THE RESIDENT COURSE

22 August 1958

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NOTICE

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INDUSTRIAL COLLEGE OF THE ARMED FORCES

Washington, D. C.

THE RESIDENT COURSE

22 August 1958

ADMIRAL CLARK: Gentlemen, I should like to add the welcome of the Resident Division to that which you have received from the Commandant of the College. I too am confident that you will find the next 10 months interesting and rewarding, both professionally and personally.

I shall not attempt here to describe to you in any detail the nature and content of the Resident Course. You will be briefed on these by the Director of Instruction, by the Branch Chiefs, and by your faculty advisers. You have been or shortly will be given basic reading material, including the College catalog and curriculum books.

I am sure that, like the classes which preceded you, you will become increasingly aware of the meaning and value of the program as the year progresses. Certainly this was true to an inspiring degree last year, when the curve of interest and enthusiastic participation by the student body rose steadily and came to a peak when members of the class made really outstanding presentations to the National War College and a number of invited guests. These performances were of a higher degree of excellence than most I have heard given to departmental secretaries. In fact, they were of such calibre that neither the substance nor the manner and tone of delivery would have had to be changed for a briefing of the National Security Council.

This was a very tangible result of the College program. It sprang from the students grasping the opportunities that were offered to them during the year--opportunities to hear lectures by some of the most prominent leaders of thought and action in the world; opportunities not only to read, study, and do research in aspects of free-world security, but to meet and talk with the people who are developing the theories and putting them into practice; opportunities to become intimately acquainted with knowledgeable and experienced people of other services and departments, and to evaluate with them not only the developments and vital issues of today, but also new ideas and plans for the future.

Quite naturally, the Commandant and all of us on the staff and faculty were highly gratified at this concrete evidence that through grasping their educational opportunities, the students had markedly improved their capabilities. We were gratified because the main task of the Resident Division is precisely this kind of development.

I invite your attention to the Mission of the College. As written in the catalog, it is a bit long; so I have abbreviated the first parts of it to emphasize the last. The Mission is: To educate students in the economics of National and International Security and the interrelated political, military, and psychological factors, ". . . in order to further prepare selected military and civilian personnel for important policy-making, command, and staff assignments. . . ."

As I said, I want to emphasize the last part, and I hope that you will keep it ever in your minds during the coming year. If you will remember that your task here is to further prepare yourself for high command and staff positions, you will readily understand why the lectures you will hear are packed with ideas and substance, but often short of light entertainment; why we insist that you participate in discussion groups, do committee work, and demonstrate both in writing and orally on your feet that you have dug out the facts, interpreted and evaluated them, and can present them convincingly.

We do that because in the command and staff positions which we envision you will go to from here it will not be enough for you to insist that you are right. You will have to demonstrate it by getting your ideas across with complete clarity and so as to engender mutual understanding not only among officers of our own services and departments, but also among yourselves and officials of foreign nations. You must do these things and do them well, because our security depends increasingly on unity and collective effort among ourselves and on the part of many nations.

In all that you undertake here you will find our faculty ready to help you. They are competent, experienced, mature, and enthusiastic. Their doors, like mine, are open to you at all times. They join me in welcoming you and wishing you a happy and profitable year at this College.

And now it is my pleasure to introduce to you the Senior Educational Adviser of the College and the Director of Instruction of the Resident Division, Dr. Marlin S. Reichley.

DR. REICHLEY: Thank you, Admiral Clark.

I would like to add my welcome to the Industrial College Class of 1959.

I think we all realize that the first few days of any new academic year are not only trying, but they leave a lasting impression on the memory of each and every student, whether he be 8 or 48. It is our sincere hope, however, that you will recall these first 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 for you to improve your knowledge and understanding of our national economy and its relationship to national security.

Admiral Clark has pointed out to you the opportunities which will be offered to you here. I would like to reiterate those.

First, daily contact with leaders in business, education, government, industry, warfare, and politics.

Second, contact with students who themselves are the products of a winnowing process which brings only the best to this College.

Third, access to a library--a library filled with books, periodicals, documents, newspapers, and reports and staffed by able assistants.

Fourth, the opportunity to associate with a faculty combining understanding, knowledge, and enthusiasm.

