

Document No. 002

NO CHANGE in Class. ☐

Director of Training

☒ DECLASSIFIED

9 July 1954

Class. CHANGED TO: TS S C

Chief, Instructional Services Staff

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1763

Date: 9 Feb 78 By: 022

Instructional Survey of the Advanced Photography Course/TSS by
[REDACTED] Training Methods Specialist, ISS/OTR

REFERENCE: Secret memorandum to DTR from C/TSS dtd 29 April 1954; Subject:
Critiques of TSS Briefings

1. TSS requested that [REDACTED], Training Methods Specialist, ISS/OTR, review and determine the effectiveness of the instruction being given in the Advanced Photography Course. Mr. [REDACTED] has visited and participated in the Advanced Photography Course during 21 June and 2 July. The following are the instructors who participated; Messrs. [REDACTED] and [REDACTED]

2. Because of the tutorial nature of the instruction, specific comments for each lesson were not developed. The general observations and recommendations concerning the instructional methods and training situation made by Mr. [REDACTED] are as follows:

a. The informal and individualized approach to the needs of the students has delayed the preparation of a detailed course of study, lesson plans with concrete objectives, study assignments, job sheets, reference materials and a systematic means of student evaluation based on the performance of tasks by the students. It appears desirable to develop the materials mentioned above in sets or packages which will permit their adaptation by selection of parts from the entire program to the needs of any given student.

b. The knowledge and skills of photography are the principal substance of this course. In a sense, the students are being taught this subject matter in a kind of vacuum inasmuch as it is not related specifically to operational situations. It is feasible for many of the tasks or job assignments to be placed in rather simple, simulated operational situations built around the American scene in Washington. The simulation in these problems should not be overdone, but to a degree will add a realistic factor to the course for the students not now present in the course.

3. There are certain administrative and policy matters affecting the conduct of this course which were observed and noted here although they may not properly fall within a survey of instructional methods. They are:

a. Little information is received from the case officer or branch chief relative to the level of skill or the needs of the student he enrolls.

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b. Much instructor time is devoted to clerical duties, stock inventories, issuing supplies to students, maintaining student laboratories and repairing equipment.

c. Courses of instruction follow each other consecutively, permitting the instructors little time for research and the preparation of lesson plans and other teaching materials.

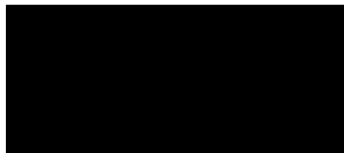
d. Field photography characteristics and requirements based on the standards established by the Graphics Register/OCD and the Photo Intelligence Division/ORR are not presently a part of the substance of this course.

e. Although these technical subjects permit relatively objective means of evaluating student performances, evaluations are used which are almost entirely subjective.

4. More detailed comments with regard to the points enumerated as well as a recommended procedure for developing teaching material are given in the attachment to this memorandum. Additional remarks will be discussed with the instructors and the Chief, Training Division/TSS.

5. The major recommendation is that a detailed course of study, lesson plans, job assignments and other teaching materials be developed by the instructors. This will require considerable effort and time. Perhaps the need is the same for the Basic Photography Course and the preparation of the materials for both courses can be accomplished at the same time.

6. The several services of the Instructional Services and Assessment and Evaluation Staffs might be made available to the TSS Training Division to assist the instructors in the development of material as outlined in the attachment to this memorandum as the work load and resources of these staffs will permit.



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Attachment: A, B, C

Distribution:

