SQNLDR N.C. BLEAKLEY, SQNLDR B.A. WELLINGTON, MAJ E.I. PATRICK CF, SQNLDR I. BOUGHTON, SQNLDR R.A. WATERFIELD, SQNLDR M.J. McDOUGAL, SQNLDR R. LLOYD RAF, SQNLDR N. MIDDLETON, SQNLDR G.A PERSKE, SQNLDR H.C. DUNNE, SQNLDR B.G. GRAYSON, SQNLDR B. HOWE RNZAF, WGCDR R.H. TUCKER, SQNLDR K. EATON, SQNLDR R.T. ORR, SQNLDR I.D.S. LINDSAY, SQNLDR A.J. PAPPIN

FRONT: WGCDR D.J. GORDON, WGCDR S.S.N. WATSON, WGCDR W.N. KEWLEY, WGCDR R.A. KEE, WGCDR W.H. BURGESS, WGCDR J.A. JACOBS, GPCAPT H.A.H. PICKERING, WGCDR A.E. HEGGEN, WGCDR J.W. GREEN, WGCDR J.S. PULESTON-JONES, WGCDR K.C. SHARPE, WGCDR J.R. YOUNG, WGCDR D.J. LANCASTER, FLGOFF K.D. MAHER



RAAF STAFF COLLEGE
NO 30 COURSE

COMMENCED 12 JAN 76 **COMPLETED 10 DEC 76**

REAR: WGCDR J.V. ROSSITER, SQNLDR B.R. STRINGER, SQNLDR N.K. WAINWRIGHT, LCDR J. SKETCHLEY RAN, SQNLDR G.E. SMITH, SQNLDR E.M. WELLER, SQNLDR L.F JAMES, SQNLDR D.W. RULE, SQNLDR M. POWELL, MR J.W. McKENZIE, SQNLDR D.N. ROGERS, SQNLDR M.H. GREENE, SQNLDR A.H. GENTLE, WGCDR M.E. McDONALD, WGCDR J.H. DUNN, SQNLDR J.B. ASPINALL, WGCDR D. MIDDLETON, WGCDR I.C. TAYLOR

MIDDLE: SQNLDR N.A. SMITH, SQNLDR T.R. RICHARDSON, SQNLDR D.J. SMITH RAF, WGCDR K.B. HENDERSON, MAJ J.M. HANNAH CF, SQNLDR E.J. WALKER, SQNLDR D.R.STREET, MAJ G.F. WALKER ARMY, SQNLDR E.J. McCORMACK, SQNLDR K.R. McMARTIN, SQNLDR B.G. JAMES, WGCDR K.G. SMITH, WGCDR N.E. COOPER, SQNLDR R.N. MOORE, SQNLDR N. SQUIRE, SQNLDR D.J. GREENWOOD, SQNOFF B.J. FREE WRAAF, SQNLDR N.G. CAMERON

FRONT: WGCDR I.M. WESTMORE, SQNLDR A.W. STEPHENS, WGCDR R.A. KEE, WGCDR W.N. KEWLEY, WGCDR D.J. LANCASTER, WGCDR K.C. SHARPE, WGCDR W.M. COLLINS, GPCAPT J.A. GIBBINS, WGCDR F.R. LONIE, WGCDR A. BARNES, WGCDR D.J. GORDON, WGCDR R.R. TAYLES, WGCDR T.A. MORTON, WGCDR M. ROBINSON, WGCDR R.J. BOMBALL

NOT PRESENT: SQNLDR M.H. MARSH

RAAF STAFF COLLEGE
NO 31 COURSE

COMMENCED 10 JAN 77 **COMPLETED 9 DEC 77**

REAR: SQNLDR R.S. CANNON, WGCDR R.S. COOPER, MAJ R.C. HAINES ARMY, SQNLDR L.C. WATTS, SQNLDR D.T. POLLOCK, SQNLDR J.I. McCOOMBE, SQNLDR C.J. JOHNSTON, SQNLDR C.A. MAKIN, SQNLDR R.C. CLELLAND, SQNLDR M.J. CAVENAGH, *WGCDR B.J. McKENNY, WGCDR K.J. MITCHELL, WGCDR W.E. SCOTT,* WGCDR D.R. LOVETT, WGCDR P.J. RUSBRIDGE, WGCDR P.G. SMITH, WGCDR G.P. WILLANS, WGCDR R.A. BEAN

MIDDLE: WGCDR E.J. DILWORTH, SQNLDR I.W. FOSTER, SQNLDR R.H. SACH, WGCDR G.K. HOLM, SQNLDR M.R. SYKES, SQNLDR G.P. WADE, SQNLDR J.M. HARRIS, SQNLDR D.R. McCARTHY, WGCDR K.R. BLAKERS, SQNLDR J.R. MULLENS, MAJ K.H. PAULS CF, *WGCDR C.E. BRADFORD, WGCDR J.T. CONNELL, SQNLDR I.W. SCOTLAND, MR A.A. CHAPMAN,* SQNLDR N. LERAY-MEYER, WGCDR P.M. GRINDON-EKINS, FLTLT K.L. DINGLEY, SQNLDR A.R. FREEMAN RAF

FRONT: LCDR D. RAMSDEN RAN, WGCDR R.J. PHILLIPS, WGCDR W.F. SCHLEIGER, WGCDR R.F. LOWERY, WGCDR K.C. SHARPE, WGCDR W.N. KEWLEY, WGCDR D.J. GORDON, WGCDR G.W. TALBOT, GPCAPT J.A. GIBBINS, WGCDR R.J. BOMBALL, *WGCDR H.F. FREEMAN, WGCDR D.J. LANCASTER, WGCDR A. BARNES, WGCDR T.A. MORTON, WGCDR I. GRANT, WGCDR J.D.F. PHILIP,* LCDR P.K. COULSON RAN

RAAF STAFF COLLEGE
NO 37 COURSE

COMMENCED 1 FEB 83 **COMPLETED 1 DEC 83**

REAR: SQNLDR C.K. FITZGERALD, WGCDR R.J. CAMPBELL, CHINSP D. McCULLOCH AFP, MAJ M.B. MURPHY CF, CMDR C.A. RITCHIE RAN, MR W.J. KELLEHER APS, SQNLDR D.A. WILLIAMS RAF, SQNLDR L.J. ARMSTRONG, WGCDR D.P. MARRIOT, SQNLDR W.L. ANDERS, WGCDR J. SIMSONS, SQNLDR A.K. ALDRIDGE, SQNLDR P.J. CRISS, SQNLDR B.J. SWEENEY, SQNLDR J.J. WILKINSON, WGCDR F.R.H. GRIMSHAW, WGCDR D.F. JONES, SQNLDR J.M. DALLIMORE

MIDDLE : WGCDR D.C. THOMSON, SQNLDR M.R. WILLIS, SQNLDR R.G. ROBERTSON, SQNLDR R.J. CUTTRISS, WGCDR P.A. RUSSO, MAJ M.P. FAWKNER ARMY, SQNLDR D.C. LONG, SQNLDR D.A. RHODES, WGCDR M.S. BRAY, SQNLDR C.R. RUSSELL, SQNLDR D.W. DUNN, SQNLDR J.D. RICHES, SQNLDR I.R. THOMPSON, SQNLDR R.B. TRELOAR, WGCDR S. KROOGLIK, SQNLDR I.R. McALLISTER

FRONT: SQNLDR K.W. FRICK, WGCDR W.M. MAYNE, SQNLDR D.P. HURST, WGCDR K.J. BRENT, WGCDR D. LEACH, WGCDR A. PAGE, LTCOL T. PHELPS USAF, WGCDR B. SCHULTZ, WGCDR A. MELLICK, GPCAPT R. TAYLES, WGCDR D. STUBBS, WGCDR T. WATKINS, LTCOL R. J. RULE, WGCDR GILES, WGCDR R. PERRY, SQNLDR R.A. BORYSEWICZ, WGCDR W.A. EVANS, WGCDR I.M. BALDWIN, SQNLDR W. NELOWKIN

RAAF STAFF COLLEGE
NO 38 COURSE

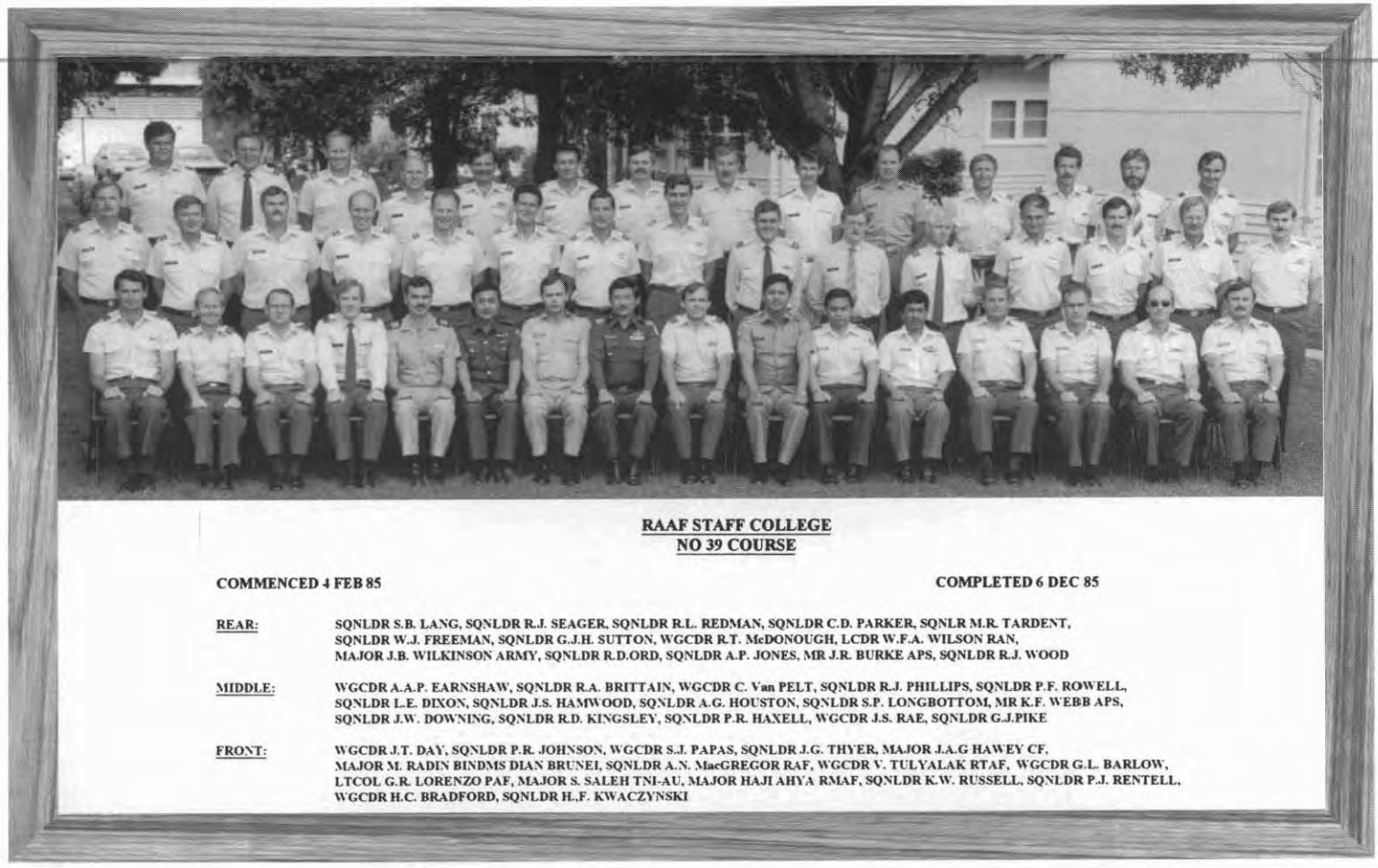
COMMENCED 31 JAN 84 **COMPLETED 30 NOV 84**