Fifth, and perhaps most important of all, freedom from operational responsibility, giving you time to think and to study about national security affairs.

Is it not strange that the best that a college has to offer, or the good that a college has to offer, is something that cannot be seen, something that cannot be written down in curriculum books or catalogs, or reduced to clock hours, credits, or degrees? But the study time and the contacts that are offered you during these college days are the priceless assets. Never again in your career, perhaps even in your lifetime, will you have so much time to think, to question, to create, to evaluate, and to plan. And, gentlemen, thought is the basic energy in human history. Civilization is not put together by machines but by thought. Similarly, man's uniqueness is represented not only by his ability to make objects, but to sort and to relate them. Other animals practice communication, but only man has the capacity for comprehension.

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

In this scientific-military age which we are living in, the library is one of the most excellent sources 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 curious and the useful, the foolish and the wise.

In a very real sense, therefore, the library of a college is the center of its educational activity and effort. I urge you to acquaint yourself with the facilities of our library as soon as possible. While our personnel are able and competent and are always there ready to serve you, I suggest that as serious and mature students, you will want to develop a degree of personal facility in using a library. I would like to add that the facilities of the National War College library are also available to you.

As a source of ideas, books can be found to fit almost every temper, need, or interest. They have an inner confidence which man can rarely show. They do not have to be on the defensive. Books can afford to be bold and courageous, as well as explanatory.

What a faculty member or a guest speaker can give you 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 very specialization in a particular field which brought to them prominence and made them great.

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

As mature persons, you bring to the College much in background and experience. This fact alone makes you doubly welcome, because it is our 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 in group discussions and student "bull" sessions, to test our better ideas.

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

First, let's take a look at the course. What does it cover? What are its objectives? How does an educational institution go about preparing

senior civilian and military officers for important policymaking, command, and staff assignments?

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 preparedness in relation to the military, political, and psychological considerations. From the strictly economic viewpoint, this means that you should gain a very 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 the 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 let's say in the entire world arena of give and take.

From the psychological viewpoint, you must understand the human side of the economic and political complex. Public opinion may swing through a very wide arc with but small changes in the military, political, or economic situation. And 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 all over the world are always at work. The policy 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, consequently, 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, we believe you will be able to make sounder decisions and reach more accurate conclusions in every area of your own responsibility. In addition, you should reach a full understanding of the special position of the United States, the position we now occupy in the world, geographically, financially, militarily, and scientifically, and the implications involved.

The educational principle which we follow here is to start with the fundamental facts in the most basic subjects and then, step by step, to build up your background and knowledge in each carefully selected field. We don't attempt to start you off with a big bang and then settle down to a lot of little explosions. We believe our course is designed to be steadily progressive.

Early in the course, then, generally speaking, you will be working with the component parts of national security. As you proceed from one unit to another, each will contribute to a clearer appreciation of the next subject.

Now, when we deal with controversial subjects, we will try to present all sides of the question. With all the facts in hand then, you are able to decide for yourself the best line of action or the more proper policy to adopt.

Please bear in mind, however, that there is only one course. We call the components of the course "units." There is inescapably a very close relationship between these units. It is not infrequent that you will hear a lot about human resources or natural resources in studying materiel management, or that you will talk about requirements in studying production or economic capability. This is one system or approach which we believe, based on many years of experience, affords you the opportunity to obtain a more appreciative understanding of the components of national preparedness.

To us, national preparedness means the administration of the Nation by means of which it organizes the use of all its resources to support the effective exercise of its power, or potential, in peace, cold war, or hot war. Therefore, a thorough knowledge of the elements of power--material, productive, and physical--in being or potential, and a clear understanding of their source and worth will be most important to you. Critical consideration must also be given to the present and future nature of conflict, and an examination of the measures which must be taken--military, political, psychological, and economic--to insure our survival as a free people.

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

Now let us take a quick look at this year's curriculum. Since you have already received the catalog, and in there are the descriptive

scopes of the various units, I do not intend to go into them in detail. I do want to emphasize, however, the close interrelationship of the various units of the course.

Chart 1, page 9.--We first devote about five weeks in getting acquainted with some of the basic considerations affecting national security. This is done in Unit I--Orientation --in which you review the basic concepts of American Government, some fundamental principles of economics, and survey some of the major economic problems of our day as they relate to the national security effort. This is designed to help you gain a better understanding of the relationship of political and economic factors to the substance of the remainder of the course.

