

## CHAPTER 6

### THE COLLEGE IN THE VIETNAM ERA, 1962 - 1974

The Cuban Missile crisis of October 1962, by most accounts, represented the zenith of superpower tension and potential armed conflict in the Cold War, taking the United States and Soviet Union to the brink of nuclear confrontation. In the months following that crisis, however, President Kennedy sought to move the nation away from the dangers of this kind of direct confrontation by pursuing a policy of more "flexible response" to Communist-inspired aggressions around the globe. By 1963, the Moscow-Washington hotline had been established and a ban on the atmospheric testing of nuclear weapons had been signed. Coupled with Secretary of Defense Robert McNamara's intention to instill more rigorous management practices throughout the Department of Defense, these developments set the stage for a new interpretation of the mission of the Industrial College of the Armed Forces in the early 1960s, manifesting itself in various ways throughout the ensuing decade as the nation found itself entangled in a protracted and complex war in Vietnam.

#### EDUCATING IN THE MANAGEMENT OF RESOURCES

It will be recalled that the Joint Chiefs of Staff issued on February 12, 1962, the last of what had been a series of multiple revisions to the charter and mission of the Industrial College over a period spanning some 15 years. Designating the College as the "capstone of our military educational system in the management of logistics for national security," the 1962 document called upon the institution to conduct courses in the "management of resources" to include the "management of manpower, money, materials,...programs and budgets" (Joint Chiefs, 1962, pp. 1-3).

#### A New Mission

While the new mission of the College obviously reflected McNamara's influence and initiatives in defense management, it also, perhaps somewhat less obviously, reflected the Kennedy administration's policy of flexible response as well. As Vawter (1983) suggests, the College's role in educating in the management of logistics mirrored the philosophy that the United States would be prepared to engage in lesser, non-nuclear conflicts of some duration. Educating leaders to manage logistical resources in such conflicts, as opposed to focusing on national industrial mobilization, represented what Vawter termed a fundamental change in the "character" of the Industrial College (p. 50).

Clearly, changes of this magnitude did not take place instantly. In fact, the Joint Chiefs of Staff envisioned full implementation of the 1962 charter would likely take two or more years, and at the direction of the Joint Staff, the college had outlined a tentative plan to implement necessary changes by April 1962. In the ensuing year, however, a debate raged among the faculty and leadership of the college over precisely how management techniques and principles would be incorporated in the curriculum. Some argued for a major restructuring of the educational program to give primary emphasis to management subjects and to make management the dominant theme in the course. Most faculty, however, supported a broader interpretation of the ICAF national security mission (Bauer, 1983, p. V-2).

By the summer of 1963, the then Commandant, Vice Admiral Rose, U.S. Navy, reported to the Joint Chiefs that the College had developed a unified view of the way it would pursue its new mission. Four broad principles, he said, would guide the College:

- Management is treated, not as a separate subject, but as a unifying theme in the context of the economic, industrial, scientific, and technological aspects of national security. The Industrial College is, in short, not a management school per se, but rather a school for the study of national security management.
- Attention is focused on the problems of management at the upper levels of national security administration and defense programs, rather than those of the private businessman in the economic marketplace.
- Our approach to management, as to other aspects of our program, is pitched at the educational level of a graduate school for senior military and government executives.
- (Our program) is designed to avoid, as far as possible, duplicating the courses in management offered in other military schools or in civilian institutions (Annual, 1963, pp. 2-3).

As Bauer (1983), suggests, by academic year 1963-1964, changes required by the 1962 charter revision were virtually completed. That spring, however, a new Commandant with some definite, new ideas about the nature of the institution would take over the reins of the College.

### Schomberg's 'New' Industrial College

Lieutenant General August Schomberg, U.S. Army, became Commandant of the

Industrial College on 1 April 1964. A 1953 graduate of the College, Schomberg complained about ill-conceived organizational structures at the College and expressed his desire to become more directly involved in academic matters (Bauer, 1983, p. V-5). Gest (1990, p. 121) cites a faculty member from this era who insists that Schomberg was sent to the College by senior leaders in the Pentagon with express direction to "shake up" the institution. Schomberg's own 1965 Annual Report alludes to a series of meetings he held with officials in the Office of the Secretary of Defense and with officers in the Joint Chiefs of Staff organization. Following those meetings, Schomberg began to implement a series of sweeping changes at the College, and by the summer of 1965, he reported to the Joint Chiefs of Staff that it was time to "go much further than we had yet gone along the path you had marked out for the College in February, 1962 when you established it as the capstone of the military education system in the management of logistics resources" (Annual, 1965, p. 2).