REAR: SQNLDR P.D. WILLERS, SQNLDR G.R. FARRELL, SQNLDR B.T. NUGENT, MR F. KELLY, SQNLDR P. BRINDLE RAF, MAJ P. BURDEU ARMY, WGCDR A.J. CLANCY, SQNLDR D.J. SCHUBERT, WGCDR P.W. GOODWIN, MR L. RAYNER, SQNLDR T.K. KENNY, SQNLDR D.B. JUDGE, SQNLDR J.M. DUNN, SQNLDR R.G. GLENISTER, SQNLDR R.I. INGRAM

MIDDLE: SQNLDR P.F. MORGAN, SQNLDR J.P.C. KENYON, SQNLDR I.D. HOMANN, WGCDR P.C. McDONALD, LTCOL C. EBUEN PAF, MAJ L. SILOOY TNI-AU, SQNLDR K.E. KNIGHT, SQNLDR A.G. BRIDGES, SQNLDR D. GRAHAM, SQNLDR A.J. ESLER, SQNLDR J.B. PLAYFORD, SQNLDR D.J. BULL, SQNLDR C.G. SPENCE, SQNLDR B.E. BRIGGS, SQNLDR P.M. HEWITSON, MAJ ADNAN RMAF, SQNLDR B.F. HENDRY, WGCDR C.A. BEATTY, MAJ J. KUA RSAF, LCDR D.R. STONE RAN, SQNLDR A.J. GRZADKA, SQNLDR R. DIXON RAF, SQNLDR R. CHAENGCHENKIT RTAF, MAJ M. BERTRAM CAF, SQNLDR M.G. PHILLIPS, SQNLDR G.V. CARROLL, SQNLDR R.W. COOK, SQNLDR J.W. FOLEY

FRONT: SQNLDR P.C. ASTLEY, WGCDR A. MELLICK, MAJ W. HESKEW USAF, WGCDR K.W. FRICK, WGCDR J.C. WARD, WGCDR D.J. LEACH, WGCDR A.A. PAGE, GPCAPT R.R. TAYLES, WGCDR B.O'CONNELL, WGCDR B. DAVISON, WGCDR G.R. GILES, LTCOL J. RULE, WGCDR G.D. MORRIS, WGCDR C.P. VEAL, FLTLT G.E. WALBROOK, SNLDR J.R. SAMSON

ABSENT: CHINSP M. CRAFT AFP



RAAF STAFF COLLEGE
NO 39 COURSE

COMMENCED 4 FEB 85 **COMPLETED 6 DEC 85**

REAR: SQNLDR S.B. LANG, SQNLDR R.J. SEAGER, SQNLDR R.L. REDMAN, SQNLDR C.D. PARKER, SQNLR M.R. TARDENT, SQNLDR W.J. FREEMAN, SQNLDR G.J.H. SUTTON, WGCDR R.T. McDONOUGH, LCDR W.F.A. WILSON RAN, MAJOR J.B. WILKINSON ARMY, SQNLDR R.D.ORD, SQNLDR A.P. JONES, MR J.R. BURKE APS, SQNLDR R.J. WOOD

MIDDLE: WGCDR A.A.P. EARNSHAW, SQNLDR R.A. BRITTAIN, WGCDR C. Van PELT, SQNLDR R.J. PHILLIPS, SQNLDR P.F. ROWELL, SQNLDR L.E. DIXON, SQNLDR J.S. HAMWOOD, SQNLDR A.G. HOUSTON, SQNLDR S.P. LONGBOTTOM, MR K.F. WEBB APS, SQNLDR J.W. DOWNING, SQNLDR R.D. KINGSLEY, SQNLDR P.R. HAXELL, WGCDR J.S. RAE, SQNLDR G.J.PIKE

FRONT: WGCDR J.T. DAY, SQNLDR P.R. JOHNSON, WGCDR S.J. PAPAS, SQNLDR J.G. THYER, MAJOR J.A.G HAWEY CF, MAJOR M. RADIN BINDMS DIAN BRUNEI, SQNLDR A.N. MacGREGOR RAF, WGCDR V. TULYALAK RTAF, WGCDR G.L. BARLOW, LTCOL G.R. LORENZO PAF, MAJOR S. SALEH TNI-AU, MAJOR HAJI AHYA RMAF, SQNLDR K.W. RUSSELL, SQNLDR P.J. RENTELL, WGCDR H.C. BRADFORD, SQNLDR H..F. KWACZYNSKI

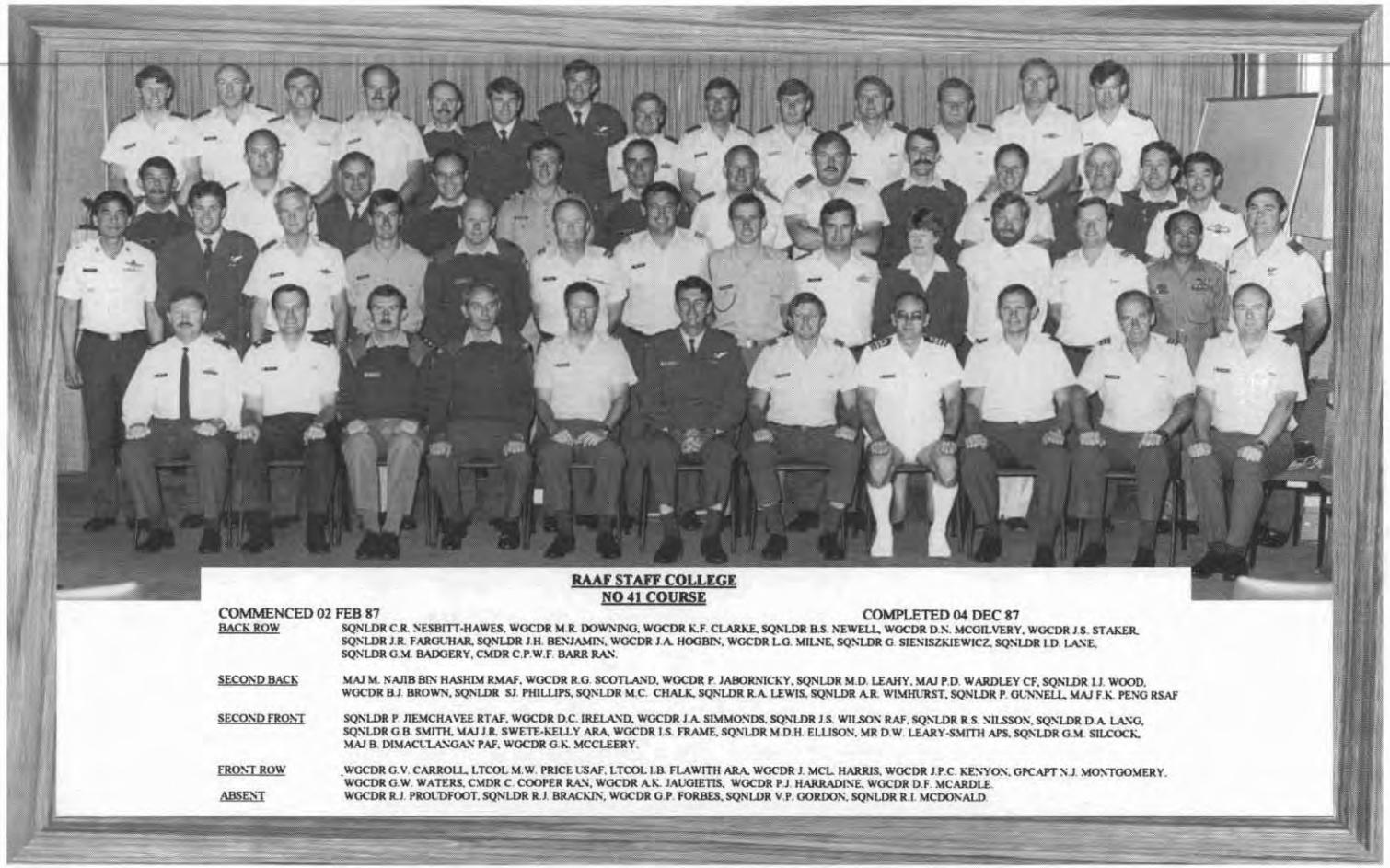
RAAF STAFF COLLEGE
NO 40COURSE

COMMENCED 28 JAN 86 COMPLETED 28 NOV 86

BACK ROW WGCDR C. CAMPBELL, WGCDR R. RISSON, SQNLDR D. MCBRIEN, SQNLDR P. BYRNE, MAJ R. JAQUES ARA, SQNLDR T. SUTHERLAND, WGCDR L. BOYD, SQNLDR K. HANSEN, SQNLDR K. ALLANSON, SQNLDR R. SANDERSON, LTCOL P. BAITMAN PNG, SQNLDR GARDINER, LTCOL R. DENOGA PAF, WGCDR S. SUTHICHOTI RTAF, MAJ M. HAZIR RMAF, MAJ T. KURNIADI TNI-AU, MAJ L.LOW RSAF

CENTRE ROW WGCDR A. MEXON, WGCDR P. ROBEY, SQNLDR G. BUGGY, SQNLDR G. BARTLETT, SQNLDR R. SMITH, WGCDR C. RICHARDS, WGCDR K. DROVER, WGCDR C. STUNDEN, SQNLDR D. MILNE-SMITH UK, CMDR A. DER KINDEREN RAN, SQNLDR J. GRUBB, INSP G. TAYLOR AFP, SQNLDR N. WATT, MAJ I. HAMIDOON RBAF, MR A. AIRD APS, SQNLDR J. COLE, SQNLDR B. GOODMAN, SQNLDR A. FAIRMAN, WGCDR J WELCH, SQNLDR W. JOHNSON.

FRONT ROW MAJ K. SORFLEET CF, SQNLDR B. SUTHERLAND, SQNLDR L. LAPUMA, WGCDR B.MILNE, WGCDR A. DE BRABANDER, LTCOL M. PRICE, CMDR P. NEWMAN, WGCDR G. WATERS, WGCDR J. HARRIS, GPCAPT D. BOWDEN, WGCDR C. KENYON, WGCDR A JAUGIETIS, WGCDR R. PROUDFOOT, LTCOL I. FLAWITH, WGCDR K. FRICK, SQNLDR R. PHILLIPS, SQNLDR C.PATCHING, MR I GRANT APS, SQNLDR N. GILLARD UK.



