



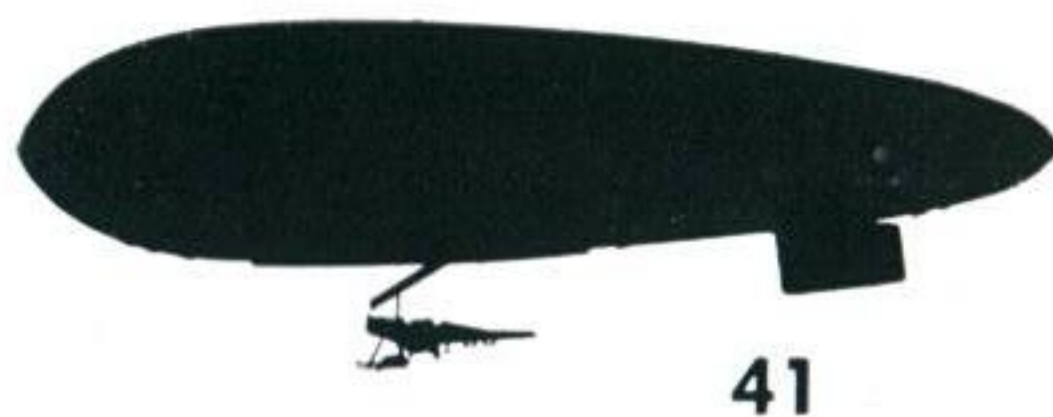
RECOGNITION

Journal



THE TEST OF TIME — 4

The R.A.F's Fiftieth Anniversary Year is a fitting time to round out current training with a glimpse of the machines on which the R.A.F's reputation is founded. They should not go unrecognised. Solutions on the cover



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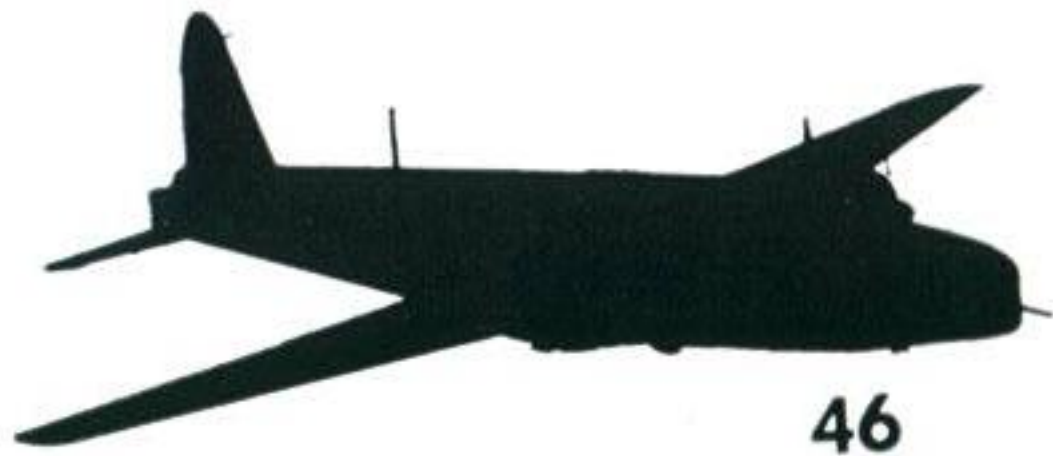
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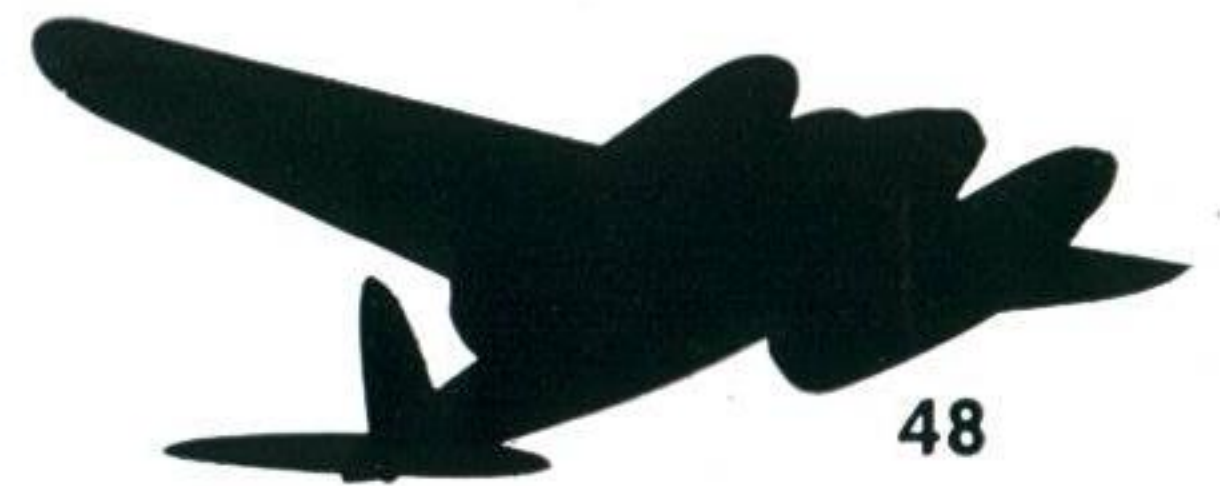
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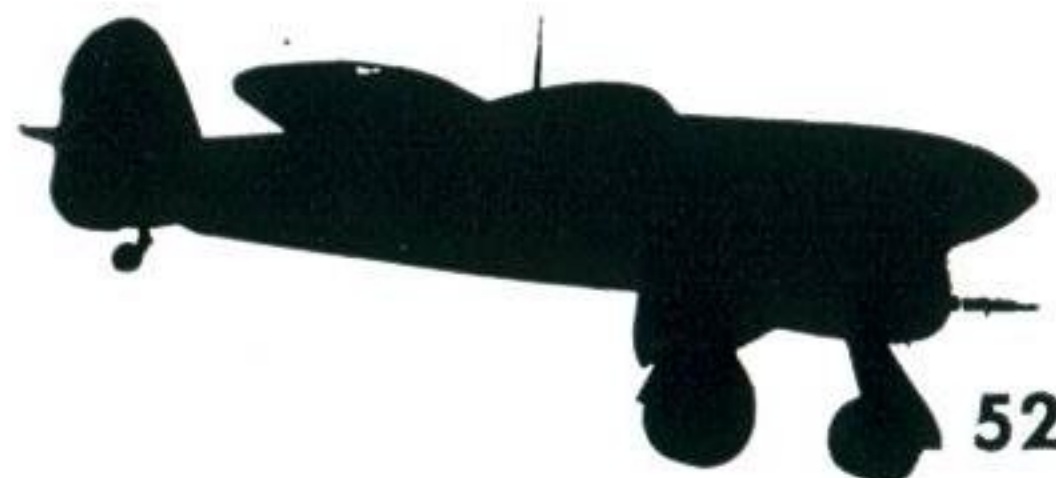
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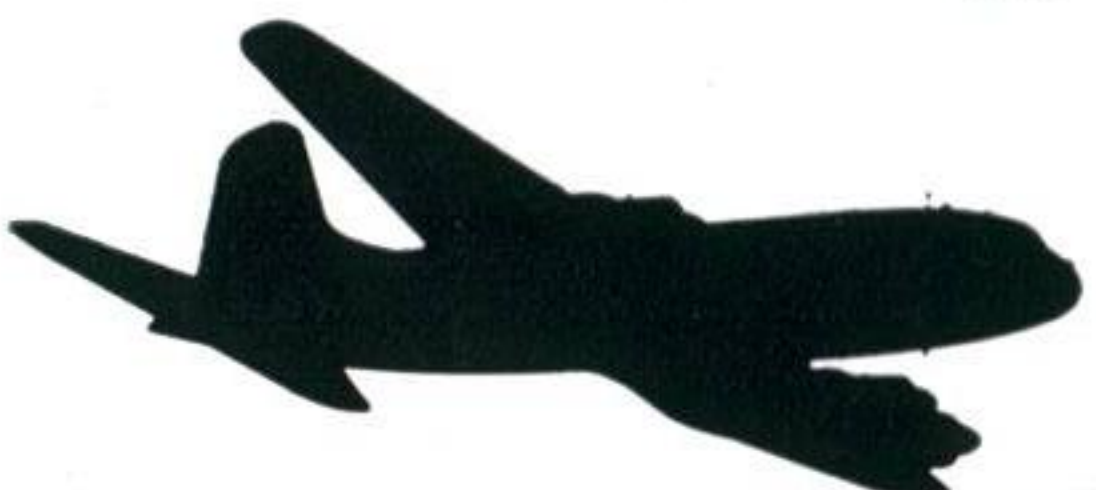
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JOINT SERVICES

RECOGNITION JOURNAL

The *Joint Services Recognition Journal* is a monthly publication produced by the Directorate of Flying Training (R.A.F.), Ministry of Defence, and prepared in collaboration with the Admiralty Board, the Army Department and the Ministry of Technology. Applications for copies can only be accepted from the Services or other official bodies, and must be submitted through the normal official publications supply channels—not to the Editorial Office or direct to the Ministry of Defence.

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RECOGNITION AND IDENTIFICATION

IN EVERYDAY USAGE the words “recognition” and “identification” convey very much the same idea to most of us, yet they don’t mean the same thing. Whilst that may not really matter to the man doing the spotting so long as he gives the right answers every time, it really does matter when it comes to training people to identify things like ships, tanks and aeroplanes.

If you look these words up in the dictionary you will find that “to recognise” means “to know again”; “to identify” means to establish the identity of”, i.e. to give a name to—which is by no means the same thing. That being so, when we apologetically say to someone “I know your face well, but can’t remember your name”, we really mean we recognise him, but we don’t identify him.

Moving the matter into our own sphere of activities, how often have we looked at an aircraft (or ship or tank) knowing perfectly well that we have seen it before many times, yet we simply cannot name it? It happened often in the war, it happens now and will continue to happen in the future in all branches of spotting if we don’t appreciate the difference between “recognising” and “identifying” in our training and place the emphasis in the right place.

Such trouble arises when the identifying element of the training has had insufficient attention. Looking at aeroplanes, ships or tanks, or illustrations of them, provides little or no identification experience; incidentally, the same is true of spotting tests. Although such “looking” activities may add to our familiarity with them and thus to our ability to recognise, they do very little to develop our skill at identifying them.

The human mind achieves recognising naturally and automatically through familiarity, but in the matter of identifying it needs very much more positive training. This is particularly so in the case of aircraft, ships and tanks, where there is a need to discriminate between objects belonging to the same group or class.

Thus, in the business we traditionally know as Recognition Training, familiarisation, i.e. recognition, is not enough. It is not and never has been the real learning problem: the important thing is *learning to identify*.

This is a most important matter which must be fully understood by instructors if efficient training is to be carried out.

Irish as it may sound the way to learn to identify is to start identifying, and the most efficient way in which an instructor can help, is to provide trainees with experience which, whilst it demands that the objects be identified, also forces the trainee to distinguish and to absorb their different physical characteristics while identifying.

The lessons in the *Journal* achieve this by an arrangement of illustrations which forces *recognising* on the trainee as he concentrates on *identifying*.

Such a technique will train a man to attain a reliable skill at identifying aircraft (or ships or tanks) though he may have no natural affinity for any of them.

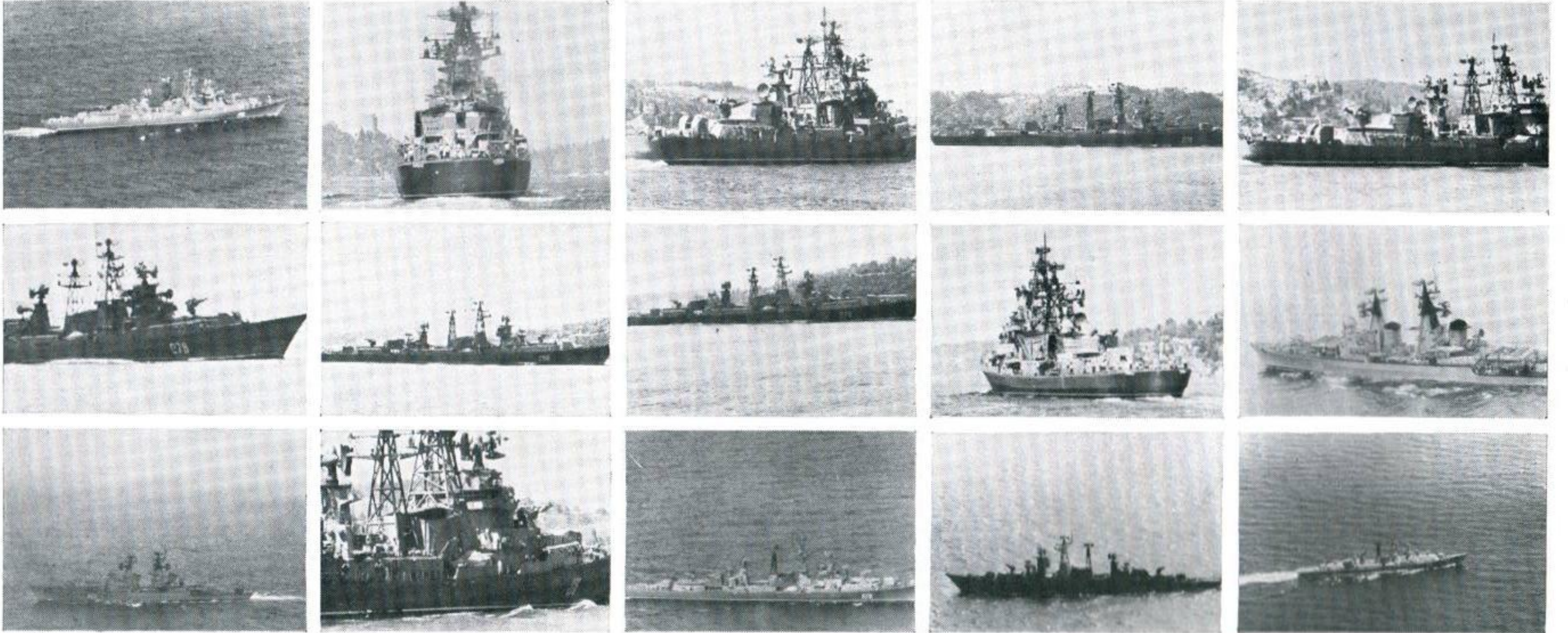
So the best philosophy for Recognition Training is to teach people to identify, and though we shall, without doubt continue to call it Recognition Training, strictly speaking, it is no such thing.

TEST PAPERS

RFA ENGADINE?



USSR KASHIN CLASS GUIDED MISSILE ARMED DESTROYERS?



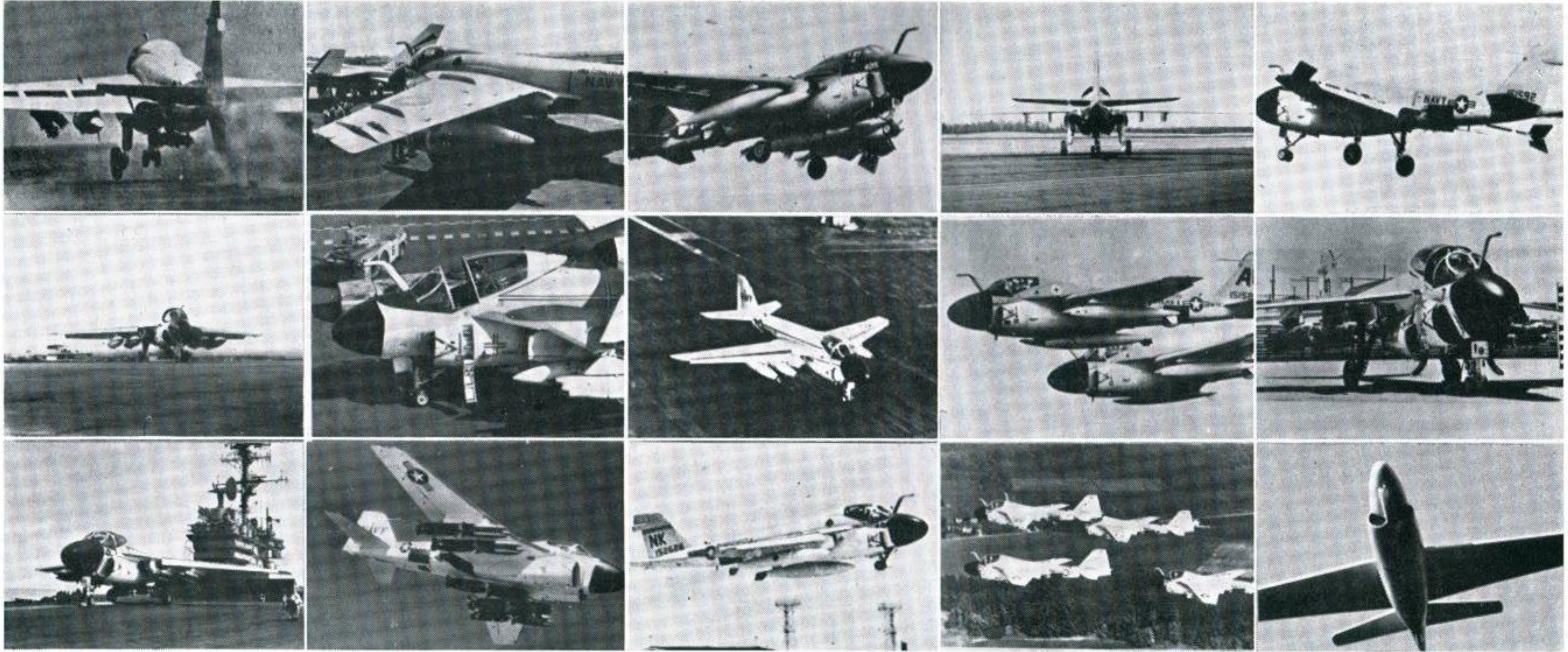
VICTORY TYPE STANDARD SHIP?

Solutions on the cover



TEST PAPERS

INTRUDER?



F-5?

Solutions on the cover



Lesson Instructions The ability to identify is a skill and therefore a matter of "doing", not of gathering information. Submit to the instructions given in every edition of this *Journal* and the ability will become automatic.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Read the text associated with the lesson. 2. Prepare a list of target numbers so as to be able to tackle the targets in any order. 3. Identify the target pictures by comparing them with the key views: start with the easy ones so as to gain experience: also use targets already identified to solve the more difficult ones. 4. When certain of the identity of a target write down its name IMMEDIATELY against the appropriate number on your list. THIS IS IMPORTANT. 5. Lessons should not be hurried or given a time limit. So far as beginners are concerned, it is more important to identify accurately than quickly. 6. Do not attempt conscious memorising of details, shapes, or names. The procedure will take care of that. Do not attempt to do the lesson without the key too soon, wait until your ability to do so is self-evident. | <ol style="list-style-type: none"> 1. Lire le texte correspondant à la leçon. 2. Préparer une liste de numéros de cible, de façon à pouvoir prendre les cibles dans n'importe quel ordre. 3. Identifier les photos de la cible en les comparant avec les vues-clé: commencer par les plus faciles de manière à gagner de l'expérience: se servir aussi de cibles déjà identifiées pour trouver les plus difficiles. 4. Quand vous serez certain de l'identité d'une cible, notez son nom immédiatement en face du numéro correspondant sur votre liste. CECI EST IMPORTANT. 5. Les leçons ne devront pas être précipitées ou d'une durée limitée à l'avance. En ce qui concerne les débutants, il est plus important d'identifier avec précision que rapidement. 6. Ne pas s'efforcer d'apprendre par cœur les détails, les formes ou les noms. |
|---|--|

KEY



B.206/BASSET CC Mk. 1

Lesson instructions on page 5

The Beagle B.206 light twin-engine executive transport first flew in August 1961 and is now in service with numerous civil operators both at home and overseas. The R.A.F. version, the Basset, first flew in December 1964 and in the following year twenty examples were delivered to the R.A.F., where the type has since replaced the veteran Anson.

Powered by two Rolls-Royce Continental piston

engines, the Basset can carry six passengers, or light freight, or one stretcher case, together with a medical attendant.

