

did we meet with any adventures. Miss Bruyère for fun, took an unloaded pistol wrapt up in her handkerchief."11

It is very interesting to note that almost all of the diaries and letters that tell of the war are written by upper class ladies. Officers' wives and daughters were often literate whereas the regular soldiers wives usually were not. There are few journals written from the laundress' point of view, so most accounts are from others' observations. Most often the letters and journals kept by these ladies included details not mentioned in soldiers' or officers' journals. They wrote about the weather, their travels, the bonding with the other women in camp and their husbands' doings.

The War of 1812 spread over many acres and two and a half years. Also known as "Mr. Madison's War" by the opponents of President James Madison, the war was to take many turns. When the British arrived in Benedict, Maryland, in August 1814, and started their march towards Washington, it was President Madison's wife, Dolly, who was left alone, *"save for a few loyal servants"*, to try and save what little she could before the British arrived. In letters she wrote to her sister Lucy, she describes what was happening around her. She tells Lucy how her husband told her she *"should be ready at a moment's warning to enter"* her *"carriage and leave the city"*. Having to leave one's home at any moment would be frightening enough without having to deal with the thought of losing a priceless memento. Dolly Madison, along with packing up important state documents, also had to worry about how to save "Gilbert Stuart's priceless full-length portrait of George Washington." She had to supervise the loading of the wagon with her possessions as well as the valuable items in the President's house. Then came the removal of Washington's portrait. She supervised the servants who removed the portrait and sent it on its way to a farm. She then left her home. She finally met up with her husband 36 hours later. When they returned to the White House, they found it burned.12

Some on the British side told their stories as well. In a letter to her cousin Charles, Alicia Cockburn, wife of a senior officer, tells of life in Montreal in 1814, at a camp in Upper Canada. She tells of the weather saying, *"The Summer is very fine, and not so overpowering from heat as last year, but it is hot enough, and will be considerably more so...."* She also makes a mention of the training of the British soldiers in the camp that was next to the one that her husband and herself were in. In the camp, there were *"– Brigadiers – Grenadiers – & Fuzileers – Right – Left – here – there – march – halt – wheel – double-quick – tumble down –tumble up –fire away – thus they keep moving..."* Alicia sees some humor in this as well, because in continuing her description of the scene before, she continues *"...and a most moving scene it is, but I think if I commanded, I would move it a little nearer the enemy."*13

In an earlier portion of her letter, she makes mention of her travels to the United States, stating that:

*"I am at present meditating a Journey to Upper Canada, and even a trip into the United States in a Flag of Truce, which to do the Yankees justice they treat with*

*uncommon civility especially when born by Ladies, whom they allow to go much farther, and peep about much more, than we should do in a similar case, whatever might be their beauty and accomplishments."*<sup>14</sup>

It is interesting that in her letter she mentions the weather and her trip to the United States and the soldiers' activities, but she does not ever mention the conflicts of the war around her.

Another aspect of the war came from young Anne Prevost. She was 17 and the war seemed likely. She writes in her journal dated February 10th 1812 that, *"Captain C. returned from the United States. This was the second time my Father had sent him to make observations and judge what probability there was of a War."*<sup>15</sup> Her writing portrays her youth and the enjoyment of her surroundings.

*"June 8th: Went with my Father and a party of ladies, his Staff, etc., to Lorette, a village of converted Indians, about 9 miles from Quebec. The Indians all paid their respects to the Governor, and danced their War Dance in our presence: the noise they made was terrific:—it was more like the howling of dogs than the human voice."*<sup>16</sup>

In a later entry, she describes hearing the news of war for the first time: *"June 25th: I was summoned in the midst of my French lesson to hear some news that had arrived. It was indeed an important piece of intelligence:—'America has declared War against England.' The news had arrived by an Express to some of the Quebec merchants.... On this day I saw nothing before me but my Father's honour and glory. Although I knew how small a force we had to defend the Canadas, such was my confidence in his talents and fortune, that I did not feel the slightest apprehension of any reverse. I thought those abominable Yankees deserved a good drubbing for having dared to think of going to War with England, and surely there was no harm in rejoicing that the War had happened during my Father's Administration, because I thought he was the person best calculated to inflict on the Yankees the punishment they deserved."*<sup>17</sup>

Their is no doubt whose side she is on. It's interesting to note that she was only 17 years old when the war began. There are a few journal entries where she tells of her love and her heart, and fondness for her father and of the soldiers in his camp.

December 6th 1812 *".....Captain Milnes was very prepossessing. He was unbecomingly tall and had an awkward stoop, but his countenance was very intelligent and pleasing; indeed I will not even make one exception when I assert that when Captain M. was in good humour, he was the most agreeable person I ever met with.... I will frankly acknowledge that I could not see so much of his character and receive so much pleasing attention from him, without feeling my heart in some danger.... I resolved to be on my guard and to 'keep my heart with all diligence' till it was really sought. Had he tried to gain my*

*affection he probably would have succeeded...."18*

Being a general's daughter, Miss Prevost also shows pride in her country and the Canadian side. On June 3rd 1813 she describes an attack on Sackett Harbor: *"We heard that an attack has been made on Sackett's Harbour. My Father was there, and as much exposed to danger as any common soldier. Thanks be to the Almighty he is safe! The attack was made with only 800 men, and the American prisoners say their force was 3000. We were not altogether unsuccessful— we drove the enemy to their block houses— blew up a magazine, caused them to set fire to some valuable stores—took 3, 6 pounders and 150 prisoners, and then retreated to our ships. It was found impossible to take their forts without Artillery, which we had not with us—relying on the co-operation of the Navy which was prevented by an adverse wind. To this circumstance is attributed the failure of the expedition."*<sup>19</sup>

The war took on different meaning for everyone involved. Some had their worst fears realized, and some, like Miss. Anne Prevost, were either too young or too detached to be worried about its consequences. Throughout their journals and letters, however, they describe a different take on the war than many of the reports given by soldiers and officers. There is the hope of love and the fear of its loss. There are descriptions of the weather and the landscape. And there is great pride in their own respective countries and the sides they were on.

Twenty years after she returning to the East, Mrs. Lydia B. Bacon collected all of her letters and entries into her journal, put them in chronological order, and wrote them all down in a manuscript.<sup>20</sup>

After her husband retired, Dolly Madison went with him to live in the family's home in Montpelier, Virginia. Dolly would later go back to Washington, *"where she enjoyed the status of a revered matriarch."*<sup>21</sup>

After the war, Anne Prevost would have a difficult time. Her father died, her mother died soon after, then her brother and sister also. *"Anne spent the rest of her days, 'a spinster finding her solace in the One who made all life.'"22*

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## **Extracts From The Journals Of Miss Anne Prevost**

*EDITOR'S NOTE: The following memoirs of Anne Prevost are copied directly from her original writings, all spelling and punctuation (including underlining) appears as therein. After having lain untouched for almost 200 years, in the mid-1990s Miss Anne Prevost's remarkable papers were rediscovered in the Prevost family archives.*

### **Part 1: Early Years and Living in Quebec**

I was born the first of January 1795, at Weybridge in Surrey. The first event impressed on my memory with any distinctness is the death of my Sister Constance. She died very suddenly at ten years old when I was about five. I do not remember that I felt any particular affection for her, but I know I was shocked and distressed at witnessing my Mother's grief; some years afterwards I used to think of her with very tender regret.