Schomberg proceeded to implement a host of changes so dramatic that he termed the resultant institution the "new" Industrial College. Dr. Stanley Falk (1968), a member of the faculty in this period, has chronicled many of the Schomberg era developments in an unpublished booklet, "The 'New' Industrial College, 1965-1967." Falk reports that Schomberg's "forceful leadership" was the driving impetus behind significant changes in structure, program, and methodology at the College (p.1). Schomberg drastically reduced the number of guest lectures as part of a move aimed at creating a more active process of self-learning and personal student involvement in the educational process. He eliminated the two existing academic departments in favor of a flexible structure which pooled all faculty members under a single Director. In general, he sought to increase rigor and scholarship, anticipating a "40% increase in student work...intended to eliminate the (perception) of the College as a gentleman's course" (Annual, 1965, p. 11)

Schomberg appears to have successfully circumvented some of the resistance he may have encountered in implementing these changes. He was, for example, anxious to place far greater emphasis on defense management in the College's curriculum. Dr. Marlin S.Reichley, long-time Senior Educational Advisor to the Commandant, along with a number of the faculty however, counseled that the College should retain a broader focus on national security. Sanders (1990, p. 70) reports that the conflict between Schomberg and Reichley heightened until finally Reichley was given a one-year sabbatical. Upon his return, he was placed in a "special assistant" position "no longer at the center of the College's decisionmaking process" (p. 70). There appears to have been some anti-civilian sentiment in this move as well. As Gest (1990, pp. 165-166) observes, Reichley "was declared surplus and replaced by a military Resident Director. Schomberg felt that ICAF was a military institution; it should be run by military people." Interestingly, Reichley, in the long run, survived this near-term conflict with Schomberg, retiring with 31 years of public service in 1975 -- some 8

years after Schomberg's departure from the Industrial College (Gest, 1990, p. 165).

One of Schomberg's more visible and controversial changes at the College involved the international field studies program. As he wrote to the Joint Chiefs of Staff in 1965, the international field studies was an area over which he had "serious reservations concerning its educational contribution to the mission of the College" (Annual, 1965, p.4). On 15 December 1964, a decision was made to eliminate overseas field studies, although Schomberg soon thereafter agreed to approve short international travel restructured to support specific course-connected research problems, as opposed to broad industrial surveys (Bauer, 1983, pp. V-14,18). Nonetheless, he reported to the Joint Chiefs that he had directed the "elimination of faculty participation in the trips" (Annual, 1965, p. 5). As Sanders (1990, p. 76) reports, apart from their personal participation, faculty members regarded the more broadly constituted international field studies as a key part of student learning. In fact, just one day after Schomberg retired in June 1967, the faculty prepared a memorandum for the Joint Chiefs of Staff justifying reinstatement of the two-week international field studies on the basis of both learning value and overall cost effectiveness. The Joint Chiefs reacted favorably and the international industrial field studies were re-instituted (Sanders, 1990, p. 94).

Schomberg put himself at odds with the faculty in other ways too. He created a new curriculum committee which did not include course or unit directors, thus insulating the curriculum development process from those with a direct role in implementing it. As Gest (1990, p. 166) has observed, "not only did the faculty lose the power of curriculum content control, but they were required to implement a curriculum in which they had little investment."

Some innovations from the Schomberg era were more enduring. After curtailing the international field studies program, Schomberg and members of a small curriculum committee initiated in academic year 1965-1966 a program of elective courses. When the program began, students were required to select one from among twelve course offerings, although only eight courses attracted sufficient enrollment initially. At first, all of these courses were taught by contracts with outside individuals and institutions. By academic year 1967-1968, the elective courses were opened to students of the National War College as well. Offerings included such topics as cost analysis, managerial behavior, and information systems management. By academic year 1971-1972, some 35 elective courses were being offered at the Industrial College. A program of elective course offerings continues at the College to the present day (Bauer, 1983, pp. V-16, 20-21, VI-5,8; Falk, 1968, p. 13, 25).