✓ Orig and 1 - DTR
1 - ISS
2 - TSS

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ATTACHMENT A

RECOMMENDED PROCEDURE FOR DEVELOPING CONTENT MATERIAL IN ADVANCED PHOTOGRAPHY/ISS

1. Establish a course of study and make it available to the students.
 - A. The course of study should include all aspects of the Advanced Photography Course listing the knowledge and skills to be taught. This will help the student to determine his needs, if he is familiar with his future assignment. The instructor, during the personal interview, can help formulate an individual course of study tailored to fit the student's needs. It should be available to case officers to assist them in planning the training of their project members.
 - B. A course of study is an organized body of material necessary for the teaching of a particular subject. It is a complete statement in outline form of the subject matter which the student is expected to learn.
2. List the objectives for each of the lessons.
 - A. The objectives of each lesson are a guide to making lesson plans, equipment needs for each lesson and desired student outcomes. The objectives help the student by letting him know what is expected of him. The instructor having formulated objectives can better evaluate the progress and achievement of the student.
 - B. Objectives should:
 - (1) Definitely relate to and tie-in with the requirements of the operational mission.
 - (2) Indicate what is to be accomplished and indicate the end toward which instruction in the subject should move.
 - (3) Assist in determining the methods of instruction which should be employed in order to teach content.
3. Select content for the Advanced Photography Course.
 - A. Content should be selected from the analysis of the activity in question as it pertains to the operational mission and the standard skills of photography.
 - B. Content should be expressed in terms of essential elements (1) that the learner must know, (2) that the learner must be able to do, and, (3) suitable projects, problems or jobs or typical work assignments in which the fundamentals should be applied.
4. Make lesson plans for each lesson in the course of study.
 - A. In order to achieve complete coverage of material in the course of study with little or no duplication, lesson plans are a necessity. In this manner

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all instructors are aware of what is to be taught in each lesson, the equipment and instructional aids necessary to complete the lesson and the objectives which are to be achieved in a predetermined time element. The student is made aware of what is expected of him so that he knows where he is going from lesson to lesson.

B. A lesson plan provides an outline of the teaching methods and procedures to be used in the instruction. It will insure proper use of training aids.

C. It refreshes the memory of the instructor and serves as a guide to organization and emphasis of the salient points of his instruction.

5. Develop instructional sheets.

There are many types of instructional sheets that would be of value in a technical course of this kind. No handouts were given, no job sheets, information sheets which would be of value for future reference were used. All of the instruction was verbal. It is incorrect to assume that because a certain task was performed satisfactorily by the student in class that he will also perform satisfactorily in the field several months later. Much of what he has received in class will be forgotten by the time he is sent overseas. Since he has not any references to help him he is likely to be incapable of carrying out his photographic function satisfactorily. Instructional sheets are of several kinds for different purposes. Examples of some pertinent to this course are:

A. Related information sheets:

- (1) Lists of supplies you would recommend for a darkroom in a safehouse overseas.
- (2) How to order photographing material.
- (3) Conversion tables for weights and measures.
- (4) Chemical procurement in foreign countries.
- (5) Recommended cameras, enlargers, film and information favorable and unfavorable regarding their use.

B. Information sheets:

- (1) How you photograph a bridge, radar station, generator plant, etc.
Basic rules.
- (2) Common targets in most countries which can be photographed and which would be of interest to CIA.
- (3) Information on infra-red, flash, document copying, darkroom procedures, processing etc., which is given verbally but can not be fully retained by the student for any length of time.

C. Job sheets:

- (1) How to use the various pieces of photographic equipment.
- (2) Practical assignments involving the use of the above pieces of equipment.
- (3) Step-by-step procedures in developing, printing, etc.

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D. Manual

Most of the material referred to in A, B, C, above can be bound and issued to the students as a reference manual for use in the field.

6. Construct exercises and problems which closely resemble requests for photographs in the field and have students perform tasks as required.
 - A. Instructions to students should resemble and simulate those encountered in the field.
 - B. It will be necessary for the instructors to survey surrounding territories for suitable targets to be photographed.
 - C. Transportation might well be provided to students to go to other cities or towns to photograph individuals or objects of a nature not available in the Washington area.
7. Prepare objective evaluation procedures.

By having a course of study, objectives for each lesson, and lesson plans the instructors with the help of the A&E Staff of OTR can construct an adequate evaluation form. This would facilitate the work of the instructors and make more meaningful the evaluation of students. Preliminary arrangements have been made by [REDACTED] of OTR with [REDACTED] Chief, A&E to perform this service for the photographic section of TSS.

