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DDIA 78-4405

24 November 1978

MEMORANDUM FOR: Director of Central Intelligence

FROM: John F. Blake
Deputy Director for Administration

Stan:

25X1A

25X1A

1. (U) Attached are two "souvenirs" for you from my just completed trip to the Far East. The first is pages 1 and 2 of the Saturday, 11 November, edition [redacted]

I suspect you will have some interest on page 2. The other is a copy of the TWA house organ entitled Ambassador. There is an article which I believe will be of interest to you commencing on page 76. It discusses some of the problems of West Point and some of the changes that Lieutenant General Goodpaster is endeavoring to bring about.

25X1A

2. (C) I may have tended to violate your privacy at two stations I visited which are on your itinerary, [redacted]

25X1A

At both stations I was shown the planned schedule of activities. I suggested that they give attention to two other things also. I mentioned you are an avid tennis player and undoubtedly would want some exercise on your trip. Both stations can make fine arrangements. The inevitable question as to the quality of your opponents arose. I told them your philosophy was that it is not whether you win or lose, but how you play the game. I also observed that there was no tentative scheduling for church services. I mentioned the faith of your choice and suggested that they at least make inquiries as to what local services might be available.

John F. Blake

Atts

DDA:JFBlake:kmg (24 Nov 78)

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ing Post
11, 1978

When detente means more Soviet spies

DETENTE not only means friendlier ties — it also means more Soviet spies.

So say officials of the Federal Bureau of Investigation, who are sparring with State Department officials over this question.

The main contention is that as the number of Soviet and other East bloc officials — and visitors — in the US increases, under the more relaxed rules of US-Soviet detente, so does the number of spies.

Detente has brought a steady increase in both officials and visitors. The number of East bloc officials in the US was 800 in mid-1966, 1,383 in 1972, and 1,898 since January. Of the latter figure, the vast majority — 1,266 — were Soviets.

The number of Soviet visitors to the US had doubled over the past six years, from some 6,000 in 1972 to about 12,000 last year. An even larger number of Soviet seamen visit American ports.

The FBI has asked that it be given more manpower to cope with what it considers to be the increased Soviet spying accompanying the rise in these figures, and it has urged that tighter restrictions be placed on visas for the Soviets and their friends.

But the State Department thinks that the FBI often has been unduly alarmist, either overestimating the Soviet spy threat or deliberately exaggerating it to support budget requests.

The State Department insists, moreover, that a relaxation of restrictions on visas was part of agreements made at Helsinki in 1975 and that the US must live with the bad consequences of those agreements as well as the good.

The effectiveness of Soviet spies is a matter for debate. But there is no question that over the past year or so the subject has raised high-level concern on a number of occasions, sometimes breaking into the headlines:

- In October last year, it was learned that Admiral Stansfield Turner, Director of the Central Intelligence Agency, had warned major contractors working with the CIA, including aerospace companies dealing with top secret matters, to tighten their internal security controls or face the possible loss of Government contracts.
- His warnings resulted from unannounced security checks on such contractors and followed a series of arrests and court cases earlier in the year which revealed security leaks from a number of companies working on sensitive Government contracts.
- Last November, it was revealed that telephone taps in the United States had grown increasingly vulnerable to eavesdropping by foreign



Adm. Turner
by DANIEL SOUTHERLAND
— Washington

Justice Department a firmer grip on the visa question.

- On August 17, FBI agents arrested William Kampiles, a former CIA clerk, who was charged with selling Soviet agents a technical systems manual for the US spy-in-the-sky "Big Bird" satellite.

The case has caused considerable concern because the manual was missing for months before the loss was noticed. Mr Kampiles is now on trial.

Now the good news:

- The CIA reports "significant progress" on the part of the aerospace industry in tightening its security controls.
- And the State Department and Justice Department now are doing a better job of coordinating their work on visa applications. High-level officials from the two departments meet to consider any case in which the FBI persists in objecting to a visa being granted by the State Department.

Whatever countermeasures the United States devises, however, Soviet spies obviously have a built-in advantage: they benefit from the wide range of published information on defence and security matters readily available in an open society such as that of the United States.