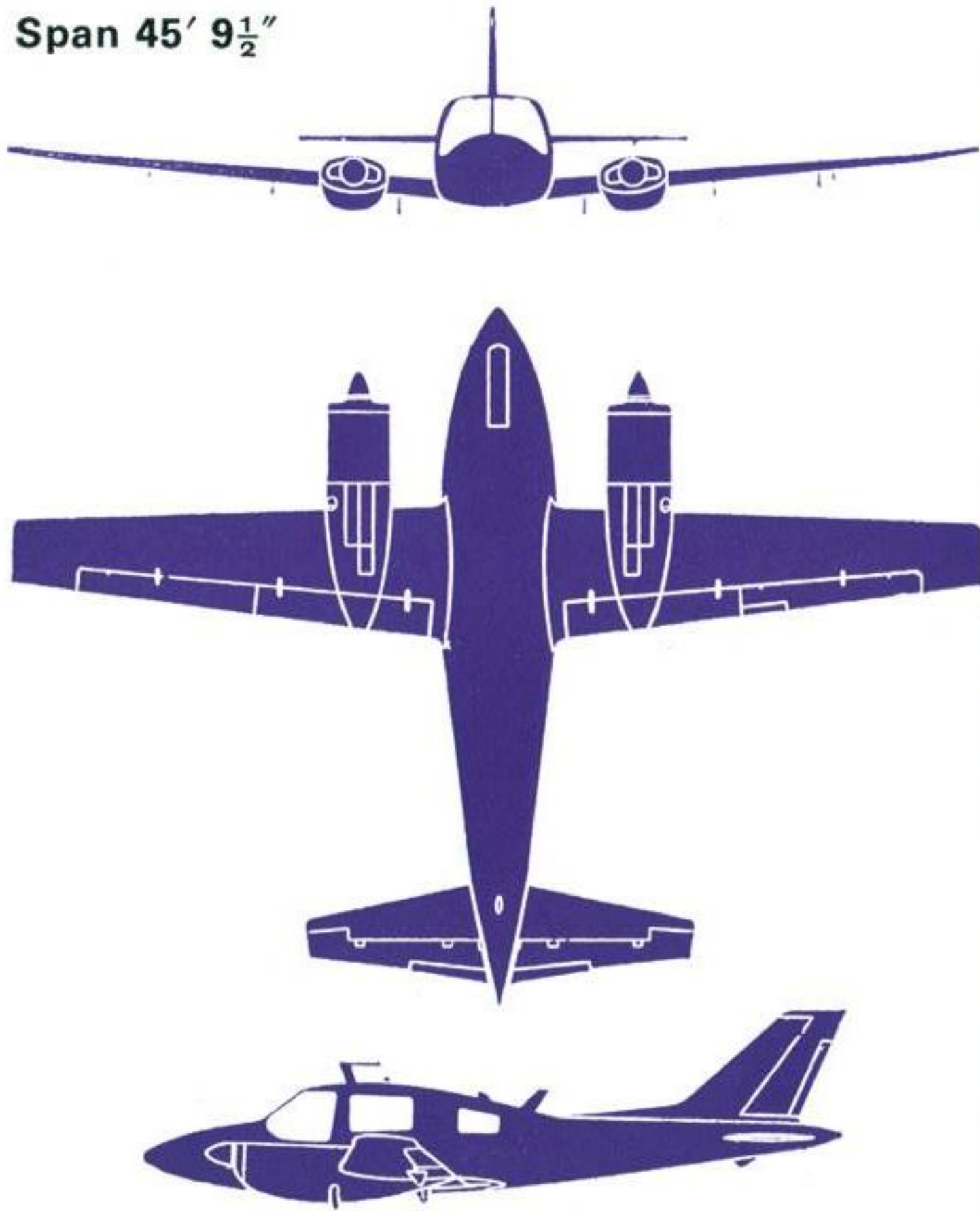
A supercharged version of the basic B.206, known as the B.206S, has an extended cabin with an additional rear window, a large upward-hinging door on the port side aft of the wings, and built-in stairs to facilitate access to the cabin.

continued overleaf



KEY

Span 45' 9 1/2"



Solutions on the cover





KEY

B.206/BASSET CC1 *continued*



17



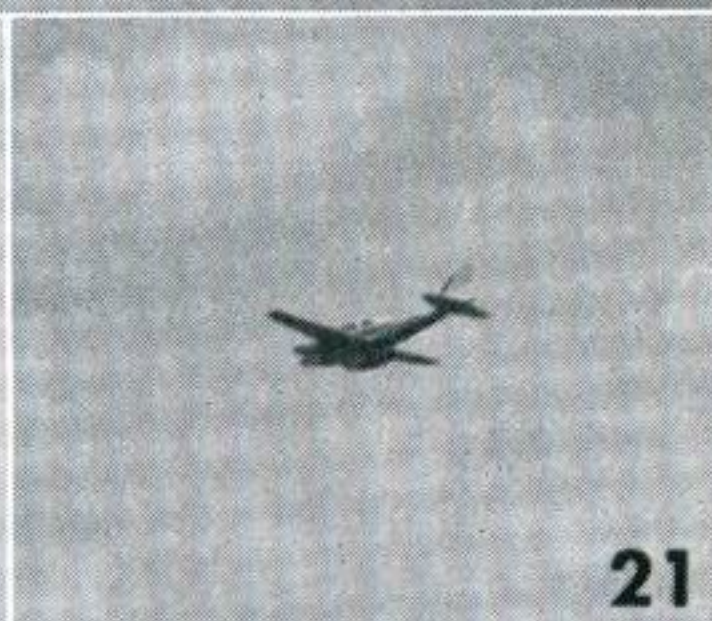
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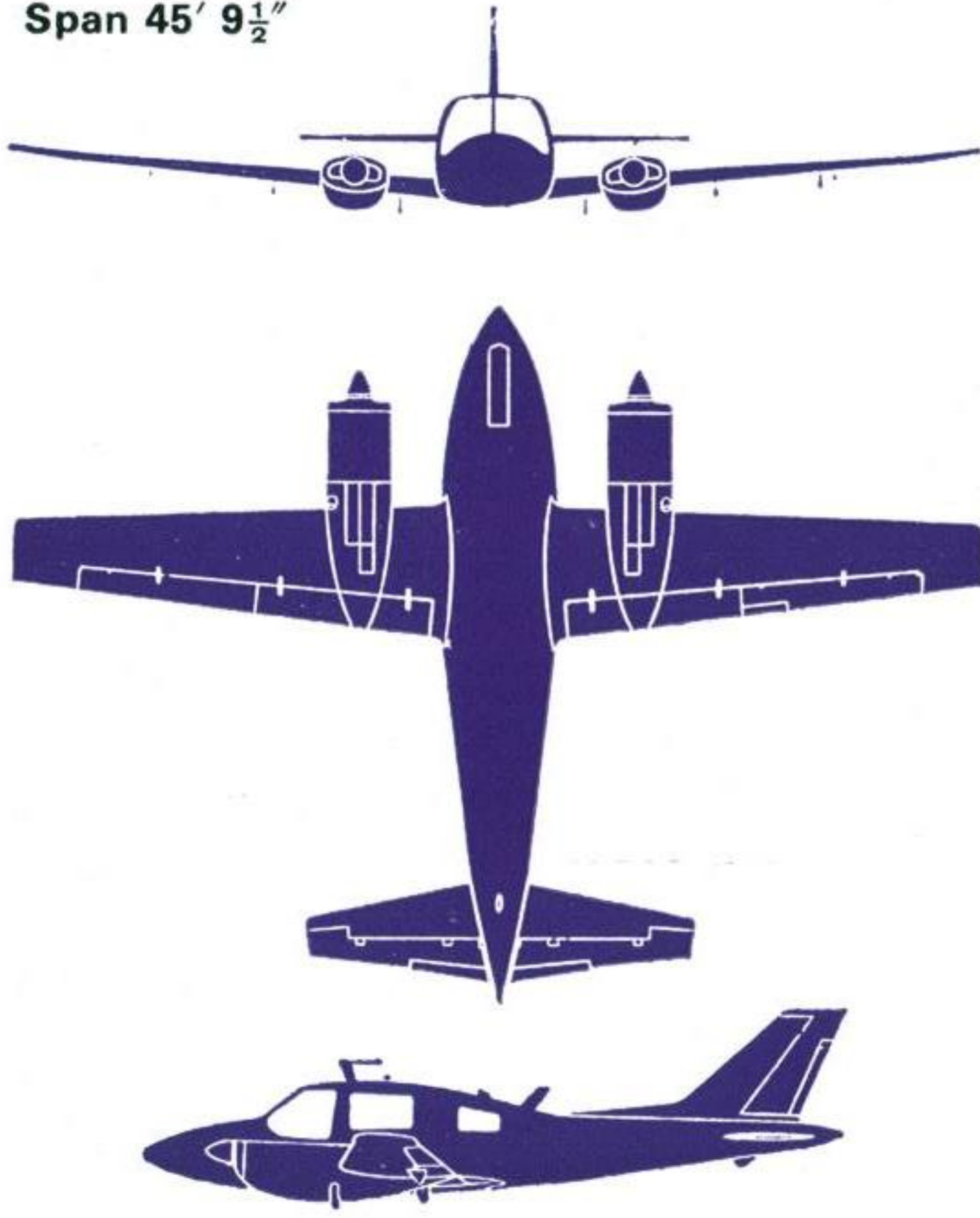
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The B.206/Basset is easily confused from some angles with a host of other light twins such as the Twin Bonanza, Twin Comanche, Baron, King Air and Queen Air, so it needs to be learned properly. To do this read the lesson instructions on page 5 and report all targets as B.206—or otherwise if jokers—and check your answers with the solutions given on the cover.

Span 45' 9 1/2"



KEY





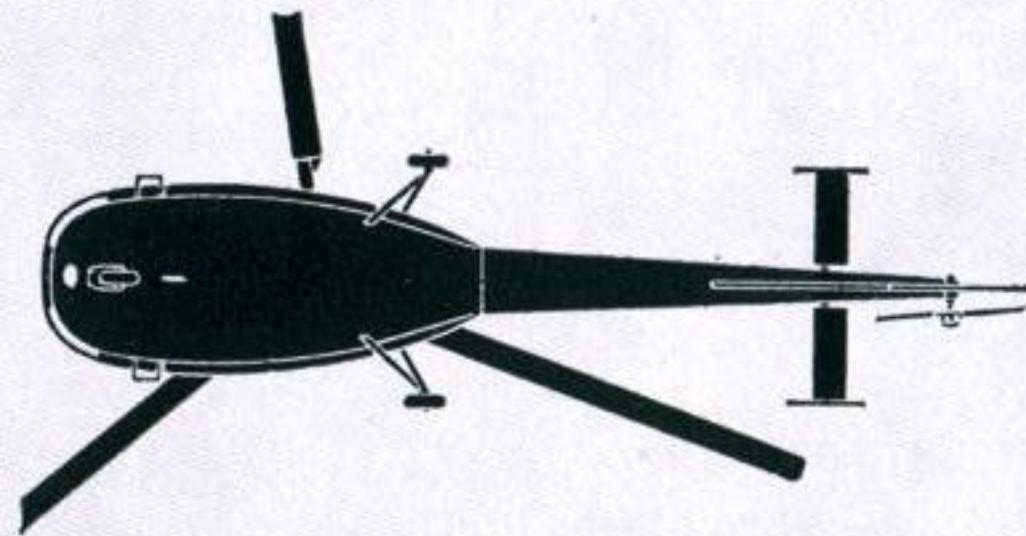
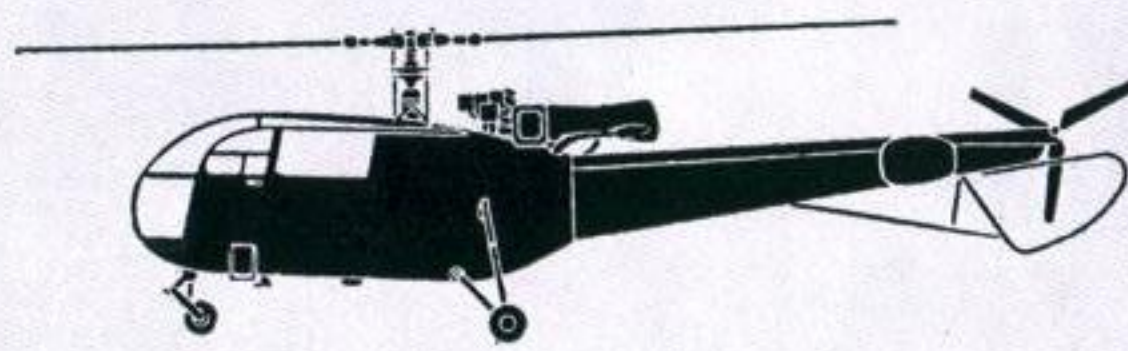
ALOUETTE III

This seven-seat, general purpose and utility helicopter designed by Sud-Aviation of France, first flew in 1959 and is in service with civil and military operators world wide. Military models can carry SS.11 and AS.12 missiles and one version has a redesigned forward fuselage mounting a 20-mm. cannon (see targets Nos. 11 and 20). Both the civil and military models are often fitted with sponsons.

As at January 1967 the Alouette III was in service in 52 countries. At some future date licence manufacture of the machine is to be undertaken in India.

The normal lesson instructions as given on page 5 apply. The solutions are on the cover.





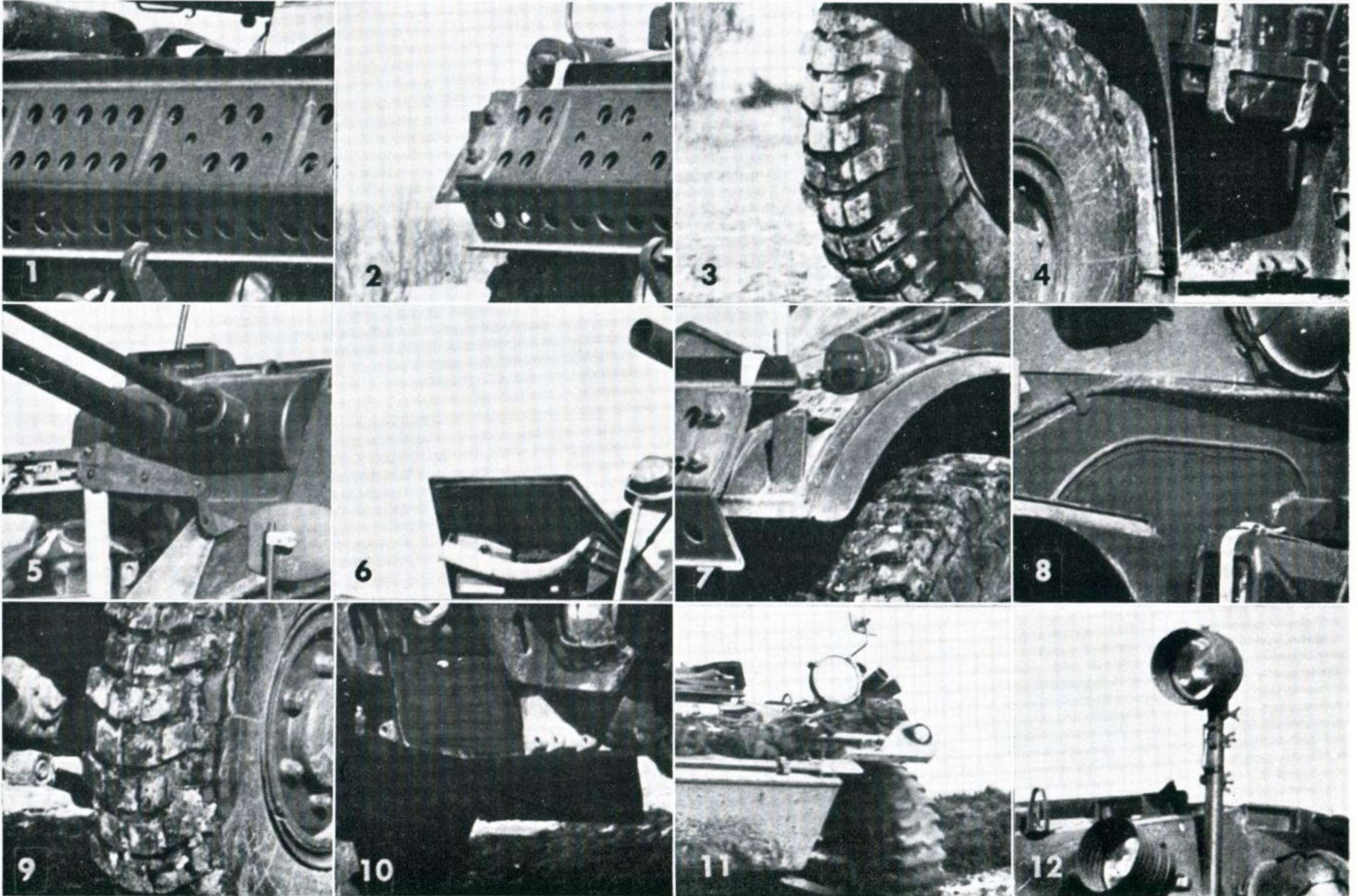
Fuselage length
32 ft. 8 $\frac{3}{4}$ in.



KEY



Lesson instructions on page 5 Solutions on the cover



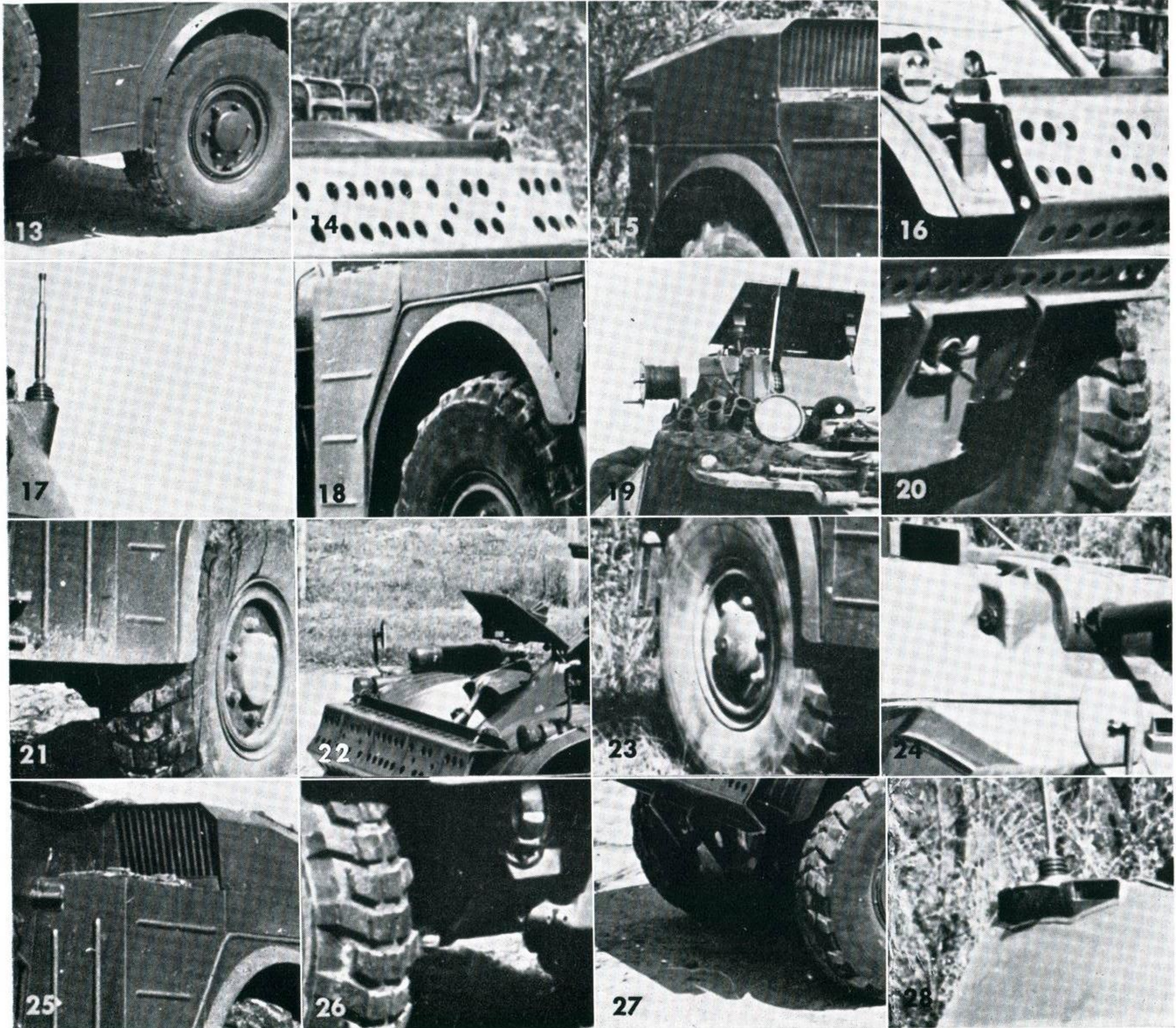
Panhard AML

with H60 turret

L'Automitrailleuse Légère Panhard Modèle 61 is a widely used French light armoured car which exists in two main forms. The original version, which is featured in this lesson, has the H60 turret. The second version, which was the subject of a lesson in the December 1968 issue of the *Journal*, has the H90 turret.

In contrast to the H90 turret model, there are, however, at least three variants of the H60 version. First, there is one with the H60-7 turret which mounts a 60-mm. mortar and two 7.5-mm. machine guns. Then there is the H60-12 turret version which is also armed with a 60-mm. mortar but has only a single 12.7 mm., that is .5-inch Browning, heavy machine gun.