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ATTACHMENT B

ADDITIONAL OBSERVATION ON COURSE CONTENT AND MATERIALS

- 25X1A 1. Subject matter to be photographed by students should be the same as those

25X1A A. The OCD/GR Still Photo Branch, the Photographic Interpreters Branch and
25X1A the [REDACTED] should meet and formulate basic subject
matter which would be of value in various areas. If such a list of targets
could be compiled, the [REDACTED] TSS would be better equipped
to teach the proper photographing of such items.

B. Future periodic meetings with the above group can bring forth new de-
velopments and targets.

C. Having such a list makes the student aware of many subjects of which
he may not be cognizant. For instance, if a person with a camera was at
a harbor or port just what do you photograph?

2. Present course material too varied. More time needed for particular or in-
dividual requirements.

A. The instruction covers a wide range of equipment and techniques. The
reason for this situation lies in the fact that the individual or his opera-
ting branch do not specify desired student outcomes since they or the student
cannot clearly define what they are. In order to satisfy most branches a
general course covering many aspects of photography is given with little time
left for any specialization.

3. Have each student receive a bibliography of books and references for future
use and advancement.

A. The emphasis of the course is on camera and darkroom techniques. In order
for the student to become familiar with how to photograph certain objects re-
ference can be made to the [REDACTED] 25X1A
and what is of importance in each.

B. The Armed Forces have made excellent contributions in the field of photo-
graphy and reference can be made to them.

C. The Librarian/ISS/CTR is compiling a list of photographic references which
may be of value to the photographic instructional staff of TSS.

4. Whenever possible have students participate in demonstrations prior to the
application stage.

A. An example of this was the lesson on [REDACTED] Each student could
have been issued a camera and a step-by-step demonstration of its operation
given by the instructor and repeated by the students.

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B. This procedure acquaints the student with the camera and its functional parts, as well as assuring the instructor that the student is familiar with the proper use of the camera prior to going on an outside assignment involving its use.

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ATTACHMENT C

COMMENTS ON ADMINISTRATIVE ASPECTS

1. Eliminate clerical and secretarial burden from the instructors.

During the course it was necessary for the instructors to type schedules, type evaluations (from the previous course), inventory materials, loan out materials to the extent that it jeopardized some of the instruction. Some solutions might be:

A. Part time loan of a secretary to do necessary typing at the conclusion or during the running of a course. The best solution would be to have a training assistant who has some knowledge of photographic materials, is able to keep records, files, inventories and has the ability to type.

B. Issue materials to be used at the beginning of the course to each of the students. Assign a safe drawer to store materials. Instructor to designate cameras to be issued, tripod, paper, chemicals etc. This will eliminate any of the students asking for materials during the course.

C. Issuance of cameras on a daily basis can be achieved during the study period between 0830 and 0900.

2. Attitude of instructors during course.

A. Each of the instructors was extremely helpful, sincere and co-operative throughout the course. Excellent rapport was established at the outset with the students and was maintained for the duration of the course.

B. A discussion was held with the instructors regarding the major portions of this paper. All of the instructors are in accord with the remarks expressed. They are desirous of improving their course materials and hope that administrative arrangements can be made in scheduling so that the major ideas expressed above can be worked on.

3. Meeting with Training Officer/TSS.

A. In order to overcome the above problems a plan of what should be done and a schedule for carrying out the plan should be worked out at a meeting with members of the ISS/OTR Staff, TSS Photographic Staff and the Training Officer, TSS.

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B. If possible, it would be advisable for members of ISS/OTR to work with a member of the [REDACTED] full time during slack periods so that little or no hardship will be inflicted to the training program.

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C. Another approach would be to work with the entire Photographic Staff during the interim week if such a week is scheduled at regular intervals.