RAAF STAFF COLLEGE
NO 41 COURSE

COMMENCED 02 FEB 87 COMPLETED 04 DEC 87

BACK ROW SQNLDR C.R. NESBITT-HAWES, WGCDR M.R. DOWNING, WGCDR K.F. CLARKE, SQNLDR B.S. NEWELL, WGCDR D.N. MCGILVERY, WGCDR J.S. STAKER, SQNLDR J.R. FARGUHAR, SQNLDR J.H. BENJAMIN, WGCDR J.A. HOGBIN, WGCDR L.G. MILNE, SQNLDR G. SIENISZKIEWICZ, SQNLDR I.D. LANE, SQNLDR G.M. BADGERY, CMDR C.P.W.F. BARR RAN.

SECOND BACK MAJ M. NAJIB BIN HASHIM RMAF, WGCDR R.G. SCOTLAND, WGCDR P. JABORNICKY, SQNLDR M.D. LEAHY, MAJ P.D. WARDLEY CF, SQNLDR I.J. WOOD, WGCDR B.J. BROWN, SQNLDR S.J. PHILLIPS, SQNLDR M.C. CHALK, SQNLDR R.A. LEWIS, SQNLDR A.R. WIMHURST, SQNLDR P. GUNNELL, MAJ F.K. PENG RSAF

SECOND FRONT SQNLDR P. JIEMCHAVEE RTAF, WGCDR D.C. IRELAND, WGCDR J.A. SIMMONDS, SQNLDR J.S. WILSON RAF, SQNLDR R.S. NILSSON, SQNLDR D.A. LANG, SQNLDR G.B. SMITH, MAJ J.R. SWETE-KELLY ARA, WGCDR I.S. FRAME, SQNLDR M.D.H. ELLISON, MR D.W. LEARY-SMITH APS, SQNLDR G.M. SILCOCK, MAJ B. DIMACULANGAN PAF, WGCDR G.K. MCCLEERY.

FRONT ROW WGCDR G.V. CARROLL, LTCOL M.W. PRICE USAF, LTCOL I.B. FLAWITH ARA, WGCDR J. MCL. HARRIS, WGCDR J.P.C. KENYON, GPCAPT N.J. MONTGOMERY, WGCDR G.W. WATERS, CMDR C. COOPER RAN, WGCDR A.K. JAUGIETIS, WGCDR P.J. HARRADINE, WGCDR D.F. MCARDLE.

ABSENT WGCDR R.J. PROUDFOOT, SQNLDR R.J. BRACKIN, WGCDR G.P. FORBES, SQNLDR V.P. GORDON, SQNLDR R.I. MCDONALD.

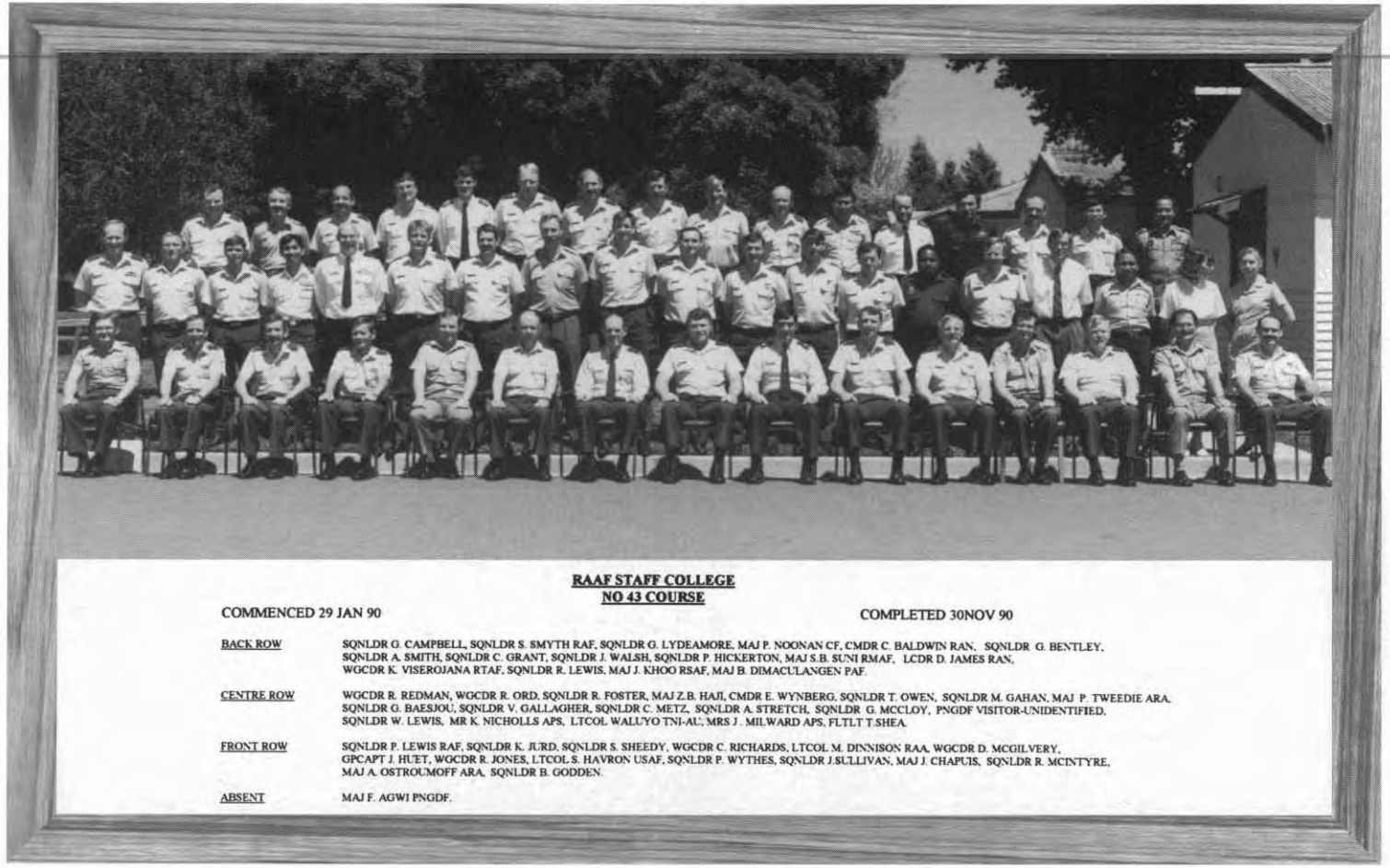
RAAF STAFF COLLEGE
NO 42 COURSE

COMMENCED 01 FEB 88 COMPLETED 04 DEC 88

BACK ROW SQNLDR G. HAENSEL, SQNLDR E. GIDLEY, SQNLDR E. GADD, SQNLDR P. SPARKES, SQNLDR A. LITTLE RAF, SQNLDR Y. FURNER, WGCDR C. FORD, SQNLDR B. WARNER, SQNLDR M. RZECHOWICZ, SQNLDR B.CATHER, MAJ R.SMENDZIUK CF, WGCDR S. FORD.

CENTRE ROW WGCDR P. CLEARY, MAJ Z.B. SALLEH RMAF, WGCDR G. ROBERTS, SQNLDR R. HOPKINS, WGCDR E. HODGES, MR R. THORNTON APS, WGCDR W. COPE RAF, SQNLDR B. WARD, MAJ B. CALDER ARA, WGCDR G. WALSH, CMDR M. TRAVES-TAYLOR RAN, MR N. MCNAMARA APS, WGCDR K. PADGETT.

FRONT ROW SQNLDR J. CROWE, WGCDR P. RUAYRUEN RTAF, MAJ C.S. KWONG RSAF, WGCDR G. CARROLL, WGCDR B. MARRIOTT, LTCOL M. FAWKNER, WGCDR G. WATERS, GPCAPT N. MONTGOMERY, WGCDR D. MCARDLE, WGCDR P. HARRADINE, WGCDR D. MCGILVERY, LTCOL M. PRICE USAF, SQNLDR P. ARNOLD, SQNLDR C. LEACH, LTCOL F. BUERANO PAF.



RAAF STAFF COLLEGE
NO 43 COURSE

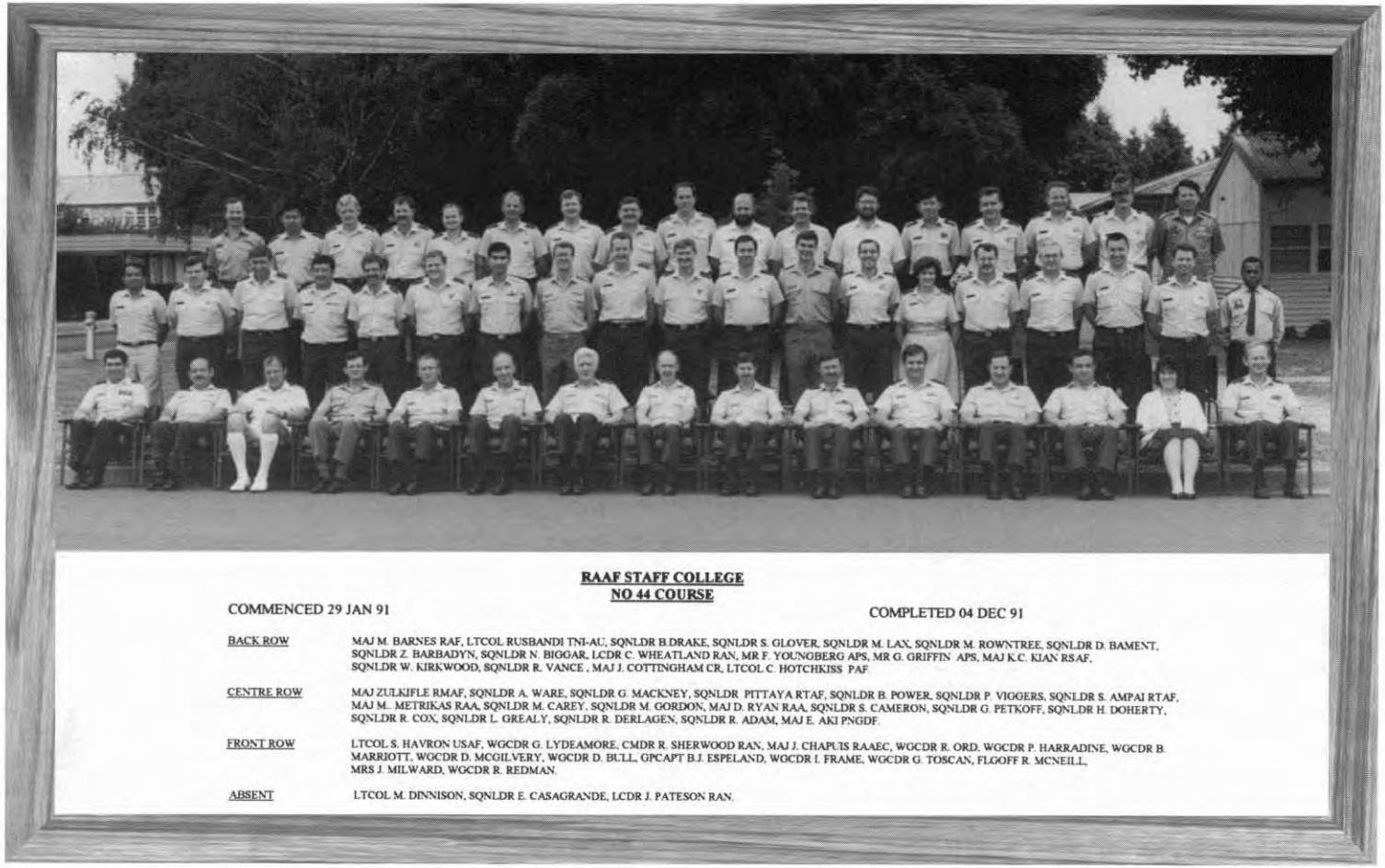
COMMENCED 29 JAN 90 COMPLETED 30NOV 90

BACK ROW SQNLDR G. CAMPBELL, SQNLDR S. SMYTH RAF, SQNLDR G. LYDEAMORE, MAJ P. NOONAN CF, CMDR C. BALDWIN RAN, SQNLDR G. BENTLEY, SQNLDR A. SMITH, SQNLDR C. GRANT, SQNLDR J. WALSH, SQNLDR P. HICKERTON, MAJ S.B. SUNI RMAF, LCDR D. JAMES RAN, WGCDR K. VISEROJANA RTAF, SQNLDR R. LEWIS, MAJ J. KHOO RSAF, MAJ B. DIMACULANGEN PAF.

