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Bulletin

OFFICE OF TRAINING
OCTOBER • 1963

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In this issue. . . .

A follow-up to the article on briefing techniques is on page 3. This time we give some ideas on using audio-visual aids, an important part of any briefing. . . . OTR's School of International Communism would like to teach you all it knows about communism and Communism. One of the courses it has devised is pretty thoroughly described on page 14. . . . The U. S. Civil Service Commission is beginning a series of very interesting Seminars for Executives at its new Center in King's Point, N. Y. Details are on page 23. . . .

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BULLETIN

BOARD

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Form 259 (Request for Medical Evaluation) should be sent with requests for operations training at [REDACTED] [REDACTED] Simply attach the Form 259 to the green sheet (Form 73) and send to AIB, which will process it through Medical Staff and inform the Training Officer of MS approval or disapproval.

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There will be a Training Officers' Orientation on 24 and 25 October. During this day-and-a-half program Training Officers are introduced to Chiefs of Schools and Staff in OTR and hear from them a description of their functions and activities and the services they have available for Training Officers.

On 1 October Training Assistants will be given an orientation into OTR by members of the Registrar Staff.

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For information on these two programs, call [REDACTED] [REDACTED] x5517.

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If the number of BULLETINS or Special Bulletins you are receiving is not correct, too many or too few, please let us know. We hope these publications are given the widest possible circulation.

MIDCAREER COURSE

The first running of the Midcareer Course will begin 7 October and continue through 15 November. The course includes a review of the responsibilities of all major Agency components, an analysis of management problems in the Agency, study of the roles of the various elements of the Federal Government (at Brookings), and two weeks devoted to study of current political, military and scientific developments. The next Course will start on 13 January.

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PRETESTS: Pretests for clerical skills courses are given in the
CLERICAL typewriting classroom in the Washington Building An-
SKILLS nex of Arlington Towers at 9:20 A.M. according to the
following schedule:

For the 14 October-8 November course:

- 9 October--typewriting pretest
- 10 October--shorthand pretest

For the 18 November-13 December course:

- 13 November--typewriting pretest
- 14 November--shorthand pretest

CLERICAL **CLERICAL SKILLS QUALIFICATIONS TESTS** are given
SKILLS in the typewriting classroom in the Washington Annex
QUALIFICATIONS Building of Arlington Towers according to the following
TESTS schedule: (where the time of the test is not given, those
who sign up for the test will be notified of the time later)

7 October (0920)	Typewriting
8 October (0920)	SHORTHAND
21 October	Typewriting
22 October	SHORTHAND
12 November	Typewriting
12 November	SHORTHAND
25 November	Typewriting
26 November	SHORTHAND
16 December (0920)	Typewriting
17 December (0920)	SHORTHAND

REQUEST In many cases, admission to an OTR course depends
on how the assignment and experience of the applicant
relate to the requested training. This is Item 8 on
the Form 73 (Request for Internal Training). It is not
sufficient to enter in this item a general job title like
"analyst" or "operations officer". Training Officers
are asked to ensure that as much information as pos-
sible is given in Item 8.

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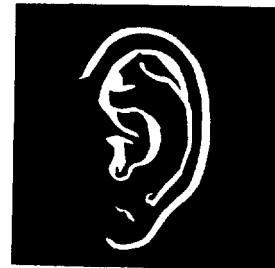
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USING AUDIO- VISUAL AIDS

In the May BULLETIN, when we ran an article on briefing techniques, we promised more information on the value and use of audio-visual aids. This is it: some general remarks, descriptions of some of the aids you are most likely to use, and some hints on using them.

We all know what Confucius say. Let's revise it a little: One picture can be worth ten thousand words or figures. Not many of us need to be persuaded that audio or visual aids aid. We have seen the proof in the greater interest, our own or in our audiences, when we heard or gave talks which included well manipulated, well designed, well chosen aids. We have also learned that poorly chosen, sloppily prepared, or ineptly handled aids impede rather than expedite interest and comprehension.



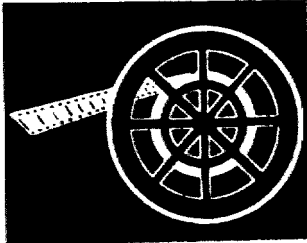
We know too that an "aided" presentation isn't always the best, that there are many things that figures or words do better. For example, only words can tell why something was done, or what the results mean, or what their importance is. And just as too many words can overwhelm understanding, so too many sound-sight devices can drown the hearer-viewer in brightly colored and melodious confusion.



Granted, though, that you are going to use some instructional aids in your next briefing or lesson. Why? Before deciding on what to use or even whether to use it, the reasons should be clear. And these reasons should be one or more of the following:

AUDIO-VISUAL

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A Your material demands it, or at least asks for it. Some of the ideas you want to present are such that they can be expressed more quickly, more forcefully, more completely, or more accurately through a chart or film or in some other audio-visual way than through an unaided oral presentation. For example, you are explaining a complicated process; a schematic diagram, a flow chart, a circuit model may be necessary if you want your audience to understand what you are talking about. Or, some of the concepts you must get over are very abstract; a cartoon, a symbol, a quick sketch on the blackboard may give the ideas the concrete dimensions they need for comprehensibility. Sometimes understanding is hindered by the varying background of your audience, leading to a varying interpretation of an important point in your talk; here again a concrete visualization of what you are stressing may be needed to assure uniform understanding.

B You want to increase interest. Purely verbal exposition can't seize the attention or create the interest that a well designed and graphic visual aid can. (Pitfall: an aid may be so interesting in itself that it distracts from the idea it is expected to emphasize. Thus, the plot or the setting of a movie may be so engrossing that the tradecraft methods demonstrated in it are never even noticed. Keep in mind the jet designer's disciplined concept: we want the plane to be beautiful, but it must also fly).

C Your aim is to insure retention. It seems to be true that most people learn more through their eyes than through their ears. This puts you at a disadvantage in getting your hearers to recall your ideas unless you augment your voice with something for their eyes. Charts which simplify, tapes or records which restate, pictures which particularize, color which attracts give you this extra leverage on the audience's memories. There is a tie between retention and interest, and interest goes most readily to the realistic or concrete or beautiful.

D You want to emphasize one of the main ideas of your briefing. You can raise your voice. You can wave your arms or pound the lectern. But a better way is to stress it with a graphic aid. . . . magnify your concept with a projector, color it for impact, add humor with a cartoon, spell it out on the blackboard, mimeograph it and pass it out. Try one. Try two.

