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MIDCAREER COURSE NO. 6


CRITIQUE

29 JUN 1965

MIDCAREER COURSE NO. 6

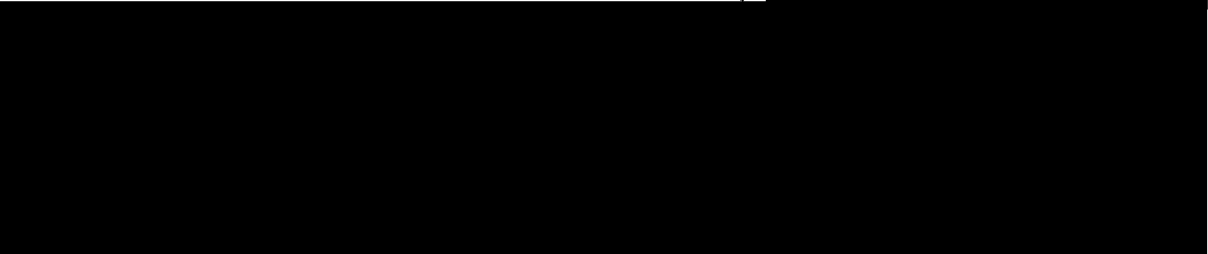
COURSE REPORT



General Observations

On the basis of the record, one would be justified in believing that Midcareer Courses tend to be accident prone. Course #2, unable even to get started on time because of foul weather, 

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was unavailable for the field trip, so the group was split in half and wearily rode two reliable if somewhat dowdy DC-3's to the Rocky Mountains and back--and was delayed a day in returning by violent storms, including tomadoes, in the area just east of the Rockies!

Substitution seemed to be the watchword for the Course. Anticipated requirements to brief the new Director and problems generated by the Dominican Crisis were added to the usual unexpected developments which normally result in substitute speakers during the  phase of the Course. Altogether, six changes had to be made after the schedule was published. Even Brookings had its troubles. Two of their scheduled speakers wound up in the hospital, and only some fast footwork by Harry  prevented the Brookings phase from having unanticipated and unwanted open time. Harry broke even on the substitutes: one was rather good but the other was less than adequate. The third phase of the Course almost went off as scheduled (aside from the extra day spent on the trip). All speakers appeared as advertised up to the graduation ceremony. At the last moment, however, Mr. Helms was spirited away from us for a more pressing requirement. Fortunately, Mr. Kirkpatrick was able to leap into the breach, so Course #6 ended on a high note after all.

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Although no overall evaluation of the Course is requested of the students (we believe the impact, strengths, and weaknesses of the Course can be determined by analysis of the critiques required on each phase),

four participants found the Course as a whole considerably less than satisfactory. On the other hand, five persons gratuitously chose to assign to the Course such adjectives as "outstanding", "excellent", and "well constructed and balanced". Those who found the Course wanting, though not in complete agreement on all points, viewed the experience as disappointing at best, and cited such shortcomings as insufficient top-level support and participation; inferior coverage of and by the Clandestine Services; too large a student body; unwillingness of speakers to deal forthrightly with critical issues during the Agency phase, and excessively loose scheduling in the second and third phases. They also agreed--vehemently if not scathingly--that the DC-3 transportation for the field trip was ghastly. On this point they had plenty of supporting opinion. The intensity of their other criticisms, however, was not discerned in the critiques written by the rest of the Midcareerists even though some of the latter pointed out several of the same shortcomings.

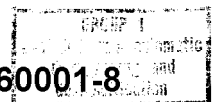
Midcareer Course #6 surfaced two points worth calling to the attention of the Training Selection Board.

25X1A First, persons selected to attend the Course are faced with the requirement to attend two meetings during the week before the group officially convenes [REDACTED]. On the Wednesday afternoon preceding the Sunday departure from Washington, the opening session of the Course is normally scheduled to be held in a conference room at Headquarters. Most of the afternoon is devoted to briefings and to addresses by senior Agency officers. On Thursday morning, briefings are given in connection with the various security clearances required for certain parts of the Course. Persons not already holding these clearances will find it necessary to spend an hour or so being briefed. Every effort should be made to ensure that those nominated for the Course will be available for these two meetings.

The second point is that persons who are required to process for overseas assignment while the Midcareer Course is in progress should not be in the Course. The frequent absences required to handle processing matters do no service either to the individual concerned or to the other members of the Course. There were two cases of this sort in Course #6

As an entity, the Course remains highly effective and acceptable despite minority opinion to the contrary. Some of the problems faced

by Course #6 are, we trust, non-repetitive (the aircraft affair; speaker changes due to requirements to brief the new DCI). Some, however, appear endemic--the impact of the coverage of the Clandestine Services, for example. There is no discernible need for drastic changes, but there is an obvious requirement for constant effort to acquire the right speakers with the right message.



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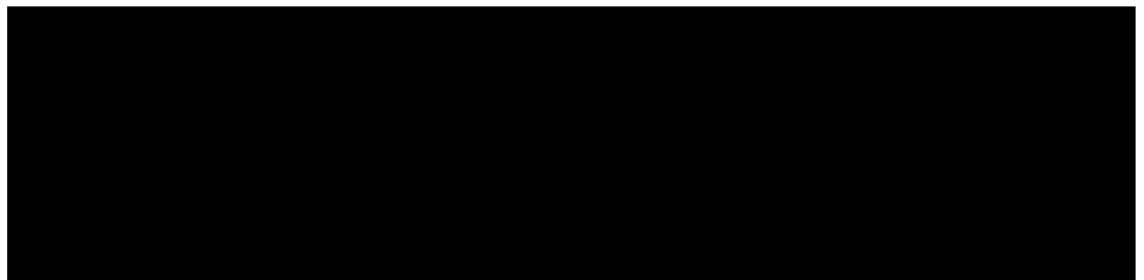
Part I - The Agency

A. Planned Changes from Prior Course

1. Clandestine Services Coverage

After discussions with [REDACTED], 25X1A
it was decided to attempt to relate the various presentations
more closely by providing each speaker with rather detailed
guidance as to the coverage desired. [REDACTED] was to 25X1A
discuss content with each of the speakers, but this scheme
came to naught because Bill was given the job of running the
Chief of Station Seminar, a task which left him practically no
time to follow up on plans for the Midcareer Course. However,
some guidance was provided by the Course Staff and a Seminar
on the Clandestine Services was added to the schedule in an
effort to give the students a chance to explore those areas which
they felt were inadequately covered during formal presentations.

2. Planned Changes in Speakers

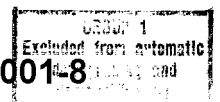


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- c. Dr. Wheelon, having indicated eagerness to give the DDS&T presentation, was formally scheduled to appear [REDACTED].
- d. As Col. White expected to be away during the entire second week of the first phase, Robert Bannerman was asked to give the talks, "Administrative Relationships with Other Agencies" and "Introduction to Management".

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e. [redacted] informed us that he was preparing for another assignment, so we agreed that this would be a good time to try to get Alan Warfield into the program. Mr. Warfield agreed to handle the presentation on logistical support.

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f. As John Clarke did not expect to be in the country, he designated [redacted] to handle the presentation, "Individual Responsibility for Funds". Mr. [redacted] also 25X1A agreed to take John's place on the Management Panel.

