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## Set & Drift

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*U.S. Marine Corps*

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# SET AND DRIFT



**Navy League National Scroll of Honor.** Vice Adm. John T. Hayward, President, Naval War College, was awarded the Navy League National Scroll of Honor by National Past President Rear Adm. Robert A. Barnum, U.S. Naval Reserve, on 20 February 1968.

During a ceremony at the Naval War

College Admiral Barnum, special adviser to the President of U.S. Steel Corporation, stated that the Navy League prides itself on two things: an abiding interest in everything that concerns the Navy and Marine Corps, and a deep respect for those who contribute to their well-being.

To Admiral Hayward he said, "There

is no need to speak of your past contributions to this well-being. They are many and well-known. It is to a particular contribution that we wish to point—to one that is being made here and now."

The Navy League representative said that what is being recognized is Admiral Hayward's application of his experience and his wisdom—both Navy and worldly—toward identifying the Naval War College as the scholastic mind of the Navy. "As we see it," he said, "you have been vitally engaged in stimulating and guiding a process of growing and maturing. This is the contribution that we wish to recognize and honor today."

Specifically, it was noted that Admiral Hayward has inspired the substance and manner of study at the War College, the expansion and depth of the civilian faculty, the provision of means for valuable research, and the fullest utilization of the individual experiences and skills of the students.

Admiral Barnum stated further, "We wish to recognize and honor your steady application of attention and energy to the task of meeting the future needs of the Navy through one of its oldest and finest institutions."

In closing, Admiral Barnum noted that the National Scroll of Honor was presented to the War College President by the National Navy League with the strong endorsement of Admiral Hayward's many Navy League friends in Rhode Island.

**Two Years of Growth and Maturity.** During the 2 years that Vice Adm. John T. Hayward has held the Presidency of the Naval War College, stimulating changes have taken place.

**Board of Advisers.** On 2 March 1967 the Secretary of the Navy announced the formation of a 12-member Board of Advisers, outstanding individuals within the professional communities, to examine the educational, doctrinal, and research policies and sub-

mit proposals to the Naval War College President that will provide effective quality control of the curricula. Two productive meetings have been held, the first, 4-6 May 1967, and the second, 3-4 November 1967.

**Naval Command and Staff Interim Course.** Eight selected Commanders and Lieutenant Commanders of the U.S. Navy were welcomed 14 August 1967 by Admiral Hayward as they began a 1-month resident phase of a pilot program for the Naval Command and Staff Interim Course. These students returned to their parent commands to continue the second phase of the course, completion of the War College administered correspondence courses. The Naval Command and Staff Interim Course is an attempt to extend to a wider range of selected midcareer officers the benefit of a command and staff level education, which they might otherwise be unable to acquire.

**New Academic Chairs.** As a result of changes in the educational philosophy of the Naval War College, three new civilian Chairs were established as of 1 July 1967 to complement the six Chairs previously in existence.

The Stephen B. Luce Chair of Naval Science, with Capt. Edward L. Beach, U.S. Navy (Ret.), appointed as the first occupant, is designed to provide intellectual leadership in the field of seapower and maritime strategy.

Emphasis on economics in the curriculum led to the establishment of the Chair of Economics in lieu of a short-term Consultant. Professor Franklin R. Root, Professor of Economics at the Wharton School of Finance and Commerce, University of Pennsylvania, is the first occupant.

The James V. Forrestal Chair of Military Management was established to offer professional guidance and advice in the field of military management. The first occupant is Professor Zenon S. Zannetos, Alfred P. Sloan School of

Management at the Massachusetts Institute of Technology.

**Educational Changes.** A primary change in the educational philosophy of the College effected in the 1966-67 academic year resulted in tailoring groups of studies to better fit each student's capabilities and interests rather than offer standard studies for the student body. An individual research effort or thesis is still required of all U.S. students who do not hold a Master's Degree or who have never completed a graduate-level thesis and is required of students enrolled in The George Washington University Program. But a new Group Study Program, with 18 topics under examination, replaces the individual thesis requirement of U.S. resident school students who either hold a Master's Degree or have written a graduate-level thesis and are not enrolled in The George Washington University Program. Two groups of volunteer students have been enrolled in graduate seminars at Brown University on a semester basis. Also, there is a University of Rhode Island Program intended to aid those students lacking an undergraduate degree to obtain one.