Included in Unit I is a week's study called "Executive Development." In this study we employ the case discussion method to analyze and evaluate certain of the qualities and skills necessary to an executive, especially those relating to the human relations aspects.

Following the Orientation Unit, you will give your attention to still another consideration which is basic to our year of study. That is Unit II, National Security Objectives and Requirements. Here you will study the processes of policymaking for our national security effort. Here you will analyze the overall national organizational structure, and in general determine how requirements to insure the achievement of those objectives are ascertained. In addition, such factors as the interdependence of strategy and logistics; the balancing of military, civilian, and foreign aid requirements; the influences of joint and combined logistic and strategic plans; and international commitments and how they affect our national policy, are included.

Closely related to this unit are the next two units, Natural Resources and Human Resources. The material and human resources possessed by a nation are the primary sources of its economic strength, and basic to national power in general. These elements, therefore, are major forces in the struggle for international power. Obviously, they will be important to you throughout the year.

The next unit is Materiel Management. Here you will explore the processes and problems involved in the procurement, production, and distribution of the materiel required to achieve national security. Here you will be interested especially in determining the ability of the Nation and its allies to provide the materiel necessary to support a defense

establishment and a military posture adequate to deter aggression or to prosecute a military effort.

The next unit, Public Services, is devoted to a study of transportation, power, and telecommunications, and the important roles that these services play in the security effort. You will give special attention here to the problems which may be anticipated in assuring the effective functioning of these services in time of emergency.

The next unit is Economic Stabilization. Here you will examine many of the problems involved in keeping our economy both stable and dynamic in the face of the tremendous demands imposed upon it by our national security effort.

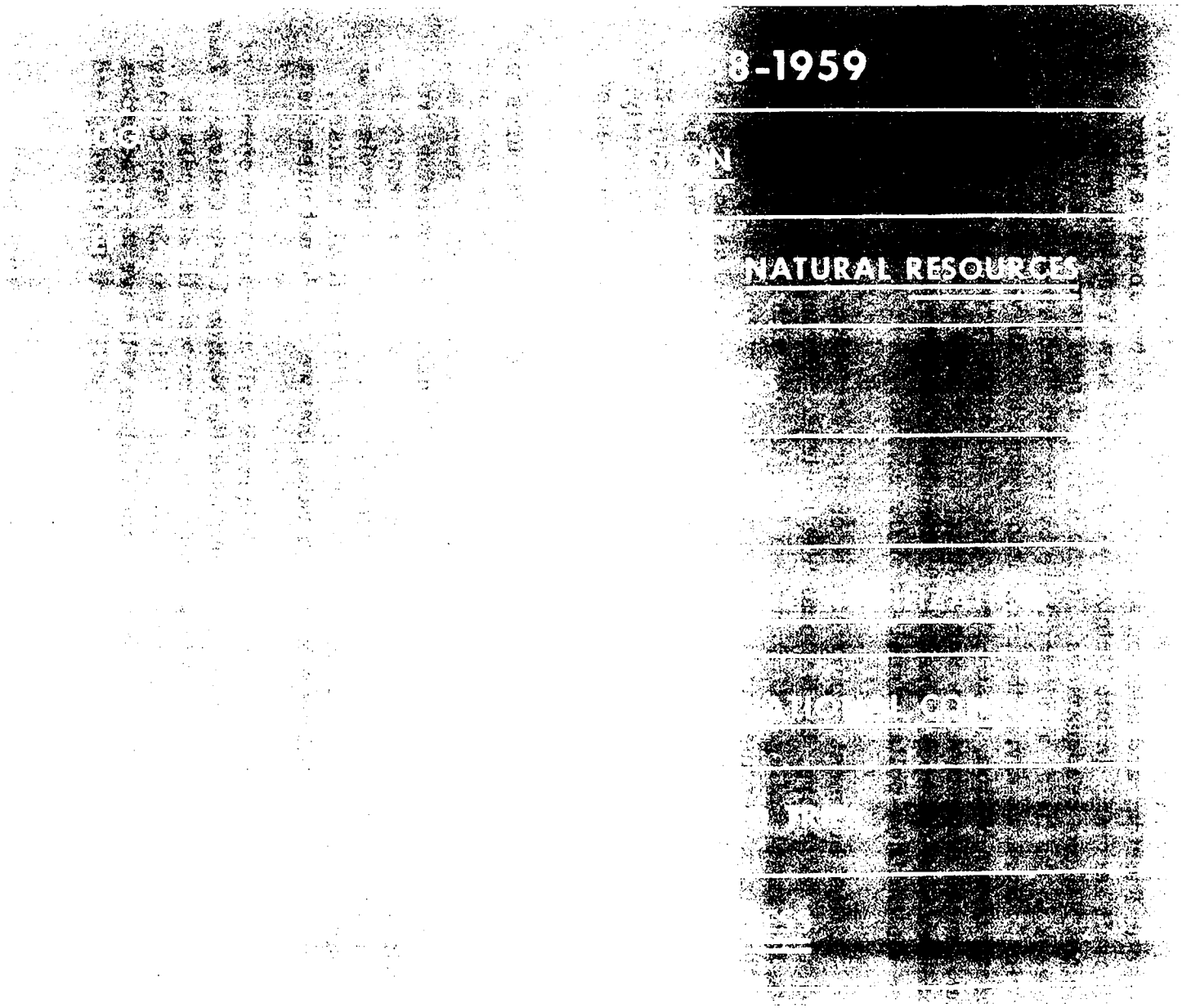
In Unit VIII, Economic Capability for International Conflict, your study will literally assume global dimensions. Here we will undertake to compare and assess the relative economic capability of major nations and coalitions of nations to realize their national and international objectives. Obviously, this is a rather large order and one which will require you to draw on the total knowledge that you have gathered previously.