CENTRE ROW WGCDR R. REDMAN, WGCDR R. ORD, SQNLDR R. FOSTER, MAJ Z.B. HAJI, CMDR E. WYNBERG, SQNLDR T. OWEN, SQNLDR M. GAHAN, MAJ P. TWEEDIE ARA, SQNLDR G. BAESJOU, SQNLDR V. GALLAGHER, SQNLDR C. METZ, SQNLDR A. STRETCH, SQNLDR G. MCCLOY, PNGDF VISITOR-UNIDENTIFIED, SQNLDR W. LEWIS, MR K. NICHOLLS APS, LTCOL WALUYO TNI-AU, MRS J. MILWARD APS, FLTLT T.SHEA.

FRONT ROW SQNLDR P. LEWIS RAF, SQNLDR K. JURD, SQNLDR S. SHEEDY, WGCDR C. RICHARDS, LTCOL M. DINNISON RAA, WGCDR D. MCGILVERY, GPCAPT J. HUET, WGCDR R. JONES, LTCOL S. HAVRON USAF, SQNLDR P. WYTHES, SQNLDR J.SULLIVAN, MAJ J. CHAPUIS, SQNLDR R. MCINTYRE, MAJ A. OSTROUMOFF ARA, SQNLDR B. GODDEN.

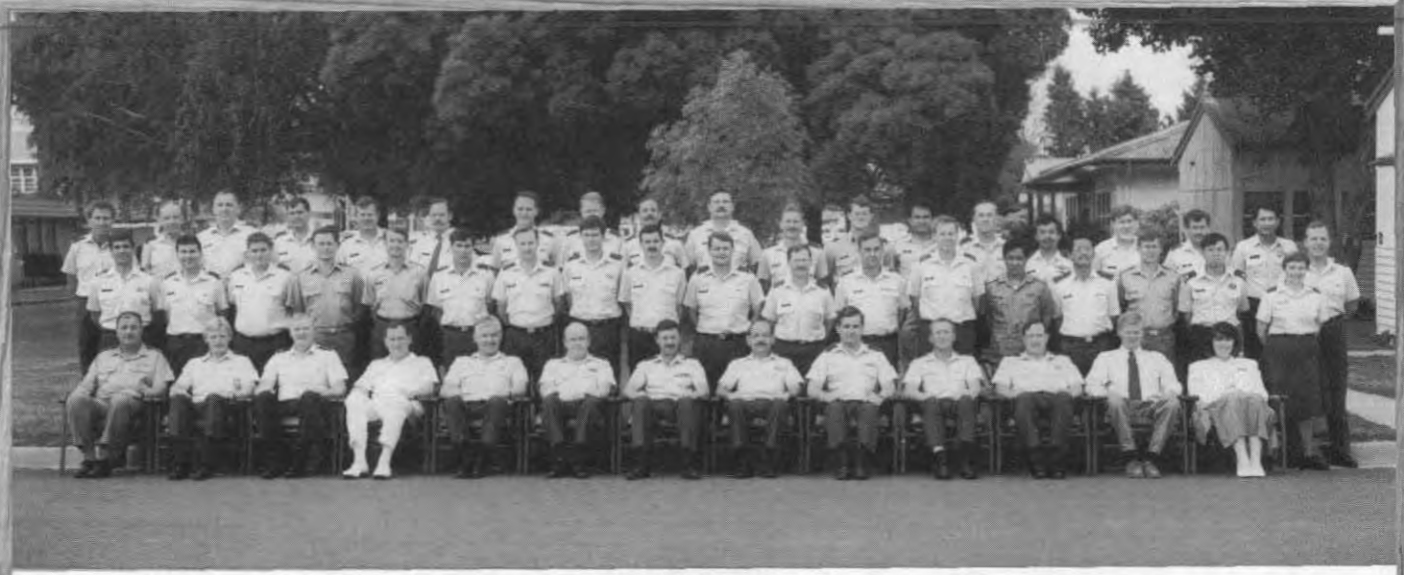
ABSENT MAJ F. AGWI PNGDF.



RAAF STAFF COLLEGE
NO 44 COURSE

COMMENCED 29 JAN 91 COMPLETED 04 DEC 91

BACK ROW	MAJ M. BARNES RAF, LTCOL RUSBANDI TNI-AU, SQNLDR B.DRAKE, SQNLDR S. GLOVER, SQNLDR M. LAX, SQNLDR M. ROWNTREE, SQNLDR D. BAMENT, SQNLDR Z. BARBADYN, SQNLDR N. BIGGAR, LCDR C. WHEATLAND RAN, MR F. YOUNGBERG APS, MR G. GRIFFIN APS, MAJ K.C. KIAN RSAF, SQNLDR W. KIRKWOOD, SQNLDR R. VANCE , MAJ J. COTTINGHAM CR, LTCOL C. HOTCHKISS PAF.
CENTRE ROW	MAJ ZULKIFLE RMAF, SQNLDR A. WARE, SQNLDR G. MACKNEY, SQNLDR PITTAYA RTAF, SQNLDR B. POWER, SQNLDR P. VIGGERS, SQNLDR S. AMPAI RTAF, MAJ M.. METRIKAS RAA, SQNLDR M. CAREY, SQNLDR M. GORDON, MAJ D. RYAN RAA, SQNLDR S. CAMERON, SQNLDR G. PETKOFF, SQNLDR H. DOHERTY, SQNLDR R. COX, SQNLDR L. GREALY, SQNLDR R. DERLAGEN, SQNLDR R. ADAM, MAJ E. AKI PNGDF.
FRONT ROW	LTCOL S. HAVRON USAF, WGCDR G. LYDEAMORE, CMDR R. SHERWOOD RAN, MAJ J. CHAPUIS RAAEC, WGCDR R. ORD, WGCDR P. HARRADINE, WGCDR B. MARRIOTT, WGCDR D. MCGILVERY, WGCDR D. BULL, GPCAPT B.J. ESPELAND, WGCDR I. FRAME, WGCDR G. TOSCAN, FLGOFF R. MCNEILL, MRS J. MILWARD, WGCDR R. REDMAN.
ABSENT	LTCOL M. DINNISON, SQNLDR E. CASAGRANDE, LCDR J. PATESON RAN.



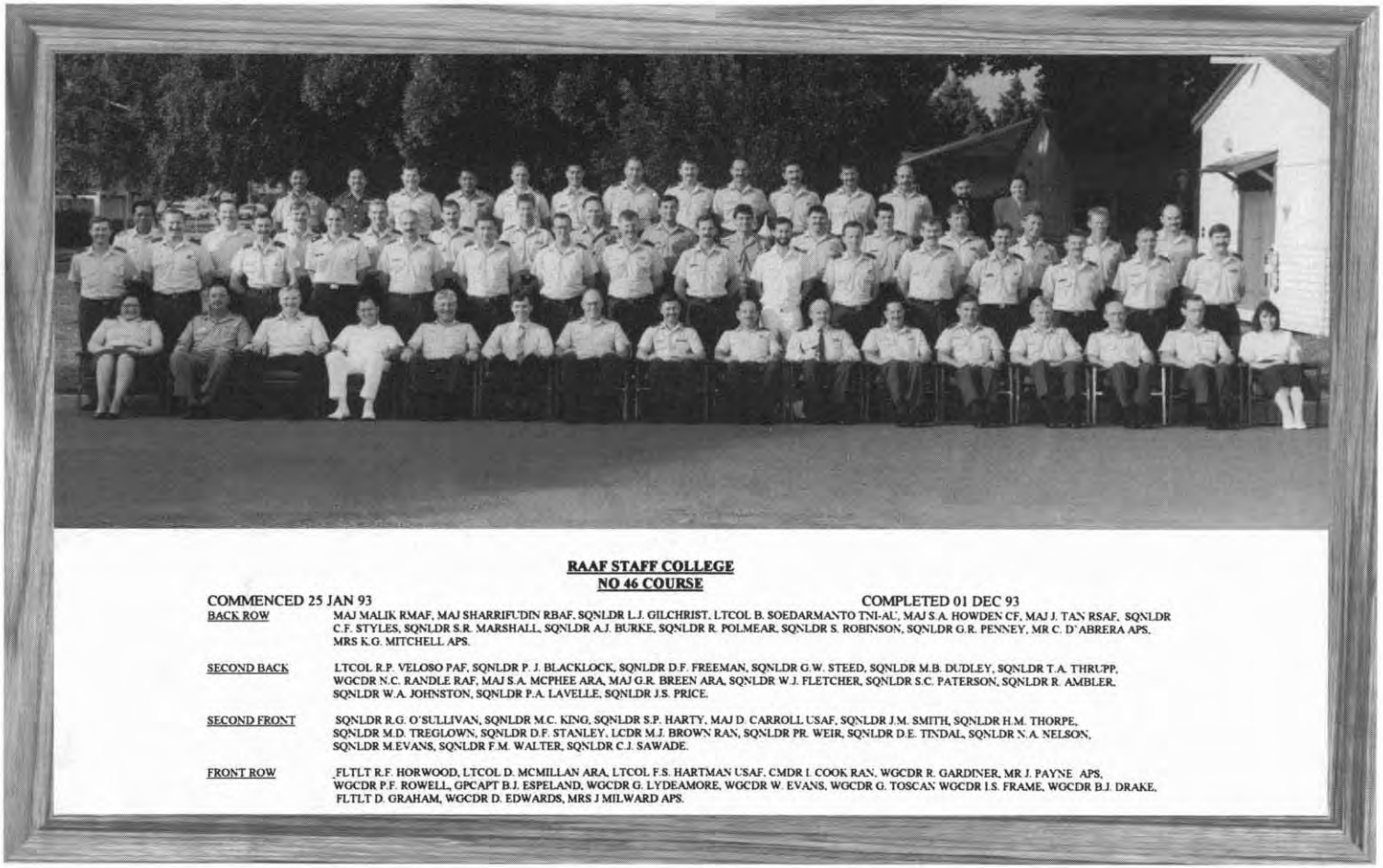
RAAF STAFF COLLEGE
NO 45 COURSE

COMMENCED 06 JAN 92 COMPLETED 07 DEC 92

BACK ROW SQNLDR G.J. LONGTON, WGCDR P. HARRADINE, SQNLDR M.W. WEIR, SQNLDR A.V. NEEDHAM, SQNLDR J.A. GLOE, MR W.H. EDWARDS APS, SQNLDR I.J. MEYN, SQNLDR S.R. MARTIN, SQNLDR B.E. PLENTY, SQNLDR J.D. THYNE, SQNLDR R.P. SMALLWOOD, SQNLDR P. WAY RAF, AJ HAIDZIR RMAF, SQNLDR G.C. WALTON, MAJ NAPIAH RBAF, MR D.I. WADE APS, SQNLDR G.B. NEWLYN, SQNLDR THEPPARAK RTAF.

