## SECRET Office Memorandum • UNITED STATES GOVERNMENT

TO Acting Chief, Intelligence School DATE: 29 James 1957

Chief Instructor, Intelligence Orientation

SUBJECT: Weekly Activities Report #5, 23 January - 29 January 1957

## 1. Significant Items:

Mothing to report.

## 2. Other Activities:

a. On Wednesday, 23 January attended the meeting of the Professional Promotion Panel at the request of

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- b. Two items concerning security deserve mention in this report:
- 1. In an effort to improve the overall security of the Auditorium, a Stage Security Officer will henceforth be appointed from among the student body. His responsibilities have been written up for inclusion in the Security Instructions handed to students attending Intelligence Orientation. The appointment of a Stage Security Officer will give us a double check on the wault, storage room and assorted rostrums and tables kept on the stage.
- 2. The staff of both Introduction to Intelligence and Introduction to Communism, the guard force and the Office of Security were all equally baffled when the yale lock, normally umused, on the wault door was inadvertently thrown into locking position by a student Room Security Officer. After a series of unsuccessful attempts to find the key to this lock, it was decided by all concerned that the best procedure was to ask a representative of TSS to pick the lock. This maneuver was accomplished in approximately three minutes, a fact which speaks either well for TSS or badly for the Yale Lock Company. We have requested that this lock be removed from the door and the hole plugged.

c. On Friday, 25 Jammary a conference was held in the offices of the A&E Staff. Present were

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The agenda consisted of the amalgamation into a single form of the present final evaluation forms used by Introduction to Intelligence and Introduction to Communism, the re-25X1 establishment of a five point rating scale and the item analysis of test questions. It was decided that a single form could be instituted at any time and that a five point rating scale should not be attempted until the item analysis has been completed, test questions revised where necessary and confidence developed in the ability of the tests to discriminate effectively in such a manner that a five point scale would show meaningful differentiation among student performances.

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