My Parents married because they loved each other. The match was thought imprudent, and my Grandmother Prevost did not like my Mother because she was the means of frustrating her worldly schemes. None of her children pleased her in their marriages, for though her daughter obtained wealth, I must do her the justice to say, she did not approve her choice, and I have heard she told my Aunt her objections. She wished for wealth but she had principle enough to regret the absence of virtue.

The Governor's residence at Quebec is very inferior to the Government House at Halifax, although my Father's predecessor laid out so much money on its embellishment that it was one cause of his squabbles with his parliament. My bed-room was situated in an uncomfortable sort of place and had no stove in it. However I thought its discomforts amply compensated by my being allowed to have a small sitting-room near it, where I might retire for reading and writing and have my books arranged in the nicest order in two small book-cases. It was papered and carpeted and was altogether what I considered a very complete little boudoir.

### **Part 2: Seventeenth Birthday; the Possibility of War**

I was seventeen on the 1st January 1812. The Nuns of the Grand Hospital sent me a handsome cake; Mrs Baynes gave a dance in honour of the day. I danced with Captain F., Major B. and Mr. George Mountain.

January 5th: Went to Church, afterwards walked with Miss B. to the Plains. Captain C. set off on an Expedition to the United States to see what the Yankees are about.

January 7th: Walked with Miss B. to Colonel Bruyère's. So many advices have been given against Miss B. and myself walking without the Walls, that I fear we shall be obliged to give up our walks. Some say we ought not to go without

gentlemen; others, that we ought not to go at all. "Oh! that I were, where I have been." Dear Halifax! there we were not obliged to circumscribe our walks within the compass of stone walls.

January 10th: At 2 o'clock walked with Miss Bruyère, Miss Grant and Miss Baley about half way to the River Charles, which is now hard frozen. We had no gentlemen, nor did we meet with any adventures. Miss Bruyère for fun, took an unloaded pistol wrapt up in her handkerchief.

February 10th: Captain C. returned from the United States. This was the second time my Father had sent him to make observations and judge what probability there was of a War. I remember Captain C. telling a ridiculous anecdote of the French Ambassador speaking to him at one of the President's Levees, supposing him an American, and when he was introduced as a British Officer the Frenchman turned away, as if afraid of contamination.

May 18th: Rode with my Father to Lorette, where he inspected a detachment of the Canadian Voltigeurs, a Regiment he is raising in consequence of the hostile menaces of our neighbours the Yankees. He rode through the ranks and talked to the men: they seemed much pleased and gave some cheers worthy of Englishmen as we rode away.

June 8th: Went with my Father and a party of ladies, his Staff, etc., to Lorette, a village of converted Indians, about 9 miles from Quebec. The Indians all paid their respects to the Governor, and danced their War Dance in our presence: the noise they made was terrific: it was more like the howling of dogs than the human voice.

### **Part 3: Declaration of War!**

June 25th: I was summoned in the midst of my French lesson to hear some news that had arrived. It was indeed an important piece of intelligence: "America has declared War against England." The news had arrived by an Express to some of the Quebec merchants.

God forgive me! but I know well I felt anything but sorrow on hearing of an event which led to so much bloodshed and misery, and which was the source of all the calamities that have overwhelmed my family, and left me "alone on earth" to mourn over the past. How many wounds my feelings have received since that fatal day! I sometimes fear the effect of so many repeated blows will be to deaden all feeling to make me selfish and cold hearted.

On this day I saw nothing before me but my Father's honour and glory. Although I knew how small a force we had to defend the Canadas, such was my confidence in his talents and fortune, that I did not feel the slightest apprehension of any reverse. I thought those abominable Yankees deserved a good drubbing for having dared to think of going to War with England, and surely there was no harm in rejoicing that the War had happened during my Father's Administration, because I thought he was the person best calculated to

inflict on the Yankees the punishment they deserved. Stars and Ribbons glittered in perspective. Yet I must do myself the justice to say it was pure fame I longed my Father to win! thought of fame more than of its accompaniments.

This war was a base deed on the part of the Yankees. England was struggling for her independance against a host of foes, and the United States chose that moment to add their vile kicks and cuffs, hoping the Noble Lion was sinking in the fray, overwhelmed by numbers.

#### **Part 4: Victory at Detroit; the Death of Brock at Queenston Heights**

July 27th: We had an account of General Brock's victory the particulars of the capture of Detroit arrived on Saturday 29th. Several houses were illuminated in the evening, and on Monday the whole town was lighted up.

August 12th: The American prisoners arrived: the Officers were placed on parole in some of the adjacent villages. It was said they boasted General Dearborn would soon release them as he was going to overrun Canada with an army of a hundred thousand men.

September 27th: Captain Milnes, the second son of Sir Robert Milnes, formerly Lieutenant Governor of Canada, came a passenger on the Prometheus. My Father had known Sir Robert in the West Indies, and had some months ago promised him to place his son on his personal staff. The new A.D.C. set off for Montreal in the course of the same day he landed.

October 22nd: An Express brought the news of the Battle of Queenston, and the death of our noble defender, General Brock. Had he lived how different every thing might have turned out. His energy and talents were invaluable to my Father, for it was impossible for one individual to watch over both Upper and Lower Canada in the way that was necessary for their complete defence. This excellent Officer was only "too prodigal of life,"he fell while leading on the Grenadiers of the 49th Regiment: his own favourite corps. If he had but reserved his personal exertions till the reinforcements came upwhich ultimately drove back the invadershis Country might have had him still. A General ought to sometimes recollect how valuable his life is to his army.

#### **Part 5: George Prevost Returns to Quebec**

December 6th 1812: My Father returned to Quebec, and most happy were we to see him again quite safe and looking remarkably well. He was attended by his two newly appointed Aides-de-Camp, Captain Milnes and Captain McDouall. Poor Captain Milnes was very prepossessing. He was unbecomingly tall and had an awkward stoop, but his countenance was very intelligent and pleasing; indeed I will not even make one exception when I assert that when Captain M. was in good humour, he was the most agreeable person I ever met with. He was perfectly free from affectation and having been much in good society, his manners had a natural elegance that certainly was not possessed by any other person among his contemporary beaux. I will frankly acknowledge that I could not see so much of his character and receive so much pleasing attention from



him, without feeling my heart in some danger. Miss Grant soon informed me that it was the general opinion that the late Governor's son and the present Governor's daughter were just suited to each other; but I thought it likely that if he lost his heart at all, Miss Mountain might be the person on whom he would fix his choice, and I resolved to be on my guard and to "keep my heart with all diligence" till it was really sought. Had he tried to gain my affection he probably would have succeeded: and what a bitter pang his death would have occasioned. Thank God! at least I escaped that sorrow.

### **Part 6: Eighteenth Birthday; Dancing with Captain Milnes**

On January 1st, 1813, I attained the pretty age of eighteen. As to the state of my heart, of which at the end of the year it may be necessary to give some account, I can with great truth say that it is perfectly safe and quiet. The only admirer the world gave me (generous as it is in general), was one poor little man with one leg shorter than the other, and whose mind, as far as I could discover, possesses nothing to compensate for his personal deformities. With such a lover I have certainly not had an opportunity of trying the strength of my resolutions of resisting all attachments of that nature.

February 15th: The Provincial Parliament was prorogued. A Ball at the Chief Justice's. My Father met with a severe blow from the pole of a cariole; it inflicted a wound which bled a good deal. Had as much blood been shed in a skirmish with our Invaders, with what éclat it would have been attended. On several occasions my Father exposed his life as much as any Soldier could have done, but the star of his glory had set, and he was doomed to be personally unfortunate. He made very light of this accident and the Ball went off very gaily. I danced with Captain Milnes, Mr. T. Thomson and Mr. Percival.

