



THE FOUNDATIONS UNIT

Colonel Tom W. Sills, USA

NOTICE

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INDUSTRIAL COLLEGE OF THE ARMED FORCES
WASHINGTON, D. C.

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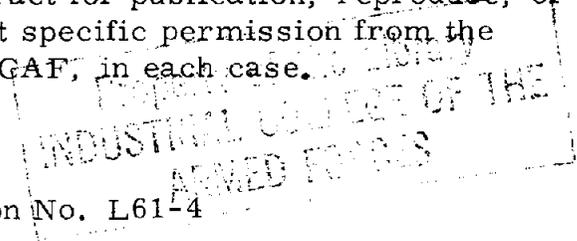
19 August 1961

CONTENTS

	<u>Page</u>
SPEAKER--Colonel Tom W. Sills, USA, Member of the Faculty, ICAF	1

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COLONEL SILLS: Gentlemen, from the talks that you have heard thus far I feel sure that you have a pretty good idea of what we do here at the Industrial College and the general nature of the course which lies ahead of you. Because today is the only time that we have available for welcoming you here and getting you oriented generally in administrative matters, you have already had a pretty full day. But inasmuch as our first unit of academic instruction begins on Monday, it's essential that I tell you something about it today. You will find it customary here at the College for the Division Director or his representative to address the students at the beginning of each unit of instruction for which his division is responsible, in order to expand upon and explore some thoughts that may not be covered fully in the Unit Curriculum Book.

I hope that by now all of you have had an opportunity to read the Foundations Curriculum Book. If you haven't, be sure to read it before Monday, because there is a lot of useful information in there that you will need.

I'd like to point out here--you probably have already noticed them--some changes that are necessary in this book. That's because we had to go to press early. Almost before school was out last June, we started getting this book ready. Then we weren't certain on what date we were going to have the dedication of the building. Now that's firmed up for the sixth of September. Then we had some illnesses among speakers and we had to make changes. So be guided by the weekly schedules, as Dr. Reichley told you, for your day-by-day activities here in the Foundations Unit; and use the curriculum book more as a general guide.

Now let's take a quick look at the chart that Dr. Reichley used this morning. (Chart) Of these nine units of instruction, the Plans and Readiness Division, which is ours, is responsible for the three shown in green--the Foundations Unit, which begins Monday; Economic Stabilization, in February; and Plans and Readiness, which closes out the school year and which is usually referred to as the Final Problem. This afternoon I want to talk to you briefly about Unit I, and then a little later I will show you how Unit IX ties in with the rest of the course.

Now, about Foundations, we have set Foundations up, you might say, to condition you for the rest of the school year that follows. As its name

implies, the unit is designed to provide you with a foundation of knowledge in certain areas. This is knowledge which we feel that you will need before you undertake the more substantive units of the course.

We have divided Foundations Unit into five sections, as shown on this chart.

I think Dr. Reichley told you this morning that we know that you come here from all different types of assignments, and that among you there are varying degrees of knowledge about the things that we teach here. By pursuing the subjects shown on this chart between now and the 29th of September, we hope to overcome some of the difficulties posed by your varied backgrounds, experience, and educational levels, and help you get off to a more uniform start for Unit II, when you really start digging in.

Section I is "the United States Position Today." We planned this section in order to provide you with a broad understanding of the world that we live in today, and an appraisal of how the United States stands, internationally, domestically, and scientifically, in this world.

During the past few years much has been written and said about the United States position vis-a-vis the Soviet bloc, particularly in the fields of economic growth, education, and science. What we can give you here in two days, of course, is not a detailed study, but, rather, an initial approach to encourage your orderly thinking in this area.

Originally we had planned to start off Monday with Mr. Herter, the Secretary of State, giving you the international side of this section. But because of a higher-priority commitment, he had to postpone his talk until some time in October. So we're going to start off Monday with the scientific coverage, with Mr. Carleton Ward; and then Tuesday we'll cover the domestic aspects. So you won't get the last part of this unit until about the third or fourth of October, when Mr. Herter comes; and then that will be a joint lecture with the National War College.

Now, I'll skip down to Section III, Modern Warfare and Strategic Concepts. Here you will have an opportunity to examine at the outset current concepts of warfare and strategy, both of the free world and the Communist bloc, particularly in the light of technological advances, which are on the increase all the time. Here we will attempt to identify and discuss the major problems that will arise in any kind of conflict, whether it be cold war, limited war, or general war. And we will also cover the problems that will arise in case of disarmament. General

Mundy mentioned this morning that that was one thing that we added to the curriculum this year, because it is coming more and more into the forefront as the Geneva Conference continues. Nobody knows exactly how the discussions are going to come out; but, of course, if we did have disarmament, there would be a tremendous impact on the economy which we must examine.