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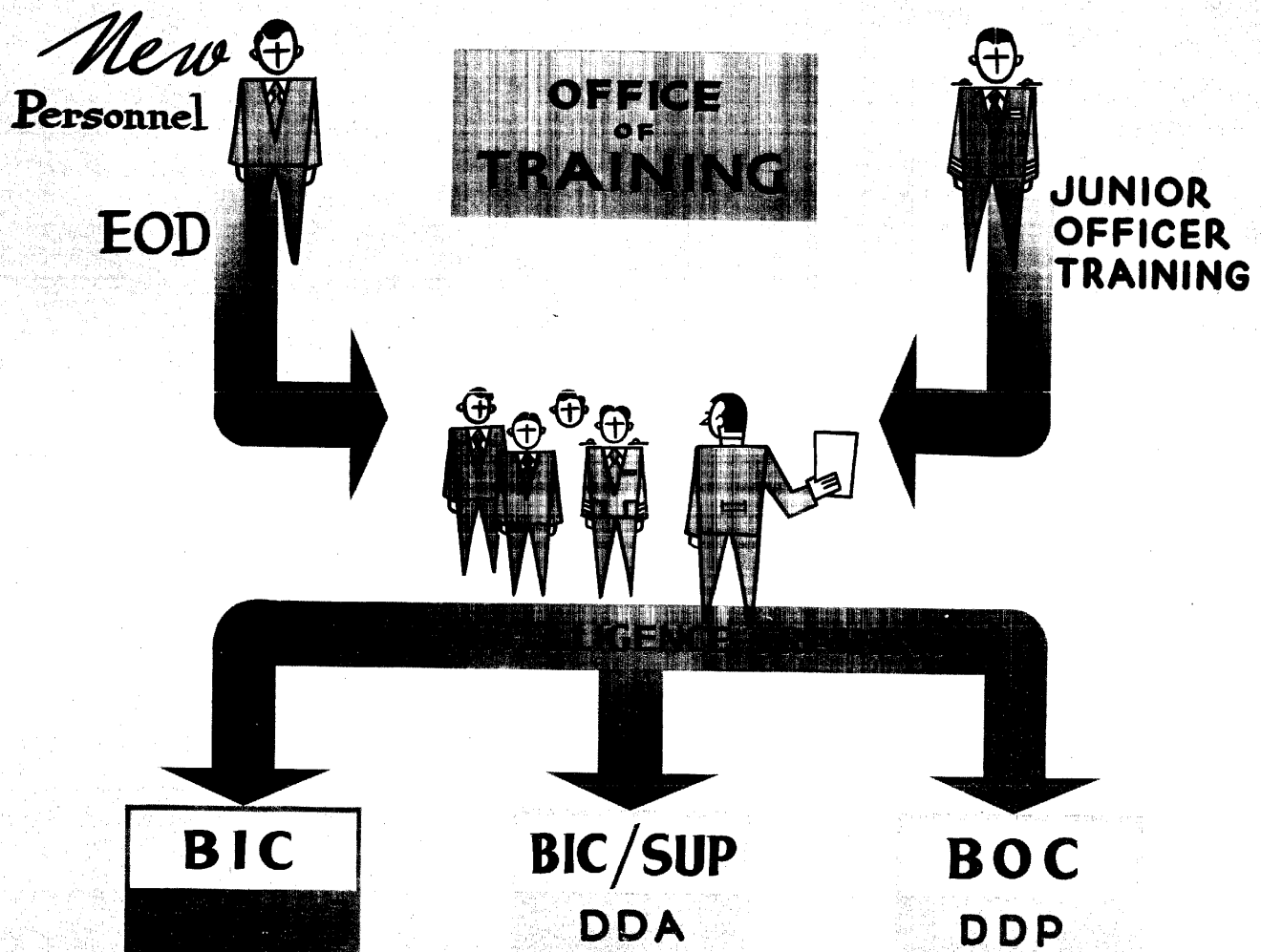