Finally, a system of student evaluation and assessment was put into place during the Schomberg years which has likewise endured to contemporary times.

Introduced during academic year 1965-1966, the system was based upon overall faculty appraisal of individual student performance. In the aggregate, the system identified the top 10% of the class and the next 15% in addition to the top 5% in each Service (Bauer, 1983, p. V-22; Falk, 1968, p. 16).

### Management and Education Training Study

In the midst of creating his 'new' Industrial College, on August 6, 1966, General Schomberg was appointed by the Joint Chiefs of Staff to head a study group "to examine the feasibility and desirability of expanding the mission of the Industrial College" (Annual, 1967, p. 2). The Joint Staff said the purpose of this study was to enable the College to perform more effectively its role as 'capstone' of management education and training in the Defense establishment.

The Management Education and Training (MET) Study, as it was called, included the Commandants of the Air War College and Army War College and the Chief of Staff of the Naval War College. The Assistant Secretary of Defense for Manpower also participated occasionally. The influence and interests of the various participants became evident when the group decided early in its deliberations that the so-called 'capstone' role ascribed to ICAF "should not be construed to imply the assumption of any coordinating, supervisory, or directive authority over other educational institutions" (Annual, 1967, p.3). Interestingly, that fall as the group met, the Office of the Secretary of Defense on September 12, 1966 established a new Defense Management Education and Training Board under the Assistant Secretary of defense for manpower with broad responsibilities for coordinating management education throughout the Defense Department (Annual, 1967, p.3).

After interviewing some 70 defense officials, the MET submitted its final report to the Joint Chiefs on 31 December 1966. In response to its original tasking, the group recommended only a slight modification to the mission of the Industrial College in order to sanction expanded activities in applied research (research in management innovations), communications (the publication of a professional, scholarly journal on defense management), and educational services (management teaching aids and case studies). In addition, the group's report rather pointedly charged that "imperfect communication and understanding on problems of management and management education, both between the Office of the Secretary of Defense and the military departments and within the Services themselves" had led to a general unsatisfactory state of affairs in management education (cited in Annual, 1967, p. 3).

Whether owing to its critical tone or the possibility that Schomberg had reached

beyond the limits of his influence and power base, the Joint Chiefs never acted upon the group's report. In Schomberg's final annual report to the Joint Chiefs just prior to his retirement in 1967, he noted that after submitting the MET report the previous December, "the College has received no further communication concerning it" (Annual, 1967, p. 4).

### Change

The extent to which Schomberg fundamentally changed the Industrial College between 1964 and 1967 is a matter of some debate. Bauer (1983, p. VI-1) argues that Schomberg's own term, "New" Industrial College "

...should not be taken too literally. The fundamental purpose of the College to provide instruction in the economic aspects and factors of national security remained in place. What was changed was the emphasis given to instruction in the management of resources.

Gest (1990), on the other hand, judges Schomberg's influence to have been far more substantial. He argues that Schomberg's term, 'New' Industrial College was "an apt one" (p. 165) and characterizes this period as "The Schomberg Revolution" (p. 121) in which curriculum, organizational structure, and instructional methodologies changed dramatically.

On balance, there is evidence to partially support both views. It is true that Schomberg put in place an electives program and student evaluation system which became historical antecedents to the contemporary electives and evaluation programs recognizable at the College today. On the other hand, Schomberg's attempt to change the international industry field studies program endured for less than one day after his retirement from active duty. His reorganization of the faculty into one consolidated pool was effectively ended in 1974 when a new Commandant again re-organized the College into four teaching Departments (Annual, 1974, p. 8). Moreover, while management was a prominent theme in the curriculum in the late 1960s, the faculty, and the institution as a whole, never appeared to relinquish their broader focus on national security resources.

## OTHER DEVELOPMENTS DURING THE VIETNAM YEARS

While changes such as those emanating from the Schomberg years occupied the Industrial College internally in this period, other events external to the College were unfolding which also involved the institution. It was during these years, for instance, that Bernard Baruch, a figure prominent in the founding of the College, passed away. His death at age 94 on June 20, 1965 was reported on the front page of the New York

Times along with military and political developments of the Vietnam war. Three Presidents -- Johnson, Truman, and Eisenhower -- paid tribute to Baruch at his passing (Schwarz, 1981, p. 574).