### **Part 7: Sermons; Lord Byron's Poetry; and her impression of three captured Americans**

February 27th: Heard of the destruction of the enemy's post at Ogdensburg.

March 3rd: Ash Wednesday. Went to Churchno Sermon. Took a long drive in Captain Milnes' cariole with Catharine Robinson. Read several of Marchand's Sermons. I think them excellent.

Sunday 7th: I went this morning at 3 o'clock to hear an Irish Catholic preacher Mr. French. His text was "Love not the world, nor the things of this world." He was very popular for a time and many Protestants went to hear him, but he thought proper to make some efforts to make converts of his heretical auditors, and preached in so violent a manner that my Father mentioned it to the R. C. Bishop. Mr. F. was immediately sent into the country.

12th: Read Lord Byron's "Childe Harold." What a horrible wretch Lord Byron must be.

23rd: Went with a large party to the Montmorency. Captain Milnes succeeded in getting to the top of the Cove, but none of the ladies could get above half way



up. 22 at dinner, and dancing in the evening. My partners were Major Drummond and Mr. W. R.

24th: Captains Barclay and Pring left Quebec. Captain Milnes went with them. I never saw him again. I afterwards heard that though excessively anxious to be actively employed, he had a presentiment of his fate which oppressed his spirits.

30th: Walked before breakfast and caught a severe cold. 22 at dinner. Among the company were three American Officers taken by Colonel Procter near Detroit: Brigadier General Winchester, Colonel Lewis, and Major Madison the General seems a vulgar, good-humoured man and had much the air of an old Coachman out of place in a shabby livery. Colonel Lewis is a horrible looking fellow, and Major Madison I should think had not long left his place behind the counter.

### **Part 8: The attack on Sackett's Harbour; and Anne's "beau ideal"**

Tuesday May 4th: An Express brought intelligence of the attack on York, and Sir Roger Sheaffe's retreat.

June 3rd: We heard that an attack has been made on Sackett's Harbour. My Father was there, and as much exposed to danger as any common soldier. Thanks be to the Almighty he is safe! The attack was made with only 800 men, and the American prisoners say their force was 3000. We were not altogether unsuccessful we drove the enemy to their block houses blew up a magazine, caused them to set fire to some valuable stores took 3, 6 pounders and 150 prisoners, and then retreated to our ships. It was found impossible to take their forts without Artillery, which we had not with us relying on the co-operation of the Navy which was prevented by an adverse wind. To this circumstance is attributed the failure of the expedition.

Sunday 6th: The 89th Regiment commanded by Colonel Morrison, a Company of Artillery, and the Waterville Regiment arrived from Halifax. I took a great fancy to Colonel Morrison from the first day, and I always admired his character exceedingly and considered him as agreeable as he was excellent. He afterwards became quite a hero, and I used very blushingly to declare him to be my beau ideal, and just the sort of person to whom I would readily resign my independence.

### **Part 9: The Death of Captain Milnes**

July 26th, 1813, Monday: We did not hear from my Father, but from other sources we received the melancholy intelligence that Captain Milnes was killed on the 20th in some rencontre with Gun Boats. It seems that on the 19th, one Gun Boat and 16 Bateaux laden with provisions, were captured 30 miles this side of Kingston by two of the Enemy's Gun Boats, owing to the negligence of our men. In consequence of this disaster 6 of our Gun Boats were sent the next day to intercept them but we failed in the attempt and poor Captain Milnes fell, shot through the head.

28th: The Steam Boat arrived from Montreal, and brought us letters from

Kingston as late as the 22nd. Captain Milnes was not killed, but dangerously wounded: a musket ball entered behind his left ear and came out at his forehead he had then survived the wound 30 hours but had not spoken. Mr. McCauley has not the least hope of his recovery, but some of the Surgeons at Kingston think more favourably.

Captain Milnes died on the 25th August, 1813. For two days before he expired he appeared to know every body about him: he asked for lemonade, but the only sentences he spoke were parts of the Lord's Prayer "Thy will be done Thy will be done on earth as it is in Heaven!" Thus died this accomplished young soldier. We went to Montreal the middle of August and remained there till the 16th of October. Gloomy tidings had been received from Upper Canada before we quitted Montreal. The Division of the Army under General Procter had been defeated and almost all captured.

#### **Part 10: The province is called to arms; Anne's nineteenth birthday**

We heard on the 9th November, that General Wilkinson had passed Prescott with 8000 men: all the Province was called to arms. My Father established his Head Quarters at La Chine. Sad and most anxious were the few days that intervened between the arrival of this news and the 15th, when we had the happiness of hearing that the Enemy had been defeated by Colonel Morrison!

Well do I remember that day. Mrs. Brenton and her daughter dined with us. Just after the cloth was removed an unusually loud ringing of the door bell startled us all I ran into the passage and met Mr. Molson, the proprietor of the Steamboat with a packet of letters in his hand, and heard the joyful news "Colonel Morrison has beaten the Americans and taken 400 prisoners!" This brilliant affair put us in high spirits and seemed almost to put an end to anxiety.

1st January, 1814. My Birthday, which made me nineteen, was on a Saturday, and therefore the dance which was to celebrate it did not take place till the following Tuesday. But we had a dinner party on the 1st, and I liked it better than the dance.

On the 7th January a grand Ball and supper was given by the Officers of the Garrison to my Father. I was to open the Ball with Colonel Morrison. Dear Colonel Morrison! more interesting and agreeable than ever our victorious hero!

#### **Part 11: Summer of 1814; George Prevost arrives at Plattsburg**

Summer 1814: During all this summer, my Father was employed in frequently visiting the out posts, and he appeared to be greatly interested in the fitting out of a small Squadron in Lake Champlain. Captain Fisher was the senior Officer and he and my Father always appeared to be on the most cordial terms he was several times at Montreal; but just as the Fleet was nearly ready, Sir James Yeo thought it proper to supersede Captain Fisher, whose local knowledge must have been of value, and to appoint Captain Downie to the command. About 9000 men were concentrated in the Champlain Frontier and it was generally understood that as soon as the equipment of the Squadron was completed, an expedition

would be affected into the Enemy's territory.

On the 30th August I made breakfast for my Father and his suite at half past 6, previous to their departure on this ill fated Expedition. I was most sanguine that something very brilliant would be achieved. I had often thought with regret that my Father had never yet been engaged in any bright affair he had considered it necessary to conduct the defence of the Canadas with much caution defence, not conquest was necessarily his object. But now I thought the time had arrived when all murmurs would be silenced I was delighted to think my Father was commanding some thousands of Wellington's Soldiers!

Precious as was my Father's life, still I was so true a Soldier's daughter, I valued his renown even more. O how high the pulse of Hope beat at that moment. I do not recollect that I had any sort of fear as to the result of the Expedition. I looked forward to certain Victory.

On the 3rd September we heard from my Father that he should be within the Enemy's territory the next day. This day too, we heard of the capture of Washington I was delighted, and thought still better news would soon come.