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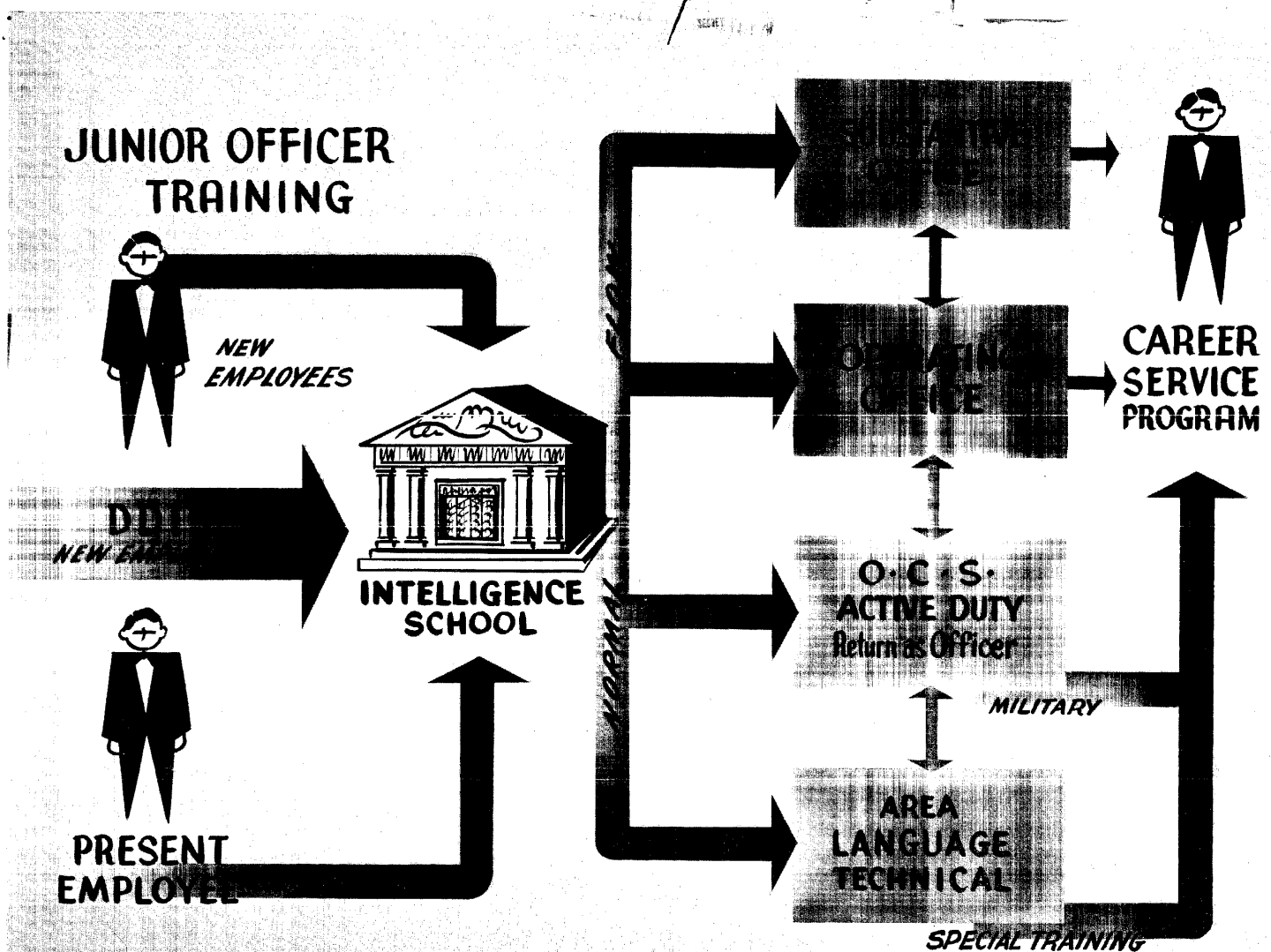
