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ROUTING SLIP

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Remarks

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*ER 2625X 88*

Executive Secretary

28 JUN 88

Date

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ENCE AGENCY

OFFICE OF THE DEPUTY DIRECTOR

28 June 1988

STAT TO: [REDACTED]  
Public Affairs Office

We have booked a speaking engagement for 19 April 1989. The person I spoke with is the Director of Global Studies at Oklahoma State University. He wants Bob to address the International Affairs Forum on US-Soviet Relations at a luncheon in Oklahoma City. We accepted and I've sent a bio and photo. I told him that at a later date someone from our Public Affairs Office would be in touch. He mentioned that Art Hulnick had suggested he called (would you confirm please).

The chap's name is Brewster Fitz -- Oklahoma State University, 201 LSE, Stillwater, Oklahoma 74078. (405) 624-5663.

It's all yours.

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[REDACTED]

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## Distribution:

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21 June 1988

Bob:

Here is your speech on "CIA Support to Senior Professional Military Education" that our speechwriters developed for you.

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In preparing the text, they used two sets of general talking points--one drafted by General Heinz's office, and another drafted by [redacted], the CIA representative to the Air University and an organizer of the seminar at which you will be speaking. A copy of each is attached.

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To obtain specific information, the speechwriters also talked to personnel in the Office of Training and Education who coordinate CIA participation at the senior schools and to CIA officers who recently studied or taught at the schools. The latter included [redacted] Chief of SOVA's Naval Branch (one year of study at the Naval War College); [redacted], the director of OTE's course on military analysis (two years as an instructor at the Army War College); [redacted] (one year of study at the Army War College); and [redacted] chief of OIA's Advanced Development and Support Division (two years as an instructor at the National War College).

You are scheduled to present this speech on 27 June at the Joint Seminar on the Role of Intelligence in Senior Professional Military Education.

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Bill Baker

Attachments:  
 As Stated

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PROPOSED REMARKS  
BY  
ROBERT M. GATES  
DEPUTY DIRECTOR FOR CENTRAL INTELLIGENCE  
AT THE  
JOINT CONFERENCE ON INTELLIGENCE  
IN SENIOR PROFESSIONAL MILITARY EDUCATION  
JUNE 27, 1988

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GOOD EVENING. IT IS A PLEASURE TO BE WITH YOU TONIGHT, AND I THANK YOU FOR ASKING ME TO OPEN YOUR CONFERENCE ON INTELLIGENCE IN SENIOR PROFESSIONAL MILITARY EDUCATION. I WELCOME THIS OPPORTUNITY TO OFFER A FEW OBSERVATIONS ON THE RELATIONSHIP--OR, MORE CORRECTLY, THE PARTNERSHIP--BETWEEN CIA AND THE SERVICES, AND TO CONSIDER HOW THIS PARTNERSHIP IS REFLECTED IN THE AGENCY'S SUPPORT FOR THE SENIOR SERVICE COLLEGES. THE SPECIFIC QUESTION I'VE BEEN ASKED TO ADDRESS, "WHY CIA SUPPORTS PROFESSIONAL MILITARY EDUCATION," IS NOT DIFFICULT TO ANSWER. CIA SUPPORTS PROFESSIONAL MILITARY EDUCATION BECAUSE WE BENEFIT AND BECAUSE WE CAN'T AFFORD NOT TO.

THE DEFENSE-INTELLIGENCE COMMUNITY RELATIONSHIP

THE NEED FOR THE MILITARY SERVICES AND INTELLIGENCE AGENCIES TO COOPERATE IN COLLECTING AND PRODUCING USEFUL INTELLIGENCE HAS NEVER

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BEEN GREATER. AND WHAT CAN BE CONSIDERED "USEFUL" IS CONTINUALLY EXPANDING.

THE FOCUS OF OUR INTELLIGENCE COLLECTION AND ANALYSIS HAS BROADENED FROM A SINGULAR CONCENTRATION ON THE MILITARY PROWESS OF THE SOVIET UNION TO INCLUDE SUCH CONCERN AS TERRORISM, DRUG TRAFFICKING, AND WORLD ENERGY SUPPLIES AND MARKETS. IN THE AREA OF MILITARY REPORTING, WE CONFRONT SUCH NEW ISSUES AS LOW-INTENSITY CONFLICT AND SURROGATE WARFARE.