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g. Paul Borel again accepted our invitation to appear on the Management Panel. Illness prevented his participation during Course #5, so [redacted] represented the DDI at that time.

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3. New Speakers

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Mr. [redacted] Policy Support Assistant in the Office of the DDI, agreed to discuss the role of intelligence in the formulation of national policy. This topic had been handled heretofore by [redacted] and, in one instance, [redacted] 25X1A

4. "Headquarters Day"

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This shorthand title refers to our attempt to increase the odds that the Deputy Directors would be able to address the Midcareerists. The plan involved convening the Course at Langley on Friday of the second week and having the DD/I, the DD/P, and the DD/S&T each take about an hour to respond to questions prepared during the Course and submitted to the Deputy Directors on Wednesday or Thursday. The DD/S was omitted from this plan only because he usually spends a considerable amount of time [redacted] 25X1A with the Midcareer Course and gets an extensive grilling while there. In addition to the sessions with the Deputy Directors, we arranged to take a tour of the Computer Center; to meet [redacted] 25X1A [redacted] and tour the Signal Center, and, as a stand-by activity, to visit the FMSAC area in the event that the DD/S&T could not meet with us.

5. Allen Dulles Night

For this Course we decided to incorporate Mr. Dulles' appearance into the first phase of the Course rather than the third phase

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as was done during Course #5. Although this affair is highly effective regardless of locale or time, it seems most fitting and has the greatest impact in the [REDACTED] setting.

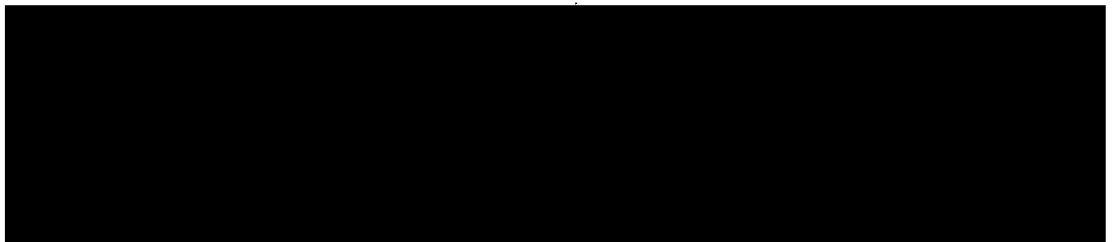
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6. Individual Student Presentations

These constituted an experiment based on past student suggestions and staff conviction that (a) the students should have more opportunity to be something other than sponges soaking up the offerings of guest lecturers and (b) the class as a whole represents a wealth of knowledge and a variety of experience which can easily be tapped for the benefit of all. Consequently, it was planned to have each student devote twenty minutes (15 for talk and 5 for questions) to some aspect of his own work, past or present. These talks were not to be standard mission and function statements about an office, but thoughtful descriptions of activities, problems, accomplishments, and so forth. This scheme added over ten hours (including "break" time) to an already heavy schedule, but by rescheduling or deleting weekend activities which formerly were regular parts of the program, we planned to handle the student presentations on Saturday and Sunday.

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8. The [REDACTED] briefings and demonstrations which Course #5 received were dropped in order to help make room for the student presentations in Course #6.

9. In order to provide a respite and a change of venue, no work was scheduled for Friday night at [REDACTED]. This allowed the students to have dinner and an evening at the Base Club if they so desired. Most of them did.

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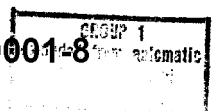
B. Significant Developments

1. Substitutions and Deletions

a. Because of various pressures such as the change of command and the Dominican Crisis, [REDACTED] was unable to

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appear. [redacted] was kind enough to give Tom's talk as well as his own.

b. One-half hour before the plane was due to leave Washington, Dr. Wheelon found it necessary to cancel his scheduled appearance. Carl Duckett stepped in to give the DDS&T coverage with his usual verve and exceptional effectiveness.

c. The Dominican Crisis forced [redacted] of OCI to send a substitute, [redacted], whose handling of questions drew favorable comment.

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d. We had been cautioned by [redacted] of the Collection Guidance Staff that he might not be able to appear as scheduled, so it came as no surprise when we were informed that [redacted], Chief of the Human Resources Group, would handle the presentation on collection guidance.

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e. Because of an unexpected and tragic death in the family, [redacted] was unable to appear as planned. Though he suggested shifting dates and giving his talk during the second week of this phase, our schedule was too tight to take advantage of the offer.

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f. In an amusing "musical chairs" routine, [redacted] finally gave the logistics talk instead of Alan Warfield. It seems that when Col. White did not make his planned trip (Para A.2.d. above), Mr. Warfield was selected to go in his place.

2. Student Presentations

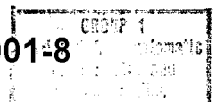
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What with Friday afternoon open as the result of [redacted] cancellation, and with the weather report for Saturday being rather ominous, the Midcareerists decided to start the presentations on Friday and push ahead so that full advantage might be taken of the relatively good weather anticipated on Sunday. The changed schedule worked out as follows:

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<u>PLANNED</u>			<u>ACTUAL</u>		
<u>Day</u>	<u>Hours</u>	<u>No. of Pres-entations</u>	<u>Day</u>	<u>Hours</u>	<u>No. of Pres-entations</u>
Friday	None		Friday	1330-1545	5
Saturday	1300-1500	6	Saturday	1030-1200	4
	1900-2200	9		1300-1630	8
Sunday	1300-1500	6		1830-2145	7
	1830-2130	9	Sunday	1830-2115	6

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It is readily seen that the actual schedule was somewhat less intensive than the planned one which, as experience showed, did not allow sufficient time. Nonetheless, virtually everyone thought the effort was too concentrated and recommended that the presentations in Course #7 be spaced more or less evenly over the two week period so as to avoid ennui. Of passing interest is the fact that Sunday afternoon was indeed blessed with good weather.

C. Summary of Critiques

1. The Agency - Past, Present, and Future - Lyman Kirkpatrick

Mr. Kirkpatrick's opening speech was well received by the bulk of the class. The usual comments of "excellent", "good starter", "effective" and "polished" were made by the students. The only criticism, infrequently stated, was that Mr. Kirkpatrick seemed to be a bit less candid when it came to discussing problems of the present and future.

2. The Intelligence Community - [REDACTED] 25X1A

The majority of the class thought Mr. [REDACTED] presentation was well done and effective. Two or three thought that he wandered a bit. A couple suggested that possibly a chart of the Intelligence Community might have helped make his talk easier to follow. Everyone felt the topic necessary and of interest.

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3. The Evaluation of National Intelligence Programs - [REDACTED]

The majority of the students felt that the topic was an appropriate one for the Course, but there was mixed reaction to Mr. [REDACTED] ability as a speaker. Some students found him informative, interesting and effective, while others used such words as "disappointing", "weak", "too general". One student who criticized his presentation allowed for the detrimental effect of the after-lunch period.

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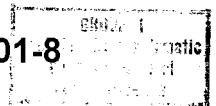
4. The Clandestine Services - [REDACTED] 25X1A

5. Foreign Intelligence Operations - [REDACTED] 25X1A

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The class was rather sharply divided in their reaction to Mr. [REDACTED]. Some DDP students felt he was effective while others were most adamant in feeling he had been completely inadequate and misleading. Members of all components registered the usual criticism anent generalities and basics, i.e., "canned spiel" and "JOT level".

