

Lieutenant General Lewis B. Hershey

● ARMY LANGUAGE SCHOOL

MISSION

HISTORY

ORGANIZATION

Prepared by

● ARMY LANGUAGE SCHOOL

Presidio of Monterey ★ California



Colonel Walter E. Kraus
Commandant, Army Language School

" Since its humble, eleventh-hour beginning in 1941 to provide intelligence units with Japanese linguists, the Army Language School has grown into a recognized institution teaching twenty-nine foreign languages spoken by 1,450,000,000 of the world's people.

Indispensable in war, the supply is no less important in time of peace. Today our graduates are making important contributions to our country's efforts in the Cold War and in the assistance given to the nations of the free world in their efforts to remain strong. With 40% of our Army stationed in 73 foreign countries, the need for understanding, communication and good human relations with the peoples of other lands is vital.

We are proud of the roles our graduates are playing throughout the world in our country's efforts to keep the peace."

Walter E. Kraus

語言為世界和平之基礎

Language is the Foundation of the World's Peace

(OLD CHINESE PROVERB)



SYMBOLIC REPRESENTATION OF THE ROSETTA STONE
(KING PTOLEMY'S NAME IN THREE SCRIPTS)

THE MISSION

The Army Language School has been assigned the mission of training students in such foreign languages as may be prescribed by the Department of the Army.

The minimum objectives of this training are :

To teach the student to understand a foreign language and to speak it with fluency and reasonable accuracy .

To teach the student to read and write the foreign language to the greatest degree possible without limiting the first objective .

The Army Language School believes that in fulfilling this mission it is performing a key role in the broader mission of implementing the foreign policy of the United States . The Army Language School is a part of this country's fulfillment of its position as leader of the free world, for here the United States Army and United States Air Force prepare themselves to represent this nation more effectively in all of their foreign stations, for peace or for war .



THE NEED FOR LANGUAGES

From the first day that crude words diverged from the main stream of man's emotion, language has been the predominant factor in the social organization of humanity.

In these times of surging change, however, knowing one's own language is not enough.

Swiftness of transportation and electronic advances have juxtaposed once remote lands almost within earshot of each other. Further, and more importantly, the emergence of the United States as the leader of the free world has posed many problems of communication. With 40 per cent of our Army stationed in some 73 foreign countries all over the globe, there are questions of public relations in strange lands, of liaison, intelligence and international command.

A major element in maintaining the national security of the United States is the policy of collective security. Currently, the United States has entered into mutual defense agreements to provide military support in the event of attack to some 45 nations of the free world.

These collective security pacts make certain demands on the Army. A total of 43 advisory groups and training missions to nations located outside the iron and bamboo curtains are necessary for cooperative action. The Army furnishes courses of instruction, mobile training teams, and technical representatives in support of 200 divisions.

To be truly effective, these advisory and training groups must achieve maximum communication at every level of operation. Since this, of course, involves other languages, the degree of success in military liaison is in direct proportion to the degree of understanding. If we send billions of dollars in equipment to allied countries, it is essential that we have personnel who can explain the maintenance and operation of that equipment as well as its tactical employment.

This situation, of course, demands a continuing supply of competent linguists if we are to attain peak efficiency and cooperation.





FACULTY

Perhaps the most interesting single feature of the Army Language School is the faculty of experts assembled at the Presidio to teach military personnel to speak and understand a foreign language.

From thirty-eight different countries on all the continents have come over five hundred people of such diverse backgrounds as law, medicine, science and the arts. All the principal races are represented in this international faculty, which numbers prominent participants in the modern history of the twentieth century.