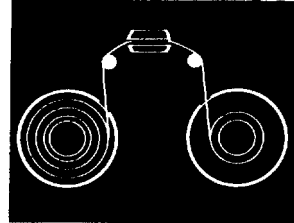


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What is a good visual aid? (Most of the qualities listed here apply, with needed adjustments, to audio aids as well.)



The good visual aid is simple. Unity marks it. A single idea is its subject. Nothing irrelevant, nothing distracting from that single concept you want to illustrate. No clutter, no elaborate designs which confuse more than they help. Be bold in omitting. Distortion, if accuracy is not sacrificed, can contribute to simplicity and clarity.

The good visual aid is visible. Every detail must be easy to see from any part of the room. Therefore large enough, legible, unobstructed by instructor or equipment or heads. Make them big. Place them high. Use a pointer.

The good visual aid is attractive. Design, color, form, movement, all attract attention, hold it, and aid recall of the ideas illustrated. Caution: Remember that this is an aid we are talking about; it must be subordinate, the vassal to the liege topic of the briefing, not so attractive that it usurps all interest. Remember too that there is a hierarchy among the elements of a visual aid, and color or size of type should not emphasize the subordinate at the expense of the more significant.

The good visual aid is flexible. It must be selected and designed and updated to fit the audience and any changes you make in your presentation. Slides, for example, are more flexible in arrangement than film strips and film strips are more flexible than a movie, where the sequence is fixed. Timeliness is another element of flexibility: a visual aid exhibited out of sequence or displayed too early in the briefing or delayed beyond the point where it is discussed loses most if not all of its usefulness.

The good visual aid is easy to handle. Examples of unmanageable aids are the chart which is too awkward to lift or turn, the map folded so often it won't lie flat, the picture rolled so tightly it won't stay unrolled, the projector which won't project, the model which suddenly can't be dismantled, the too-small pieces of chalk.



Finally, the really good visual aid is dynamic. Which is not to say that a motion picture is necessarily a better visual aid than a chart or that

a working model is always more effective than a picture. But, whether it moves or not, the aid needn't be static. It can be forceful; it can, if well planned, express vigor and energy.

Some good "rules" for the use of visual aids:

Preplan every aspect--electric outlets if needed, an easel for charts or flannel-board, distribution of handouts, size of room, seating, placement of projector, the screen, lighting, blackboard supplies, table or stand for models, means of darkening the room, and so forth.

Ask yourself what can go wrong (answer: almost everything)--and have an alternative ready: another visual aid or the mental flexibility to get along without.

Rehearse. Re-rehearse. Don't commit platform suicide by trying to use your audio-visuals without practice.

Talk to your audience, rather than to the chart or map or screen.

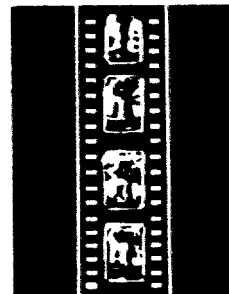
Don't block the audience's view of the visual aid.

Orient them to the meaning of the aid you are using, how and why it is being used.

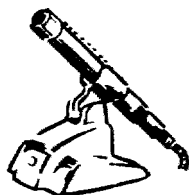
If possible, hide the thing until you are ready to use it... and put it out of sight after you have finished with it.

Get the advice of the graphics or art department in your component. Ask them to go over your material and to suggest a graphic or dramatic way of putting it across.

Don't be diffident or apologetic about the visual aids you use. Demonstrate them with confidence.



TYPES OF AUDIO-VISUAL AIDS



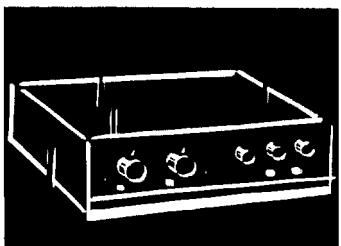
Pictures. Maybe enlarged photographs, drawings slides, clippings from newspaper or magazine, film strips. They may be projected for short or long periods, included in a flannel-board display, posted on the wall or bulletin board, held by the briefer, reproduced and distributed for retention.

Pictures are a very flexible visual aid because they can be arranged in any sequence, and are easily portable. Projectors are usually available for slides and film strips; larger transparent pictures, graphs, charts, maps, etc. can be projected by a Vu-graph or overhead projector.

The blackboard. One of the most commonly used visual aids, it is also one of the most effective and versatile... and one of the most abused. Your chalk can outline, punctuate, underline, and illustrate your ideas... but you can negate all this by blocking the view of your audience while you speak your briefing directly to the blackboard. Some suggestions: Keep it clean; erase all material on the board as it becomes irrelevant. Organize and practice your blackboard presentation beforehand. Write or draw large enough so that all can see. Keep it simple, no clutter. Try colored chalk. Stand back--keep to the side when writing and when speaking--and make sure you are talking to the audience.

Maps. These are an indispensable part of many types of briefings, offering directly or indirectly a vast amount of information. Generally, the larger the map and the larger the scale, the better. Specific types of maps should be used to illustrate limited concepts: demographic patterns, industrial areas, farm product distribution, etc. Often the addition of lines by the briefer is helpful, especially if the scale of the map is too small for the room in which it is shown.

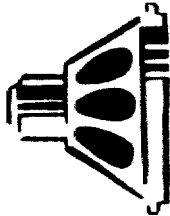
Flannel-board. This category of visual aids includes the standard flannel- or blanket-covered surface on which cutouts with sandpaper are placed; the sheet of ferrous metal to which magnet-backed graphic material will adhere; and the newer hook-and-loop boards, the best of this group. Presentations on these devices are valuable in teaching a sequence of steps, in explaining office organization, and for other purposes.



Motion pictures. Particularly effective because they include both sound and motion. More useful in a teaching situation than in a simple briefing. It will be seldom that you have a film produced

for the purpose of your briefing, but all or part of a film available commercially or through the Agency may be useful. Your purpose in showing the film and specific points to be observed during the showing should be explained clearly. The showing may well be followed by a discussion or questions to fix the lesson taught or objective sought.





