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MEMORANDUM FOR: Director of Central Intelligence

AUG 18 1954

SUBJECT: Area and Language Training

REFERENCE: OTR Staff Study, "Area and Language Training," 28 June 1954 (attached herewith as Tab A)

1. PROBLEM

To recommend a program of action to equip the Agency with area-and-language-trained personnel commensurate with its needs.

2. FACTS BEARING ON THE PROBLEM

See Staff Study, Tab A.

DOC	<u>2</u>	REV DATE	<u>27-1-81</u>	BY	<u>006199</u>
ORIG COMP	<u>-</u>	OFF	<u>11</u>	TYPE	<u>01</u>
ORIG CLASS	<u>5</u>	PAGES	<u>27</u>	REV CLASS	<u>C</u>
JUST	<u>22</u>	NEXT REV	<u>2011</u>	AUTH:	NR 78-2

3. ASSUMPTIONS

The effective DD/P operator needs to be equipped with three general types of knowledge or capability if he is to be effective in terms of reliability of operations and economy of time, motion and money.

- a. He should be substantively or professionally competent to carry out his assignment; e.g., a scientific intelligence officer should know his professional field; a political intelligence officer should be grounded in political science and international relations; a reports officer should know how to write; etc.
- b. He should be qualified in the field of intelligence; e.g., he should meet intelligence operational requirements.
- c. He should have enough knowledge of the language and area context in which he is to operate to enable him to apply his professional and intelligence skills in an effective, reliable manner.

4. DISCUSSION

a. The essentiality of professional competence and intelligence training is recognized in the Agency. The essentiality of the third area of competence is not admitted, as evidenced by the deficiencies in qualifications of personnel to perform assignments and the mistakes arising out of these deficiencies.

b. Numerous studies emphasize the necessity for more extensive area and language training of Agency personnel. Most notably, the [redacted] Report recommended that operations be curtailed to the extent necessary to make possible adequate preparation of individuals to perform the functions for which they are responsible. This was based on the assumptions that more area and language knowledge is necessary, and that the Table of Organization was not to be increased.

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The first assumption is as valid now as it was when first expressed, but the second need not necessarily be taken for granted. If the Agency is to achieve essential standards of performance, a cost in terms of training is involved. Some part of that cost--in people and time--must be at the expense of operations, providing no Table of Organization adjustments are made. The possibility should not be ruled out, however, of minimizing the cost to operations through T/O adjustments and a more effective utilization of existing Agency resources.

c. What is needed is a plan for training action, based on official recognition that provision of appropriate language and area knowledge is important and must be provided. Needed too are indications of time required to attain objectives essential for various categories of personnel. These indications are supplied in the attached Tabs B and C. Essentials of a plan to approach the required objectives are outlined in the following recommendations.

## 5. RECOMMENDATIONS

a. That the Director of Central Intelligence issue a statement of Agency policy for standards of competence in the fields of language and area knowledge for Agency personnel. (A suggested statement is attached as Tab D).

b. That an ad hoc Qualifications Committee be organized and charged with responsibility for defining the varying degrees of competence required of various categories of personnel in order to insure effective and efficient performance of assigned duties, as provided by the above-recommended policy statement. It is suggested that, for the DD/P, such a committee be composed of the DD/P Training Liaison Officers, a representative of the External and Language Training Division, Office of Training, and a senior official concerned with all DD/P Staff personnel (both overt and covert).

c. That a Training Plan be developed for each DD/P staff employee including, in part, the type of recommendations provided for in Personnel Evaluation Reports, and that this Plan be the basis for programming recommended training, including area and language. (Individual plans should be reviewed and revised annually, or as unanticipated assignments are considered).

d. That for the immediate present, the following program be adopted for personnel referred to therein:

1. Any person whose duty assignment involves working with substantive materials pertaining to a foreign area shall complete an area orientation course of not less than sixty-four hours either in the Agency or at an academic institution. Previous academic training of comparable quality will be accepted in fulfillment of this requirement. Residence in the area alone will not be accepted for fulfillment of the requirement. This requirement pertains to all professional and clerical personnel at Headquarters and all personnel designated for overseas.

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2. All persons designated for overseas assignment shall receive at least from sixty-four to one hundred and twenty-eight hours of instruction in the language of the area to which assigned, depending upon the difficulty of the language, or possess fluency equivalent to that of the average student who has completed this requirement.

e. That all components be authorized a Table of Organization increase of 5% to be used only for training of qualified persons selected and recommended by the component concerned for intensive language and area training to meet the particular needs of that component.

f. That a program (Career Development Scholarship Program) be created and designed to assure development and possession by the Agency of a carefully-selected, highly-trained cadre of language and/or area specialists. This program should be administered on an Agency-wide competitive basis to assure that the most highly qualified persons may be considered for this program. These persons would be trained without reference to current assignments for future service wherever they are most needed in the Agency. All existing Career Development Slots should be reserved for this program. (Objectives currently served by these slots can be more than adequately met by provisions of Recommendation e., above; the proposed use of those slots should result in their use by a higher calibre of individual than at present in terms of aptitude, motivation and other essential considerations.)

g. That the JOT recruitment program emphasize the selection of a small number of persons (number to be determined, say five annually) who have demonstrated aptitude and interest in international affairs or area studies, such persons becoming a part of the program provided by Recommendation f., above.

h. That an incentive award program, [REDACTED] be developed and defined by the DD/P, in collaboration with OTR, to apply to all persons developing language proficiency with Agency sponsorship (possibly excluding persons who are beneficiaries of the Career Development Scholarship Program.)

i. That the External and Language Training Division of OTR be authorized, as implementation of the recommendations herein creates justification, to increase its current staff to include a maximum of:

- (1) Eight Slavic language instructors (increase of five). (Need and justification for this currently exists; do not depend upon above recommendations).
- (2) One Romance language instructor (Need dependent largely upon creation of the policy provided in Recommendation a.)
- (3) One Germanic language instructor (Need dependent largely upon creation of the policy provided in Recommendation a.)