The same observation applies to the final unit of the course, called Plans and Readiness. This is designed to effect somewhat of a synthesis of the entire year's work at the College. Here you will critically examine and evaluate the overall national problem of military readiness and national readiness, and consider all aspects of national, as well as military, planning for survival. Emphasis is given to the magnitude of this planning problem under today's conditions. I would like to stress again that this unit pulls together about everything that you have learned and requires a considerable amount of analysis and evaluation.

In order to preserve continuity, I have purposely sidestepped several very important parts of the course. You will encounter such important areas as science and security, civil defense, public opinion and morale, legal and legislative problems, the challenge of the space age, and last but not least, the Federal budget. You will hear many discussions on the nature of forthcoming war or conflict. And I'll slip this one in fast. You will all take a course in effective oral communication.

One of the more popular as well as worthwhile elements of the course is our field trip program. We will spend a day or two with each of the Army, Navy, and Air Force, visiting one of their selected installations.

CHART 1



This year we plan to go to Fort Benning, to the Patrick Air Force Base in Florida, and later on will spend a day or two aboard a Navy aircraft carrier. In late October we will visit New York and go to the United Nations headquarters. In the spring of next year we will spend a week in the field, as shown there by the title "Industrial Area Field Trip." Here we divide the class into groups to visit various industrial areas of our Nation, to see steel mills, factories, production facilities, and, more important, to meet with top management to discuss their problems on the spot. One faculty member has referred to this trip as the multibillion-dollar visual aid of the course.

A final but most important note on the curriculum is our tie-in with our neighbors, the National War College. Throughout the year the Industrial College will join from time to time with the National War College in presenting jointly sponsored lectures by eminent civilian and military leaders. In addition, to fulfill our mission and as an integral part of our own curriculum, we attend a selected portion of the War College lectures, primarily in the fields of world affairs, foreign policy, and the strategic and psychological factors affecting national security. Similarly, the National War College schedules attendance at certain of the Industrial College lectures.

Due to the different curricula, the National War College lectures are not always phased into our schedule subjectwise as closely as we would like. Then, too, there are the lectures of opportunity. When there are visiting statesmen or military or economic leaders in Washington, we try to bring them here and get their viewpoints. We have no control of time on that. We take advantage of their presence. But, regardless of timing, we believe these lectures surveying world political, military, and economic conditions are of such value that we should not miss them.

