

Part One

Australian Involvement in World War One 1914-1918

Part Two

English Literature - Literary Theory

Terry Eagleton once asked "What is Literature?"¹. Literature, he mused, could incorporate comic books, street signs, poetry and novels depending on how the term was defined. Eagleton even ventured that the term was so affixed with historical, cultural and personal connotations that literature might not exist at all!² English literature remains an elusive subject to define. Even when artificial constraints such as the author's country of origin and subject matter are imposed the subject remains extensive. Thus, Australian literature of World War I might include poetry, official history, and personal memoirs.³

Like a queen with a lap dog, literature is also attended by literary theory. An area no less vast than literature itself.⁴ This assignment has elected, some might say appropriated, feminism as its theoretical knight in shining armour.

Feminism is a multi-method interdisciplinary technique that encourages investigation beyond and behind surface level meanings. This theory assumes that Culture, History and the Literary Canon are male dominated social constructions which entrench the power of the patriarchy whilst continuing to suppress the rights and opportunities of minorities, particularly women.⁵ It is argued that Feminism provides "the opportunity to put texts or people in context."⁶

Under the guiding hand of feminism official history and other texts would be re-examined. Bean's voluminous almost ethnographic 'official' history would represent the patriarchy's attempts to consolidate its power by validating male wartime experiences and ignoring the part played by Australian servicewomen. Notably that part was in stereotypical female roles. Servicewomen were generally nurses whilst thousands more women were actively contributing to the war on the "Home" front, interestingly in typically male dominated areas such as factories. Feminism would highlight these patriarchal restrictions on women's involvement and consider the validity of the restraints placed on women in the combat, combat-related and command areas.⁷ Finally, Feminism would encourage that any study in this area cross theoretical, methodological, disciplinary and national borders in order to remove the repressive nature of Literature.

HIS STORY - Old and New

Historically, archival and documentary evidence has been employed as the cornerstone of any research conducted in the discipline of History. A range of original sources and modern analysis is evaluated for the accuracy and historicity of its claims.⁸ The aim of this scholarly intent is to examine the underlying reasons or cause and effect of events.

Typically, such history would examine the origins of Australian involvement in World War I. The reasons behind such participation would also have influenced the type of contribution Australia decided upon. This method would also focus on the impact of Australian involvement

and what effects, politically, internationally, economically and so on, which were produced upon Australia.

Feminism would advocate that such an approach is a static, monolithic discourse ignoring a range of other viable interpretations. In this regard New Historicism is similar to Feminism.⁹ This method posits the multiplicity of voices or 'histories' against the universalist and teleological notions of History. New Historicism also believes that the critics or historians remain historical subjects themselves. New Historians display an ability to accept critical limitations imposed by their own subjectivity and their existence in history rather than misrepresent subjective argument behind universalist objectivity.¹⁰

This methodology applied to Australian involvement in World War I would reveal many histories. These histories may include the input of women into the war effort, the dissonance between military leaders, politicians and members of the Press, the undercurrent of disharmony and threat of rebellion inherent after the amalgamation and disbandment of units exacerbated discipline problems, and the myth of Australians as natural soldiers.

Sociology

Lee Braude states that "Sociology is one current outcome of man's unceasing attempt to understand himself." (what would feminism think of this statement!)¹¹ Peter Worsley adds that the aim of social research is "still to explain how society works."¹² The early sociologists such as Le Play and Mayhew principally used a quantitative methodology to support their theories.¹³ What Auguste Comte called 'positivism' was designed to paint sociology with the brush of science.¹⁴ Consequently, surveys and interviews became the favoured technique of the sociologist in their endeavour to explain or interpret the world. Most modern practices recommend the adoption of a variety of methodologies in order to minimise any emic or etic problems that may arise.

Sociology may be applied at any level of Australian involvement in World War I. Study areas might include the issue of conscription and the impact of its attempted introduction on both the Australian war effort and Australian society, the relationship between Australia and the United Kingdom and how it altered throughout the war. Research may also focus on societies within society such as the military and how it operated as part of the Allied forces. The effect of the disbandment and amalgamation of units on soldier's performance and effectiveness may also be of interest.