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- (4) Four area training officers to develop, coordinate, and/or conduct required area courses (Need and justification currently exist; do not depend upon above recommendations).
  - (5) One linguistic scientist capable of developing a language proficiency appraisal program designed to determine:
    - (a) When standards of Agency policy have been met,
    - (b) What types of language training are needed by individuals who possess some previous experience in the language concerned,
    - (c) The extent of progress that has been made in language training.

(Need and justification currently exist. Activity is being conducted within limitations imposed upon available time of regular instructors. A systematically-conducted program would immeasurably improve the capability of individual components to provide effective assignment of personnel, and would permit economy in time, man-power and money.)

j. That the DD/P authorize OTR use, to a restricted and limited degree, of persons with language and teaching abilities required to meet unusual and infrequent requirements that cannot be economically met by personnel permanently provided on the OTR Table of Organization.

k. That, having been provided with the facilities recommended herein, OTR be responsible for providing the functions inherent in the foregoing recommendations.

l. That the foregoing recommendations be adopted with application to the Agency as a whole.

3/  
MATTHEW BAIRD  
Director of Training

Attachments

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MEMORANDUM FOR: Director of Central Intelligence

JUN 28 1954

SUBJECT: Area and Language Training

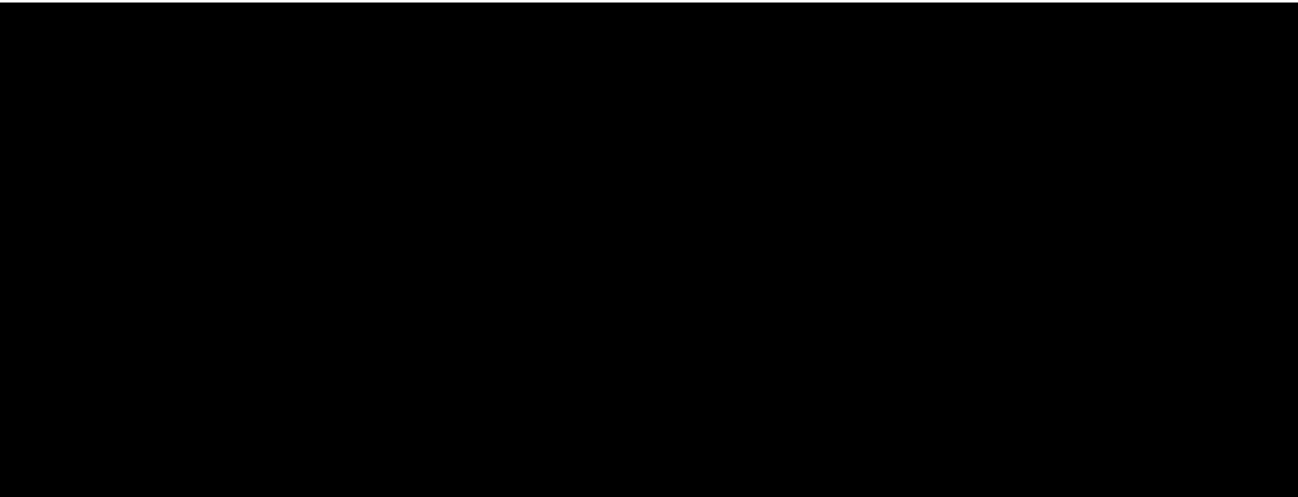
1. PROBLEM:

- a. To establish a policy concerning area and language training required by Agency personnel.
- b. To develop a systematic central program of area and language studies for Field and Headquarters personnel within the Agency.

2. FACTS BEARING ON THE PROBLEM:

- a. There is no Agency-wide policy directive or regulation concerning area and language training required by Agency personnel.

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c. This policy directive makes no reference to Headquarters personnel, for whom area and language knowledge is often of the utmost importance, and it is only partially and sporadically observed with respect to overseas personnel. Area training conducted by the Area Divisions is generally inadequate in both scope and content. No systematic central programs of area study are now being conducted within the Agency. Very limited use is being made of available external programs. These external programs, though the best available, are unduly expensive and often lack specific applicability to Agency needs. Language training of good quality is conducted by the Office of Training but, because of the restricted nature of the requirements placed upon the Office, the program does not meet the realistic needs of Agency personnel for language competence. The facts are that not enough languages are taught to enough people, nor are they taught intensively enough to achieve the degree of mastery which many employees should have; and too much training is being

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conducted, at great expense, in external facilities over which the Agency has little or no real control.

d. There is general recognition-in-principle throughout the Agency of the importance and desirability of area and language training, but a serious lack of conviction as to the indispensability of this kind of knowledge as part of the intelligence officer's professional equipment. Implementing action falls far short of expressed interest and intentions. For example, the Agency's stated requirements for area training at non-CIA facilities during the current fiscal year totaled 337 individuals, including 107 from DD/P, who would require basic or advanced training for periods ranging from a few days to a full year or more. During the first nine months of this fiscal year a total of 36 persons were actually put into such training, including 6 from DD/P.

e. Inadequate preparation of Agency personnel in terms of area and language knowledge places an inevitable ceiling upon the level of operational effectiveness which may be attained, and is reflected constantly as a contributing factor in instances of operational weakness or failure.

f. The importance of area and language training has been recognized by the Senate Appropriations Committee which stated, in its recent report (No. 1541) on the State Department appropriation, "The Committee was concerned with testimony to the effect that the Department has not sustained an adequate training program in the fields of area and language specialization. This competency is vital in the effective conduct of our international affairs."