One Administration official jokingly suggested that such a diversity of opinion is available in the US that the Soviets run the risk of getting confused.

The CIA Director, Adm Turner has been known to complain that from an intelligence-gathering point of view, detente is a "net minus" for the United States.

It might be of comfort to some that one former CIA director, William Colby, thinks Soviet spies have fallen on hard times.

A few months ago, Mr Colby told U.S. News and World Report that most of the recent espionage cases have involved Soviet agents paying cash for secrets. That, in Mr Colby's view, is not the way to get the best information.

"They'll get odds and ends that way," said Mr Colby, "but they won't get very much."

"You see, the really important agents on both sides have been ideologically motivated," he continued. "That's what got the famous penetrations of the British Government by the Soviets during the late 1930s — the commitment to the revolution, to anti-fascism."

"But now the Soviets no longer represent anything that's ideologically attractive. I don't think they're getting for espionage these days."

— The Christian Science Monitor News Service

Education

THE first article of this series on the Education White Paper (SCM Post, November 6) considered the more positive aspects of the paper.

It noted that it was a marked improvement, in many respects, on its predecessor, the Green Paper. It noted, in particular, that the White Paper displayed sensitivity to educational public opinion and that it was more generous in its recognition of the contributions to Hongkong education of non-governmental bodies.

The present article deals with some areas on controversy and obscurity that remain in the White Paper as a carryover from the Green Paper.

A preliminary reading of the White Paper reveals one interesting fact, or non-fact — how little a White Paper devoted to education has to say on the topic of education.

The paper is, in all fairness, a planning document. However, planning cannot take place in a void. The subject-matter of planning, in this case education, should figure prominently in the paper. After all, the view taken of the subject matter by the planners must modify, to a very great extent, the planning itself.

Nowhere in the White Paper is there a clear statement of the planners' philosophy of education. It must be there somewhere, even in embryonic form, but it can only be inferred from various undeveloped assumptions.

The summary of principal targets and decisions in Chapter 2 treats almost exclusively numbers of places and expansion of programmes. The latter refers to numbers of places within existing programmes, not to any increase in the variety of programmes. There are two exceptions which may be considered specifically educational — the curriculum and teacher-training. In the next article we will see what these amount to.

The general impression given by the planners in this chapter is that they view education as a rigid, unchangeable, God-given system by which as many bodies as possible are processed.

Chapter 3 is titled, "The broad approach in educational planning." This "broad approach" on inspection, turns out to deal almost exclusively with numbers of students and amounts of money.

Chapter 4 — "The expansion programme for post-Form III education" — deals, as might be expected, with numbers of students at various levels.

Chapter 5 does address itself to a specifically educational topic, the quality of secondary education. In the next article we shall examine in detail the treatment of quality in education.

Chapter 6 — "The development of sixth-form and tertiary education" — reverts, mainly, to numbers.

The brief Chapter 7 on adult education contains just two references to education as such. It states: "Education is a life-long process" (7.1) and it gives a list of courses considered suitable for subvention (7.4).

The document as a whole gives the impression that education is largely a matter of social organisation, of manipulating uniform teaching-units and learning-units. The framework for education is provided by this paper but the building to be erected within this framework is not described.

A more balanced procedure would have been to take the excellent educational aims listed in 5.2, reduce them to more specific objectives, list existing constraints, such as availability of financial support, schools resources, qualified teachers, student abilities, parents' expectations, economic needs, the demands of particular pressure groups, institutions, professions and occupations, and then modify or omit these aims in the light of the practical constraints. Such a procedure would have given unity to the paper and a more truly educational.