Anthropology

Until recently, anthropologists historically studied cultures other than their own.¹⁵ Studies conducted using direct or participant observation of the cultures concerned. At first glance through 'civilised' Western eyes these cultures were viewed as savage and chaotic. Functional anthropology overcame this relatively unsophisticated view and explained customs and institutions in terms of their contemporary function.¹⁶ As Worsley highlights modern anthropology tends to focus on the present.¹⁷ Moreover, the distinction between anthropology and sociology has blurred over time to the point where the two disciplines previously separate subject matter is now shared.¹⁸

Consequently, its methodology provides a powerful tool for understanding Australian society during the period 1914-18. The method would focus on the complex interaction between the military, politics and society. Key issues would include: the functioning of the Westminster system and its use and abuse by Prime Minister Billy Hughes in his attempts to introduce conscription, the heightened tension between political and military leadership during this debate, the creation of the volunteer force and its primarily non-regular commanders. Similar research into other allied nations would enhance this study. For example, New Zealand, encountered similar issues to Australia but addressed them in a different manner.¹⁹

Summary

Whilst the assignment has addressed each discipline separately, there remains a degree of overlap both in method and subject matter. Both feminism and new historicism aim to create alternatives to the more traditional notions of their respective disciplines. Anthropology and sociology attempt to add an element of positivism to the study through the introduction of fieldwork and quantitative techniques.

This triangulation in allowing the employment of methods both complementary yet dissimilar provides greater confidence in results.²⁰ This is because firstly, any emic or etic problems which occur in less broad research would be minimised. Secondly, by concentrating our battery of methods and disciplines upon the one target we must stand a better chance of hitting it!²¹

Part Three

The Quantitative Approach

The quantitative or hypothetico-deductive approach is a top down approach that draws from a close affinity with the natural sciences. The aim of the approach is to persuade the 'reader' of the viability of the argument presented.

The approach adopts the following methodology. Firstly, a theoretical framework is constructed from a literature review. This theory is then tested against a study sample. This testing generally involves extensive surveys and interviews in order to get results. Standardised surveys, that is surveys with a fixed range of responses, tend to predominate this approach as the results are more easily quantifiable.²² The ability to measure the results is modelled on the physical sciences and provides a scientific aura to the research.

There are three key philosophic influences of the quantitative approach. Positivism, which is the use of own theory and measurement. Rationalism, which is the desire to study the logic of the social world and the cause and effect of events within that society. Empiricism, which is the belief that I, the self, am a self contained entity. This self, there can be only one, can and does visit the non-self world. Hence if the world can be studied scientifically, objectively, it can be quantified.

Such quantification appears to work well in the 'pure' sciences where nature appears ordered, unfettered by emotional intrusions and therefore explainable. However, the human world is cluttered with emotions, irrationality, chaos and humans to disturb the 'scientists' best attempts to categorise, classify and capture society.²³ (Indeed the quantitative approach would be far more

accurate without humans to study). There is also dispute over the definition of self - there is more than one!?

The Qualitative Approach

The qualitative approach or ethnographic-inductive approach is a bottom up approach that is favoured by anthropologists. The aim of this approach is to understand and explain the experiences of the observed culture or society.

The qualitative approach is presented by Kellehear as almost the opposite of the quantitative approach.²⁴ However, Worsley indicates that there is a degree of methodological cohesion between the two approaches.²⁵ Nonetheless, there remains some key differences between the qualitative or grounded approach and the quantitative approach.²⁶

The approach adopts the following methodology. The literature review is complemented by gaining background to the study through the observation and description of the setting to the study. This is followed by ethnographic description. This description seeks to describe the society under observation. From this point a theory can be constructed - the inverse to the previous approach which constructed a theory before the study started. The key aspect of this approach is the description from the insiders or emic viewpoint.

There are three key philosophic influences of the qualitative approach. Empiricism in that the researcher goes out into the world. Phenomenology, which is the description of the world from the emic viewpoint. Symbolic interaction, which is the way in which people interpret and assign meaning to the world. The main concern for this approach considers how "people make and understand their world."²⁷ Using this approach, the world gains a whole new subjectivity.

Criticisms of this approach centre around two areas. Firstly, the approach's acceptance of the emic viewpoint increases the subjectivity of the research but the use of the insider does not automatically confer accuracy. Indeed, it is often said one can be too close to a problem to provide a rational solution. Also the ethnographic approach favours time consuming individual comment, description and interviews over the more quantifiable survey. Hence sampling is decreased leading to a possible corresponding reduction in accuracy.²⁸ Nor do all qualitative researchers agree over the nature of subjectivity within the world.