### 3. DISCUSSION:

a. The fact is self-evident that persons engaged in foreign intelligence activities should have a working knowledge of the countries and areas with which they are concerned, including a sufficient knowledge of foreign languages to make possible the effective, accurate performance of their missions. The extent and depth of the knowledge required will vary between Field and Headquarters personnel, with the type of employee, and with the nature of operational assignments, but some knowledge of foreign areas and languages is essential for nearly all employees of the Agency. Yet training in these important respects is seriously neglected.

b. Almost daily this Office observes the unpreparedness of the Agency to perform its mission where area knowledge and language competences are essential for effective, accurate operations, either overseas or at Headquarters. Persons continue to be assigned abroad with little or no preparation in terms of a practical understanding of the environment in which they are to operate. In most languages, even the common ones, the Agency is not adequately equipped, and in some languages we are totally unprepared to meet operational requirements. These circumstances constitute a serious weakness in the Agency's capabilities.

c. It is seldom possible to attribute an instance of operational weakness or failure entirely to one or another specific cause, but it can be shown that in a great many cases where operations have gone badly or have failed, or intelligence has been faulty, too little or too late, the lack of area and language knowledge has been present as a contributing factor. For example:

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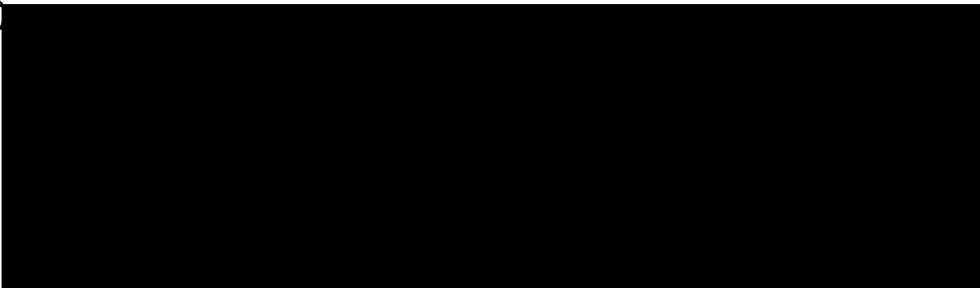
(1) A Division of this Office was asked recently to assist in finding someone capable of translating conversational [REDACTED]. The immediate availability of desired intelligence depended upon such a person. A survey was made of the capabilities of CIA, the Department of State, and the National Security Agency, and not one person with the necessary ability was located in any of these three agencies. Exploitation of the material in question was indefinitely postponed, immediate usefulness of the intelligence presumably was lost; and the time, effort, cost and risks involved in obtaining it were correspondingly wasted. This is only one of several reported instances in which there have been delays, up to several months, in exploiting foreign language materials because of the lack of language knowledge among both Field and Headquarters personnel.

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(2) In a country of Southeast Asia where operations of significant size and importance are being conducted, one Agency employee has an adequate command of the spoken and written language, and adequate familiarity with the people and the area. He acquired his knowledge during a previous tour of duty in the country, and now is applying it to good effect in a second tour. The Area Division concerned states that this lack of language ability on the part of the staff is a serious operational handicap; that indigenous agent personnel generally do not speak English; that it is almost impossible [REDACTED] because of the language barrier; and that there is a serious problem of exploitation of documentary material.

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(3)



barrier, and voluminous reports come to Headquarters for translation and use. The timeliness of information is affected seriously, and questions of reliability remain unresolved, sometimes for months. It is reported that Headquarters officials have concluded finally that much of the information reported is highly suspect.

(4) In a Far Eastern area a project ran for many months, and produced reports which were considered to be very good

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and received high praise. A subsequent inspection revealed that the reports were largely fabrications, based on gleanings from the local press, which the Case Officer was unable to read.

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(5)

[REDACTED]

Agency employees assigned to the operation, one had a working knowledge of the language and the country involved. He was unable to cope with all the problems of communication which arose, with the result that interpreters had to be used in all aspects of the operation. The operation failed, security-wise and otherwise, with a monetary cost to the Agency in excess of one million dollars (\$1,000,000). There is no specific proof, but rather a strong presumption, that lack of language knowledge was one of the major handicaps involved.

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(6)

[REDACTED]

nation was revealed as to how the misunderstanding occurred, but the language barrier undoubtedly played a part. The Agency has not recovered its very considerable investment in the failure.

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(7)

[REDACTED]

had seen for the first time. Little of value resulted from what might have been a very fruitful possibility.

- (8) From this same country it has been reported recently that a valuable principal agent has become alienated and may possibly be lost to the Agency's service. Final details are not yet available, but it is presently the opinion of responsible Agency officials that an inexperienced Case Officer, who is unfamiliar with and insensitive to the customs and standard of values of the local inhabitants,

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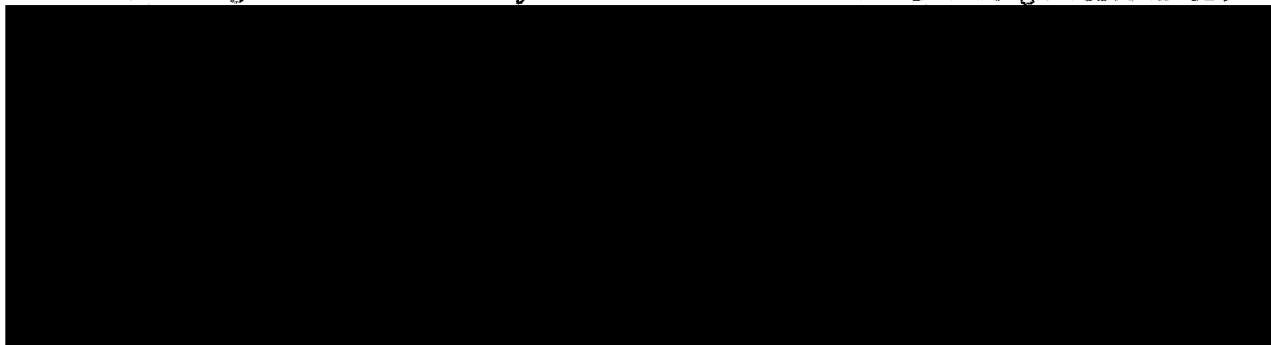
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may have given unwitting offense and caused the agent to devise grounds upon which to discontinue his relationship.