ACCOMPLISHING THIS BROADENED AND MORE COMPLEX MISSION INVOLVES EXTENSIVE INTERACTION BETWEEN THE MILITARY SERVICES AND THE INTELLIGENCE AGENCIES. ONE OF THE INTELLIGENCE COMMUNITY'S MAJOR TASKS IS TO PROVIDE TIMELY AND COMPLETE INTELLIGENCE SUPPORT TO U.S. MILITARY OPERATIONS, BOTH TO ENHANCE READINESS AND TO SUPPORT THE PLANNING AND CONDUCT OF MILITARY OPERATIONS. THE MILITARY, A PRIMARY CONSUMER OF FOREIGN INTELLIGENCE, ALSO PLAYS A VITAL ROLE IN INTELLIGENCE COLLECTION, PROCESSING AND ANALYSIS.

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THE BETTER WE IN THE INTELLIGENCE AGENCIES UNDERSTAND

THE MILITARY SERVICES AND THE BETTER THEY UNDERSTAND OUR POINT OF  
VIEW, THE MORE PRODUCTIVE OUR RELATIONSHIP CAN BE.

THE SENIOR MILITARY SCHOOLS ARE VERY EFFECTIVE IN IMPROVING  
COMMUNICATION BETWEEN THE DEFENSE AND INTELLIGENCE ESTABLISHMENTS  
AND INCREASING MUTUAL UNDERSTANDING. THE SENIOR SCHOOLS ALSO  
ATTRACT THE CREAM OF THE MILITARY CROP--THOSE HANDPICKED TO BECOME  
SENIOR COMMANDERS. IT IS FOR THESE REASONS THAT THE CIA HAS  
ACTIVELY SUPPORTED SENIOR PROFESSIONAL MILITARY EDUCATION FOR SO  
MANY YEARS.

YOU WILL BE SPENDING THE NEXT FEW DAYS DISCUSSING THE ROLE OF  
INTELLIGENCE AT THE SENIOR MILITARY SCHOOLS, INCLUDING INTELLIGENCE  
AS PART OF THE CORE CURRICULA, OFFERING INTELLIGENCE-RELATED

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ELECTIVES, AND A NUMBER OF OTHER WAYS IN WHICH INTELLIGENCE CAN BE A PART OF SENIOR PROFESSIONAL MILITARY EDUCATION. I BELIEVE I CAN BE MOST HELPFUL TO YOU IF I DISCUSS THE RELATIONSHIP THE CIA CURRENTLY HAS--AND SHOULD HAVE--WITH SENIOR MILITARY SCHOOLS. YOU MAY BE SURPRISED AT THE EXTENT TO WHICH CIA SUPPORTS THE SENIOR SCHOOLS, AND YOU MAY BE INTERESTED TO LEARN HOW OUR PRESENCE ON THOSE CAMPUSES BENEFITS THE CIA'S MISSION. I'D ALSO LIKE TO DISCUSS SOME IDEAS ON HOW WE CAN EXPAND THE BENEFITS THAT EACH OF US RECEIVES.

CIA SUPPORT TO THE SENIOR MILITARY SCHOOLS

LET ME GIVE YOU A BRIEF OVERVIEW OF THE PURPOSE AND TYPE OF SUPPORT THE CIA PROVIDES TO SENIOR PROFESSIONAL MILITARY EDUCATION. OUR SUPPORT TO THE SENIOR MILITARY SCHOOLS IS INTENDED TO SERVE TWO ENDS: FIRST, TO HELP EDUCATE THE STUDENTS ABOUT THE STRUCTURE OF THE NATIONAL INTELLIGENCE COMMUNITY AND TO SHOW HOW INTELLIGENCE CAN SUPPORT THEIR OPERATIONAL ACTIVITIES; AND, SECOND, TO PROVIDE

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EXPERTISE IN A VARIETY OF ACADEMIC DISCIPLINES AND REGIONAL SPECIALTIES. CIA SUPPORTS THE MILITARY SCHOOLS BY CONTRIBUTING FACULTY REPRESENTATIVES AND PROVIDING OTHER SUBSTANTIVE SUPPORT SUCH AS BRIEFINGS AND PUBLICATIONS.