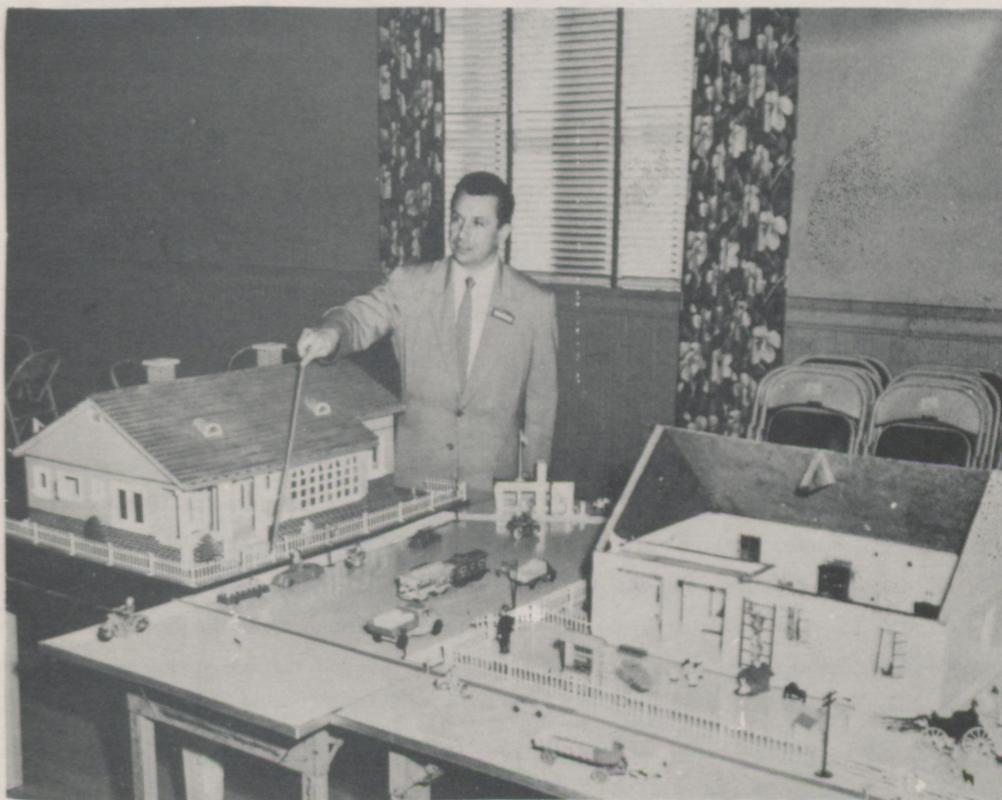
Many instructors have had extensive experience as professors in American and foreign universities. Others, such as former cabinet ministers, diplomats and high-ranking army officers from three dozen countries, have never taught before coming to Monterey. Nevertheless, because of the great care taken in their selection, training and supervision, they have, in a surprisingly short time, developed classroom techniques and procedures that compare very favorably in effectiveness with those of their more experienced colleagues.

All of the teachers at the school are either natives of the country whose language they teach, or, in a few cases, native-born Americans who have learned the language as a first tongue. The constant effort of the administration is to secure well qualified teachers who only recently were using their native languages as part of their daily lives.

Before any teacher is accepted by the school, his background and qualifications are thoroughly investigated. Particular attention is paid to his foreign language pronunciation. A special school committee accomplishes this by studying a personal phonograph recording which the applicant must submit to the school as a sample of of his voice and accent.

If he meets these and other exacting standards, the applicant is hired on an excepted Civil Service status. Before he can teach he must learn, and he begins his work with an intense training period during which he observes classroom work, directed reading and study, discussion, consultations, and other preparation within his department.

During this training period he must also participate as a student in learning an unfamiliar language, so that he may experience the effectiveness of the school's methods.





TRAINING

Training at the Army Language School is governed first by the chief aim of practical mastery of a foreign language, and second by the length and concentration of time.

It is the theory in most colleges that for each hour of class work, the student is expected to study two hours independently. That ratio is reversed at the Army Language School. Here a student spends six hours in class, five days a week, and is expected to study at least three hours each night.

Learning to speak a foreign language is not done through memorization of a body of facts. Mastery of the spoken language is a skill achieved through constant practice—learning by doing.

The Army Language School strives to give its students some facts of the culture of the people whose language they are studying. More importantly, though, the school is mindful that its students are military personnel who are learning a language for military purposes; therefore, military terminology is emphasized.

Every student has frequent practice in acting as an interpreter, in making military reports in the foreign language, in interrogation, and even in making speeches. He studies a language for definite and practical military reasons - not in the vacuum of theory.