Events in Southeast Asia increasingly occupied the political leadership of the country, its military establishment, and the people of the nation at large during this period. The escalation of American involvement in Vietnam increased steadily. By the end of 1965, 184,000 U.S. military personnel were deployed there. By 1966, the number had risen to 385,000 and one year later had grown to 485,000. By the middle of 1968, more than 538,000 were there. What had begun as a confined mission for relatively small numbers of American "advisors" now involved more than half a million, many in direct combat roles suffering significant casualties (Garraty, 1987, p. 899). Part of a complex mosaic of domestic and international events that constituted a tumultuous period in the nation's history, the Vietnam War, along with race riots in American cities and Lyndon Johnson's attempt to build a "Great Society" were reflected in subtle though unmistakable ways in developments at the Industrial College.

### Counterinsurgency

While not part of the formal 1962 charter revision, the College received separate direction from the Joint Chiefs of Staff in March 1962, asking the institution to ensure curriculum coverage of Communist-inspired wars of liberation and "adequacy of its treatment of Communist-directed insurgent movements and of measures for combatting these" (Annual, 1962, pp. 2-3; Annual, 1963, p. 1; Annual, 1964, p. 3).

By 1965, then-Commandant General Schomberg reported to the Joint Chiefs of Staff that the College had developed a fairly extensive program of instruction in counterinsurgency which now included "a lecture on the role of youth movements and youthful leadership in developing countries...in response to recent guidance on the subject emanating from the White House" (Annual, 1965, p. 4).

### Great Books

While Great Books clubs had flourished in the 1950s, they had actually begun to decline somewhat in the 1960s. Nonetheless, as a possible outgrowth of Great Society programs in education, a number of liberal arts colleges in the 1960s and 1970s experimented with Great Books curricula and the Industrial College dabbled in this movement as well. In academic year 1972 - 1973, the College introduced a "great books" reading program as an experiment, selecting works such as De Tocqueville's Democracy in America for student discussion and announcing continuation of the program for the following academic year (Annual, 1973, p. 7).

## Science and Technology

The College's emphasis on management education in the 1960s may have temporarily caused a lack of concentration on other critical areas of interest to national security. Lieutenant General Davis, USAF, who presided over the College as Commandant for a year following General Schomberg's retirement in 1967, believed one such area of neglect had been science and technology. Citing a 1953 admonition from President Eisenhower that "few factors mean as much to our national security as the ability of our military leaders to keep pace with (the scientific) revolution" (cited in Annual, 1968, p. 5). Davis reported to the Joint Chiefs of Staff that his review of the curriculum indicated that the President's "guidance has been forgotten (p. 5) and that he was taking steps "to reverse this trend" at the Industrial College by including treatment of potential "breakthroughs" in such areas as lasers, cybernetics, and advanced communications (p.6).

Davis' interest in science and technology was somewhat reflective of the times. Even though the nation was by now bogged down in the Vietnam conflict, interests and developments in space continued almost unabated. In fact, one year later, in 1969, even as Vietnam protests peaked, the United States' Apollo 11 mission successfully landed the first man on the moon.

Meanwhile, a related manifestation of the renewed interest in science and technology at the College was evident in the institution's interest in computers. Noting that computer-assisted simulations had been an integral part of the curriculum since 1965, then-Commandant Vice Admiral John Smith reported to the Joint Chiefs of Staff in 1972 that "the computer is becoming so deeply enmeshed in our managerial culture that relatively few of our students come to us without some previous exposure to it" (Annual, 1972, p. 7). Pointing out that this exposure was often quite light, however, Smith observed that further curriculum computer applications were being designed so that "no student should leave the College without at least the minimum knowledge of automatic data processing and its applications that a defense manager needs in order to control large operations employing this technology" (p. 8).

## Students

Changes in the demographic composition of the student body at the Industrial College also continued during this period. While the addition of civilians to the class was a prominent feature of the history of the institution in the 1950s, race and gender first appear to have become factors toward the end of the Vietnam era of the College's development.