FOR MANY YEARS, WE HAVE HAD REPRESENTATIVES ON THE FACULTIES AT THE AIR UNIVERSITY, THE ARMY WAR COLLEGE, THE NAVAL WAR COLLEGE, THE INDUSTRIAL COLLEGE OF THE ARMED FORCES, AND THE NATIONAL WAR COLLEGE.<sup>1</sup> OUR REPRESENTATIVES TEACH BOTH CORE COURSES AND ELECTIVES AT THE SCHOOLS. THEY PARTICIPATE IN SEMINARS, AND THEY SUPPORT RESEARCH. IN THESE ROLES, THEY PROVIDE INFORMATION AND INSIGHT ON THE NATIONAL INTELLIGENCE COMMUNITY TO STUDENTS WHO GENERALLY ARE UNFAMILIAR WITH THE STRUCTURE AND ACTIVITIES OF THE CIA AND ITS ROLE IN NATIONAL SECURITY POLICYMAKING AND IMPLEMENTATION. THE OFFICERS WE PROVIDE TO THE SENIOR SCHOOLS ALSO HAVE CONSIDERABLE EXPERTISE IN SUCH AREAS AS DEFENSE ECONOMICS, IMAGERY ANALYSIS, AND SOVIET POLITICS.

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IN ADDITION TO TEACHING AND SUPPORTING RESEARCH, CIA  
REPRESENTATIVES PARTICIPATE IN DECISIONS THAT AFFECT SCHOOL  
CURRICULUM AND ADMINISTRATION. FOR EXAMPLE, OUR REPRESENTATIVE AT  
THE NATIONAL WAR COLLEGE IN THE EARLY 1980S HELPED DEVISE THE  
SCHOOL'S POLICY ON ADMITTING FOREIGN STUDENTS.

OUR REPRESENTATIVES ALSO PROVIDE INTELLIGENCE BRIEFINGS TO THE  
STAFF AND STUDENTS AT THE SENIOR MILITARY COLLEGES, BOTH AT THE  
SCHOOLS AND AT CIA FACILITIES IN WASHINGTON, D.C. OUR  
REPRESENTATIVES BRIEF THE COMMANDING OFFICERS AT SOME OF THE  
SCHOOLS, THEY LECTURE TO THE CLASSES OF OTHER FACULTY MEMBERS, THEY  
BRIEF INSTITUTES AND MILITARY COMPONENTS COLOCATED WITH THE SCHOOLS,  
AND THEY BRING IN FELLOW AGENCY OFFICERS TO BRIEF ALL THESE  
AUDIENCES.

THOSE WHO BRIEF AT THE SENIOR SCHOOLS SPEAK ON A WIDE VARIETY OF  
TOPICS. THE CIA IS OFTEN ASKED TO DISCUSS THE ROLE OF INTELLIGENCE  
IN FOREIGN POLICY AND THE WORKINGS OF THE INTELLIGENCE COMMUNITY.

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LAST DECEMBER, JUDGE WEBSTER ADDRESSED A GROUP AT THE NATIONAL DEFENSE UNIVERSITY ON THE USE OF INTELLIGENCE IN DEVELOPING AND CARRYING OUT U.S. FOREIGN POLICY. I SPOKE AT THE NAVAL WAR COLLEGE EARLIER THIS MONTH AND WILL GO TO THE AIR UNIVERSITY IN SEPTEMBER TO TALK ABOUT INTELLIGENCE AND THE POLICY PROCESS.