CENTRE ROW MAJ G. BEAUME CF, SQNLDR G.K.BELFORD, SQNLDR R. PHILLPOTTS, MAJ J.S. PERKINS ARA, SQNLDR R. CUNNINGHAM RAF, SQNLDR J.E. PERCIVAL, SQNLDR G.R. NATTRASS, SQNLDR W.S PADDON, SQNLDR S.A. MACKENZIE RNZAF, SQNLDR M.B. SELKIRK, SQNLDR E.S. WILSON, SQNLDR J.W. BULLOUGH, SQNLDR A.S. FROWD, LTCOL E.A. MACASIL PAF, MAJ ROSLI RBAF, MAJ P.N. HILL ARA, MAJ K.L. POH RSAF, SQNLDR D. TRAMOUNDANIS, SQNLDR C.J. BENNETT.

FRONT ROW LTCOL D. MCMILLAN ARA, WGCDR B.J. DRAKE, LTCOL F.S. HARTMAN USAF, CMDR I. COOK RAN, WGCDR R. GARDINER, WGCDR W. EVANS, GPCAPT B.J. ESPELAND, WGCDR G. LYDEAMORE, WGCDR I.S. FRAME, WGCDR R. ORD, WGCDR G. TOSCAN, MR R. CHAMBERS, MRS J. MILWARD APS.



RAAF STAFF COLLEGE
NO 46 COURSE

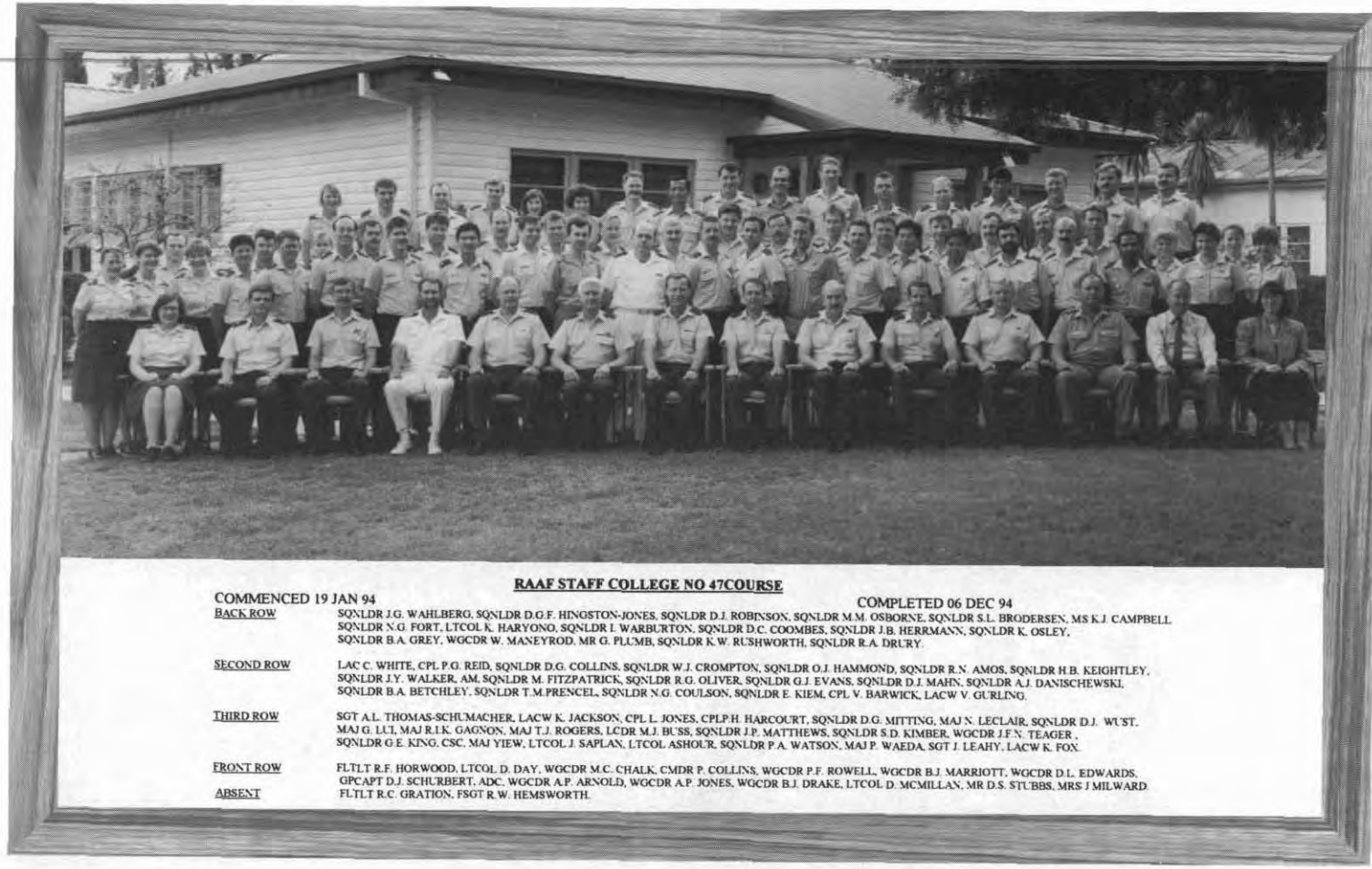
COMMENCED 25 JAN 93 COMPLETED 01 DEC 93

BACK ROW MAJ MALIK RMAF, MAJ SHARRIFUDIN RBAF, SQNLDR L.J. GILCHRIST, LTCOL B. SOEDARMANTO TNI-AU, MAJ S.A. HOWDEN CF, MAJ J. TAN RSAF, SQNLDR C.F. STYLES, SQNLDR S.R. MARSHALL, SQNLDR A.J. BURKE, SQNLDR R. POLMEAR, SQNLDR S. ROBINSON, SQNLDR G.R. PENNEY, MR C. D'ABRERA APS, MRS K.G. MITCHELL APS.

SECOND BACK LTCOL R.P. VELOSO PAF, SQNLDR P. J. BLACKLOCK, SQNLDR D.F. FREEMAN, SQNLDR G.W. STEED, SQNLDR M.B. DUDLEY, SQNLDR T.A. THRUPP, WGCDR N.C. RANDLE RAF, MAJ S.A. MCPHEE ARA, MAJ G.R. BREEN ARA, SQNLDR W.J. FLETCHER, SQNLDR S.C. PATERSON, SQNLDR R. AMBLER, SQNLDR W.A. JOHNSTON, SQNLDR P.A. LAVELLE, SQNLDR J.S. PRICE.

SECOND FRONT SQNLDR R.G. O'SULLIVAN, SQNLDR M.C. KING, SQNLDR S.P. HARTY, MAJ D. CARROLL USAF, SQNLDR J.M. SMITH, SQNLDR H.M. THORPE, SQNLDR M.D. TREGLOWN, SQNLDR D.F. STANLEY, LCDR M.J. BROWN RAN, SQNLDR PR. WEIR, SQNLDR D.E. TINDAL, SQNLDR N.A. NELSON, SQNLDR M.EVANS, SQNLDR F.M. WALTER, SQNLDR C.J. SAWADE.

FRONT ROW FLTLT R.F. HORWOOD, LTCOL D. MCMILLAN ARA, LTCOL F.S. HARTMAN USAF, CMDR I. COOK RAN, WGCDR R. GARDINER, MR J. PAYNE APS, WGCDR P.F. ROWELL, GPCAPT B.J. ESPELAND, WGCDR G. LYDEAMORE, WGCDR W. EVANS, WGCDR G. TOSCAN WGCDR I.S. FRAME, WGCDR B.J. DRAKE, FLTLT D. GRAHAM, WGCDR D. EDWARDS, MRS J MILWARD APS.