Detailed reading of the paper reveals other points of controversy or obscurity, which have some connection with the paper's aims. (The Government noted that the present curriculum senior secondary forms is not suited



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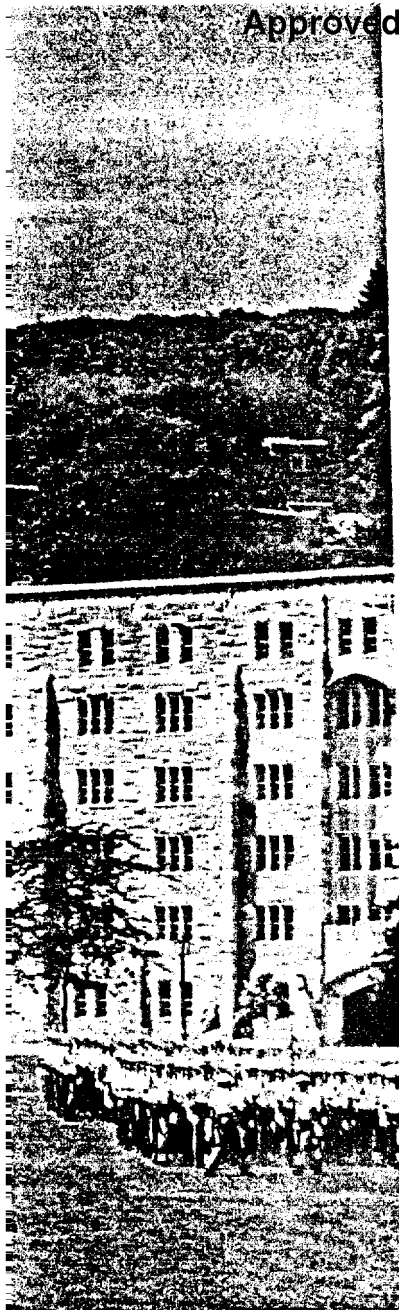
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For The Long Gray Line, The World's No Longer Just Black And White

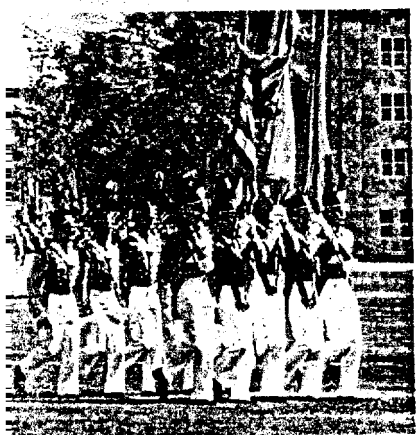
By John Halbrooks



Change comes hardest to the military, where uniformity, obedience and duty are revered, and non-conformity, intellectual discourse and inquiry suspect. Within the Army, the U.S. Military Academy at West Point is the Source, the symbol of this nation's military strength. Nowhere is tradition stronger than at America's Sparta.

Chiseled out of rolling wooded mountains along the west bank of the Hudson River 50 miles north of New York City, the Academy's 16,000 acres seem sculpted at a potter's wheel, lovely in grays, red brick, browns, the green Plain. Roads and paths twist and climb on a campus where, as one officer puts it, "it seems every place you go is up."

West Point's mission is to provide cadets—this year about 4,500 strong—a sound academic education while it trains them as military leaders. These seemingly diametrically-opposed goals—inquiry and contemplation versus unquestioning obedience and instantaneous response—West Point has always believed are exactly the combination crucial to developing tomorrow's military leaders. The Academy's record is impressive: fully 75 per cent of its graduates go on to take an advanced degree; and, although West Pointers comprise but 10 per cent of the Army's total active-duty officer strength, almost half the Army's generals are Academy grads—"ringknockers," in the Army's parlance.



West Point bends over backward to paint a realistic picture of its world, selecting individuals with the most impressive combination of academic, athletic and leadership credentials. They enter West Point's gates old enough to have demonstrated poten-

tial, young enough to remain malleable.