Projectors. Four broad types: The moving picture projector, familiar to most in the 8mm and 16mm sizes. The slide projector, most commonly taking 35mm transparencies. The Vu-graph or overhead projector using transparent material of a large range of sizes, an illuminated blackboard for which the room does not need to be darkened and on which the briefer can write or draw while the image is being projected (an added refinement is the use of polaroid material and a moving polaroid plate to produce animation and movement). The opaque projector, useful for projecting an enlarged image of opaque objects, maps, pages from books or magazines. Low intensity of illumination. Before using any of these machines a check-out is mandatory, both to assure yourself that you are competent to operate it and to insure that the machine itself is in working order.

Models. Always useful, sometimes invaluable, as when you are presenting a subject which requires three-dimensional perspective. Models may be of three types: solid, to show external features; cross section, transparent, or cut-away, to demonstrate internal features, functions, or relationships; and working models. Any of these may be life size, or larger or smaller than life; they should be to scale. Closely allied to the working model is the mock-up, usually used to demonstrate principles involving motion of complicated systems without being too complex itself. The demonstration of any type of model is as important as the model itself; anything less than well-done will be confusing and harmful. The actual demonstration should be preceded by an explanation of why you are using the model and a description of the setup as a whole. Practice is essential.



Relief, terrain, or topographic models. These are reduced scale models of a specific terrain, target area, factory buildings, etc. They can be as accurate and contain as much information as a map, and by their three-dimensional realism, their color and texture, they help assure a more accurate and realistic grasp of geographic concepts than a map alone is able to produce. Special effort may be required to enable all in the audience to see this type of model. And it is usually very helpful to supplement terrain models with photographs and maps.

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Cartoons. Their appeal is instant, the reaction spontaneous. They make their point by humor, satire, exaggeration, absurdity.

Recordings. Disc and tape. While very useful in teaching, recordings probably will not often be used in a briefing. It is one way, though, of bringing another speaker onto the platform, perhaps an eye-witness account, remarks by an expert on your subject, a sample of a language or accent. If you are using a recording, be sure to listen to it before playing it for your audience, be sure its content fits your purpose; plan ahead where it is to be broken and where it fits into your talk. And check out the machine, both its mechanics and your mastery of them. Obvious? Yes, but haven't we all attended briefings where we wondered why tape or other A-V aid was used and why the briefer failed to dominate or at least outwit his mechanical aids?

Charts. Since charts are among the most commonly used visual aids, we will go into them more lengthily. A chart may be defined as the presentation of figures (quantities) in graphic form. It should involve more than merely converting a set of figures into a drawing. It means presenting a picture which will give the viewer an accurate understanding of a particular set of "figure" information, a picture of the comparisons or relationships which he would otherwise have to search for--and perhaps fail to see. A well designed chart communicates quickly, showing the main features of the data at a glance; it is forceful, carrying more emphasis than text or tables; it is convincing, demonstrating the point instead of merely stating it; it is revealing, often disclosing relationships which wouldn't otherwise have been noted.

Before you rush out and convert your entire briefing to charts, remember that these plus qualities belong to good charts. Many charts are uninviting because poorly thought out and prepared. Effective design requires care and attention. Remember too that a graphic presentation just doesn't fit some data: rough estimates, for example, may seem more precise on a chart than they really are.

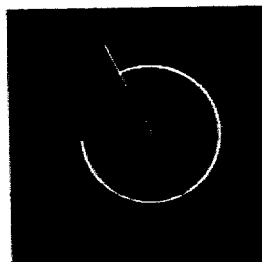
A chart may be a map showing geographic distribution, or a diagram showing how a quantity is distributed schematically. These two types are relatively limited in usefulness, though sometimes they are precisely what you need. Other types are more widely applicable: pie, bar, column, curve (line), and surface charts.

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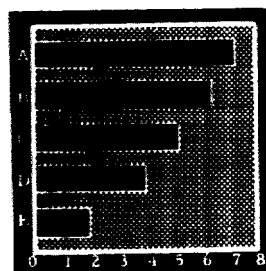
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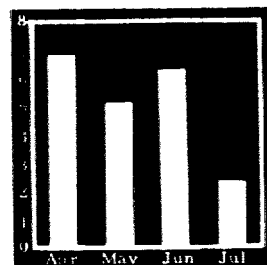
A pie chart, a circle divided into segments, is popular because it looks simple and non-technical, and because it is excellent for its one purpose: showing component parts of a whole.



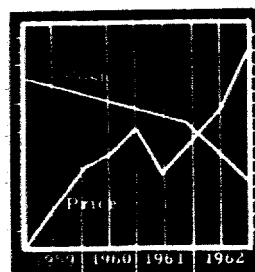
The bar chart, like the pie chart using only one scale but far more versatile, measures quantities by horizontal lines.



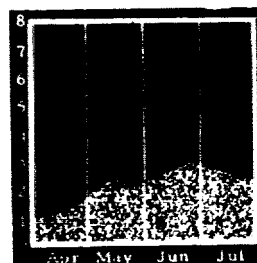
The column chart looks like a bar chart turned on end, but has two scales, one measuring across (usually time) and the other measuring up-and-down (usually quantity). Each point on a two-scale chart thus has two values.



Another two-scale chart is the curve chart or line graph, the most versatile and useful of all. Curves are usually better than columns when there are a large number of closely spaced points to be connected, or when there are several series of points, or when the level changes only slightly from one point to the next.



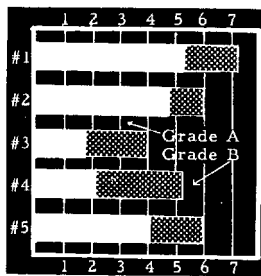
Surface charts, like curves, connect each plotted point to the next, and like columns, join each point to the base. . . . using a continuous shaded band or surface.



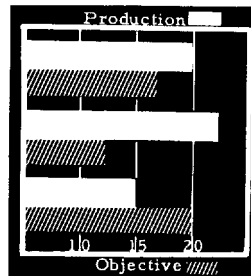
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Each of these five basic types of chart can be varied to adapt to your needs. Take the bar chart:

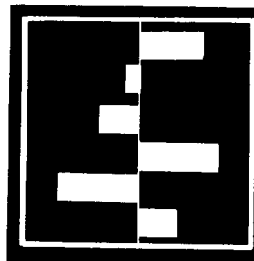
it can be divided to show component parts



or doubled for direct comparisons



or arranged to show deviations from a norm



Many other variations are possible in the bar chart and in the others, except the pie chart.

Making the most of charts demands a decision, before the work is started, as to what type of chart best fits the material you want to present. It also requires a determination to be simple, direct, clear, and accurate.