Post Structuralism - Post Modernism

Post structuralism is viewed more as a literary than scientific approach. The aim of the approach is to convince the reader of the argument presented.

Post structuralism differs with the ethnographic-inductive approach over the interpretation of subjectivity within the world. Post structuralists agree that people interpret or provide meaning to the world. These meanings or discourses are shared simultaneous understandings of the world. Thus, the world is constructed by the social interaction of subjective subjects (people). These discourses not only interpret the world but therefore shape it as well. Post structuralists propose that it is the dominant discourse that conducts most of the interpreting and shaping of the world. This is done to the exclusion or at least marginalisation of alternative discourses. Thus, the approach aims to uncover the omissions and other discourses that have been repressed

by the dominant culture.²⁹

This approach is heavily influenced by both phenomenology and symbolic interaction. Psychoanalysis and semiotics also influence post structuralists in their attempts to access suppressed voices. One of the problems with this approach is it often suppresses the methodology and assumptions behind its analysis. Thus, limiting any critical analysis of its argument.³⁰

Part Four

Written Sources

Written material is generally the main course served on any historically related project menu. The variety of the dish includes personal diaries, letters, newspapers, official statistics and records and a host of critical and analytical material.³¹ This material is usually accessible through a library - although availability can be questionable. Moreover, use of the material is readily verifiable by independent scholars.

There are four libraries associated with this project: Dixson Library, Uni of New England, La Trobe University, Banyule City Council Library and Victoria Barracks Defence Library. Each library operates its own computer cataloguing system. The differences between the systems are negligible although in key word searches in each system it is of paramount importance to accurately identify the target words.³² A time penalty is also incurred when conducting such searches external to the library.³³

Analytical skills must be sharp to overcome any bias existing in the material accessed. The voluminous Official History of Australia in the War of 1914-18 by C.E.W.Bean is typical of some of the problems the researcher will encounter. The Official History was based on Bean's personal experiences, diary, recollections and interviews. Bean's account primarily focuses on the Australian soldier, his performance and contributions to the war effort. Moreover, his dislike of particular commanders such as Monash often leads him to biased conclusions. It is well documented that Bean attempted to prevent the instalment of Monash as the Australian Corps Commander on the Western Front in 1918.³⁴

Ironically, Monash was no less prejudiced in his own account of the performance of the Australian Corps under his command in 1918. He conveniently omits mentioning some of the tactical errors he made at Passchendaele. He also attributes the successful introduction of new tactics to himself rather than his superiors.³⁵ So, both autobiographical and official sources can be fraught with omissions and inaccuracies as ultimately the works are written by humans subject to their own beliefs and prejudices. These problems may be overcome through comprehensive research of the topic and recognition of the likely cultural, historical and personal bias present in the texts researched.

The selectivity or misrepresentation of information by the above authors raises ethical concerns for the researcher. When using sources it is important to establish the validity of claims to avoid historical inaccuracies. Where living relatives remain it is necessary to be sensitive to the impact of any criticism of either the authors or historical figures. Consent for the use of some sources such as personal diaries and records requires researchers to respect the confidentiality and

sometimes privacy of existing relatives. Any breach of copyright, plagiarism or misrepresentation may be interpreted as illegal, libellous or slanderous and lead to loss of money, prestige and trust.

Audio-Visual Sources

Audio-visual material includes photographs, film, television, conference tapes, live theatre and information available via computer sources such as the Internet. Most of this material is accessible through traditional areas such as the library. A Photographic Record of Australians in World War I has already been mentioned in a previous section. La Trobe University also operates a video disc service where key word searches can access and print photographs. Australian Army unit museums and the Australian War Memorial (AWM) also hold a considerable range of material. However, the unit museums tend not to have their material as well catalogued as the AWM.

Whilst a picture tells a thousand words - these words can sometimes be intentionally or unintentionally misleading depending on the photographers' ability. This is because a photo is a selective freezing of a moment in time conducted by a subjective being. Any reading of this narrative is also highly subjective. Eagleton's "what is literature?" can be reworked as "what is art?" and "then what does this photo mean or represent or repress?"

