

1978

## Combat Fleets of the World 1978/1979: Their Ships, Aircraft, and Armament

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stating roles and missions per Title 10 U.S. Code, SALT, Warsaw and NATO Treaties and Protocols and a most valuable index for reference work.

Senator Howard Baker introduces *Imbalance* as providing "a unique service in making available to the public the information necessary for an informed and open debate on the defense needs of this nation and its allies." Congressman John Breckenridge introduces *Trends* thus: "To permit the adverse trends of the past ten to fifteen years to continue would be tantamount to a conscious decision by the American people to allow their national independence and free institutions increasingly to be hostage to decisions made in Moscow by Soviet Communist Party leaders."

There are more similarities between these two books than one would expect, even considering the common authorship and subject matter. Paragraphs, sections and figures appear in both; yet neither acknowledges the other. In some cases, minor cosmetic editing has been done while the preponderance of the words, the paragraphing and even the titles are the same. Copyrights aside, perhaps the tale should be "told twice," once for reading and once for reference.

The curriculum at the Naval War College is built around an ideal model: that military force serves national security as the result of a linear genesis in which policy begets strategy, begets budget, begets force level, begets tactics to meet a threat. Hence forces on scene are assumed to reflect some explicit national policy and strategy. We attribute such characteristics to other nations. If the *Trends* and *Imbalance* portrayed in these two books are actually a reflection of this nation's will and its perception of the world situation, then, perhaps, the Solzhenitsyn assessment at Harvard has more substance than it has been given by its sanguine detractors. If, rather, the situation is the result of a series of ad hoc budget

changes on the margin that have reduced strength and set policy by making many strategies infeasible, then these books cannot but assist in, at best, turning the situation around and, at least, in showing the public and Congressional and Executive Branch decisionmakers the cumulative results of isolated actions.

*Imbalance of Power* is recommended reading as the best unclassified net assessment available. *Trends* is a splendid reference text that capably and creditably meets its author's stated "fourfold purpose; to

- Furnish fact,
- Outline opinions,
- Sharpen issues, and
- Stimulate debate."

Collins, with the help of CRS, has done his homework and compiled an enormous amount of data that can serve the decisionmaker very well. Furthermore, he has Socratically posed sufficient policy and strategy questions that decisionmakers can now focus on policy as an input to, rather than as a by-product of, their work.

D.G. CLARK  
Commander, U.S. Navy

Couhat, Jean Labayle, ed. *Combat Fleets of the World 1978/1979: Their Ships, Aircraft, and Armament*. Annapolis, Md.: Naval Institute Press, 1978. 652pp.

The English language edition of *Flottes de Combat*, at roughly half the price of its obvious competitor from across the channel, is a bargain. This is the second edition published here and is larger (by 77 pages) and classier than the first. The Naval Institute has a winner which should find its way to many wardrooms in many navies.

Several years ago as a young lieutenant junior grade I had the unique opportunity to live and work for 3 months aboard a French destroyer, *Du Chayla* (D 630). She was visiting the

United States for TARTAR SQT. Every preconception I had held about the French Navy was destroyed by that experience. My lasting impressions of that short time are of an extremely professional, smoothly functioning team aboard an impeccable—literally spotless in all spaces—and efficiently laid out ship that reflected an inventive yet very pragmatic and efficient approach to naval architecture. (The fact that the helm was located half a level down and forward of the conning station, putting the backsides of the helmsman and lee helmsman at the same level as the foot of the OOD, made an impression on one used to conning from the leaky open bridge of a *Forrest Sherman* class.) These men were true professionals. Billet for billet, the officers had several times the experience that would be found on a U.S. Navy guided missile destroyer. Division officers and department heads were veterans of Vietnam and Algeria. They had lost two wars, and DeGaulle was pulling out of NATO. These facts were, perhaps, part of the reason that they were so modest and subtle in their relationships with the Italian and U.S. naval officers and men with whom they dealt daily. They were also cautious sailors, not at all the dashing romantics one might have expected by combining French and sailor stereotypes. When I was permitted to conn for a landing, the captain didn't care for my destroyer-type approach at all. He preferred to stop parallel, 25 feet out, and work the ship in with a wire to the forward capstan and one to the fantail winch.