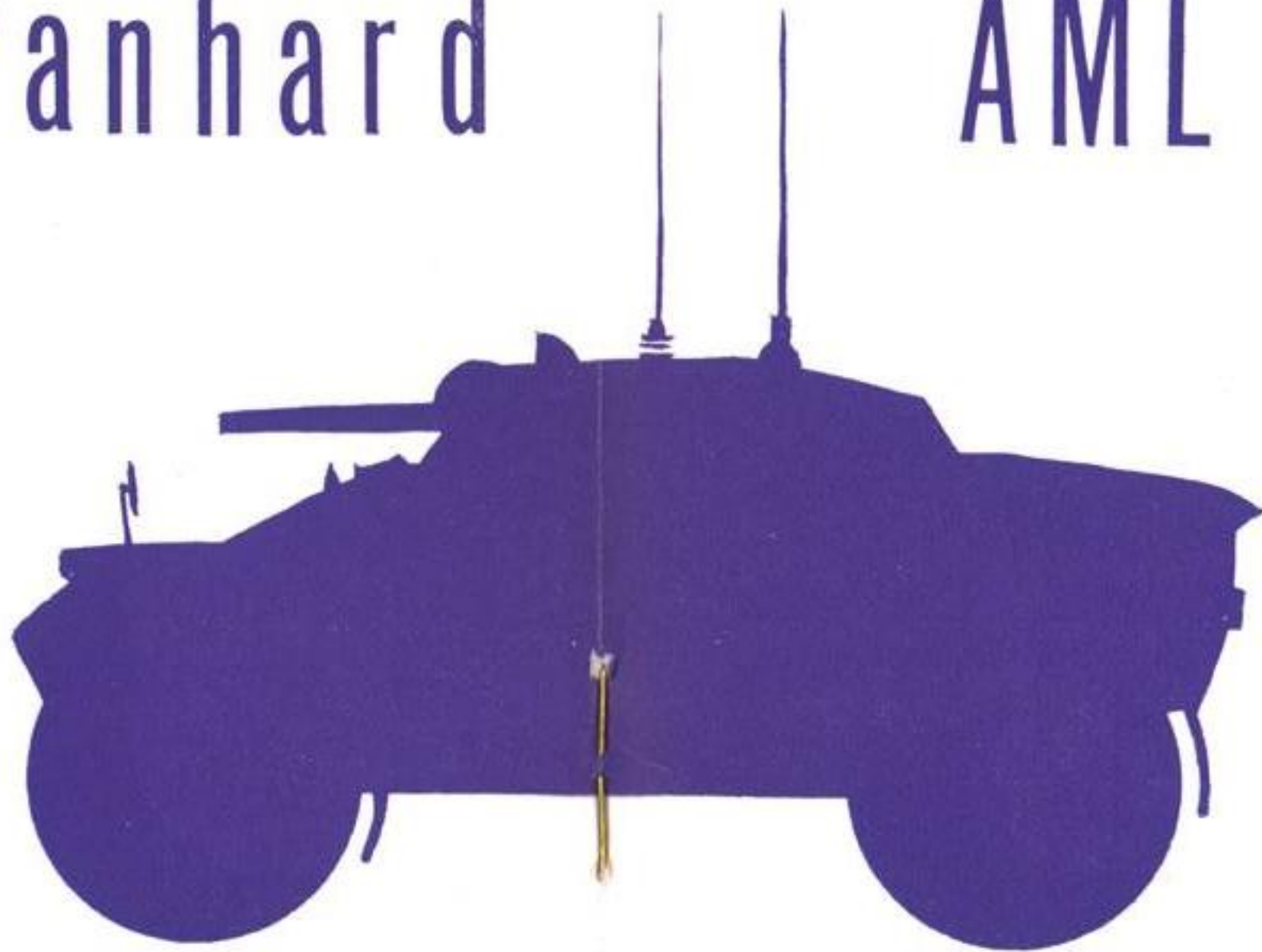
text continued on page 16



continued overleaf

Panhard

AML

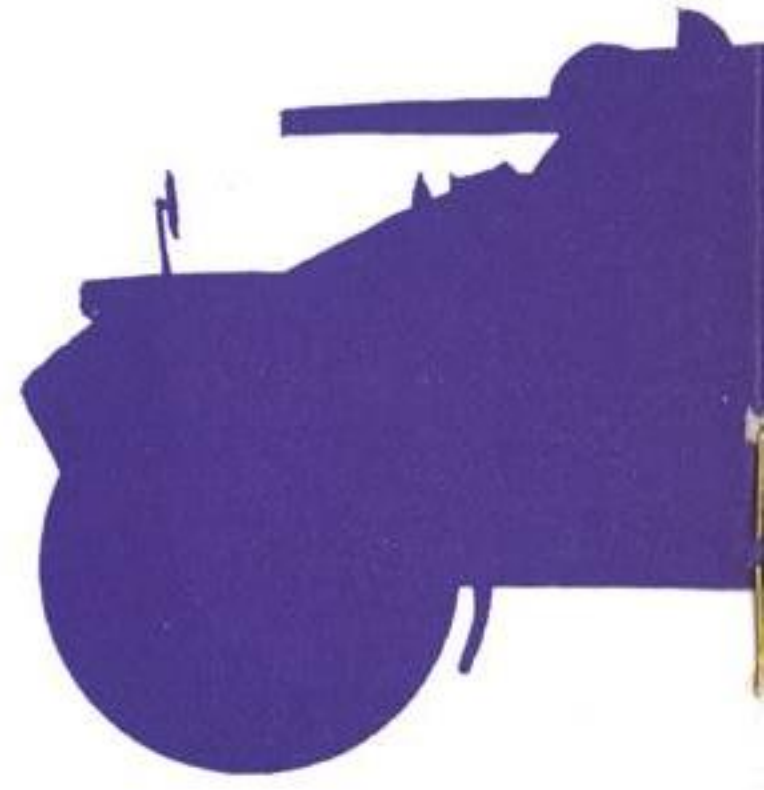


Lesson instructions on page 5 Solutions on the cover

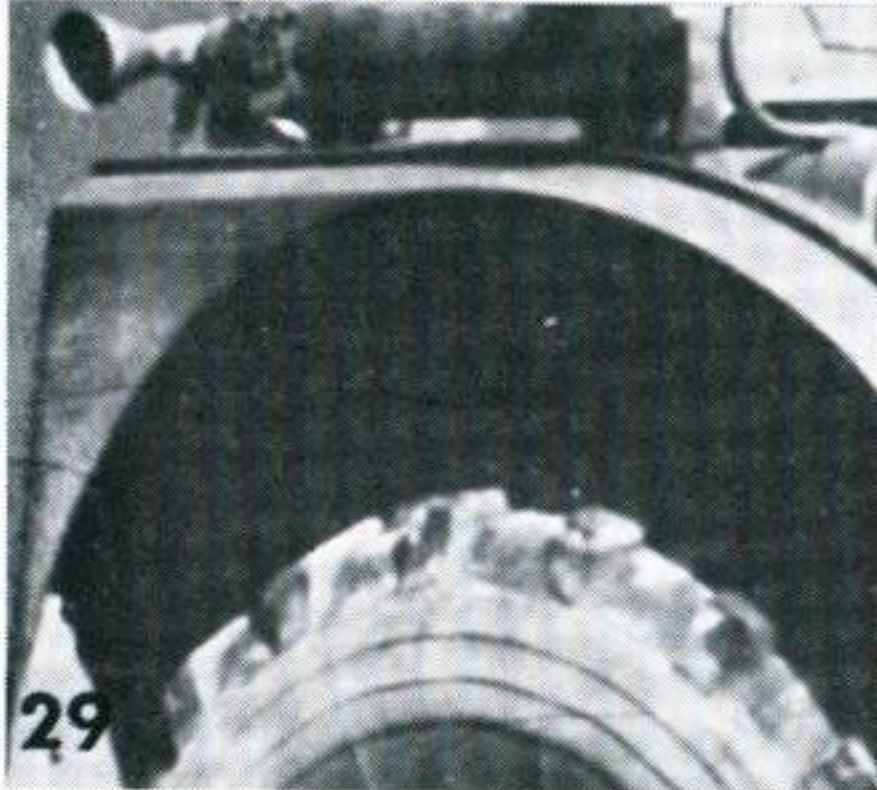
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Panhard



Lesson instructions on page



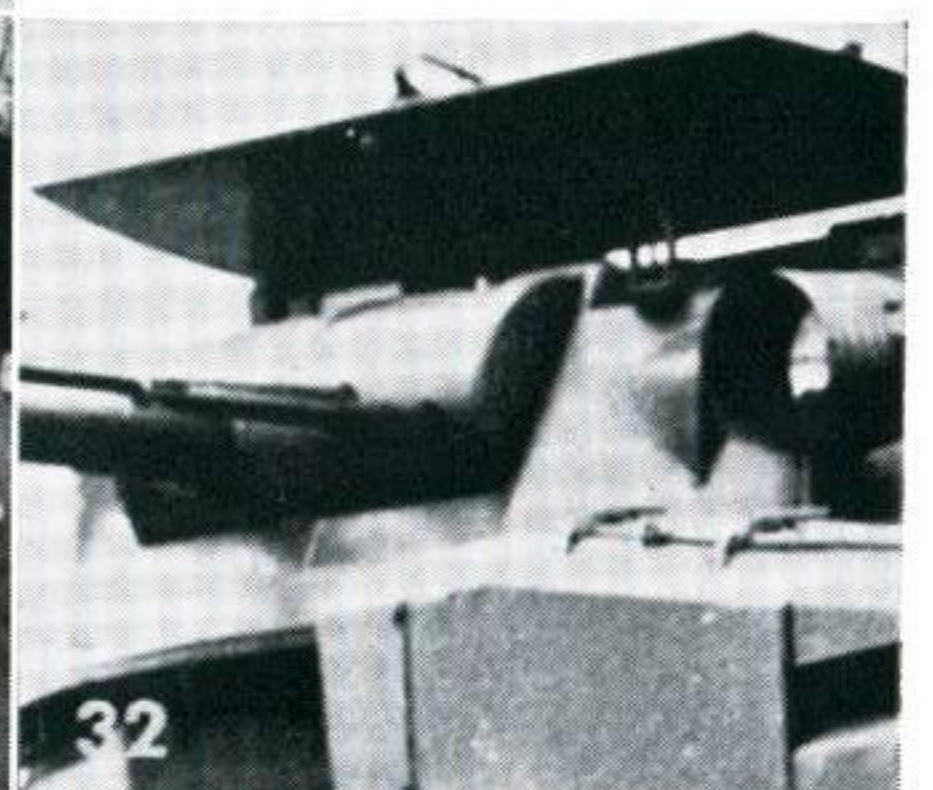
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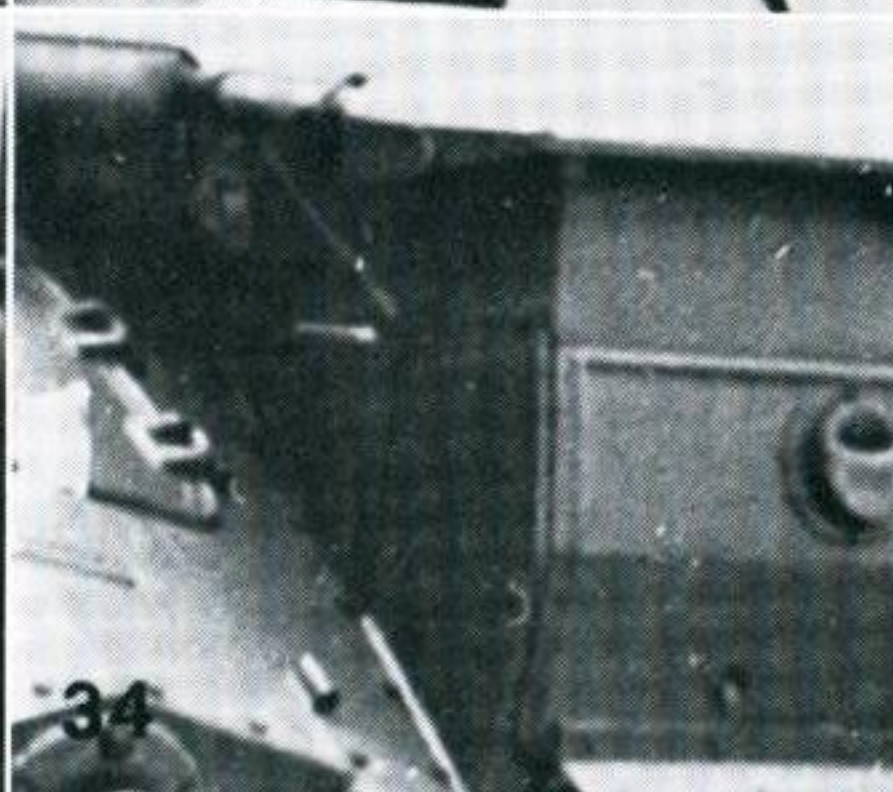
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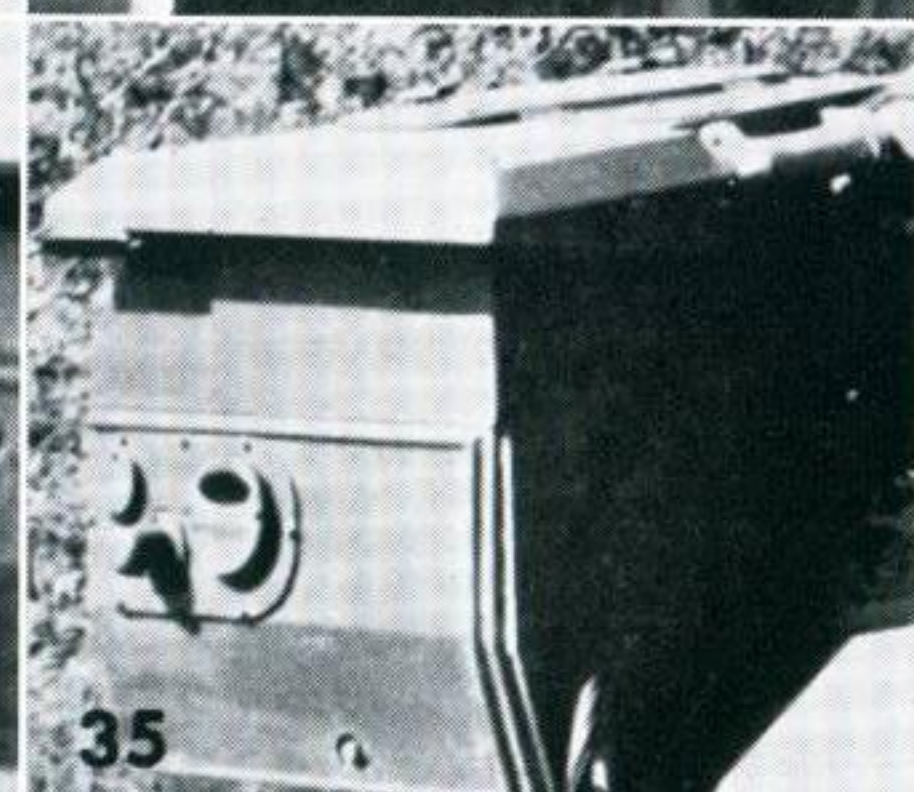
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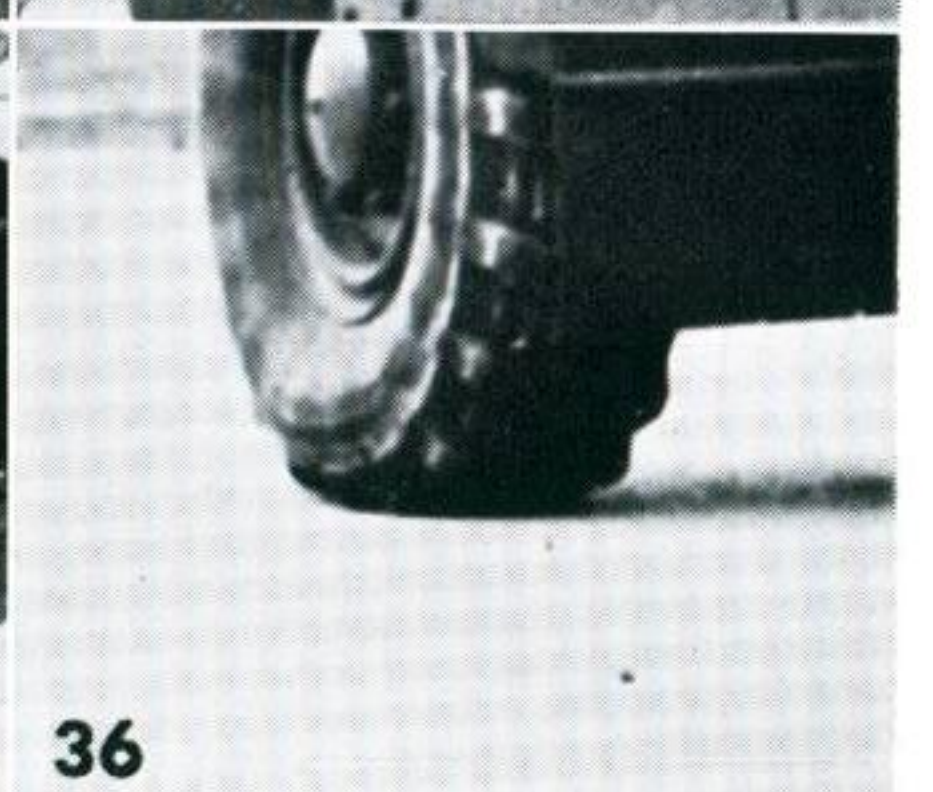
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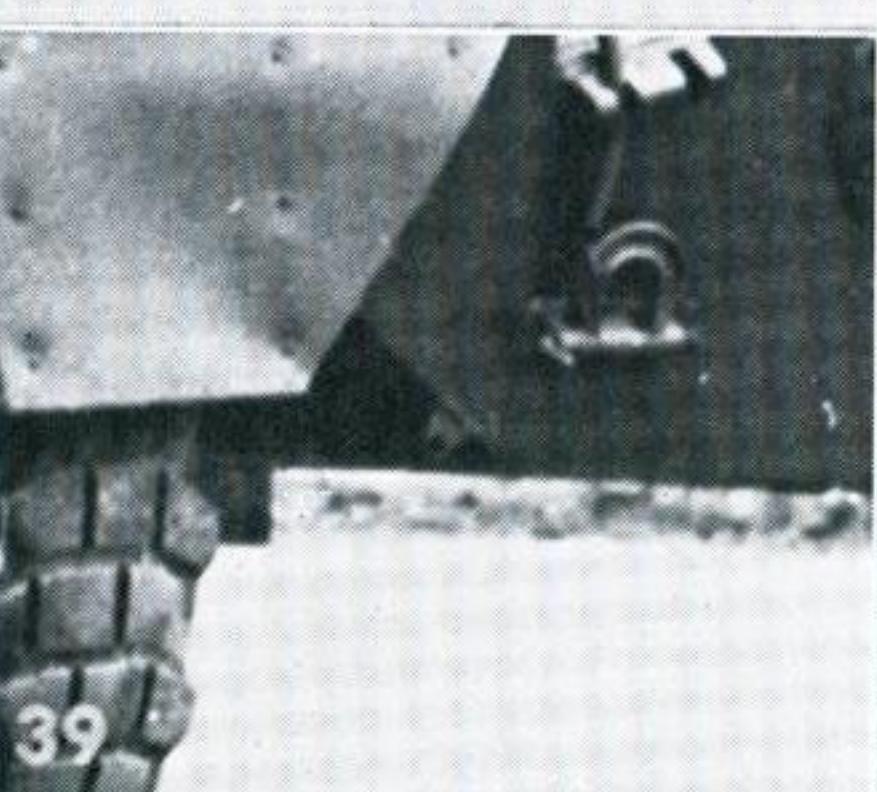
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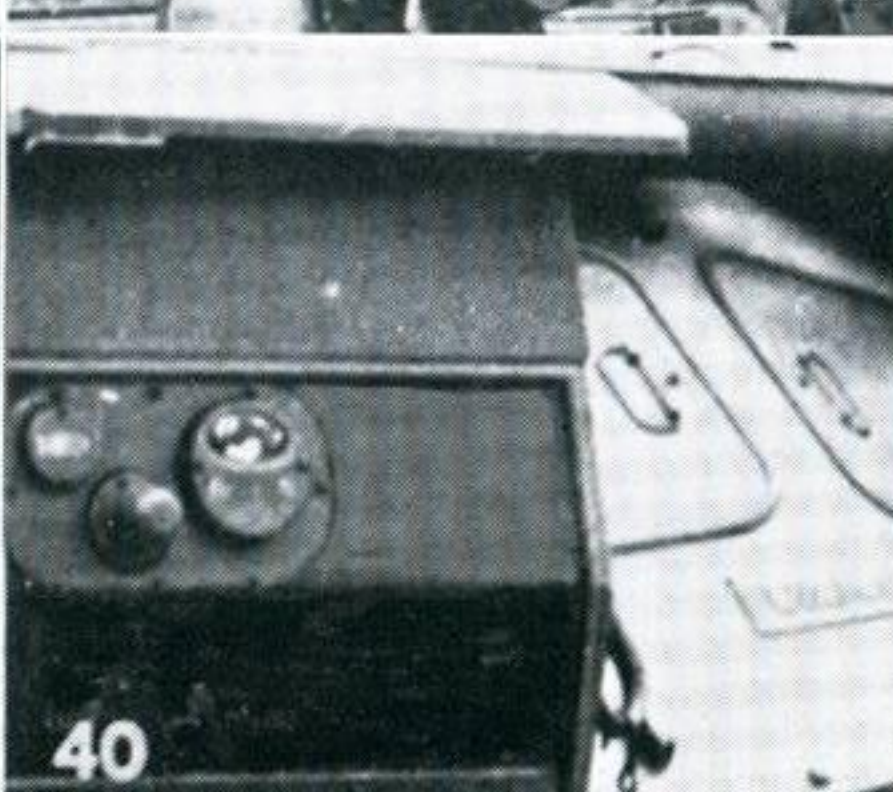
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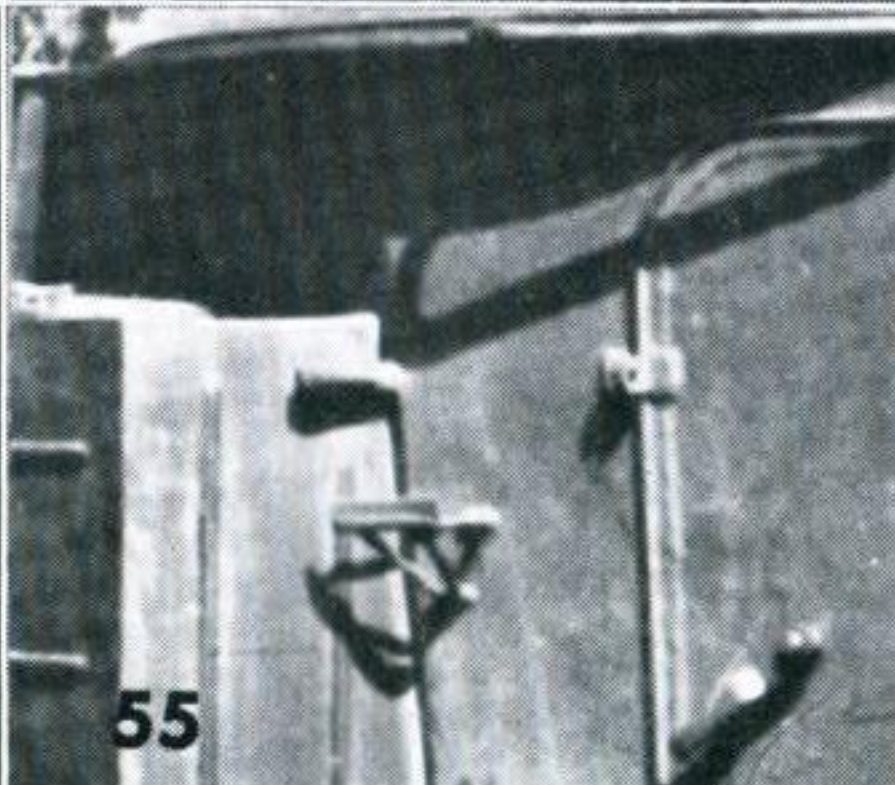
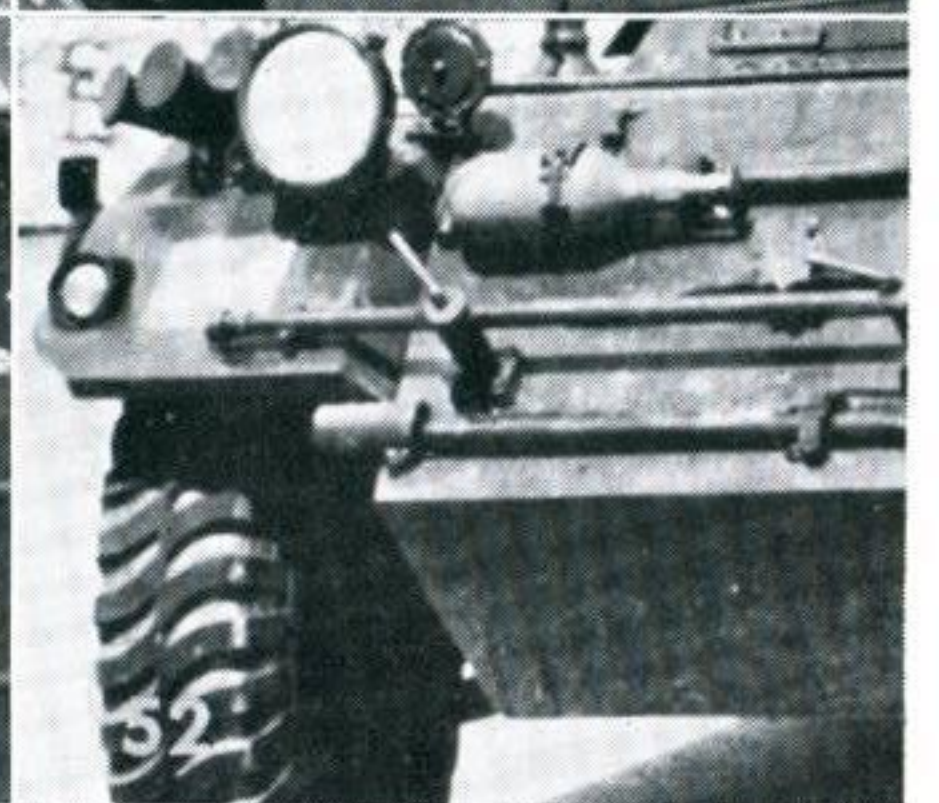
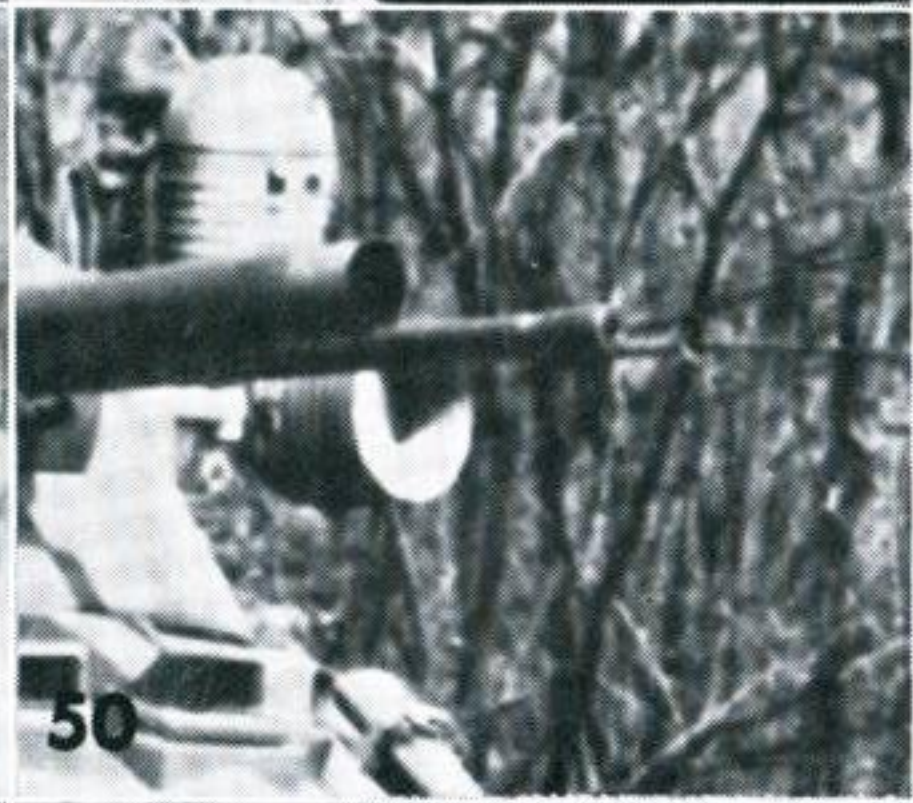
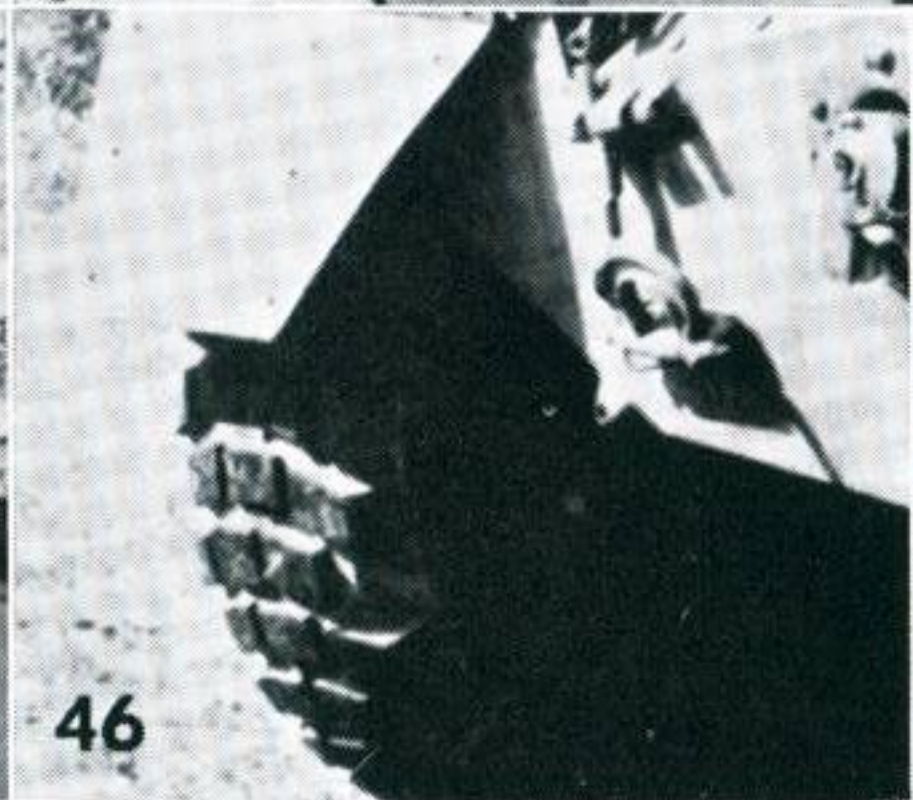
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KEY