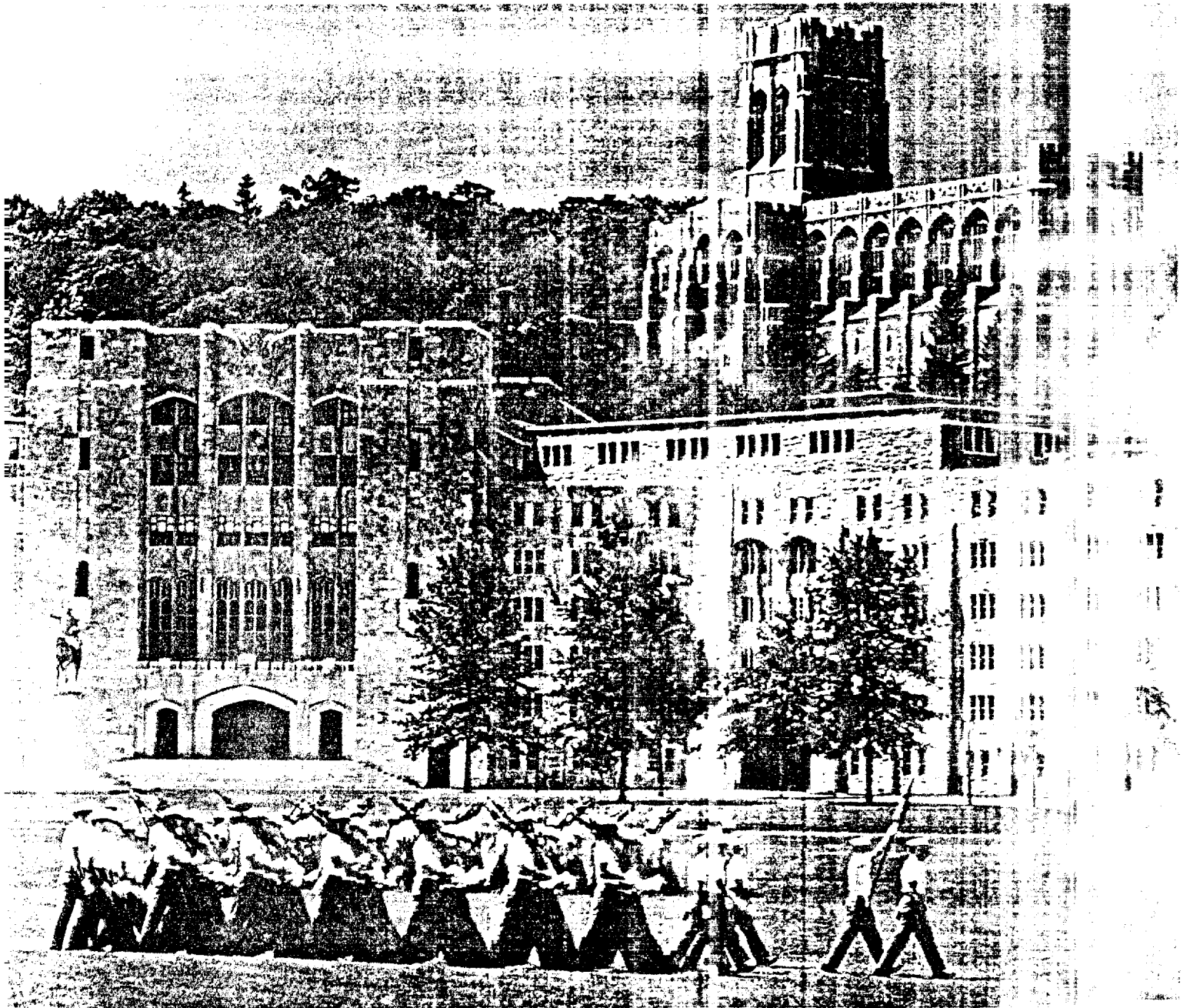
From the first day of Beast Barracks until they graduate four years later, cadets live a fishbowl existence (2 million tourists visit West Point each year). "Privacy is at a premium here," explains one young officer. "Cadets live on top of each other." On Academy grounds (previous little time is spent elsewhere), the least formal a cadet may be is in coat and tie; most of the time he's in one of 14 uniforms designed for every occasion and climate imaginable.

Cadets are graded incessantly. Plebes (freshmen) are graded on a daily basis in class and until recently that according to their performance—brightest to goat. Military aptitude is evaluated by officers, upperclassmen and peers.

Although military training is ostensibly confined to summer months, every aspect of life is brought within military purview. Rooms are identical, down to the books on a cadet's desk (arranged by height, of course). One commandant took the time to drill a cadet on the proper method of spreading peanut butter on a slice of bread; another, bothered by the lack of uniformity within the corps, ordered the same color toothbrush for all cadets.