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Many of the students recognized Mr. [REDACTED] ability as a speaker. Several commented on the extra load he took on by substituting for Mr. [REDACTED] as well as giving his own lecture.

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6. The Nature and Scope of [REDACTED]

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Of all the DDP speakers Mr. [REDACTED] was singled out by the greater part of the group as the most articulate and impressive, both in his formal lecture and his contributions to the evening seminar. Even in cases where students critiqued the Clandestine Services presentations as a whole rather than commenting on individual speakers, Mr. [REDACTED] participation was cited as being the most effective and meaningful.

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7. Counterintelligence Responsibilities - [REDACTED]

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In only a very few cases was Mr. [REDACTED] presentation cited as being effective. There was significant agreement that the presentation was poor, unimpressive, and not very informative.

8. The Role of [REDACTED]

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Mr. [REDACTED] lecture was well received and drew compliments from over a third of the class. Criticism centered on Mr. [REDACTED] in-
articulateness and the fact that he dwelt too long on history and organization. Several students noted that his obvious sincerity and dedication balanced off his inability to express himself well.

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9. The Role of Technical Services in Supporting Agency Operations - [REDACTED]

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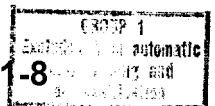
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The general criticism of Mr. [REDACTED] centered on the pedestrian nature of the presentation. He was singled out for being well organized even though what he said was elementary and not very enlightening. It was also noted that he was a substitute and that this fact may have accounted for the lack of broad knowledge which became apparent when answering questions.

10. The Role of Science and Technology in CIA - Carl Duckett

Mr. Duckett again was cited by the class as the outstanding speaker of the first phase. Of the 27 students who commented on him specifically, there was not one who offered any adverse

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criticism of his presentation. The students were also very favorably disposed toward the evening session.

11. The Impact of Automatic Data Processing on Agency Activities - Joseph Becker

Mr. Becker's enthusiasm for and knowledge of the automatic data processing field was recognized by the entire class. Many of the students commented on his effectiveness in developing an understanding of a technical field not easily comprehended. Some students would have liked more specific explanation of the actual uses to which the equipment is put.

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12. The Role of Intelligence in National Policy Formulation - [REDACTED]

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The class was in general agreement that Mr. [REDACTED] topic was appropriate. He was considered a good enough speaker whose material was well organized and fairly well presented.

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The students who did single Mr. [REDACTED] out for criticism used such terms as "too general", "theoretical and academic", and "needed illustrative material".

13. The Production of National Estimates - Sherman Kent

Mr. Kent's speaking ability, personality, and knowledge were recognized by the class as factors placing his talk among the outstanding presentations during the Agency phase.

14. [REDACTED] 25X1A

Mr. [REDACTED] was generally well received. His humor and frankness were cited as assets which made the presentation extremely worthwhile. The only significant criticism, infrequently found, concerned his rambling from one subject to another. Despite this, Mr. [REDACTED] method of using organizational details mixed with illustrative material was mentioned as being effective by several students. 25X1A

25X1A

15. Developments in Economic Intelligence - [REDACTED] 25X1A

25X1A

Only about half of the class commented on Mr. [REDACTED] presentation, but all comments rated him well. There was some feeling that Mr. [REDACTED] was uncommunicative and condescending in answering questions. It was suggested that possibly Mr. [REDACTED] should

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have been given a few minutes to talk about his particular shop before the floor was thrown open to questions.

16. The Agency's Current Intelligence Role - [REDACTED] 25X1A

Of the 20 students who commented, almost half of them expressed sympathy for Mr. [REDACTED] position as a substitute speaker. Mr. [REDACTED]'s talk lasted only about 15 or 20 minutes. He then threw the floor open for questions. There was considerable comment on his ability to answer questions and a feeling that the question period, a longer one than usual, helped to save an otherwise dull and uninspiring talk.

17. Collection Guidance - [REDACTED]

About 2/3 of the class made specific comment on Mr. [REDACTED] presentation. There was rather widespread feeling that the topic was given more time than it warranted. Here again, sympathy for a last-minute substitute was expressed. However, the subject and the speaker were considered no more than adequate. 25X1A

18. Administrative Relationships with Other Agencies - Robert Bannerman
23. Introduction to Management - Robert Bannerman

The class had high praise for Mr. Bannerman, especially for his willingness to be frank in discussion. His extensive participation was frequently noted with favor. His first talk, Administrative Relationships, was not as well received as the one on Management. In fact, there were only two students who did not rate the latter among the top presentations. One of these thought it too general in nature and the other felt the talk was not geared to the level of the Midcareerists

19. Logistical Support of Operations - [REDACTED] 25X1A

Mr. [REDACTED] was generally well received by the class. There were many who noted that it is hard to make the subject a fascinating one. Almost all agreed that Mr. [REDACTED] gave a very good presentation of a complex problem and that the use of the [REDACTED] example was most effective. Even those students who found Mr. [REDACTED] a less than excellent speaker said that his talk was informative and interesting.

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20. Security Considerations in Accomplishing the Agency's Mission - Howard Osborn

The students who criticized Mr. Osborn did so because they felt his talk, although well done, was too general in nature. Some students particularly liked Mr. Osborn's quiet businesslike manner while others found it cold. Some suggested that more case examples were needed. Several admired his frankness and his capable handling of questions. Two students expressed regret that he could not stay for the evening discussion.

21. Developments in Technical Communications - [REDACTED] 25X1A

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Mr. [REDACTED]'s enthusiasm for his subject was noted by most of the class. The students described Mr. [REDACTED]'s presentation as "dynamic", "outstanding", "extremely informative", etc. The equipment display was well received but several students wanted more opportunity to examine and to discuss these items. Both Mr. [REDACTED] who came with him were cited for giving very capable coverage to a complex subject. Mr. [REDACTED] was singled out by one student for his able participation in the evening session on matters other than the technical aspects of communications. 25X1A

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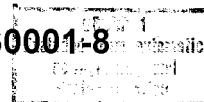
22. Health Considerations in an Unusual Work Environment - John Tietjen

There was divided opinion about Dr. Tietjen's approach to a subject which all but one agreed was appropriate. Some students felt he was too academic and took too long to develop his point while several of the group wished he had had another hour in which to relate theory to practice in the Agency. One student found Dr. Tietjen's presentation "an eye opener in human behavior" and another commented on the "long term value" of his information.

24. Financial Management - Robert Fuchs

Of the 20 students who commented on Mr. Fuchs' lecture, the consensus was that Mr. Fuchs is a competent, effective speaker and that the topic is necessary. Time and again students remarked about his use of slides. Although most students found them useful and interesting, two or three felt the transparencies were too numerous and could have been more graphic. Mr. Fuchs was

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recognized as an expert who made an excellent presentation of potentially dull matter.

25. Personnel Management - [REDACTED] 25X1A

Mr. [REDACTED] emerged as one of the outstanding speakers of the two weeks. Not only was his good delivery recognized but his subject matter was of high priority importance to this group. A large proportion of the class commented on his willingness to be forthright and factual and not to duck issues no matter how unpleasant. He was also cited for his excellent contribution to the Management Panel. 25X1A

26. Observations on the Intelligence Profession - Allen Dulles

The evening with Allen Dulles was rated once again as one of the high points of the first two weeks. Although not all of the students commented on this affair, those who did were unanimous in their praise.

