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ORIENTATION LECTURE

Mobilization Course  
Unit XII

6 February 1953

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ORIENTATION LECTURE  
UNIT XII  
1952-1953  
6 February 1953

## A. Introduction.

My talk this morning will present the particulars of the Unit XII Course, the Mobilization Branch Course. This course will not begin until 11 May, the week following the annual field trip. It will be your final course, and when it starts it will be your only work at the College.

The purpose in presenting the course at this early stage is to give you advance notice on what the final problem is to be--so you can begin now to gather pertinent material for it as you come across it in your other work. Since the final problem relates to every phase of your year's work, it is obvious that its early release to the class is desirable.

Our past experience has shown that the best time for this "unveiling" is shortly after the Christmas holidays. The significance and scope of the directive are by that time easy for you to grasp. Also, there is considerable opportunity, still remaining in stride with your other Branch courses, for you to do some advance constructive thinking about it before you tackle it in earnest.

So this morning I want to explain to you what this final course consists of. I want to show you how it fits into your year's work here, as a summarization of your whole course. And I want to explain just how we propose to conduct the course when it starts.

Generally speaking, the term "course" is not a very accurate description of the work you will be doing in Unit XII. There will be only a few final lectures--about a dozen and no seminars. The bulk of your time will be spent on what might best be termed a "committee thesis"--research, fact gathering, analyzing and evaluating those facts, reaching conclusions, and creative thinking--all on a committee basis with emphasis on committee discussions and findings.

The scope of the problem directive, and of your committee report on it, is necessarily very broad and comprehensive. It has to be to fulfil the objective of tying together all the knowledge and ideas that you will have gained from your preceding studies here. Virtually, the scope amounts to this:

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--first, a discussion of the major problems inherent in mobilizing the economy for national security today.

--second, an appraisal of the mobilization action taken to date.

--third, the committee's own proposals for a realistic and practical economic mobilization program, suited to the problems to be solved, and to the existing world conditions or likely events.

In other words, the problem is designed to give you an opportunity to correlate your studies here of facts and trends, with your original views and ideas on proper courses of action.

B. Objectives of Preceding Branch Courses and their Relationship to Unit XII.

Before we get down to the details of this problem let us take a brief look at the objectives of the other Branch courses, and some of the problems they revealed. Such a review will help to orient you on the bearing which your other work here has on the final problem.

Incidentally, this is a good time to reemphasize what General Greeley and Dr. Reichley told you last August--our curriculum is just one course--"Economic Mobilization." The different units are not independent courses. They are integrated parts of the whole. Each Branch course complements each of the others. The fact that administering the ten months' "whole" involves the successive introduction of various units of instruction, with identifying titles, does not mean these units are independent or compartmentalized.

So let's take a quick look at what we've had so far, and what is still to come--viewing it as a whole.

Beginning back at the end of August we had three weeks of orientation. This included the basic philosophy of economic mobilization and our previous experience with it. Enough economics was included;--to refresh your memories of the basic principles,--to familiarize you with the use of economic indicators in analyzing the status and trends of the national economy,--and to give you a working knowledge of sources of economic statistics. We also glanced briefly at the American economic and political system today, and at our organization for national security as evolved since the close of the last war.

Next, in Unit II, you examined in some detail our manpower needs versus resources. Here you obtained an understanding of the procedures which must be followed to get the most effective use of the nation's manpower during mobilization. You learned something of the many associated problems: health, housing, community relations, labor disputes; and the significant bearing on manpower productivity of such factors as wages, hours, working conditions and training. You examined the question of manpower controls with all its inherent complexities, and the still-to-be-resolved question of how far the people as a whole will permit themselves to be controlled.