Next Monday morning at nine o'clock we will attend a joint opening of the two colleges, under the sponsorship of the National War College. This is by agreement between the two colleges, where we will alternate in sponsoring joint opening and joint graduation. This year the War College will have the opening and the Industrial College will have the graduation. The following year we intend to alternate. We will have the opening and they the graduation.

So much for the curriculum. Now, how do we do it?

The Resident Division consists of four branches. Three of them are on this chart with a double underlining. They are the Resources,

Materiel Management, and Plans and Readiness Branches. The fourth branch is the Research Branch. It is the first three of these branches that have the responsibility for developing and presenting the various units of the course. For instance, the Plans and Readiness Branch has responsibility for the subjects that are shown here in the same color scheme--Orientation, Economic Stabilization, and the Plans and Readiness Unit. The Resources Branch has responsibility for Natural Resources, Human Resources, Public Services, Economic Capability for International Conflict, and so on. The Research Branch, which is not shown on this chart, is responsible for planning, coordinating, and conducting the College research program. It also supervises special studies and analyses.

At certain times during the year you will find yourself working concurrently on two units of the course. For instance, during the month of October and the first week or so of November you will have two units together--National Security Objectives and Natural Resources; and the second time, during February and March, Public Services and Economic Stabilization. We have found that this system of operating two units concurrently permits the stretching out of their workload in a particular field, thus giving you more time to absorb the material, to accomplish your study and research, and to do any required written work or preparation for oral presentation. Too, then, it also gives our faculty the opportunity to make available to you a wider choice of guest lecturers and panel members.

Before any new unit of the course begins, naturally you get a curriculum book. This book will show you the organization, the scheme of the lectures and seminar presentations. If you take this as your guide to the subject, I believe you will be able to work up your own personal study plan.

In addition, we put out the weekly schedule, which should be of assistance. In the student mail room there is a bulletin board, where we try to keep approximately five weeks of advance tentative schedules for you to plan your own study time, free time, flying time, and so on. We try to keep those tentative schedules from changing too much, but they will change occasionally.

Now, what methodology does the Resident Division employ in presenting this program of study to you?

...minars, discussion ...individual problems, written ...dy, reading, and research.

...element in the plan of study devised for each of the ...course which we have outlined here is the lecture program. ...each unit we try to bring you as lecturers the foremost authorities in the various fields of specialty under discussion. The lecture topics are first very carefully planned to fit into the general plan, and then we seek out the individual best qualified to treat that topic. So during the course of the year you will meet, hear, and talk with a great number of the most prominent leaders of thought and action in the United States.

Another method employed extensively to explore the various facets of our course is the seminar. This is a device where we bring a number of authorities here for discussions with students in small groups. They are very knowledgeable people and are usually very actively engaged in working in the area under discussion. The seminars, too, are very carefully planned, and are so conducted as to permit as close, friendly, and informal discussion as possible.

But the lectures and seminars are not necessarily the most important of the educational devices that we employ here. In choosing our methodology we recognize the educational values inherent in a free exchange of opinion among students of your caliber. We recognize that this is a student body that has wide, varied, and extensive experience in some of the subject matters that we treat here. Therefore, we place considerable emphasis on the student-discussion approach and on the student committee as a device in the educational process here. The discussions will offer you an opportunity to present your ideas and contribute from your knowledge. Also they will give you the opportunity to hear your classmate's ideas and thoughts on the matter.

Now we come to what we expect of you, that is, in addition to attending lectures, seminars, and discussions.

During the course of the year you will find yourself working on both group problems and individual problems. You will participate in the preparation of three written committee reports. You will prepare one individual report. I might explain that half of the class will write their individual report during the unit on National Security Objectives and Requirements. The other half of the class will write their individual report in the Human Resources Unit.

In committees you may be a chairman, you may be a vice-chairman, or merely a working member.

In addition, you will be called on throughout the year to give one brief formal oral presentation to the class and faculty. As you can see, it is our belief that the leaders on the national and international scene must be articulate in both written and oral communication.

Finally, you will write a term paper that is somewhat more lengthy in scope than the individual report which I mentioned earlier. Complete details regarding this term paper will be given to you at a later date. However, at this time I should like to make just one or two general observations regarding this requirement.