Students not participating in The George Washington Program, the Brown Seminar, or otherwise excused by their respective School Director, are required to take part in the Electives Program. This program, administered by the Naval War College, affords the student an opportunity to examine selected study areas in greater depth, providing additional valuable course material to the core curriculum as it progresses. In addition, Reading, Writing, Speaking, and Foreign Language Courses are offered on a voluntary afterhours program.

**The Staff Study: A Self-Instructional Lesson.** "There's not enough time or money to do everything, so where can we cut?" is a phrase heard all too often today. In planning the curriculum

for the School of Naval Command and Staff, the faculty is faced with an increasing demand to add new subjects at the expense of "required" items. To overcome this squeeze on the curriculum but still meet the demand to teach required material, the School has turned to programmed instruction (PI) for part of the answer.

In late 1966 the School of Naval Command and Staff conducted a feasibility study to determine the application of PI techniques to its curriculum. Of particular concern was the method then in use to teach the staff study process. It was to provide the students with a manual describing the staff study process, the presentation of a short lecture on the subject, and having each student conduct two staff studies during the school year. An estimated 10 to 12 hours of student effort was required to conduct each study. In addition, considerable time was required by the faculty to evaluate the reports and counsel each student. The results of this considerable expenditure of student and faculty time were generally unsatisfactory, since it was found that the majority of students still could not conduct an effective staff study after the prescribed instruction.

The Chief of Naval Personnel was consulted and, with his assistance, a self-instructional PI to teach the entire staff study process from problem definition to preparation of the written report was developed for use during the 1967-68 academic year. The self-instructional package consists of several separately bound documents including text material, a question booklet, procedural and format guides, and a posttest with answers designed to measure learning at the end of the program.

A two-step teaching procedure is now in use. The first step is to have each student complete the staff study PI (average time is about 2 hours). The second step, which is the real measure of the programmed instruction's effec-

liveness, is the accomplishment of a staff study assignment by each student. To complete the learning process, he is assigned a problem and, after his problem statement is approved by the faculty adviser, conducts the study and submits a written report of his study efforts. As before, he is counselled on the evaluation of his efforts.

While a final evaluation of the staff study programmed instruction has not been completed, the results of the combination of programmed instruction and one practice staff study indicate that most students are able to produce a reasonably sound product after only one practice exercise. It is confidently estimated that total student time devoted to the learning process has been reduced, thus making available valuable curriculum time to accomplish other objectives.

Commands interested in receiving one or two copies of *The Staff Study* program for review may request them from the President, Naval War College (Code 131). Individual officers interested in taking the program should request that *The Staff Study* be included when they enroll in the Military Planning Correspondence Course.

**Evening Lecture Series.** Another innovation was the launching of the Current Events Evening Lecture Series,

in which renowned speakers are brought to the War College as the opportunity arises to discuss current events. The first speaker was astronaut/aquanaut M. Scott Carpenter, on 13 January 1967, who lectured on the "U.S. Space Program." Then, Vice Adm. John T. Hayward, U.S. Navy, President, Naval War College, offered, "Why the Naval War College?" on 24 February 1967. Maj. Alexander P. de Seversky spoke of "Space Power" on 28 April 1967, and on 8 February 1968 Mrs. Claire Lee Chennault gave "Report from Asia."

**Culmination.** The summation of these efforts is precisely expressed by Admiral Mahan in his opening remarks to the August 1888 class: "Few realize until they are forced to do so to what an extent the brains and energies of the services are mortgaged in advance by the numerous activities and specialties that have developed in late years." Seventy-nine years later in August 1967 Admiral Hayward's remarks to the 84th academic year students reflect similar thought. He said, "Our reaction, like Mahan's, is to make up in quality what we lack in quantity. We have sought to prepare for you a quality program which we hope you will long remember and long profit by, a program designed to prepare you for higher responsibility."

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It is even better to act quickly and err than to hesitate until the time of action is past.

*Clausewitz: On War, 1832*