27. Responsibility for Funds - [REDACTED] 25X1A

Mr. [REDACTED] was considered an able speaker with some clearly expressed, thought-provoking ideas. The only adverse criticism noted that Mr. [REDACTED] unnecessarily duplicated much of what Mr. Fuchs had said.

28. Agency Management Problems

Panel: Paul Borel, [REDACTED]
[REDACTED]

Only one student did not comment favorably on the panel. He felt the members were rather defensive and suggested that possibly this topic should have been at the beginning instead of at the end of the phase. The rest of the class felt the panel was a highlight of the Course and was a good wrap-up that was packed full of information candidly given. All of the panelists were singled out for favorable comment by one or more students, but Mr. [REDACTED] was mentioned most frequently. Students from all components were most impressed by his frankness and candor in talking about the Clandestine Services.

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28. Visit to NPIC

The trip was considered very worthwhile by the class as a whole. There was some feeling that it was a bit too long and that unnecessary duplication occurred. Some criticism was directed against what appeared to be too much high pressure salesmanship for NPIC and insufficient attention to substance. The PID part was noted as being especially professional and informative. There was nothing but appreciation for Mr. Lundahl's briefing.

29. Tour of Computer Center - Joseph Becker and Staff

The class was about equally divided on the usefulness of this tour. Unfavorable reactions were expressed in such terms as "too technical for laymen", "too much hardware", "too long" and "not placed in any user context". Those who approved of the tour said it added to Mr. Becker's talk, was profitable and informative, and is a "must".

25X1A **30. Question Period on the Clandestine Services - [REDACTED]**

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The generally favorable reaction to the question and answer session with Mr. [REDACTED] varied in specifics from "a little vague" and "reasonably frank" to "interesting and profitable" and "straight from the shoulder" to "excellent--couldn't have been better". Several students regretted that there could not have been more time.

25X1A **31. Tour of Signal Center - [REDACTED] and Staff**

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All students but one thought the Signal Center tour very important, "highly informative", "good follow-up for [REDACTED]", and "interesting and clearly explained". One student suggested that a question period following the tour would have been a good idea.

32. Question Period on the DDI - Ray Cline

All students agreed that it was good to see and hear Mr. Cline. The only criticism of a worthwhile, interesting, and effective session was that the time was too limited.

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33. Tour of FMSAC Area

This visit did not go over too well. Most students thought it was not too useful and much too long. Some noted that the space was too confining for thirty persons and that forty minutes of standing detracted from the overall impact.

34. Individual Student Presentations

See Attachment A for verbatim comments.

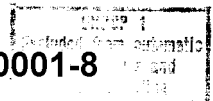
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D. Staff Comment and Recommendations

1. We still seem to be coming up short insofar as coverage of the Clandestine Services is concerned. Although some comments may have been missed in our review of the welter of words, we isolated eleven observations to the effect that the DDP presentations were the poorest of the lot, and fifteen specific suggestions for improvement, eight or more of which emphasized the necessity for explaining the responsibilities and activities of the Area Divisions and of Field Stations. [REDACTED] s ad hoc coverage of these points during the Management Panel were much appreciated by everyone and served to brighten and clarify an otherwise indistinct and somewhat tarnished picture. Probably the "true" (if there is such a thing) impact of the DDP presentations lay somewhere between "The DDP coverage was completely inadequate...", and "I learned more in one and a half days than in the previous fourteen years about the mission, organization, and methodology...", (although this statement could very well be factual!). Nonetheless, concerted effort will have to be made to bring the DDP presentations up to a respectable standard in terms of both content and delivery. We have a couple of ideas, but they are insufficiently thought out to be included in this report. A few meetings would seem to be in order for this summer.
2. The student presentations worked so well that we would be foolish not to try them again. We propose to spread them out somewhat and, by eliminating the NPIC tour (see Para. 3 below), to add a little time (some of which we may well use to help treat the problem discussed in the paragraph above).
3. The Midcareerists have spent a day at NPIC during Courses #4 and #5. It now seems clear that this is too much time in terms

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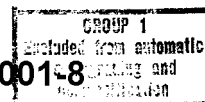
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of useful "take". On balance, it appears that Art Lundahl's talk plus the recently completed PID film plus a question period (four hours maximum) will do the trick. For the next course we propose to ask Mr. Lundahl for that specific coverage and to request that the job be done at [REDACTED] and, if possible, on Saturday morning as it was done prior to Course #4.

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4. We suggest retaining the concept of a "Headquarters Day" for Friday of the second week, primarily as a means of enhancing the likelihood of some participation by the Deputy Directors. It's certainly a lot easier on them if we take the group to Langley rather than ask them to give up from three to four hours to go to [REDACTED] for an hour's session. We will plan to add the DDS to the list of meetings for the day, of course.

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MIDCAREER COURSE NO. 6

COURSE REPORT

Part II (Brookings)

A. Planned Changes from Prior Course

1. A new critique form was used for the first time. More compatible, though not identical, with the form for Parts I and III, we believe the new form helps us to get at the kind of information we want with relatively little effort or redundancy.

2. The small group discussions, heretofore unproductive, were dropped. The time gained was devoted in part to regular presentations and in part to administrative matters such as briefings and preparation of critiques.

3. Speaker/Topic Changes from Course No. 5

- a. Professor Arthur Miller of GWU was dropped and the presentation, "The Courts," was handled by Prof. Harold Chase
- b. A new presentation, "The Executive Branch," was added. Mr. Roger W. Jones appeared before our group for the first time.
- c. Professor Laurin Henry and the talk, "The Presidency," were dropped.
- d. A second new topic was "Administrative Dynamics." The speaker, also appearing for the first time, was Professor Wallace S. Sayre of Columbia.
- e. The talk by Congressman Melvin Price on "The Congress" was dropped.
- f. "Administration of the Courts" was a third new topic. The speaker, John C. Airhart, former Administrator of the Courts, also made his first appearance before our group.
- g. A fourth new topic, "Domestic Problems--Education and Health," was presented by still another new speaker, Dr. James W. Colbert of NIH.

- h. "Social Implications of Scientific Progress" formerly given by Professor Donald Andrews of Florida Atlantic University was dropped.
- i. "The Individual--Perception and Commitment," formerly a day-long effort by Mr. Kilpatrick of Brookings was dropped.
- j. "Economics and Public Policy," heretofore presented by Herbert Striner, was given this time by Norman Ture, National Bureau of Economic Research, who has not appeared for us since Course #1.
- k. A fifth new topic, "Domestic Problems--Unemployment and Poverty," was handled by Herbert Striner of the Upjohn Institute for Employment Research.
- l. "Society and the Individual," previously given by Professor James Bayton of Howard University was dropped.
- m. "U.S. Information Programs" was presented this time by Charles T. Vetter of USIA.
- n. A sixth new topic, "Civil Rights," was covered by Arthur Caldwell of the Civil Rights Division of the Department of Justice.
- o. A seventh new topic was "U.N. Aid to the U.S.--A Calculated Risk." The speaker, Robert Asher of Brookings, addressed Course #3 on a different topic.

