

THE ARMY INDUSTRIAL COLLEGE
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THE SCOPE AND CHARACTER OF WORK
AT THE ARMY WAR COLLEGE

By

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The Mission.

I cannot better begin this lecture on the scope and character of work at The Army War College, than to quote from the address of the Secretary of War at the opening of the College in 1919. He stated:

"It was General Bliss who first determined that this highest of educational institutions was not a school or college in the sense in which we usually apply these words, but that the word 'college' was used in the original Latin sense, Collegium--a collection of men; the intention being not that some more wise should teach some less wise, but rather that a group of men by contact, consultation, and conference evolve the best wisdom of the entire group."

This clearly expresses the part it was then and is now intended that The Army War College should play in the educational system of the Army created as a result of our experience in the World War.

Due to the change recently inaugurated in the course at the Command and General Staff School, the mission of The Army War College as formerly prescribed in Army Regulations 350-5, has been changed to the following:

a. To train officers in the conduct of field operations of the Army and higher echelons; and to instruct in those political, economic and social matters which influence the conduct of war.

b. To instruct officers in War Department General Staff duties and those of the Office of the Assistant Secretary of war.

c. To train officers for joint operations of the Army and Navy.

d. To instruct officers in the strategy, tactics and logistics of large operations in past wars, with special reference to the World War.

In short, it may be stated that the mission of the College is to fit selected officers for usefulness on the General Staff of the War Department and higher echelons of the field forces and especially, as far as their natural qualities will permit, for the command of large units, and as an essential to the proper performance of those duties to secure a thorough understanding of the organization, powers and limitations of our sister service---the Navy, realizing that such knowledge and understanding are the real essence of that cooperation and mutual support necessary to proper preparation and execution of joint plans and projects.

It is stated that the mission of The Army War College is to train and instruct officers for the service just stated. Exception may properly be taken to the words "train" and "instruct", they being synonymous as used, because the course can hardly be expected to actually "train" an officer, but rather to give him an opportunity to gain a fundamental knowledge of the basic principles essential to the performance of Command and General Staff duties. The education of a General Staff officer must embrace a familiarity with what is necessary to qualify an officer for high command, for the education of the higher leader and of the General Staff officer must be along the same lines; the suitability, however, of an

officer so educated for either duty is dependent on his temperament and his natural qualities.

There has been at times a good deal of discussion about command instruction and staff instruction and as a result there may be ideas that there is a difference because of an implied distinction. Perhaps there is a well founded criticism behind the discussion; therefore a proper understanding of it is necessary.

Every function of the General Staff is a command function, but the General Staff has, per se, no authority. Such authority as individuals within the organization may exercise is delegated only. The General Staff officer, while part of the command, is but an adviser, an agent and a closely confidential assistant to the commander in the execution of the function of command; he considers all questions that affect the action of the commander, and should consider them in exactly the same light that the commander would do. He must always be prepared to plan decisions of far-reaching effect and to recommend them to the commander. Therefore, he should have the same education, the same knowledge and the same habits of thought as the commander himself in order to function properly. This has long been recognized. As already stated, there is one difference between the General Staff officer and the Commander---the former has not the power of putting his decisions into effect, while the latter has that power. There may be a difference between the two men and still each be able to perform his duty thoroughly;

that difference lies not in education and training, but in character. This difference cannot be overcome by training or by education; it is a birthright--an element of the human make-up. It has been defined as that element of the commander that insures execution and makes possible decisions.

The present War Department policy governing the selection of officers to attend the Army War College as students, limits the number of students to 85, 55 from the combat branches, 10 from the non-combatant branches, 10 to be selected by the Secretary of War, and 10 from the Navy to be selected by the Secretary of the Navy. (This year 9 were so designated, 6 being naval officers and 3 officers of the Marine Corps).

Those selected from the Army to be -

- (a) Of field grade.
- (b) Normally from those who will be less than 52 years of age on September 1, 1929.
- (c) Who are not graduates of The Army War College.
- (d) Who have an efficiency rating of at least "Excellent."
- (e) Who are considered by their respective chiefs of branches as possessing those qualifications that would justify their training for higher command and General Staff duty.
- (f) Only in exceptional cases will any be recommended for detail whose names are not found on the General Staff Eligible List. Where an officer is recommended whose name is not borne on this list, notation of that fact will be made, together with a statement of the reasons why the

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detail is recommended.

(g) At least 50% of those recommended will consist of officers who upon graduation will be available for detail to the War Department General Staff.