RAAF STAFF COLLEGE NO 47COURSE

COMMENCED 19 JAN 94 COMPLETED 06 DEC 94

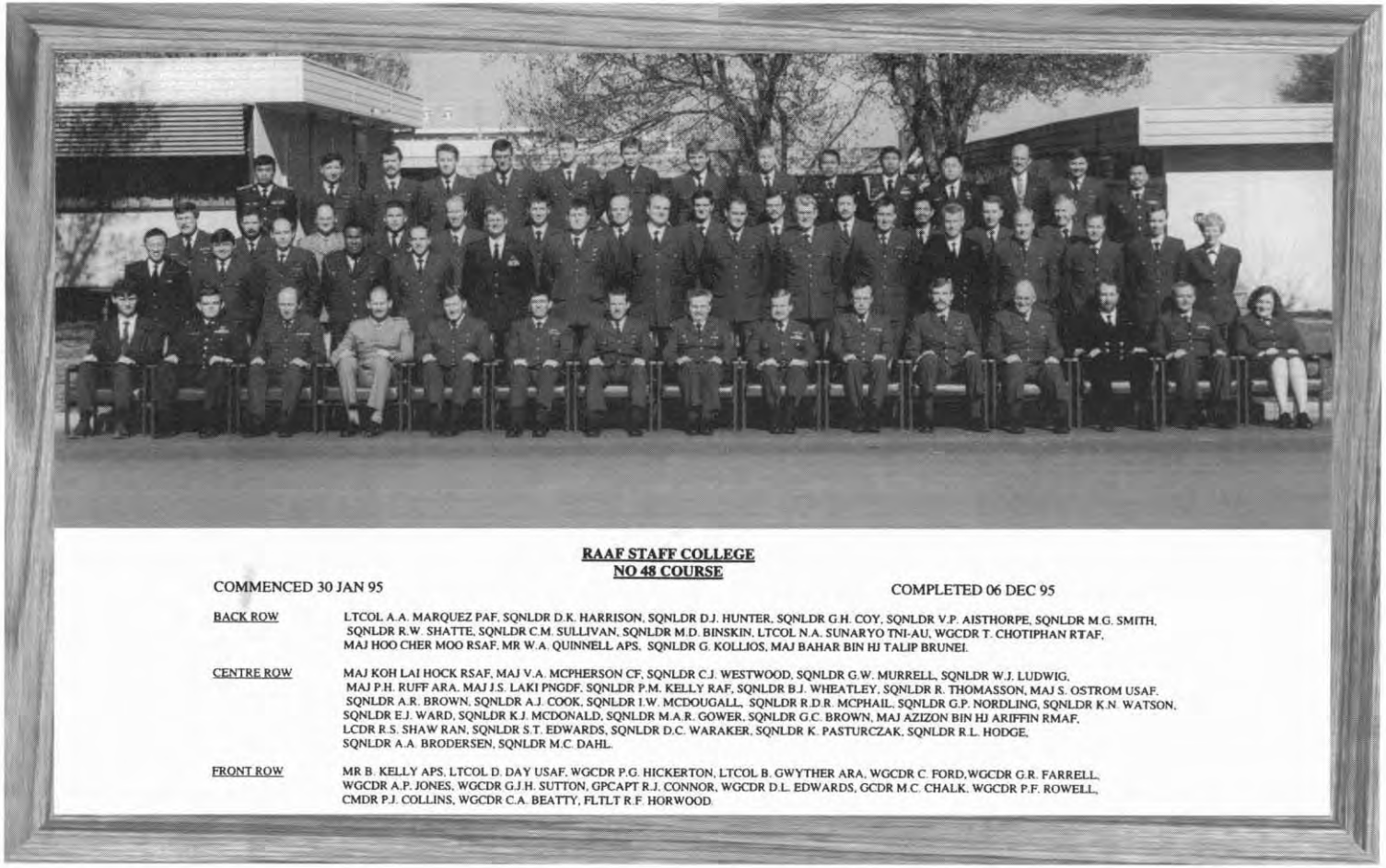
BACK ROW SQNLDR J.G. WAHLBERG, SQNLDR D.G.F. HINGSTON-JONES, SQNLDR D.J. ROBINSON, SQNLDR M.M. OSBORNE, SQNLDR S.L. BRODERSEN, MS K.J. CAMPBELL, SQNLDR N.G. FORT, LTCOL K. HARYONO, SQNLDR I. WARBURTON, SQNLDR D.C. COOMBES, SQNLDR J.B. HERRMANN, SQNLDR K. OSLEY, SQNLDR B.A. GREY, WGCDR W. MANEYROD, MR G. PLUMB, SQNLDR K.W. RUSHWORTH, SQNLDR R.A. DRURY.

SECOND ROW LAC C. WHITE, CPL P.G. REID, SQNLDR D.G. COLLINS, SQNLDR W.J. CROMPTON, SQNLDR O.J. HAMMOND, SQNLDR R.N. AMOS, SQNLDR H.B. KEIGHTLEY, SQNLDR J.Y. WALKER, AM, SQNLDR M. FITZPATRICK, SQNLDR R.G. OLIVER, SQNLDR G.J. EVANS, SQNLDR D.J. MAHN, SQNLDR A.J. DANISCHEWSKI, SQNLDR B.A. BETCHLEY, SQNLDR T.M.PRENCEL, SQNLDR N.G. COULSON, SQNLDR E. KIEM, CPL V. BARWICK, LACW V. GURLING.

THIRD ROW SGT A.L. THOMAS-SCHUMACHER, LACW K. JACKSON, CPL L. JONES, CPLP.H. HARCOURT, SQNLDR D.G. MITTING, MAJ N. LECLAIR, SQNLDR D.J. WUST, MAJ G. LUI, MAJ R.I.K. GAGNON, MAJ T.J. ROGERS, LCDR M.J. BUSS, SQNLDR J.P. MATTHEWS, SQNLDR S.D. KIMBER, WGCDR J.F.N. TEAGER, SQNLDR G.E. KING, CSC, MAJ YIEW, LTCOL J. SAPLAN, LTCOL ASHOUR, SQNLDR P.A. WATSON, MAJ P. WAEDA, SGT J. LEAHY, LACW K. FOX.

FRONT ROW FLTLT R.F. HORWOOD, LTCOL D. DAY, WGCDR M.C. CHALK, CMDR P. COLLINS, WGCDR P.F. ROWELL, WGCDR B.J. MARRIOTT, WGCDR D.L. EDWARDS, GPCAPT D.J. SCHURBERT, ADC, WGCDR A.P. ARNOLD, WGCDR A.P. JONES, WGCDR B.J. DRAKE, LTCOL D. MCMILLAN, MR D.S. STUBBS, MRS J MILWARD.

ABSENT FLTLT R.C. GRATION, FSGT R.W. HEMSWORTH.



RAAF STAFF COLLEGE
NO 48 COURSE

COMMENCED 30 JAN 95 COMPLETED 06 DEC 95

BACK ROW LTCOL A.A. MARQUEZ PAF, SQNLDR D.K. HARRISON, SQNLDR D.J. HUNTER, SQNLDR G.H. COY, SQNLDR V.P. AISTHORPE, SQNLDR M.G. SMITH, SQNLDR R.W. SHATTE, SQNLDR C.M. SULLIVAN, SQNLDR M.D. BINSKIN, LTCOL N.A. SUNARYO TNI-AU, WGCDR T. CHOTIPHAN RTAF, MAJ HOO CHER MOO RSAF, MR W.A. QUINNELL APS, SQNLDR G. KOLLIOS, MAJ BAHAR BIN HJ TALIP BRUNEI.

CENTRE ROW MAJ KOH LAI HOCK RSAF, MAJ V.A. MCPHERSON CF, SQNLDR C.J. WESTWOOD, SQNLDR G.W. MURRELL, SQNLDR W.J. LUDWIG, MAJ P.H. RUFF ARA, MAJ J.S. LAKI PNGDF, SQNLDR P.M. KELLY RAF, SQNLDR B.J. WHEATLEY, SQNLDR R. THOMASSON, MAJ S. OSTROM USAF, SQNLDR A.R. BROWN, SQNLDR A.J. COOK, SQNLDR I.W. MCDOUGALL, SQNLDR R.D.R. MCPHAIL, SQNLDR G.P. NORDLING, SQNLDR K.N. WATSON, SQNLDR E.J. WARD, SQNLDR K.J. MCDONALD, SQNLDR M.A.R. GOWER, SQNLDR G.C. BROWN, MAJ AZIZON BIN HJ ARIFFIN RMAF, LCDR R.S. SHAW RAN, SQNLDR S.T. EDWARDS, SQNLDR D.C. WARAKER, SQNLDR K. PASTURCZAK, SQNLDR R.L. HODGE, SQNLDR A.A. BRODERSEN, SQNLDR M.C. DAHL.

FRONT ROW MR B. KELLY APS, LTCOL D. DAY USAF, WGCDR P.G. HICKERTON, LTCOL B. GWYTHER ARA, WGCDR C. FORD, WGCDR G.R. FARRELL, WGCDR A.P. JONES, WGCDR G.J.H. SUTTON, GPCAPT R.J. CONNOR, WGCDR D.L. EDWARDS, GCDR M.C. CHALK, WGCDR P.F. ROWELL, CMDR P.J. COLLINS, WGCDR C.A. BEATTY, FLTLT R.F. HORWOOD.

RAAF STAFF COLLEGE
NO 49 COMMAND AND STAFF COURSE

COMMENCED 8 JAN 96 **COMPLETED 3 DEC96**

REAR: MS EMBURY, SQNLDR S.A. WARDLE, LTCOL WASITO TNI-AU, MAJ D. THORNTON CF, SQNLDR W. CORBETT, MAJ M.K. CHAN RSAF, SQNLDR E.J. WALSH, SQNLDR W. RIGOLL, SQNLDR J.W. BENNETT, MAJ K.S. CHANG RSAF, SQNLDR P.J. HOGAN, SQNLDR K. BRACKENBURY, SQNLDR D. NEWMAN, MAJ A. POLUM PNGDF, MAJ M.J. POLLOCK ARMY, LTCOL E.A. AL QATTAN KAF, SQNLDR P.C. REYNOLDS, MS C. SPITTLE APS

FRONT REAR: SQNLDR J.M. FANTINI, WGCDR T. CHOOCHEEPWATTANA RTAF, SQNLDR P.G. MCCLEOD, SQNLDR T.W. BUCKHAM, SQNLDR C.N. HOWARD, SQNLDR A.J. MCCORMACK, SQNLDR R.N. LAWSON, SQNLDR A.N. BENNETT, SQNLDR D.J. COCHRANE, SNQLDR N.D. THOMPSON, SQNLDR A.S. HAYES, SQNLDR G.K. TODD,SQNLDR D.L. FLOOD, SQNLDR R. HAZELDEAN, SQNLDR M.A. SHARP RAF, MAJ L.GLENNY ARMY

MIDDLE: SQNLDR I.D. GIBSON, SQNLDR L.A. COLLINS, SQNLDR C.G. WHEATON, SQNLDR C.J. MEIGHAN, SQNLDR A.E. KRAMARCZUK, SQNLDR W.G. DUTHIE, SQNLDR D.M. STEER, SQNLDR S. CLARKE RZAF, MAJ J.C. HUTTO JNR, SQNLDR D.C. STEELE, SQNLDR J. LUND, SQNLDR M.L. PAGE RAF, SQNLDR D.M. CORSON, LTCOL A.S. UBUNGEN PAF, MAJ M.A. BIN HJ ADKAA

FRONT: MS S. HARRISON, MR B. KELLY, WGCDR P.J. HICKERTON, WGCDR D. FREEMAN, LTCOL H.D. PHILLIPS USAF, LTCOL B. GWYTHER ARMY, WGCDR C.E. FORD, WGCDR G.J.H. SUTTON, GPCAPT R.J. CONNOR, WGCDR M. RZECHOWICZ, WGCDR A.P. JONES, CMDR P.J. COLLINS RAN, WGCDR G.R. FARRELL, FLTLT S. MARIMUTHU, WGCDR B. NUGENT, MR D. STUBBS

RAAF STAFF COLLEGE
NO 50 COMMAND AND STAFF COURSE

COMMENCED 20JAN 97 **COMPLETED 5 DEC 97**

REAR: SQNLDR R.G.L. KETTLE, MAJ B.K. TAN RSAF, SQNLDR T.J. SIDEY, MAJ J.J. McMANUS CF, SQNLDR S.C. DRURY, SQNLDR T.J. MALONE, SQNLDR M.C. WALKINGTON, SQNLDR H.K. MARSHALL, MAJ D.S. MILLS USAF, SQNLDR J.C. McBRIDE, MAJ G.F. DOWNING ARMY, MAJ C.L. BELLEW ARMY, WGCDR N. AJAWAKOM RTAF

FRONT REAR: SQNLDR R. CARRERA, SQNLDR R.K. POLLANEN, MAJ W. K.K. SEE RSAF, MAJ P. MAI PNGDF,WGCDR M.AZAM KHAN PAKAF, SQNLDR R.T. RICHARDSON, SQNLDR J.A. KENRICK, SQNLDR R.M. WILSON, SQNLDR L.A. TILBROOK, SQNLDR P.C. OSBORN RAF, SQNLDR A.M. FORESTIER, SQNLDR M.A. KELTON, SQNLDR W.F. HENMAN, MR D.J. STUBBS ,