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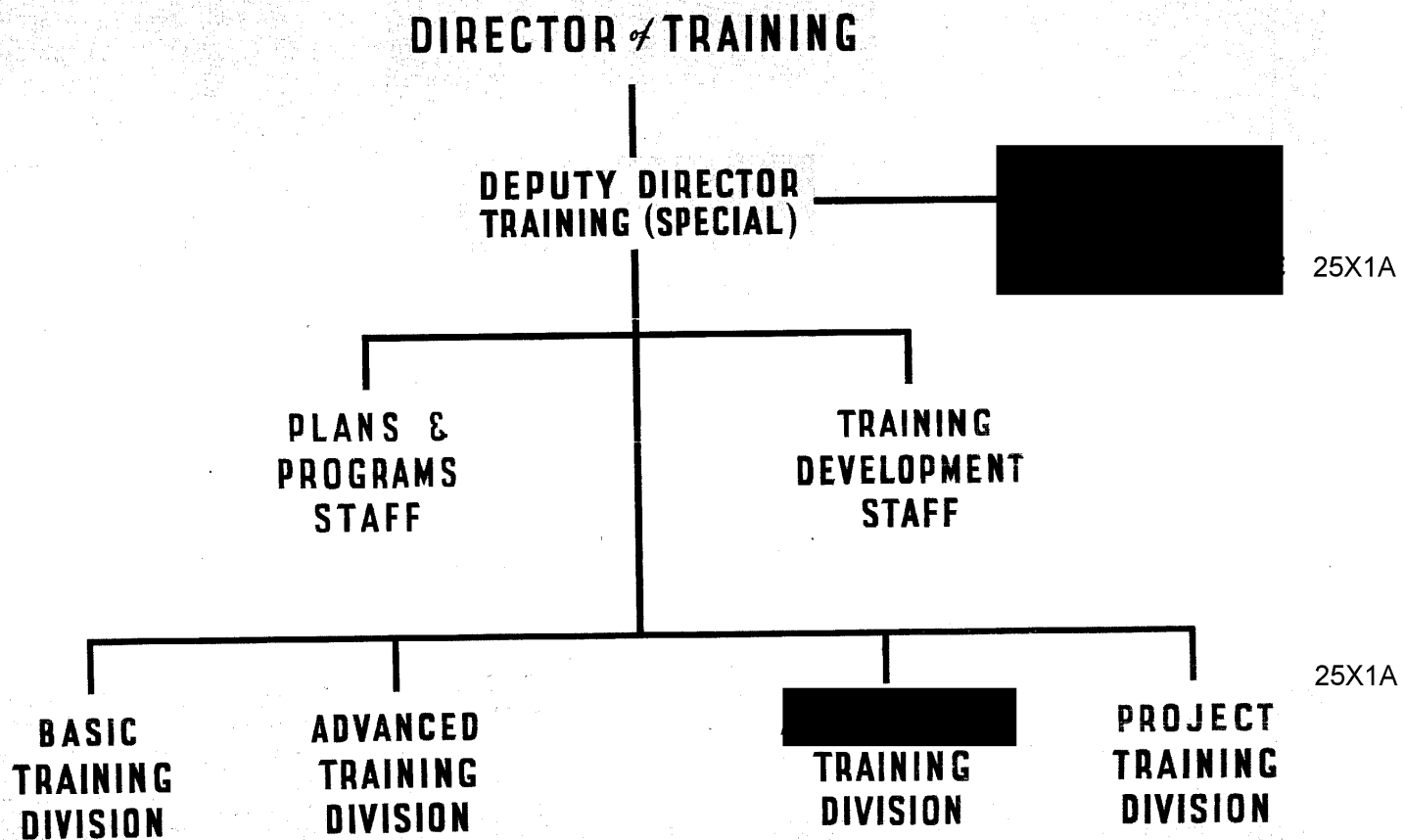