THE CIA ALSO BRIEFS AT THE SENIOR SCHOOLS TO PROVIDE INTELLIGENCE ON SIGNIFICANT WORLD EVENTS. FOLLOWING THE UNITED STATES AIR ATTACK ON LIBYA, A MANAGER FROM OUR OFFICE OF IMAGERY ANALYSIS PROVIDED A DAMAGE ASSESSMENT COMPLETE WITH PHOTOGRAPHS TO THE COMMAND GROUP AT THE ARMY WAR COLLEGE.

CIA OFFICERS HAVE CONTRIBUTED SUBSTANTIVE AND REGIONAL EXPERTISE TO SEMINARS, SPEAKER SERIES, AND WARGAMING. THE DIRECTOR OF OUR OFFICE OF SOVIET ANALYSIS RECENTLY PARTICIPATED IN THE GLOBAL WARGAME AT THE NAVAL WAR COLLEGE. SEVERAL ANALYSTS WHO DEAL IN LATIN AMERICAN ISSUES SPENT THREE WEEKS AT THE AIR UNIVERSITY WORKING WITH THE FACULTY AND STUDENTS.

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THE CIA REPRESENTATIVES AT THE SENIOR SERVICE COLLEGES ALSO SERVE A VALUABLE FUNCTION AS LIAISONS--PUTTING STUDENTS AND FACULTY MEMBERS IN TOUCH WITH THE RIGHT PEOPLE, PROVIDING AGENCY PUBLICATIONS TO INDIVIDUALS CONDUCTING CLASSIFIED RESEARCH, AND ARRANGING PROGRAMS AT CIA HEADQUARTERS FOR STUDENT GROUPS AND OTHER SCHOOL PERSONNEL.

BENEFITS GAINED BY CIA

THE CIA BENEFITS IN MANY WAYS FROM ITS PRESENCE AT THE SENIOR MILITARY COLLEGES. FIRST AND MOST DIRECTLY, ABOUT A DOZEN AGENCY OFFICERS ARE SENT TO STUDY AT THE VARIOUS SCHOOLS EACH YEAR. AGENCY PERSONNEL ATTENDING SENIOR MILITARY SCHOOLS COME FROM ALL DIRECTORATES: SCIENCE AND TECHNOLOGY, INTELLIGENCE, OPERATIONS, AND ADMINISTRATION. BECAUSE WE SEND SOME OF OUR BEST AND MOST PROMISING OFFICERS TO THESE SCHOOLS, THEY, LIKE THE CIA'S FACULTY REPRESENTATIVES, PROMOTE AN UNDERSTANDING OF WHAT INTELLIGENCE CAN CONTRIBUTE TO MILITARY OPERATIONS AND EDUCATION.

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IN TURN, OUR STUDENTS BENEFIT. AN ANALYST OF SOVIET MISSILE FORCES LEARNS A LITTLE ABOUT LOW-INTENSITY CONFLICT, WHILE A CASE OFFICER IS INTRODUCED TO WARGAMING. ALL OUR STUDENTS GAIN A BETTER UNDERSTANDING OF THE UNITED STATES MILITARY ESTABLISHMENT, HOW IT WORKS, AND ~~WHAT~~ ITS PERSPECTIVE IS ON MANY OF THE ISSUES WE DEAL WITH. THIS KNOWLEDGE ALLOWS OUR OFFICERS TO DEAL MORE EFFECTIVELY WITH MILITARY POLICYMAKERS AND STAFF WHEN THEY RETURN TO THE AGENCY.

ON BALANCE, THE PEOPLE WE SEND TO SENIOR MILITARY SCHOOLS, BOTH AS STUDENTS AND AS FACULTY REPRESENTATIVES, PROBABLY BENEFIT AS MUCH FROM THE PEOPLE THEY MEET AS FROM THE FACTS THEY LEARN. THE INTELLIGENCE AND MILITARY ESTABLISHMENTS HAVE THE SAME GOAL--THAT OF PRESERVING AND PROTECTING OUR NATIONAL SECURITY. THE BETTER WE KNOW EACH OTHER, THE MORE EFFECTIVELY WE CAN WORK TOGETHER TO ACHIEVE THAT GOAL.