In this section we will have seven lectures. All of them will be very timely and important. Here again, as in Section I, we can't give you the full picture by any stretch of the imagination. But we will give you an appreciation of the subject, which will be very helpful to you in the other units, because throughout the whole year you will find yourself assessing our national preparedness with respect to manpower, material, production, and other functional elements as you determine what you think the United States policy should be to meet emergencies.

This section comes just before the two days session you will have with Sandia Base personnel, who will bring you up to date on the latest developments in nuclear warfare. That will be in this auditorium, and the National War College will also attend.

In Section II and IV, Government and Economics, the instruction will be a little different. To be effective, it's going to require a greater effort on your part. In addition to the lectures to the entire class, we have divided you up into nine groups for discussion purposes. In Section II, Government, the objective is to review the philosophy, the organization, and the practices of American Government; the relationship among Federal, State, and local governments; and our civil-military relationships. You will also examine the Communist ideology and look at its strengths and weaknesses.

Now, in addition to the faculty moderator--you have a faculty moderator in each one of these nine groups--you will also have a political science instructor. These political science instructors are from local universities and agencies, and they have been carefully selected because of their backgrounds and their qualifications in American Government theory and practice. It's the duty of these instructors--they've been paid to come over here and teach you the material on Government. They won't do it just by lecturing to you in the classroom. Rather, they will expect you to read the daily reading assignments, and participate in the discussion of the daily topic.

The same holds true in Section IV, Review of Economics. You have heard this morning that economics runs through everything that

you do here at the College. So it's important at the beginning that you have an understanding of the basic terms to be used throughout the year, and the importance of a sound and strong economy to our national security. Here you will have a chance to look at the main features of the American economic system. We have brought in for each of these discussion groups, in addition to the faculty moderator, an economics instructor. Three of these come from our own faculty, but the other six come from local universities and agencies. Most of them have been here before and know how to conduct these classes. They will expect you to read the daily reading assignments and to take an active part in the discussion of the day's topic, just the same as in Government.

Actually, I believe that this is the only time during the year that we bring in instructors to teach you. But we feel that it is very important at the beginning that you understand the organization of the Government and basic economic principles, because throughout the year you're going to have to be referring back to these things.

The Foundations Unit will end with the last five days being devoted to Executive Development, which is Section V on the chart. Since all of us here are executives of a sort, we feel it important for us to examine the latest thinking concerning the tools of management, with emphasis on the human relation aspect of management, to help us learn how to handle people better. People are our most important resource.

This time we're going to divide you into 12 groups, for the purpose of discussing four case studies pertaining to human relations and decision-making. I imagine that most of you are probably familiar with the case method of instruction and realize the utmost importance of reading and studying the case before you come to the class. It's just impossible to have a satisfactory discussion unless you know the case thoroughly, and unless you inject yourself into the assumed situation in the case.

Now, I've given you an insight into what's ahead of you in the next six weeks. I think you're going to enjoy the Foundations Unit, because it's all very interesting and worth while. The students in the past have always enjoyed this unit, because they've had an opportunity to get to know each other during this period.

In addition to giving you an abundance of information about these various subjects which we feel is very important for you to get the most out of the rest of the course that follows, another purpose of the

Foundations Unit is to assist you in learning how to learn. We know that most of you haven't been to school for quite a while. And, as I said earlier, there are varying degrees of knowledge among you about the different things we teach here. Your knowledge is going to be increased by lectures, seminars, by study, and by reading and the like. And you will make many notes for future reference. This is all to the good. But you don't really learn fully about any subject until you have had an opportunity to discuss it with somebody else. You may feel that you understand the subject thoroughly; but when you bring the matter up before a group, you find that someone else's views are directly opposite to yours. And so that's why in this Foundations Unit we have divided you into these discussion groups.

If you think back for a moment, I think you'll agree with me that nearly all education takes place in group situations. You can trace that as far back as the family group. We know that there are strong forces in small discussion groups which can add materially to your learning. Each student brings to the discussion group his knowledge or his ignorance, his interest or his indifference, and his skills or lack of skills as a group member. If you lack the ability to work effectively with others in groups, it's very difficult to enter into the human transaction of learning.

So we expect the learning process here to be broadened by your active participation in these group discussions, thus permitting you also to learn from each other, which is a positive objective of the College.