B. Significant Developments

- 1. An eighth new topic was scheduled but not presented because the speaker became ill. "Foreign Policy--Information" by Achilles Polyzoides was replaced by "The Limits of U.S. Foreign Policy" given by Charles Burton Marshall.
- 2. Joseph Kraft, scheduled to discuss "The Communications Media," also became ill and was replaced by Harry Schwartz of the N. Y. Times.
- 3. After the schedule was set, Dr. Colbert was faced with an unexpected conflict of commitments. As a result, his presentation was rescheduled into the period from 1515-1715 hours on Wednesday, May 19, making a total of three sessions for that day. Harry Schwartz, pinch-hitting

for Joseph Kraft, moved into the time period originally scheduled for Dr. Colbert, and the afternoon of Wednesday, 26 May, intended for the Communications Media presentation, was left open.

C. Summary of Critiques

1. Conference Objectives

Nine students indicated that the Brookings phase had achieved its objectives to a degree variously described as "outstanding", "excellent", "high", and so forth. Nine others said that the objectives were achieved but added no significant comment as to degree. Ten students felt that the objectives were partially achieved, using phrases such as "fairly well", "probably", "in general", and so forth, or indicating that one or two of the three objectives were not achieved. One student thought that the objectives were not achieved and expressed doubt as to the value of the time spent. Another student found the conference disappointing although it made a useful contribution to one of the objectives.

2. Topics

<u>Title</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
The American Governmental System (Chase)	12	1
The Courts (Chase)	9	1
Administrative Dynamics (Sayre)	9	1
The Executive Office and the White House Staff (Carey)	8	1
Domestic Problems--Unemployment and Poverty (Striner)	7	0
Civil Rights (Caldwell)	7	1
Dynamics of the Legislative Process (Clapp)	7	2
Labor and Society (Sexton)	6	2
Foreign Policy--Planning and Execution (Amory)	5	1
Business and Society (Massel)	4	0
The Limits of U. S. Foreign Policy (Marshall)	3	0
U. S. Information Programs (Vetter)	4	2
Domestic Problems--Education and Health (Colbert)	4	3
Economics and Public Policy (Ture)	3	2
The Executive Branch (Jones)	3	3
U. N. Aid to the U. S. --A Calculated Risk (Asher)	0	1



2. Topics (continued)

<u>Title</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
International Economic Problems (Krause)	1	3
Federalism (Parrott)	4	6
The Communications Media (Schwartz)	2	7
Administration of the Courts (Airhart)	0	15

3. Speakers

<u>Name</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
Vetter (USIA)	23	0
Chase (Univ. of Minnesota)	22	2
Striner (Upjohn Institute)	16	0
Caldwell (Dept. of Justice)	14	1
Sayre (Columbia Univ.)	14	2
Colbert (NIH)	14	3
Carey (BOB)	9	0
Marshall (SAIS-Johns Hopkins)	10	1
Sexton (Office of Economic Opportunity)	10	3
Clapp (Legislative Asst. to U. S. Senator)	12	6
Amory (BOB)	10	4
Massel (Brookings)	6	1
Ture (Nat. Bur. of Economic Research)	8	4
Krause (Brookings)	5	4
Asher (Brookings)	0	3
Schwartz (N. Y. Times)	3	7
Parratt (Maxwell School-Syracuse)	7	13
Airhart (Dept. of Defense)	1	11
Jones (BOB)	2	13

4. Readings

a. Quality

Seventeen students rated the readings better than adequate, using adjectives such as "excellent", "very good", and so forth. Ten students found the readings at least satisfactory with the adjective "good" being used in over half the cases. Two students found the readings fair or of lesser value, and one student failed to comment.

b. Quantity

Only one person thought there was too little reading material. Ten persons thought the quantity was about right and eighteen found the quantity excessive. One student did not comment.

5. Administrative Factors

a. The Daily Schedule

Twenty-two students felt that the schedule is all right as it stands. Five persons failed to comment, and three said that changes are needed. Specifically, the changes suggested were for more variety in the method of presentation, for keeping lectures to one hour's duration, and for having no more than two sessions per day.

b. Conference Length

Although twenty-one persons believed that the length is all right as it is, four students thought that the conference could be longer. Two persons failed to comment, and three felt that a shorter conference would be desirable. In the latter category, one student merely suggested that "possibly" the length could be shortened; one student said that the time allotted for each topic could be reduced without damaging the effect, and one student flatly stated that the conference should be reduced to 3 days in length.

c. Physical Facilities

Eleven students used words such as "excellent" in describing the facilities. Ten persons found the surroundings satisfactory or adequate. Four students failed to comment and five, referring to the fact that the conference room is really too small for the number of participants, found the facilities less than adequate.

6. Suggestions

It would be pointless to list here all of the suggestions. The following table showing categories of suggestions is of some interest, however.

1. Suggestions re additional topics and/or speakers - 27
2. Suggestions re modification of present topics or change of speakers - 8
3. Suggestions re methods and/or techniques - 15
4. Miscellaneous suggestions - 3
5. No suggestions offered - 4

The most frequently recurring suggestion (nine times) in Category 1 was that there should be a presentation on Government-private sector relations with the speaker coming from the private sector (business, industry, NAM, etc.). In Category 3, there were three suggestions to the effect that an attempt should be made to present a dialogue between speakers with different views of a given subject. Virtually all other suggestions were "singletons" or, if recurrent, bore on topics more suited to the third phase of the Course than to the conference at Brookings.

D. Staff Comment and Recommendations

1. Brookings is still doing an excellent job for us and relations remain both cordial and effective. The contract for the next three runnings has been approved in draft by all concerned and needs only preparation in final form by our contracting officer in Logistics and the official signatures of both parties.
2. The seven speakers who were rated least effective by members of Course #5 were all dropped from the planned schedule for Course #6. Unfortunately, one of the dropped speakers, Harry Schwartz, had to be called upon as a last-minute substitute. He again ended up quite low in the ratings.
3. There is a noticeable, though not surprising, correlation between topics and speakers at both the upper and lower ends of the rating ladders in Sections C 2 and C 3 above. One oddity appears, however, in the case of Mr. Vetter whose skill as a speaker is well acknowledged by the students but whose topic, "U.S. Information Programs", was of only moderate value according to student reactions. Dr. Colbert of NIH emerged in somewhat the same kind of position. The primary value in these ratings, however, is the ability to pinpoint rather clearly the speakers and/or topics in need of replacement. In this category fall Messrs. Airhart, Jones, Schwartz, and Parratt. Other candidates, perhaps less starkly revealed, are Messrs. Asher and

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Krause. The paucity of comment on Asher is curious because the topic is not quite appropriate and the treatment leaves much to be desired. Mr. Krause slipped considerably. In Courses #4 and #5 he ranked in seventh place, but perhaps the members of Course #6 found the going too heavy in the field of international economics. Certainly Mr. Krause's subject matter and delivery showed no radical change from one course to the next. To return to the lowest-ranked, there should be no question about dropping Mr. Airhart. The topic is inappropriate and has very little substance, and his manner is almost simpering at times. Mr. Jones is just plain dull and should be dropped if he can't do any better. The situation re Mr. Schwartz has been explained above. Professor Parratt has appeared before all courses except No. 4. There seems to be no record of reaction to him in Course #1. In Courses #2 and #3 the ratings put him in the marginal category. In Course #5 he was one of the bottom seven, and in Course #6 he ranked 17th out of nineteen speakers. We have no doubt seen the last of Professor Parratt.