FROM THE STANDPOINT OF PERSONNEL MANAGEMENT, WE MAKE THE BEST EFFORT WE CAN TO ENSURE THAT THOSE WHO RETURN FROM A TOUR AT A

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MILITARY COLLEGE ARE PLACED IN POSITIONS WHERE THEY CAN MAKE THE MOST OF THEIR NEW KNOWLEDGE AND EXPERIENCE. FOR EXAMPLE:

-- A SENIOR ANALYST IN OUR OFFICE OF SOVIET ANALYSIS RETURNED FROM A YEAR STUDYING AT THE NAVAL WAR COLLEGE TO HEAD HIS OFFICE'S NAVAL BRANCH. HE CONTINUALLY CALLS ON THE KNOWLEDGE AND CONTACTS HE MADE IN NEWPORT.

-- INDIVIDUALS WHO SERVED AS INSTRUCTORS TO THE ARMY WAR COLLEGE AND THE NAVAL WAR COLLEGE ARE NOW IN CIA'S OFFICE OF TRAINING AND EDUCATION USING THEIR REFINED SKILLS TO TRAIN OUR PERSONNEL IN MILITARY ANALYSIS AND SOVIET STUDIES.

CIA FREQUENTLY CALLS ON THE FACULTY AND RESEARCHERS AT THE SENIOR MILITARY SCHOOLS TO HELP US PREPARE BRIEFINGS, RESEARCH PAPERS, AND OTHER PRODUCTS FOR MILITARY CONSUMERS.

-- THE HEAD OF THE MILITARY HISTORY INSTITUTE LOCATED AT THE ARMY WAR COLLEGE IS ONE OF THE NATION'S EXPERTS ON PARAMILITARY OPERATIONS. HE NOW LECTURES TO CIA PERSONNEL ATTENDING OUR IN-HOUSE COURSE ON MILITARY ANALYSIS.

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-- WE RECENTLY SENT TWO OF OUR ANALYSTS TO THE NAVAL WAR COLLEGE TO SOUND OUT FACULTY MEMBERS ON A BRIEFING WE WERE PREPARING FOR THE DEPUTY DIRECTOR OF NAVAL INTELLIGENCE CONCERNING SOVIET PERCEPTIONS OF THEIR SSBN SURVIVABILITY. WE RECEIVED VALUABLE SUGGESTIONS, NOT ONLY ON THE SUBSTANCE OF THE BRIEFING, BUT ON HOW TO IMPROVE ITS PRESENTATION FOR THE INTENDED AUDIENCE.

IMPROVING THE RELATIONSHIP

CLEARLY, THE CIA GAINS A GREAT DEAL FROM SENDING ITS PERSONNEL TO TEACH, RESEARCH, AND STUDY AT THE SENIOR MILITARY SCHOOLS. EACH CIA FACULTY REPRESENTATIVE COMES INTO CONTACT WITH SEVERAL HUNDRED STUDENTS DURING HIS TOUR. AT THE END OF THE ACADEMIC YEAR, EACH OF THESE STUDENTS HAS A BETTER UNDERSTANDING OF THE CIA AND THE INTELLIGENCE COMMUNITY. THE STUDENTS WE SEND TO THE MILITARY SCHOOLS GAIN KNOWLEDGE OF THE WAYS IN WHICH THE MILITARY SCHOOLS CAN HELP US IN OUR MISSION, AS WELL AS HOW WE CAN BETTER SATISFY THE INTELLIGENCE NEEDS OF OUR MILITARY CONSUMERS.

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THE RELATIONSHIP BETWEEN THE CIA AND THE SENIOR MILITARY SCHOOLS HAS BEEN MUTUALLY BENEFICIAL. BUT I WOULD LIKE TO OFFER SEVERAL WAYS TO ENSURE THAT THE RELATIONSHIP CONTINUES TO BENEFIT BOTH PARTIES.