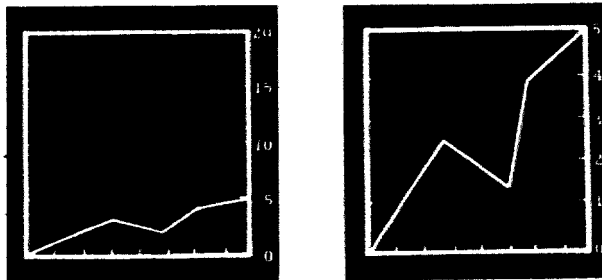
Directness--choosing a form which puts the emphasis where it belongs and subordinates everything else...designing the chart so

that the viewer's attention is drawn immediately to the fact you want him to see...sharp and dramatic focus achieved by color or design.

Simplicity--organizing functionally (don't make your material seem more complicated than it is) and avoiding useless detail (sharpen captions, omit needless scale markings, don't try to cover too much in one chart).

Clarity. Directness and simplicity will insure visual clarity. A chart must also be clear in meaning, clear to the audience, not just to the briefer. This may involve explanation of unfamiliar concepts, translation of unfamiliar terms, omission of unnecessary information, a compromise between technical exactness and non-technical clarity.

Accuracy. This goes much further than using accurate data and plotting them correctly. To be truly accurate a chart must give an accurate impression. The impression your chart gives is influenced by the mental make-up of your audience. It is also affected by the mechanical treatment of the chart, principally its scale and "frame", and this you can control. The feature of chart design which has the most direct effect on the impression produced is the selection of the scale. An example or two may be worthwhile. Here are the same data plotted on two different scales; each is accurate, but notice how the choice of scale affects the impression given.



Which of these two correct versions do you choose? Your answer depends on your judgment of the situation and the impression you want to give. A careful and thoughtful decision on this should precede the making of each chart if you want to avoid giving an inaccurate and possibly misleading impression.

Another mechanical detail affecting the impression given is the "frame" of the chart: its size and shape, the presence or absence of other data on the same chart, the nearness of other charts with which this one may be compared. Every artist knows that the frame affects the picture, and every chart maker should remember this factor in preparing and presenting his charts.

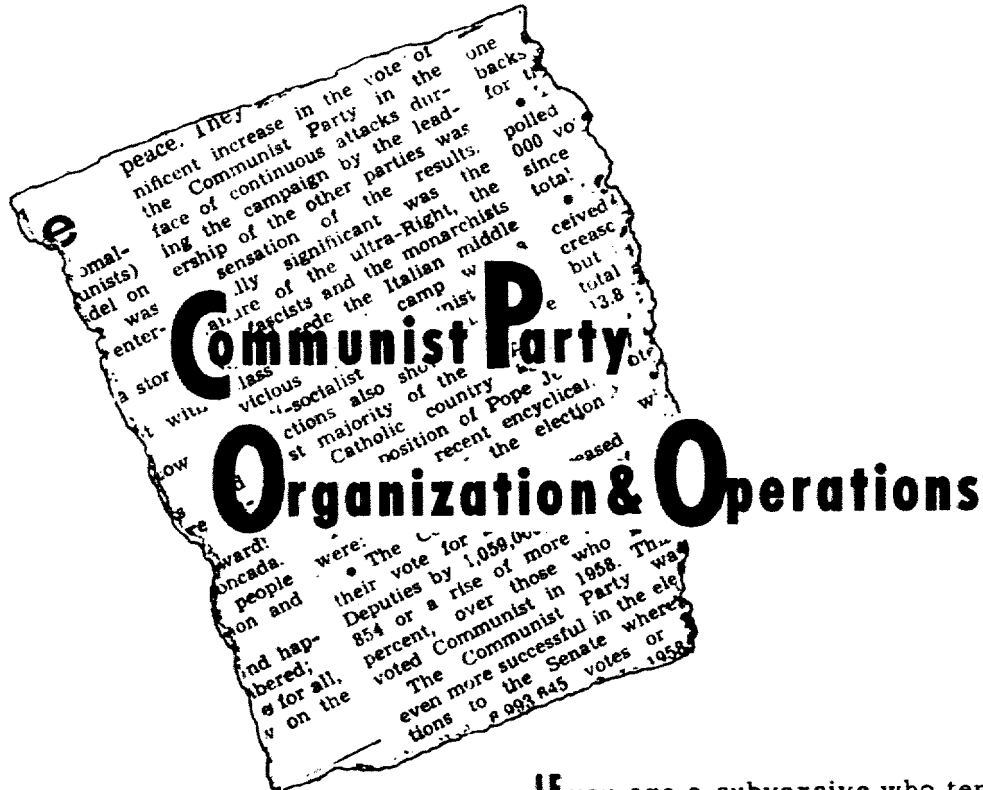
Charts, like material on the blackboard, must be large enough and high enough to be seen easily by all members of the audience. Care should be exercised not to obscure the charts by body or hand; usually a pointer serves best. A series of charts may be attached together at the top and shown one at a time (flip chart); or the various parts of one chart may be covered and revealed one at a time (strip chart). Charts with acetate overlays may be used to add a third dimension to components of equipment. All charts should be covered before they are used and after you have finished with them. In an emergency most briefers can prepare their own charts; if there is more time the charts will undoubtedly benefit from the work of a person trained in graphics.

CONCLUSION

An idea conveyed through two senses (hearing and sight) rather than just one is more likely to hold attention, excite interest, and insure its own retention. This is the rationale of audio-visual aids. Remember, though, to keep them in their place, subordinate to topic and speaker. Need is the criterion. And the criterion of need? Your subject-matter and your audience. Visual aids poorly done are expensive, not only in the time (money) spent preparing them, but because they may fail to tell your audience all you intend or something different from what you intend. An audio-visual aid, if worth doing, is worth doing well, and that means it will be simple, clear, easily visible, accurate, attractive, flexible in use. If you have some ideas but don't believe you can express them graphically, get advice and help from component graphics departments.

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IF you are a subversive who tends toward anarchism and can't seem to make any of your projects work

IF you are a struggling young leftist dissatisfied with the Socialists and want to form a Communist front group

IF you are an old-time Commie out of touch (too long in jail?) with the latest in party roles, rules, and activities

IF you are a CIA intelligence officer whose assignment requires you to know all you can about CP organization and tactics

OTR
has just
the
course
for
you

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With the doctrine and immediate practical aims of international communism at war with U. S. interests, there is no question that professional Agency personnel need as much knowledge as they can get about the objectives and activities of this movement. OTR's School of International Communism aims to fill part of this need with a course called Communist Party Organization and Operations. This course is designed to assist professional Agency personnel, unorganized subversives, and Communists who have been away in jail for too long, to secure a solid comprehension of the principles and practices of communism and to develop a framework for more detailed study. This course is briefly described and outlined below. An abbreviated schedule follows.