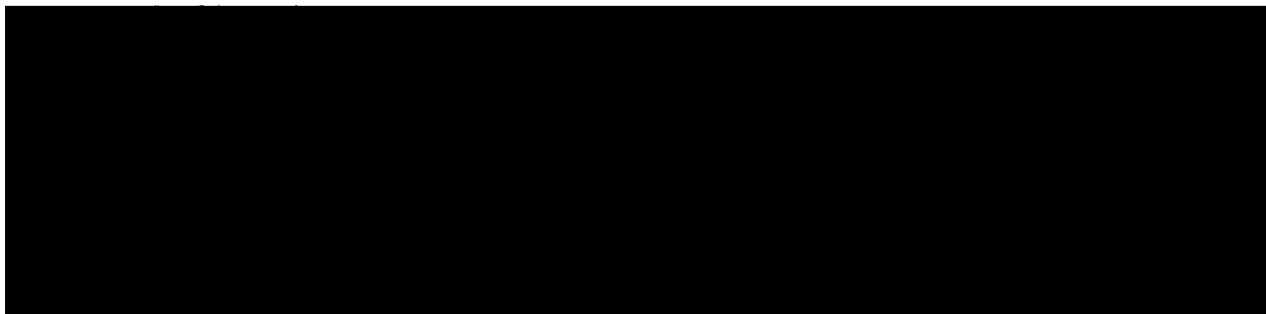
Many more examples exist to support the general conclusion that an operator can have only partial success in his assignment unless he understands the area in or concerning which he is to work, and unless he has among his essential qualifications a knowledge of the language commensurate with the requirements of his job. It is unfair to the individual and to the interests of the Agency to provide him with less.

d. On the other hand, there are a great many examples of highly successful operations in which the American principal or principals involved possessed an understanding of and the ability to communicate with their foreign associates.



e. Area and language knowledge are important in relation to personnel management as well as operational effectiveness. All field personnel, including families, can make a much more effective adjustment to the overseas environment if they are given some prior knowledge of the area, including at least an introduction to the language. Their mental and physical health are benefited by training preparation for the "cultural shock" involved in transfer to a strange and sometimes difficult environment. Personnel turnover can be reduced by such training, resulting in substantial fiscal economies to the Agency.

f. The problems of adequate area and language knowledge are serious now, and there is little prospect that they will diminish in future unless more effective action is taken to meet them. On the contrary, they are likely to become worse. The situation with respect to [redacted] provides a case in point.

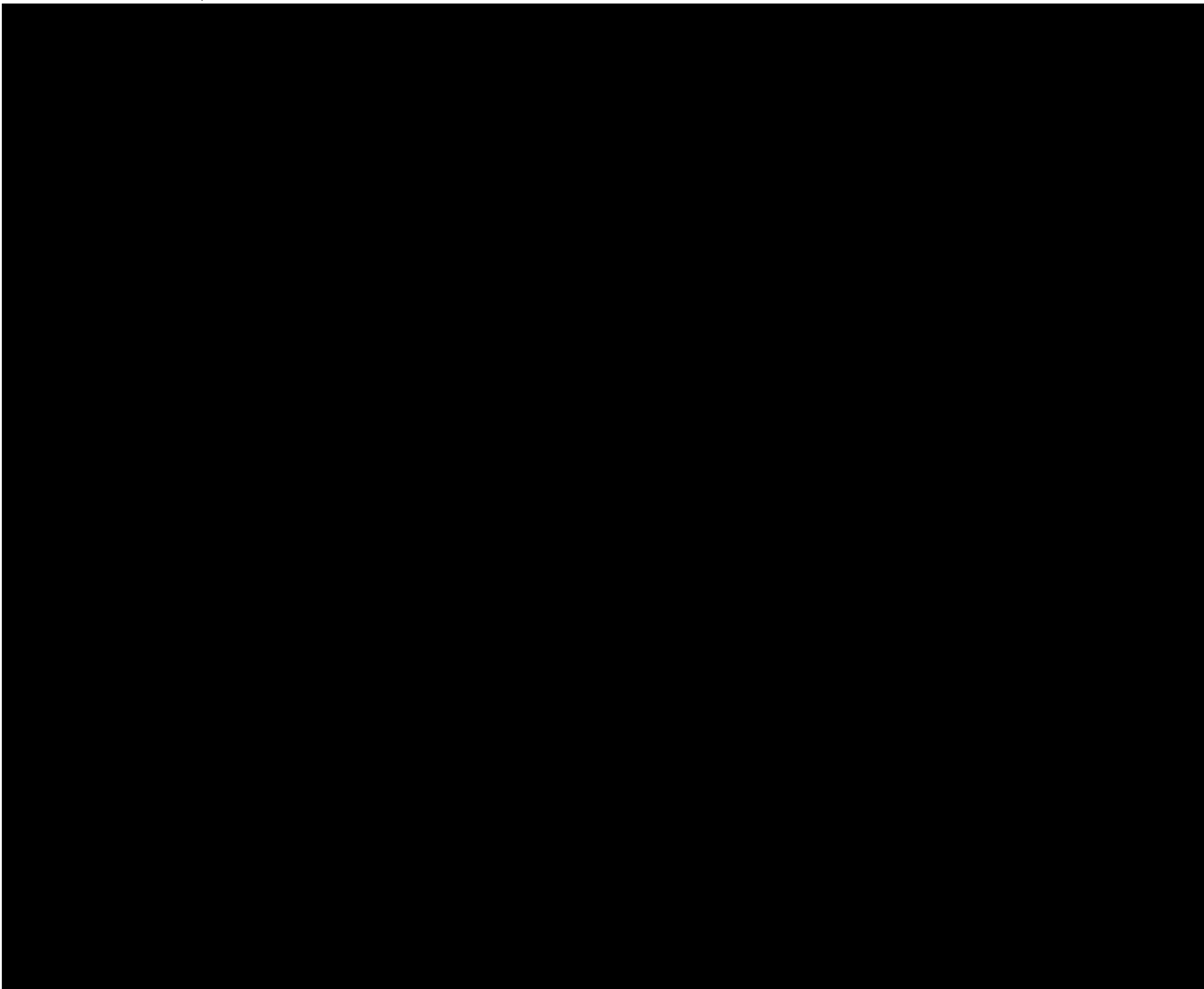


Experience indicates that personnel assigned to peripheral areas who lack [redacted] area and language training are often unaware of important

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able to read newspapers, reports, propaganda pamphlets and other materials in the language in which it was written. These advantages of area-and-language trained personnel over those without such training have been demonstrated by field experience.