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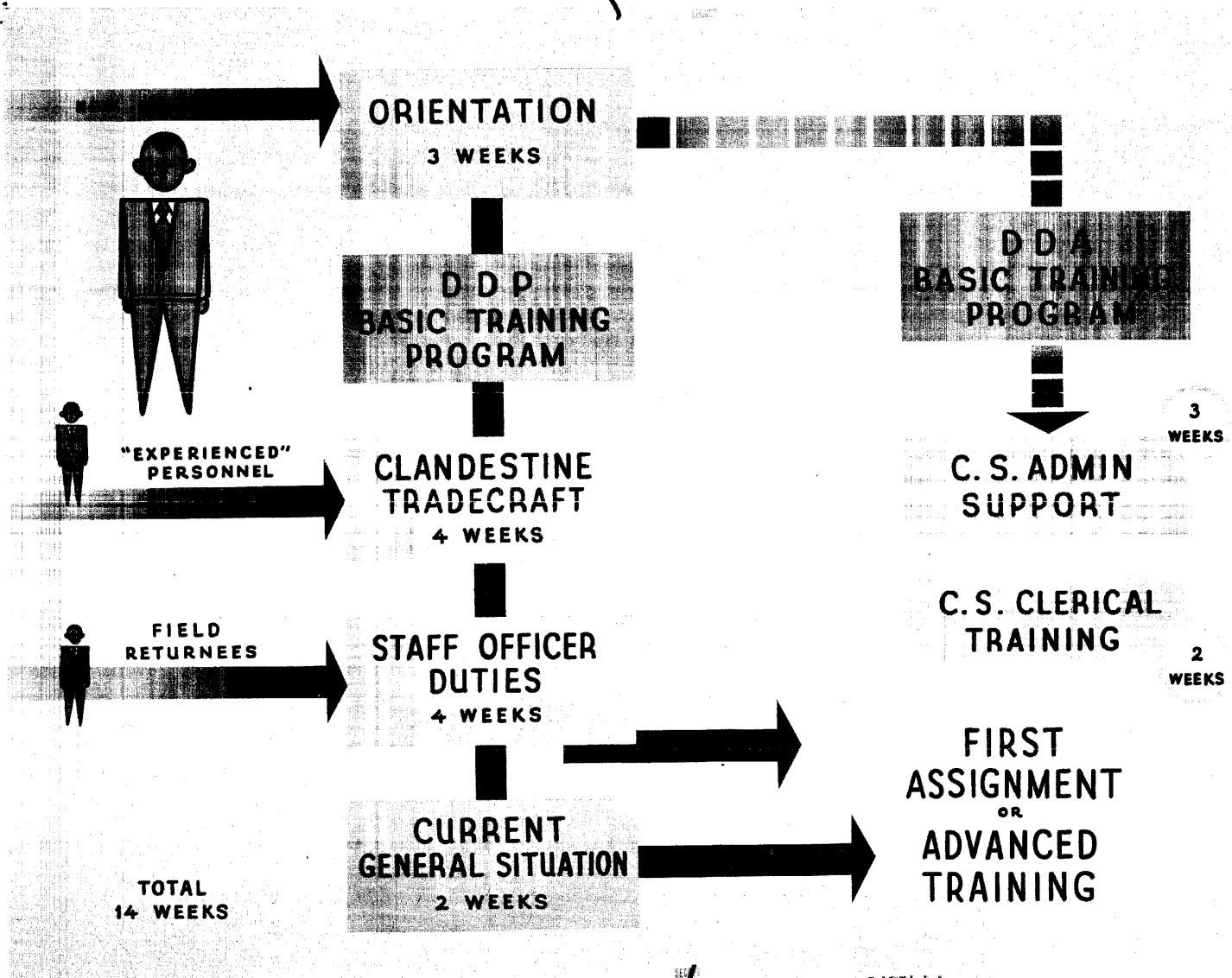
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**BASIC
SPECIALTIES**

