

THE CURRICULUM--1954-1955

28 AUGUST 1954

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**DR. M. S. REICHLEY
Director of Instruction**

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**THE INDUSTRIAL COLLEGE OF THE ARMED FORCES
Washington, D. C.**

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Ladies and gentlemen of the Industrial College class of 1955:

The first few days of any new academic year are not only trying, but they leave a lasting impression in the memory of each student, be he 8 or 48. It is our sincere hope that you will always look back on these few days with two distinct recollections: first, that you were accorded a warm, sincere, and friendly welcome; and, second, that it marked the beginning of a new opportunity to improve your professional knowledge and understanding of our national economy and its relationship to our national security.

This College offers you five great opportunities:

1. Daily contact with leaders in business, education, science, government, warfare, politics, and religion.
2. Contact with fellow students who themselves are the products of a winnowing process which brings only the best to this College.
3. Access to a library filled with books, magazines, periodicals, reports, newspapers, and able, pretty girls.
4. The opportunity to associate with a faculty combining experience, understanding, and, above all, enthusiasm; and
5. and perhaps most important of all, freedom from operational responsibility, giving time to study and think about national security problems.

Is it not strange that the greatest good provided by a college is something that cannot be seen, something that cannot be written

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down in catalogs, curriculum books, or reduced to clock hours, credits, degrees? But the study time and contacts offered you during these college days are the priceless assets. Never again in your career, perhaps even in your life, will you have so much time to think, to question, to create, to evaluate, and to plan.

What a faculty member or guest speaker can give you in any subject is somewhat limited--limited by the ability of any man to impart but a small fraction of his knowledge and experience; limited by his own talents and background; limited by cultural and traditional restraints. Even the greatest men are limited, limited by the specialization in a particular field which brings them to preminence and makes them great.

Our faculty members, to be sure, will be able to suggest, to encourage, to help tie up the loose ends, to put things together, to point out connections where none seemed to exist before. They will open and lead you to new sources of information and ideas.

However, real insight, understanding, accuracy of judgment, and wisdom are the results of living, countless contacts with men and events, travel, observation, the reading of great books, the doing of great deeds, thinking and acting in real-life situations.

The library, in this scientific-military age, is more than ever a student's chief source of knowledge. A college library is truly a wonderful place. There you can find almost all the ideas that men in all times and places have thought--the foolish and the wise, the curious and the useful.

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As a source of ideas, books can be found to fit almost every need, temper, or interest. They have an inner confidence which individuals seldom show; and rarely have to be on the defensive. Books can afford to be bold, courageous, and explanatory. Books are infinitely diverse; they run the range of human activity.

As mature men, you bring to the College much in background and experience. This fact alone makes you doubly welcome, because it is the practice here to share knowledge as well as search for it. In this way we not only learn from one another many important things, but are able, through mutual exchange, to test our better ideas on the proving ground of organized discussion groups and student "bull" sessions. We hope your ten months here will be ten months of professional progress and intellectual prosperity.

The college faculty has been working for many months on the material which will be presented to you. You will have complete access to all the information gathered throughout the life of the college. During the ten months ahead you will meet many of the nation's leaders. You will be able to hear and confer with many of our foremost military officers and business executives. We know that you will make the most of all these opportunities and associations.

You heard the Commandant answer the question: "Why are we here?" It is my purpose now to discuss some of the things you will do here.

First of all, let's have a look at the course of instruction. What

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does it cover? What are its objectives? How does an educational institution such as this go about preparing senior officers, both military and civil, for important command, staff, and planning assignments in any government agency?

One educational objective of the Industrial College is to so broaden your understanding of the basic requirements of national security that you will be able to weigh accurately the economic factors of national defense in relation to the military, political, and psychological considerations. From the strictly economic viewpoint, this means that you should gain a good working knowledge of our national resources, both human and material; of our technological and industrial capabilities; and of the management techniques employed to achieve a strong and dynamic economy.

From the military viewpoint, you must find ways to employ our economic resources to achieve military objectives. Military power is only as good, in sustained operations, as the logistic support which we can put behind our combat forces. Firepower and mobility on the battlefield get their real start in our mines, our laboratories, and our factories.

From the political viewpoint, you must understand the relationship of industrial resources and economic power to political power, not just in the United States, but in the world arena of give and take.

From the psychological viewpoint, you must understand the human side of the economic complex. Public opinion may swing through

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a very wide arc with small changes in the military and economic situations. Public support is an enormous factor in determining what should or should not be done at any given time. The psychological forces which motivate human behavior in all countries all over the world are always at work. The commander or staff planner who is able to judge in advance the reaction of both governments and peoples to his plans is very fortunate indeed.