The minutiae of daily life are regulated, with violations carrying pre-determined penalties that read like religious penance: for PDA (Public Display of Affection—i.e., touching a woman in public) a cadet is handed "10 and 14" (10 demerits plus 14 punishment tours, each of which equals one hour of marching).

A cadet's daily life, which begins soon after 6 a.m., is consumed by classes until 3 p.m., when varsity ac-



At first glance, little has changed at West Point, secure in its wooded niche along the Hudson (right). The "Long Gray Line" still passes in review (above) and holds the colors high (far right). Photographs courtesy of U.S. Military Academy.



tramural athletics, extra-curricular activities or parades take over. Study is limited to the hours between 6 and 11. Learning to live in such an environment, West Point has always believed, forces cadets to set priorities, budget time and work like hell. The product, after four years of polish, is impressive—at least outwardly.

More and more, though, others are less certain that West Point's hermetic atmosphere is all it's cracked up to be. Dr. Richard U'Ren, chief of psychiatry at West Point from 1970 to 1972, took a long, hard look at the Academy in his book *Ivory Fortress*. With such emphasis on uniformity and cooperation, duty and obedience, Dr. U'Ren wonders whether cadets ever do learn to make

informed decisions. He found that an environment of such pervasive regulation, cadets were held to account for their actions, but rarely given any real responsibility. Dr. U'Ren charges that West Point is so competitive that it loses sight of its primary goal: to develop the leadership qualities of all cadets. Cadets who find they can't compete for a place at the top, he says, grow apathetic. "Cooperate and Graduate" becomes the norm.

Of course, West Point has always had critics. Robert E. Lee, one of the Academy's most illustrious graduates, complained a century ago that

West Point life is physically grueling—a challenge some thought the new women cadets couldn't meet.

"the greatest mistake of my life was taking a military education." Says a cadet today: "There's a saying around here that trying to get an education at West Point is like trying to get a drink from a fire hydrant that's shoved down your throat."

Now, though, there are signs that West Point might be changing. For in January 1977, the Army Chief of Staff called for a searching examination of all aspects of the Academy—in all, 152 separate recommendations were handed down.

Such soul-searching usually springs from crisis, and that's certainly the case with West Point. In early March 1976, 823 "cows" (Academy jargon for the junior class) —were handed a take-home writ in "Juice," Electrical Engineering 304. You already know what happened: the cheating that would take place over the next two weeks would bankrupt an Honor System whose currency had been falling in value for a decade.

The Honor Code at West Point—which dates back to the 19th century—is a simple, unequivocal statement: "A cadet will not lie, cheat, or steal nor tolerate those who do." The penalty being "found" is as unequivocal as the Code: separation. For West Point, violations of the Honor Code are mortal sins. Cheating might be common, even epidemic in the mainstream of American higher education (cheating has been estimated to range as high as 40 percent on some campuses), but West Point isn't just a college, as author Lucien Buscott IV—a 1969 graduate and perhaps the Academy's strongest critic—has pointed out. "It is," he says, "a way of life." A compromise of honor in everyday life is difficult to gauge; the consequences on the field of battle are measured in lives.

The signs of a cancer in the Honor system, if unheeded, had nevertheless been apparent well before the Great Honor Scandal of 1976. As early as 1974, the outgoing superintendent handed his successor a report warning that the Honor system was so endangered its declamation would be a "formidable task." Another report, issuing the



following year. Then in 1976 came the explosion in Electrical Engineering.

When the smoke cleared, 156 cadets had either resigned or been separated for Honor violations. But allegations hung over West Point like mist over the Hudson. One cadet charged that the Academy was reticent to pursue the investigation for fear of decimating the ranks of the next year's senior class. There were charges that Honor Committee representatives themselves had been compromised.

The Secretary of the Army stepped in, appointing a special commission under Frank Borman, a West Point grad, former astronaut and president of Eastern Airlines. The Borman Commission found that cheating had hardly been confined to "Juice," but had been a fact of life in several courses for years. "It is distressingly apparent," the Commission reported, "that the Honor System, the means by which the Code is taught, supervised and enforced, had indeed become grossly inadequate by the spring of 1976."