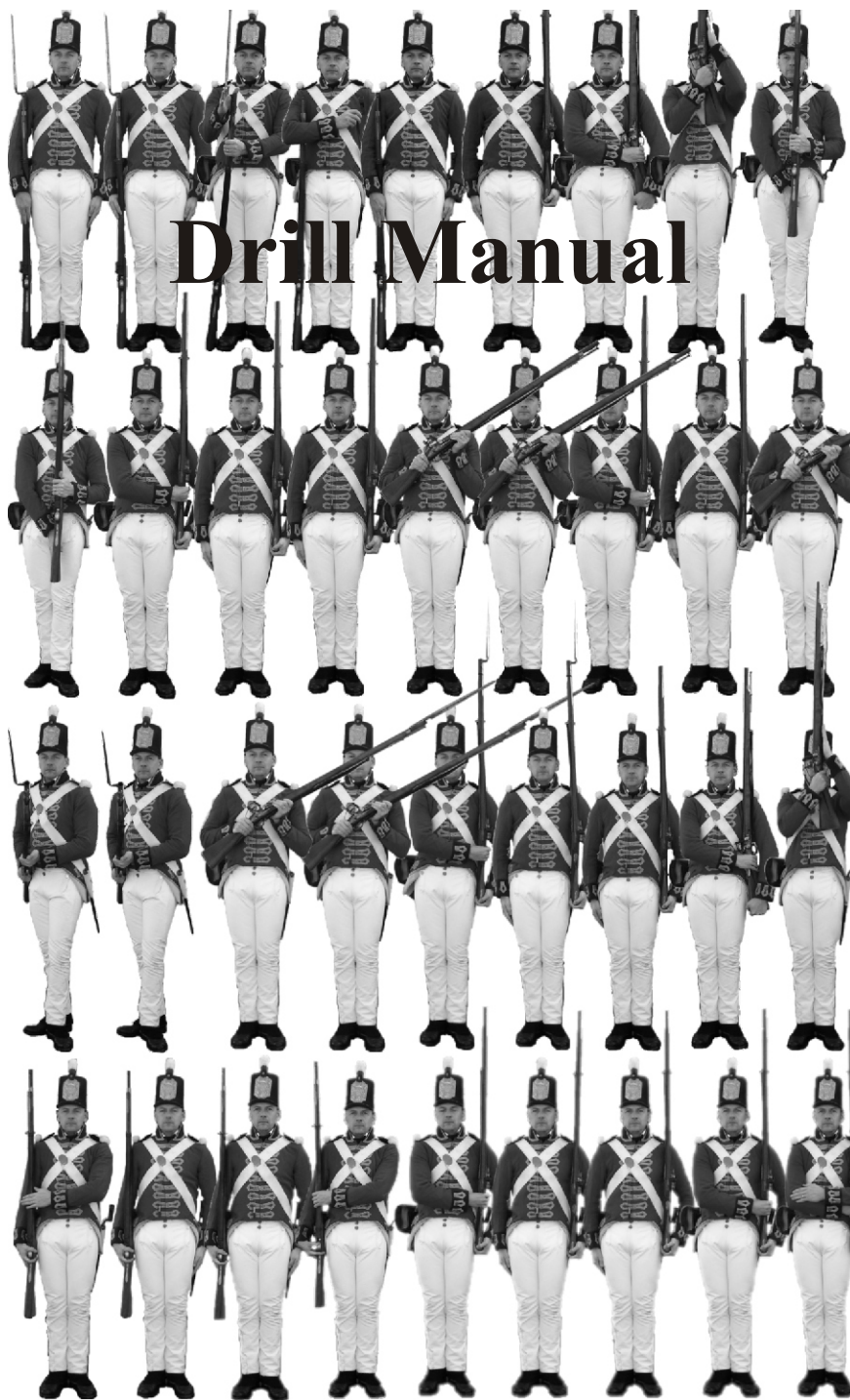
The 8th September we heard that my Father had established his Head Quarters within sight of Plattsburg. The Army were waiting for the Fleet, as the attack on the Squadron and the Fort was to be simultaneous.

### **Part 12: Defeat at Plattsburg!**

Monday 12th [1814], the mortifying news arrived that our Squadron was defeated, captured, and Captain Downie killed. I was breathless till I heard what the Army was about; the loss of the Fleet seemed to me a secondary consideration, and when Mr. B. went on to say the Army is to retreat, it seemed to me I heard a death's knell ringing in my ears. I never was given to shedding tears, far from it but I now wept bitter tears not for poor Captain Downie or his Squadron, but because the Army was to retreat without having first destroyed Plattsburg! I felt certain that however necessary this determination might be, it would bring the greatest odium on my Father it would not be tolerated at a period especially when our troops were so perpetually victorious. That my Father acted from the purest motives, who can doubt. He must have known that not one individual in that Army could be blamed for the retreat but himself; he took upon himself all the odium which he knew would be excited by an unpopular measure, and acted as he thought best. As the fleet was lost, Plattsburg must have been abandoned as soon as captured, I never heard but one opinion on that point. The weather was very rainy and the difficulty of moving artillery, stores, etc., increased every hour. But it is useless to dwell on this most painful subject. Military fame cannot be rescued by argument like woman's honour it is sullied even by the breath of calumny. And I know too well that not even the gracious approval of my Father's services, which George IV. granted to his family, is sufficient to raise his memory to the estimation which it merits.

On 12th October [1814], my Mother and myself and the children returned by the

Steam Boat to Quebec. My Father had previously gone to Kingston. He had frequent intercourse with Sir J. Yeo he even staid in the Government House, thus accepting my Father's hospitality after he had written a public letter calculated to wound his fame for ever and which he was really afterwards obliged to follow up by the three charges which would have been investigated. No man with a nice sense of honour would have acted in this manner.





## Drill Manual

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## **Chapter 1: Introduction**

### **101 – Purpose**

The purpose of this manual is to provide a modern reference for the instruction of drill to be performed by the 49th Regiment of Foot.

### **102 – General**

1. The subject material has been slightly modified from the Drill Manual for Old Fort Erie which was originally extracted from His Majesty's Rules and Regulations for the Manual and Platoon Exercises, 1 Jan. 1807 and Duke of Kent's Instruction for Guards and Sentries in British North America, 1 May, 1800. Drill performed by the 49th Regiment will be in accordance with this manual.
2. Drill that is well taught and executed develops individual pride, mental alertness, precision and Esprit de Corps. It is essential that drill being conducted in view of the public be of the highest standard. Sloppiness, lack of effort or interest by an individual or members of a squad or team performing duties or a demonstration involving drill, cannot be tolerated.
3. NCOs must ensure that a high standard is maintained. They therefore, must be proficient themselves in the Execution of the drill and the conduct of a drill lesson as described below.

### **103 – Aim**

The aim of this manual is to provide the means of conducting and teaching authentic drill animation at re-enactment events.

### **104 – Conduct of Drill Session**

1. It is essential that the NCOs, in addition to having a comprehensive knowledge of, and good ability to perform the various drill movements, are capable of instructing a drill lesson.
2. Although the steps outlined below are based on modern teaching practices, they are still valid in the instruction of drill of any period.
3. Preliminaries: The following steps should be performed before commencing the lesson.
  - a. review the appropriate lesson;
  - b. order the squad into a suitable formation, e.g. semi-circle, hollow square, etc. and;
  - c. state the movement to be taught and the reason for teaching.

4. Lesson: The lesson should be taught in the following three stages.

a. Stage 1

- (1) Demonstrate the complete movement calling out the time;
- (2) Demonstrate the first part of the movement;
- (3) Explain how to perform the first part of the movement;
- (4) Give the squad an opportunity to ask questions;
- (5) Practice the squad on the first movement, collectively, individually (during which you check each man) and again collectively; and
- (6) Teach the second and subsequent movements following the sequence described in 2,3,4, and 5.

b. Stage 2

- (1) Practice the complete movement with instructor calling the time;
- (2) Practice the complete movement with the squad calling the time;
- (3) Practice the complete movement with the squad judging the time.