Concurrent with your Manpower course, you studied under Units III and IV, the relationships of technological resources and natural resources to economic mobilization. You learned of their basic importance to military preparedness--that the quality and effectiveness of weapons and equipment depends substantially on research and development--and on the adequacy of raw materials essential to their production. But you also became aware of many unsolved problems: too little attention has been given to expanding basic scientific knowledge; competent research personnel are scarce; directing the work of individual scientists in coordinated development programs is difficult; and the coordinating of these programs themselves between private and governmental agencies is a problem.

Your natural resources studies revealed similar serious problems: our consumption is constantly rising due to growing population and to continual improvements in products and to newly developed items; this changes the character as well as the quantity of the raw materials required; many of the most important materials do not even exist within our borders; others are found here but insufficiently for peacetime needs, let alone wartime; some which have to be imported come only from areas where wartime trade would be difficult if not impossible.

Just recently you completed studies in two other areas--Unit V - Requirements, and Unit VI - Procurement and Economic Stabilization.

Under Requirements you studied the problem of determining material requirements, and adjusting these requirements to productive capacity. You learned the procedures in use at the different staff levels for determining and coordinating mobilization requirements. You discovered what an endless and super human task it is to compile anything like a complete bill of materials--and consequently the need for short cuts. The unsolved problem, you discovered, is some practicable way of rapidly translating a strategic concept, into a reasonably accurate estimate of its needs of men, materials, and machines--an estimate which has to be confined to a practical minimum list of items whose criticality is such as to determine the feasibility of the basic strategy.

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Procurement and Economic Stabilization were linked together because of the unstabilizing effect on our economy which large government purchases cause. In this course you got an understanding of the organization, policies, and procedures used by the Defense Department in carrying out its procurement functions. You surveyed the factors of economic stabilization, and the controls needed to prevent disorder under emergency conditions. As a result, you became aware of the need at certain times for emergency controls to alleviate such problems as inflation, hoarding, labor and material shortages--controls to be made applicable to prices, wages, scarce goods consumption, profits, and credit.

Passing on now to the curriculum that is still ahead of you. You have just embarked on Unit VII, Production. There you will give detailed attention to the problems involved in converting and expanding our industrial resources so as to maximize their usefulness for mobilization. You will study the general problems of priorities, allocations, program scheduling, conservation, standardization, the reduction of lead time, and the increasing of productivity. The specific plant problems associated with conversion will also be studied--new management know-how, retraining of workers, new line-ups with subcontractors, and new plant equipment--just to mention a few.

During, and following the Production course, two short courses will be introduced, Unit VIII - Public Services, and Unit X - Distribution Logistics.

These courses are for the purpose of defining the problems which arise under economic mobilization in the fields of transportation, power, communications, and in the storage and distribution of military equipment and supplies. Included also, will be a glance at the problems encountered in the field of Civil Defense. The psychological problem alone is an acute one here--what will be the reaction of citizens who have not yet been subjected to air attack. Other vexing problems are: the fixing of responsibility between the community and government; the proper organization at various government levels; financing preparatory measures; training the necessary workers both paid and volunteer; and the problem of supplying medical and repair services.

Then, during March and April, you will study Economic Potential, Unit IX. From this course you will get an understanding of the economic factors which influence logistic and strategic planning and which form the basis of National Power. You will also get an appreciation of the relative economic potentials of those world areas which are particularly significant in today's world affairs. These studies are particularly important for guidance as to what constitutes major economic mobilization problems. They should be particularly helpful, too, in determining what assumptions are valid as the logical basis for mobilization action.

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The last Branch course prior to the final problem will be Unit XI, Joint Strategic Logistic Planning. This is a joint course with the War College. It will consist of a study of current staff methods for logistical testing of strategic plans--and an actual limited feasibility test of a war plan previously prepared by the War College class.

The week immediately preceding the start of your final problem will be spent in the field. Here you will see industrial plants in operation, and have a chance to discuss with management their problems in defense production. You will probably hear contradictory opinions--particularly on the question of the need of government controls. The opinions you hear may give you some basis for a reassessment of your own views--at a very timely stage of your course here. In any event the field trip will give you a background of current and pending mobilization production programs in various important defense industries. It serves as a sort of visual-aid-adjunct to the College lectures by men from industry, who of course cannot bring their factory to the platform.