For West Point, the failure of the Honor Code represented nothing less than a failure of mission—a fact made demonstrably clear when, under pressure from Congress and the Pentagon, West Point allowed the "Juice" cadets to return. More than 90 did, graduating last spring. Clearly, such a failure couldn't be tolerated: either the methods were wrong . . . or the mission itself.

The man given the assignment of sorting out the answers to those kinds of difficult questions is Lieutenant General Andrew Jackson Goodpaster, former head of NATO. In April 1977, as a result of the Borman Commission's report, General Goodpaster was called out of retirement to become the 51st superintendent of West Point.

Goodpaster, the man, is a measure of the Army's commitment to substance over style in finding new answers at West Point. Unlike his predecessors, whose priorities lay distinctly with the military face of the Academy, Goodpaster wants to re-emphasize academics.

Tall and trim, with white hair, a high forehead and horn-rimmed glasses, Superintendent Goodpaster

has the look and air of a professor and grandfather. Indeed, it's his reputation as a scholar—he has a Ph.D. in international relations from Princeton—combined with his impeccable military credentials, that makes Goodpaster "the single greatest change catalyst here today," as a major on the faculty puts it.

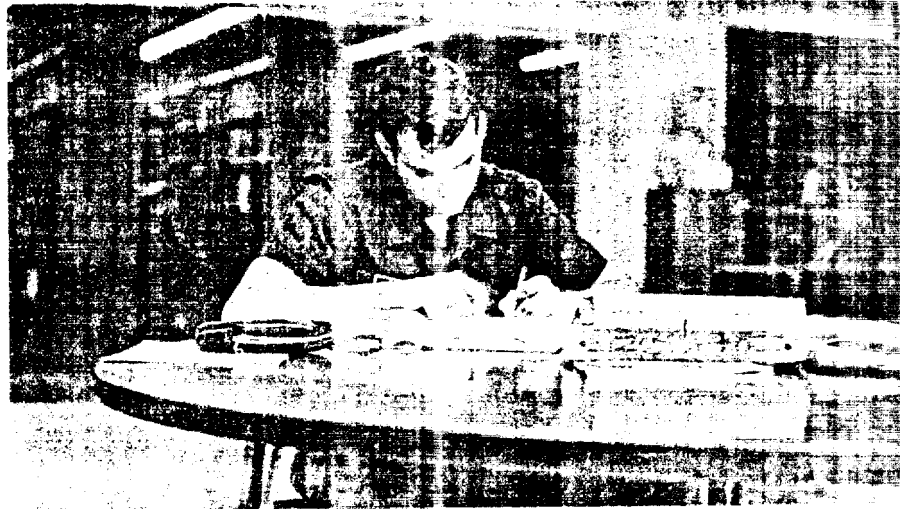
Goodpaster was asked to serve at least four years; normal tours are three. And so far, under his superintendency, there's a sense of calm at West Point, tensions have eased as the faculty, staff and corps of cadets see a validity to the changes that have occurred. More than half

West Point's academic standards are high, as is the temptation to cheat — despite the Honor Code.

the Army recommendation . . . already been implemented.

"Mickey Mouse" administrative tasks, says one cadet, have been eased. Classes have been cut from 75 to 60 minutes, opening up a two-hour study period each morning. "We're concerned that too much emphasis has been placed on the grade," says Goodpaster, "and not enough stress on the learning process." The curriculum is being revamped to reflect a greater continuity in the courses. By making learning more a cumulative process, West Point hopes to end a "spec and a rip, memorize, take a test, lose" mentality.

Total course requirements have been reduced from 48 to 40, with attendant increase in elective courses.



from seven to 10. These changes reflect Goodpaster's feeling that West Point's traditional "generalist" approach must give way—at least partly—to an increasingly specialized world. Though the West Point education remains weighted toward the "hard" disciplines—science and engineering—cadets will be permitted more room to "elect" and concentrate in a given area. The Academy also plans to cut back on interpersonal competition. Peer evaluations, for example, used in the past, have been limited—one—at the completion of yearling field training. "An over-emphasis on competition can be unhealthy, especially if it leads to self-serving behavior," says Goodpaster. "Ideal-

ly, the quest for excellence at West Point is intended to qualify cadets to make a contribution to the service and society."

