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**A STATEMENT BY THE
PRESIDENT, NAVAL WAR COLLEGE
UPON ASSUMPTION OF COMMAND**

Upon the assumption of my duties as President of the U.S. Naval War College, I believe it is appropriate to address several remarks to the readership of the *Naval War College Review*. This publication reaches a significant and influential segment of those most concerned with the formulation and implementation of national strategy, with emphasis on naval strategy. Consequently, it is our desire that the *Review* serve as a prominent forum for discussion of all vital aspects of national strategy.

The purpose of the *Review* is to extend the benefits of educational material presented at the Naval War College. This is in the form of selected lectures, and faculty and student research efforts. Because the Naval War College is a graduate institution, it is not, and should not be, simply an establishment which exists to disseminate facts and preconceived ideas. It is, and must continue to be, an institution which is dynamic and sensitive to the rapidly changing world scene. We must be mindful of the requirements of the Naval Establishment to respond to the challenges of the contemporary world. As a result, the success of the Naval War College in achieving its mission is dependent not only on the curriculum and policies established for the administration of the College, but also on the vitally important response and participation of the students and those associated with the College.

The faculty of the College must continually make introspective analyses to insure that the courses of study contain comprehensive coverage of subjects which will provide naval officers advanced education in the science of naval warfare and related subjects. At the same time, all theories, doctrine, and practices must be continuously tested, examined, and proposed. *Passé* theories must be eliminated. The faculty must anticipate required curriculum changes and implement them at the earliest feasible time. The dynamic nature of the modern world does not permit the luxury of wasted and unrewarding pursuits. Courses of study must be designed to insure a maximum acquisition of knowledge in the time which is available to today's professional officer corps.

Regardless of the quality of a curriculum and its implementation, active and intense participation on the part of a student body is a *sine qua non* of responsive graduate study. The resident students must interject the wealth of their specialized and professional knowledge into the courses, seminars, and discussions. They must make manifestly clear to the faculty their evaluations and criticisms of the curriculum. In short, they must contribute to creating a course of study which is reflective of their needs and judgments.

In the same way, nonresident students of the Naval War College's Correspondence Course Program must directly contribute to the quality and relevancy of the individual correspondence courses. They can, and should, conscientiously offer constructive criticism of these courses. It is particularly important for correspondence students to offer their recommendations because of the inherent limitations of correspondence study. The responses received from nonresident students on their course questionnaires exert a significant and constructive influence on the content of the courses offered by the Correspondence School. Only with such constructive appraisals, can the War College successfully pursue its objective of extending the educational facilities of the Naval War College to our nonresident students.

As described above, the faculty and students (resident and non-resident) can thus contribute to the content of the various programs of the Naval War College. All the readers of the *Review* also have a means of contributing to the success of these programs. Senior commands and individual commanders can contribute by encouraging the wide dissemination and discussion of this publication. Additionally, I wish to invite the entire audience of this publication to contribute to insuring that the *Review* is a worthwhile forum of the War College. Although the articles appearing in the *Review* are contributed by the faculty, consultants, guest lecturers, and students of the College, responses and reactions to these articles are heartily desired. I have instructed the Editorial Board of the *Review* to spare no effort in searching for and publishing articles of merit dealing with appropriate, timely, and provocative topics. Inasmuch as the principal purpose of the *Review* is to inform, the success of the *Review* in accomplishing this purpose can only be determined by the response of the readership. You are invited to contribute to this publication by means of written comments to the Editor of the *Review* concerning articles presented therein.

In the February 1966 edition of the *Naval War College Review*, Admiral David L. McDonald, Chief of Naval Operations, made a most concise and appropriate statement of the mission of the War College:

The Naval War College presents a course of study which, in combination with and building on the acquired experience of officer students, seeks to develop a scope and depth of understanding of the principles of naval warfare and national security which will equip these officers to serve in positions of high responsibility.

To assist us in carrying out this mission, senior commanders are encouraged to advise the President of the Naval War College on the preparedness of the officers of their command who have recently graduated from the resident courses and their interpretation of the resulting value of War College graduates to their commands. Recommendations are earnestly solicited on proposed curriculum changes and suggested subjects for student research.

Commanding officers have a vital role in counseling their officers on the opportunities which the Naval War College offers. They must make critical appraisals of their officers and meaningful evaluations of their subordinates in order that selection boards can effectively choose the best qualified students for resident instruction. Additionally, commanding officers should give special encouragement to their officers to take advantage of the correspondence studies offered by the War College. It is to be strongly emphasized that completion of Naval War College Correspondence Courses does *not* preclude subsequent selection for resident study. Actually, completion of any or all such courses enhances the benefits which can be derived by the resident student and enhances his opportunity of selection for resident study.

JOHN T. HAYWARD
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