While none of the records associated with the College explicitly say so, the

institution, like many of the other fixtures of senior power in this country through this point in time, appears to have been a largely white male enterprise. A review of photographs in student biography books from this era suggests that it was probably not until 1972 that the first woman and first two African Americans were enrolled as students at the Industrial College. Graduating as a member of the class of 1973 was Lieutenant Colonel Wilma Vought, USAF, who later became prominent as Brigadier General Vought -- a senior leader and woman in the Air Force. Also members of the class of 1973 were Lieutenant Colonels Elmer Brooks and Walter Bennett, both African American officers in the Air Force as well (Student, 1972). Other women and other racial and ethnic minority students would eventually follow.

### Research

Student research increased slowly but measurably toward the end of this period in the College's history. As late as academic year 1970-1971, 139 out of 180 students chose to take two additional elective courses and prepare two short papers in lieu of undertaking a major research project. At least three events, however, helped stimulate greater student participation in research. First, a Presidential Blue Ribbon Defense Panel underway at the time sought student studies of the relatively new Planning, Programming, and Budgeting System installed under Secretary of Defense McNamara, and 21 ICAF students elected to participate, drawing praise from the Panel's national chairman, Mr. Fitzhugh (Annual, 1970, p. 5). Second, the College initiated a Research Fellows program in academic year 1970-1971 in which up to three students, approved by the Joint Chiefs of Staff, were permitted to remain at the College for some months after regular graduation to complete a scholarly research study (Annual, 1972, p. 8). Finally, a 1970 directive issued by Secretary of Defense Melvin Laird called for papers prepared at the military colleges to be distributed more widely throughout various Defense agencies. By academic year 1971-1972, nearly half the class undertook full-length research projects, and seven were deemed sufficiently important to be sent directly to the Joint Chiefs of Staff and the Office of the Secretary of Defense (Annual, 1970, p. 4; Annual, 1972, p. 8).

### Publication

One of the recommendations of the Management Education and Training (MET) Study headed by General Schomberg was to begin publishing a professional, scholarly journal on defense management. While the Joint Chiefs of Staff never formally responded to the group's recommendations, the College nonetheless took it upon itself to begin producing such a journal in academic year 1966-1967, the same year in which the MET submitted its report. The timing is such that it seems likely plans

for issuing the publication were probably well underway, with the Commandant hoping to add the recommendation of the MET Study to bolster the legitimacy of the new publication.

Entitled Perspectives in Management, the journal was being published 3 times annually by academic year 1969-1970, and by the spring of 1972, its fifth year, was being circulated to more than 21,000 subscribers. The publication provided a useful vehicle for publishing student research papers along with those of faculty members and outside authors and disseminating these writings throughout the defense community in response to Secretary of Defense Laird's directive. Just as quickly as it had grown, however, the journal, became subject to the same post-Vietnam cost-cutting pressures felt throughout the defense establishment. Directed to curtail the length of each issue and decrease its circulation, by its eighth year of publication in academic year 1973-1974, the journal was being sent to only 12,000 subscribers. Within two years, with the creation of National Defense University in 1976, the publication would go out of existence (Annual, 1970, p. 4; Gest, 1990, pp. 141, 145, 154, 158, 162, 177; Sanders, 1990, p. 97).

### Correspondence Course

The correspondence course sponsored by the Industrial College since 1950 continued at a relatively stable pace throughout this period. Throughout much of the 1960s, enrollment averaged around 5,700 students annually with roughly half that number successfully completing the program each year. By this time, participants included students from some 40 countries around the world. As part of the textbooks prepared for the correspondence course, the College collaborated with the Office of the Secretary of Defense in the publication of a new book, A Modern Design for Defense Decision - A McNamara, Hitch, Enthoven Anthology (Bauer, 1983, p. V-26, 27). By the end of this period in the College's history in 1974, more than 50,000 individuals had graduated from the correspondence course and the American Council on Education assessed the program for equivalent graduate and undergraduate credits (Annual, 1974, p. 8).