Our course here is designed to help you cut through the maze of complex and sometimes contradictory considerations which determine national and international objectives. Through increased knowledge and a clearer understanding of the sources of power, you will be able to reach accurate conclusions and make sound decisions in every area of your own responsibility.

The educational principle we follow here is to start with fundamental facts in the most basic subjects and, step by step, build up your background and knowledge in each carefully selected field. We do not attempt to start you off with a big bang and then settle down to a lot of little bangs. The build-up is steady and progressive.

Early in the course, generally speaking, you will be working with component parts of the overall subject of economic mobilization. As you proceed from one unit to another, each contributes to a clearer appreciation of the next subject. In the later months of the course you draw on everything you have previously covered.

When we deal with controversial subjects, we will try to present all sides of the question. With all the facts in hand, you are then in a

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position to decide for yourself the best line of action or the proper policy to adopt.

Please bear in mind, however, that there is only one course--Economic Mobilization. We call the major components of the course, units. There is inescapably a very close relationship between these units; and it is not infrequent that you will hear a lot about manpower or resources in studying production, or that you will talk about research and development in studying requirements or economic potential.

Economic mobilization includes the effective use of all our resources. Therefore, a thorough knowledge of the elements of power--material, productive, and physical--and a clear understanding of their source and worth will be most important to you.

Your study of these elements, together with economic potential and economic warfare, will throw much light on the employment of economic resources to gain both political and military objectives.

Let us now take a quick look at this year's curriculum. Since you have already received the Catalog, which contains the scopes of the different units of the course, it will not be necessary to discuss this in detail today. I do want to emphasize, however, that all the units are interrelated, and the interrelation is stressed during the year.

We first devote about three weeks in getting acquainted with the basic concept of economic mobilization as a means to providing national security.

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This is done in Unit I--Orientation--in which you study some of the experiences in earlier emergencies to aid you in dealing with current and future problems. You will review basic principles of economics and devote some time to the make-up of the American economy.

The economics review will be followed by a one-week course called "Executive Development." In this subject we utilize the case discussion method to analyze and evaluate tangible and intangible elements, individual qualities and skills, contributing to the effectiveness of an executive.

After the orientation period you will work in two areas of primary resources:

Unit II - Manpower,

Unit III - Natural Resources.

These two units of the course give you an appreciation of the major sources of economic strength. The great responsibility of the Government in dealing with manpower, and the increasing dependence of our country on the world for resources, lend themselves to high-level treatment. These subjects are important throughout your entire course, because from each are derived those basic economic assets which become major forces in the world struggle for international power.

In Unit IV--Requirements and Logistic Systems--you will trace the origin and development of logistic plans from strategic plans and study the logistic system of the United States and certain foreign nations.

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Units V and VI cover Procurement and Production. Here we will learn of the ability of the nation to support its military forces with the physical means to do their job. In all these studies you will approach all problems from the national planning and policy-making level.

In Unit VIII--Economic Stabilization--you will cover the policies and methods used to stabilize the national economy during war, and you will review the relation of the Federal budget to the national economy and security.

Two units in the curriculum are considered as summation units. In Unit VII--Economic Potential--you will go very thoroughly into the strength and weaknesses of the major political and geographic areas of the world. You will undertake surveys of the potential of the various countries and groups of countries. The primary objective is to provide you with a solid foundation for strategic and logistic planning on a global basis and for the formulation of strategy.

In the final unit of the course--Mobilization--you will deal with the overall problems of economic mobilization and consider all aspects of national mobilization planning for either a partial or a total mobilization. These studies are time phased to bring out the effect of national policies and national objectives in traversing the entire cycle from peace to war and back to peace again.

In order to prepare yourselves for this final problem, I urge you to keep informed on the day-to-day progress of the current defense effort.

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I would like to reiterate and stress that in the Mobilization and Economic Potential Units you will have to use just about everything you have previously covered in Resources, Manpower, Procurement, Production, and all the rest in order to come up with a creditable solution. You will have to employ your total knowledge of all the basic elements, controls, and principles to understand how our economic might could be applied to total war. Last year's final problem, for instance, was based on a hypothetical major atomic attack on twenty cities in the United States, with four million resultant casualties.

In order to preserve continuity, I have purposely sidestepped several other very important parts of the course. The principles of organization, management, human relations, and technological progress will be emphasized throughout the entire year. You will hear a great deal about strategic and logistic planning and how they must be carefully coordinated in all phases of national policy planning. You will encounter many details regarding war finance, public services, and manpower and materials controls. You will also take a course in effective oral communication.

As your schedule shows, we will do some traveling. We plan to visit the Army Aberdeen Proving Ground, an Air Force installation, and make a cruise on an aircraft carrier. In the spring of next year we spend a full week in the field. The class is divided into eleven groups to visit eleven major industrial areas, to see steel mills, aircraft plants, oil refineries, assembly plants, and meet with top management personnel. These are the visual aids of the course.