The photographic collection of Victoria Cross winners from Australia exemplifies this dilemma. The collection appears to hang in most unit museums. Nor is it restricted to combat arms units. One adorns a wall in the Soldier Career Management Agency (SCMA).³⁶ The photo is more than a straightforward collection of VC recipients. These men are lauded for their courage, commitment and in the case of many of them their sacrifice. The photo is thus a powerful symbol of the ethos of the Australian soldier and Army. Unit ownership and presentation of the photo is an attempt to link that unit with the ethos of the VC recipients. It also acts as an inducement to current soldiers to demonstrate similar qualities or prowess as those in the photo.³⁷

Films and movies highlight similar themes. Commercially reproduced films display both a degree of artistic licence and reinforce stereotypes.³⁸ Australian productions such as Gallipoli and The Light Horseman are typical of this stereotyping. In the latter film Australian soldiers are heroic, possess more initiative and vigour than their Turkish enemies and exhibit a strong streak of larrikinism. Gallipoli, whilst characterised by a strong element of pathos, portrays similar qualities in the characters.

Ethical questions centre upon consent and privacy. Photographs often involve people firstly as owners or as subjects. Without consent to access the photograph collection or album both copyright and privacy may be breached. Moreover, care must be taken to ensure that the photographs are safely returned. These issues remain valid for the use of film footage.

Material Culture

Material culture can be considered to consist of three elements: physical traces both accretion and erosion, objects and organisational spaces.³⁹ There appears almost no limit to the study material available. This is not the case when studying past cultures or societies. Indeed

generally the only traces of World War I remaining today are the battlefields and the material such as shrapnel or rusted helmets that can be found here and there. The most obvious relics of the past that can be studied are the cemeteries that are co-located with the battlefields. Such a study may be enhanced by visiting various unit museums that hold a wealth of interesting artefacts.

Access to unit museums is generally easy although it may cost the price of a small donation. Befriending the curator is recommended as his (all unit curators are male) knowledge will save considerable time. Some museums are also inconveniently located. The museum of armour is established in Puckapunyal some three hours drive North of Melbourne. Visiting World War I cemeteries can be more difficult and certainly more expensive.

Once at Gallipoli or Villers Bretonneux problems, other than language difficulties (on my part), usually recede. In both locations the locals are particularly hospitable to Australians. Moreover, organised tours are a feature of the Gallipoli site. The recommended time to tour is ANZAC Day. This day becomes a cultural celebration for Turks, ANZACs and French at the respective sites.

Each cemetery and memorial on the Gelibolu Peninsular acts as a sort of historic and cultural signpost. Most Australians visit the Gallipoli peninsular expecting to find memorials to the ANZACs of the Gallipoli campaign. Australians leave Gallipoli or Gelibolu with respect for ANZAC and Turk alike. Ataturk, their war time commander, and later leader of the nation was honoured for his efforts by the erection of a large statue. This statue faces out to sea as if Ataturk continues to protect the shores he once saved. Ataturk's efforts, marked a turning point in the establishment of the Turkish nation. Hence the Turks celebrate victory at Gelibolu for the same reason Australians celebrate defeat at Gallipoli. So when analysing objects it is important to be aware of our own subjectivity and prejudices. Without recognising your own limitations a biased interpretation is the likely outcome.

Both the Turkish and French, in conjunction with the Commonwealth War Graves Commission, take considerable time to maintain all cemeteries and memorials. The key concern when researching in such areas is respect. Use photography to souvenir the occasion rather than acquiring illegal memorabilia.

People as Sources

Source material in this section seems self-explanatory. Yet accessing the people involved with World War I presents a variety of problems. Firstly, finding either living ex service personnel or others old enough to remember their experiences and the society they lived is difficult. Moreover, obtaining information from them would generally be by interviewing and not through one of the recognised observational techniques.⁴⁰ Indeed, it is unlikely observation would provide any relevant evidence to investigating the society during the war. This is because that society is no longer present and the people who experienced now live in another society.

Accessing film footage may allow some analysis of language behaviour and exterior physical signs. Again, this analysis does not utilise any of the observational techniques. Indeed, it is film analysis that has been covered under another section.

Any analysis that was conducted would have to account for these inherent problems in the approach. These problems may also be compounded by misinterpretation of the situation, boredom or fatigue on the part of the observer. Moreover, the observer may have to counter inappropriate weather or hostility from those people under observation.⁴¹ On the plus side this analysis may provide the researcher with familiarity with the subject matter and open new areas of study.