5. Summary. The lesson should be summarized as follows:

- a. restate the movement taught and the reason for teaching;
- b. state the level of achievement; and
- c. state the next lesson.

## 105 – Instructional Techniques

1. General. The instructor must work continually to improve his standard of instruction. The following techniques will help to improve the standard and greatly contribute to the success of the lesson.

2. Instructors Appearance and Bearing. Trainees learn by example, therefore, the instructor's appearance and bearing must be of high standard. The instructor should stand at attention in a central position where he can be seen by all trainees, unless it is necessary for him to move in order to demonstrate or check a fault. His personal drill and all demonstrations must be correct and smoothly executed. He must display confidence and authority, remembering that he is the central figure in the animation of the drill period.

3. Demonstrations. Demonstrations must be planned so that the squad can see the position or movement. Do not repeat demonstrations unnecessarily, however, if the demonstration is incorrect, the squad must be told so and the movement correctly demonstrated again.

4. Checking. Constant checking and correction of faults is important. Faults should be corrected immediately, including those noted in any drill movement taught previously. Avoid constant reference to any particular member of the squad when checking. In most cases faults are common throughout the squad and rather than "Jones – Look up" and "Jones – straighten your fingers", it is better to use, "Everyone – Look up" or "Straighten the fingers – everywhere". If a particular trainee is having difficulty in assimilating the training, he should be taken out of the squad and given individual attention by an assistant instructor.

5. Vocabulary. The good instructor will develop a vocabulary of short, concise words with which he can impress on the trainees, the degree of speed or smartness in which a movement must be carried out.. The words, “Crack”, “drive”, “shoot”, are some examples. Profanity will not be used. Although caustic and sarcastic comments by the drill instructor is not conducive to good instruction, it has been a forte of many drill instructors through the ages. In order to lend authenticity to the drill period animation, instructors are permitted to address suitable comments to the trainees in the conduct of the lesson. Instructors should develop a vocabulary of comments and phrases in the vernacular of the period. The instructor must avoid “overdoing it and not let the drill period become merely and animation of a drill instructor berating the squad. Such phrases as. “you horrible man”, “miserable wretch”, “sausage” and “idle toss pots” are an example of those which may be used.

## **106 – Words of Command**

1. Good drill depends on properly delivered words of command. They must be given clearly and distinctly and with confidence and determination. Half-heartedly give words of command will be responded to in exactly the same manner.
2. Words should be delivered from the diaphragm of the chest and not from the throat alone. The latter will result quickly in a loss of voice and the ability to be heard. Even though the correct technique in delivering word of command is used, instructors may still find some loss of voice and throat discomfort at the beginning of a training session. Periodic salt and water gargles will help to alleviate the problem.
3. Words of command are divided into;
  - a. cautionary commands; and
  - b. executive commands.
4. The cautionary command serves as a warning for the movement to be performed and is given preceding the executive command. The executive command serves as the signal for the movement to be carried out. Throughout this manual, words of command are written in capital letters. A dash separates the cautionary from the executive portion of the command, e.g. “LEFT ABOUT --- FACE”.
5. As a guide, the interval between the cautionary and the executive command should be two paces. Although it is not possible to give exactly the same pause between the cautionary and executive, it should be as consistent as possible. The cautionary should be well drawn out, the executive should be sharply and clearly given. Avoid unintelligible, piercing screeches in either part of the command, little is gained in the squad reaction and error through misunderstanding is likely to occur.

## **107 – Lengths of Pace**

1. The standard length of pace are:
  - a. ordinary, quick and quickest time --- 30 inches
  - b. stepping out --- 33 inches
  - c. stepping short ---as far as the ball of the toe
  - d. side or closing step --- 12 inches
  - e. back step --- 30 inches

## **108 – Cadence**

1. When marching, the cadence is:
  - a. ordinary time --- 75 paces/minute
  - b. quick time --- 108 paces/minute
  - c. quickest or wheeling time --- 120 paces/minute

## **109 – Calling Out the Time**

1. In the early stages of training, the squad must call out the time in executing drill movements. The standard pause between movements will be two beats of ordinary time.
2. To warn the squad that the time is to be called out the instructor will precede the command by the cautionary “Calling out the time”.
3. For example, on the command “Calling out the time, To the right --- Face” the squad:
  - a. executes the first movement of the facing and at the time calls out “One”;
  - b. observes the standard pause, by calling out “Pause --- Pause”, while remaining perfectly still; and
  - c. executes the final movement and at the same time calls out “Two”.

**Note:** If a drill movement is being executed that has three parts, subparagraph b. is repeated, the squad calls out “Three” on the final movement.

## **110 – Aids to Drill**

1. **Drum.** A drum may be used to sharpen the execution of foot and arms drill movements; to beat the time for trainees who are learning to judge correct timings; and to beat the cadence.
2. **Metronome.** A metronome is an instrument that emits an audible sound and can be adjusted to the cadence required. It may be used by the instructor to establish and maintain the correct cadence.
3. **Plummet.** A plummet is a simple metronome, but lacks the audible sound. It is constructed by suspending a musket ball at the end of a piece of non-stretching string or twine. Knots placed along the string at measured distances from the centre of the ball and used as the points of suspension will allow the ball to swing at the correct cadence. Knots are placed as follows:
  - a. ordinary time --- 75 paces/minute --- 24 inches
  - b. quick time --- 108 paces/minute ---12 inches
  - c. wheeling time --- 120 paces/minute --- 9 inches

Plummets are easily constructed and should be in the possession of, and used by, each instructor. The standard plummet will be held by the Guard Sgt. and each instructors' plummet will be compared to his for accuracy.

## Chapter 2: Drill Without Arms

### 201 General

Chapter 2 provides the instruction for the basic drill a Guard member must perform. Instructors must ensure that a member can correctly execute these movements before progressing to other drill. Constant checking must be done, positioning and movement must be precise, sloppiness must not be allowed.

### 202 Position of a Soldier (Attention)

1. The position of attention is one of readiness in the expectation of a word of command. Exactness in this position is important and therefore, members should not be at attention longer than necessary. The position of a soldier is the position adopted by all members when addressing a superior.

2. The position of a soldier is as follows:

- a. heels together and in line;
- b. feet turned out to form an angle of 60 degrees;
- c. body balanced and the weight evenly distributed evenly on the balls of the feet;
- d. stomach pulled in and chest thrown out;
- e. shoulders level and square to the front;
- f. arms hanging as straight as their natural bend will allow, elbows and wrists pulled into the sides;
- g. fingers together and outstretched, wrists straight, back of hands outward, flat of the hand and little finger touching the thigh, thumb in line with the seam of the trousers;
- h. head held erect, eyes looking their height and straight to the front; and
- j. no part of the body to be strained.

### 203 Position of Stand at Ease

1. The position of Stand at Ease is a less strenuous position of attentiveness. It allows no relaxation but can be maintained without strain for longer periods than the position of Attention.





## 204 Stand at Ease from Attention

1. On the command “STAND AT --- EASE”

- a. draw the right foot smartly to the rear six inches;
- b. simultaneously bring the hands to the front of the body, the back of the right hand in the palm of the left, fingers straight and pointed downward;
- c. allow the weight of the body to rest on the right foot and bend the left knee slightly; and
- d. keep the shoulders square to the front and the head and eyes as for the position of attention.