Another dubious tradition about to bite the dust involves the way tests have been administered—amid smell of entrapment, some say: the same test given to one group of cadets has later been given to another group. "There's some undesirable osmosis going on," says Goodpaster. "Cadets are human," adds cadet Jim McGorry. "We can do without the temptation." The practice has ended.

West Point's historic insularity is even giving way, although not to a point where you might confuse the Academy with a college. "It's impor-

tant that the military mirror the society whose values it's dedicated to defend," says Major Alan Vitters, a professor in social sciences.

The expanded Fine Arts program will feature symphonies, plays, musicals and groups of all kinds. The Visiting Professor program is to be expanded to ensure that a voice from the outside world is heard in every department.

Another symbol of the outside world—women cadets at West Point—admitted after an order from President Ford in 1975—are the focus of a study called Project Athena, being conducted jointly by Major Vitters and Dr. Noah Kinzer at the Army Research Institute in Washington. The project is no academic exercise, stresses

(Continued on page 10)

West Point In Transition: A View From The Top

If actions do indeed speak louder than words, West Point's superintendent, General Andrew J. Goodpaster, has spoken eloquently through the changes he's already instituted at the Academy. But his words are worth heeding, too. A few samples:



General Andrew J. Goodpaster

"I'm not so pretentious as to believe we can mold men here at West Point. I have great respect for a person's individuality and personality. I don't go in for the idea of tearing a person down to build him over again. But cadets as a class will take on a certain identity and meet certain challenges."

"In peace you prepare for war. There is this anomaly: by being better prepared for war—not in a provocative way—you decrease the likelihood of war. National security does require a strong and ready military capability. By being strong you reduce the likelihood of having to use that strength in defense of the values of society."

"A soldier must carry out legal orders that emanate from higher

military or civilian authority. However, if a soldier is directed to do something illegal, he must refuse. If a soldier believes that the deep principles and values of society are not being observed or honored, he always has the opportunity to turn in his uniform. As Britisher Lord Hawley said, "The most difficult decision to make is the issue over which one chooses to resign."

"The mission of West Point is twofold: to establish self-discipline, to teach cadets to accept responsibility for themselves and for others in their units; and to provide cadets with a broad

educational foundation upon which to build through their careers."

"Since I've come here, I've felt a readiness across the board for academic review and investigation, a feeling that nothing is sacred. Interestingly, what is evolving from all these changes is a reaffirmation and confirmation of our basic objectives and values."

Does West Point have a sense of humor? Well, I think the Academy needs to ask itself that question now and again. I personally go by Eisenhower: 'Always take your work seriously, but not yourself.' We do take our mission seriously, and rightly so. But I think we need to recognize and examine carefully the ironies, incongruities and inconsistencies of life more than we have. We need to recognize our fallibility. And we're somehow helped in that process by developing a better sense of humor. The cadets themselves are our greatest asset here, because they're quick to debate any tendency toward pomposity."

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Continued from page 80

West Point

Vitters. It'll provide decision-maker at the Academy with hard data, not only on the impact of women on West Point, but the impact of West Point on women. Recently, the grant was extended to follow the class of 1980 through to graduation; Vitters hopes it'll go far beyond.

So change has come even to West Point. Women may yet humanize the place, and the new emphasis on academics will undoubtedly create a more thoughtful, and perhaps more creative, environment.

But in an institution so wedded to "Duty, Honor, Country," West Point must ultimately come to terms with its Honor crisis. "The Army is recognizing that as an institution we may be aware of a lot of moral problems, but we really don't know how to talk about them very well," says Lt. Colonel Peter Stromberg, department of English. "And when we do, the level of discourse is not always well-informed."

To try to change that, a new Morality and Ethics sequence is being

designed under Lt. Colonel Stromberg's direction. Plebes will not be given a course in standards of professional behavior. There's no philosophy department at West Point, yearlings (sophomores) will take a philosophy course aimed at providing them with an efficient and meaningful language with which to discuss ethics. The course will culminate with a discussion of morality in war. In an experimental stage this year is a course for American institutions to be given firsties (seniors). The course, Stromberg's pet project, will examine the interrelationship of institutions including the military.