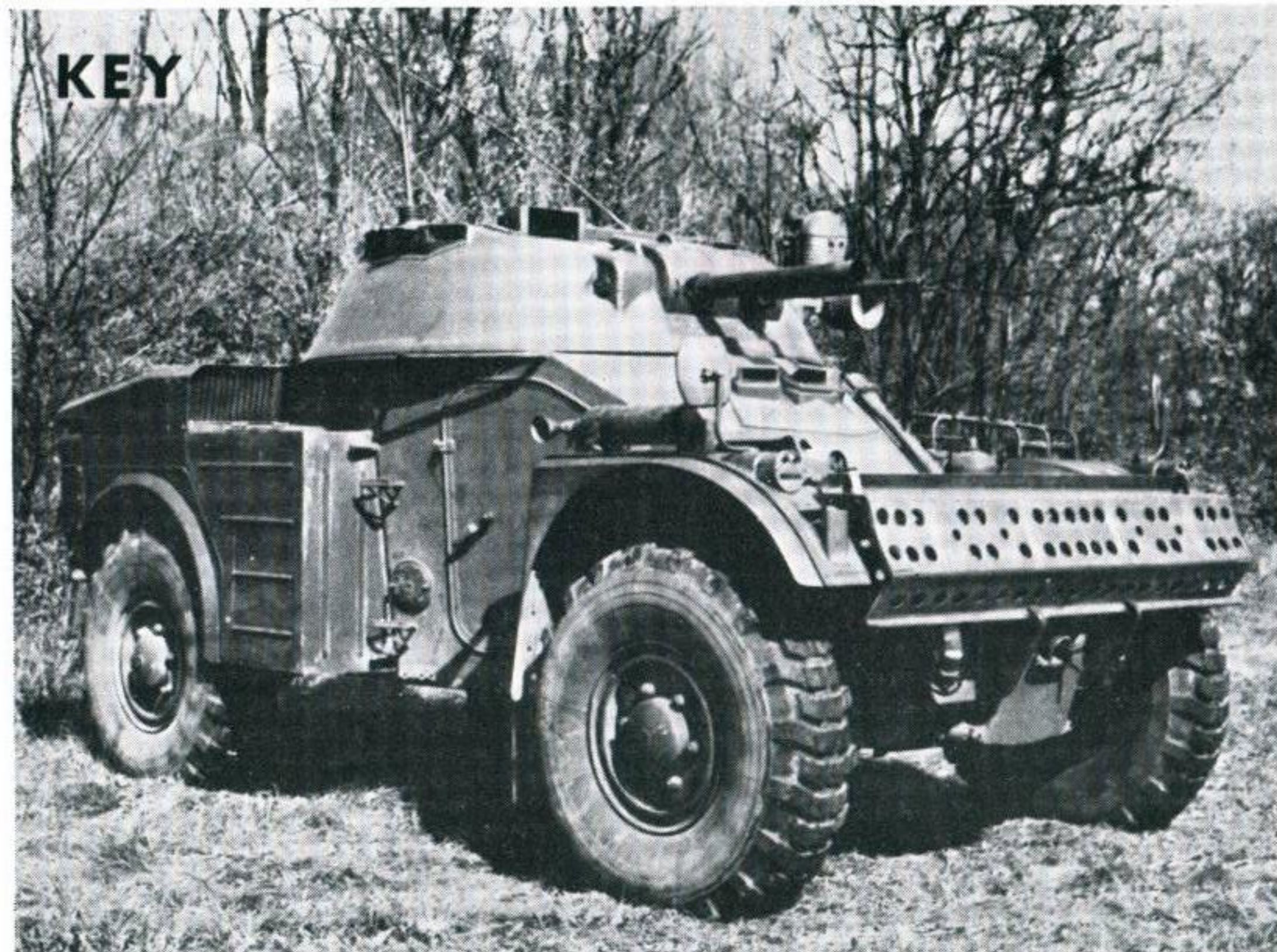




5 Solutions on the cover



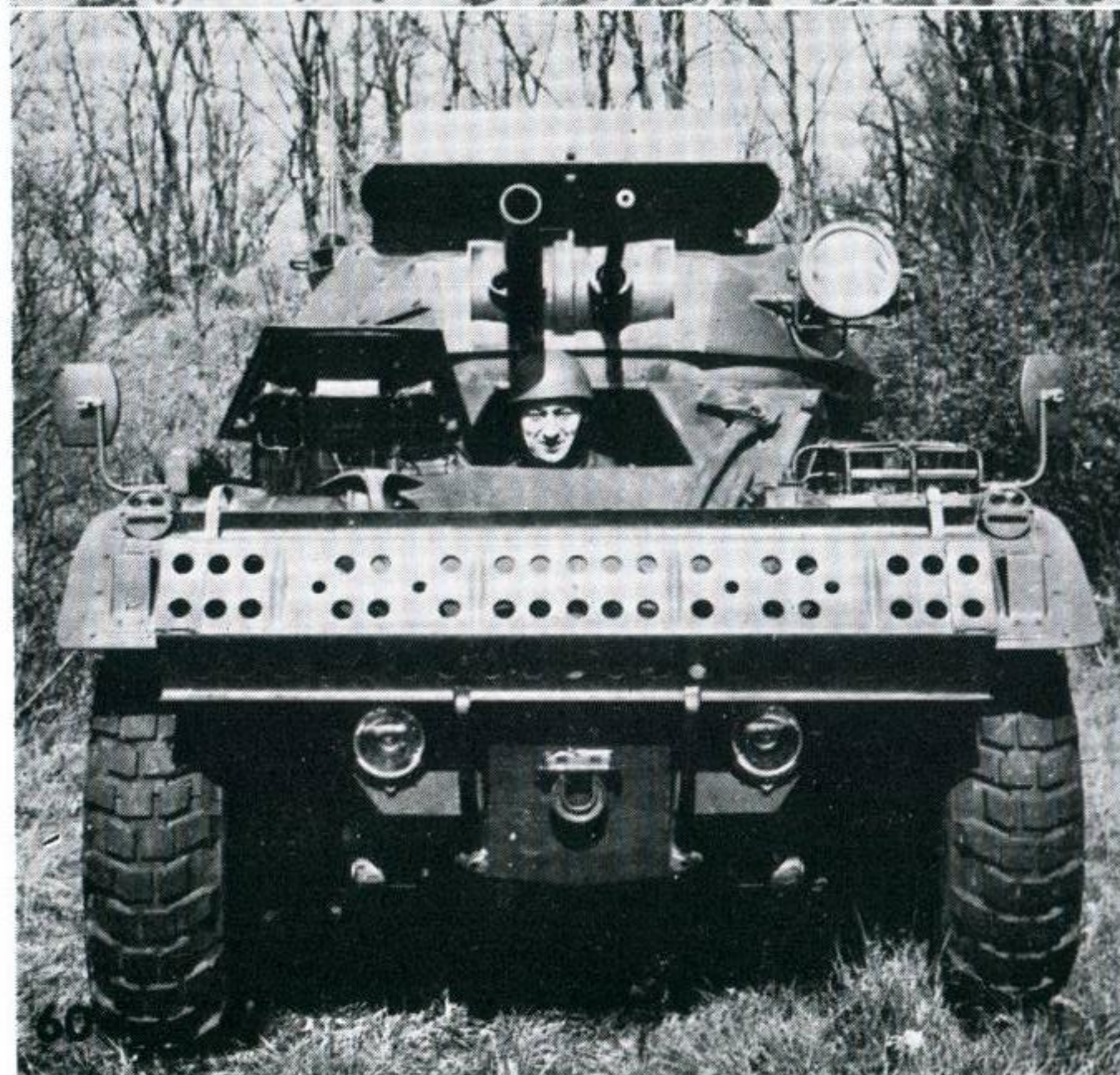
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Panhard AML

The third and most recent version has the H60-20 turret which mounts a 20-mm. automatic cannon in addition to the 60-mm. mortar. There was also a model with a H60-7 turret fitted with a launcher for four ENTAC anti-tank guided missiles but this has not been adopted.

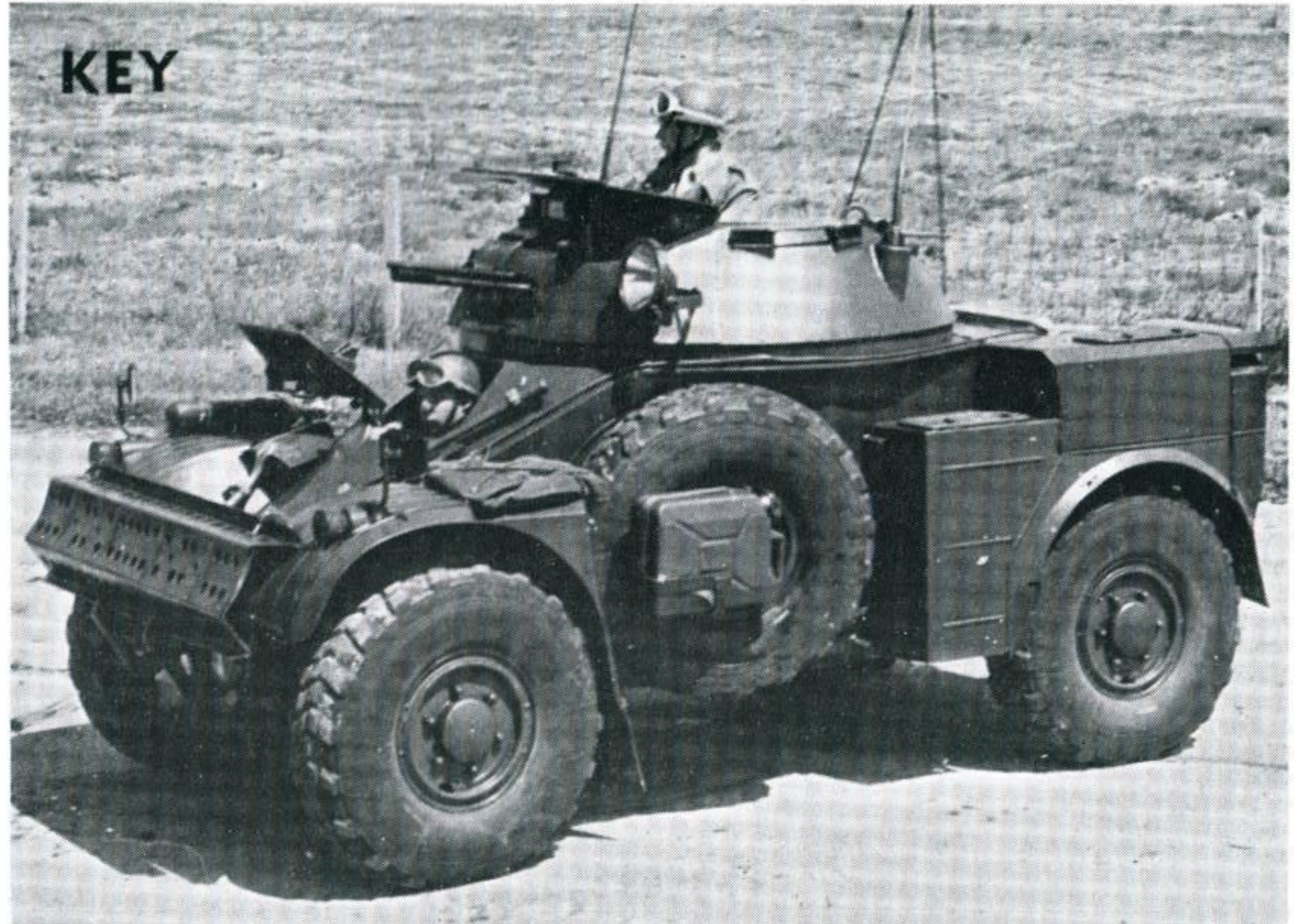
Apart from the differences in their armament the three variants of the AML with the H60 turret are indistinguishable from each other. On the other hand they look quite different from the H90 turret model which has a 90-mm. smooth-

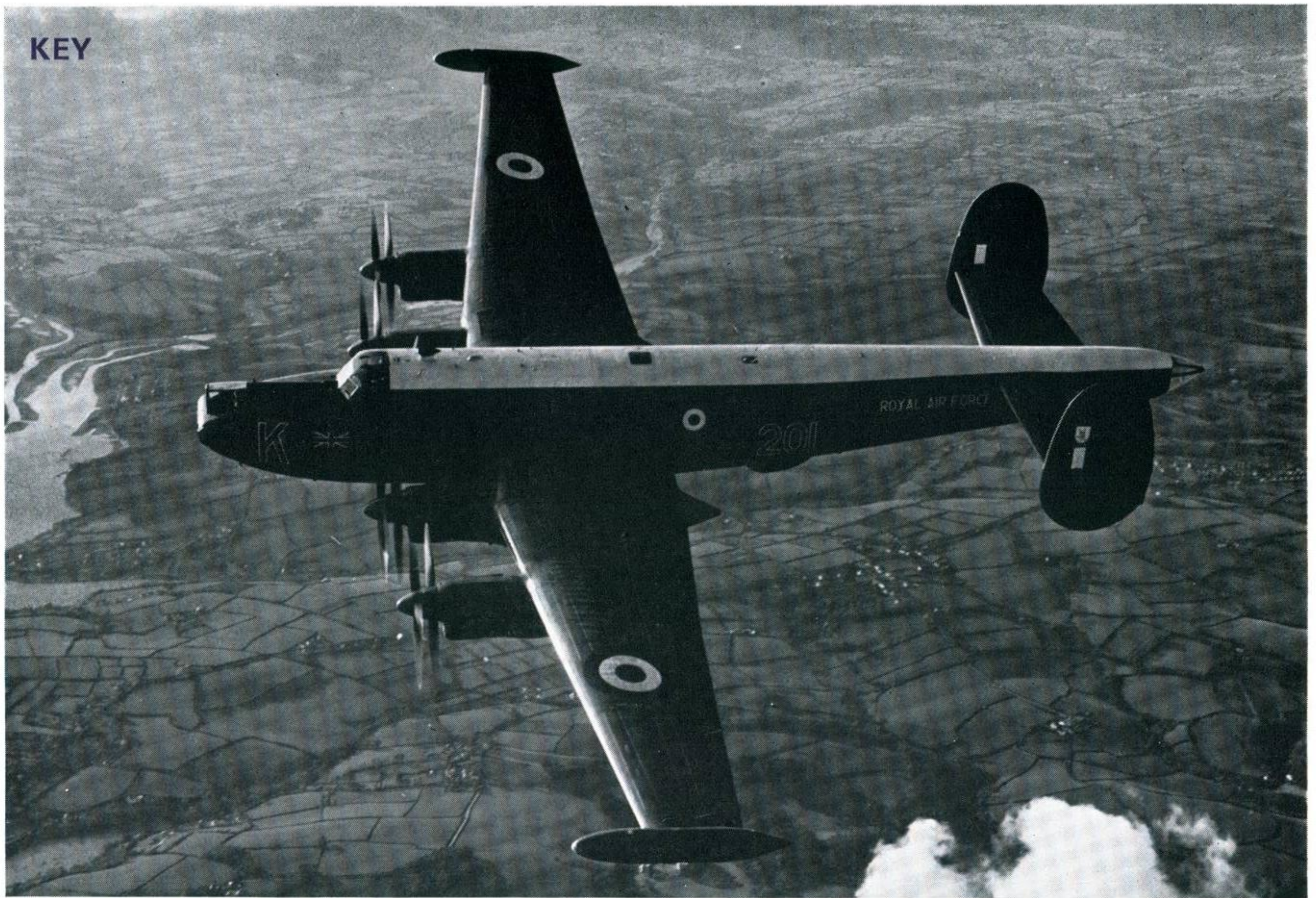


*Lesson instructions are on page 5
Solutions on the cover*

bore gun with a much longer barrel than the 60-mm. mortar. Moreover, the 90-mm. gun has a prominent double-baffle muzzle brake. The H90 turret also has a more angular appearance and rear overhang which is absent on the more rounded H60 turret.

Turrets apart, the H60 and H90 turret models of the Panhard AML present the same close-coupled appearance and their chassis are virtually identical. They also have the same crew of three men.