**Do not move the left foot.**

2. When standing at ease for any considerable time it is permissible, when ordered, for the soldier to relax and move his arms, blow his nose, etc. There must not, however, be any movement of the feet during this time.



## 205 Attention from Stand at Ease

1. On the command “ATTEN --- TION”

- a. carry the right foot forward smartly, placing the right heel in line with the left; and
- b. simultaneously cut the hands to the side and adopt the position of attention.

## 206 Eyes to the Right (Left) (Front)

1. This movement is used when wheeling or marching to maintain alignment, or, when dressing is ordered after a halt. Care must be taken in turning the eyes that the body remains perfectly square to the front.

2. On the command “EYES --- TO THE RIGHT (LEFT)”

- a. glance to the right (left), turning the head only far enough so that the right (left) shoulder may be seen in the field of vision; and
- b. keep the shoulders square to the front.

3. On the command “EYES --- TO THE FRONT”

- a. direct the eyes and head smartly to the front.



## 207 The Facings

1. The facings are used in order to have an individual or a body of men turn either 90 or 180 degrees to face a new direction. The body must be forced around to the new direction smartly by raising the toes slightly and pivoting on the heels. Balance is maintained by stiffening the knees and keeping the weight of the body slightly forward on the feet. While executing a facing in any direction the left heel never quits the ground.

2. On the command "TO THE RIGHT FACE BY NUMBERS, SQUAD --- ONE"

a. place the hollow of the right foot smartly against the left heel; and

b. keep the shoulders square to the front.

3. On the command "SQUAD --- TWO"

a. keeping the arms close into the sides and the body upright, pivoting sharply 90 degrees to the right.

4. On the command "TO THE LEFT FACE, BY NUMBERS, SQUAD --- ONE"

a. place the right heel smartly against the hollow of the left foot; and

b. keep the shoulders square to the front.

5. On the command "SQUAD --- TWO"

a. keeping the arms close into the sides and the body upright, pivot sharply 90 degrees to the left.

6. On the command "TO THE RIGHT (LEFT) --- FACE"

a. combine the two movements, observing the standard pause between movements;

b. keep the arms into the sides and the body erect while pivoting; and

c. close the heels and maintain the position of attention after completing the turn.



**7. On the command “TO THE RIGHT ABOUT FACE, BY NUMBERS, SQUAD --- ONE”**

**a.** keeping the shoulders square to the front, place the ball of the right toe against the heel.



**8. On the command “SQUAD --- TWO”**

**a.** keeping the arms close into the sides, pivoting sharply 180 degrees to the right.

**9. On the command “SQUAD --- THREE”**

**a.** bring the right foot back smartly in line with the left; and  
**b.** maintain the position of attention.

**10. On the command “TO THE RIGHT ABOUT --- FACE”**

**a.** combine the three movements, observing a standard pause between each movement;  
**b.** keep the body upright and the arms close into the sides during the pivot; and  
**c.** do not move the left foot or bend the right knee when moving the right foot.



**11.** On the command “TO THE LEFT ABOUT FACE, BY NUMBERS, SQUAD --- ONE”

**a.** keeping the shoulders square to the front, place the right heel sharply against the ball of the left foot.

**12.** On the command “SQUAD --- TWO”

**a.** keeping the arms close into the sides, pivot sharply 180 degrees to the left.

**13.** On the command “SQUAD --- THREE”

**a.** bring the right foot up smartly in line with the left; and

**b.** maintain the position of attention.

**14.** On the command “TO THE LEFT ABOUT --- FACE”

**a.** combine the three movements observing a standard pause between each movement;

**b.** keep the body upright and the arms close into the sides during the pivot; and

**c.** do not move the left heel or bend the right knee when moving the right foot.

## **208 Position in Marching**

**1.** In marching, the trainees must maintain as much as possible, the position of a soldier as described in Art. 202; i.e. the body erect, shoulders square to the front, eyes looking their level and straight to the front, arms hanging naturally and held steady at the sides without undue strain, wrists and hands flat against the side of the trousers, fingers together and pointing downward. The weight of the body must be transferred smoothly onto the forward leg, the back of the leg must be stretched, and locking the knee avoided. The toe of the foot is pointed down and just clear of the ground, the foot in a forward gliding motion is placed flat on the ground and not allowed to be draw back.

## **209 Ordinary Step**

**1.** In ordinary step the length of pace is 30 inches measured from heel to heel, the cadence is 75 paces to the minute. The trainee must be able to march in ordinary step maintaining the correct cadence and length of pace, over smooth or uneven ground, while displaying good balance and rhythm in it's execution.



2. As ordinary step is the normal marching rate used, the trainee must be proficient in it, in both line and file marching, before dealing with other rates of march.

3. On the command “ORDINARY STEP, BY NUMBERS, SQUAD --- ONE”

a. shoot the left foot forward 24 inches, point the toe downward and hold it clear of the ground;

b. balance the weight of the body on the right leg, keep the shoulders square to the front; and

c. keep the shoulders square to the front and maintain the remainder of the body as for the position of attention.

4. On the command “SQUAD --- TWO”

a. complete the 30 inch pace by gliding the left foot forward 6 inches and placing it flat on the ground;

b. transfer the weight of the body to the left leg and simultaneously shoot the right foot forward 24 inches, point the toe downward and hold it clear of the ground; and

c. keep the shoulders square to the front and maintain the remainder of the body as for the position of attention.

5. To take subsequent paces, the commands “SQUAD --- ONE” and “SQUAD --- TWO” are repeated, the trainee completing the pace and shooting the appropriate foot forward. The instructor should gradually shorten the interval between commands until the trainees are executing the movement in ordinary time.

6. On the command “ORDINARY STEP --- MARCH”

a. shoot the left foot forward; and

b. continue to take subsequent paces in ordinary time as for paragraphs 3 and 4 above.

## 210 Halt

1. The halt can be executed with either the left or right foot leading. Care should be taken that the final pace is not shortened or lengthened so that the correct dressing will be maintained. The word of command can be given as the left foot passes the right or the right foot passes the left, the passing foot being the leading foot.

2. On the command “HALT”

a. complete the pace with the leading foot, placing it flat on the ground and stopping forward momentum of the body;

b. bring the rear foot up smartly in line with the leading foot; and

c. re-adopt the position of attention.



## **211 Oblique Step**

**1.** The oblique step allows a body of troops to advance obliquely to their line of march, while still maintaining their original front. It may be carried out both in line or in column, and may be oblique to the left or right.

**2.** Once trainees have become proficient in marching in ordinary step they can be taught the oblique step. This movement should be first taught “at the Halt”, with both the left and right foot leading. Once the trainee has mastered the correct length of pace and the angle at which it is to be taken, training can then be commenced on the march.

**3.** On the command “TO THE LEFT, OBLIQUE MARCH BY NUMBERS, SQUAD --- ONE”

**a.** carry the left foot forward, diagonally to the left a 19 inch pace and place it flat on the ground, toe pointing to the front;

**b.** keep the shoulders square to the front, the remainder of the body as for the position of attention; and

**c.** do not move the right (rear) foot.

**Note:** If the correct diagonal line has been taken the left heel will be 13 inches to the left and 13 inches forward of the right.

**4.** On the command “SQUAD --- TWO”

**a.** carry the right (rear) foot forward a 30 inch pace and place it flat on the ground, toe pointing to the front and the right heel 13 inches directly in front of the left.

