

~~CONFIDENTIAL~~~~SECURITY INFORMATION~~Appraisal of Intermediate Intelligence Course for OSI Analysts

1 June to 26 June 1953

1. Daily Schedule

The daily schedule was organized in conformity with the SAD/OSI desire to have research on case work projects proceed concurrently with the lectures. By apportioning the periods devoted to each into half and full days considerable time was saved during the working day since the students did their research in various libraries and archives scattered throughout the city. The system did, however, interrupt the continuity of both lecture subject matter and research effort.

2. Curriculum

The curriculum in general met student needs as anticipated by OSI, the emphasis being placed on subjects of concern to scientific analysts. Although it might be assumed that people who have been in the Agency for more than a year would have a certain familiarity with the functions of the departmental components of the intelligence community, it was apparent that for future courses more time can well be spent in acquainting the students with the contributions of each IAC agency to the national intelligence effort, and in addition, the mission and operating methods of the CIA offices engaged in collection, production, and dissemination functions.

Another subject which deserves full treatment is research methodology, not merely a discourse on basic principles, but a seminar type of discussion on actual collection of data, where to go and how to exploit available sources.

3. Lectures

Lectures were informal in presentation, with students permitted to interpolate questions. In that respect, every lecture was a seminar characterized by complete freedom of discussion. For a small group this method is profitable, but a thorough briefing of lecturers on exactly what is expected of them becomes essential. In general all lecturers rose to the occasion admirably. Some, of course, made more of an impression on the students than did others, often because of the interest and appeal of the subject matter treated. Student criticism of certain lecturers was partially due to the fact that they were pinch-hitting for those who were unable to appear, and hence there was inadequate opportunity for the coordinator to discuss the presentation with the substitutes.

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#### 4. Student Participation

The students were mature, well-motivated, and completely receptive. OSI is to be complimented on the selection of people who came with a real desire to profit from the opportunity, and whose intellectual curiosity extended beyond the limits of their particular field of interest. Discussion with them thus was particularly stimulating for the lecturers. Their frank approach to problems of common concern was helpful to the representatives of various Agency divisions in pointing up ways in which the work of analysts could be more effectively supported.

#### 5. Case Work Projects

The assignment of case work projects was made by OSI. The variety of subject matter and source material was extensive, and thus, in the aggregate, principles and procedures differed so much that there was no common basis for instruction in specific research techniques. There was no great need for such instruction, however, since the students were capable of conducting independent research.

The results of the case work projects were presented by the individual students in 30 minute oral briefings on the concluding day of the course. Not only was this a valuable experience for the speakers, but instructive for their colleagues. The quality of these presentations was excellent.

#### 6. General Conclusions

Judging from student reactions, this first intermediate level course was quite successful and achieved its purpose. For students of maturity and experience in intelligence work it is essential to keep instruction on a "graduate level." As gaps in elementary or basic concepts become apparent through seminar discussion, they can be adequately treated by brief explanation or in the conversations resulting from an informal student-teacher relationship. In courses of this nature it is well to have flexibility of schedule, so that if more time can profitably be spent on a given subject, such expansion will not be limited by schedule rigidity.

I believe that the interests of both substantive discussions and case work projects would be better served if the first two weeks of a four-weeks course were devoted entirely to seminar instruction and the last two weeks entirely to the research effort. The course should still culminate in oral presentation of research results.

It may be concluded that intermediate courses of seminar nature can be adapted to the specific needs of any office of the Agency. If

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research projects are desirable, they can be easily appended to a concentrated two weeks of general instruction. Presumably, the people who would take such courses are specialists whose daily routine is compartmentalized and confining. There is, therefore, an inherent refreshment objective which can be attained by giving them an opportunity to meet the best-informed people in the Agency and to discuss with them concepts and problems of mutual interest. If an occasional appearance of an expert from outside the Agency can be arranged, so much the better. This was particularly evidenced by the enthusiasm with which this student group received the contribution made by Dr.

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In response to students' requests, arrangements were made with [REDACTED] of the Reading Improvement Branch to test their reading speed and comprehension in both English and Russian. The results were discussed with the students individually and proved valuable to them in self-analysis and improvement of reading habits.

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The experience gained in this pilot course should enable the Office of Training to accede to similar requests with confidence. Super-imposed on the normal work-load of the Intelligence Training Division such courses represent a considerable additional burden, but are still feasible if limited to infrequent intervals.

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