**COMMON
INTEREST**

**ADVANCED
SPECIALTIES**

3
Weeks

4
Weeks

4
Weeks

2
Weeks

2
Weeks

25X1A

ADVANCED TRAINING

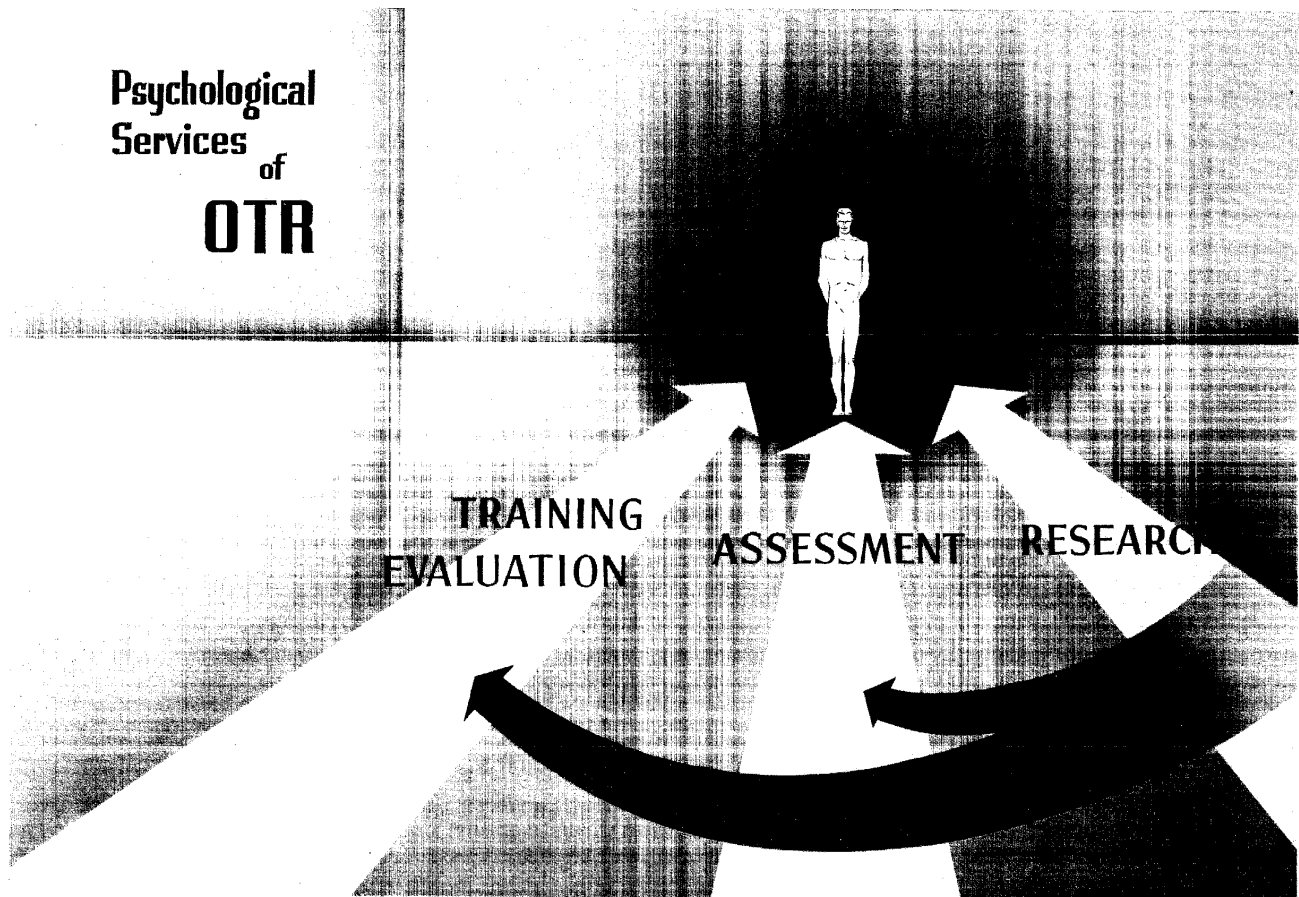
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Psychological
Services
of
OTR



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YEARS	FEMALE	MALE
15-19		
20-24		
25-29		
30-34		
35-39		
40-44		
45-49		
50-54		
55-59		



Age and Sex

Who
is assessed...

What
for..

G. S. Level

Q. assessment cases
general population

Job Assignment

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ROUTING AND RECORD SHEET

INSTRUCTIONS: Officer designations should be used in the "TO" column. Under each comment a line should be drawn across sheet and each comment numbered to correspond with the number in the "TO" column. Each officer should initial (check mark insufficient) before further routing. This Routing and Record Sheet should be returned to Registry.

FROM: 25X1A

NO.

DATE

TO	ROOM NO.	DATE		OFFICER'S INITIALS	COMMENTS
		REC'D	FWD'D		
1. Col. Baird	I 1024				Attached are 8 1/2 x 11 prints of the charts used in a recent briefing by OTR. 25X1A
2.					
3.					Additional copies of these prints are available to you from the 25X1A
4.					
5.					The 30 x 40 originals are available there also.
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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