25X1A A final point, of long-range significance, is that current developments  
25X1A indicate that English language teaching is declining rapidly,  
25X1A and that whenever Americans are again able to enter [redacted] they will  
be far more handicapped by inability to speak [redacted] than they were in the  
past.

25X1A g. The above rationale with respect to [redacted] can be applied to a number of  
25X1A other countries and areas. The point has been made that [redacted] resources in  
[redacted] situations with [redacted] and other areas  
25X1A [redacted] Central Asia. There is a  
continuing need for more area and language competence concerning Eastern Europe

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and the Near East. In other words, we are badly prepared area-and-language-wise to meet current and future problems of the Agency.

h. Why should this situation exist? Because operating offices place higher value on operations today by an amateur than tomorrow by a professional. Because greater emphasis is placed on getting "dope" today, than on intelligence tomorrow. The situation is not unusual in which a Case Officer without

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i. At the present time area training is conducted largely in the form of briefing discussions and suggested readings by the various Area Divisions, each for its own personnel, or through the medium of external programs to which limited numbers of employees are assigned. There is no middle ground, and no provision for centralized instruction in area subject matter of common applicability, the "common denominators" of area knowledge which would be useful to the majority of employees. A good language training program is conducted within the Agency, which is supplemented by use of outside facilities in those cases where there are not enough students to justify development of an internal program. A fundamental difficulty with respect to area training is that there is no agreed definition of the nature and extent of area knowledge intelligence personnel should possess, and no firm Agency policy on required area training to guide operating components in setting realistic training requirements. Yet the Agency contains a wealth of area experience, information and materials which would be of great use in training, and our collective experience with area training methods is good. The problem is twofold: to bring about by policy direction a recognition of the importance of area training; and to assemble and adapt the resources necessary to build a good training program. The problem with respect to language training is largely one of policy; a policy directive is required which will bring about a definition of the degrees of language proficiency employees should have, will lead to the establishment of training requirements which reflect the realistic needs of the Agency, and the fulfillment thereof.

j. A well-rounded area training program need not be overly elaborate. For many employees a general descriptive knowledge of an area may be sufficient for present purposes. Others require knowledge in depth concerning areas of particular importance. Some need specialized training in the economics, politics, geography, etc. of a given country or area. Yet others require thoroughgoing area and language instruction. The training program, therefore, should include provision for: (1) individual orientation through guided self-study; (2) area survey courses on a group basis; (3) courses in the geography, economics, politics, etc. of particular countries or areas; (4) intensive area analysis, accompanied by language study; and (5) extensive area-and-language specialization, involving use of external as well as internal facilities. The provision of such programs on a centralized basis by OTR would be a valuable and economical service to the Agency, and would not conflict with the responsibility of the Area Divisions to provide specialized briefings for their

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personnel. Their briefings should be supplementary to, not in lieu of, general courses offered by OTR. Wherever possible, language training should be accompanied by appropriate area study.

#### 4. CONCLUSIONS:

a. Both area and language training are of fundamental importance to the success of the Agency's mission.

b. Present arrangements for area training are grossly inadequate, and only a small fraction of the employees who require such training are receiving it. The language training conducted by OTR is of good quality, but the program is not adequate in scope and it does not meet the realistic needs of Agency personnel for language competence.

c. Present training efforts in both these fields are too dispersed, resulting in excessive costs and a training product which often lacks specific applicability to Agency needs.

d. Both area and language training suffer from the same basic difficulties: a lack of conviction on the part of Agency management as to their indispensability in the proper equipping of intelligence personnel; a lack of agreed requirements as to the degree of competence in these respects needed by personnel in various assignments; and the pressure of operational duties which makes it well-nigh impossible for many employees to devote sufficient time to training.

e. The resources exist with which to correct present deficiencies. What is needed is (1) official insistence that emphasis shall be on quality of performance rather than quantity; (2) determination of training requirements in terms of real needs of the Agency, and not in terms of the willingness of individual components to allow people to become prepared; (3) institution of procedures whereby the Agency can develop, through training, persons to meet its needs.

f. With only a modest increase in staff and facilities, the Office of Training can meet the Agency's training needs in these fields, and do so ultimately at reduced unit costs.

g. In addition to providing for its own needs, the Agency should build superior area and language training programs as a first step toward achieving the Inspector General's suggested goal of making OTR the Graduate School in the Intelligence field.

#### 5. ACTION RECOMMENDED:

a. That the Director of Central Intelligence issue a policy statement and directive incorporating the following points:

- (1) The implementation of the mission of the Central Intelligence Agency requires that all personnel not already possessing desired levels of competence shall receive such area and language training as is necessary for the effective performance of duty.