One of the main ethical concerns when using people as sources is consent. Observing or looking to one person is spying to another. However, gaining consent poses problems for the researcher. Firstly, it may alter the behaviour of those observed. Although this can be overcome through longer term study. Also when observing large groups such as football crowds or groups in public places the question is where to seek that consent from. Nevertheless it is vital the researcher be sensitive to these issues as individual privacy will remain a valid concern.

Endnotes

1. T. Eagleton, *Literary Theory An Introduction*, Basil Blackwell, Oxford, 1983, p.1.
2. *ibid.*, p16.
3. Select examples of this literature include; *Official History of Australia in the War of 1914-1918* Angus and Robertson, Sydney, 1920-1942. A six volume series largely written and edited by C.E.W Bean. There is an abundance of personal diaries including those of General Sir John Monash, Australian Corps Commander on the Western Front in 1918 and Brigadier General John Gellibrand, an Australian Divisional Commander in the same theatre as Monash.
4. Theories of literature include Formalism, Post-Structuralism, Reception Theory, Structuralism, New Criticism. Again, Eagleton's *Literary Theory An Introduction* provides a basic grounding in the area.
5. Elizabeth Grosz "Women in Literature and Language" A paper delivered at the Australian Defence Force Academy in 1987.
6. S.Reinharz *Feminist Methods in Social Research*, Oxford University Press, New York, 1992, p.213.
7. Ms S Walpole, Sex Discrimination Commissioner "Leading a Diverse Organisation: Responding to Social Change." An Address to the Chief of the Army Annual Conference 15 July 1997. Indicates that the Australian Defence Force's (ADF) current treatment of the female gender remains mired in the past. This was confirmed by the ethnographic study of women in the ADF by Dr Clare Burton entitled *Women in the Australian Defence Forces*. Dr Burton concluded that there were cultural, social and institutional barriers impeding the merit based progression of women.
8. Texts likely to be encountered in such research include Ernest Scott, *Australia during the War* Volume 1, Angus and Robertson, Sydney 1943. Bean's *Official History*, General Sir John Monash *The Australian Victories in France in 1918*, Hutchinson, London, 1920.

9. The term was coined by Stephen Greenblatt "The Forms of Power and the Power of Forms in the Renaissance" *Genre* 15 no. 1-2 1982, p.1. The theory generally centres on Renaissance studies and undermines traditional notions of the monolithic nature of the Elizabethan world. This theory is just as applicable to Prime Minister Hughes' attempt to introduce conscription. In this instance the Government ran an emotional propaganda campaign identifying a No vote as anti-Australian and disloyal to the dominant culture.
10. Jean.E. Howard "The New Historian in Renaissance Studies" *English Literary Renaissance*, 16:1, Winter, 1986, pp.13-43.
11. Lee Braude *A Sense of Sociology*, Nelson, Melbourne, 1974, p.4.
12. Peter Worsley (Ed.) *The New Introducing Sociology*, Penguin, Ringwood, 1987, p.19.
13. *ibid.*, p.4.
14. *loc.cit.* The cross fertilisation between science and sociology was expanded by Isaac Asimov. His term psychohistory was defined as "that branch of mathematics which deals with the reactions of human conglomerates to fixed social and economic stimuli. See Issac Asimov, *Foundation*, Grafton, London, 1960, p.20.
15. Worsley, *op.cit.*, p. 31.
16. *ibid.*, p.6.
17. *ibid.*, p.31.
18. *ibid.*, p.32. The Secondary School new key learning area of Studies of Society and the Environment incorporates a range of disciplines including anthropology, geography, history and sociology. This confirms the blurring is occurring throughout society.
19. P. Baker, *King and Country Call New Zealanders, Conscription and the Great War*, Auckland University Press, Auckland, 1988, provides a comprehensive analysis of New Zealand and the impact of conscription. There is also some limited comparison to Australia from pp. 93-99.
20. Worsley, *ibid.*, p.114. Reinharz, *ibid.*, p.197
21. *Royal Australian Artillery Corps Training Notes Vol. 3.2. Duties in Action*. 1989, p.7-1.
22. Allan Kellehear, *The unobtrusive Researcher A Guide To Methods*, Allen and Unwin, St Leonards, 1993, p.19.
23. *ibid.*, p.27.
24. *ibid.*, p.20-23.