**5.** On the command “TO THE RIGHT OBLIQUE MARCH BY NUMBERS”, the right foot becomes the leading foot on “SQUAD --- ONE” and the left foot the rear foot on “SQUAD --- TWO”. All other details of the movement remain the same.

**6.** Oblique Marching. When executed on the march the first oblique pace is taken by the foot on the side directed in the command; e.g. “TO THE LEFT OBLIQUE --- MARCH”, the left foot. The executive command should be given on the foot in which direction the movement is to be made.

**7.** On the command “TO THE LEFT OBLIQUE --- MARCH”

**a.** complete an ordinary pace with the right foot;

**b.** execute a left oblique step with the next left foot;

**c.** execute subsequent paces as taught above.

**8.** On the command “TO THE RIGHT OBLIQUE --- MARCH”

**a.** carry out the detail taught in paragraph 7 above with the opposite foot leading.

**9.** On the command “FORWARD”

**a.** cease taking the oblique pace and march straight to the front.



## **212 Dressing when Halted**

1. Dressing is the placement of an individual or a body of troops in proper alignment with others in the sub-unit or formation. The trainee must be capable of taking alignment by either the left or right flank. He must be taught to stand erect, keeping the shoulders square to the front, the head upright and not allowed to tip forward. Above all, he must be taught to pick up alignment gradually, and to avoid sudden or excessive moves forward or backward to the line of dressing, thereby causing a rippling effect down the rank or formation.

2. The instructor ordering the dressing will post himself on the flank on which the dressing is to be taken. Determining the line on which the dressing is to be taken and using the far flank man or an object on that line beyond the flank, he will commence to correct the alignment of each man successively and quickly, from the fixed point where he stands to the distant point. Directions, such as, “move up”, “move back”, “carry it on”, “stand still”, should be used.

3. On the command “BY THE RIGHT (LEFT) DRESS”

- a. cast the eyes and head to the right (left) as taught in Art. 206;
- b. take short, quick steps, moving the whole body until you can see the lower part of the face of the man second from you; and
- c. keep the head up, body erect and the shoulders square to the front.

4. On the command “EYES FRONT”

- a. cease all movement;
- b. direct the head and eyes to the front; and
- c. maintain the position of attention.

## **213 Stepping Out**

1. Stepping Out is used when it is necessary for marching troops to gain ground for a short period of time. In Stepping Out the length of the pace is lengthened to 33 inches, but the cadence remains the same. The executive command may be given on either foot.

2. On the command “STEP OUT”

- a. lean forward slightly, as the next foot comes to the ground, and extend the length of pace to 33 inches; and
- b. make each subsequent pace 33 inches.

3. On the command “ORDINARY STEP”

- a. reduce the pace to 30 inches, as the next foot comes to the ground; and
- b. make each subsequent pace 30 inches.



## 214 Mark Time

1. The Mark Time is used when it is necessary for marching troops to lose ground or distance for short periods of time. In marking time the cadence of marching is continued, but no forward pace is taken with the foot. The word of command should be given on successive feet, i.e. “MARK” on the left and “TIME” on the right.

2. On the command “MARK --- TIME”

- a. complete an ordinary pace with the left foot;
- b. swing the right foot forward pointing the toe toward the ground, bring it back and place it flat on the ground, heel in line with the left heel;
- c. immediately swing the left foot forward in like manner, bringing it back in line with the right foot; and
- d. continue to take subsequent paces as above, maintaining the correct cadence for marching.

3. On the command “ORDINARY --- STEP”

- a. as the next foot comes forward take a 30 inch pace and continue marching in ordinary step.



## 215 Stepping Short

1. Stepping Short is used when it is necessary for marching troops to lose ground or distance for short periods, and marking time is not required, e.g. to maintain dressing within a larger formation. In Stepping Short, paces are taken only as far as the ball of the toe. The word of command should be given on successive feet as for the Mark Time.

2. On the command “STEP --- SHORT”

- a. complete an ordinary pace with the left foot;
- b. shorten the pace taken with the right foot, so that the heel is placed in line with the ball of the left toe;
- c. continue to take subsequent paces as above, maintaining the correct cadence of marching.

## 216 Changing the Feet

1. Changing Feet is used in order to place an individual or a body of troops in the correct step with others. The movement may be executed with either foot leading, the word of command should be given on successive feet. For ease in teaching, the movement should be first taught by numbers.

2. On the command  
“CHANGE FEET  
BY NUMBERS,  
SQUAD ---  
ONE”

a. complete the pace with the left foot, and halt the forward momentum of the body by placing the left foot flat on the ground, right foot to the rear, right heel raised slightly, weight of the body on the forward foot; and

b. remainder of the body as for the position in marching.



3. On the command “SQUAD --- TWO”

a. bring the right foot forward quickly, placing the ball of the foot in contact with the left heel;

b. immediately transfer the weight of the body to the right leg and shoot the left foot forward, toe pointing downward and just clear of the ground; and

c. remainder of the body as for the position in marching.

4. On the command “SQUAD --- THREE”

a. complete the pace with the left foot and continue marching in the proper cadence.

5. The above explanation is for the execution of the movement with the left foot leading. Trainees must be trained equally well to carry out the movement with the right foot leading. The detail remains the same, except the opposite feet are used.

6. On the command “CHANGE --- FEET”

a. complete the pace with the leading foot, placing it flat on the ground;

b. bring the rear foot forward quickly, placing the ball of the foot in contact with

the heel of the forward foot; and  
**c.** immediately shoot the leading foot forward and continue marching in the proper cadence.

### **217 Side or Closing Step**

**1.** The Side or the Closing Step is used to move a body of troops a short distance to either flank, while they remain facing their front. The distance to be moved should not be more than 20 paces, if more, file marching should be used. The trainee must be taught to execute the movement in both open and close files. The pause between each side pace taken should be one beat of ordinary time.

**2.** For ease of instruction, the movement may be taught by numbers, until trainees have learned the correct length of side pace.

**3.** On the command “CLOSE TO THE RIGHT, BY NUMBER, SQUAD --- ONE”  
**a.** glance to the right as taught;  
**b.** carry the right foot directly to the right 12 inches, placing it flat on the ground; (if in close files, as far as the left foot of the man on his right)

**c.** distribute the weight of the body evenly on both feet; and  
**d.** keep the shoulders square to the front and of the body as for the position of attention.



the remainder

**4.** On the command “SQUAD --- TWO”

**a.** shift the weight of the body to the right leg and carry the left foot to the right in quickest time, placing the heels together, toes at an angle of 60 degrees.

**5.** The explanation above is for side paces or closing to the right. For paces or closing to the left, the details remain the same, the opposite feet are used.

**6.** On the command “CLOSE TO THE RIGHT --- MARCH”

**a.** combine the movements taught above;

**b.** keep the shoulders square to the front; and

**c.** observe a pause of one beat of ordinary time between paces.

**7.** On the command “HALT” given as both feet are together on the ground, execute one more additional pace and stand still, adopting the position of attention.

## **218 Back Step**

1. The Back Step is used when an individual or a body of troops is required to move to the rear a short distance and a change in frontage or formation is not required or desirable, e.g. to take up dressing or backward wheeling.

2. The Back Step is executed in ordinary time and length of pace from the halt. The trainee must be taught to keep his body erect, shoulders square to the front. The stretching of the leg to the rear must be stressed in order to gain the correct length of pace.