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A final but most important note on the curriculum is the tie-in with the National War College. In the fulfillment of our mission, we attend approximately 70 National War College lectures in the fields of world affairs, U.S. foreign policy, strategic and psychological factors affecting national security. These lectures attended by the students of both colleges are considered joint lectures.

During their first term these lectures primarily consist of a survey of world political and military conditions. This is background information and will be of great help to you in your studies and in your future duties. The complete mission and the scope of the National War College course will be outlined for you at a later date.

(CHART 2)

So much for the curriculum. Now, how do we do it? The Education Division has six branches, underlined in red on the chart: Manpower, Requirements, Procurement, Production, Economic Potential, and Mobilization. Each branch has the responsibility of presenting segments of the course at scheduled periods during the year. For example, the Mobilization Branch has the responsibility for Orientation and Mobilization. The others have responsibility usually for units in the first half of the year and then later in the spring.

During much of the year two units of the course will be presented to you concurrently. For example, during September and October you will have studies in Manpower and Natural Resources running in part through the same period. The chart indicates, to some extent, the com-

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parative amount of time devoted to each subject. We have found that, with this system of stretching out the work in a particular field, we have greater flexibility in bringing to you a wider choice of guest lecturers and seminar panel members. In addition, your own work load can be better distributed.

Before any new unit of the course begins, you will receive a curriculum book for that particular unit. This book will show the organization of committees, the tentative schedule and topics of lectures and seminars, problem assignments, and your suggested source material. This is your guide to the subject, and from it you may work up your own personal study plan.

Currently throughout the year you will receive a weekly schedule. These schedules are detailed segments of the master schedule and are convenient for arranging your personal schedule for each successive week.

Our principal means of informing you on the many phases and problems of economic mobilization are by lectures, seminars, and group discussions.

We try to bring you the foremost authorities in each particular field. The lecture topics are first carefully planned to fit into the curriculum pattern. We then search for the individual best qualified to fill the assignment.

The seminars, too, are carefully planned; and are scheduled to permit close, friendly, and informal discussion of critical topics

with informed panel members. As for group discussions, this is your opportunity to present your ideas and knowledge and to hear the other students' viewpoints on the subject concerned. We know that in this student body there are people of wide, varied, and extensive experience in many of our curriculum subjects. Some are already experts in one or more of these areas. Through group discussions we expect to gain considerable cross-fertilization of knowledge.

Now we come to what we expect of you.

You will work on both committee and individual problems as an important phase of your instruction here. Each student will participate in three committee problems, prepare two individual reports on assigned subjects dealing with particular units in the curriculum, prepare an individual term paper, and make at least one oral presentation to the class. Complete details concerning the term paper will be furnished you at a later date. In your committee work, individuals will act as chairmen, subcommittee chairmen, or just as Indians. I might add here that the class is reorganized four times throughout the year. The present organization holds until the end of Manpower. Then your room and academic assignments are changed for Requirements and Logistic Systems, Production and Procurement, Economic Potential and Economic Stabilization, and Mobilization.

Members of the faculty will be assigned to advise you on the subject matter of the various units to be covered and to assist you with reference material. In no case will they try to impose upon you their

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own ideas as to conclusions and recommendations in your problem solutions. What you have to say will always be all yours. As Admiral Hague told you, the opportunity to make a real contribution to national security, through sound and straight-forward thinking and writing, is with you every day of the week.

There are no so-called "school solutions." This ties in directly with our concept that your studies are for educational purposes and are not training courses. You may feel free to accept or to reject anything that you hear throughout the year.

Actually, in most of the subjects there are no solutions that can hold good for more than one particular item. The political, economic, and world conditions of tomorrow may well make today's solutions obsolete. At this college we propose to make available the broad background that will permit each of you to evaluate important problems with full knowledge of the many subjects that might be concerned. We do not, however, expect to graduate experts.

I strongly advise you to approach every problem with an open mind. You will sometimes be quite astonished at the divergent views which are held on the same subject by well-known and successful men who come here to talk with us. It is for this reason that you must examine all sides of the question at hand and scrutinize closely all available evidence on these complex and controversial subjects. Keep an open mind. Only then can you arrive at a well-considered solution.

You might also be struck with the number of times the experts

who occupy this platform stress the lack of any positive answers or firm decisions to the vital questions and problems of the day. Perhaps some of you will wonder whether this lack of assurance as to the solutions of problems vital to our nation does not cast some doubts on the value of the lectures and studies as a tool in our national security effort--or perhaps whether the selection of lecturers leaves something to be desired.