The members of the class are, therefore, selected officers of proved efficiency, as demonstrated by their records. Consequently, the course is not intended in any way as a test of relative efficiency, but for the improvement of an officer's military knowledge and efficiency. It is not conducted with a view of "finding" as many men as possible, but with a view of helping and broadening officers in their knowledge of the Art of War and (to meet the requirements of the law) adding to the list of officers qualified for duty with the War Department General Staff. In other words, the College is a community of mature men, gathered together for study and learning, with common interests and common aims. Therefore, the closer we can come in the conduct of the course to the idea that all of the members of the College, regardless of rank, arm of the service, or position in the College, are working together in the pursuit of a common aim, the closer we come to a complete and successful accomplishment of the mission of the institution.

The work of the faculty and the students is so intimate and closely interwoven that all will get the benefit of the experience of his associates. Apart from the course, the bringing together of so many men from all the activities of the Army and Navy is in itself most beneficial.

It is of first importance in an institution like the War College to encourage initiative and original thought and to give full recognition to individual opinions and ideas provided they are based on sound reasoning and a full consideration of all facts. Consequently, the instruction is indirect rather than direct; it is not the function of the Faculty to formulate set opinions and to lay down hard and fast rules, but to plan courses for study and investigation, and to supply sources for research, allowing the committees and individual students full latitude in reaching their own opinions, conclusions and recommendations.

The spirit of the institution is one of cooperation between Faculty and students, independent of rank and position, to achieve practical results through free and full discussion. There is no place in the College for academic competition, or for blind acceptance of a principle or idea expressed by any member of the institution. We lay down no dogma and there are no "approved" solutions.

This purpose was well expressed by the Secretary of War, Mr. Baker, in his address at the opening exercises of the College in 1920.-

"There are things taught on the battlefield, there are things taught in staff operations in actual warfare, there are things taught in life as we live it which never find their way into books, which are only handed down by personal contact, which are felt rather than said, which are communicated by early tradition. xxx It is your assembling thus and your communication with one another, your contact, your preservation of traditions, your gathering together and perpetuating those lessons, your dissemination of those lessons throughout the Army, that is of vast importance. It is an object,

therefore, which justifies your closest study in the formal operation of the College and requires your association as fellow students upon the most democratic and helpful basis in order that you may secure here not merely what your instructors can communicate in formal lectures, but that far subtler thing which enriches the life of a man who lives among a group of men, whose experiences he can acquire by contact with them."

The Course.

We do not attempt to lay down before the beginning of the year a schedule which must be rigidly followed. We do, of course, prepare a program giving the scope of the course, its main subjects, allotments of time to its different subdivisions and determine the general order in which the main subjects are taken up. This is prepared before the school year and forwarded to the War Department.

As the work of the College has progressed from year to year since 1919, it was found that the course was swinging too much into the phases of preparation for war, including the preparation of war plans, at the expense of the study of the conduct of war, so during the last and the present academic year this has been remedied by dividing the course into two distinct major periods of approximately equal length, denominated (a) Preparation for War, (b) Conduct of War.

The part denominated "Preparation for War" constitutes the first period and extends from September to February, and is devoted to such subjects as pertain to preparation for war, and terminates in the actual preparation of one or more war plans. During this part of the course the methods employed correspond to the organization and methods employed in the operation and functioning of the War Department General Staff.

The part denominated "Conduct of War" constitutes the second period and takes up the remainder of the academic year to about June 25, and in general is devoted to the study of the actual conduct of war, map maneuvers, map problems, terrain exercises and field reconnaissances--all involving the strategy and tactics of forces as large as a field army and including one or more joint Army and Navy operations.

That part of the course designated "Preparation for War" is divided into subcourses of four weeks each, devoted to functional duties of the various War Department General Staff Divisions, with particular reference to those duties in connection with preparation for war, as follows:

- a. Operations and Training Division (G-3).
- b. Personnel Division (G-1).
- c. Supply Division (G-4).
- d. Intelligence Division (G-2).

This part of the course culminated in the actual preparation of war plans during the last month of that period.

The first four of these subcourses are conducted by the appropriate Faculty Divisions, while the War Plans Course is conducted by the several Faculty Divisions concurrently, under the direction of the Assistant Commandant.

Details of the subcourses of the first period pertaining to the several General Staff Divisions are given in the orientation lectures by the Directors thereof, but in general the G-3 Course includes studies on the present status and probable future development of the combat branches, the

influence on strategy and tactics of aircraft, chemical and mechanized warfare, motorization of elements of the field army, mobilization, the employment of the field army in certain classes of operations, and characteristics and methods of the commander.