Manifesto
Cadre
Solidarity
International
MARX
Committee
Proletariat
PEOPLE'S

AIMS To provide information on the principles and methods of organization, internal operations, and of tactics in Communist parties in the free world. To assist the student in analyzing CP organization and tactics and stimulate him to further exploration of this field on his own initiative.

CONTROL
Lenin
FRONT

STUDENTS The course is designed for intelligence officers who have had the Introduction to Intelligence Course (or equivalent) and who are or will be assigned to work involving Communist parties. In practice, most are officers from the CS components; personnel of other components are equally welcome.

DURATION The course is given four hours daily for four weeks; this is adequate for systematic coverage of the material and seems to meet the needs of the greatest number.

CONTENT

Fairly extensive coverage of the following:

Communist **doctrine** and the historical development of the movement.

Origin and evolution of Communist **organizational** principles.

Communist party **structure**--open and underground.

Membership, cadres, finance, control, and training.

Clandestine mechanism of a Communist party.

CP agitprop and **front** organizations.

Program and **tactics** of the movement, with emphasis on tactics in the struggle for power.

Current **interparty** relations and **problems** of international organization and control.

The **focus** is on Communist parties of the **free world** but frequent reference is made to Bloc parties.

METHODS

1 Lectures, with accompanying discussion. Small classes make practical as much discussion as is desired.

2 Problems and exercises. The aim of these is to confront the student with "paper situations" which a Communist functionary might meet; e. g., the problem of forming a front group, problems of internal party organization and operations, choice of programs and tactics, clandestine party work. It has been found useful to conduct these exercises mostly as group discussion periods, with a summing-up presentation and a critique by the instructor.

3 Assigned reading in support of lectures. The aim is to provide relevant material from both Communist and non-Communist sources which can be handled during the scheduled hours. Additional reading will be recommended to suit the needs of the individual student.

4 Evaluation. Only a minimum is required and this is based largely on the papers students prepare for the problems and exercises.

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Abbreviated outline of the schedule of the Communist Party Organization and Operations Course:

- 1st Day Lecture: The Leninist Party
 Lecture: Emergence of the International Communist Movement
 Study: THESES AND STATUTES OF THE THIRD INTERNATIONAL, pp. 9-32
- 2nd Day Lecture: International Organization of the Communist Movement
 Study: Class manual - pp. 1-23, "Communist Doctrine"
- 3rd Day Study: Readings from THE GOD THAT FAILED
 Lecture: Recent Problems in Communist Doctrine
- 4th Day Lecture: The Appeals of Communism - with particular reference to underdeveloped areas.
 Study: Class manual - "Principles of Party Organization" and "Party Structure"
 Discussion: Party Structure
- 5th Day Study: Class manual - "The Underground Party"
 Exercise and Discussion - Party Structure
 Lecture: The Underground Party
 Study: "From the Underground Experience of the Venezuelan CP"
- 6th Day Lecture: Recruitment, Membership and Cell Activities
 Lecture: Discipline and Control
 Study: FORGING THE WEAPON and PETERS MANUAL, pp. 115-125
- 7th Day Lecture: Finance
 Lecture: Education and Training
- 8th Day Study: Scan COMMUNIST PROPAGANDA - A FACT BOOK 1957-58
 Lecture: CP Agitprop
 Lecture: Communist Propaganda - Drives and Trends
 Exercise: Agitprop
- 9th Day Study: Class manual - "Objectives of Communist Front Organizations" and "Communist Front Organizations - Methods and Problems"
 Discussion: Communist Fronts
 Problem: Communist Front Organizations
- 10th Day Lecture: International Communist Mass Organizations
 Study: Class manual - Communist Clandestine Mechanisms
 Movie: "The Remarkable Comrades"

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- 11th Day Study: Exploitation of the International Communist Movement by the Soviet Intelligence Services. Introduction and pp. 25-82
Lecture: CP Clandestine Mechanisms for Subversive Action
- 12th Day Problem: Discussion and Critique of CP Internal Organization and Operations
- 13th Day Study: 1961 Draft Program of the CPSU
Lecture: CPSU
Lecture: CPC
- 14th Day Study: FOUNDATIONS OF LENINISM, Chapter 7
Class manual - "Party Programs and Policies"
Lecture: Party Programs
- 15th Day Lecture: Communist Political Tactics
Study: THE COMMUNIST CONSPIRACY, Exhibit #10; THE ANTI-STALIN CAMPAIGN
- 16th Day Study: Class manual - "Communist Tactics in Labor"
Lecture: Tactics in Labor
Study: Class manual - "Tactics of Violence"
Lecture: Communist Insurgency
- 17th Day Tactics Problem: Communist Activities
- 18th Day Case Study: A Communist Party and Soviet Foreign Policy
- 19th Day Lecture: Inter-Party Relations
- 20th Day Lecture: Anti-Communist Operations
Review

CPYRGHT
CPYRGHT

"In baiting a mousetrap with cheese, always leave room for the mouse." Saki (H. H. Munro)
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EXTERNAL PROGRAMS

REGISTRATION FOR EXTERNAL PROGRAMS

Applications for external training with Agency sponsorship should be sent on Form 136 through Training Officers, and through Central Cover Staff when appropriate, to the External Training Branch/OTR. Further information on the courses and programs listed here and on others may be obtained from the External Training Branch or from the Admissions and Information Branch/OTR. AIB maintains a collection of catalogs, brochures, directories, and other publications of academic, commercial, and government institutions. Class schedules of local universities are available.

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Those wishing to take outside courses at their own expense are required to make arrangements in accord with the provisions of [REDACTED] paragraph 7e.

ADP AND PERSONNEL MANAGEMENT

The U. S. Civil Service Commission will conduct an Advanced Seminar on Automatic Data Processing and Personnel Management from 16 to 19 December 1963. Persons in grades GS-12 through 15 (or the equivalent) who are serving in the personnel field or closely associated

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with it are eligible. The Seminar will emphasize specific ADP applications in the personnel management area. Nominees should have attended an ADP orientation or have equivalent knowledge.