FIRST OF ALL, WE CAN PROVIDE MORE INFORMATION TO THE SENIOR SCHOOLS BY INCREASING THE DISSEMINATION OF CIA'S INTELLIGENCE ASSESSMENTS AND OTHER PRODUCTS TO THE COMMANDING GROUP, FACULTY, AND OTHER SCHOOL PERSONNEL. WE ARE NOT ALWAYS AWARE OF THE SCOPE OF ACTIVITIES UNDERWAY AT EACH SCHOOL. OUR FACULTY REPRESENTATIVES AND STUDENTS FREQUENTLY DISCOVER RESEARCH EFFORTS, WARGAMING, AND OTHER PROGRAMS WHERE OUR INTELLIGENCE COULD BE USEFUL.

CHANGES IN WORLD EVENTS AS WELL AS CHANGES IN ACADEMIC POLICY AT THE SENIOR MILITARY SCHOOLS MEAN THAT THERE ARE ALWAYS WAYS IN WHICH THE CIA CAN EXPAND OR REVISE ITS BRIEFING SUPPORT. FOR EXAMPLE, U.S. MILITARY PLANNING AND BUDGETING ARE BASED IN GOOD MEASURE ON LONG-RANGE ASSESSMENTS OF SOVIET SPENDING. MANY OF US

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ARE WONDERING HOW GORBACHEV'S PERESTROIKA WILL AFFECT SOVIET DEFENSE SPENDING. PERHAPS THE SENIOR SCHOOLS COULD BENEFIT FROM A BRIEFING ON HOW THE CIA DEVELOPS ITS ASSESSMENTS OF SOVIET DEFENSE EXPENDITURES AND TO WHAT EXTENT WE BELIEVE ECONOMIC REFORMS AND OTHER COMPONENTS OF GORBACHEV'S AGENDA MAY INFLUENCE THEM.

I ALSO BELIEVE THE CIA COULD TAKE BETTER ADVANTAGE OF THE EXPERTISE AVAILABLE AT THE SENIOR MILITARY SCHOOLS. WHENEVER WE HAVE ASKED FACULTY AT THE SENIOR MILITARY SCHOOLS TO REVIEW CIA PRODUCTS, WE HAVE RECEIVED ENTHUSIASTIC, KNOWLEDGEABLE SUPPORT.

WE ALSO CAN BENEFIT MORE FULLY FROM THE RESEARCH BEING CONDUCTED AT THE SENIOR SCHOOLS--AREAS OF RESEARCH THAT WOULD COMPLEMENT THE WORK OF OUR ANALYSTS AND EXPAND OUR COLLECTIVE BASE OF KNOWLEDGE. THE NATIONAL WAR COLLEGE SOLICITS RESEARCH TOPICS FROM THE INTELLIGENCE COMMUNITY, AND WE WELCOME THE CHANCE TO PROVIDE SUGGESTIONS AND INTELLIGENCE SUPPORT.

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CLOSING REMARKS

ONE FINAL POINT ABOUT THE BENEFITS OF CIA'S RELATIONSHIP WITH THE SENIOR MILITARY SCHOOLS--THE CIA VALUES SEMINARS SUCH AS THIS FOR THE OPPORTUNITY THEY GIVE US TO PARTICIPATE IN DECISIONS THAT WILL AFFECT ~~SENIOR~~ PROFESSIONAL MILITARY EDUCATION. IT IS THROUGH SUCH SEMINARS THAT THE INTELLIGENCE COMMUNITY AND THE U.S. MILITARY SERVICES CAN BEST HELP EACH OTHER AS WE WORK TO CARRY OUT OUR JOINT RESPONSIBILITIES.

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FOOTNOTES

<sup>1</sup> THE INDUSTRIAL COLLEGE OF THE ARMED FORCES AND THE NATIONAL WAR COLLEGE ARE TWO MEMBER-COLLEGES OF THE NATIONAL DEFENSE UNIVERSITY. THE OTHER MEMBERS ARE THE INTER-AMERICAN DEFENSE COLLEGE, ALSO LOCATED AT FORT MCNAIR IN WASHINGTON, D.C., AND THE ARMED FORCES STAFF COLLEGE, LOCATED IN NORFOLK, VIRGINIA.