4. For Course #7 we will try to have Brookings add the following:
 - a. A talk, perhaps by George Carroll, on the role of the Vice President;
 - b. A talk by an elected State official on the responsibilities of State Governments as compared with those of the Federal Government;
 - c. A talk by a businessman or industrialist on relations between government and the "private sector" of the economy;
 - d. A talk on the present status of scientific research and what practical developments are "just around the corner."
5. Brookings seems to be drifting a bit too much in the direction of the external concerns of the Government. We shall try to halt this drift and keep the focus upon the U. S. Government per se, and upon the domestic problems faced by Americans and their government.
6. Student comments about excessive amounts of reading matter are irrelevant. The material does not have to be completely digested prior to the Brookings phase even though the readings

are distributed about two weeks in advance. As all of the reading material is retained by the students, it can be read at leisure after the course if the individual so desires.

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MIDCAREER COURSE NO. 6

COURSE REPORT

Part III - World Affairs

A. Planned Changes from Prior Course

1. Speaker Changes

a. As George Carroll no longer works in ISA, and as Timothy Stanley was preparing to leave for an extended assignment in Europe, the topics, "Problems of National Security" and "U. S. Military Strategy" were combined and presented by Justin O'Donnell, DOD Advisor to the NIS.

25X1A

b. [REDACTED] schedule had him out of town on the day we wanted to cover Arms Control and Disarmament, so [REDACTED] 25X1A [REDACTED] agreed to do the job for us.

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2. New Presentations

a. With the efficient and pleasant assistance of the Office of General Counsel, we were able to get Senator Thomas J. Dodd to deliver the opening address of this phase, "A Congressional View of World Affairs."

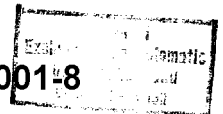
25X1A

b. [REDACTED] Diplomacy delivered the final guest lecture, "The Ambassador and U. S. Representation Abroad".

3. Former Presentations Omitted

a. G. Mennen Williams and his deputy were both scheduled for graduation addresses at secondary schools elsewhere in the country, so the presentation on Africa was not scheduled.

b. Inasmuch as Brookings had arranged for a speaker to deal in some fashion with the U. N. , we did not attempt to get Harlan Cleveland for this phase of the Course. As it turned out, the Brookings presentation would not have adversely affected a



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25X1A

talk on U.N. problems and prospects.

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- c. " [REDACTED], the presentation usually made by [REDACTED] was held in reserve this time and did not find its way onto the schedule.

4. Visit to NASA Headquarters

This half-day jaunt to downtown Washington was tried for Course #4 and worked reasonably well. Because the field trip for Course #5 took in Huntsville, Ala., and Houston, Texas, the visit to Headquarters was omitted for that Course. It was again arranged for Course #6 through the good offices of OCR/Liaison.

5. Field Trip

Course #4 had visited SAC Headquarters at Omaha and an Atlas missile site not far from Omaha. For Course #6 we added NORAD Headquarters at Colorado Springs to the itinerary and subsequently found that the Atlas Site near Omaha was being deactivated. As a result, we also added a stop at Warren AFB, Cheyenne, Wyoming, for briefings and a tour of a Minuteman missile facility.

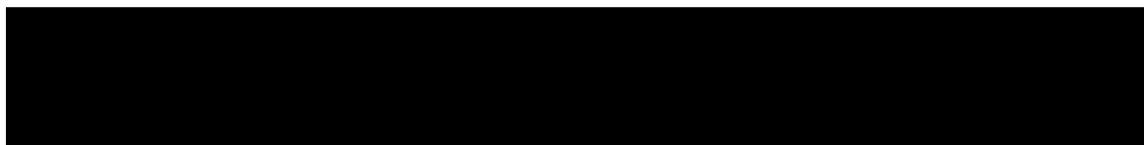
B. Significant Developments

1. As Admiral Raborn was unable to have lunch with Senator Dodd as planned, the new DCI appeared before the group to introduce the Senator. Everyone was most pleased to have this unexpected opportunity to see and hear the Director.
2. While the members of the Course were underground at a launch control facility near Cheyenne, the word came through that tornadoes and weather of similar ilk had closed or made inordinately dangerous all air routes to the East. Consequently, the group was forced to stay an extra night in Cheyenne and to spend the following day flying back to Washington. The loss of three hours in the air (Mountain Standard to Eastern Daylight Time) didn't improve matters any.
3. Because of the delay in returning to Washington, the Thursday schedule had to be canceled. As a result, the group did not hear

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4. Mr. Helms had planned to deliver the graduation address and to hand out the certificates, but the White House called for the Director and Mr. Helms had to take the Director's place at another meeting. Mr. Kirkpatrick graciously moved into what was very nearly a disastrous vacuum and with a short but eminently fitting talk closed out the Course in a most appropriate fashion.

C. Summary of Critiques

1. A Congressional View of World Affairs - U.S. Senator Thomas J. Dodd

The twenty-three students who commented were unanimously agreed that the topic was appropriate and the speaker effective. The ratings on speaker effectiveness varied from "good" to "outstanding" with most of the students using the terms "effective" or "excellent". Three students observed that the talk was a boost to morale and two, while agreeing that the presentation was useful and interesting, suggested that hearing a critic of the Agency might be preferable to hearing a friend.

2. Survey of U.S. Military Strategy and the Role of ISA - Justin O'Donnell, DOD Advisor to the NIS

There were mixed reactions to both this topic and the speaker. While twelve students found the topic appropriate, five found it "marginal" or "too broad" or "not of particular interest", etc. Six students thought Mr. O'Donnell was at least an adequate speaker, but five considered him only "fair" at best and six others saw him as "ineffective", "poor", "inadequate", and so on. Some participants felt that he was not very good at fielding questions and that he glossed over areas of friction among agencies.

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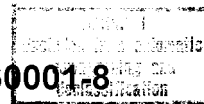
3.



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Twenty-six students commented on [redacted] performance and were enthusiastically unanimous in their praise. The observation of lowest intensity described the period as "... a

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good, valuable session". Three students felt the presentation was a highlight of the Course and eight specified it as "best" or "one of the best". Running through the critiques are observations on the importance and timeliness of the topic and on [redacted] depth and breadth of knowledge as well as his expertise in presenting the material.

25X1A

4. Internal Political Developments in the USSR - [redacted]

25X1A
25X1A

No one felt that this topic was inappropriate. Most of the comments described it as "necessary", "fitting", "valuable", "interesting", and so forth. Twelve students rated Mr. [redacted] speaking ability from "adequate" to "excellent", and added some infrequently used adjectives such as "stimulating", "unorthodox", and "fascinating". On the other hand, six persons found him "dull", "not very effective", "in a world of his own", etc. Included among these observations are some curious "yes-no"--types of comment which are paraphrased here as a matter of general interest:

25X1A

- "superficial treatment--adequate job"
- "Quite good--somewhat disjointed"
- "effective--frequently over-detailed"
- "good job--needs to stay closer to main theme"
- "favorably impressed--not ideal speaker"
- "interesting--perhaps too deep and narrow".