That completes an over-all summary of your course here, up to the final problem. I've tried to avoid detail, and skip "old hat"--but still direct your attention to the continuity and the highlights. Call it a mid-term backward look and glance ahead. You can see that the courses all fit together into a comprehensive economic mobilization package.

It is this package that your final committee study is about. The aggregate of the policies, procedures and problems, studied in each unit, becomes the basis in Unit XII for your integrated analysis and evaluation--the basis for your committee decisions as to the character and scope of a proper economic mobilization program for today.

#### C. Mobilization Unit Course in Previous Years.

The next thing I want to do is explain what the final class problems have covered in recent years. Reference to some of these previous class solutions may be of considerable help to you in your deliberations over this year's problem directive.

The 1946 class made a study of some 50 odd Federal Agencies, both emergency and permanent, used during World War II for economic control and mobilization. It analyzed the organization, purpose, interrelationships, and effectiveness of these agencies (SR 46-1). In addition, a single coordinating committee selected from all the other committee reports a combination of principles, policies, procedures and organizations, considered to be essential as an outline of future industrial mobilization (SR 46-19).

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The class of 1947 used the findings of the 1946 class to develop various concepts of economic mobilization plans. The problem was in two phases. In phase I, the committees analyzed the administration of each of 32 basic elements, functions and controls, pertinent to economic mobilization as evolved during World War II (SR 47-57 thru 66). In the second phase the committees were reorganized so that specialists for each of these elements, functions and controls were on each of ten committees. Each of the committees then developed their concept of a plan for economic mobilization (SR 47-67 thru 76).

The class of 1948 selected one of the ten concepts proposed by the 1947 class and developed a single very comprehensive proposed economic mobilization plan in two parts. Part I embraced the broad aspects including the organizations, their missions and functions, the necessary preparatory activities in peacetime, and the manner in which a shift to a wartime structure would be effected. Part II consisted of separate annexes, each presenting a detailed plan for marshalling one or more of the essential basic elements, functions and controls--i.e., Facilities, Manpower, Fuel, Transportation, etc., (SR 48-68, I and II.) This class also made a critical review of the 1947 Munitions Board Industrial Mobilization Plan.

The class of 1949 developed testing methods and techniques, to be used for a critical examination or test, of any economic mobilization plan (SR 49-45).

The class of 1950 studied the problems inherent in mobilizing resources for all out war. This required analysis of the problems themselves, and a determination of the objectives, principles, policies and factors involved in economic mobilization and demobilization. It also included analysis of the functional capabilities of existing executive departments and agencies to cope with the mobilization problems. Finally, it required the preparation of substantive matter, to be incorporated in agency charters or executive orders, establishing new or changed missions and functions of agencies deemed to be required (SR 50-46, 47).

The class of 1951 made a critical analysis and appraisal of the economic mobilization plans and readiness measures, developed by the government in conformance with the National Security Acts of 1947-1949, and based upon its findings and assumptions developed proposals to correct deficiencies (SR 51-60, 62, 63).

Last year's class made an appraisal of the organizational structure, policies and procedures established since World War II, prior to and subsequent to the invasion of South Korea, for the planning or execution of economic mobilization. Also required was the development of a comprehensive economic mobilization program to solve problems selected by the committee and to meet such conditions as the committees assumed to be probable (SR 52-57, 61).

D. Explanation of this Year's Problem.

Now, with the explanation I've just given you of the curriculum, and previous years' final problems as a background, let me proceed to a discussion of this year's final problem directive. To save time you were asked to read it before this period, so I will dispense with re-reading it.

Let's take an over-all look at it first and then take up each part in detail.