As an educational institution at the graduate level, dealing with the problems of overall national security, the College insists on adhering to the same high standards and requirements in scholarship which prevail in the graduate schools of the major universities. The term paper, as you know, is accepted universally as an essential part of the educational program. So the College regards this term paper requirement as your personal opportunity to contribute from your thought, knowledge, study, and research on matters not only affecting military security, but the well-being of our country. Although the deadline for the submission of your term paper will not be until next April, the point is, as soon as the program is announced, which will be about the early part of October, get going on it. Time passes very swiftly.

In pursuing these various facets of study, as Admiral Clark stated, our faculty stands ready to help you in any manner which they can. They are competent, experienced, and mature, and they stand ready to guide and assist you. In no case, however, will they try to impose upon you their own ideas as to conclusions and recommendations in your problem solutions. What you have to say there will be your own.

In this connection I would like to stress two points. First, the basic philosophy behind these procedures is that we do not teach or instruct in the commonly accepted undergraduate sense of these terms. It is the aim of our faculty to make available to you the best and most authoritative information possible, and then to stimulate your own thinking, your own intellectual curiosity, so that you may come up with your own ideas. So we ask each of you to approach all these problems or subjects with an open mind, and then come to your own conclusions.

Second, there are no so-called school solutions. Most of the national problems and issues which you will consider here are involved, confusing, and difficult. They may have no solution, or they may have many solutions. But they do deserve maximum effort and application on your part. We try to give you guidelines to approach these subjects, but, again, we believe in academic freedom. You must come to your conclusions.

I believe that we can perform our function properly only when there is freedom of discussion and belief, only if we are reconciled to reaching wise judgments slowly, through discussions that, I must warn you, are biased and inadequately informed. But, nevertheless, keep in mind the long-range benefits that can be obtained from the course if you participate and accept the curriculum in the spirit in which it is offered and do not be too distracted by any of the minor irritations that inevitably occur in such a positive program.

Actually, in most of the subjects under consideration there are no lasting solutions. The political, the economic, military, psychological considerations change so quickly throughout the world that today's solution may well be obsolete by tomorrow.

As you see then, a central aim is to provide you not only with information and understanding, but also the opportunity to examine your own observations and experiences, to draw meaning from them, and to build a structure of principle which will illuminate and make more significant the flow of events around you. So approach your problems with an open mind.

You may be somewhat astonished from time to time at the divergent viewpoints which are held on the same subject by well-known and successful men. It is for this reason that you've got to look at all sides of the question.

You might also be struck with the number of times experts who occupy this platform or appear in your conference rooms stress the lack of any positive answers or firm decisions on the vital questions of the day. Perhaps some of you will wonder whether this lack is due to us by not bringing the proper people in here, or whether the proper people are not in the right spots.

If so, please recall that in the social sciences--those are the studies which deal with man and his effort to adjust himself to his fellow men--

you cannot hope to reduce your materials to finite terms, capable of mathematical treatment or the production of unvarying laws or formulas. There is a difference between the social sciences and the study of physics or electronics or aerodynamics. Men in their daily affairs act in areas where the great complexity of the human mind and character is multiplied infinitely by the human relations among men and man's organizations. However, the fact that economics or political science have no complete or positive answers does not necessarily destroy their value. So bear with us, because I am sure that the study of the social sciences will be of value to you in the future.

Although full recognition is given to the fact that the College exists to further your personal knowledge, I believe that none of us should ever lose sight of our higher obligation, that is, to serve the Nation as a group to the best of our ability depending on our individual skills and backgrounds. By this I mean, let us share fully our opinions with each other and our knowledge.

I believe that the ability of the students and the faculty to combine in hard, practical thinking the lessons of the past with the best available information of the present might some day represent the margin between the existence or destruction of this Nation. I think the best service we can do for our country is to see as far ahead as possible, to feel the great forces that are shaping events today, for that makes the difference between philosophy and gossip, between great action and small.

I think in meeting this responsibility, the roles of the faculty and the student merge and that we should and hope to work together. So when we say our doors are open to you, we mean exactly that. Come in and see us

In closing, I would like to reiterate what both General Mundy and Admiral Clark have stated--that 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. What you ultimately get out of this course will be due to you yourself; and the true value that you get out of the course is what you take back to your services in broader background, increased knowledge, and personal understanding.

I know that our work here together this year will be both satisfying and truly productive. Thank you very much.

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