SHACKLETON

The Hawker Siddeley Shackleton is still the R.A.F.'s standard maritime reconnaissance aircraft, and the M.R.3 version is expected to continue in service into the 1970s although from this present year it will be joined by the Nimrod from the same stable. The M.R.3—first of the Shackletons to have a nosewheel undercarriage—entered R.A.F. service in 1957 and has also

been supplied to the South African Air Force. The R.A.F.'s M.R.3s have been progressively up-dated, the current M.R.3 Series 3s having a Viper turbojet installed in the rear of each outboard engine nacelle for extra take-off power. Some Shackleton M.R.2s still remain in squadron service alongside the M.R.3s but they will soon be replaced by the Nimrod.

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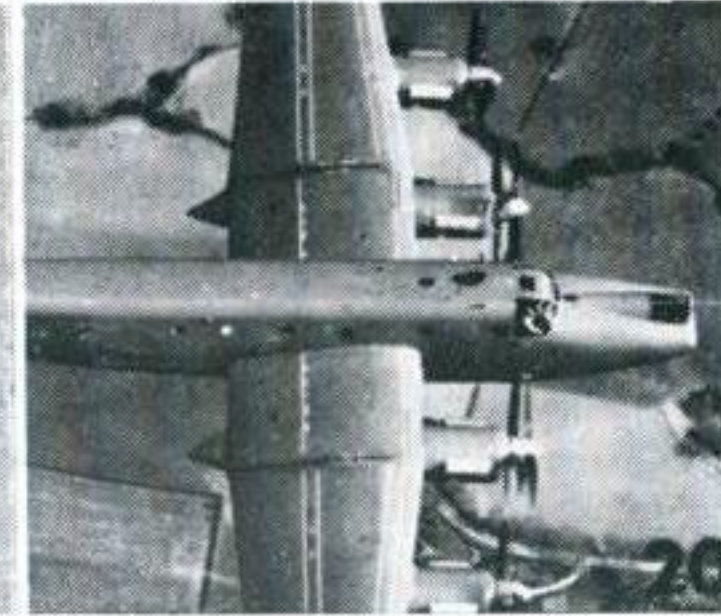
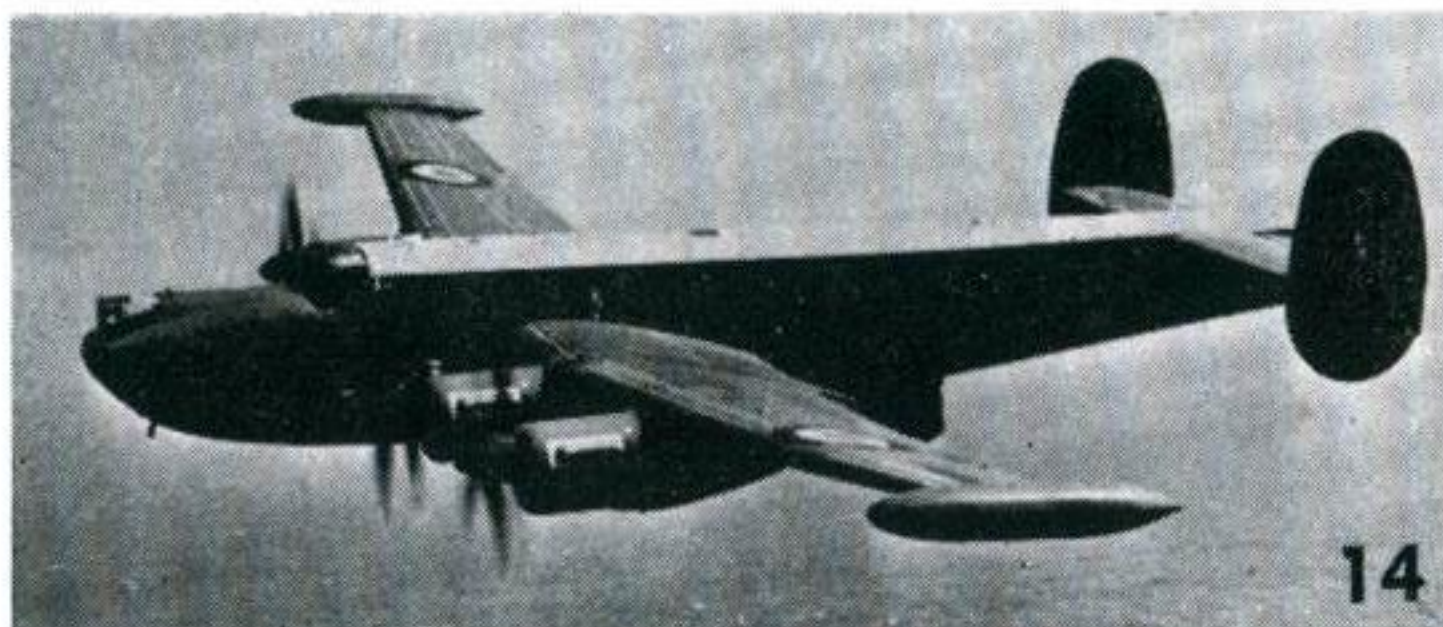
Lesson instructions are on page 5 Solutions on the cover

KEY



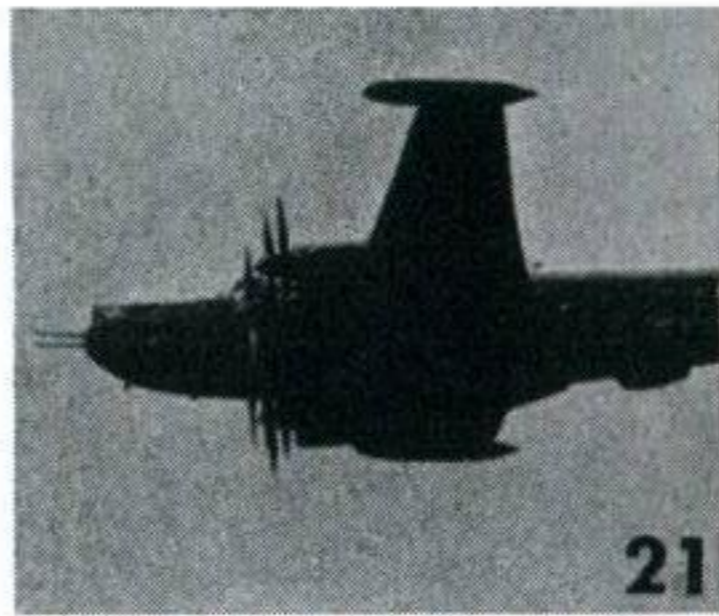
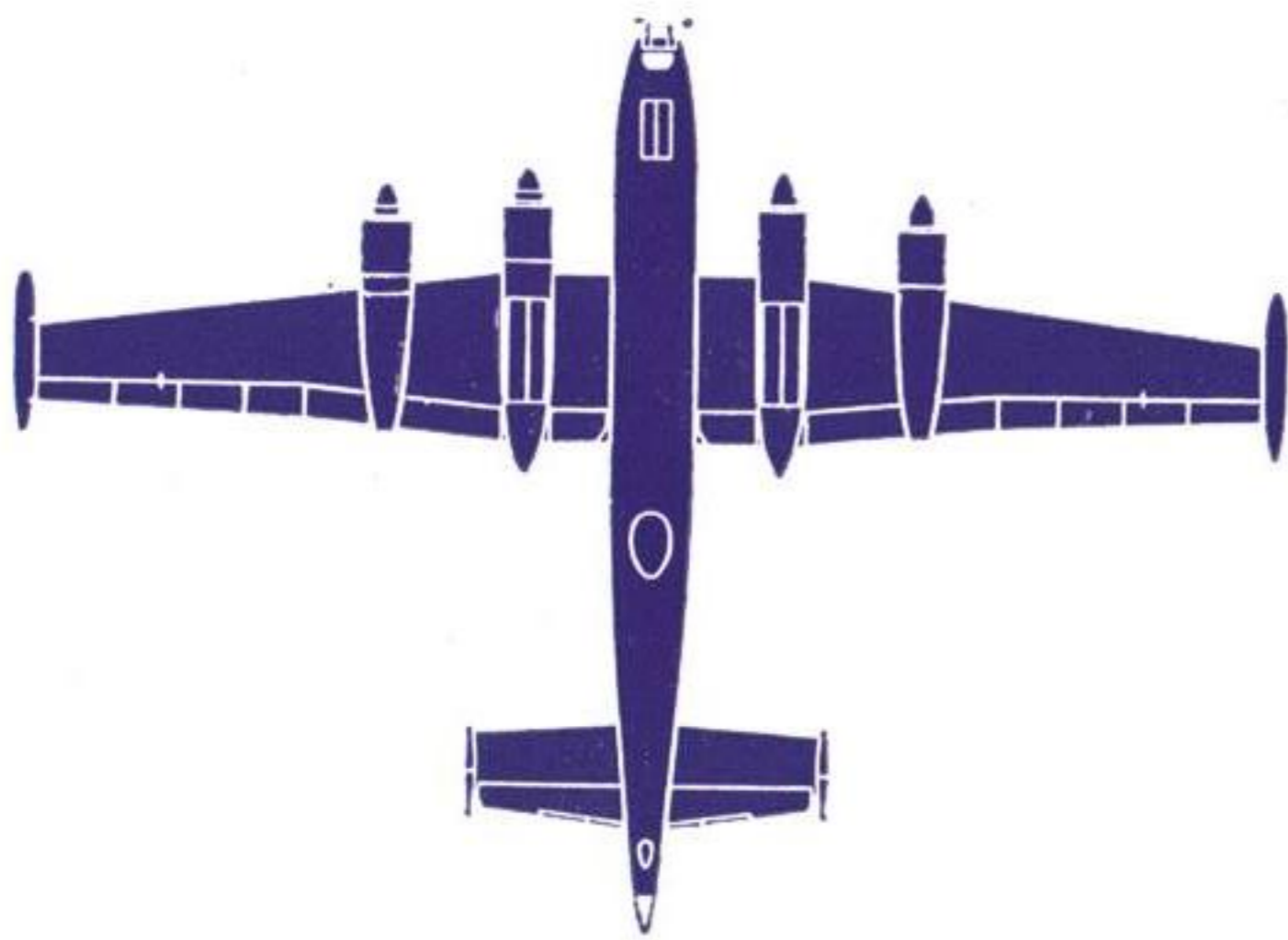


SHACKLETON *continued*



The Shackleton has a crew of ten and a typical ASW stores load comprises three Mk. 30 acoustic torpedoes, nine Mk. 11 depth charges, 12 Mk. 2 sea markers and 12 sonobuoys. For the emergency transport role the M.R.3 can carry 29 troops with their equipment stowed in special weapons-bay panniers. Work to the instructions on page 5 and report all targets as Shackletons—or otherwise if jokers. Solutions on the cover.

Span 119' 10"



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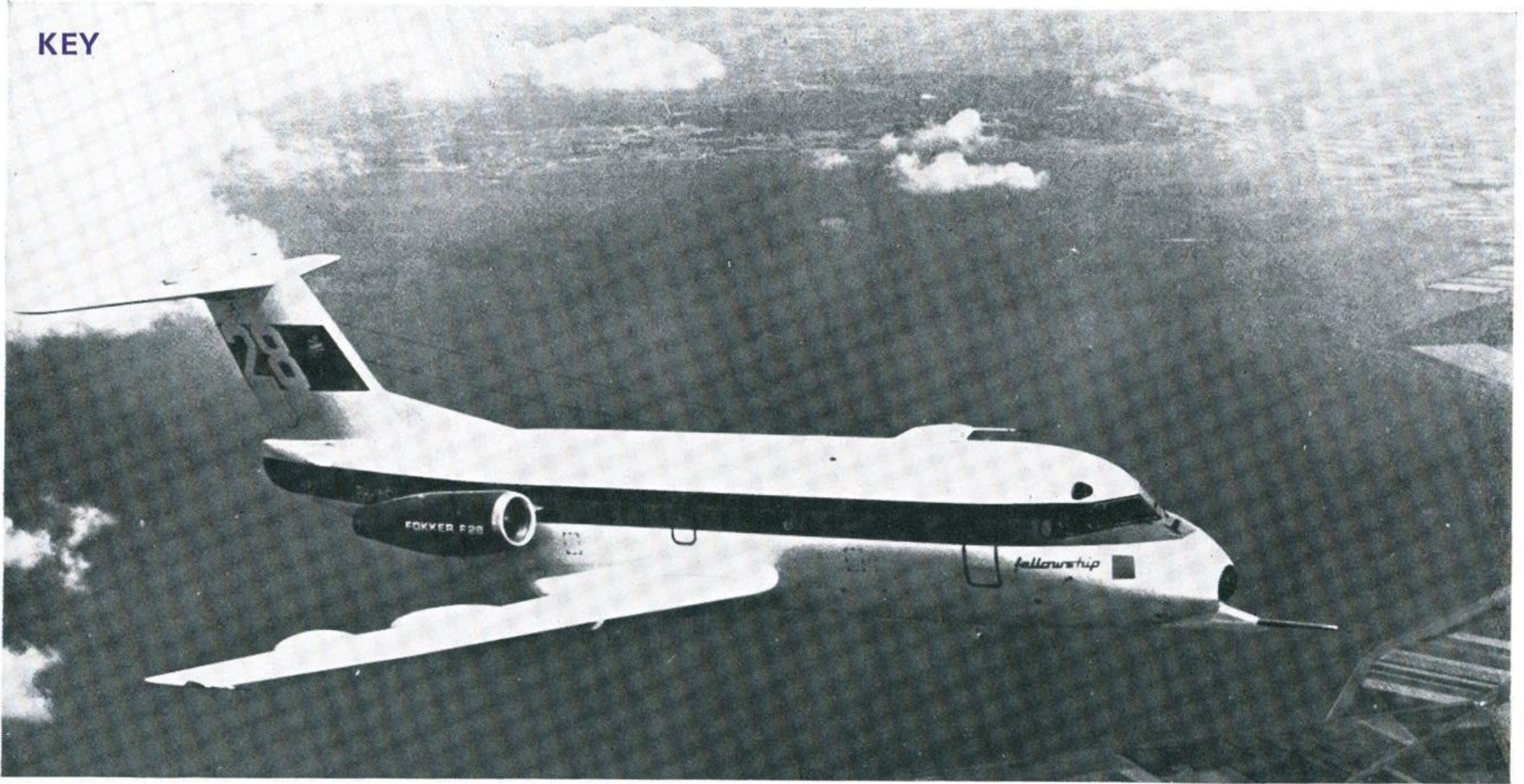


30

KEY



KEY



FELLOWSHIP

Lesson Instructions on page 5 Solutions on the cover

This short-haul twin-jet airliner is a European cooperative venture in which airframe manufacture is shared between Fokker, HFB and VFW (both of West Germany) and Short Brothers. The engines are Rolls-Royce Spey Junior turbofans, each rated at 9,850 lb. s.t.

The first prototype flew in May 1967 and production deliveries were scheduled to begin at the end of 1968.

The Fellowship seats up to 65 passengers, has an all-up weight of 56,700 lb. and a maximum cruising speed of 527 m.p.h.

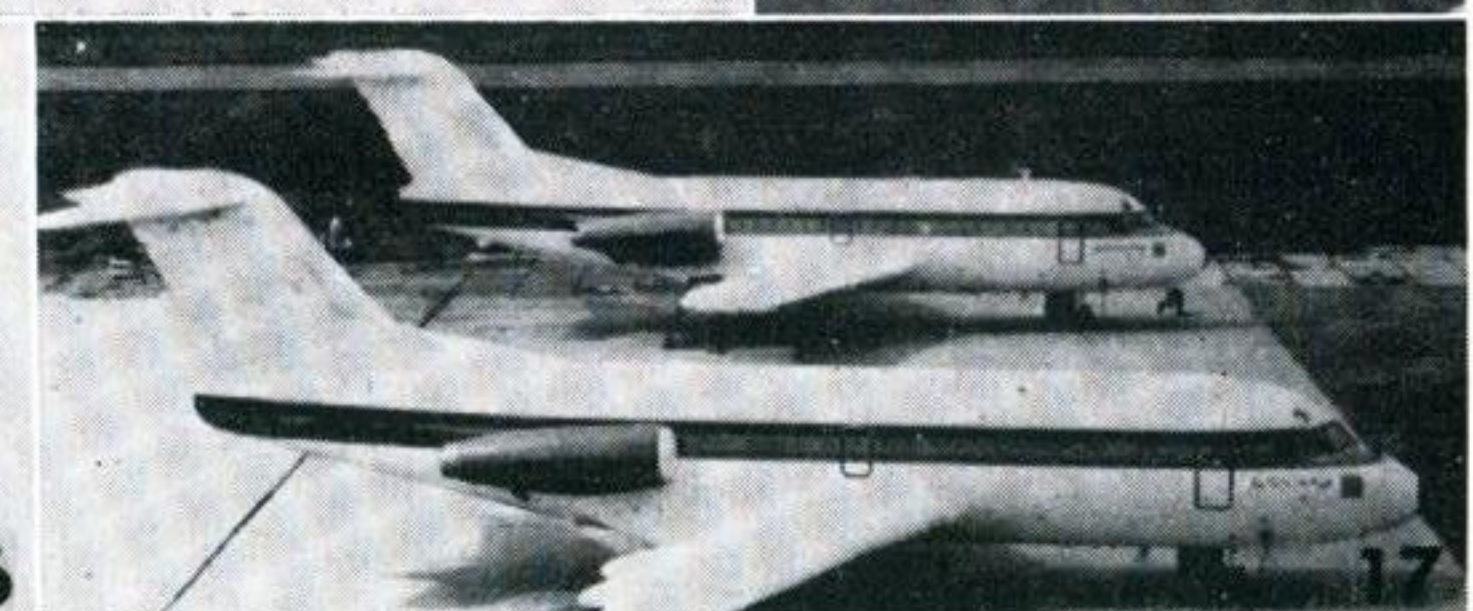
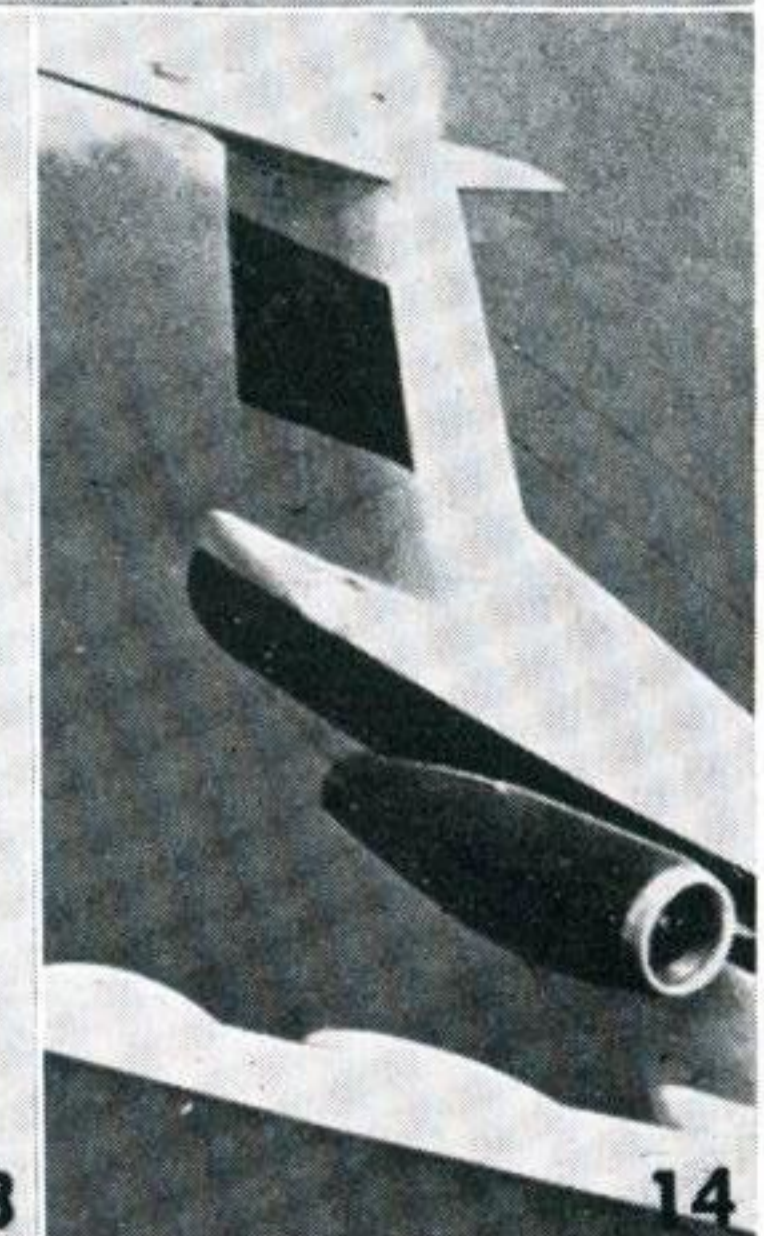
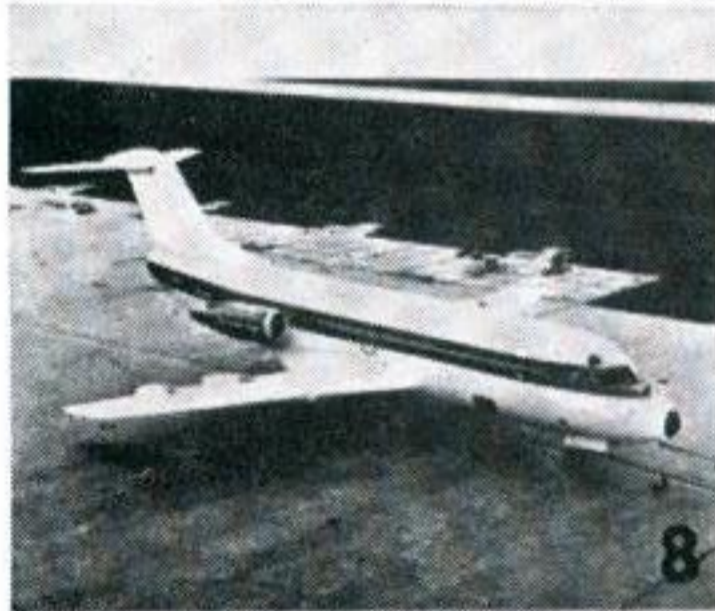
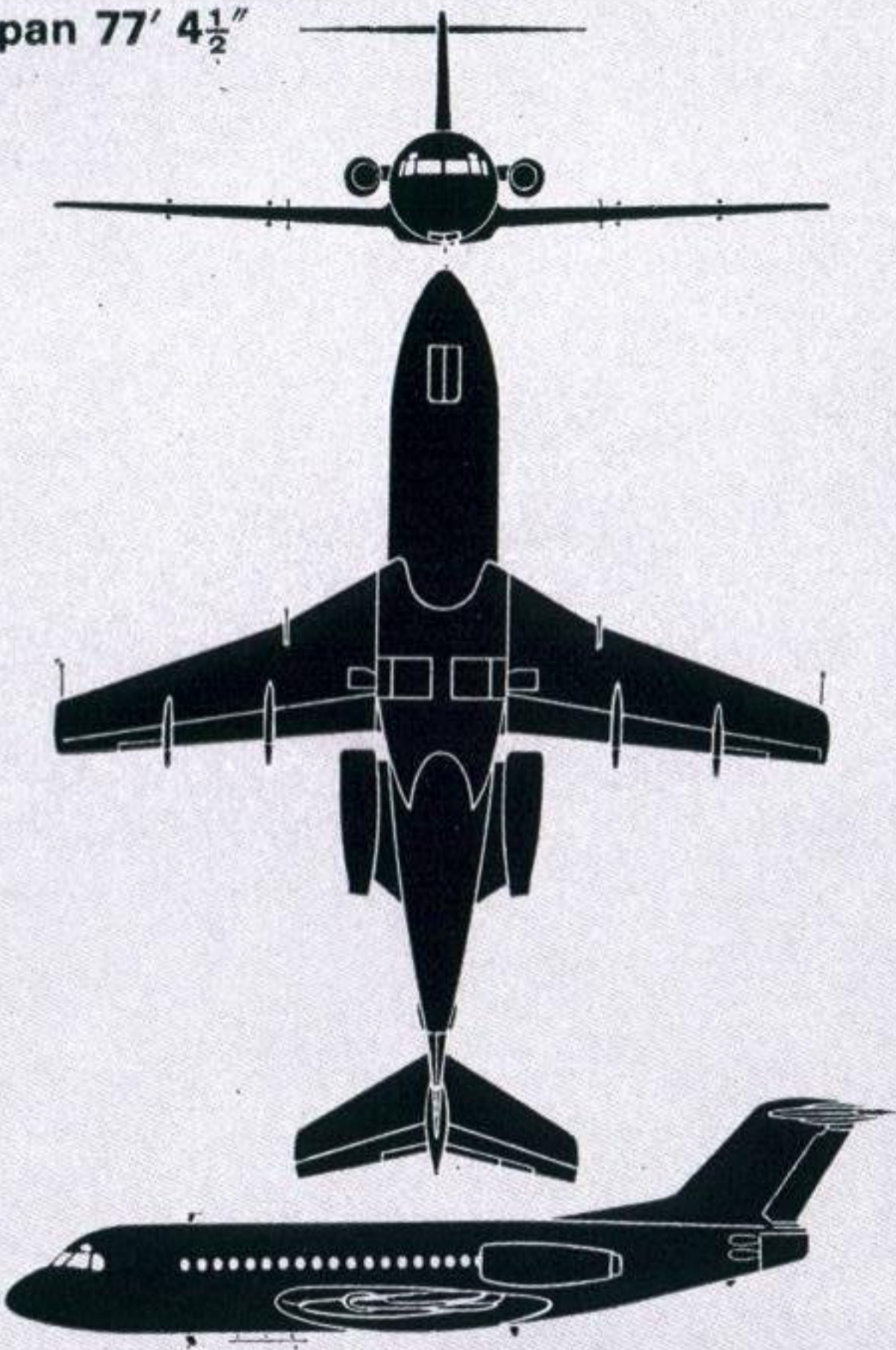
The Fellowship is very similar from some angles to such other twin jets as the Hawker Siddeley 125 (Dominie) and Grumman Gulfstream II, so it must be learned properly.