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- (2) Appropriate standards of area and language knowledge for all categories of employees will be defined by each major component in consultation with the Office of Training.
- (3) All employees will meet these standards as a condition of continuing in their present positions or receiving new assignments.
- (4) The Office of Training will provide training activities required to assist employees in meeting and maintaining the standards.
- (5) Action to implement (2), (3), and (4) will be immediate and continuing.
- (6) An Agency-wide program will be initiated as a feature of the general training program, to encourage participation of especially qualified personnel in area and language training. Fifteen Career Development slots and five Junior Officer Trainee slots will be reserved for such training assignments. The program will be administered by the Director of Training who will determine areas of study, will establish standards of participation, conduct and selection, provide academic supervision, and recommend assignments on completion. Applications may be submitted to the Director of Training, through appropriate Office Heads, by any employee of the Agency without reference to current duty assignment.
- (7) Until standards have been finally defined, the following minimum requirements will be used as a guide:
  - (a) Any person whose duty assignment involves working with substantive materials pertaining to a foreign area shall complete an area orientation course of not less than sixty-four hours either in the Agency or at an academic institution. This includes all professional and clerical personnel at Headquarters and all personnel designated for overseas.
  - (b) All persons designated for overseas assignment shall receive at least from sixty-four to one hundred and twenty-eight hours of instruction in the language of the area to which assigned, depending upon the difficulty of the language, or possess fluency equivalent to that of the average student who has completed this requirement.
- (8) Headquarters personnel will be given required area and language training as part of their duty assignments, and field personnel will receive required training before they depart for overseas assignment wherever possible.

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b. That the External and Language Training Division be authorized to add to its complement an Area Training Officer for each of the four major geographic areas, whose duty it would be to develop and conduct required area courses; and that two additional secretarial positions be authorized to support these officers.

c. That a continuing reappraisal be made by the Office of Training of all present use by the Agency of external area and language training facilities; that plans be carried forward to replace such activities progressively by internal Agency programs as the number of students becomes large enough to justify such action; and that the support necessary to equip the External and Language Training Division to assume the added workload be programmed in future budget planning.

d. That consideration be given to the establishment of a training reserve, in the form of a number of training positions not committed to operational duties, and in addition to existing Career Development slots, to be assigned to individual Agency components (Offices, Staffs, Divisions) for training purposes, to make easier the selection and detail to training of those employees who require it.

MATTHEW BAIRD

Director of Training

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TAB B

**TIME REQUIRED IN ACHIEVING STATED DEGREE  
OF PROFICIENCY IN A FOREIGN LANGUAGE**

In determining the amount of time required to achieve a given degree of proficiency in a foreign language it is necessary to define in arbitrary terms not only the categories of proficiency but also the aptitude of the student, the system and quality of instruction and presence or absence of technical linguistic supervision.

The following limitations should be taken into consideration in using the attached charts:

1. The following three categories of proficiency are arbitrary and general in nature.

**Category I:** Sufficient proficiency in speaking a foreign language to satisfy ordinary routine social-travel requirements.

**Category II:** Basic familiarity with the structure of a language with sufficient proficiency in speaking to conduct ordinary routine business within a particular field. Sufficient familiarity with the writing system to read simple material with the aid of a dictionary.

**Category III:** Near native fluency and accuracy in speaking, with sufficient vocabulary to meet any ordinary requirements which do not involve the speaker in a technical subject outside his own speciality. Ability to read newspapers and documents with limited reference to a dictionary.

2. The languages covered are only representative.

3. The grouping of the languages into four principal categories A, B, C, and D of difficulty (time required to achieve a stated degree of proficiency) is again arbitrary. There may be a considerable degree of variation within each group. Opinion also varies with respect to certain languages such as Vietnamese as to whether it should be included in Group B or C.

4. There is considerable variation in the estimates on the amount of time required to achieve a stated category of proficiency. The differences have been adjusted by "splitting the difference."

5. The time requirements are based on a system of instruction having these important aspects:

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- a. Use of instructors who have native speaking fluency, plus linguistic training.
- b. Learning the structure of the language through the "Spoken Language."
- c. Learning the symbolization of language (the writing system) only after the basic structure has been introduced.

6. There is considerable variation in the aptitude of students which has been over-simplified in the dichotomy between those with "High Aptitude" and those with "Average Aptitude." Students with what would be considered "Low Aptitude" have not been considered.

7. No estimate has been made for achieving Category II and III proficiency with one hour a day of instruction since there would be such a wide variation. It is generally considered that any real degree of proficiency in speaking can seldom be achieved through classes that meet only one hour a day.

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**LANGUAGE OR LANGUAGE GROUP. (ROMANCE AND GERMANIC.)**  
**Italian, French, Spanish, Portuguese, German, Swedish, Norwegian, Danish, Dutch**  
**CATEGORY A**

Class hours of instruction per day. (Time for drill with records or tapes or outside preparation not included. Total time required for class and supplementary study varies from 2 to 3 times the amounts indicated below.)	<u>Proficiency Category I</u> Sufficient proficiency in speaking a foreign language to satisfy ordinary routine social-travel requirements.		<u>Proficiency Category II</u> Basic familiarity with the structure of a language with sufficient proficiency in speaking to conduct ordinary routine business within a particular field. Sufficient familiarity with the writing system to read simple material with the aid of a dictionary.		<u>Proficiency Category III</u> Near native fluency and accuracy in speaking with sufficient vocabulary to meet any ordinary requirements which do not involve the speaker outside his own speciality. Ability to read newspapers and documents with limited reference to a dictionary.	
	Months of Training Required		Months of Training Required		Months of Training Required	
	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude
1 hour per day five days a week.	4 mos.	6 mos.	*	*	*	*
2-3 hours per day five days a week.	2 mos.	3 mos.	4 mos.	6 mos.	**9 mos.	**12 mos.
4 hours per day to full time, five days a week.	1-1/2 mos.	2 mos.	3 mos.	5 mos.	**6 mos.	**9 mos.

\* Not practical to achieve on an hour-a-day basis.  
 \*\* Plus three months in part time training and using the language, preferably in an area abroad where the language is widely used.