### Seminar Program

The two-week seminars conducted by the College in various cities around the country also continued throughout this period. Begun in 1948, by academic year 1963-1964, enrollment had reached a new high of 10,435 persons in 14 cities. Enrollment declined somewhat in 1965-1966, although the drop was later attributed simply to the cancellation of the Dallas seminar due to the non-availability of a suitable auditorium on the intended dates. Nonetheless, General Schomberg, who had been critical of these seminars, used the decline in enrollment as an opportune time to curtail offerings to

eight cities in 1966-1967 and conduct a review of the entire program. Late in 1966, Schomberg recommended to the Joint Chiefs of Staff that the National Security Seminar Program be discontinued and replaced with one week seminars in defense management to be held primarily for military officers at Army posts around the country. In March, 1967, the Joint Chiefs rejected Schomberg's proposals and the program continued in its original two-week format (Bauer, 1983, pp. V-25-26; Falk, 1968, pp. 17,29)

### George Washington University

The cooperative Master's degree program with George Washington University also continued throughout this period in the College's development, although it was surrounded by some measure of controversy. Those who criticized the program suggested that it detracted from the quality of student effort in the main ICAF program. The College's Board of Advisors, for instance, in 1964, observed that the workload at the Industrial College was sufficiently demanding "that it should not be diluted by encouraging students to do outside work for academic degrees while in attendance at the College" (cited in Bauer, 1983, p. V-17). General Schomberg supported this view and at one point threatened to discontinue the popular program. In academic year 1963-1964, some 99 ICAF students were enrolled (Gest, 1990. p. 127).

Supporters, on the other hand, countered that the George Washington University program both supplemented and strengthened the ICAF program, pointing out that GWU participants were typically among the strongest performers in the ICAF program at large. Eventually a compromise was reached in which a mix of ICAF and GWU courses were credited toward the degree. Students took examinations in each of these offerings, prepared a thesis, and continued their GWU studies in the summer following graduation from ICAF (Bauer, 1983, p. V-17)

By 1973, enrollment in the program had leveled off to 46 students. While then Commandant Vice Admiral Smith, U.S. Navy, noted that advanced degree programs were a matter of interest by Congressional critics and that several other military colleges had discontinued them, he reported to the Joint Chiefs that the Industrial College intended "to continue this advanced degree program until a future date when the demand no longer warrants it" (Annual, 1973, p. 16).

### Prestige

Recurring old concerns about the relative prestige of the Industrial College appear to have surfaced less frequently in this era. It would be a misrepresentation, however, to suggest that the issue was completely absent. In fact, at least one Commandant highlighted the matter to the Joint Chiefs of Staff. In 1970, then Commandant Lieutenant General Hardy, U.S. Air Force, complained to the Joint Chiefs

that promotions of ICAF graduates to general or flag rank "have seldom exceeded 20 percent of any class, whereas at the National War College they have ranged from 35 to more than 80 percent" (Annual, 1970, p. 8). He noted that "recent figures do not show any significant closing of the gap" (p. 8).

## POST-VIETNAM DIRECTIONS

By most measures, 1973 marked the beginning of the end of the Vietnam era for this country. By the time the cease fire accords were signed on January 23 of that year, American losses in the conflict since 1965 numbered in excess of 55,000, with more than 300,000 wounded. The year 1973 also witnessed an embargo by many of the oil producing nations of the world, a resultant energy crisis and "Christmas without lights" in America, and rampant "stagflation" in the economy (Garraty, 1987, p. 914).

It was against this backdrop that on February 25, 1974, the Industrial College celebrated the 50th anniversary of its founding. Then Commandant, Lieutenant General Woolwine, U.S. Army, a graduate of ICAF's class of 1963, noted that the celebration included a luncheon in which the Chairman of the Joint Chiefs of Staff, Admiral Thomas Moorer spoke. He also observed that this 50th anniversary year class included 12 returned prisoners of war from the Vietnam conflict (Annual, 1974, p. 1).

Another feature of the aftermath of the Vietnam conflict was a move throughout the defense establishment and in the Congress to find economies in light of reduced military expenditures in the federal budget.

In the summer of 1973, then-Commandant Vice Admiral Smith, U.S. Navy reported to the Joint Chiefs of Staff on Congress' interests in this area at the Industrial College. Recalling the visit of a Congressional subcommittee to the College in April, he noted that the members' interests included "the cost per student of education at the senior military colleges, how the costs were computed, and the years of service of officers and civilians subsequent to graduation" (Annual, 1973, p. 16). Smith told the Joint Chiefs he had also consulted with the Commandants of the other joint and senior colleges about "the growing interest of the Congress in the senior colleges" and that they had agreed it would be prudent for each College to "evaluate its program in terms of costs, goals, and benefit to the government" (p. 16).