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DDCI REMARKS TO  
FACULTIES OF THE SENIOR SERVICE COLLEGES  
27 JUNE 1988

I welcome the opportunity to talk with you today (this evening). This occasion provides a valuable opportunity to share with you a few observations on the relationship--or more correctly, the partnership--between CIA and the Services. And how this partnership is reflected in the Agency's support for the Senior Service Colleges.

The Director of Central Intelligence, and I in my job as Deputy Director, wear two hats. We direct the activities of the Central Intelligence Agency, and we have oversight responsibilities for all of the intelligence organizations of the U. S. Government under the National Foreign Intelligence Program. Under these dual responsibilities, we must coordinate the numerous intelligence efforts of the U.S. Government to collect, evaluate, analyze, produce, and disseminate foreign intelligence. That responsibility has remained unchanged since 1947.

- But the world in which it must be discharged has not.
- When the Central Intelligence Agency came into being, the world was, in many ways, a simpler place. The U.S. was preeminent among nations, the only atomic power on earth. The primary product of

intelligence, then, had to do with the military activities and political intentions of the Soviet Union--and a little bit about those of its satellites.

- Today, however, things are not so simple.
- The U.S. is no longer the world's only nuclear power. In addition, there are now more than 150 independent nations on earth. This country has important contacts with almost all of them. These contacts are far more political and economic than military. Consequently, the focus of collection and analysis has shifted from a singular concentration on the military prowess of one country to a broader interest in all areas of international relations. And although understanding Soviet military strength is still the Agency's number one priority, its traditional areas of concern have expanded to confront the problems of such things as terrorism, drug trafficking, world energy, and world grain products. And in the area of military reporting, we must deal with such unconventional topics as low-intensity conflicts and surrogate warfare.
- The accomplishment of this expanding and more sophisticated mission involves extensive interaction with the U.S. military services. One of our major tasks, as articulated in the National Foreign Intelligence Strategy, is to provide timely and robust intelligence support to U.S. military operations. We are charged with making the

intelligence products of our collection, processing, and analytical activities available in the shortest possible time to the appropriate military units to support enhanced readiness and the planning and conduct of military operations. To efficiently perform this mission, we must interact with the Services in making the appropriate data transmission arrangements; we have to obtain some understanding of what intelligence support is or is not wanted; and we must explain to the Services what intelligence we can or cannot provide. Consequently, the more that we are able to speak the same language as the military, the better we will be able to perform this task.

-- Similarly, we are critically dependent on the military for intelligence collection, processing, and analysis,

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The better we understand

"where Defense is coming from," and the better you understand our point of view, the more harmonious and more productive this relationship can be.

-- Additionally, as the President's principal intelligence officer, the Director (and those of us who work for him) also are tasked with developing a coordinated, Intelligence Community view of the world for the President and his senior advisors. This requires meshing the

diverse views of many constituents ranging from Defense to State to Energy to ACDA. Each has its own mission, each its own culture, each its own point of view.

- Thus, because of our need to interact with other organizations-- particularly with Defense--we are ever on the alert for ways to make communication easier. And, because they contribute strongly toward solving this problem, CIA has been an active supporter of the Senior Service Colleges for many years. Our motives are not altruistic; they are selfish. The colleges make our job easier. We have found that a major objective of the Colleges is to enhance the ability of participants to work effectively and constructively with people whose orientations differ from their own.
- Our support to the Colleges has not been just rhetoric, but in terms of resources. For many years, we have maintained representatives on the faculties at the Air War College, the Army War College, the College of Naval Warfare, and the National War College. (This academic year, the College of Naval Warfare position was not filled, but we hope to do so next year.)
- These representatives participate in instructional activities, seminars, study projects. I understand that they make a significant contribution toward providing information on an area of the

government that is not familiar to most of the students. Moreover, usually the officers that we provide bring academic and practical expertise in particular disciplines such as economics, political science, and so forth.