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LANGUAGE OR LANGUAGE GROUP  
 Russian, Polish, Czech, Serbo, Bulgarian, Rumanian, Turkish  
 Greek, Persian, Hindustani, Indonesian  
**CATEGORY B**

Class hours of instruction per day. (Time for drill with records or tapes or outside preparation not included. Total time required for class and sup- plementary study varies from 2 to 3 times the amounts indicated below.)	<u>Proficiency Category I</u> Sufficient proficiency in speaking a foreign language to satisfy ordinary routine social- travel requirements.		<u>Proficiency Category II</u> Basic familiarity with the structure of a language with sufficient proficiency in speaking to conduct ordinary routine business within a particular field. Suf- ficient familiarity with the writing system to read simple material with the aid of a dictio- nary.		<u>Proficiency Category III</u> Near native fluency and accuracy in speaking with sufficient vocabu- lary to meet any ordinary requirements which do not involve the speaker outside his own speciality. Ability to read newspapers and documents with limited reference to a dictio- nary.	
	Months of training Required		Months of training Required		Months of training Required	
	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude
1 hour per day five days a week.	6 mos.	8 mos.	*	*	*	*
2-3 hours per day five days a week.	3 mos.	4 mos.	9 mos.	12 mos.	**15 mos.	**18 mos.
4 hours per day to full time, five days a week.	2 mos.	3 mos.	6 mos.	9 mos.	**12 mos.	**15 mos.

\* Not practical to achieve on an hour-a-day basis.  
 \*\* Plus three months in part time training and using the language, preferably in an area abroad where the language is  
 widely used.

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LANGUAGE OR LANGUAGE GROUP  
 Chinese, Japanese, Korean (with the Chinese Writing System)  
 CATEGORY C

Class hours of instruction per day. Time for drill with records or tapes or outside preparation not included. Total time required for class and sup- plementary study varies from 2 to 3 times the amounts indicated below.)	<u>Proficiency Category I</u> Sufficient proficiency in speaking a foreign language to satisfy ordinary routine social- travel requirements.		<u>Proficiency Category II</u> Basic familiarity with the structure of a language with sufficient proficiency in speaking to conduct ordinary routine business within a particular field. Suf- ficient familiarity with the writing system to read simple material with the aid of a dictio- nary.		<u>Proficiency Category III</u> Near native fluency and accuracy in speaking with sufficient vocabu- lary to meet any ordinary requirements which do not involve the speaker's side his own speciality. Ability to read news- papers and documents with limited reference to a dictionary.	
	Months of Training Required		Months of Training Required		Months of Training Required	
	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude	High Aptitude	Average Aptitude
hour per day five days a week.	6 mos.	9 mos.	*	*	*	*
3 hours per day five days a week.	4 mos.	6 mos.	15 mos.	18 mos.	**24 mos.	**30 mos.
hours per day to full time, five days a week.	3 mos.	4 mos.	12 mos.	15 mos.	**18 mos.	**24 mos.

\* Not practical to achieve on an hour-a-day basis.  
 \* Plus three months in part time training and using the language, preferably in an area abroad where the language is  
 widely used.  
 \* This group of languages requires a substantial increase in time in Categories II and III because of the difficulty  
 of the writing system.

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LANGUAGE OR LANGUAGE GROUP  
 Arabic, Burmese, Vietnamese, Thai  
 CATEGORY B

Class hours of instruction per day. (Time for drill with records or tapes or outside preparation not included. Total time required for class and sup- plementary study varies from 2 to 3 times the amounts indicated below.)	<u>Proficiency Category I</u> Sufficient proficiency in speaking a foreign language to satisfy ordinary routine social- travel requirements.		<u>Proficiency Category II</u> Basic familiarity with the structure of a language with sufficient proficiency in speaking to conduct ordinary routine business within a particular field. Suf- ficient familiarity with the writing system to read simple material with the aid of a dic- tionary.		<u>Proficiency Category III</u> Near native fluency and accuracy in speaking with sufficient vocabu- lary to meet any ordi- nary requirements which do not involve the speaker out- side his own speciality. Ability to read news- papers and documents with limited reference to a dictionary.	
	Months of Training Required		Months of Training Required		Months of Training Required	
	High Attitude	Average Attitude	High Attitude	Average Attitude	High Attitude	Average Attitude
1 hour per day five days a week.	6 mos.	9 mos.	*	*	*	*
2-3 hours per day five days a week.	4 mos.	6 mos.	12 mos.	15 mos.	18 mos.	24 mos.
4 hours per day to full time, five days a week.	3 mos.	4 mos.	9 mos.	12 mos.	15 mos.	18 mos.

\* Not practical to achieve on an hour-a-day basis.  
 \*\* Plus three months in part time training and using the language, preferable in an area abroad where the language is  
 widely used.

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Area Training

The following suggestions are based upon the assumptions:

- a. Some knowledge of foreign areas is essential for nearly all employees of the Agency.
- b. The nature and extent of the knowledge required will vary with the type of employee and the operational assignment.
- c. Necessary area training will be provided to all employees who do not already possess the degree of knowledge required.
- d. The ultimate training objective is to develop enough area-trained people to meet not only current operational needs, but to constitute a reservoir of personnel who possess skill and wisdom with respect to all foreign areas.
- e. Area and language training go hand-in-hand and should, wherever possible, be undertaken together.

It is recognized that area knowledge is more generalized and less susceptible of precise measurement than is linguistic proficiency, and that both needs and methods of instruction may vary considerably. The categories of study listed are general in nature; within them there is room for any necessary variation or adaptations. Likewise, the coverage and periods of time suggested are intended to serve as guides, based on general experience with such subject matter, rather than as fixed prescriptions.

The types of area training suggested have common applicability to numbers of people, and should be conducted centrally. Area Divisions will continue to be responsible for specialized briefings for their operational personnel.

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Area Orientation

Objectives

Introductory Orientation - general descriptive knowledge of major characteristics of a country or area and its peoples.