The general objective of this problem is to focus your attention on economic mobilization as a complete integrated process--to study its problems and their interrelationships--and the philosophy and methods of how best to adjust our national economy to the needs of defense or war.

In the words of then President Truman to the ICAF Alumni last December 16th, you \* \* \* quote--"are studying the relationship between a strong national defense and a healthy economy. Few subjects are more important." --unquote. I think those words boil down the College mission and curriculum into the briefest and the most accurate description I have yet seen. A better description could not be devised for the scope of this final study--relationship between a strong national defense and a healthy economy.

We expect you to do some real thinking in this final course--thinking about problems--not in the abstract, but in their interrelated aspects, and in terms of practical solutions. Hence, you will note that the directive gives you much latitude for original assumptions and conclusions. In fact the whole trend of your committee report will be governed by your own decisions: first, as to what the major mobilization problems are; second, as to what you think of the government's current mobilization program for solving these problems; and third, as to what assumptions you make regarding likely events or influences having a bearing on the solution of these problems.

We have cut down the scope of this study considerably from that of recent years. This is to afford you more time for real committee discussion. The Commandant feels that the greatest benefit to you will derive from these exchanges of individual views in small groups. For the same reason, the size of the committees have been cut in half.

Also, since the scope of the study includes the development of a program to meet certain future eventualities, and a conjectural future world situation, we have offered you certain basic assumptions as a frame of reference. As regards part three of the directive, these assumptions can be adopted as is, modified, or completely rejected.

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and replaced. In other words your proposed program under part three can be based on any assumptions you care to adopt. The basic assumption will, however, be used without change for the frame of reference as regards part one of the directive.

You will have noted that the directive is in three parts, with the first two providing the research data and evaluative basis for the committee's proposals made in the third part. Also, you should note that your analysis and evaluation under part two, of the actual mobilization actions since Korea, is a requirement which should give you much practical benefit. You should derive from it a broad related knowledge of the government's plans and measures which will serve you in good stead in your probable future assignment.

Incidentally, this evaluation requirement is where the scope of recent final problems has been chiefly curtailed this year. The past two classes have also been required to evaluate all mobilization planning prior to Korea, starting with the passage of the 1947 National Security Act. We feel that this extra time will be of more value to you if devoted to the other phases of the directive--and it gives you more time for group discussions. Besides, the published reports of the last two classes will give you ample reference material covering the analysis of this pre-Korean planning period.

The practical tone of the directive is also present in part three. The corrective measures which you propose here are, from their very nature, a practical rather than a theoretical exercise--since they will necessarily be based upon actual facts or what you believe to be logical assumptions.

So you see we have not dreamed up a mere academic exercise for you--it is going to be of real practical value. The opportunity is there. You will get out of it just as much as you put in.

Now let's take up each part in succession.

Part one calls for a delineation and discussion of specific major problems, existing or foreseeable, which make economic mobilization necessary, or its planning or execution difficult. Note that this calls for major problems, whether political, psychological, social, or economic. Note also that the frame of reference is the existing world situation and certain assumed future conditions as set forth in the "Basic Assumptions."

What do we mean here by major problems? Certainly not such detailed matters as shortage of tungsten, or the high price of meat, or pirating of labor. What we are after is the major problem areas. For example, shortage of tungsten could be a component problem in the major economic problem area of adequacy of resources--or perhaps a still broader concept, the extent of our economic capabilities.

You thus see the distinction between individual specific problems--serious though they may be--and major problem areas which encompass many related separate problems. What you should do is to settle on a list of major problem areas of your own choosing. Then in discussing each area separately in your report you should mention some of the outstanding component problems for illustration.

In your deliberations as to what constitutes problems you might get some helpful ideas from the list of 35 elements, functions and controls developed by previous classes--for example, as set forth in SR 48-68. The list is not, of course, the answer to the part one requirement. But it does present a concept of the various factors involved in economic mobilization, and might start your thought processes along useful lines.