If so, please recall that the social sciences--those studies which deal with man and his effort to adjust himself to his fellow men--cannot hope to reduce their materials to finite terms, capable of mathematical treatment or the production of unvarying laws and formulas. Not all the solutions of man are found in the field of physics, chemistry, and aerodynamics. But man operates where the great complexity of the human mind and character is multiplied infinitely by the relations among men and man's organizations. However, the fact that economics has no complete answer to our problems does not destroy its value. So, in economics, consideration of the questions facing our country--even if no definite answer can be found--may present an invaluable service.

Now, it is necessary to talk a little about security. I am sure you will appreciate the problem we have here of keeping you up to date on important information and in protecting that information. Basically, the principles of security do not differ here from those you have been accustomed to through your career. We have not made any changes from any of the basic security manuals or regulations.

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file on security is the Industrial College memorandum No. 10. It is your duty to read it at your earliest opportunity.

The Industrial College does not classify its lectures or seminars as they actually contain confidential, secret, or top secret information. When lecture or seminar is classified, the classification will be announced at the beginning of the session. However, our lectures are crossed off the record and are not to be discussed with persons who do not have an official need to know. This is done to enable the college to fulfill its obligation to the visiting speakers to protect their confidences.

Lectures sponsored by the National War College almost always classified secret or top secret. You must, therefore, assume, even when no announcement is made when you attend a War College lecture, that it is either of these two security categories. In addition, National War College regulations state that their lectures will not be discussed outside of the college.

In addressing a question to the speaker's platform, no reference to a previous speaker will be made. For example, you do not say: "Now, Dr. Jones told us this, that, or something else when he lectured to us three or four days ago. Mr. Speaker, what do you think about that?" With such a question, we never get a lecturer to come out with a clear and positive answer. However, if you want to adopt that particular thought for your very own and ask the question as an idea of your own, there is no objection. Or you may preface a question by a

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statement that other persons have expressed a particular view and you would be interested to know what the present speaker thinks on the subject. But direct quotations with precise names of persons who appear in the platform are never used. We always advise the lecturers who come here that their remarks will be treated with confidence and with respect. We do this so that they will tell us frankly what they have on their minds. We must, therefore, respect their confidence and refrain from using direct quotations.

This brings up the subject of notes. You are both authorized and encouraged to take notes in your lectures and seminars. In doing so, however, you must assume personal responsibility for safeguarding those notes, and are responsible for their proper use.

Care must also be taken that the subject matter introduced in a question from the floor is of no higher classification than the lecture itself.

Here at the Industrial College we have a novel arrangement known as the faculty associate system. It has worked very well. This arrangement provides another means of helping you to get the most out of your year's work here. I am sure that you have already met your associate faculty member. We urge you sincerely to leave no questions unanswered in those matters where your faculty associate or your instructor can be of real assistance to you in your work throughout the year.

In closing I would like to state that the faculty and staff are

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here to help you, and we want to help you. While we will, of course, be present at the lectures and seminars and will act as your consultants and advisers, we hope that your associations with us will not stop at these rather formal contacts. In this regard the relationship between the faculty and students at the Industrial College differs from the pattern at many other educational institutions.

Although full recognition is given to the fact that the college exists to further your personal knowledge, none of us should ever lose sight of our higher obligation--the obligation to serve the nation as a group to the best of our ability in the special fields of our education and our skills. It is very important that we work together and study together. We must share fully our opinions, and our knowledge, and address ourselves to the principle of mutual support and understanding.

The ability of the students and the faculty to combine in hard, practical thinking those lessons of the past and the best available information of the present might some day well represent the margin between the existence or destruction of this nation. In meeting this responsibility the roles of student and faculty member merge. Our common obligation requires the closest cooperation all the way.

So, when we say that our office doors are always open to you, you may be certain we mean exactly that. We sincerely want to hear your views and your opinions. The success or failure of our work at the college depends more on a full and frank interchange of ideas, I think, than on any other single factor.

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We believe you have a splendid opportunity this year to increase your professional knowledge and capabilities. But the benefits you derive from this opportunity will be only in proportion to the effort expended. This year should be one for self-evaluation, cogitation, and rounding out. It is suggested that what you ultimately get out of this course is due to you, yourself; and that the true value you get out of the course is the knowledge you will take to the services and apply to your duties in the years to come.

I know that our work here this year together will be both satisfying to you and truly productive for our nation's security.

At this time I would like to introduce our branch chiefs:

Captain Burnham McCaffree, USN--Production Branch

Colonel James Price, USAF--Munpower Branch

Colonel Charles Kearney, USA--Procurement Branch

Colonel Custer Conner, USAF--Economic Potential Branch

Colonel LeRoy Bartlett, USAF--Mobilization Branch

Colonel Roger Goldsmith, USA--Requirements Branch

Miss Widger--Librarian.

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