

**CONFIDENTIAL***Office Memorandum* • UNITED STATES GOVERNMENT

TO : Chief, Operations School  
 VIA : Chief, Headquarters Training

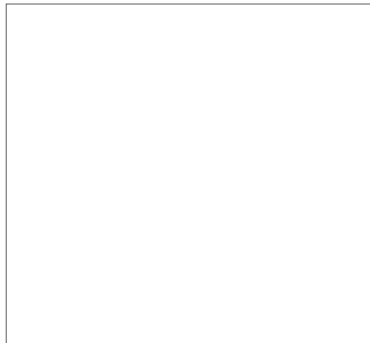
FROM : Chief Instructor, Information Reporting,  
 Reports, and Requirements

SUBJECT: Final Course Report - Introduction to  
 Operations Training, 4-15 January 1960

DATE: 1 February 1960

SYNOPSIS

1. Ten JOTs were enrolled in a class organized for them under the title of "Introduction to Operations Training." All ten attended the class from 4 to 15 January 1960 with varying regularity. The class was evenly divided between men and women, with an age range of 23-29 years according to incomplete data supplied. Thumbnail sketches of students are attached as is also a schedule of instruction. The student roster follows.



(b)(3)

2. As a whole, the behavior of the group during the first day or two of the course was immaturely undisciplined. The minute the instructor in charge left the room, work stopped and play started, with [ ] generally heading it up. Such symbols of childishness as crude swastikas and statements like, "Junior wants to learn," were scrawled on the blackboard. With the exception of a fairly steady correspondence by note, generally originating with [ ] between him and [ ] there was no discipline problem while the instructor was in the classroom. Left to themselves on an all-day observation and reporting problem, some students without completing the job quit early - one of them three hours early. As a group, they lacked a fitting sense of responsibility. The drive of urgency so evident in the person who has in him the making of a reporter was not apparent throughout the group. It should be said, though, that the class was generally enthusiastic about practical work in reporting after the assignments had been carried out.

(b)(b)(3)

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3. During the second week of instruction, however, [redacted] (b)(3) said of the group attitude: "In general, the student group had an eager and an enthusiastic attitude. On two occasions the student body remained during lunch to see training films."

4. By and large, during the first week, the group was punctual and regular in attendance. During the second week, however, attendance fell off. Because of illness, [redacted] was absent 11-13 January. [redacted] with (b)(3) the excuse of U.S. Air Force physical examinations, was absent the morning of 12 January and the entire day of 15 January.

*any others?*

#### STUDENT PERFORMANCE

5. In the week devoted to reporting, six of the ten students turned in top-flight performances; three, satisfactory; and one poor. In the practical exercises, [redacted] did a relatively superior job in all respects (b)(3) [redacted] an eager worker, turned in an excellent report. [redacted] (b)(3) [redacted] did excellently in collecting information because of the (b)(3) resourcefulness she showed in getting people to talk with her on what she wanted them to talk about. [redacted] next to [redacted] did the best (b)(3) reporting in the group. He gets information because he is unobtrusively aggressive in going after it - a real gift in the makeup of an information collector. [redacted] performed on the excellent level. As a reporter, (b)(3) she was resourceful with perhaps a bit too much emphasis on being pleasantly aggressive in going after what she wanted. She wrote effectively. [redacted] (b)(3) performance was highly satisfactory. He carried out his assignment thoroughly and conscientiously. [redacted] got a late start and never did catch up or even (b)(3) really try to. He was one of two in the group who did not bother to accept an invitation to come to the reports instructor's office to check over his work. [redacted] performance was barely satisfactory. He was an aggressive (b)(3) operator, perhaps too much of an extrovert to be an unnoticeable and therefore a secure one. He wrote a sloppy report and did not bother to copyread and proofread it. [redacted] did her best in carrying out her reporting as (b)(3) ment, with sound and satisfactory results.

6. [redacted] performance was a poor one. First, she left her (b)(3) observation assignment and went home at 2 o'clock in the afternoon with the observation required for complete coverage only partly done. Second, her report indicated that nothing said by instructors in the classroom and in the laboratory about organization of or expression in information reports had been heard or had penetrated. Third, she was one of two students who did not appear for a final check of her report. Other instructors remarked on her lack of attention and her proclivity for note passing.

7. Despite her relatively poor performance, [redacted] was in n (b)(3) sense a troublesome student. [redacted] was the only such, and within a day or (b)(3) two he was quieted to the point where he no longer openly made a nuisance of himself by overdosing the class with self-assertion lacking in medicinal value in the self. His training officer's having talked to him seemed to have taken hold.

8. [redacted] estimate of student performance during the second week of the course follows. (b)(3)

Student Performance: [redacted] (b)(3)  
and [redacted] were assigned the [redacted] case to analyze. (b)(3)  
As a team they did an excellent job. [redacted] took the initiative (b)(3)  
and led the discussion. He and [redacted] developed the case more (b)(3)  
thoroughly than did [redacted] approach, although energetic, (b)(3)  
did not reflect the critical perception of the other two. [redacted] (b)(3)  
[redacted] and [redacted] were assigned the [redacted] case to analyze. (b)(3)  
They shared the development equally, and both appeared to have an (b)(3)  
excellent grasp of the essentials. [redacted] and [redacted] (b)(3)  
[redacted] analyzed the [redacted] case. Both showed a keen awareness (b)(3)  
of the key operational points and adopted a professional approach to (b)(3)  
the problems involved. [redacted] was given the [redacted] case. (b)(3)  
Her analysis was excellent and showed an appreciation of the critical (b)(3)  
operational areas of the problem. [redacted] and [redacted] were given no (b)(3)  
operational assignments.

[redacted] (b)(3)

Attachments

- 1. List of students & sketches
- 2. Schedule