This professional thoroughness, caution, and a subtle pride restrained by modesty is reflected precisely in *Combat Fleets*. Perhaps the fact that France has been a battleground for foreign powers so many times throughout history has contributed to this tendency toward understatement. There are no sermonizing editorials in this book as one finds in *Jane's*, just a thorough

description of all one might want to know about all the world's navies. Even the tumultuous U.S. Navy ship procurement process is treated gently, with only cautious mention of the various players in our budget process pushing and pulling, cutting and adding, as the politics of the time seem to require.

It is noteworthy that the sections on France, Great Britain and the U.S.S.R. are each headed by a trenchant quotation:

France:

The Strategic nuclear strength . . . the completion of this force . . . is without question a great scientific and technical exploit.

Valery Giscard d'Estaing

Great Britain:

We can no longer afford to patrol the World's sea lanes.

Roy Mason, Ministry of Defense

U.S.S.R.:

Henceforth, the flag of the Soviet Navy will float proudly on all the oceans of the world. Sooner or later the United States will have to understand that it is no longer master of the sea.

Admiral Sergei Gorshkov  
Commander in Chief of the  
Soviet Navy

No such statement of pride or apology, bravado or policy is stated for the U.S. Navy. Rather, the U.S.A. section leads off with a table showing the FY 1978-82 Five-Year Shipbuilding Plan showing 138 ships to be authorized—a sad relic of more optimistic days before the number of planned units was cut in half in order to fund what some consider to be a modern day Maginot Line on the Central Front. Where is the spokesman who can authoritatively

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rebut the contention of Admiral Gorshkov?

Although this 1978/1979 edition is an obvious improvement over that of 1976/1977, it could stand a few changes for the sake of balance and readability.

—Kiev gets more coverage, 6 pages including a cover photo, than do many of the world's navies—perhaps a little overdone.

—It would help if the names of countries which title each section were at the outer margin for rapid access, rather than consistently to the right.

—Classes of ships within navies would be easier to find if class titles were in bold print rather than light italics.

—The seemingly random placement of photos within ship descriptions is distracting, especially when one must search for the remainder of a table or sentence.

—Someone should have checked out the cross-referencing. When it is stated that a certain system, ship or weapon is similar to or adapted from that of another navy, it would be convenient if the pertinent information were provided in the other navy's listing.

—For those of us who are recalcitrant in accepting metric measurements, it would be helpful if dimensions were expressed parenthetically in feet and inches as is done in *Jane's*.

—Active ships should be differentiated, by notation or typeface, from those in mothballs or reserve.

These minor points aside, *Combat Fleets* is a superb reference text with fine line drawings and action photographs which provide a living dimension to the factual data. Lists of aircraft, weapons and systems are provided for completeness. The Naval Institute is to be complimented for bringing it to the United States and making it available at a price low enough for single ownership while *Jane's* must be purchased corporately or on the installment plan.

D.G. CLARK

Commander, U.S. Navy

Graubohm, Herbert. *Die Ausbildung in der deutschen Marine von ihrer Gruendung bis zum Jahre 1914 (Training in the German Navy from Its Foundation to the Year 1914)*. Dusseldorf: Droste Publication, 1977. 444pp.

Herbert Graubohm, naval officer and doctor of pedagogy makes a successful attempt to describe the training system of the Imperial German Navy as it developed from its very beginning in 1850 until 1914. He reveals the extent to which the system was based upon the educational concepts and intentions of the 19th century—how military education and training agreed with the public school system and the contemporary pedagogic endeavors. The aspirations of the 1848 National Assembly of Frankfurt to establish a parliament-governed German national state included the establishment of a navy as well. The Prussian monarchy was deeply affected domestically by the events of 1848 and, as far as foreign affairs were concerned, the blockade of German ports dramatically underlined the role of seapower. From the comparably modest Prussian formula of "recognition of the nation at sea" resulted the claim to an equal part in world policy which led finally to the demand of Emperor Wilhelm and Admiral Tirpitz for extended power by naval armament. In some detail the philosophy of the pedagogic century and its greatest protagonists (Herbart, Humboldt, and Schleiermacher) are brought to the attention of the reader. Once more we are made aware of the prevailing harmony of state, society, and people (including the enlightened and educational minded officers around the great reformer Scharnhorst) of the reform age. It is one of the inevitable consequences of the revolution of 1848 that the efforts to educate "scientifically" noncommissioned officers and enlisted men became a matter of vehement criticism. The magic power of the educated classes over the non-