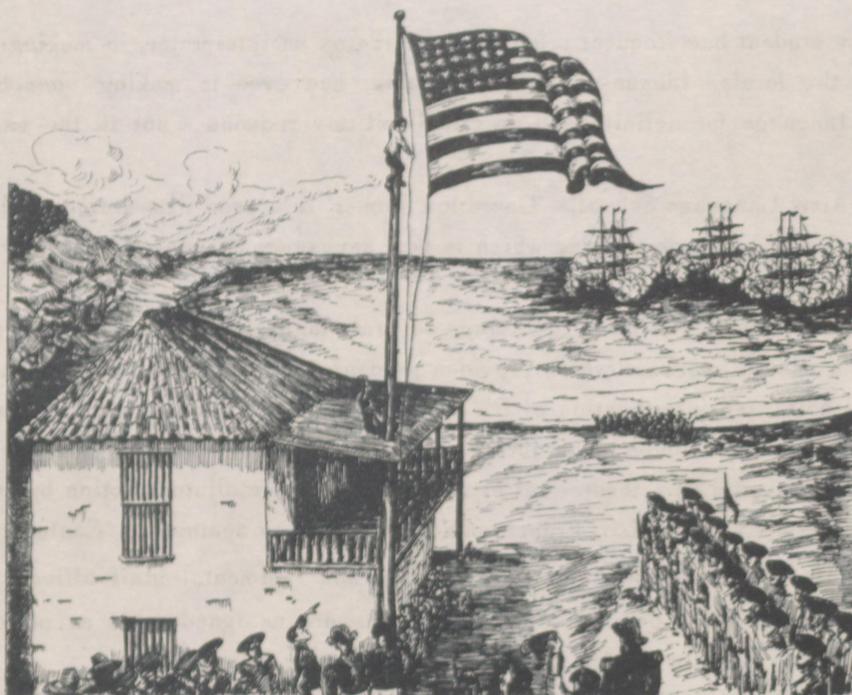
The Army Language School's 'Operation Jabber' is a good illustration of the growing complexity in language training which is now necessary because of the Army's many world-wide missions.

A multi-lingual exercise involving several language departments, 'Operation Jabber' is a special measure which provides students with direct experience in liaison with allied units and interrogation of PW's and friendly civilians in combat situations.

In order to train students for future assignments to such organizations as NATO, 'Jabber' was designed as a theoretical situation involving retaliatory action by combined forces of the American, British, French and Spanish armies against an 'Eastern' aggressor. ALS students play the parts of divisional and regimental staff officers in this tactical, linguistic CPX exercise. Other students are assigned roles as prisoners or civilians and are soundly briefed on how to resist interrogation.

The chief problem to be solved by students taking part in 'Jabber' is the exploitation of intelligence collection agencies. Genuine to the last detail, 'Jabber' is the acid test for future interpreters. All tactical maps and documents are printed in foreign languages. In an all-out effort to keep students completely on their own in the foreign languages, instructors offer no assistance whatever, acting only as umpires.

Thus the Army Language School provides simultaneous instruction in languages and tactical situations. With America committed to joint action with her Allies in case of aggression, the school is working to give its students abundant training for their future responsibilities in maintaining peak communication on all levels with other countries.



RAISING THE AMERICAN FLAG AT MONTEREY - 1846
(COMMODORE JOHN D. SLOAT COMMANDER - IN - CHIEF OF US NAVAL FORCES IN THE PACIFIC)

HISTORY OF THE ARMY LANGUAGE SCHOOL

In the closing days of 1941, practically as the Japanese fleet set sail for the attack on Pearl Harbor, the first Japanese language course was formed at the Presidio of San Francisco. It was called the *Fourth Army Intelligence School* and was organized with 58 Nisei pupils, 2 Caucasian students, and a few civilian instructors. The first commencement found 45 of the original 60 graduating, 35 of them being sent to the Pacific Theater of Operations in the Guadalcanal and Alaskan areas.

After the first class had graduated, the War Department, through proved battle experience, acknowledged the importance of a *Military Intelligence Language School* with emphasis on Japanese. Accordingly, the School was moved to camp Savage, Minnesota and placed under the direct jurisdiction of the Assistant Chief of Staff, G - 2. The first official class began on 1 June 1942 with 200 students.

The MIS School at Camp Savage expanded considerably as the war progressed and, by the Fall of 1944, contained 27 civilian and 65 enlisted instructors; had trained 1600 enlisted graduates, 142 officer candidates, and 53 officers in reading, writing and speaking Japanese.

Soon the School outgrew the facilities of the newly built Camp Savage and moved to historic Fort Snelling, Minnesota. Here the Chinese course was organized in February

1945 to teach the Mandarin dialect to military students of Cantonese background. In June of 1945, a WAC class was activated. Finally, in October 1945, a Korean language course with seven enlisted men and one officer of Korean ancestry was begun. In October 1945, the Military Intelligence Service Language School had reached a peak enrollment of 1836 students.

By June of 1946 the school had graduated more than 6000 men who served in some 130 different Army, Navy and Marine Corps units and on loan to our Allies. Many were attached to the Joint Intelligence Center, Pacific Ocean Area, with headquarters in Hawaii. Teams of at least 10 linguists were selected for headquarters assignments with more than a score of infantry divisions in the Pacific. Other language teams were assigned to the Joint Intelligence Collecting Agency, which later combined with British Intelligence to form the Southeast Asia Translator and Interrogator Center with headquarters in New Delhi. Teams were assigned to Merrill's Marauders, Mac's Task Force, Far Eastern Air Forces and the China-Burma-India Theater. During the Attu and Kiska campaigns in the Aleutians, nearly 50 MISLS graduates were working out of the advance Alaskan Department, which had its headquarters in Adak.