Five students commented favorably on the question and answer period and two or three specifically noted [redacted] knowledgeability 25X1A

5. Current Problems in Latin America - Irving G. Tragen, AID

Student comment showed no question as to the appropriateness of the topic. Reaction to Mr. Tragen as a speaker was predominantly favorable although some unusual adverse comment appeared. Sixteen students rated the speaker at levels ranging from "effective" and "able" through "excellent" to "one of the best of the whole Course". However, six persons thought Mr. Tragen was "weak", "dull", "fair", or "not too effective". Oddly enough, one student described the speaker as "weak substantively" while one other thought he had an "excellent grasp of the subject", and still another found him "well-versed in the topic". On balance, Mr. Tragen's performance was rated only slightly less favorably by this class than by the previous one.

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25X1A

6.

WH Division, DDP

██████████, heretofore a solid contributor evoked sharp difference of opinion from this class. The comments paraphrased below represent the extremes of the difference.

"A high point. A very effective speaker with an absorbing story."

"Awful and a disgrace to the DDP. I hope he is not allowed to talk to JOT's."

"A dynamic presentation. I got a clear picture of political action."

"An oversimplified presentation and an insult to the class' intelligence. A black eye for the DDP. Don't have him back."

25X1A

Most of the eleven negative comments on M██████████ speaking ability referred in one way or another to his manner ("overly dramatic", "sometimes almost contemptuous", etc.) or to the level of his remarks ("orientation style", "impression of talking to JOT's", etc.). Eight students, however, made positive comments on the presentation, using terms such as "very effective", "good", "forceful and dynamic", "well-presented", and so on. One of the major curiosities--which perhaps is a reflection of the nature of the basic difference of opinion about the speaker--is contained in the following two statements.

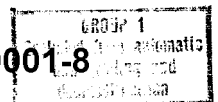
"He should talk as if all of the class were from the DDP" (statement from a DDP student's critique)

"I commend him for taking into account the fact that not all of us were from the DDP" (statement from a DDI student's critique)

Finally, seven persons found the topic appropriate but two thought it out of place in this phase of the Course.

7. Arms Control - Background and Developments - S. N. Graybeal, U.S. Arms Control and Disarmament Agency

Five students thought that the topic was "marginal", "unessential" or "of lesser importance". Conversely, twelve of the twenty-four who commented considered it appropriate, "good", or "excellent". As a speaker, Mr. Graybeal was rated positively by eight students, whose adjectives ranged from "effective" to "excellent", and negatively by five persons who found him "dry", "disorganized",



or "too fast a speaker". The general tenor of the critiques reflect an interesting but not exciting topic presented by an informative and competent, though not inspiring speaker.

25X1A

8. The Defense Intelligence Agency - [REDACTED]
DIA

25X1A

Of twenty-six comments, one indicated that the topic was inappropriate because it was "too vast". Fourteen students thought [REDACTED] speaking ability was "effective", "adequate", or better. Four persons found him "uninspired", "poor", or "not too impressive". Five students commented unfavorably on the graphics and/or the "organization and function" approach. An interesting thread runs through several of the negative comments, as revealed by the following paraphrasings.

"soothing syrup--a better job is needed for future Courses"

"He dodged some issues"

"Some fairy tales--maybe a worthwhile discussion of DIA cannot be generated by the DIA people"

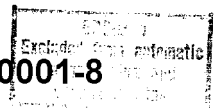
"I got the impression we were being given the 'party line'".

On the other hand,,two students used the word "candid" in describing the performance, and another said that the General was better than other DIA representatives who had been heard elsewhere.

9. Current Problems of the Near East - Phillips Talbot, Assistant Secretary of State for Near Eastern and South Asian Affairs

(Note: Mr. Talbot was called to the Vice President's office shortly before his scheduled appearance for the Midcareerists. He arrived at Glebe Rd. in time to give a forty-minute talk and to answer questions for ten minutes. He cut back on his usual presentation by omitting much of the illustrative material.)

The students obviously thought that the topic was appropriate, and fourteen persons commented favorably upon Mr. Talbot's ability as a speaker. One student described Mr. Talbot as a "superb speaker, one of the best in the Course". Three persons used the word "polished" in describing the performance. Eight students noted the high value of the material and the effectiveness of the speaker despite the shortness of the time available. On the negative side, one student thought the presentation was "bland white-wash", and that the speaker was not frank about



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relations with CIA. Another thought that the talk was a typical defense of the State Department's proclivity to react rather than act. A third person felt that the session was educational although an example of how to say little very cautiously so as to offend no one

25X1A

25X1A

10. The Ambassador and U.S. Representation Abroad - [REDACTED]

Perhaps because of the excitement attending the final day of the Course, only half of the class commented on [REDACTED] contribution. Five persons indicated that the topic was highly appropriate, while the other ten made no observation on the point. Thirteen students were high in their praise of [REDACTED] talk. The word "excellent" appears most frequently, and one student rated the performance as "One of the best, if not the best, sessions of the Course." [REDACTED] frankness was noted in several critiques, and his experience-based observations were considered particularly valuable. The only critical comment described the talk as "Worthwhile despite seeming to be mostly platitudes."

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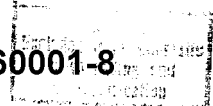
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25X1A

11. The Visit to NASA Headquarters

This left much to be desired. Undoubtedly the NASA folks were much less concerned with us than with Messrs. White and McDevitt and their extraterrestrial antics, but this doesn't explain all of the shortcomings of the visit. Fifteen students commented adversely on the afternoon's experience while seven thought it worthwhile. Five persons saw the experience as a "waste of time", four viewed it as "disappointing" and three noted the low level of the information dispensed. There was some difference of opinion on certain specifics. For example, two students commented favorably on the major briefer while three thought he was less than adequate. Three students thought the films were useful while four found them of no value. However, there was general agreement that the question and answer period was poor and that the reason, quite possibly, was that the NASA representatives were either unaware of the clearances held by our group or were holding back, for reasons of their own, despite being aware of our clearances. (Note: The same situation was noted by some of the Midcareerists in Course #5 during the visit to the NASA installation at Houston.) At any rate, the general reaction was negative.

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12. The Field Trip

A. This was a great success in spite of the substitute transportation and the weather problem. Twenty-five of the twenty-eight students who took the trip commented on one or more aspects thereof. Eighteen persons commented on the trip in general and the lowest intensity of approbation was found in the one critique which rated the trip merely "instructive". One student said that he enjoyed the trip, never having been in that part of the U. S., but that he believed that CIA did not profit from the visits. The rest of the comments were quite laudatory, reflecting that the trip was pleasant, highly informative and a "must" for all Mid-careerists. The visit to NORAD Headquarters drew the most plaudits. Compared with the briefings at SAC Headquarters, those at NORAD were professional and very much to the point, as noted by thirteen students who used terms such as "superb", "magnificent" and "excellent" to describe the experience. The only suggestion for improvement concerned the need for more time devoted to questions and answers. The performances by SAC officers at Omaha varied from outstanding to dreadful. In a few instances there was far too much reliance on "wiring" diagrams, on details, and on the reading of statements of function which were plainly printed on graphic aids. Three of the talks were first-rate, however, and the afternoon visits to the underground CP and the Trajectory and Finder areas were well worthwhile. The visit to Warren AFB and the neighboring Minute-man missile facilities drew specific comment from eight students. One found it unessential, though worth a half a day; another thought the briefings should be shortened so that more time could be spent at the sites, and six students described the visit in terms such as "staggering", "impressive", "worth doing again", and so on.