GEORGIA
TECH
SHORT
COURSES

The Georgia Institute of Technology (Atlanta) schedule of short courses and conferences during the academic year 1963-64 includes:

Short Course in Mechanical Vibrations
28 October - 1 November 1963

General Supervisors Short Course
2-6 December 1963
17-21 February 1964

Material Handling Short Course
3-8 February 1964

Management for Engineers Short Course
14-18 October 1963
10-14 February 1964
8-12 June 1964

Protective Relaying Conference
7-8 May 1964

Management Dynamics and Effective Decision Making Short Course
9-13 December 1963
6-10 April 1964

GAS
CHROMATOGRAPHY

Distinguished chemists will discuss "Progress in Gas Chromatography" at an Advanced Research Conference sponsored by the University of California Los Angeles on 3 and 4 February 1964. UCLA's sixth short course in "Fundamental Principles of Gas Chromatography" will be held 5-7 February. Primarily for industry personnel, this course may also be valuable to persons in academic or government laboratories; the approach will

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be nonmathematical and theory will be stressed only to the extent necessary to understand the practical results and obtain optimum results. Fee for the conference is \$25, for the three-day course, \$100. Enrollment will be limited.

STUDY
OF
COMMUNISM

An interdisciplinary advanced study of the communist system of government has been established at Stanford University under a 5-year Ford Foundation grant. The research-oriented program will emphasize the community characteristics of the communist system, with comparative studies of individual member communities within the system. (J.F. Triska, Stanford Studies of the Communist System, Stanford University, Stanford, California.)

PITTSBURGH
PROGRAM

The University of Pittsburgh and Carnegie Institute of Technology plan to begin a cooperative graduate program in the earth sciences in September. The institutions will work together in administering the program, determining new projects and policies, and choosing new staff members; fellowships received by students may be used at either institution, and credits earned will be accepted at either school.

PROFESSIONAL
MEETINGS

15-16 Nov SYMPOSIUM ON CINERADIOLOGY, 4th, Rochester, N. Y., Nov. 15-16, 1963. (Dr. Stanley M. Rogoff, Division of Diagnostic Radiology, University of Rochester Medical Center, Rochester 20, N. Y.)

19 Nov INTERNATIONAL NUCLEAR METALLURGY SYMPOSIUM ON MATERIALS FOR SODIUM COOLED REACTORS, New York, Nov. 19, 1963. (American Institute of Mining, Metallurgical, and Petroleum Engineers, 345 East 47th St., New York 17, N. Y.)

20 Nov SYMPOSIUM ON THE DEVELOPMENT AND UTILIZATION OF COATED FUEL

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PARTICLES, New York, Nov. 20, 1963.
(American Nuclear Society, 244 East
Ogden Av., Hinsdale, Ill.)(Atomic En-
ergy Commission.)

27-29 Nov

TECHNICAL SYMPOSIUM ON TECHNICAL
PROGRESS IN COMMUNICATION
WIRES AND CABLES, 12th, Asbury Park,
N. J., Nov. 27-29, 1963. (Howard H. X.
Kingsley, Chairman, Symposium Com-
mittee, U. S. Army Signal Research and
Development Laboratory, Fort Monmouth,
N. J.)

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EXECUTIVE SEMINARS

King's Point, New York

EXECUTIVE SEMINARS

The U.S. Civil Service Commission has noted a need among career executives of all agencies for a better understanding of the significant

and continuing responsibilities and operations of government in the United States--the overall sort of things which have an application in every agency and are valuable in the performance of any executive function. This need is not being met, in CSC's opinion, by any of the specialized courses now being given by CSC or by individual agencies--too particular; nor by any of the military staff colleges--too limited in enrollment; nor by the Brookings Institution--too much emphasis on experiment and innovation.

CSC's answer is a new integrated curriculum for executive development, a series of conceptually related short-courses to be taken separately over a period of years. These courses are designed to provide not merely a survey of agency functions, but an overview of the domestic and foreign environment in which government operates; the influences which bear on it; the economic, social, and political effects of its actions; technological development and its results; the role of careerists in government; the interrelationships between agencies and within agencies.

The plan is that this curriculum will be offered yearly at three centers to be established and operated by CSC in the East, Midwest, and Far West. The first of these centers will open in October at King's Point, N. Y. Eight two-week Executive Seminar courses will be given (total of 15 runnings) during the academic year 1963-64. Costs of establishing and maintaining the center will be shared on a pro rata basis by the agencies using it. CIA has contracted to fill 10 training

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spaces during these 15 periods and has already received its allocation of spaces in the various courses. (Spaces in the first two seminars have been assigned to the DDS.) Selection of CIA students at the Seminars will be made by Senior Training Officers. Those attending will be CIA-identified.

The Seminars are designed primarily for those career employees in grades GS-14 and GS-15 who, in the opinion of their employing agency, clearly show the ability and potential to serve in top career posts. A limited number of individuals in grades GS-13 and GS-16 may also attend.

The King's Point Executive Seminar Center has been set up on the grounds of the Merchant Marine Academy. It will be able to accommodate up to 36 students at each of the 15 Seminars; housing and meals will be furnished in Academy quarters. Furuseth Hall will be used for the Seminar sessions. Parking on the Academy grounds is limited and the use of private cars is not recommended. Public transportation schedules are excellent: the Long Island R. R. will deliver students to Great Neck, L. I., and the Academy bus meets all trains.

The Center is under the direction of Mr. Frank Carracciolo and Mr. Paul DeVore, both of the CSC Office of Career Development. Another member of the CSC professional staff and two clerical employees will complete the Center's staff. Seminar speakers and discussion leaders will be from government, business, and industry. A full schedule is planned for each two-week Seminar, including some evening sessions.

A short-description of the seminars to be offered at King's Point during 1963-64 follows:

ADMINISTRATION OF PUBLIC POLICY

(7-18 October, 6-17 January, 9-20 March, 15-26 June; CIA has one training space in first running)

Concentrated attention to the role of career administrators in carrying out public policy--relationships between the careerist's role during transitions between administrations; the obligation to keep administrative actions responsive to national

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policy set by Congress or the President; interrelationships between policy and administration and the role of careerists in formulating policy objectives; obligations of political leadership to those interest groups from which major political support is drawn; bringing professional objectivity to bear on politically sensitive issues.