Note also that particular consideration is called for in part one as to the problems inherent in reconciling strategic plans with economic capabilities, and the problems confronting the Department of Defense in accomplishing the military aspects of industrial mobilization.

So much for Part One.

Part Two is a job of fact gathering, and evaluating those facts. You are to appraise the government's actions in the field of defense mobilization since the invasion of South Korea.

A minimum frame of reference for this critical survey is prescribed in subparagraphs a thru e of part two. Your analysis of the actions taken, and your conclusions as to their efficacy, must be presented under at least these listed areas of examination. Other test areas of your own choosing may be added if desired.

Then, under subparagraph f, you are asked to appraise the over-all suitability of the government's post Korean mobilization activities, as a basis for each of two assumed sets of circumstances--indefinite continuation of the cold war--and surprise all-out war.

Finally, under subparagraph g, you are to present your views as to what mobilization arrangements should be maintained on an active status, should the Korean conflict be satisfactorily concluded and/or a public demand arise for doing away with the defense program. Your conclusions here should include the extent of activity which you assign to the agencies retained. In the event that Congress allows the present authority for emergency controls to expire, or substantially reduces them, when the existing law comes up for renewal the end of April, your analysis under this subparagraph will include your detailed views on the fitness of this action.

This part two requirement is a real research job, and a challenging task of evaluation. What we expect of you amounts to this. Examine first who was supposed to do what, under the National Security Act, the Defense Production Act, and the various Executive Orders. Then find out what was actually done by those responsible. Then evaluate these accomplishments and plans, as well as the organization, against the statutory and delegated missions, and against your own ideas of what reasonably should have been expected.

There isn't any short cut to this. You'll just have to dig down into the published documents, reports, books, periodicals, and newspaper files--study them, weigh the plans and actions against your views of what was needed--and form your conclusions as to their adequacy.

As to source material for this research, the responsibility is yours to dig it up. That is part of your education in this exercise. Our Branch Curriculum Book will list a number of publications which are pertinent to your search for material, but you must look on this list as guidance only--a running start rather than a complete documentation. Many of the references listed in the various bibliographies of other Branch courses may be useful. But these listings will not be duplicated in the bibliography furnished by the Mobilization Branch. In fact, the chief reason for issuing this problem directive at this time, is so you can start noting down points you come across in reading material for your other courses--points which bear on this final problem for use later.

So much for part two.

Part three is where your creative thinking will have a free rein. Under part one you will have determined the problems. Under part two you will have reached conclusions as to progress already made toward solving these problems. Now, in part three, you are to develop your own ideas of a suitable economic mobilization program--a program considered essential and adequate to promote national and free world security--a program which solves the problems delineated in part one--a program which corrects the deficiencies revealed in part two--and a program based on your own assumptions as to events and influences likely to occur and having a bearing on economic mobilization.

You must start out by agreeing on the assumptions. As mentioned earlier, the "Basic Assumptions" in the directive are not binding as regards part three. Such part of them as you do accept should be repeated in the complete list of assumptions you agree on. I want to reemphasize that the assumptions are entirely your own--whatever the committee thinks are the most logical in view of domestic and world conditions, and trends. The assumptions should pertain to any event, condition or situation, expected to have a pertinent

bearing on the problems to be solved or the measures to solve them. Study the factors influencing the pertinent conditions and trends, and decide whether you think the particular condition or trend will continue unchanged--if not what and when you assume the change will be. Then make your assumptions accordingly. Bear in mind that the assumptions you make will govern the nature and scope of the measures, and the organizational means you propose, in consequence of these assumptions.

Next, under subparagraph b, we have asked you to do some thinking about future allocations from the gross national product. Suitable amounts, conforming to certain assumed conditions are to be allocated yearly for the next five years to the three main mobilization uses-- military, essential civilian, and economic aid for allies.

