INTRODUCTION

Unclassified Training Group A, the program of training for personnel who are awaiting full clearance, has been in operation since April. It is designed to serve two purposes: (1) to secure promising people who might otherwise become discouraged and lost to the Agency during the long waiting period necessitated by clearance; and (2) to provide basic training intended to increase the individual's value to the Agency once he assumes his job responsibilities.

The office to which the individual is assigned requests his enrollment in either of the two programs in UTG/A: The intensive reading knowledge of Russian course for eight weeks at the Institute of Languages and Linguistics, Georgetown University, or the general course in Intelligence and International Relations for six weeks at Alcott Hall.

This school in Alcott Hall is concerned with the general course in Intelligence and International Relations. The formal schedule of classes lasts six weeks with entrance dates every three weeks. If an individual completes this allotment of work and his clearance is still pending, participation in the International Relations course and a continuation of research on the assigned project is requested.

SUMMARY STATEMENT OF CURRICULUM

The course of study is:

1. Reading Improvement Laboratory - Aim: The program is designed to accelerate reading rate and improve memory span.

2. Cooperative Inquiry Into International Relations - Aim: To provide student committee work in current area studies. Possible trends in the various areas of the world are noted. Main emphasis is placed on abstracting news and group discussion.

3. Intelligence Course - Please see enclosure No. 1 for full description of the intelligence course.

4. General Administrative Principles Course - Aim: To promote the understanding of general practices of executive and administrative responsibilities.

5. Research Project - The research project assignments originate in the offices of the respective trainees. The projects can take the form of a seminar report or reading project. For further information on reading projects, please see enclosure No. 2.

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OUTLINE FOR A COURSE IN GENERAL INTELLIGENCE

A. PURPOSE

To provide within the existing framework of UTG/A, a course in basic general intelligence. This course will give the students some informational background in the following major fields of intelligence interest:

  1. United States Government Intelligence Agencies;
  2. Basic Concepts of Strategic Intelligence;
  3. Combat and Counterintelligence;
  4. Sources and Agencies;
  5. Evaluation Systems.

B. SCOPE

The course will be given during the standard six week training phase. It will include a minimum of two (one hour) lectures each week plus an intelligence "lab" of three hours each week devoted to administration of problems and/or examinations; to discussion on the results thereof; and to round table discussions of questions on subject matter of the course or of related intelligence material.

An examination will be given during the first and last weeks of the course. The course director is to utilize the results of the first test as guidance for his subsequent lectures; and the results of the last test to determine whether or not progress has been made by the individual in his or her comprehension and approach.

A list of subject matter to be covered in the course is given below. It is not considered advisable to give a specific breakdown in hours as certain groups will require more of basic subjects than others. Each of those subjects marked with an asterisk (*) should be included without fail. Other desirable, but not necessary, subjects may be added if available time permits.

  * 1. Introduction to Intelligence - Historical Examples; Validity of Principles;
  * 2. Development of Military Intelligence System in the U. S.;
  * 3. The Differences Between Strategic and Tactical or Combat Intelligence;
    4. The Duties and Responsibilities of the G-2;
  * 5. The Intelligence Process From E. E. I. to the Estimate;
  * 6. The Need For Continuous Intelligence;
  * 7. Sources and Agencies;
  * 8. Evaluation of Sources and Agencies - Interpretation of Information;
    9. Counterintelligence - What It Means; How It Is Obtained; Everyday Examples Of Its Successful Use;

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* 10. Military Intelligence Security - Intelligence Security of Personnel, Sources, Methods, Information, and Results; Communications Security;
11. Intelligence Service Organizations (Specialist Team);
* 12. U. S. Government Intelligence Services As They Exist in 1952;
13. Air Intelligence;
14. Air - Ground Intelligence Requirements;
* 15. Geographic or Topographic Intelligence;
* 16. The Need To Know Map Reading - A Must For All Intelligence Personnel;
17. The Place of Psychological Warfare in Intelligence;
18. Personnel Problems in Intelligence;
* 19. Intelligence Training;
* 20. Morality In Intelligence.

Guest speakers, if available, should be informed of the other subjects scheduled so as to permit better integration of their material into the overall program.

C. DIRECTED READING

As it will be impossible for the student to become too familiar with the thought processes and methods of approach used in the everyday intelligence problems, it is believed that a reading program, to be completed partly in the office and partly out of the office, should be applied. This will permit a greater understanding of the needs of intelligence users. It is particularly recommended that both Strategic Intelligence by Kent and Intelligence Is For Commanders by Glass be included as mandatory reading matter. To complete the program, an additional two books of intelligence interest should be selected from a list to be made available in the library.

D. MAP READING

It is deemed advisable to continue to give an examination in map reading to each class. To accomplish the best results, an announcement should be made early in the course that such a test will be given. Students should be advised that they will be responsible for their own preparation, but that advice on methods of study will be given. The library already has adequate text material, and maps are prominently displayed in all classrooms. It is recommended that the results of this test, if unsatisfactory, be included in the student's jacket so that his or her office can determine the necessity or desirability of further training.

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This is a sample of the reading project work
done while awaiting clearance after completion
of the six weeks' course.

Enclosure No. 2

NAME OF STUDENT:

TITLE OF PROJECT: Background Reading on the Near East

TITLE OF BOOK OR ARTICLE: Young T. Cuyler, ed., Near Eastern Culture and
Society. 1951.

