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30 March 1967

MEMORANDUM FOR: Executive Officer to the DDS

SUBJECT: Activity Report No. 14: Instructional Systems Study (ISS)

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1. As was stated in the February report, [redacted] and I planned to devote priority time in March with Intelligence and Support Schools instructors toward developing a clearer understanding of, at least what we mean, by training objectives. Progress has been gratifying. With this basic step accomplished progress on the reports on the Intelligence and Support Schools should move ahead rapidly.

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2. The first formal follow-up session of the Training Seminar in Instructional Programming was conducted by Dr. [redacted] and [redacted] on Monday, 20 March. For the first time in a year of effort I am optimistic that by June '67 we will have demonstrated clearly that in-house units of PAI can be developed successfully in OTR and that these units of instruction are efficient and effective. At the above session nine of the twelve students described their units of PAI, the results of developmental testing of these units, and the attitude of the test subjects toward PAI. The results are most encouraging. [redacted] (not a gushing type!) expressed both surprise and pleasure over the high caliber of the effort,

The nine students, the topic of their PAI unit and the status of their projects are listed below:

	<u>Student</u>	<u>Topic</u>	<u>Project Status</u>
25X1A9a	A. [redacted]	Clerical Filing	1) First Draft--tented 10 S's 2) Results good. (A) Need to revise certain sections. (B) Will re-test.

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<u>Student</u>	<u>Topic</u>	<u>Project Status</u>
B.	Clerical--Subject- Verb Agreement	1) Tested on 10 S's 2) Results: (A) Need to revise certain frames (B) Indicated good results, high S's interest.
C.	Map Reading	1) Program finished; excellent. 2) Test results encouraging.
D.	Supervision	1) Tested on 30 S's. 2) Excellent results 3) Being revised for re-test.
E.	Intro. Intell.	1) Has performed a small test. 2) Indicated high degree of knowledge transfer to S's.
F.	Writing <i>such a come!</i>	1) Small test performed. 2) Test indicated excellent results, especially in one non-classroom use. 3) Will test further.
G.	German	1) Tested on four S's. 2) Excellent results on written part of material. 3) Poor results on oral parts. 4) Will revise oral portions.

transl. voucher

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much interested in P. 1) score (writing

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<u>Student</u>	<u>Topic</u>	<u>Project Status</u>
H. [REDACTED]	Portuguese	1) Good results using all oral approach. Some evidence of need for written materials to accompany. 2) Will revise.
I. [REDACTED]	Viet Namese	1) Tested on small group. 2) Excellent retention on written parts. 3) Need more work on oral sections.

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The second follow-up [REDACTED] conducted session will be held on 15 May. Between now and then the nine programmers will further modify and revise their units and submit them to further developmental testing. The three not so advanced students will attempt to catch up with their more advanced brethren and sistren. Also at the 15 May session [REDACTED] will describe the format, method and points of reference to be used in field testing the PAI units. It must be noted that developmental testing even in large numbers like the test [REDACTED] performed on 45 students for his map reading program is merely designed to indicate weaknesses or faulty frames within the program. Field testing, unlike developmental testing, should enable us to compare and measure the differences between a unit of PAI and the conventional method of instruction it is designed to replace. That is, it should answer the question of whether PAI is or is not more efficient and effective than conventional teaching and to what extent. My arthritic fingers are entwined, but I'm taking on any even money bets!

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3. Having spread bouquets to various and sundry in paragraphs 1 and 2, I regret to say I must also sound a note of warning. As early as my report to the DDS of 17 June 1966 and in my Preliminary Report to him of September 1966, I raised the question which has bothered man since the days of the archaeopteryx and the dodo-- "which came first, the chicken or the egg?" We don't have to

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ponder this one because for our purposes we can state that it takes a chicken to lay an egg (I probably should have specified, a chicken egg!) and it takes an egg from which to hatch a chicken. Stated in its simplest form and bringing the analogy down from the prehistoric to the OTR of 1967--you cannot expect an OTR instructor to spend 40 hours or more in live teaching and during the same week spend 40 hours or more on designing a unit of PAI.

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We've got to the point where something has to give. Either we hibernate the chicken for a period or we incubate more eggs by ablogensis. During March we tried to arrange a meeting between [redacted] and the Orientation faculty of the Intelligence School to discuss the training objectives of the Intelligence Orientation Course. The first date we could pick was 30 March. Not because the Orientation faculty was in any way reluctant or anything but fully cooperative, but solely because they were otherwise occupied in live teaching, VIP handholding at Langley, or other priority assignment. Nor were the three "slower" members of [redacted] group at fault because they did not complete their PAI assignments. They simply didn't have the time. One of the reasons advanced for the awarding of a \$46,000.00 external contract for the development of PAI units in Vietnamese rather than to develop the course internally was lack of instructor time (see parag. 4).

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This is far from the ideal climate in which to conduct a fair and objective experiment and even under these conditions if the experiment is successful, the results will go for naught unless manpower is made available to follow on. More will be said about this in my final report in June but it's not too early for top management to begin wrestling with the problem. It is a top level management problem.

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4. Vietnamese PAI Contract [redacted]
[redacted]. See your Memorandum for the Record, 23 March 1967,
Subject: Meeting of Instructional Systems Study Group.

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5. The "no-sense-of-urgency" attribute which I leveled generally at North American institutions of higher learning is apparently not confined to the western hemisphere. Following up on a clue that a foreign language programmed course in Italian

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was being developed by the British, I received the following reply from the head of the Faculty of Modern Languages of the University of Cambridge:

"The work is expected to take about 5 years and, we hope, to result in a carefully staged course which will take the learner from zero knowledge of the language to an ability to deal with the most common allophonic variations and the most usual stylistic variants at various levels of the total linguistic performance. In addition we shall be aiming at enabling our learner to recognize the most common cultural 'harmonics' reflecting the organization of Italian life."

I'm not sure that I know all that he's talking about but one fact comes out loud and clear--the project will take five years to complete.

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6. Several months ago we received from the C&P Telephone Company a copy of a programmed course for training long distance operators. Mr. [REDACTED] the Logistics Training Officer, had Mr. [REDACTED] Chief, Telephone Branch, Logistics, and the telephone supervisors review the program. It was decided that it is not suitable for use by Agency telephone operators and will be returned to the Telephone Company.

Another program made available to us by the C&P Telephone Company is "Basic Electricity" prepared by the Bell Telephone Laboratories. This program was sent to the TSD Training Officer and was reviewed by others in TSD. According to them it is an excellent program and one which they could use to train TSD generalists. We are attempting to get 10 additional copies of the program for TSD.

7. At a meeting held on the 30th and chaired by the DDTR it was decided that the next incoming class of Career Trainees would be strongly urged, if in effect not ordered, to acquire a useful skill

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in typing prior to their going to [REDACTED] for the OFC. Henceforth all written reports connected with the OFC will only be accepted in typewritten form. The CT's will be the first group in the Agency to be taught typing by programmed assisted instruction. We will use the Gregg Typing Text-Kit I in conjunction with initial conventional teaching of one or two days and periodic monitoring thereafter.

MATTHEW BAIRD

Coordinator

Instructional Systems Study

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