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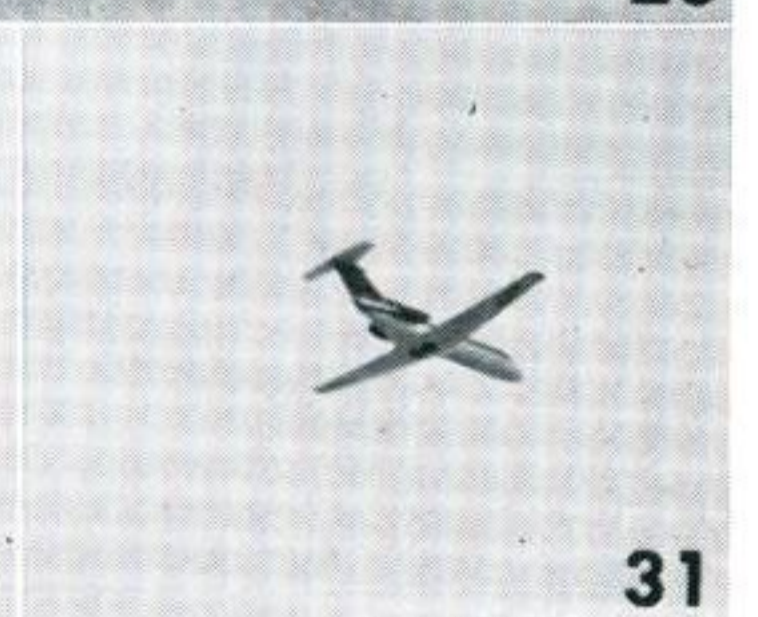
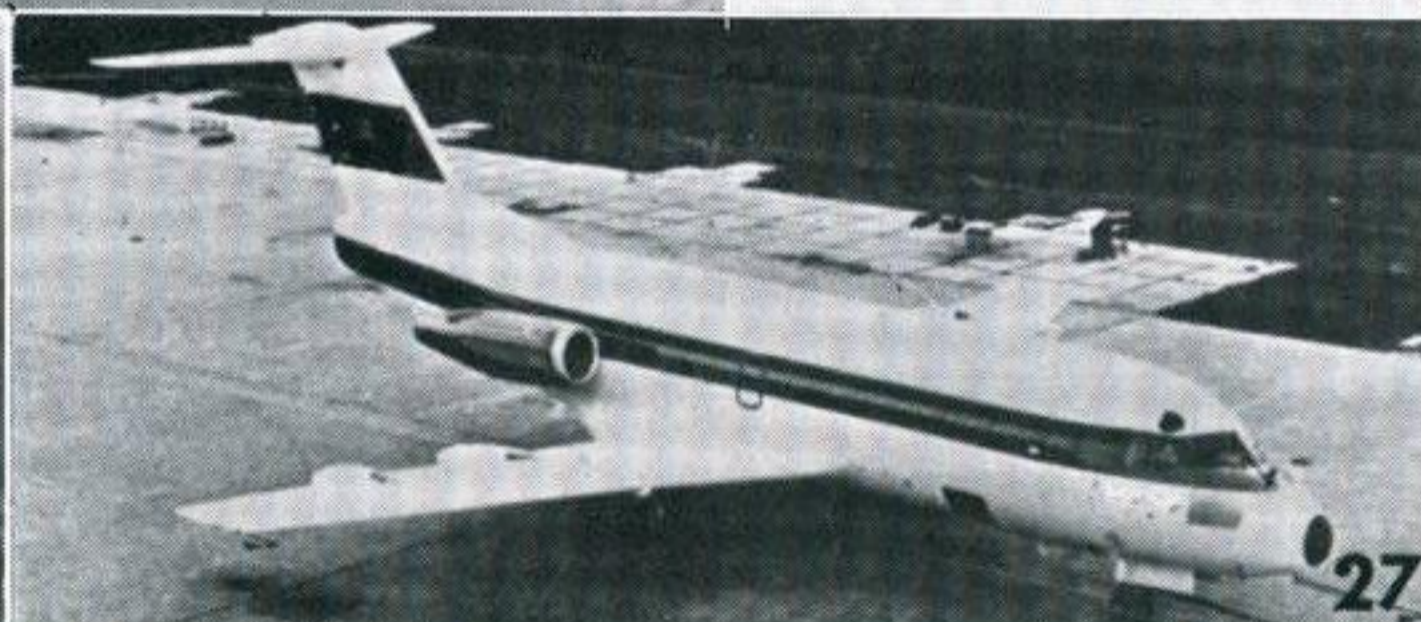
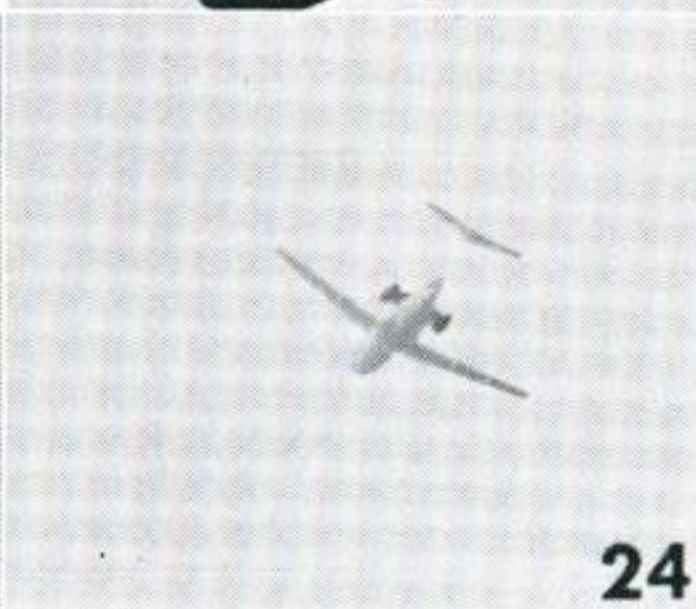
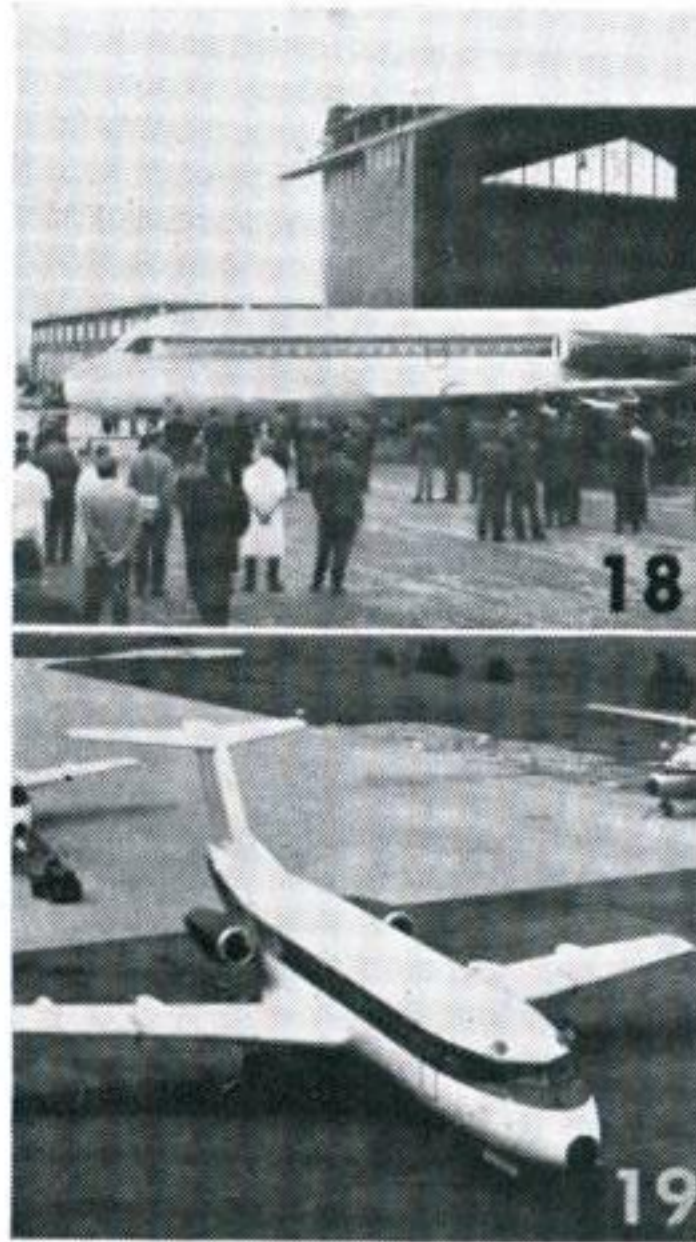
KEY



Span 77' 4 1/2"



Span 77' 4 1/2"

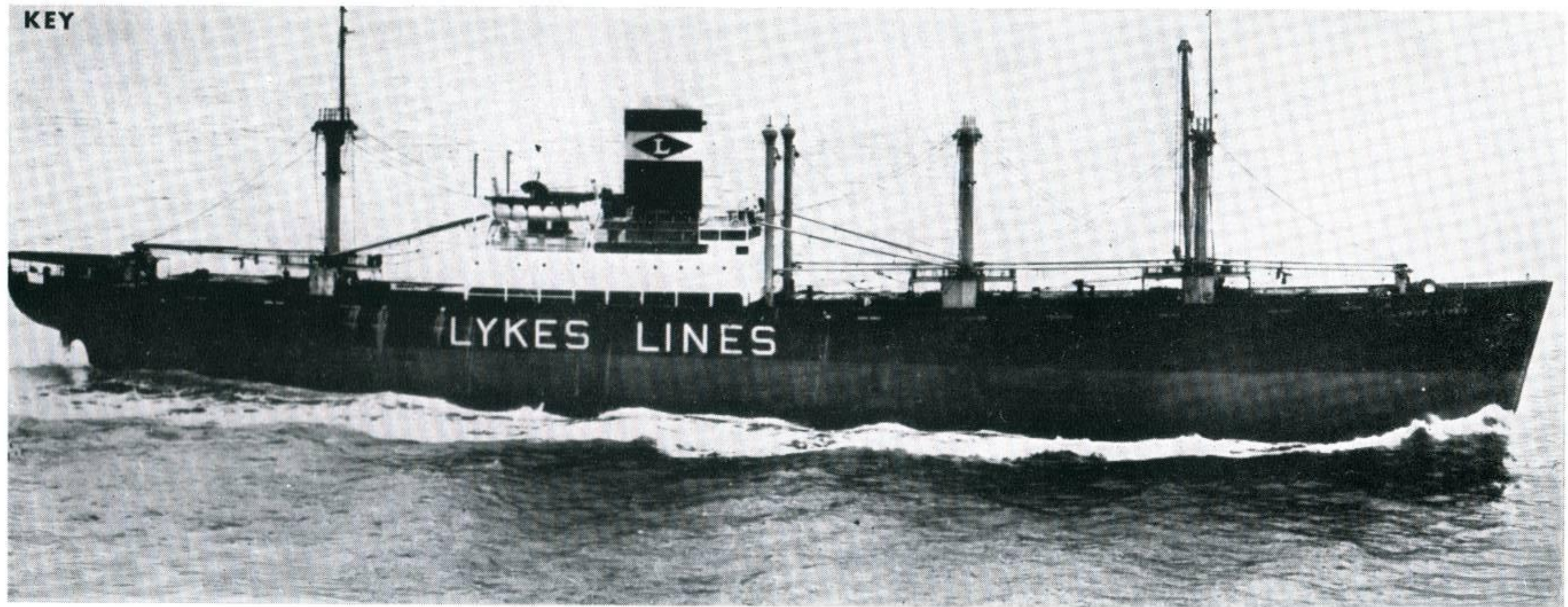


FELLOWSHIP

continued

To do this, work to the lesson instructions on page 5 and report all targets as Fellowship— or otherwise if jokers— checking your answers afterwards with the solutions given on the cover.