By the following year, the next Commandant, Lieutenant General Woolwine, U.S. Army, reported to the Joint Chiefs that he now saw a "grave challenge posed by current Congressional scrutiny of the senior military colleges and the prospects for increasing stringency in their funding" (Annual, 1974, p. 2). Interestingly, that year, 1974, the Industrial College graduated the largest class to date in its history -- 190 students. Nonetheless, Congressional scrutiny and cost-cutting sentiments would

begin to exert pressures on the Industrial College and other defense educational institutions to economize and consolidate. Noting both "fiscal constraints and the impact of the energy crisis," Woolwine alluded to the skepticism of Congressional and other critics who did not recognize "the essential difference between the broad, multi-subject national security oriented programs of the senior military colleges and the generally longer, more specialized university programs aimed at the educational needs and interests of the civil society" (p. 2). As Woolwine aptly predicted, "all the senior colleges must be prepared, I believe, to face growing pressures for economy and self-justification" (Annual, 1974, p. 2).

## CONCLUSIONS

The formal mission of the Industrial College changed only once early in the Vietnam era. Reflecting Secretary of Defense Robert McNamara's strong interest in instilling management practices throughout the Defense Department, his influence was apparent in both the thrust of the 1962 charter revision and the actions which subsequently ensued within the College. Notwithstanding the absence of frequent mission changes which characterized the previous period in the College's development, the institution nonetheless received ample direction in other forms, ranging from a Joint Chiefs of Staff directive to include materials on counterinsurgency in the curriculum to guidance from the White House to incorporate lessons on communist-inspired youth movements.

Developments in this period also illustrate the influence which strong personalities can exert over an educational institution. They also demonstrate the *limits* of such individuals' influence. General Schomberg, as Commandant of the College from 1964 to 1967, appears to have been the driving force behind a number of fairly dramatic changes made at the College early in this period of the institution's history. Yet subtle resistance from faculty members as well as some officials in the Joint Chiefs of Staff organization served as a check on what might otherwise have been unconstrained power, and some of the changes Schomberg instituted were reversed soon after his retirement. The relatively fewer changes made at the College later in this period may well reflect an institutional reaction toward stability as well as the fact that four separate Commandants were installed from 1967 to 1974, and only one served a full three year tour in that capacity. It seems likely that this short tenure and rapid turnover of senior leadership may have contributed to the relative period of calm.

The College also appears to have become a bit more internally focused during this period. Part of this phenomenon may have been associated with attempts to recast the curriculum toward management techniques in response to the pervasive new culture being created by Secretary of Defense McNamara, but it was also evident in the

internal re-organizations which took place in the institution. The desire of some to curtail what had been a highly visible seminar program in cities around the nation seems to be another manifestation of this mood. Even the passing of notable luminaries who helped create the legacy of the institution -- Bernard Baruch in 1965 and Dwight Eisenhower in 1969 -- appears to have drawn only scant attention, as least as reflected in the historical records of the institution. One wonders if this internal focus might have mirrored the larger period of introspection which the entire military establishment and the nation seem to have undergone in the aftermath of the Vietnam experience.

It would be misleading, however, to suggest that the College's focus in this era was exclusively internal. It was not. In fact, in several ways, the institution took some deliberate steps to make itself more visible to the larger national security community. Certainly the College's program of student research became more prominent during this period, in part because of the support decreed by Secretary of Defense Melvin Laird, and partly due to the College's own initiative in publishing its new journal, Perspectives in Defense Management. Conducting research and disseminating information had long been a part of the mission of the institution, but these actions helped make this element of its educational activities more of a reality.

It was also in this period that historical antecedents of a number of present day practices at the Industrial College had their roots. A robust offering of elective courses began in this era as did the increasingly prevalent use of computers and computer simulations in the curriculum. Even the changing character and diversity of the student body can be traced to this period wherein civilians became a permanent, prominent feature of each class, as did the first women, African-Americans, and other minorities.

Finally, the closing years of this period reflect the intense pressures of the post-Vietnam years to curtail defense spending throughout the national security community. Congressional scrutiny of senior military education and concomitant moves to consolidate or achieve other economies would soon affect the Industrial College directly.