The G-1 Course includes studies on procurement, assignment, classification and promotion of personnel; the reserve system; replacements, the National Guard and Organized Reserves, including the Reserve Officers' Training Corps and the Citizens' Military Training Camps.

The G-4 Course includes studies of supply organization in peace and war, transportation, economic and industrial support of war.

The G-2 Course includes studies of comparative military power and resources of the principal nations; strategic estimates of selected foreign powers; possible alliances in war with and against the United States.

The War Plans Course includes the preparation of certain war plans. So far as time will permit, complete plans are prepared, i.e., the strategic plans supported by their corresponding mobilization plans. In addition, as a part of this course, studies are made of the Army and Navy establishments and their readiness for war, the principles governing Joint Army and Navy operations, the construction of war plans, strategic surveys of the United States, and organization and administration of a Theater of Operations.

For the second period of the course (Conduct of War) the class is organized into groups representing a commander and his general staff, for the play of map maneuvers, for terrain exercises and reconnaissances and the preparation of historical studies of major operations. During this period and during the map play at any time that may be deemed appropriate, an existing situation may be made a requirement for individual study and solution. Certain of the map maneuvers are developed logically from the war plans prepared by the class and carried forward through the situations created by actual play. Others are based on situations prepared by the faculty.

Umpires are organized from the Faculty and student body, critiques being held at the close of play of each of the maneuvers.

In addition to work during the two periods of the course referred to, each member of the class is required to prepare an individual study on a subject chosen by himself and approved by the Commandant. The subject chosen is submitted to the Commandant for approval on or before November 1, and the completed memorandum is submitted on or before the first Monday in April. The subject chosen must conform generally to the following requirements;

- a. It must be broad enough to require General Staff action in that it is of interest to the Army or Navy, or both. This will preclude of its being of a highly specialized or technical nature.

b. It must be of a live nature, if possible treating questions that now need attention or will need attention in the near future, i.e., what the student considers as one of the most important problems facing the Army or some branch thereof.

c. The solution of its questions should contribute something of value to the betterment of national defense.

The Organization.

The organization of the College is in three parts: Faculty, Class, and Administration.

The Faculty is directed by the Commandant, who has an Assistant for instruction, and an Executive Officer for Administration. The Faculty is organized for the first period this year into four divisions to which subjects are allotted for handling. The Faculty Divisions correspond to the divisions of the War Department General Staff, except the War Plans Division, whose work is represented by the Faculty organization taken as a whole. The organization of the Faculty for the second period is created especially to handle the subjects of strategy, tactics, map and field problems and field reconnaissance. Subjects pertaining to industrial organization and control in war and other matters that come within the purview of the Office of the Assistant Secretary of War are assigned to the G-4 Division. Heretofore a great amount of time, relatively, was given to this subject of industrial organization and control in war, realizing that the subject is second to none in importance, but it is now felt that, with the organization and development of the Army Industrial College, no need exists for the War College to delve deeply into the

study of matters with which the War Department General Staff is not directly concerned as a functional duty, but to limit its investigation to orientation on the duties and responsibilities of the Office of the Assistant Secretary of War by means of lectures and studies of a broad character only, realizing that a General Staff officer must know and appreciate the responsibilities imposed by law on that office and the cooperation that must exist between these two war planning agencies of the War Department so that later when he is called upon for the performance of his duties as a member of the War Department General Staff, such knowledge and appreciation will assure that results born of cooperation and coordinated effort will be secured.

We recognize that the duties assigned the War Department General Staff and those assigned the Office of the Assistant Secretary of War for the common purpose of supplying the Army are inseparably connected and interwoven.

The essential elements in the supply of the Army are procurement and distribution (storage and issue) and these elements are based solely upon the needs of the troops as determined by the character of the operations contemplated; therefore -

"Procurement of all military supplies" is inseparably connected with and based upon "plans for organizing, supplying and equipping the Army of the United States." "Assurance of adequate provisions for the mobilization of materiel and industrial organizations essential to war-time needs" is,

therefore, inseparably connected with and based upon "plans for national defense and the use of the military forces for that purpose, both separately and in conjunction with the naval forces, and for the mobilization of the manhood of the nation and its material resources in an emergency." In other words, all procurement of supplies and all planning for the procurement of supplies for the Army in peace and war (Industrial Mobilization) is the function of the Assistant Secretary of War, but the efficient fulfillment of such duties are dependent upon the requirements as to quantities, types, priorities and time, determined upon by the War Department General Staff.