B. There is no point in belaboring the obvious insofar as the DC-3 transportation is concerned. This solution to the problem was the best possible without going beyond reasonable financial limits. The wonder is not that fourteen people castigated the transportation in terms varying from gentle to vitriolic and a few fretted about its presumed effect upon the Agency's image, but that thirteen students didn't mention the matter while one went so far as to say, "I for one am deeply gratified for the marvelous opportunity... and would have traveled in a damned ox cart if necessary..."

C. A last note concerning the field trip: Seven or more students were quite shaken to find that the group was registered at a Colorado Springs motel under the heading of "CIA Protocol". This sort of thing is, of course, unnecessary and should be avoided in the future. We thought the point had been made well in advance of the trip (see Attachment A), but there is quite obviously some slippage in communications between 1000 No. Glebe Road and Colorado Springs.

D. Staff Comment and Recommendations

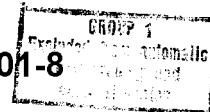
- ✓ 1. We are losing the services of [REDACTED] who is going to China for a year, and Irving Tragen, who has just been designated Chief of the AID Mission to Bolivia. Both men will be difficult to replace. [REDACTED] made several suggestions which we will look into during the summer. Mr. Tragen's replacement in AID is a man by the name of Sanchez, I think, who is transferring from the Peace Corps. We may well have to redesign our coverage of AID and Latin America. 25X1A
- ✓ 2. We would like to expand the coverage of World Affairs by removing from this phase the [REDACTED] presentations given by [REDACTED] and replacing them with different subjects. These Agency activities really should be a part of the coverage during the Agency phase--as some of them once were--and, if placed there, they would go a long way toward clarifying the general impression which students are now getting of the Clandestine Services. 25X1A
- ✓ 3. The presentations on ISA have been going downhill steadily. Perhaps this is the fault of the speakers and perhaps it is merely that the subject has no intrinsic burning intensity. It might be useful to try for coverage of this politico-military cross-fertilizing by approaching it from the State Department side. If [REDACTED] is too busy, maybe someone in his shop would do a good job. 25X1A
- ✓ 4. The idea of starting this phase with a Congressman is good. Whether it can be repeated for each Course is a question that the Office of General Counsel may be able to answer for us. We should try for a Congressional "opener", at any rate.
- ✓ 5. We need coverage of our Armed Forces' capabilities in terms of major adversaries. Aside from SAC, we don't touch the subject.

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For Course #7 we hope to be able to arrange a day of briefings at the Pentagon.

- ✓ 6. It is high time that we cranked NSA into the picture somewhere. Arranging briefings (and perhaps a visit to Ft. Meade if there is anything to see) should not be a problem now that General Carter has assumed command.
- ✓ 7. Something will have to be done about NASA. Perhaps the best first step would be to find the appropriate person in NASA (probably neither the Director of the Agency nor our liaison man) with whom to have a heart-to-heart talk. The visit to their Headquarters was far from satisfactory and the problem--if there is one--at Houston must be solved or it won't be worth the effort to go there again next winter. For Courses which do not go to Huntsville and Houston, maybe a visit to Goddard, which was tried with not much success in Course #1, would be useful. All possibilities need careful screening, however. NASA must be capable of a better job than they have done for us recently.
8. The SAC-NORAD-Warren AFB trip is a dandy. When the [REDACTED] 25X1A emerges from the cocoon with new engines, the journey will be most pleasant. From the standpoint of the "take", the visits are of high value. It should be noted that the CIA liaison men at both SAC and NORAD are being replaced during the summer. Hopefully the new representatives will be able to provide at least as good, and in some respects better, service as the present incumbents have.

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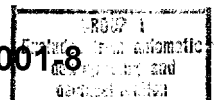
ATTACHMENT A

25X1A

Extract from Letter of 12 April 1965 from C/M SOC to Mr. [REDACTED] 25X1A
[REDACTED], OCR Liaison, Subject: Midcareer Executive Development
Course No. 6 - Field Trip to NORAD Headquarters and SAC Head-
quarters

*Please note that we have no objections to your informing briefers and escort officers that we are a CIA group. In fact, the briefings are usually more effective if the briefers are so informed. Of course, such knowledge should not be indiscriminately publicized. We do request, however, that the identity of the group not appear in print on any schedules or other paper incidental to our visit. If

[REDACTED] 25X1C



MIDCAREER COURSE NO. 6

COURSE REPORT

Miscellaneous Items

1. Course Administration

All three phases of the Course drew laudatory comment as far as general administration is concerned. Complimentary adjectives abounded and bouquets were tossed in profusion in recognition of the efficient solution of a myriad of problems both anticipated and unforeseen. As already reported, the aircraft used on the field trip attracted most of what ire was noticeable. A few other thorns appeared among the roses, but none of them were sufficiently pointed to warrant discussion here.

2. Re Elimination of Course Phases

Twenty-six students answered this question in the negative. Of the four persons (the same four who are mentioned in the third paragraph under "General Observations") who felt that one or more parts of the Course should be eliminated, none suggested dropping the Agency phase. One student described the Brookings phase as "a complete bust", although at the end of the Brookings phase two weeks earlier he had written that it was "well worth the time and effort"! Whether he would have it eliminated or merely completely revamped remains unspecified. Another student in one statement flatly recommended eliminating the Brookings phase, while in another statement he said that the phase should be replaced by "...Agency and Government speakers." A third student suggested eliminating Brookings and running phase 2 "directly", thus saving some money. As for the World Affairs phase, one person recommended eliminating it but putting the "useful" material into the Agency phase (although he did not suggest lengthening the Agency phase). A second student, observing that the third phase "lacks purpose and unity", suggested putting everything but the trip--which he would retain and perhaps lengthen--into phases 1 and 2.

3. Re Length of the Respective Phases

Seventeen students were of the opinion that the three two-week divisions are all right. There is very little agreement among the

remaining thirteen students as to what adjustments should be made. The most original suggestion calls for the addition of a day or two at the end of each phase to allow students to sort out their impressions and, perhaps, to prepare a paper on some aspect of particular interest to the student and maybe even to the Agency. One person recommended that the whole course be telescoped. An analysis of each of his critiques leads one to conclude that he believes the Course should consist almost exclusively of fifty-minute lectures. Three persons suggested that more time should be spent with DOD and State representatives, thus implying a lengthening of phase 3. Two others simply said to lengthen that phase, and two said to shorten it. One student wants the Brookings phase reduced by two days (while retaining all the coverage), but another wants it lengthened by an unspecified amount. Four students thought that the Agency phase should be lengthened (two of them suggested this at the expense of phase 3), while one simply recommended shortening it, and another felt it should be cut by at least one-half. In sum, all of this is inconclusive insofar as desirable specific changes are concerned.

25X1A

4. Re Two-Week Period [REDACTED]

The responses to this question are most easily presented in tabular form.

	<u>2 Weeks Sufficient</u>	<u>Longer Period Desirable</u>	<u>Don't Go At All</u>	<u>No Response</u>
No. of responses	20	5	3	2

As it is phrased on the critique sheet this question is a relic of the early days of the Midcareer Course. If it is dropped next time around, probably no one will be any the less informed for want of the information contained in the responses.