These allocations will be related to two separate assumed conditions-- continued cold war thruout, and all out war three years hence. Also, if your own assumptions are significantly different from these conditions, a third set of allocations will be submitted appropriately related to the events you assume will take place.

For the purpose of uniformity we are giving you the annual gross national product figures to be used. These estimates have been calculated from the 1952 rate of 350 billion dollars, increased at what amounts to 3.631% yearly to reach 500 billion dollars in 1962. The 1962 figure was predicted as possible in the President's Final Annual Economic Report of December 1952. It might be mentioned in passing that this estimated rise in the G.N.P. is not inclusive of an additional 2 to 3% that might be obtained in any given year as an abnormal increase thru extraordinary measures--to wit: increased working hours; additional manpower; special financing of increased capacity; etc.

Billions of Dollars

1952 - 350	1956 - 404	1960 - 465
1953 - 363	1957 - 418	1961 - 482
1954 - 376	1958 - 433	1962 - 500
1955 - 390	1959 - 449	

Part c of part three calls for a summarized listing of the problems and deficiencies to be solved. This is merely a recapitulation of the problems selected and discussed in part one, broadened as necessary to include deficiencies in their proper solution which you noted in your evaluation in part two.

The final requirement, part d, calls for your proposed plan. All the previous parts of the directive have prepared the way for this stage of the study--you've determined the problems to be solved--existing deficiencies which have to be corrected--and an assumed frame of reference for your plan, including the budgeting of the gross national product. You thus will have built up, chronologically, the basis for the proposed plan you make here--the policies to be adopted--the measures to be taken--and the organizational means to put them into effect.

Note, also, that the scope of your proposals includes the international level. This applies, however, only to steps to be taken by our own government. Although such steps may be pointed toward mutual understandings with other nations, the scope is not intended to include the corresponding governmental actions by the other nations.

You should further note that the objective of your proposals here, in addition to solving the cited problems and deficiencies, is to adapt our national security organization, our federal administrative structure and our economic capabilities to the requirements of free world security--all in keeping with your assumptions. This is the real meat of the directive--and of your report.

Here you will draw on your studies thruout the year. In each Branch course you studied the problems of some particular aspect of economic mobilization--and studied the procedures for overcoming those problems. In this final stage of this study you have the opportunity to apply this knowledge--to select this or that program and procedure, or to devise something entirely new and original--as needed, for integration into an over-all plan.

The challenge of the directive lies particularly in this final part. Here is where you must call on your imagination, your optimism, your pessimism, your logic, and your common sense--and fuse them together into a practicable set of proposals that meets all the prescribed conditions and objectives.

So much for part three and the directive as a whole.

E. Operating Plan.

The next thing I want to explain is our operating plan for this problem.

There will be twelve committees formed of about eleven students each. Each committee will work on the same problem and each will submit a written report. Each committee will make a 40-50 minute oral presentation to the seven members of the faculty then on duty with the Mobilization Branch, who will select not to exceed four for presentation to the whole class. One or more of these presentations will be repeated in whole or in part to the National War College with the ICAF present. Committees not presenting to the class will review and criticize the class presentations in terms of their own, under a schedule later to be announced.

The course will cover the period 11 May to 17 June inclusive (graduation, 18 June). Taking out the time devoted to lectures and other class activities, I estimate you will have upwards of fifty class periods for committee work. On the basis of comparative load, this is roughly a 25% increase over last year in time available for research, study, discussion and writing. It should be ample to permit the preparation of a fine report, and at the same time allow generous opportunity for group discussion.

Nevertheless, it will be well for each committee to plan in advance the breakdown of this time. Make up a time progress chart and live up to it. For example, you might decide to allot 10 periods to Part I, 15 periods to Part II, 20 periods to Part III, and the balance of 10 or more periods to revising and editing. Some such systematic plan should be adopted and followed.

Six members of the faculty, one for each two committees will be assigned to help and guide you. In addition, all other members of the faculty will be available for consultation on specialized matters in their Branch field.