ENVIRONMENT OF FEDERAL OPERATIONS

(21 October-1 November; CIA has one training space)

How economic conditions, social needs, and international problems give rise to responsive public programs: how needs for government action are identified and how they result in legislation, executive branch action, or judicial decisions; the role of political parties and leaders in defining social, economic, and international objectives and in deciding action to further these aims; the role of public opinion and special groups and competition between opposing interests in shaping public policy and influencing government action; how Congress and the executive resolve conflict between opposing interests by compromise or other democratically acceptable means.

PUBLIC POLICY AND THE NATIONAL ECONOMY

(12-22 November; no CIA allocation)

Theory and substance of government involvement in economic life: federal responsibility for full employment, pay, and working conditions; effects of government spending, tax structure, and financial policy; regulation of business, finance, and industry; tariffs, subsidies, and other economic stimuli; government versus private operation; interrelationships between public and private economic decisions and actions.

SKILLS AND GOALS OF MANAGEMENT

(2-13 December, 17-28 February, 4-15 May; CIA has two slots in December running)

Management sciences: ADP and operations research as management tools; research findings in the behavioral sciences (morale, motivation, communications, organization, supervision).

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The effects of "bigness" on management actions and attitudes-- loss of individuality, inability to see all ramifications of a course of action, multiple levels of review, uncertain locus of final responsibility, coordination difficulties, and so forth.

Managerial behavior: authoritarian versus permissive; essentials of effective leadership; characteristics of executives.

IMPLICATIONS OF INTERNATIONAL CONDITIONS

(20-31 January; CIA has one training space)

Interrelations between foreign affairs and domestic activities: domestic economic effects of foreign aid; budgetary competition between foreign aid and domestic spending; international objectives versus domestic goals; gold reserve, foreign trade, and the importance of domestic socio-economic health to national security policy.

EFFECTS OF TECHNOLOGICAL DEVELOPMENT

(3-14 February, 20 April-1 May, 1-12 June; CIA has one space in April running, two in the June seminar)

Government role in scientific undertakings and effects of technological change on national goals: relationship between technological superiority and national strength; short- and long-run impact of federal and joint federal-private programs for peaceful use of atomic energy and exploration of space; effects of automation on employment and availability of goods; social and economic disruptions caused by rapid scientific and technological change, such as the need for manpower retraining, the inability of small business to finance research or convert to automated production, obsolescence at all levels of the educational system.

INTERGOVERNMENTAL PROGRAMS AND PROBLEMS

(6-17 April; one space allocated to CIA)

Examination of the shifting patterns of Federal, state, and local relationships in such fields as housing, public health, agriculture, civil defense, education, unemployment insurance, urban affairs, transportation, civil rights, Federal

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judicial review of state legislation, and constitutional interpretations of the relative jurisdiction of Federal and state authority.

ADMINISTRATIVE INTERRELATIONSHIPS

(18-29 May; CIA has one space)

Examination of the need and the mechanics for improving unity of effort among programs and activities of government: role of the "central agencies"; program coordination across agency lines; headquarters-field relations; interrelationships among administrative staff specialties and between line and staff responsibilities; agency competition for program responsibility; budgetary and financial management processes; the roles of the Cabinet and the President's personal staff and of such organizations as the National Security Council, the Scientific Advisory Board, and the Council of Economic Advisers.

The Department of State and the United States Information Agency have jointly adopted the policy of encouraging each officer in these departments to become proficient in two foreign languages and to achieve at least a courtesy knowledge of the language of each post to which he is assigned. This policy has a bearing on selection, training, proficiency standards, career development, assignments, and promotions.

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pertinent details of a joint State-USIA circular of 8 July 1963 are summarized below.

In order to concentrate training resources on a second language and to lower the number of officers being trained in languages, State and USIA proposed last year that proficiency in at least one foreign language be a precondition of employment. It was found, however, that acceptable oral competence in a foreign language is not yet a concomitant of a U.S. college education and that it was, therefore, premature to make such competence a prerequisite for appointment. To have persevered in this policy would have given undue advantage to students from colleges with superior language programs and have narrowed excessively the geographic and cultural sources from which candidates are drawn.

As an alternative and until it is practical to impose a speaking and reading requirement for appointment, both State and USIA in a new policy effective 1 July 1963 have established a system of appointment salary differentials designed to encourage candidates to acquire a useful degree of language skill prior to employment. In addition, incentives, both positive and negative, will encourage in-service language training. This training will be related primarily to immediate assignments and needs and secondarily to the long-range two-language goal. The determining factors in deciding which language(s) an officer should acquire will normally be his assignment and career development plans. Some details of this new policy follow:

Foreign Language Policy State and USIA

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Since 1 July there have been no foreign language entrance requirements for appointment to the Foreign Service. The optional written examinations in French, German, Spanish, and Russian have been discontinued. A foreign language test is no longer part of the general written examination for appointment.

Those who qualify for appointment and demonstrate a minimum professional proficiency* in one of the widely used languages (in a test administered by FSI) can enter the Service at two steps above their base salaries; those qualifying in one of the more difficult languages, even at a lower level, may have their base salaries adjusted upward from two to four steps. Qualification in two languages can merit up to five in-class steps above base salary.

TRAINING INCENTIVES. Because the supply of applicants for training in certain languages falls critically short of need, and because acquisition of skills in these languages frequently involves assignment to areas of the world lacking in career and other attractions, junior officers are encouraged to begin training in these languages (which will be identified periodically by the State Department or USIA) by an immediate one-step increase in pay, and by a further two steps on attainment of minimum professional proficiency. These steps increases are carried over to the new class (grade) if promotion follows within one year.

As a further incentive, officers entering the State Department at FSO-8 or -7 can receive only one promotion until they have achieved at least a tested minimum professional proficiency in a world language or limited working proficiency in a hard language.

At USIA, however, officers entering at FSR-8 or -7 without minimum professional proficiency in a world language or limited working proficiency in a hard language are placed on language probation and cannot be promoted until they have removed this probationary status by achieving one of these levels or successfully completing a 16- to 30-week course in a language approved by the Agency.

Before reaching senior level every officer at both State and USIA is expected to acquire minimum professional

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proficiency in a second foreign language. Selection panels will give special consideration for promotion to officers who have satisfied the two-language policy.

Officers are required to have some command of the language of the country to which they are assigned, the level of the skill required depending on the language. Lacking this qualification, they must take at least 100 hours of instruction in the language before going to the post or as soon as possible thereafter.