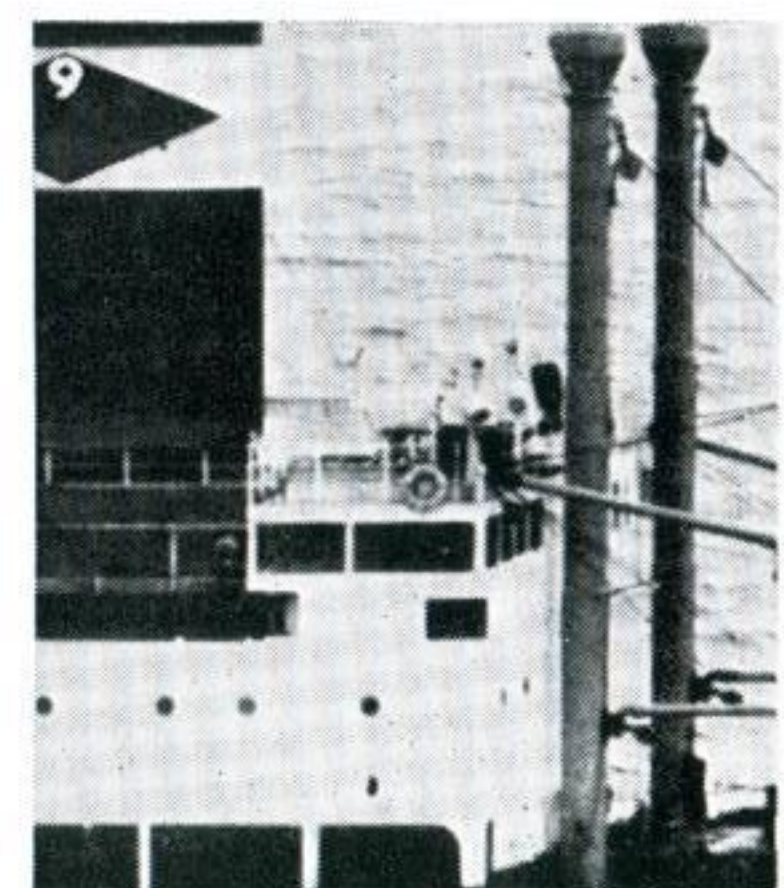
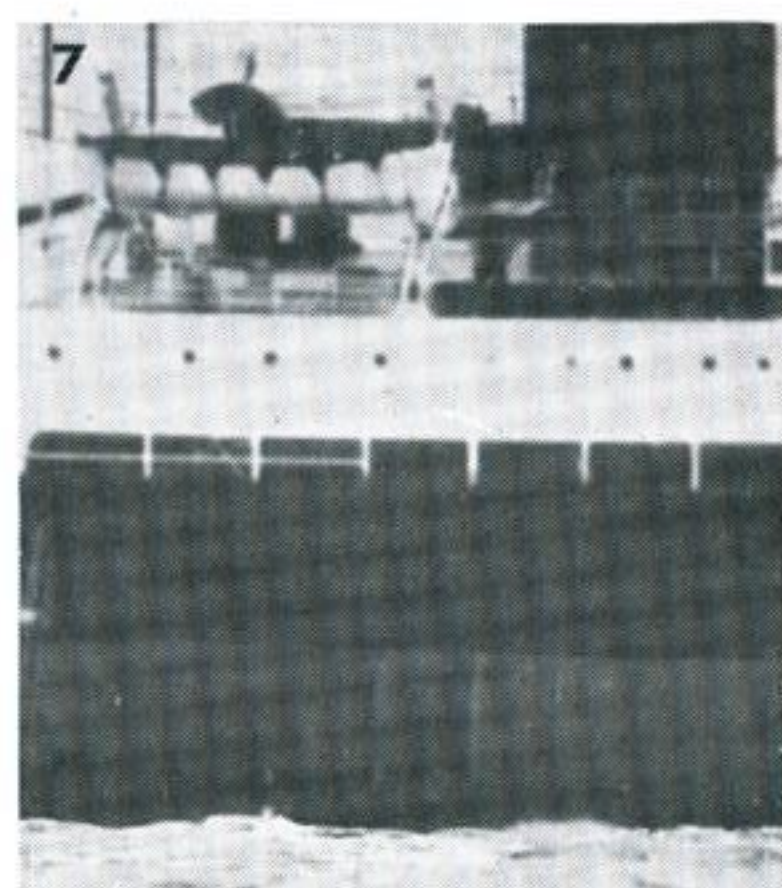
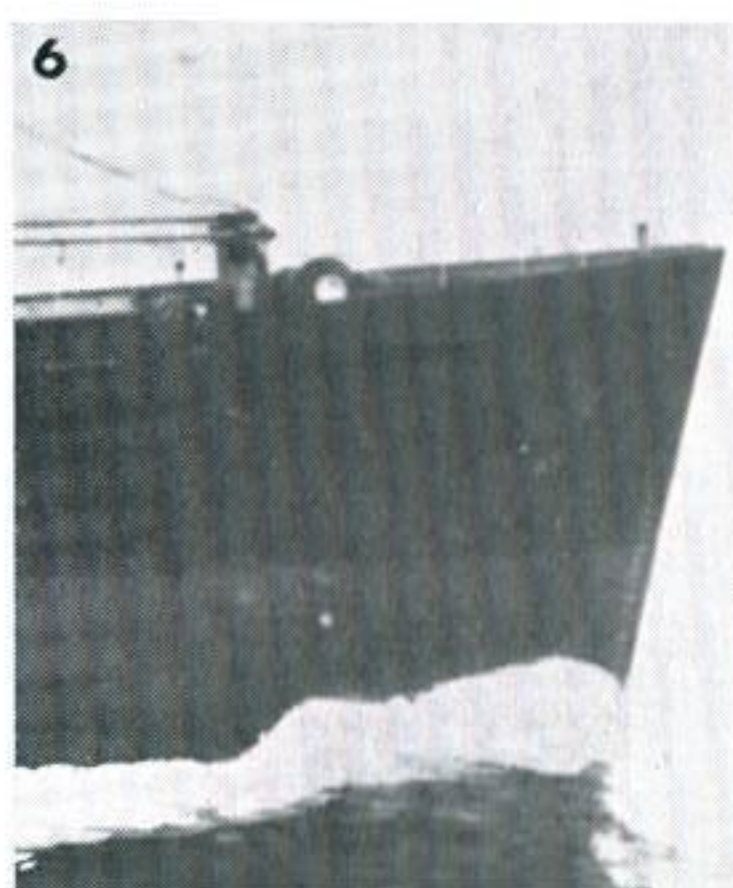
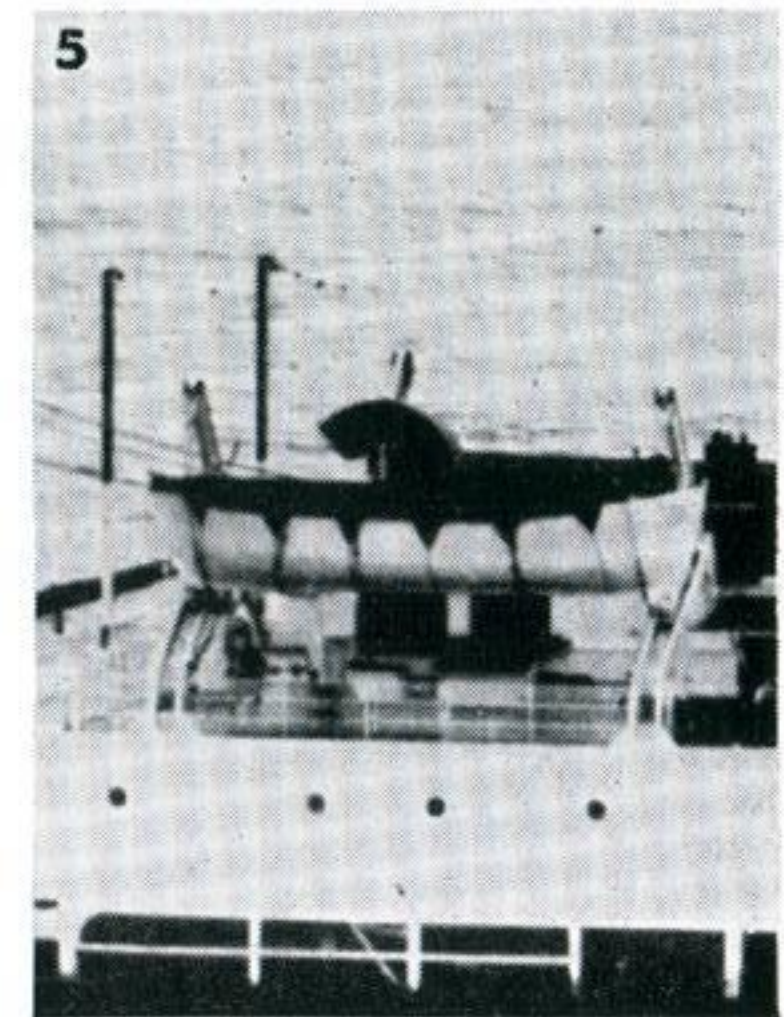
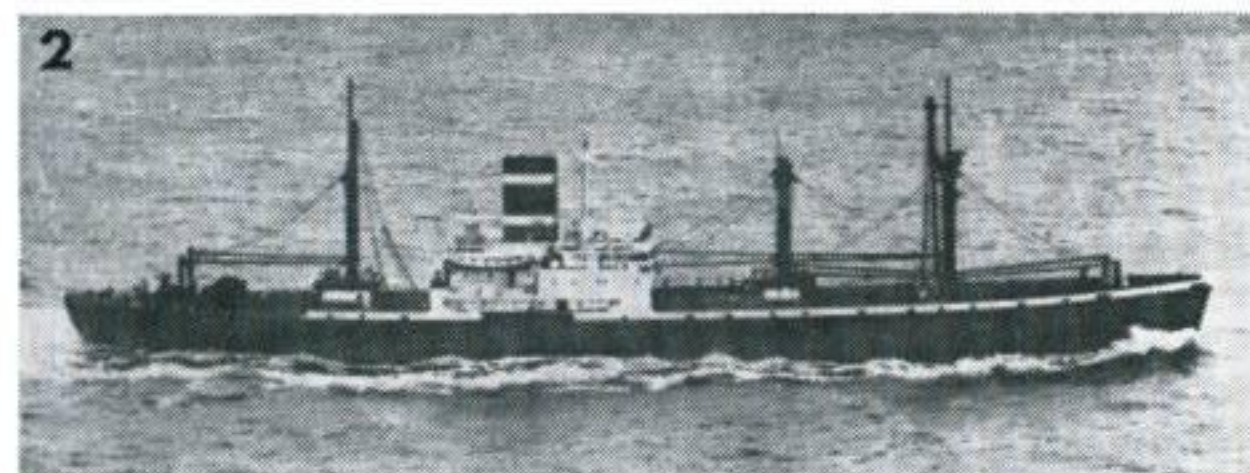
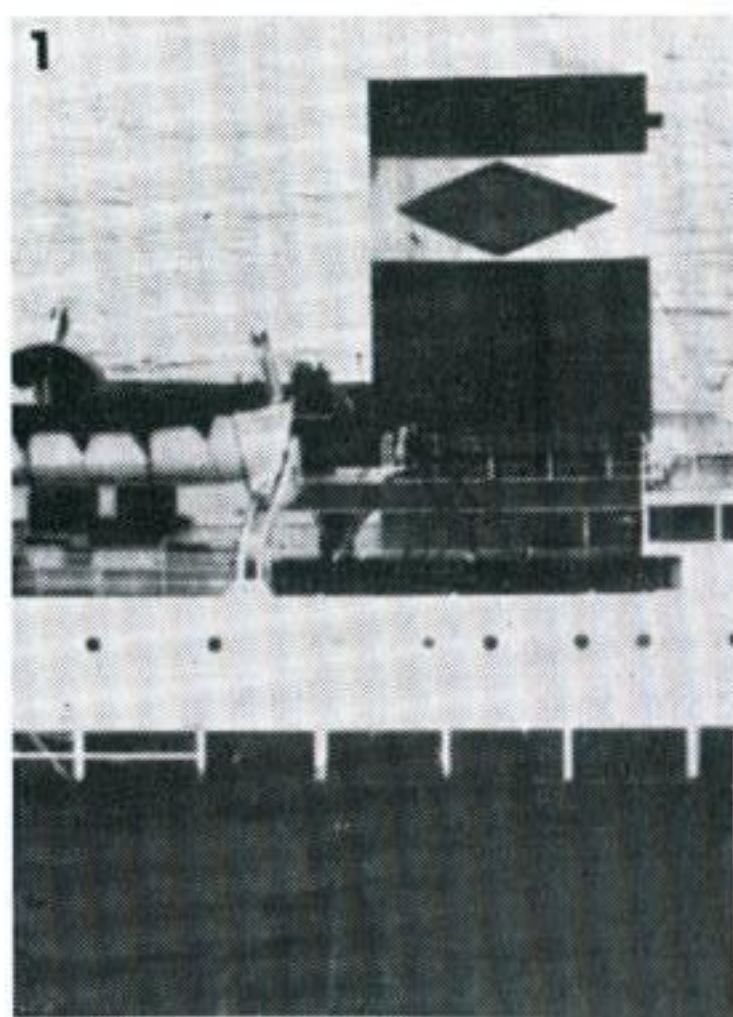
C.1 TYPE STANDARD CARGO SHIP

The C.1s are the smallest of the engines-amidships American built standard cargo ships. There are still a considerable number afloat under various flags. They are sometimes mistaken for "Liberty" ships as both types are flush deckers but here the resemblance ends. The superstructure of the C.1s is larger in proportion and the funnels, although varying in size, are generally very large. Sequence varies as there are two types, some with a goal-post kingpost and others with a

centre line. Others again have an additional pair against the bridge front.

Deadweight tonnage varies between about 8,900 tons and 9,400 tons. Length overall is 413 feet, beam 60 feet. Some are diesel driven and others steam turbine and give a service speed of 15 knots. Gross tonnage is about 6,800.

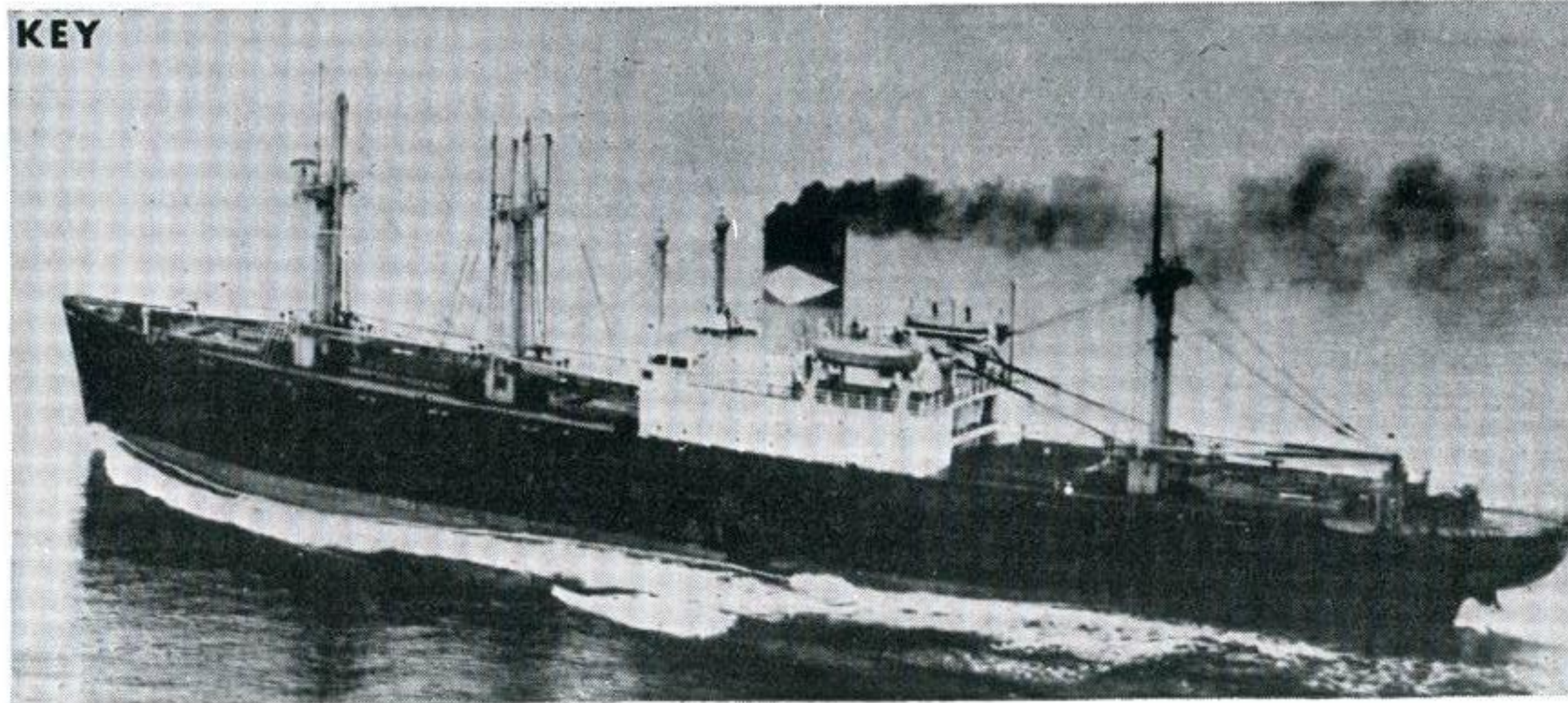
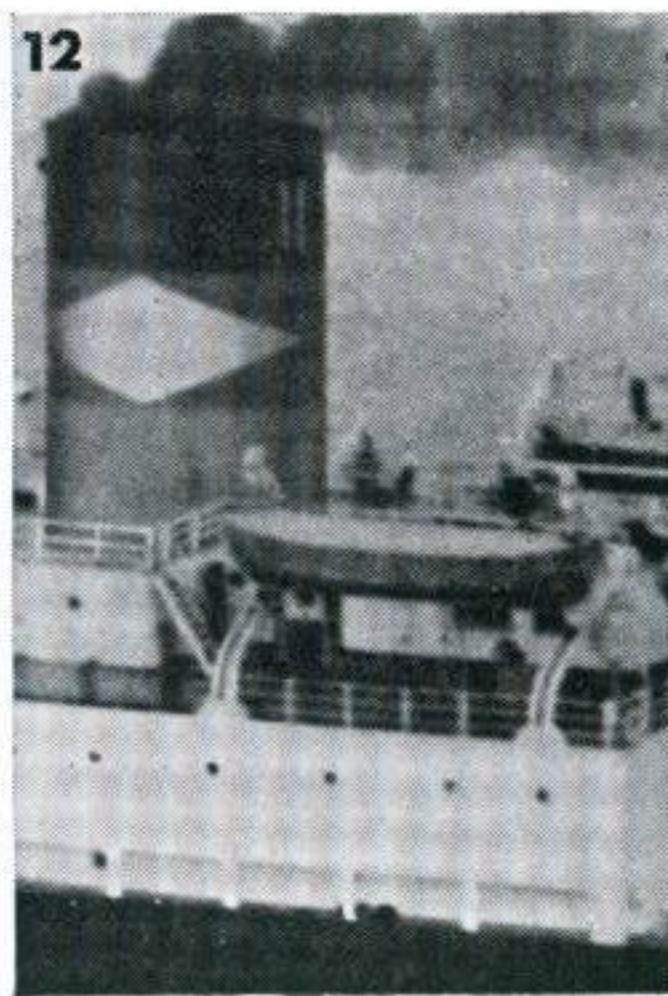
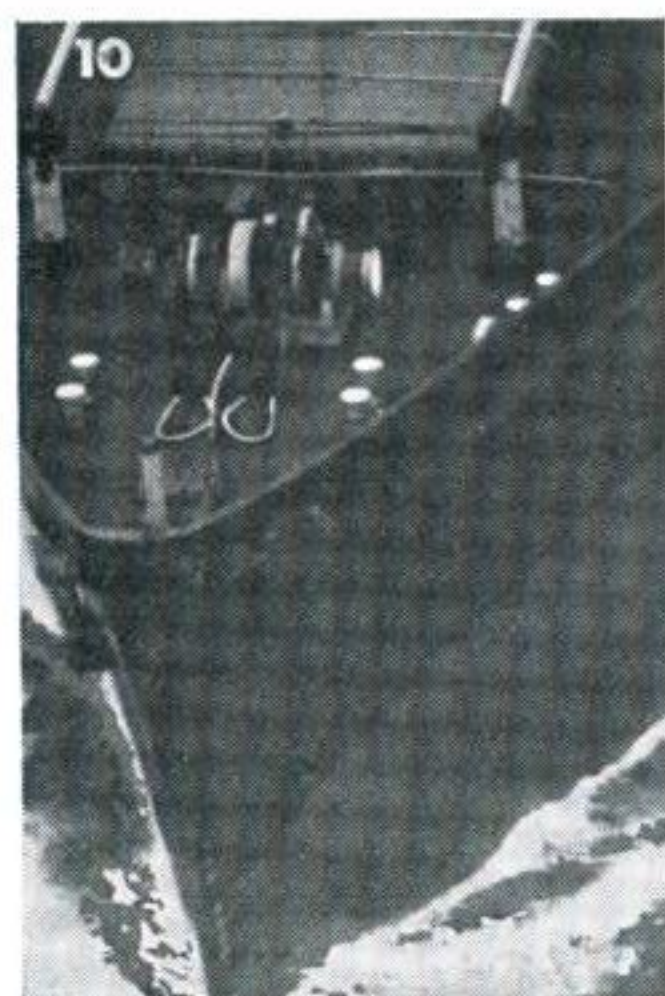
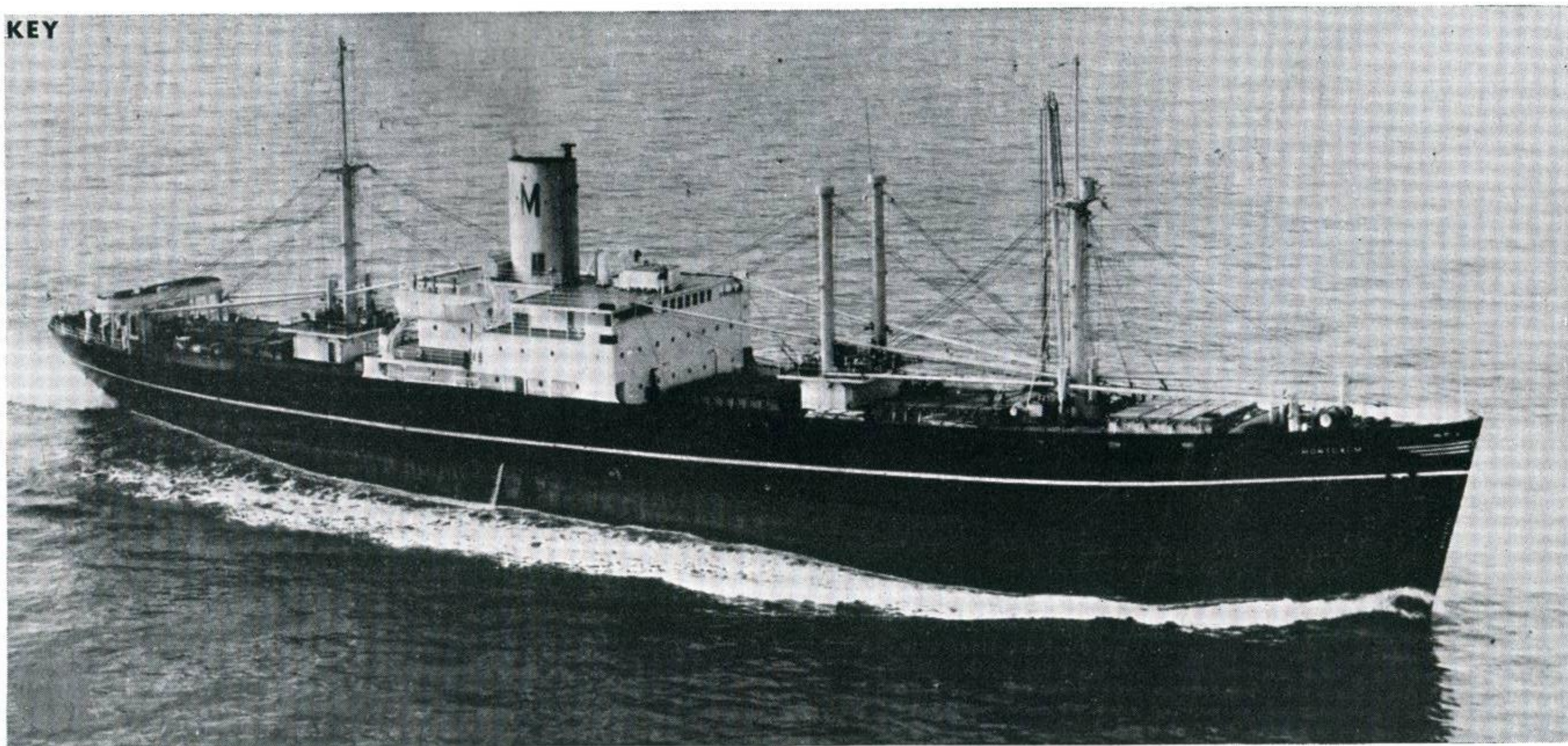
Follow the lesson instructions on page 5 and check your answers with the solutions on the cover.