MIDDLE: LTCOL W.S. MANAY PAF, SQNLDR T. McDONALD, LCDR A.J. ATKINSON RAN, SQNLDR A.H. BORZYCKI, SQNLDR M.R. WILLIAMS, SQNLDR P.C. McMAHON, SQNLDR F.D. COOK, MAJ E. HANAFI RMAF, LTCOL A.M. AL-SHEHAB KAF, MR B. WILSON, SQNLDR A.R. HAYDON, SQNLDR G.D. ROBINSON, SQNLDR M.G. STUART-WATT, LTCOL J. SITOMPUL TNI-AU,

FRONT: WGCDR M. RZECHOWICZ, MR P.H. NGUYEN, LTCOL H.D. PHILLIPS USAF, LTCOL B.E. GWYTHER ARMY, WGCDR S.J. LARKIN, WGCDR M.J. SWINBOURNE, WGCDR B.S. NEWELL, GPCAPT B.H.F. van der WIJNGAART, WGCDR B.T. NUGENT, CMDR P.J. LANDON RAN, WGCDR P.R. EDWARDS, WGCDR J.R. KENNEDY, WGCDR G.R. FARRELL, MS S. HARRISON

RAAF STAFF COLLEGE
NO 51 COMMAND AND STAFF COURSE

COMMENCED 27 JAN 98 **COMPLETED 4 DEC 98**

REAR: SQNLDR P.D. RICHARDSON, SQNLDR L. GRIFFITHS, SQNLDR A.H. ASARIS, SQNLDR P.D. CAMPBELL, SQNLDR B. ANDERSON, SQNLDR D.D.C WILLIAMS, SQNLDR B. NEWELL, SQNLDR B.J. TEISSEIRE, SQNLDR P.A. WADE, SQNLDR I.R. MORRIS, SQNLDR R.I. SCRIVENER, SQNLDR P.PAPPAS, SQNLDR J.R. O'DONOGHUE, SQNLDR H. EHLERS, SQNLDR P.J. WATTS, SQNLDR D.G. MILLER, SQNLDR R.P. RODGERS

FRONT REAR: SQNLDR P.J. McCARRY, MAJ A.C. SHEGOG ARMY, SQNLDR R.G. LARKING, SQNLDR K.G. WAUGH, SQNLDR M.G. ROBERTS, SQNLDR J.E. ANDERSON, SQNLDR W.L. LAWRENCE, SQNLDR C.K. CROWLEY, SQNLDR G.M. HALE, SQNLDR R.M. BACKER, SQNLDR G.W.A. GIBBS, SQNLDR M.O. BARTETZKO,SQNLDR G. DAVIES

MIDDLE: SQNLDR D.J. MAZLIN, MAJ S.C. LIM RSAF, MAJ M.W. BRADFORD ARMY, MAJ J.D. MITCHELL CF, WGCDR S. INTASA-ARD RTAF, LTCOL J.E. LARGO PAF, MAJ M. MUDZAMIR RMAF, MAJ E.P. DERMAWAN TNI-AU, LTCOL A.M.AL-SADOON KAF, SQNLDR N.M. CONNELL RAF, SQNLDR P. WOODING RNZAF, SQNLDR S.W. GOSEWADE IAF, LCDR S.J. TIFFEN RAN, MAJ M. KASAP PNGDF, SQNLDR T.W.J. FIELD RAF, MAJ F.S. HO RSAF, SQNLDR M.D. SIMPSON, SQNLDR L.M. NEW,

FRONT: WGCDR B.T. NUGENT, LTCOL B.E. GWYTHER ARMY, WGCDR P.G. HICKERTON, WGCDR R.A. SHARPLES, WGCDR M. RZECHOWICZ, LTCOL R.N. SHEARER USAF, WGCDR J.M. KENNEDY, WGCDR M.J. SWINBOURNE, WGCDR P. SCHMITT,WGCDR S.J. LARKIN, WGCDR B.S. NEWELL, WGCDR P.R. EDWARDS, CMDR P.J. LANDON RAN

RAAF STAFF COLLEGE
NO 52 COMMAND AND STAFF COURSE

COMMENCED 18 JAN 99 **COMPLETED 2 DEC 99**

REAR ROW: WGCDR D. KONGSRI RTAF MAJ J. ANDERSON RCAF, MR L. DI GUGLIELMO APS, SQNLDR K.J. THOMAS, MAJ P.L. ANGELATOS ARMY, SQNLDR D.A. OVEREND, SQNLDR P.T. HOLLAND, SQNLDR G.A. KELLY, SQNLDR A.G. DALLY, SQNLDR S.B. COOK, SQNLDR W. POOSIT RTAF, SQNLDR R.A. HOBSON RAF, SQNLDR E. GASCHK

BACK ROW 2: SQNLDR D.D. WHITE, MAJ M. RIFFEL, ARMY, SQNLDR G.P. DITTMAR, MR G.JONES APS, SQNLDR S.A. MORTON, SQNLDR L.P. HUGHES, SQNLDR I.W. BROWNING, SQNLDR P.L BASTIN, SQNLDR J.A. HARWOOD, SQNLDR G.T. BURTON, SQNLDR N.G. DERWORT, SQNLDR P.A. GRANT, MAJ T.S. TANG RSAF

MIDDLE ROW: LTCOL A. AL-OTAIBI KAF, MAJ R.G. PARKER ARMY, SQNLDR B.A. SKIPWORTH, MAJ R.B. CROWE ARMY, SQNLDR S.J. KERR, SQNLDR C.J. CARRUTHERS, SQNLDR C.S BROWN, MR T.L. SOUTBERG APS, MAJ R.J. RICHERT USAF, SQNLDR G.A. STARK

MIDDLE ROW 2: MAJ B.M.D. SURI RMAF, SQNLDR J. HUGOE-MATTHEWS, SQNLDR T.L. FRIEND, SQNLDR R.A O'NEILL, SQNLDR S. STOTHART, SQNLDR P.M. WARWAREK, MAJ B.I.M. SHAHADA RMAF, MAJ S.M. SUWANDI TNI-AU, MAJ M. HUSAIN RBAF, SQNLDR G.N. DAVIES, SQNLDR A.M. SPARROW, SQNLDR P.A. BROWN

FRONT ROW: CMDR P.J. LANDON RAN, WGCDR B.S. NEWELL, LTCOL K. JORGENSEN ARMY, WGCDR P. SCHMITT, COL H. KABUL TNI-AU, GPCAPT J.M. KENNEDY COMDT, WGCDR S.J. LARKIN, WGCDR A. BORZYCKI, WGDCR P.G. HICKERTON, WGCDR M.J. RZECHOWICZ, LTCOL R.N. SHEARER USAF, WGCDR W. NELOWKIN

ABSENT: LTCOL A.G. OROZCO PAF

Bibliography

Books

Australian Dictionary of Biography – *Anderson, William Hopeton (1891-1975)*

Hurst, Doug, *The Part Timers – A History of the RAAF Reserves 1948-1998,* Australian Defence Force Journal, Canberra, 1999

Odgers, George, *The Royal Australian Air Force – An Illustrated History,* Child & Henry, Brookvale NSW, 1984

Odgers, George, *Air Force Australia – The Australian Defence Force Series,* National Book Distributors, circa 1994

RAAF Historical Section, *Units of the Royal Australian Air Force, Volumes 2 and 4,* Australian Government Publishing Service, Canberra, 1995

Stephens, Alan, *Going Solo: The Royal Australian Air Force 1946-1941,* Australian Government Publishing Service, Canberra, 1995

Papers, Minutes, Articles and Written Notes

Administrative Instruction No 12/60, dated 13 May 60

'No 2 Squadron to reform at Williamtown', *Air Force News*, June 1999

Air Force News, 11 December 1999, Various Articles

'East Timor – a balanced force at work', *Asia-Pacific Defence Reporter,* December 1999

'RAAF's Hawk 127s due next year', *Asia-Pacific Defence Reporter,* December 1999

'Defence Update '99', *The Australian,* 19 November 1999

A.B.O. N 80/1944, *Function of and Scope of Courses at R.A.A.F Staff School, and Joining Instructions,* dated 18.2.44

Barnes, Air Vice-Marshal F W (Fred), DFC, AFC (Ret'd), student 12 Course, *Notes on 12 Course events and characters*

Ewart, Air Commodore U., personal letter, dated 7 November, to Wing Commander The Honourable T.W. White, DFC, VD

Headquarters Support Command Administrative Instruction No 12/60

Hingston, Jane, *RAAF Base Fairbairn Heritage Study: A Beginning,* dated June 1998

Hingston, Jane, *RAAF Staff College Collection,* dated 23 October 1998

Hurst, Group Captain Douglas Charles, DFC (Ret'd), *Notes: Recollections of No 11 Course,* dated 2 July 1999, *No 11 Course Silver Anniversary booklet, Activities Update booklet dated January 29 1992,* and *Album: No 11 Course 1957 and Beyond*

Ilton, Wing Commander Ted (Ret'd), *Recollections as student of 22 Course, Notes: Formation of the RAAF Staff College Association, and various editorial inputs throughout 1999-2000*

Kennedy, Group Captain John, RAAFSC Commandant 1999, *52 Course Graduation Speeches: Opening Speech, Graduation Address, Closing Address*

Luke, Rod, Group Captain, RAAFSC Commandant 2000, *Article: RAAF Staff College – Where To From Here, undated, written February 2000*

Organisation Memorandum No 17/49 *Royal Australian Air Force Staff College – Formation* dated 10 February 1949

Organisation Memorandum No 22/49 *Royal Australian Air Force Staff College – Formation* dated 17 February 1949

RAAF Base Fairbairn, 50th Anniversary brochure

RAAF News, October 1990, Exercise NORWARD

RAAF News, June 1991, Association of Graduates Formed

RAAF Staff College Briefings: *History of the RAAF Staff College, The Chief of Staff's Prize, and The Sir Richard Williams Prize,* covering minute dated 29 September 1993

RAAF Staff College, *First Annual Report,* dated December 1949

RAAF Staff College: *No 53 Command and Staff Course, Directory,* dated Jan 2000

RAAF Staff College, *The College Past and Present*, undated, circa 1999

RAAF Staff College, *History of RAAF Staff College, outline of 46 Course, outlines of prizes awarded,* dated 29 September 1993

RAAF Staff School, *First Annual Report,* dated October 1 1944

RAAF Staff School, *Second Annual Report*, dated October 1945

RAF College, Bracknell, letter dated 13 September 1951 to RAAF Staff College regarding *'The Hawk of Horus' replica*

Skimin, Arthur, *Notes: RAAF Staff College – History Project,* dated 16 November 1999

Smyth, David, *Notes: Recollections as a 13 Course student and as a member of the Directing Staff*, dated 18 June 1999

Stubbs, Group Captain Denis (Ret'd) DS6 RAAFSC, *Paper: Future Directions For the RAAF Staff College in a Time of Transition,* dated September 1997

Tolstaya, Tatyana, 'Mikhail Gorbachev', *Time*, 13 April 1998

Unit History Sheets, RAAF Staff College, dated February 1949, August 1960, December 1960