Exceptions to these policies, because of operational or emergency requirements, must be approved by Directors of Personnel at State or USIA. Tests are given to new officers within two weeks of appointment, and at the end of each language course. All officers are expected to be tested in at least one language on return from each overseas assignment. All tests are the standard tests given at FSI.

*Definitions of language proficiency levels:

Elementary Proficiency: Speaking ability to satisfy routine travel needs and minimum courtesy requirements. Ability to read elementary lesson material and common public signs.

Limited Working Proficiency: Speaking ability to satisfy routine social demands and limited office requirements. Ability to read intermediate lesson material or simple colloquial texts.

Minimum Professional Proficiency: Ability to speak the language with sufficient structural accuracy and vocabulary to satisfy representation requirements and handle professional discussions within a special field. Ability to read non technical news items or technical writing in a special field.

Full Professional Proficiency: Ability to use the language fluently and accurately on all levels normally pertinent to professional needs. Ability to read all styles and forms of the language pertinent to professional needs.

Native or Bilingual Proficiency: Speaking and reading proficiency equivalent to that of an educated native.

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OFFICE OF TRAINING DIRECTORY

	Director of Training	Matthew Baird	1D-0418	7211
	Deputy Director of Training		1D-0418	7211
SCHOOLS	Intelligence School		1D-0011	5963
	Briefing Officer		1D-0023	5941
	School of International Communism		1D-1617	7371
	Language and Area (Arl. Towers)		2206 A. T.	3065
	Language		2206 A. T.	2381
	Tutorial		2206 A. T.	2873
	Voluntary Program	25X1A	2206 A. T.	2470
	Area		2210 A. T.	3477
	Operations		GD-5321	5191
	STAFFS	Junior Officer Program		1D-0009
Plans and Policy			1D-0410	6044
Educational Specialist			1D-0423	6044
Registrar			GC-03	5513
Deputy Registrar			GC-03	5513
Admissions and Information			GC-03	5517
External Training			GD-2603	5231
OTR BULLETIN			GC-03	5517
Support			1D-0420	7214

OTR Calendar

The following is a list of OTR courses presently scheduled. As other courses are scheduled by the Office of Training, they will be announced in OTR BULLETINS. For further information call Admissions and Information Branch, extension 5203 or 5517.

Courses marked with an asterisk are given away from headquarters; registration closes two weeks in advance. All other registrations close the Wednesday before the course begins.

COURSE TITLE	DESCRIPTION	DATES
Administrative Procedures	full time, 80 hours	25 Nov - 6 Dec
Americans Abroad Orientation	hours vary	on request, call x3477
Anticommunist Operations (Party Penetration)	part time, 80 hours	4 Nov - 27 Nov
Budget & Finance Procedures	full time, 80 hours	25 Nov - 6 Dec
Cable Refresher	part time, 4 1/2 hours	on request, call x5113
China Familiarization	full time, 40 hours	
CIA Introduction	part time, 3 hours	for EOD's, every Monday afternoon
CIA Review	part time, 2 hours	8 Oct, 12 Nov, 10 Dec
CI Familiarization	full time, 80 hours	4 Nov - 15 Nov
██████████	full time, first week; part time second and third weeks 80 hrs	14 Oct - 1 Nov

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Clerical Refresher	part time, 20-30 hours	14 Oct - 8 Nov 18 Nov - 13 Dec (typing pretests given every Wednesday morning before course begins; short-hand pretests given every Thursday morning before course begins)
Conference Techniques	part time, 24 hours	28 Oct - 4 Dec
Counterinsurgency Program Planning	full time & part time 80 hours	2 Dec - 20 Dec
	part time, 60 hours	13 Jan - 31 Jan
	full time, 80 hours	2 - 13 Dec (new dates)
CP Organization & Operations	part time, 80 hours	7 Oct - 1 Nov 9 Mar - 3 Apr
CS Records Officer	part time, 20 hours	21 Oct - 25 Oct 2 Dec - 6 Dec
CS Review	full time, 64 hours	3 Feb - 12 Feb
Dependents Briefing	part time, 6 hours	5 - 6 Nov, 3 - 4 Dec
Effective Speaking	part time, 24 hours	6 Jan - 12 Feb 17 Feb - 25 Mar
Info Reports Familiarization	part time, 40 hours	21 Oct - 1 Nov
Instructor Training	full time or part time	on request, call x6044
Intelligence Production for JOTs	full time, 400 hours	28 Oct - 10 Jan 64 20 Apr - 26 Jun
Intelligence Research (Map and Photo Interpretation)	part time, 50 hours	3 Feb - 6 Mar
Intelligence Research Techniques	part time, 144 hours	25 Nov - 20 Dec
Intelligence Review	full time, 80 hours	14 Oct - 25 Oct

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Introduction to Communism	full time, 80 hours	18 Nov - 27 Nov
Introduction to Intelligence	full time, 80 hours	4 Nov - 15 Nov 2 Dec - 13 Dec (tent.)
IRR&R	full time, 120 hours	23 Sep - 11 Oct 18 Nov - 6 Dec
Language Courses	(for information call AIB, 5203, 5517; or LAS, 2873)	
*Management	full time, GS 11-12 GS-14 and above	4 Nov - 8 Nov 21 Oct - 25 Oct
Midcareer		
*Operations	full time, 720 hours	16 Sep - 24 Jan 64
*Operations Familiarization	full time, 240 hours	16 Sep - 25 Oct
Operations Support	full time, 160 hours	28 Oct - 22 Nov
Supervision (GS 5-10)	full time, 40 hours	2 Dec - 6 Dec
Travel Procedures	full time, 40 hours	9 Dec - 13 Dec
USSR-Basic Country Survey	full time, 80 hours	4 Nov - 15 Nov
Writing Workshops	part time, 27 hours	
Basic		4 Feb - 27 Feb
Intermediate (DDS only)		19 Nov - 12 Dec
Intermediate		19 Nov - 12 Dec
Advanced (OCR)		4 Feb - 27 Feb
Advanced (For DDS GS-15 and above)		22 Oct - 14 Nov
Advanced (ORR)		10 Mar - 2 Apr
Correspondence		Register any time; use Form 73

(A pretest is required for Intermediate and Advanced Writing Workshops unless the previous level has been completed. Tests are given in Room GD-0426 on the last Monday of each month. TO's register applicants for pretests by calling x6282.)

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