The experience of the World War clearly demonstrated the necessity for preparing in time of peace for the coordination of the economic with the military needs of the military establishment. Consequently, provision is made for this coordination by the creation in the War Department, under the Secretary of War, of an organization the object of which is the interlocking of administration with command or, in its broader aspects, the coordination of the business side of war with the military side so as to produce the essential result--military efficiency.

We believe this to be correct and wish that those who go out from the War College be so indoctrinated and so much of the course as pertains to this subject is directed on that objective. It tends also to bring the two institutions closer together in their work.

Methods of Instruction.

A large part of the instruction of the class is done through its committees, each with a chairman. The promptness and suitability of the organization of the Class for College work is a matter of prime importance, as the success of the work depends largely upon this organization.

Great stress is laid upon the importance of the work of committee chairman. He must have work done on time and presented to the class in approved fashion. His responsibilities are set forth in detail. Since committee chairmen have no powers of command but act as staff officers, they are cautioned to use tact, judgment, patience and forbearance. They are told that they will always find real authority in support of them should occasion require. The duties of a committee chairman are an important feature of General Staff work. A General Staff officer must be qualified to direct the work of a group of General Staff officers as his assistants-- in other words, to coordinate. On the other hand, he must be qualified to work with and under the direction of other General Staff officers---in other words, to cooperate.

In the organization of the class the prime consideration is the general benefit of all instruction rather than to confer special benefit on individuals, pivotal positions are as widely and frequently distributed among the class membership as the primary objective will allow. Rank has no weight of itself in making assignments to duty and the class is informed that the injection of it into consideration after assignments are made is productive of harm. Close scrutiny

is kept over the assignment of the class membership to duty and substantial reasons are required for exceptional assignments.

Instruction at the College is to a great extent self-instruction; therefore, the benefits officers secure from the course depend largely on their own efforts. The Faculty endeavors to do its part to assist them, and that to the full extent of its ability. The students must do fully their part. They are told to use their initiative and not to be satisfied with doing merely what is pointed out to them by Directors or Instructors; to see if they can better their work and try and secure good results in going further than they point out. Initiative is one of the essential qualities of a General Staff officer. Further, General Staff work must necessarily be original. An officer trained in his profession will recognize the essential points in any General Staff study. The officer who wants to follow a model has not an aptitude for General Staff work.

In order that advantage may be taken of special and extended preparation the general instruction is carried on by Lectures, Conferences and Critiques.

a. Lectures. We are, as you know, very favorably situated in securing a fine course of lectures and advantage is taken of that situation. Effort is made to have the lectures timely and as far as is possible, coordinated with the course. The speakers are men prominent in the educational, commercial, financial, literary, and governmental life of the country, who

are recognized as authorities on their subjects or who have established the value of their opinions. The object of these lectures is to put us in touch with the various opinions of the outside world, to incite interest, stimulate discussion and suggest lines of thought. While we generally select the topic, no limitation is placed on their presentation and no effort is made to conform to preconceived notions or to bolster up certain theories. The speakers are told that what goes on within the lecture hall is confidential. They are made to feel that they are safe in expressing their real opinions with the utmost candor. It is only by doing so that we can get the best on some topics which are highly confidential.

As I just stated, one of the objects of the lecture course is to suggest lines of thought. This in turn suggests lines of reading and study. So these lectures are to have a value beyond the mere communication of observations, reasoning and conclusions of the speaker in the lecture room. With the help, guidance and stimulation they give to our own efforts, they better fit us to form conclusions of our own, after hearing all sides and running down the clues which have been furnished us. This all tends to a broader education of any one who is privileged to take the course.

Usually after a lecture the subject is thrown open for free discussion. Discussion after the lecture is usually highly desirable and some thought and knowledge of the subject not only lends interest to the lecture but promotes intelligent

discussion thereafter, so we advocate, when possible, some preparation for it by individual reading on the subject.

b. Conferences Conferences are presided over by a member of the Faculty. The committee making the report presents its subject, sometimes as to a body of General Staff Officers, sometimes as to the Chief of Staff, depending upon the instructions of the Director concerned. General discussion may be invited during the presentation or at its close, but in any event, during such general discussion all members of the College, both Faculty and Class, are considered as members of a General Staff, discussing the question under consideration. We encourage in these conferences the fullest and freest expression of views. Any officer may ask questions or express his views within the time available. We tell the class that no officer is doing his full duty if, when he hears views that seem contrary to his own convictions, which are based on what seem to him sound reason and mature reflection, he does not give full expression to his own views. To leave in silence and disagreement is not fair to his associates, provided there has been a fair opportunity to speak in the open.