3. On the command “STEP BACK --- MARCH”

- a. shoot the left foot straight to the rear in a 30 inch pace;
- b. continue to take subsequent paces of 30 inches straight to the rear, maintaining the correct cadence;
- c. keep the body erect, shoulders square to the front; and
- d. maintain the correct interval between files.

4. On the command “HALT” (given as for ordinary step)

- a. halt the rearward movement of the body, by placing the rear foot flat on the ground; and
- b. bring the forward foot quickly back to the rear and adopt the position of attention.

## **219 Quick Step**

1. The Quick Step is used normally when changing from one formation to another, e.g. from line to column or column to line, or by small bodies of troops marching in column over smooth ground devoid of any obstacles. It differs from ordinary step only in the cadence, which is increased to 108 paces per minute. In order to avoid strain and fatigue in marching, some natural motion of the arms is allowed, but the arms or hands are not allowed to swing out from the sides. The head and shoulders must remain square to the front. The Quick Step is executed from the Halt only and will not be ordered while on the march.

2. On the command “QUICK --- MARCH”

- a. step off with the left foot as taught in ordinary time; and
- b. execute all subsequent paces in the position for marching as taught, but increase the cadence to 108 paces per minute.

## **220 Quickest step**

1. The Quickest or Wheeling time is used in the execution of a wheel. The detail for the position in marching is as taught in ordinary and quick time, except that the cadence is increased to 120 paces per minute.

## **221 File Marching**

1. File Marching is used when moving to a flank in column. It is essential that trainees are taught to “lock up” and maintain the correct interval (20 inches) between themselves and the man to their front. The position in marching remains the same as taught in ordinary and quick time. The body must be held erect, the head looking up and to the front. Maintaining the correct 30 inch pace must be stressed.

2. On the command “TO THE RIGHT (LEFT) --- FACE”

- a. execute the facing as taught; and
- b. cover off directly behind the man in front.

3. On the command “ORDINARY STEP(QUICK) --- MARCH”

- a. all step off with the left foot a full 30 inch pace;
- b. maintain the correct interval by “locking up” to the man in front, placing the foot down on the ground vacated by his foot; and
- c. keep covered off to the front, keep the body erect and head and eyes up and to the front.

4. File Marching should be taught first in ordinary time. Once the trainee has displayed the ability to maintain the correct length of pace, cadence and position in marching, then he should be exercised in Quick Time.

## **222 Wheeling**

1. The Wheel is used to bring rank or body of troops around to face a new direction. The Wheel is normally executed in Quickest (Wheeling) Time, however, trainees should be taught the movement in ordinary time first. Wheeling can be executed using either flank as a pivot, or, either flank as a moveable pivot. Wheeling may be done at the Halt or on the march and it may be done frontward or backward.

2. The maintenance of correct dressing during the Wheel is of the utmost importance. When wheeling from a fixed pivot dressing is taken from the wheeling (outside) flank, except the outside man, who dresses from the pivot. Those close to the wheeling flank must step out, while those close to the pivot must step short, in order that dressing can be maintained during the wheel.

3. When wheeling from a moveable pivot, dressing is taken from the directing flank, regardless of the direction of the wheel. In this case both flanks describe concentric circles during the execution of the wheel. The wheeling flank the larger one, with the length of the rank as it's radius, the inner flank the smaller one, sufficient only to bring the wheeling flank around while maintaining dressing. The directing flank, whether it be the moveable pivot around which the wheel is made or the wheeling flank, does not alter the length of pace. The opposite flank must conform to the dressing by stepping out or stepping short.

4. In all manner of wheels, trainees must be taught to maintain their correct interval in the rank and not be allowed to close into or open out from the pivot.

**5. Wheeling of a Single Rank from the Halt in Ordinary Time**

**a. On the command “TO THE RIGHT --- WHEEL”**

- (i)** the right hand man faces to his right; and
- (ii)** the remainder of the rank stand fast.

**b. On the command “MARCH”**

- (i)** the right hand man stands fast;
- (ii)** the remainder step off together in Ordinary Time, the left hand man stepping out to 33 inches, the inside men stepping as short as necessary to maintain the dressing;
- (iii)** all turn their eyes to the left (wheeling flank) except the left hand man who looks inward;
- (iv)** all take their dressing from the left hand man and advance around to the new direction;
- (v)** all keep closed into the pivot during the wheel, i.e. touching but not hindering the man on the right; and
- (vi)** continue marching through the wheel until the command “HALT” is given.

**c. On the command “HALT --- DRESS”**

- (i)** all halt as taught; and
- (ii)** take up their dressing by the right as taught.

**Note:** On the command “TO THE LEFT --- WHEEL” the detail remains the same, except that the left hand man becomes the pivot.

**6.** When trainees are capable of properly executing the wheel in ordinary time, they then should be practiced in wheeling time. As an aid to teaching and exercising the trainee in maintaining dressing and proper length of pace and cadence during the wheel, several revolutions may be made around the pivot, with the command “HALT --- DRESS” given at irregular intervals.

**7. Wheeling of a Single Rank from the March**

**a. On the command “HALT --- RIGHT WHEEL”**

- (i)** the right hand man immediately halts, faces his right and stands fast; and
- (ii)** the remainder, dressing by the wheeling flank as taught above, immediately change to quickest time and wheel as taught above.

**b. On the command “HALT --- DRESS” (given when the necessary change in direction has been made)**

- (i)** all halt and dress as previously taught.

**c. On the command “ORDINARY STEP --- MARCH”**

- (i)** all step off together in the new direction.

**8. Wheeling Backwards, a Single Rank, in Ordinary Time, at the Halt**

**a. On the command “ON THE RIGHT, BACKWARDS --- WHEEL”**

- (i)** the right hand man faces to the left; and
- (ii)** the remainder stand fast and remain facing their front.

**b.** On the command “MARCH”

**(i)** the right hand man stands fast;

**(ii)** the remainder, dressing by the wheeling flank, step back together in ordinary time; and

**(iii)** continue marching until the command “Halt” is given, those nearest the pivot step short, those nearest the wheeling flank step out.

**c.** On the command “HALT”

**(i)** all halt as taught and remain looking towards the wheeling flank.

**d.** On the command “RIGHT --- DRESS”

**(i)** all take their dressing by the right as previously taught.

**Note:** Once trainees can properly execute the backward wheel in ordinary time, they should be exercised then in proper wheeling time. Correct interval, length of pace and cadence must be stressed, as well as the proper position of the body in marching.

**9.** Wheeling of a Single Rank on a Moveable Pivot

**a.** On the command “RIGHT SHOULDERS FORWARD” (directing flank on the left)

**(i)** the left hand man, without altering his pace or cadence, commences to wheel to the left in such a manner as to allow the wheeling flank and the remainder of the rank to maintain their dressing while coming around to the new direction; and

**(ii)** the remainder of the rank step out or step short as required, and dressing by the directing flank, wheel to the left in ordinary time.

**b.** On the command “LEFT SHOULDERS FORWARD” (directing flank on the left)

**(i)** the left hand man, without altering his pace or cadence, commences to wheel to his right in such a manner as to gradually bring the rank around to the new direction; and

**(ii)** the remainder of the rank step out or step short as required, and, dressing by the directing flank, wheel to the right in ordinary time.

**c.** On the command “FORWARD”

**(i)** all square the shoulders to the front, the pivot man marches directly to his front.

**Note:** Wheeling on a moveable pivot is normally order when a change of direction of less than 90 degrees is required, e.g. to follow a winding route or to make a small correction to the line of march.