One stenographer will be available to each two committees, if needed, for the necessarily limited time to prepare the oral presentations, after the committee's conclusions and plans have been determined.

Typing (not stenographic) assistance for the committee reports will be given by the Publications Section--as will assistance in the preparation of charts and visual aids.

Regarding the committee organization, we will let you determine your own committee leadership. The class will be divided on the basis of alphabetical sequence into 12 groups, composed as far as may be of the same number in each of Army, Navy, Air Force, Marine and Civilians. Each committee will then meet with its instructor and

select a chairman from its membership by written ballot and majority vote. The further organization of the committee, including designation of such other committee officers as vice chairman, editor, and speaker, will be the responsibility of the chairman.

Committee reports, typed and edited, will be submitted in final form, in duplicate, prior to noon, 17 June.

Right here I may as well dispose of the annual question-- "How long should the report be?"

On the basis of recent year's loads where 150-250 pages, typed double spaced, have been the average--this year's comparable length would run from 110-180 pages similarly typed.

However, we are more interested this year in beneficial group discussion than in comprehensive detailed narrative reporting, or polished writing. We do require that each committee submit a written report presenting its ideas, findings, conclusions or proposals, as required by each item of the directive. But if these can be presented satisfactorily in outline form, that will be acceptable. Such a condensation will materially reduce the length of the report--possibly as much as 50% or even more.

It might even be feasible to have the manuscript of the oral presentation, and the committee report, one and the same, provided particular attention is given to selection of material, and condensation in outline form--although, as far as I know, this has not previously been authorized or attempted. Each committee is free to decide, with this guidance, the type of report it will submit.

#### F. Miscellaneous Comments.

Now in closing, I want to emphasize two or three points.

First, regarding your attention to this problem between now and next May. I have said that the reason for issuing the problem now is to let you begin thinking about it. That does not mean you are to take time from your other Branch subjects to work on it. But you should take time now to understand thoroughly what it means and what it calls for. Then, as you come across material related to it, while working on your other subjects, you can jot down notes and references that ought to be a big time saver later on.

Another point is what we expect you to get out of this problem. For one thing, it is a reminder of the importance of seeing the course as a whole--of the necessity of coordinating the various units of the course into an integrated pattern. We want you to leave the College next June with the concept that economic mobilization is not just a matter of computing requirements; or stockpiling materials; or planning

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production schedules with industry; or establishing wage, price, and profit controls. It is all of these things, and more too, but only when they support and complement each other.

We also want you to get some practical help from this problem--help in your future duty assignments. After graduation, many of you will be on jobs where you will be handling one or more aspects of economic mobilization. The fact that you have just gone through the study and reasoning, called for by this problem, will give you this help. You will leave here with fresh ideas as to what the mobilization problems are, what programs and procedures have worked best up to now in solving them, and what corrections are needed.

And it isn't just yourselves that are likely to benefit. There is a substantial distribution of published student reports to Government agencies outside the College. Many times in the past, ideas generated by our students have helped these agencies in their planning work.

Now, you ought to be aware by this time of the magnitude of talent that you as a group possess. When all that talent is concentrated on the subject of what's wrong with our present economic mobilization--and what ought to be done about it--you are, as likely as not, apt to come up with some real nuggets of ideas. It is an opportunity for you, and a challenge.

And that brings me to the subject of your general attitude in approaching this problem. When a man looks on a problem just as a problem--when he views it passively--it is apt to appear "impossible."

But when he takes the initiative, and actively comes to grips with the problem--most problems will be seen as "opportunities." That is the viewpoint we want you to have toward this final exercise. It is an opportunity for you, rather than a problem. The makings are there for both pleasure and profit. Just because it's in the nature of an academic final thesis on your year's work--don't let yourselves develop an academic attitude toward it.

Now, if there are any questions having to do with what I have said to you this morning, I'll be very pleased to try to answer them.

Thank you.

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