What is wanted is independence of thought, freely expressed. A very essential quality of a General Staff officer or a commander is the ability to put over his proposition briefly, to the point, and with force. There are no restrictions on expressing constructive criticism of any matter that is brought up for discussion at the College.

The matter of presentation by the spokesman at conferences is stressed as it is a matter of importance since the entire class is involved. We endeavor to see that the main points of the subject are so presented as to be impressed on the class, and pains are taken to bring them out. This cannot be done by the reading of any well written essay. It can be done by direct, forcible speaking on the high points of the subject. Notes are used only when they are necessary to secure logical sequence and to avoid omissions. The speaker must know his subject, believe in his points and must divorce himself from all nervous manifestations, such as walking around or jerky, meaningless gestures that are liable to attract more attention from the audience than what he has to say. Restlessness on the part of the speaker is readily transmitted to his hearers.

c. Critiques. A critique before the class is held on every map maneuver, map problem, terrain exercise, or reconnaissance. If practicable, it is rehearsed in the presence of directors and umpires before presentation. In the play of map maneuvers a preliminary play is always made by the umpires and directors of the same before play by the class. In general, all tactical and strategical questions, especially decisions, must be approached by the command and staff form of class organization rather than by the committee method. Discussion following critiques are held in the same manner as for lectures and conferences.

In the exercise in high command an officer is judged by his plan, his imagination, the use of his resources, and

his adherence to a plan, once formed, until it is proven that the plan must fail---in short, by that highest of all qualifications of a commander---the courage of responsibility.

In general, the whole purpose of the course is to teach method---methods of work, study, investigation, research, organization, deduction and presentation. The teaching of method is simply another way of expressing to learn by doing. For the best results the whole year is carefully divided and assigned to particularized subjects. A concrete treatment of every subject is desired. Pure abstractions, though likely to be the tendency, are found to be of little or no practical value, and to be lacking in interest because there is the imposition on the student of supplying the application of the abstract statement. As a rule, studies are made to determine a specific course of action, to determine what is to be done in a well-defined, specific case or to determine the principle, policy, or guide for action in the more general case.

The record of the work follows prescribed forms, but form is never insisted upon to an extent that will in any way restrict freedom of expression or the best adaptation of the expression to the occasion. Substance and not form is the thing of value.

The forms used in the War Department General Staff are the guides, but in case no form is commonly used, the form used

rests with those presenting the work.

Plain, simple, direct, and orderly language is the best and is what we seek. It is endeavored to make the work done at the War College of an eminently practical character, based on established fact or sound reasoning, and fully abreast of the times. The future war is the one we are preparing for and our guide is not only the experience of all the past, but the consideration of things as they actually exist in the present and their trend for the future. We do not live in the past, yet we do not ignore its guideposts.

The professional education of an officer of the Army is never completed. No matter what may be his basic training, or how thorough his education in a collegiate way at the time he enters the Army, he is then but at the beginning of his professional training. In the pursuit of such training, he cannot hope to obtain the best results by duty with troops alone, by staff or other details alone, or solely by attendance at any or all of the service schools. If he would be successful, he must take advantage of all the means given, and of others too, that may be offered him in a professional way. To be of value as an officer of the Army, he must not only keep abreast of his profession at all times, but he must do his very best to be a pioneer along the path of progress. One lesson, of many that were brought home to us clearly in the last war, is that an officer cannot permit himself to stagnate in time of peace, to neglect the means of professional advancement offered him, and yet hope to make good when war comes and he is called

upon to shoulder the heavy responsibility of leadership of men in battle, or the equally heavy responsibility of the efficient performance of the staff work necessary in operations.

One of the greatest difficulties we encountered in the last war was the need of trained officers, and not the least of this need was trained General Staff Officers. Our deficiency in this respect was nothing short of appalling. The General Staff School established at Langres in France did splendid work toward overcoming this deficiency, but this was at best only a part solution of the problem, since you cannot but imperfectly train an officer for General Staff duties in the short time we found ourselves able to give to the course there - three months. At the time of the St Mihiel offensive we had fairly efficient staffs. At the close of the war we were second to no army in Europe in this respect. Their real training, however, was gained in that most perfect of schools, war, but our first operation took place seventeen months after we entered the war. We proved what we had formerly preached, that the deficiency we experienced in trained officers, whether staff or combat, could not be overcome overnight, nor in weeks, nor months. The result was that our system of military schools that had obtained before the war was completely revised, the necessity of this system and its efficiency being so recognized in the law as to now require that as a necessary qualification for General Staff duty with troops an officer must have graduated

from the General Service Schools, and as a qualification for duty with the War Department General Staff, he must have graduated from The Army War College.