- The learning, however, is a two-way street. Universally, our people report back that they feel that they learn as much or more from the students as they impart. They also feel that their tours at the Senior Service Colleges serve as a change of pace; and opportunity to recharge batteries.
- We further support the Senior Service College--or perhaps exploit them--by sending a dozen or so students to them each year. (This year's number is exactly 12.) We find that they profit tremendously from their experiences at the Senior Service Colleges. We attempt to send only our best and brightest--demonstrated by the fact that the majority of our senior managers have attended a Senior Service College.
- We have found that our people you have taught return to us with increased knowledge, but more importantly with a new appreciation of how to deal with other organizations, how to treat other points of view. In sum, better tools with which to get the government's business done.

-- I commend the job that you are doing. The Agency will continue to support you. We believe that your work is vital to developing the senior officers necessary for a viable and strong U.S. national security program. Please call on us if we can be of additional support.



**DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS AIR UNIVERSITY  
MAXWELL AIR FORCE BASE AL 36112-5001**

AU/CAX  
Maxwell AFB AL  
29 Apr 88

STAT

[Redacted]  
Office of Public Affairs  
Central Intelligence Agency  
Washington DC 20505

[Redacted] STAT

Our suggested talking points for Bob Gates' address to the June conference are attached. They are unclassified -- deliberately -- and we don't know how classified Bob will want to get in his presentation.

If parts of the TPs sound a little like a tutorial, it's because many of the deans seem not fully aware of how wide-ranging our support really is.

Please use as much or as little of these as you see fit, and let us know if we can be of help.

Many thanks for your efforts.

Sincerely

[Redacted]  
CIA Advisor to the Commander, Air University

STAT

Suggested talking points for DDCI address to Joint Conference on Intelligence in Senior Professional Military Education, 27-29 June 1988.

Why CIA Supports Senior PME

--For at least 20 years, CIA has invested a great deal in supporting senior PME

--High-ranking agency officers assigned to staff/faculties of the senior schools--most are here tonight

--You all know in general what our high-paid help does. Specifics will be spelled out tomorrow.

--Well to remember that they receive full array of national intelligence products--current intel, NIEs, serial pubs--for use in briefings, regional studies, wargaming, etc.

Other forms of support as well

--Agency provides guest speakers for various portions of curriculum at all senior schools.

--Large contingent to Globex to support wargaming at Naval War College.

--Speakers to each running of Senior Officers Combat Employment Course at Air University.

--Also answer scores of individual requests from faculty and students for specific information on wide range of topics.

--Other

Also should be clear that support is not all give and no take. It's a two-way street, and we get a great deal in return.

--Our officers -- and thus the Agency = gain broadened knowledge and deeper insights from association with staff/faculty and with students.

--I send officers to the senior schools to discuss major analytical papers with faculty and students.

--We've also brought students to Washington to probe their insights into substantive problems.

The significance of this relationship already increasing and will be even more important in years to come.

--This true if only because role of military in policy decision-making higher than it has ever been, and how well today's students perform in that role tomorrow will be strongly influenced by effectiveness of intelligence support they receive.

Your students are cream of the military crop -- hand-picked to become future senior commanders.

--Yet they arrive at school with highly diverse notions of intel--and of its capabilities and limitations.

When they depart, should have

--fairly thorough grasp of what intel can and cannot do, and how to tap the resources.

Further, the use of substantive intel should have

--increased their knowledge of world situation

--heightened their appreciation of current and future political, economic and military problems that will confront them

--provided them comprehensive knowledge of strategies and capabilities of possible adversaries

How well we do these things is the measure of how well we help to prepare senior students for their future jobs, and "to reach for the stars."

I think we have done very well.

But there are questions we need to address, especially in an era of budgetary constraints and force reductions, when intelligence must help to take up the slack, and become even more of a "force multiplier."

--Can we improve what we're doing? How?

--Are we using the relationship with the armed forces and the PME schools fully--are there other areas of mutual benefit to be exploited?

--How does concept of jointness impact on our support?

--Can we develop a joint, uniform approach, and at same time preserve integrity of "service-specific" support?

We probably can--after all, the intelligence partnership is the most "joint" operation in town.

That's why we're here--to wrestle with these and other questions,

to evaluate what we're doing and what we should be doing in the future.

I look forward to seeing the results of your work, and in particular, to reading the conference report.