25. *ibid.*, p.18.
26. *op.cit.*, p.33.
27. *ibid.*, p.27.
28. There has been a very strong debate in Defence circles over the validity of Dr. Burton's ethnographical study of women in the ADF. Dr Burton interviewed 47 women. Statement in a Presentation by HQADF to SCMA 18 June 1997.
29. Kellehear, *op.cit.*, p.28.
30. Howard, *op.cit.* p.31 highlights that the better applications of the technique overcome this limitation. She cites as an example Stephen Greenblatt *Renaissance Self Fashioning* Chicago, 1980.
31. Examples include Jeff Grey, *A Military History of Australia* Cambridge Uni Press, Melbourne, 1990, C.E.W Bean *Two Men I Knew: William Bridges and Brudenell White, founders of the AIF*, Sydney, 1957.
32. A key word search was conducted at the Victoria Barracks Defence Library. Results were Women and World War I - 681 entries, Servicewomen - 255 and Servicewomen and Australia 48.
33. Key word searches through Dixson Library can take from one to two weeks. Searches at the Australian War Memorial cannot be conducted externally. Archived information from Army's CARO establishment takes up to six weeks.
34. Eric Andrews *Bean, Monash and Hamel - a re-assessment*; a paper presented at the Australian War Memorial History Conference, 3-7 July 1989.
35. Monash, *Australian Victories*.
36. This unit manages soldiers' on Army's behalf. It is typically a staff rather than field organisation.
37. Feminism would highlight that these are male qualities which are entrenching the dominance of the patriarchy of the Army by encouraging female soldiers to accept the values of the male orthodoxy.
38. *Blackadder IV*, whilst not specifically Australian, certainly reinforces British Army stereotypes; the upper class unprofessional Lieutenant George, the cowardly ineffective staff officer Captain Darling, the dangerously eccentric and incompetent General Melchett and the squalid working class soldier, Baldrick. It should be noted that documentaries such as the Australian Remembers Series and *Australia at War 1914-1918* avoid the problems associated with stereotyping.
39. Kellehear, *op.cit.*, p.96.

40. *ibid.*, p.116. Details of the other observational techniques.
41. *ibid.*, p.128. Lists a host of other methodological problems.

Bibliography

Agnew N.M.K. & Pyke S.W. *The Science Game An Introduction to Research in the Social Sciences* 6th edn. Prentice Hall, New Jersey, 1994.

Andrews, E. *Bean, Monash and Hamel - a re-assessment*; a paper presented at the Australian War Memorial History Conference, 3-7 July 1989.

Asimov, I. *Foundation*, Grafton, London, 1960.

Baker, P. *King and Country Call New Zealanders, Conscription and the Great War*, Auckland University Press, Auckland, 1988.

Bean. C.E.W. (Ed.) *Official History of Australia in the War of 1914-1918*, Angus and Robertson, Sydney, 1920-1942.

Bean C.E.W. *Two Men I Knew: William Bridges and Brudenell White, founders of the AIF*, Sydney, 1957.

Braude, L. *A Sense of Sociology*, Nelson, Melbourne, 1974,

Burton Dr. C. *Women in the Australian Defence Forces*.

Eagleton, T. *Literary Theory An Introduction*, Basil Blackwell, Oxford, 1983.

Greenblatt, S. *The Forms of Power and the Power of Forms in the Renaissance* Genre 15 no. 1-2 1982.

Greenblatt, S. *Renaissance Self Fashioning*, Chicago, 1980.

Grey, J. *A Military History of Australia* Cambridge Uni Press, Melbourne, 1990.

Grosz E. "Women in Literature and Language" A paper delivered at the Australian Defence Force Academy in 1987.

Howard, J.E. *The New Historian in Renaissance Studies* English Literary Renaissance, 16:1, Winter, 1986.

Kellehear, A. *The Unobtrusive Researcher A Guide To Methods*, Allen and Unwin, St Leonards, 1993.

Monash, General Sir John, *The Australian Victories in France in 1918*, Hutchinson, London, 1920.

Reinharz S. *Feminist Methods in Social Research*, Oxford University Press, New York, 1992.

Royal Australian Artillery Corps Training Notes Vol. 3.2. Duties in Action. 1989.

Scott, E. *Australia during the War* Volume 1, Angus and Robertson, Sydney 1943.

Walpole S. Sex Discrimination Commissioner, *Leading a Diverse Organisation: Responding to Social Change*. An Address to the Chief of the Army Annual Conference 15 July 1997.

Worsley, P. (Ed.) *The New Introducing Sociology*, Penguin, Ringwood, 1987.