Methods of Instruction

- a. Individualized guided self-study: readings, discussion, research, preparation of papers -- under supervision of Area Training Officer.
- \*b. Area survey course on group basis: lectures, discussion, use of visual aids, readings.

Type of Personnel to be Trained

All personnel, professional and clerical, headquarters and field, whose duties involve working with substantive materials pertaining to a foreign area, or who are to be assigned abroad.

Suggested Time Required

Sixty-four - Eighty hours

Other Considerations

Should accompany beginning language training.

\* Method Preferred

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Area Analysis

Objectives

Comprehensive knowledge of a country or area, involving description (The physical environment, history, patterns of economic, political and social behavior, strength and resources, etc.) and interpretation (The effect upon patterns of thought and action of environmental and institutional factors; the values, ideas and aspirations of the people, and the ways they govern their conduct, etc.) with emphasis upon thorough understanding of strategic potential and intelligence significance of the area.

Methods of Instruction

- a. Supervised individual study and research; consultation with experts; preparation of substantial papers on aspects of the area.
- \*b. Area seminar on group basis: lectures, discussion, readings, research, use of case study and problem-analysis techniques, preparation of research papers.

Type of Personnel to be Trained

Executive personnel, Intelligence Officers, Reports Officers, Senior Administrative Officers, whether concerned substantively with, or assigned to an area. (This is the level of training most desirable for the majority of professional personnel)

Suggested Time Required

120 hours

Other Considerations

Should be accompanied by language study, if language competence not already present.

\* Method Preferred

Specialized Area Study

Objectives

Good working knowledge, to the degree required by the nature of the operational assignment, of the geography, economics, politics, or other specialized aspect of a country or area, where general background familiarization is already present.

Methods of Instruction

- a. Individual guided self-study
- \*b. Area seminar on group basis

Type of Personnel to be Trained

All persons requiring specialized instruction

Suggested Time Required

Thirty - Eighty hours

\* Method Preferred

Area and Language Specialization

Objectives

Broad knowledge and understanding of the total environment and way of life of a foreign people, and control of the language.

Methods of Instruction

Integrated language and area instruction at a university and/or field installation.

Type of Personnel to be Trained

Selected persons possessing a high degree of aptitude and motivation, whose operational assignments require expert knowledge of a country or area, or whose capability is great for providing, in future, a high degree of area expertness for service anywhere in the Agency.

Suggested Time Required

One to two years of formal study, plus at least 3 years of duty assignment involving concentrated use and application of substantive knowledge pertaining to the area. Desirably, the second phase should include at least one year of residence in the area.

Other Considerations

Area and language studies concurrently

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(The following statement of policy is suggested for issue by the DCI as a means of implementing practices designed to assure that all personnel possess language and/or area knowledge required for reliable and efficient fulfillment of individual and group responsibilities within the Agency, and to assure that gradually the Agency develops a carefully selected group of highly trained specialists in various fields of concern.)

**STATEMENT OF POLICY  
BY  
THE DIRECTOR OF CENTRAL INTELLIGENCE**

1. The conduct of effective and efficient activities of the Central Intelligence Agency requires that all personnel possess certain defined levels of area and language knowledge.
2. All personnel not possessing knowledge defined by the standard for their positions shall receive training directed at providing the required knowledge.
3. The Office of Training is responsible for providing and scheduling required training, and for informing offices of the availability of such training.
4. Individual components are responsible for scheduling participation of personnel requiring the offered training.
5. An ad hoc committee to be known as the Qualifications Committee will define standards of area and language knowledge for all categories of employees. This committee will consist of the Chairman of the Career Service Council (as chairman) and senior representatives of the DD/I, the DD/P, the DD/A, the PD, and the OTR. Working sub-committees will include appropriate Training Liaison Officers.
6. As a matter of policy, all employees will meet these standards as a condition for continuing in their present positions or receiving new assignments. Fulfillment of this requirement within one year after employment will be expected of all employees, except where the required training itself necessitates a longer time. Upon satisfactory completion of the requirement, the Office of Training will issue a certificate to the effect that the employee has met the established standard.
7. All prescribed training will be regarded as part (or all) of an employee's duty assignment. It will be accomplished as part of normal duty insofar as such training is available during normal duty hours. Where such training is available only at hours other than those for normal duty, individuals receiving such training will be allowed an appropriate amount of freedom from normal duty hours. (Overtime pay will not be allowed.)

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8. Action to implement the foregoing will be immediate and continuing.

9. Until standards have been finally defined, the following minimum requirements will be used as a guide:

a. Any person whose duty assignment involves working with substantive materials pertaining to a foreign area shall complete an area orientation course of not less than sixty-four hours either in the Agency or at an academic institution. Previous academic training of comparable quality will be accepted in fulfillment of this requirement. Residence in the area alone will not be accepted for fulfillment of this requirement. This requirement pertains to all professional and clerical personnel at Headquarters and all personnel designated for overseas.

b. All persons designated for overseas assignment shall receive at least from sixty-four to one hundred and twenty-eight hours of instruction in the language of the area to which assigned, depending upon the difficulty of the language, or possess fluency equivalent to that of the average student who has completed this requirement.

10. With a view to gradual development of a cadre of highly-qualified specialists in foreign affairs, the following two provisions are made as a means for partially implementing the policy set forth herein:

a. Each component of the Agency, down to and including the branch level, will be allowed a five per cent (5%) increase over its authorized T/O to be used for assignment of persons qualified, according to standards of the Office of Training, to receive intensive, full-time training directed at meeting specific needs of the component concerned. Use of these positions, however, is not restricted to training in language and area, but may be used also for training in fields of professional specialization.

b. A Career Development Scholarship Program will be developed and directed by the Office of Training for intensive specialized training for a duration of one to three years of exceptionally qualified personnel to be selected on an Agency-wide competitive basis and to serve after training anywhere in the Agency that a need for such specialists exists. To permit the conduct of this program, all present Career Development Slots and five Junior Officer Trainee Slots (for JOT's only) will be available.

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