GENERAL THESIS OF BOOK OR DISCUSSION OF THE PART(S) OF THE BOOK FOUND
APPLICABLE TO THE SUBJECT:

   The book is divided into two parts: one develops the primary
   methods of interchange of culture and knowledge (art, archae-
   ology, literature, and science) and the impact of the Near
   East on the West in this field; the second deals with current
   problems of Western contact and their affect on the Near East.
   The common theme of the latter section is how to establish the
   newly emergent nationalism on a secure and stable foundation.

HOW HAS THIS BOOK OR ARTICLE AFFECTED YOUR THINKING ON THE PROJECT?
TO WHAT EXTENT WOULD YOU RECOMMEND IT AS A GENERAL READING FOR THE
PERSONNEL IN YOUR OFFICE?

   The first part attempts to cover so much that it sometimes de-
   generates into a mere listing of names and is of little help to
   the beginner and less value to a scholar. The second part,
   which also tends to be concerned with cultural factors, reaches
   no satisfactory conclusion and is usually so general as to be
   of little help to the reader. I would not recommend it for a
   general reading list.

HOW RELIABLE IS THE AUTHOR'S PRESENTATION?

   As the authors of the various chapters are said to be experts
   in their fields and scholars of repute, I would consider the
   approach to be valid and objective.

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TITLE OF PROJECT: Background Reading on the Near East

TITLE OF BOOK OR ARTICLE: Hitti, Philip K., History of the Arabs. 1943.

GENERAL THESIS OF BOOK OR DISCUSSION OF THE PART(S) OF THE BOOK FOUND
APPLICABLE TO THE SUBJECT:

> This is the only history, in the classic sense, in the bibli-
> ography. It tells the story of the Arabians and Arabic-speak-
> ing from earliest times to the conquest by the Ottomans in the
> 16th Century. It is a description of the rise and fall of the
> Islamic Empire, placed in a proper perspective, and accounting
> for the influence of political, economic, social, and cultural
> factors.

HOW HAS THIS BOOK OR ARTICLE AFFECTED YOUR THINKING ON THE PROJECT?
TO WHAT EXTENT WOULD YOU RECOMMEND IT AS A GENERAL READING FOR THE
PERSONNEL IN YOUR OFFICE?

> It colors my thinking to the extent that it forms the bulwark
> of my background knowledge on which to base interpretations of
> more contemporary works. Although it could be read with value
> by any intelligent and interested layman, I would not recommend
> it for any general reading list, but rather for a student seek-
> ing a more thorough and profound knowledge of the Near East.

HOW RELIABLE IS THE AUTHOR'S PRESENTATION?

> A massive and well-documented study, but which is also well-or-
> ganized and lucid. Although he pays full tribute to the achieve-
> ments of the Arabs, he retains an objective approach and recog-
> nized their failures and shortcomings. There may seem to be un-
> due emphasis on cultural developments, especially to anyone more
> interested in political and economic factors, but it is also true
> that it is in this area that Arab achievements and traditions have
> had their greatest influence.

NAME OF STUDENT:

TITLE OF PROJECT: None

TITLE OF BOOK OR ARTICLE: Sherman Kent, Strategic Intelligence For America
World Policy

GENERAL THESIS OF BOOK OR DISCUSSION OF THE PART(S) OF THE BOOK FOUND
APPLICABLE TO THE SUBJECT:

Kent emphasizes that strategic intelligence involves more than mili-
tary considerations. Equally important responsibilities include that
of providing the necessary information for sound political and econ-
omic decisions in international matters. Since civilian skills, fre-
quently of a highly technical nature, are essential to those ends, he
considers the creation of the conditions necessary to attract and prop-
erly utilize men of outstanding ability to be one of the prime pre-
requisites of success

HOW HAS THIS BOOK OR ARTICLE AFFECTED YOUR THINKING ON THE PROJECT?
TO WHAT EXTENT WOULD YOU RECOMMEND IT AS A GENERAL READING FOR THE
PERSONNEL IN YOUR OFFICE?

This book has clarified my thinking concerning the scope and broad
problems involved in intelligence work. It is pitched at the right
level for the general reader, and is a good introduction to the sub-
ject.

HOW RELIABLE IS THE AUTHOR'S PRESENTATION?

Kent is pro-civilian in regard to the question of the proper orienta-
tion for intelligence activities. Apparently his experience has con-
vinced him that the military, as a rule, have not made the best use
of professional skills. He is obviously more familiar with the re-
search than with the field aspects of intelligence operations. If
these factors are taken into account, however, I think that he succeeds
rather well in posing some of the major problems.

	Monday		Tuesday		Wed.	Thursday		Friday	
	Phase I	Phase II	Phase I	Phase II		Phase I	Phase II	Phase I	Phase II
1st period 0840-0930	Intelligence Course	Reading Lab	Intelligence Course	Reading Lab	D A Y	Gen. Adm. Course	Reading Lab	Gen. Adm. Course	Reading Lab
2nd period 0945-1035	Reading Lab	Intelligence Course	Reading Lab	Intelligence Course	D E V O T E D	Reading Lab	Gen. Adm. Course	Reading Lab	Gen. Adm Course
3rd period 1045-1135	International	Relations			E N		---------------->	Guest Lecturers	
4th period 1135-1205	Lunch		Lunch		T I R E L Y	Lunch		Lunch	
1205-1235	Directed Reading or Student Lecturers		Student Conferences		T O R E S E A R C H	Review of Internat'l Relations Abstract Internat'l Relations R o u n d T a b l e		Student Conferences R e s e a r c h	
5th period 1245-1335									
6th period 1345-1435			Intelligence Lab						
7th period 1445-1535	Intelligence Course	Reading Lab							
8th period 1545-1635	Reading Lab	Intelligence Course							