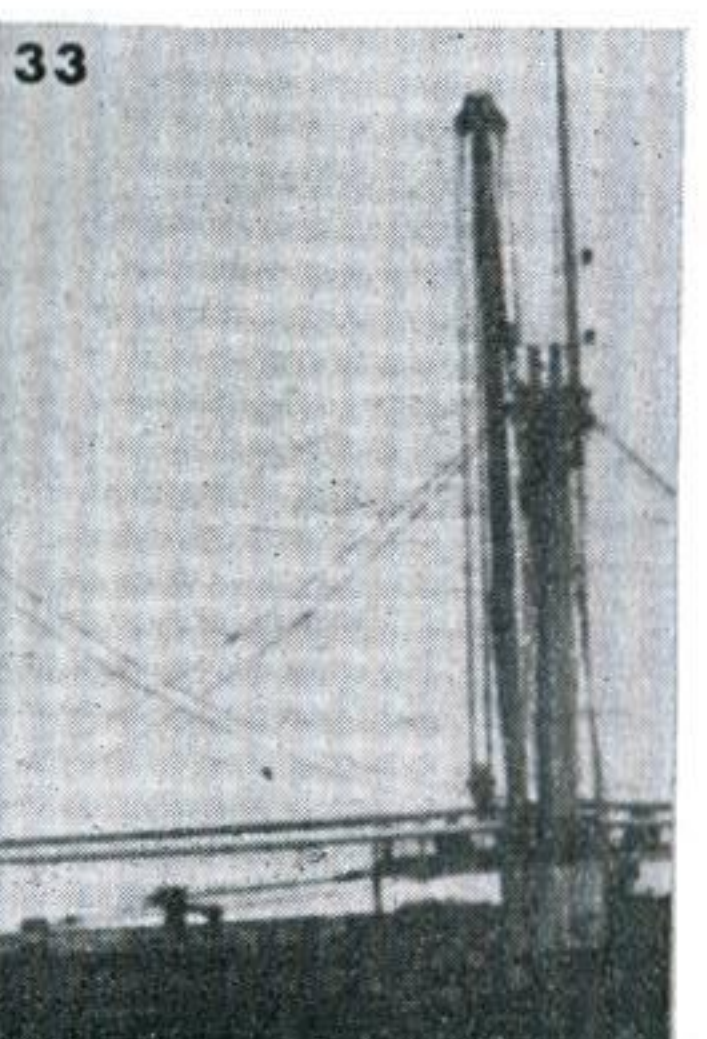
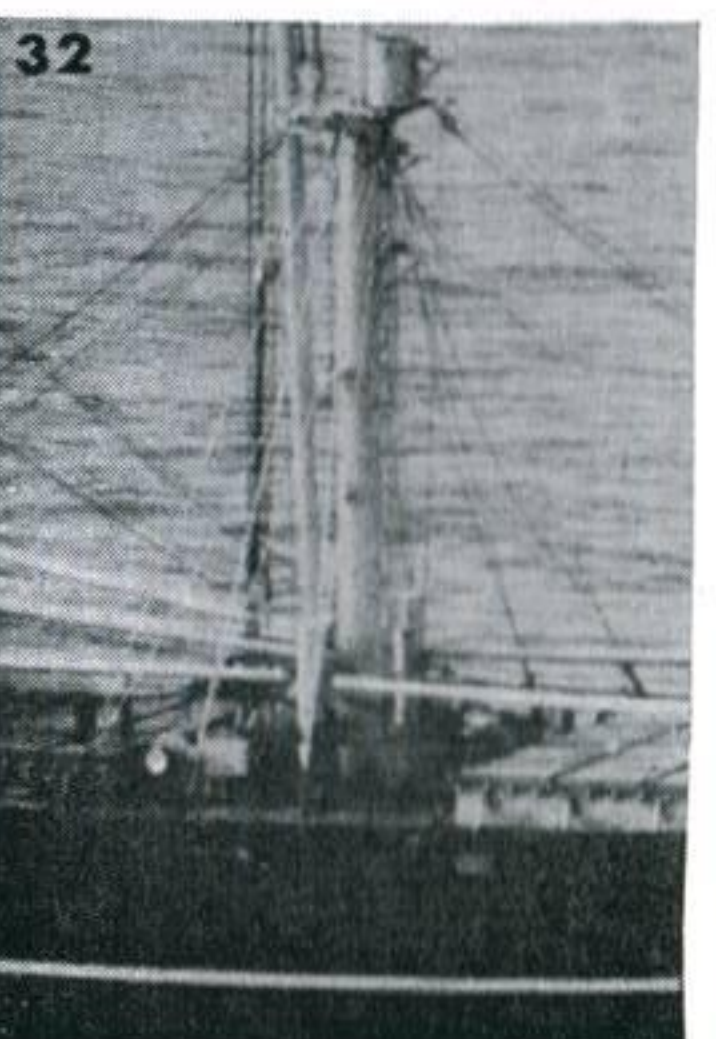
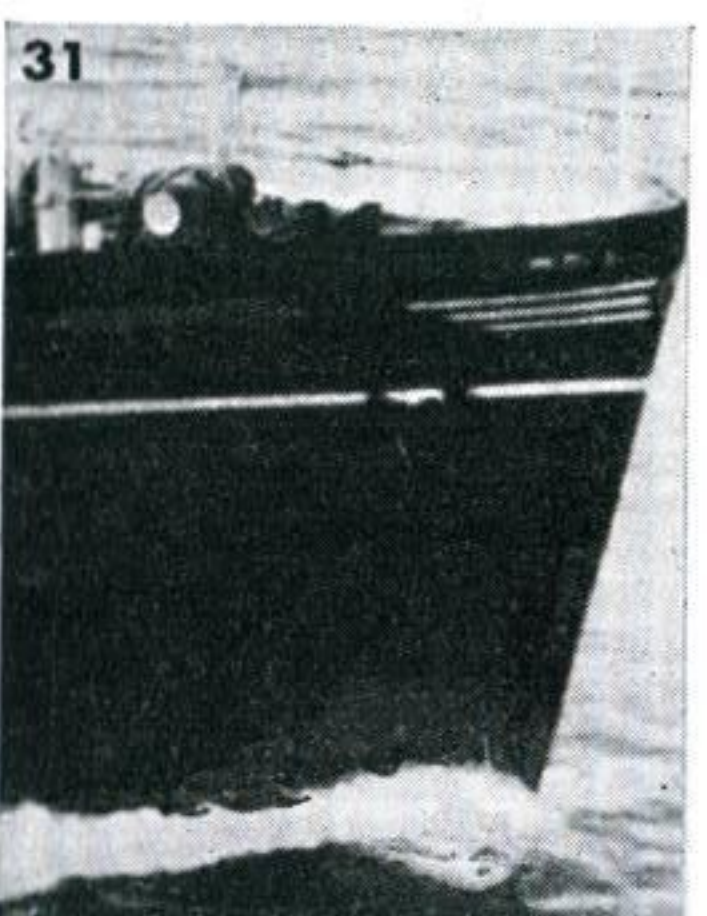
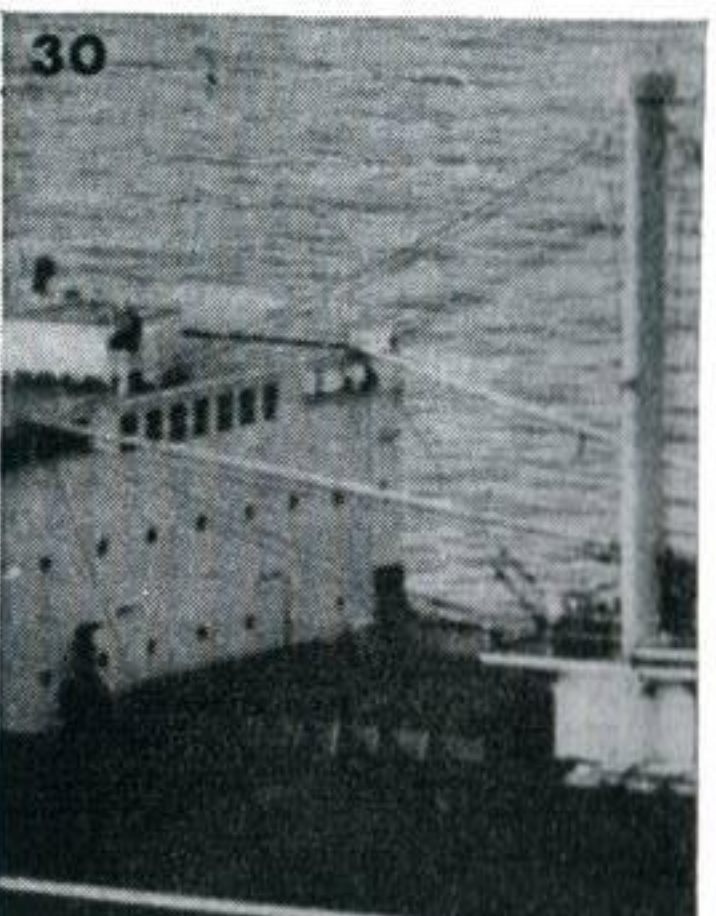
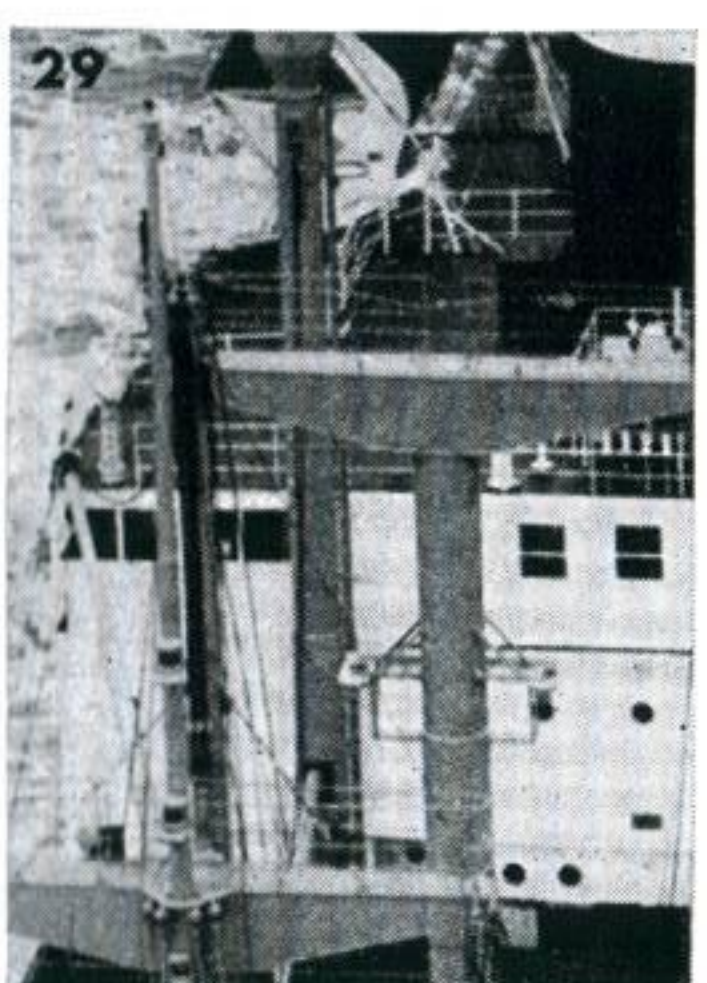
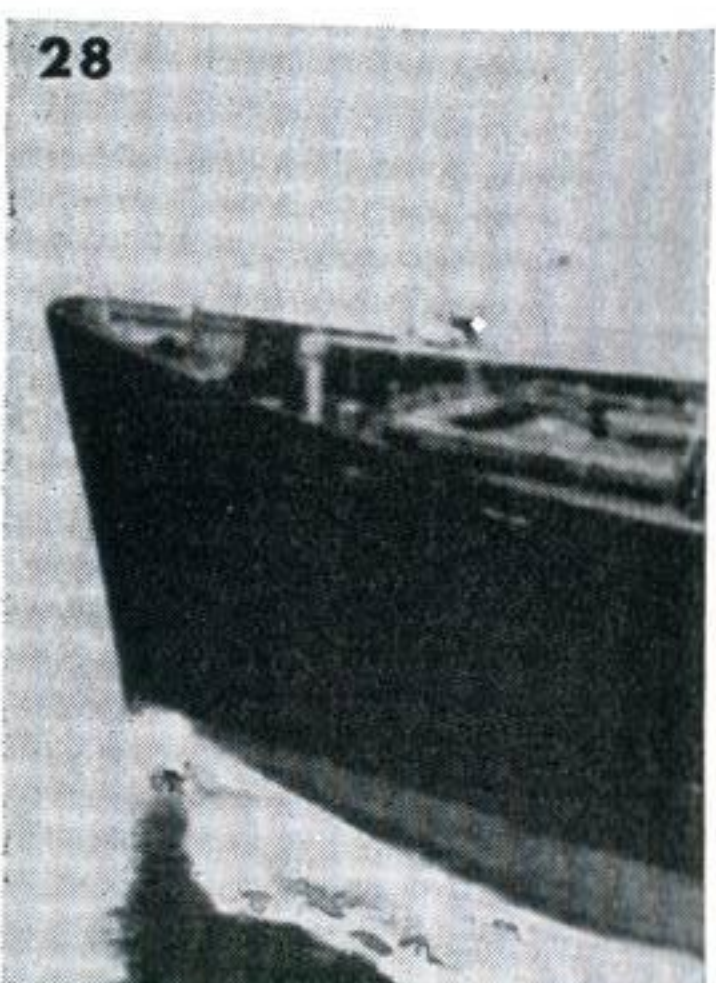
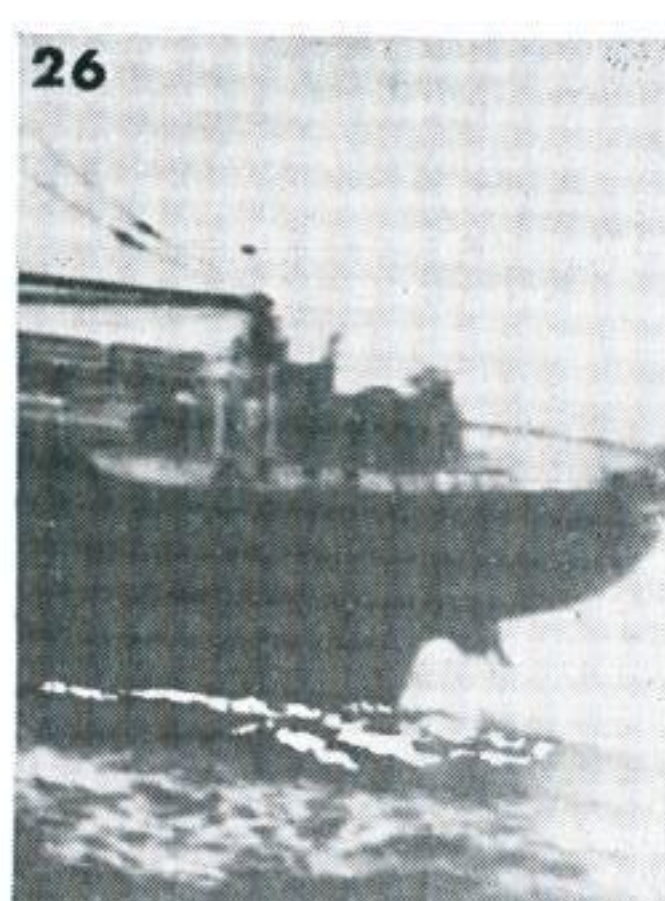
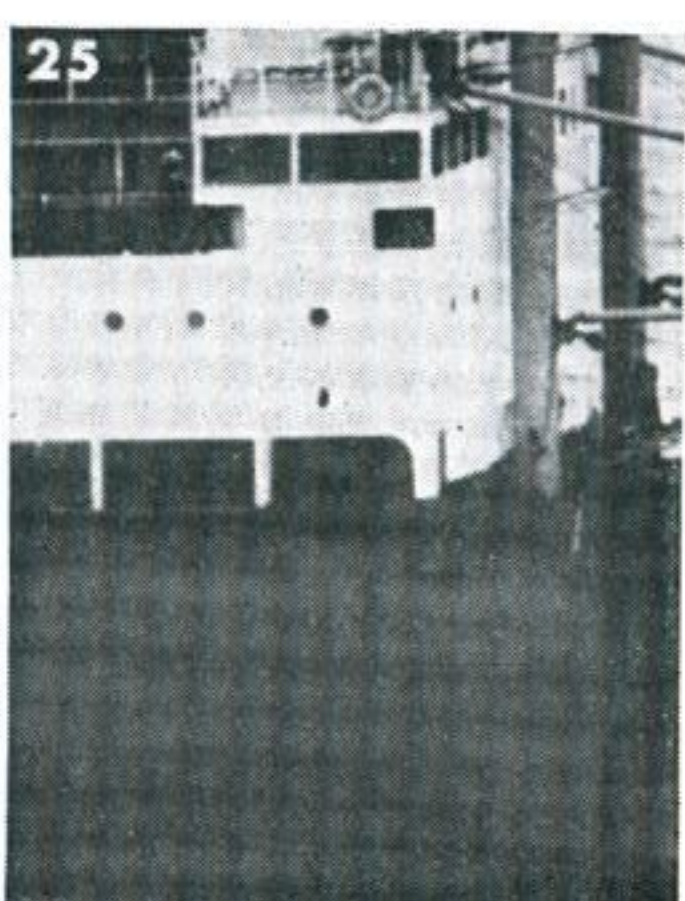
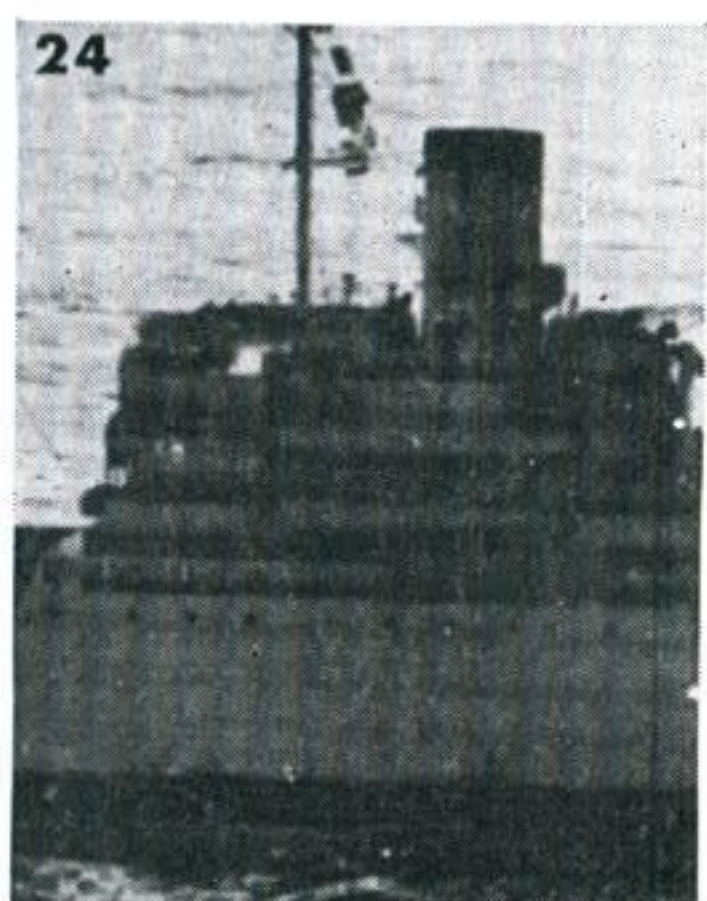
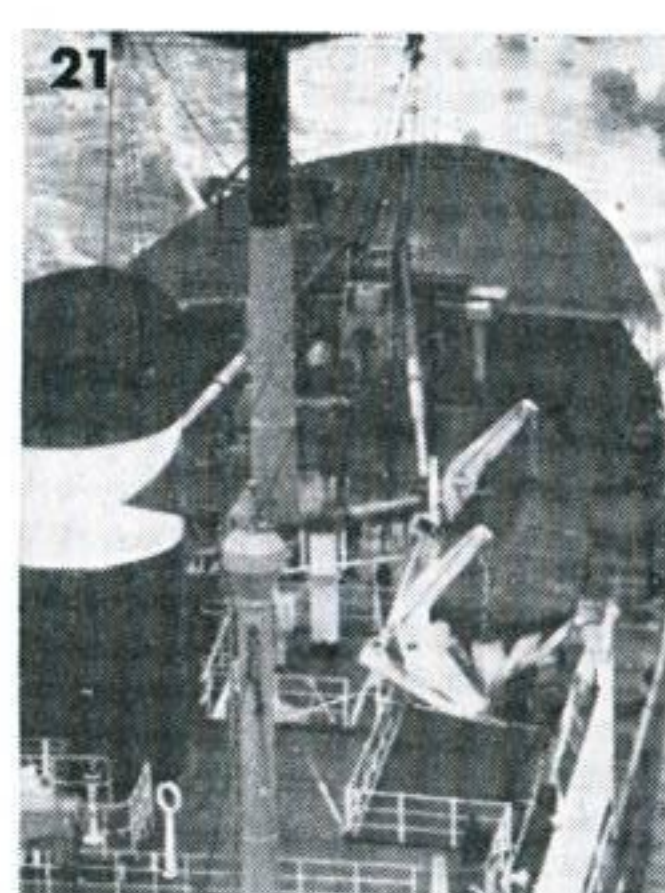
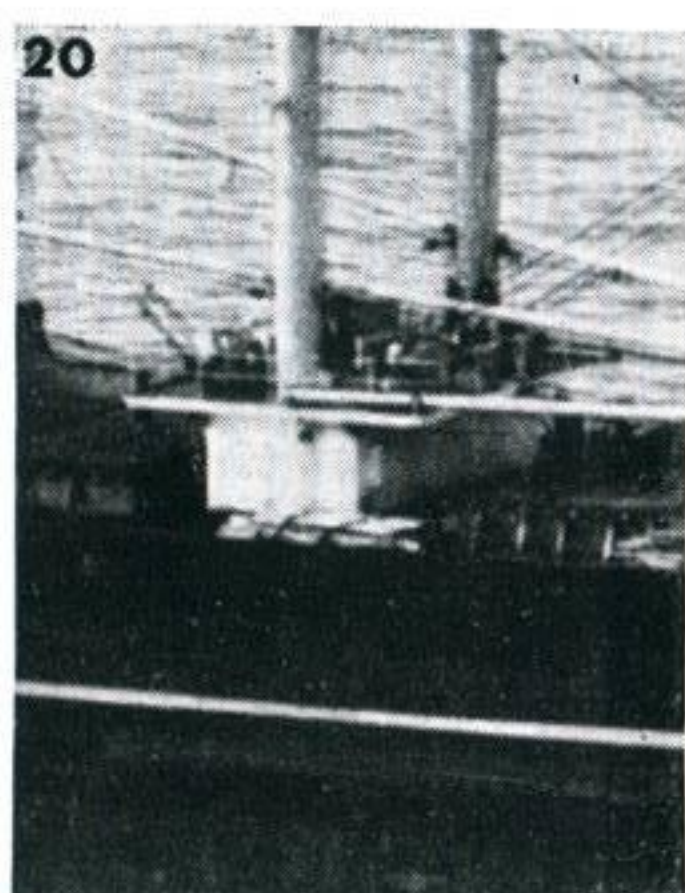


continued overleaf

C.1 TYPE STANDARD CARGO SHIP *continued*

KEY





Lesson Instructions on page 5

Solutions on the cover

KEY





Cover Photo: The **Fokker Fellowship** is a high performance transport for short and medium ranges and is powered by two turbofan engines. Equipped with low pressure tyres it is able to use runways of small carrying capacity and a length as short as 3,900 feet. It can carry up to 65 passengers and is an ideal feeder airline.

SOLUTIONS TO TESTS AND EXERCISES

Page 6

BASSET

All targets are of B.206/**Basset C.C.I** except No. 5 (**Aztec**) and Nos. 12 and 35 (**Baron**).

Page 10

ALOUETTE III

All targets are **Alouette III** except No. 14 which is **Wasp**.

Page 18

SHACKLETON

All targets are **Shackleton** except No. 17 which is **Sahara**.

Page 22

FELLOWSHIP

All targets are **Fellowship** except Nos. 6, 23 and 31.

Page 2

THE TEST OF TIME—4

- | | |
|----------------------------|----------------------|
| 41. S.S. Non-rigid airship | 51. Spitfire XIV |
| 42. Demon | 52. Typhoon IB |
| 43. Heyford | 53. Halifax III |
| 44. Harrow | 54. Argosy |
| 45. Typhoon IB | 55. Hastings |
| 46. Wellington I | 56. Javelin |
| 47. Battle | 57. Beverley |
| 48. Mosquito | 58. Meteor |
| 49. Rigid airship R.9 | 59. Pembroke |
| 50. Lancaster | 60. Shackleton M.R.3 |

Page 25

STANDARD SHIP C.I

All targets are **C.I Standard Ship** except Nos. 22 and 24 which are jokers.

Page 12

PANHARD AML

All targets are **Panhard AML** except Nos. 11, 19, 38, 43, 52, 59 and 66 which are **Ferret Scout Cars**.

Page 4

TEST PAPERS

RFA Engadine: Jokers are second line 1st picture and third line 3rd picture

U.S.S.R. Kashin: Jokers are second line 5th picture and third line 1st picture.

Victory Type: Jokers are second line 3rd picture and third line 1st picture.

Page 5

Intruder: Joker is third line 5th picture.

F5: Joker is third line 4th picture.

TEST PAPER (below)

Corsair: Jokers are second line 2nd and 4th picture and third line 5th picture

CORSAIR?

TEST PAPER

solutions above