'First J Models Arrive', *Wings*, Summer 1999

Yolla, Journal of the Australian Defence Colleges Association, June 1999

Records of Interviews

Browning, Squadron Leader Ian, student 52 Course
Chesterfield, Air Commodore John, AM, MID (Ret'd), student 22 Course, Commandant 1978-1980 inc
Collins, Air Vice-Marshal Bill, AO (Ret'd), student 30 Course
Cresswell, Wing Commander R.C. (Dick), DFC (Ret'd), student of No 8 War Staff Course, DS on 1 and 2 Courses
Dahl, Wing Commander Maxine, student 48 Course
Dally, Wing Commander Alistair, student 52 Course
Davies, Squadron Leader Leo, student 52 Course
Farquhar, Wing Commander Jim (Ret'd), student 41 Course
Friend, Squadron Leader Tracey, student 52 Course
Garrett, Wing Commander Paul (Ret'd), student 27 Course
Garrisson, Air Commodore, A.D.G. (Garry), OBE (Ret'd), student 8 Course, Commandant 19 and 20 Courses
Griggs, Group Captain Frank, DFC, DFM (Ret'd), student 12 Course
Hickerton, Wing Commander Paul ('Skin'), student 43 Course, RAAFSC Strategic Studies Planner, 1999
Huet, Group Captain Jim (Ret'd), student 32 course, Head of Command and Staff Course Syllabus Team, 1989, RAAFSC Commandant 1990-91
Hurditch, Air Vice-Marshal Doug, CBE (Ret'd), student 5 Course, DS 13, 14, 15 Courses, Commandant 1968 (22 Course)
Kelly, Frank, Defence Public Servant, student 38 Course
Kennedy, Group Captain John, RAAFSC Commandant, 1999
Knudsen, Group Captain Fred, AFC (Ret'd), student 10 Course
Larkin, Wing Commander Steve, RAAFSC Director of Studies, 1999
Marshall, Air Commodore Lou (Ret'd), student 8 Course
Owen, Air Commodore Trevor (Ret'd), student 19 Course, DS 26 Course
Pickering, Air Commodore H.A.H. (Arthur), AM (Ret'd), student 4 Course, Commandant 27 and 28 Courses
Richert, Major Randy, United States Air Force, student 52 Course
Rzechowicz, Wing Commander Mike, RAAFSC staff member 1996-2000

Sharpe, Wing Commander Ken (Ret'd), student 24 Course, DS 1974, various other RAAFSC positions

Shearer, Lieutenant Colonel Bob, USAF, RAAFSC planner: command, leadership and management stream, 1998-99

Stubbs, Group Captain Denis (Ret'd), DS, various Staff College positions as serving and retired officer – co-planner of 1983 'streamed' syllabus

Suri, Major, Royal Malaysian Air Force, student 52 Course

Tuckwell, Air Vice-Marshal Ken (Ret'd), student of 22 Course

Wilson, Group Captain Jim, AFC, AE (Ret'd), student 17 Course

Telephone Interviews/Discussions

Luke, Group Captain Rod, Commandant RAAFSC December 1999 on

Montgomery, Air Commodore Noel (Ret'd), RAAFSC Commandant, 1989

Rzechowicz, Wing Commander Mike, RAAFSC staff member, planner of transition to ADC, Weston Creek

Watkins, Wing Commander Trevor (Ret'd), co-planner Quiet Revolution.

The

TO START.... GET SELECTED OR THROW 6,5,4,3,2 or 1	1 MEET GROUP CAPTAIN CHESTERMAN	2 CAUGHT CHOMPING NAMETAGS Pass Slowly	3 5 MINUTE LEG STRETCH	4 CAUGHT ASSEMBLING COMBAT POWER MODEL Back 1	5 CALL DRS DON Back 2	6 CALL DRS DAN Return to 1	7 SLEEP IN LECTURE No penalty

Staff

8 TAKE FIRST RESEARCH BREAK Miss 1 turn	9 SNORE IN LECTURE Back 2	10 GET DRUNK IN MESS Have Extra throw	11 LATE FOR LECTURE Back 2	12 SCORE EITHER -3 OR +2 Confused, toss again	13 10 MINUTE LEG STRETCH	14 WEAR FLYING JACKET THROUGH GATE Suspended from game	15 MISS LECTURE COMPLETELY Foward 2	16 ATTEND 48th BUFFET FALL ILL Back 3

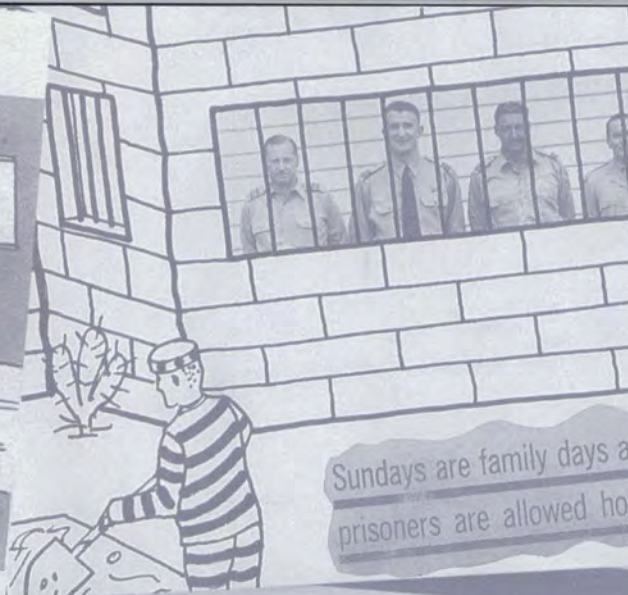
College

17 TAKE SECOND RESEARCH BREAK Miss 1 turn	18 SLEEP IN AND MISS BUS Forward 1	19 TAKE UNAUTHORIZED DEVIATION Back 5	20 CAUGHT RUNNING TO THE HERCULES Return to 13	21 15 MINUTE LEG STRETCH.. ..MAKE THAT ¼ OF AN HOUR	22 ASK QUESTION IN HALL 1 Return to 7	23 ABANDON SHIP DURING BOAT RACE Return to 12	24 QUERY COSTING OF PSC REUNION No Change	25 GET OFF HERCULES BEFORE COMMANDANT Return to

Game

26 TAKE THIRD RESEARCH BREAK Miss Next	27 GET PROMOTION/DO NOT GET PROMOTION Return to	28 KEEP EVERYONE AWAKE DURING ATLAS PRESENTATION Advance to 31	29 RESIGN FROM RAAF Disappear mysteriously	30 ANSWER QUESTION IN HALL 1 Return to 22	31 BURN DOWN MESS ON FAREWELL DINING-IN Back 2	32 THANK DS FOR ALL THEIR HELP Return to ∅	33 WIN HEYMANSON Disqualified	34 P... S..... T.....

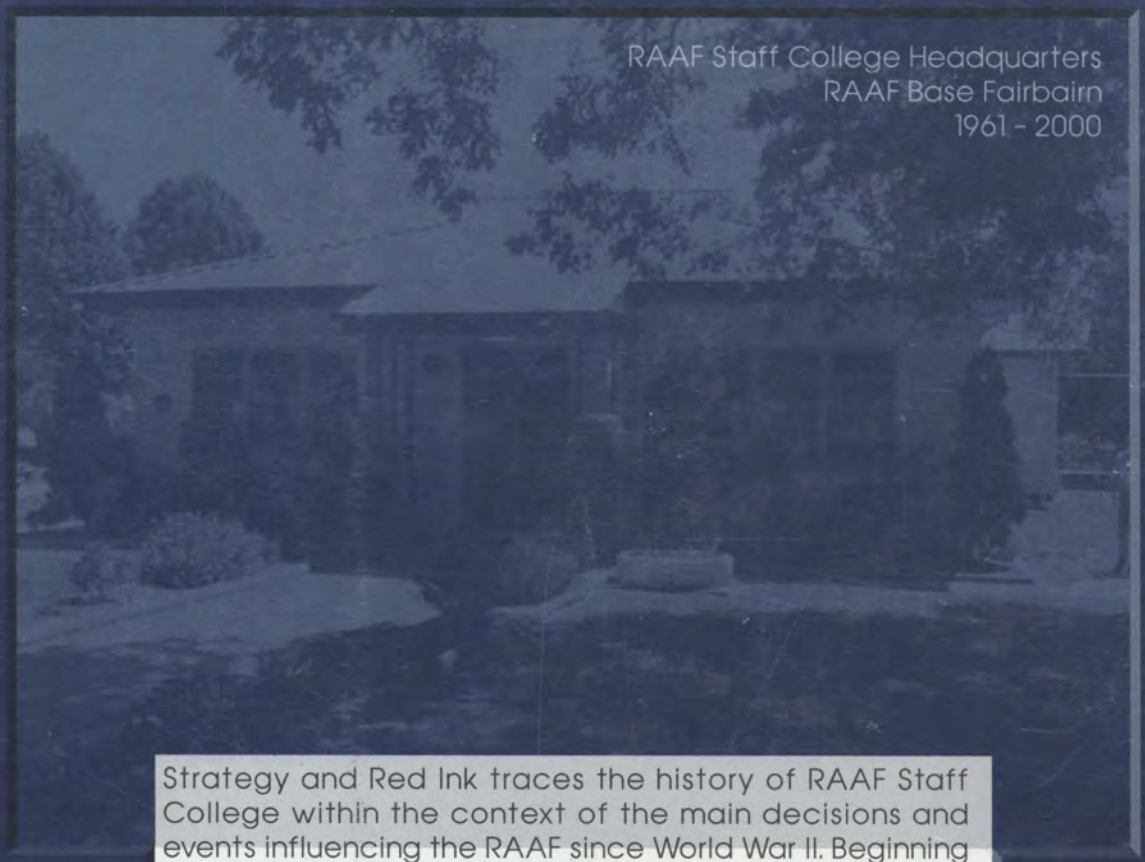
"Hello, operator? No number, I just wanted to hear the sound of a human voice."



Editor's Note

This year, we've taken a different tack with the yearbook mainly because of the changes in publishing that have been brought on by the Commercial Support Program. This yearbook is accompanied by a compendium of the newsletters and an international cookbook to account for all tastes. Thanks go out to Maxine for arranging the publishing and the cookbook and to Hok, Ross and James for the photos. Thank you to the staff at RAAF Publications Unit for helping us to publish this yearbook on an extremely tight budget. Thanks also to everyone for making this year so memorable. Finally, thanks to my wife Kay for putting up with me working on the newsletters and this book for most of the year. To all and sundry, goodbye and good luck in the future.

Brad



RAAF Staff College Headquarters
RAAF Base Fairbairn
1961 - 2000

Strategy and Red Ink traces the history of RAAF Staff College within the context of the main decisions and events influencing the RAAF since World War II. Beginning with the War Staff Courses, it outlines the main eras that saw RAAF staff training change from a six month, all RAAF affair, into the present course with its diverse student body and strong international flavour. Widespread use is made of personal recollections, anecdotes and photographs to support the essential facts and figures, and help put things at a personal level for the reader. All Course photographs, along with those of the Commandants, are reproduced in separate appendices.

AEROSPACE CENTRE

BAE SYSTEMS

Defence
Publishing Service
DPS: M100/00