The bankruptcy of the Honor System can't be laid solely at the feet of the Long Gray Line. The Skerrett Commission found that officers had abused the Honor System by using it as a tool to enforce regulations in Vietnam, falsified body counts were proof that for some officers a sense of duty and morality went no higher than the next link in the chain of command.

"We're moving gingerly in this area," says Stromberg. An annotated bibliography of articles and books, along with a circular of upcoming lectures, plays and discussions on morality and ethics—will be distributed to the faculty.

And in a sense, a visiting-professor program of sorts has been applied to the Honor System. During a workshop last spring, for example, several philosopher-educators were invited to the Academy to discuss the problem itself. "One point that was stressed," recalls Stromberg, "is that we can encourage cadets to ask questions, but if we do we must be prepared institutionally to accept that kind of inquiry. It may well be that the climate is more important than what is actually taught. It was an important warning. I hope we take it seriously."

Reducing unhealthy competition and stress will go far toward reducing the need or temptation to cheat.

Yet the Code itself remains unchanged. The corps, officials note, has twice voted down any modification of the required two-thirds majority.



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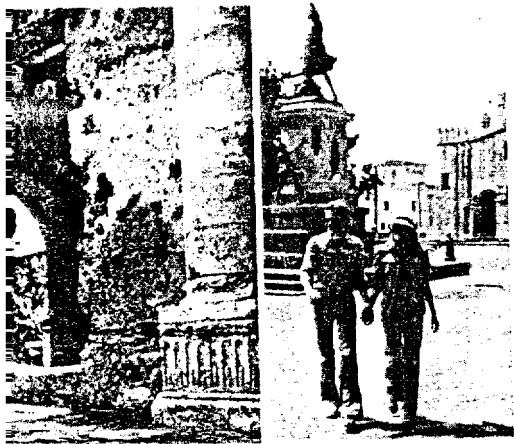
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... was still a stockade



... ces in Santo Domingo

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One wonders why cadets are asked
their opinion at all. Ironically, w

governed by regulations. Cadets are
left to struggle alone with questions
of morality. The inevitable result is
that Honor is reduced to an arbitrary
set of regulations. A cadet who stated
that he did 20 push-ups when he did
18 (he turned himself in) is as easily
separated as a cadet who cheats on
an exam. A cadet who "sneaked" on
the state of his virginity must endure
life-long stigma for being "found."
When no distinction among sins is
drawn, justice is trivialized.

The non-toleration clause, the "big
discriminator," sets West Point off
from any other school or military
academy. Are other service cadets
less honorable for being spared the
exquisite moral dilemma of turning in
a friend? More important, does the
non-toleration clause backfire? In a
1974 poll, nearly 75 percent of the
corps of cadets stated that they
would not "honor" the non-toleration
clause when it involved a close
friend. Toleration breeds toleration.

"It was the feeling of the workshop
that failing to permit multiple sanc-
tions would—does—undercut the no-
tion of a certain kind of responsibility
and sense of justice," says Strom-
berg. "After cadets see justice so
peculiarly administered here at West
Point, what happens in a court-mar-
tial?"

Superintendent Goodpaster himself
speaks of an Honor Ethic, by which
he means that, whatever else hap-
pens, a man must ultimately live with
himself. "An individual becomes
known for the kind of pattern he
sets," says Goodpaster. "Certain
people become known as people on
whom you can depend. Honor can't
be reduced to a cookbook detail."

In a sense, Goodpaster's Honor
Ethic or Ethos undercuts the Honor
System at West Point. It may be a
clue as to the direction he's headed.
"This is an extremely emotional
issue," admits Stromberg, "and
many people would disagree, but I
don't believe simple expulsion is part
and parcel of the code. I believe that
the 'super' cares desperately about
this issue, which is the main reason
he agreed to return. Ultimately, he's
the guy with the power. It'll be a
measure of his wisdom and political
savvy that will determine the out-