Now, the reason I'm discussing this so much is that throughout the year you're going to be organized into similar groups, and we're most anxious that you get off to a good start here.

Also in connection with your studies in the Foundations Unit I'd like to emphasize the importance of reading not only the essential reading which is required by the College, but also as much of the reference reading as you can. You will find that there's a great value in wide reading; and I hope you take advantage of your year here to read as much as you can.

That about covers the Foundations Unit. I'd like to say a few words now about the final unit of study.

I guess you're wondering why it's important to tell you so much now about the final unit of study, which doesn't even begin until next May. Well, that is because many students have come to us in the past and said,

"You ought to tell us about this earlier." I want to tell you that last year at the end of the course a student came to me and he said: "Tom, by golly, it's been a wonderful course. I really have enjoyed it. But I've got one big criticism to make. Why didn't you tell us about that final problem earlier? I could have been preparing for it throughout the year. You threw that thing at us toward the end of the year, and I wasn't ready for it." So I had to go back and refer him to the talk I had given; and I had said about the same thing I'm going to say today, at the beginning of school, on the very first day of school. Later, about January, I will give you more details about the final problem. So I hope that with General Mundy and Admiral Patrick and Dr. Reichley and everybody else who is talking about the final problem today, when that time comes around, everybody will remember that we have already talked about it.

The final problem is called "Plans and Readiness." The problem directive will require you to analyze the security preparedness of the United States for all conditions. It will stress the interdependence of economic, military, political, social, and psychological decisions.

Now, because this problem is so big--and General Mundy has already told you this--we are going to break the big problem down into the three broad areas of general war, limited war, and cold war. This will be the third year we have used this approach. It has been very successful in the past.

Keeping the overall preparedness posture in mind, one-third of you will be examining cold war, one-third limited war, and one-third general war. I don't know how many committees we will have yet. We'll decide that later. Right now I want to give you a general idea of what the final unit is all about. Based on what you find in these areas, you'll make recommendations for strengthening weaknesses so as to insure victory in the event that the United States becomes involved in any kind of a war. You will also develop plans and programs to go along with your recommendations. You won't just come up with some high-powered recommendations; you have to tell how to carry out these recommendations.

The point I'd like to stress with you is that the reason we're talking about this now is because the recommendations and conclusions which you reach in this final problem will be based largely on what you have already learned, already studied, in the eight previous units of study. So my advice to you then is to keep appropriate notes during the year, keep your facts in order, and maintain a perspective of this overall problem that you're going to have to solve at the end of the year.

At the end of the year you're going to be concerned with such things as the organization of the Government; (and you're going to have that next week). You're also going to be concerned with our national policies and programs, both economic and political; and you have those all through the year in the different units. You will be concerned with our national attitudes and capabilities with respect to manpower, transportation, communications, and in fact with everything which is essential to national security. All these things will be scheduled through the year. So you will have studied all of them before the final problem begins in May.

(Chart) I like to think of the final problem as consisting of three basic ingredients. First, Review. It's a review of what you have already had during the eight previous units of study. Next, it's Evaluation--an evaluation of what you have heard and read through the year, because you will have been exposed not only to facts, but to many ideas, opinions, and attitudes, all of which were designed to stimulate your thinking. And, third, Application--application of your knowledge which was acquired during the year, and evaluated, to the final problem.

Now, of these three basic ingredients I stress application, because here is the important aspect of acquired knowledge. Acquired knowledge is just something pleasant, a pleasant and satisfying experience, so long as it remains an abstraction. But in application, acquired knowledge takes on real value.

You might say, then, that the final problem is the application of acquired knowledge, the knowledge you have acquired through the year, and evaluated, to the realities of the national and the international situation.

Now I would like to introduce the members of the Plans and Readiness Division who will work with you during the Foundations Unit.

For the Government Unit, the officer in charge is Colonel C. E. Reid. For Modern Warfare, Captain Johnny Hyde will handle that. For our Review of Economics our senior economist of the College and one of the mainstays here, Dr. Andrew Kress. Executive Development will be handled by Colonel Raymond Harvey. We also have with us Colonel John Burnside, Colonel P. R. Colmer, Captain D. R. Marzetta, Dr. Ralph Sanders, and Dr. Janus Poppe.

Gentlemen, I hope I've given you an idea of what we've got ahead of us in Foundations. This concludes our program for today, and we look forward to seeing you Monday. Thank you.

(26 September 1961 -- 2)B/en:de