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President's Notes

James E. Service
U.S. Navy

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President's Notes

Two and a half years ago Admiral Watkins directed that the Naval War College become the crucible of strategic thinking in the Navy. The War College was to educate our best and brightest officers to think in strategic terms and to learn to "fight smarter." A large task, but most of the key pieces were already in place. I looked upon my effort as a two-step process, first to improve the quality

of each element of the system and then to weld the segments into a coherent, vital whole. I believe we have established a very significant and positive momentum toward these goals, have made very substantial progress, and will continue to improve over time as fine-tuning efforts are pursued by all members of the War College team.

In 1982 less than half of the students were Navy officers and very few of these had had command experience. The academic departments were high in quality, but lacked a common goal. Research, under the newly appointed Director of Naval Warfare Studies, was underway but was not yet an integral part of the Naval War College.

Today, well over 50 percent of our students are Navy officers and among them we have a good balance between the warfare specialties. In the senior class, 70 percent have had either sea or shore commands. We have reached a steady state in student quality, as measured by the enthusiasm in the classroom, the penetrating nature of the lecture hall questions, and the papers submitted for curriculum requirements.

In addition to our regular students, 73 more officers will pass through our brief Integrated Warfare course for post-command officers this year. This 8-week course, offered three times per year, is a rigorous, stand-alone experience that challenges and stimulates the students in every sense of the word. It utilizes the seminar case-study approach which requires full, active participation by each member of the class. Feedback from former students indicates a very high degree of satisfaction and relevance to their post-graduation assignments. This March we graduated our 10th post-command class.

In round figures about one-half of the officers who have completed a satisfactory command tour are now attending the War College. We have been assured by the Chief of Naval Personnel that these officers are the top competitors within their year groups and that the Navy's future flag officers are among their number.

Our curricula are prepared in the light of OpNav and DoD thinking and policy. In cooperation with the DCNOs, we have revitalized the eleven military chairs and have increased our dialogue with their various communities. More than ever, the Center for Naval Warfare Studies reaches out and expands its contacts with both OpNav and the fleets. We plan to increase these efforts for the mutual benefit of everyone.

We have increased the effectiveness and reach of our Center for Continuing Education. Five hundred twenty-five students are actively participating in our correspondence programs. Because of tightened acceptance procedures, the seriousness and the success of these individuals is up significantly. We have expanded our off-campus seminar program from Washington, DC (only) to include Annapolis, Corpus Christi and Pensacola. There are 350 students enrolled in this program. The new sites are doing well and we are looking at Norfolk and San Diego as added locations.

The heart and soul of our work, however, is our regular 10-month curriculum. It is through this curriculum that we equip our graduates with the tools and knowledge that will make them valued members of our defense teams. The Strategy Department aims to help our officers to think strategically. By "thinking strategically" we mean something easy to say but difficult to do: to be able to reconcile what our values at home require with what our power abroad permits; to be able to use military force *successfully* in the support of policy.

Among the things this requires is to be able to distinguish real strategy from the mere knowledge of capabilities in search of missions. We want our graduates to be able to propose suitable alterations to our strategies as conditions change. Above all, we want them to see the world, not as they passionately want it to be but as it truly is.

Our second course, Defense Economics, focuses on force planning. Students integrate the many and sometimes competing variables involved in planning, choosing and obtaining future military forces. After considering economic, political and military factors in the national security environment, they consider differing methods for assessing threats and overall balance of military forces. Soviet intentions, broad trends in military capabilities, and changing vulnerabilities are among the issues examined.

Because our primary effort is to immerse each student's thought process in major force planning issues, we simulate as closely as possible the environment in which these choices are made; highlight the guidance, objectives, and constraints related to these choices; and sharpen his capacity to think, analyze, and write about not only these issues, but those they are likely to encounter in the future.

Our third academic leg, Naval Operations, deals with operations at the CINCs' or four-star staff level, with emphasis on the forward maritime strategy. Chiefly we teach the fundamental naval warfare mission areas through the use of case studies. War gaming, in various forms, occupies a most significant portion of the students' time in the NavOps trimester. Our games use today's strategy and

today's capabilities with current forces and weapon systems. Essentially, we play three major types of games. A crisis action game which is both political and military, where the students act to avert war; a theater level war game, and finally, the Global War Game when students are assigned individual roles in all levels of government and military from the three-star level up.

Nearly as important as the foregoing is the activity within the Center for Naval Warfare Studies. What started as a modest research effort a few years ago has developed into a major research center.

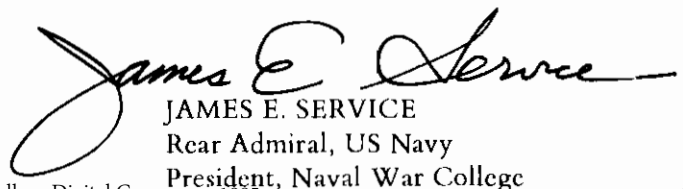
The Center for War Gaming has grown in importance in both our academic and research efforts. It acts as the integrator for all that we teach our students. It is a research tool for strategic research and it tests war plans and educates staffs. We are today using war gaming as effectively as we did in the 1930s.

Our Center for Advanced Research has also grown over the past few years. This research has become a cooperative effort among the academic departments, the Center for Naval Warfare Studies and fleet users. Some examples of advanced research conducted by students and faculty are in the areas of:

- Battle group operations
- Global war game support
- Soviet air threat
- AAW defense
- Cruise missile employment

As you can see, we have now forged an effective union between the academic and research sides of the institution. It is a synergism of great potential value to the Navy and the country at large. Our faculty and students are heavily involved in the studies and research at the Center for Naval Warfare Studies. The faculty participates in research and in many of our most important war games. The students, in turn, benefit through curriculum war gaming by participating in advanced research projects, by having major roles in the Global War Game, and by rubbing shoulders with the faculty that is involved in research.

My years at the Naval War College have been a high point professionally. There are few other places where one deals so broadly in scope and depth with naval issues as does the College here in Newport. I have been privileged to be a part of an effort which has significant potential to positively influence the course of maritime strategic thought and, therefore, the Navy's and the nation's deterrent and defensive posture.


 JAMES E. SERVICE
 Rear Admiral, US Navy
 President, Naval War College