In June 1946, the school was transferred from Fort Snelling to its present location at the Presidio of Monterey. In September 1947, since other Army agencies wished to send students for language training, the MISLS was placed under direct control of Army Field Forces and the name changed to Army Language School.

Today 28 languages are taught to over 2000 students by some 500 instructors. The school has its own reproduction plant for publishing text books and training aids. An up-to-the-minute sound recording studio has made it possible to speed up language instruction by providing foreign language phonograph records and tapes which are an integral part of each course. The newest advance made by the school's sound studio is the dubbing of foreign language sound tracks on films originally made in English. This is done by translating the original track into the foreign language, recording the new track, and then, by use of magnastriping, adding the foreign language narration to the film. This sound track conversion is done in all 28 languages taught at the school.

In short, the Army Language School has grown from a modest beginning into a large, well-organized institution which serves as an inspiration and guide to instructors and language students throughout the academic world.



FORMAL ESTABLISHMENT OF THE PRESIDIO
 (FRA JUNIPERO SERRA PERFORMING MASS JUNE 3, 1770)

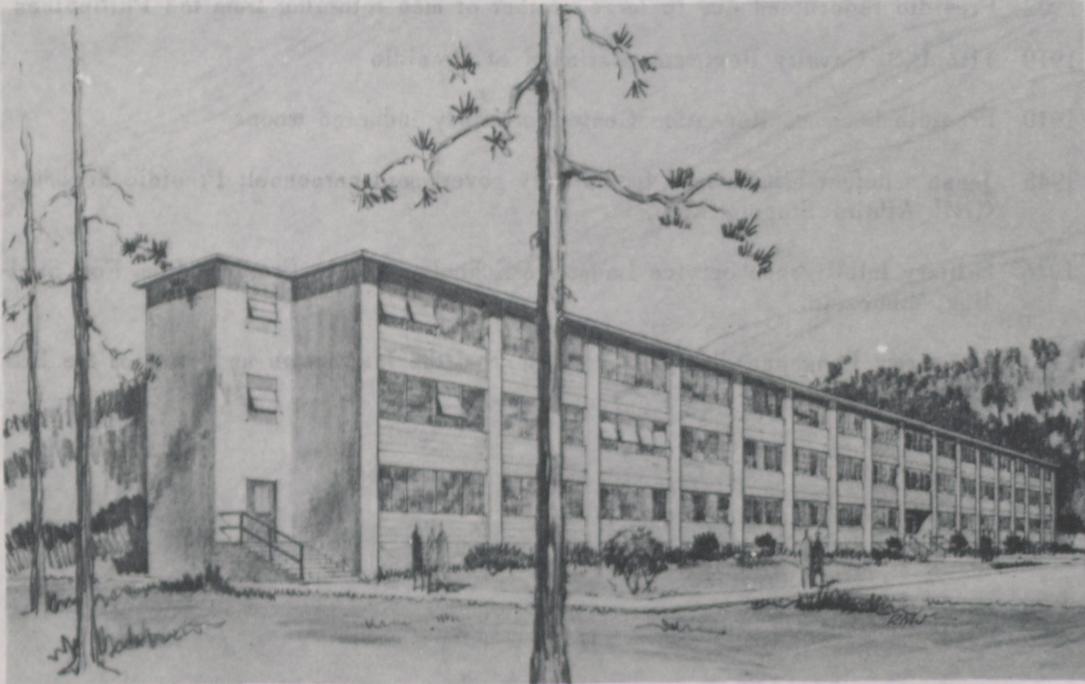
HISTORICAL NOTES - PRESIDIO OF MONTEREY

- 1542 Monterey Bay discovered by the Portuguese, Juan Rodriguez Cabrillo
- 1602 Landing of Sebastian Viscaino in vicinity of present day Presidio Main Gate
- 1770 Arrival of Father Junipero Serra by sea and Captain Gaspar de Portola by land
 These two Spaniards formally opened the old Presidio and Mission
- 1818 Temporary capture of Monterey by Gen. Hypolite Bouchard of the Argentine in-
 surgents
- 1822 Control of Monterey taken over by Republic of Mexico
- 1846 Commodore John Drake Sloat raises the Stars and Stripes at the old Customs
 House, and Monterey becomes part of the USA
- 1846 Fort Mervine, consisting of earth works and blockhouse, is constructed on site of
 modern Presidio
- 1846 Captain John C. Fremont with 160 mounted men camps in Monterey
- 1861 Occupied during Civil War by two companies of Infantry
- 1865 Presidio land left in charge of the well known Martin Doud, former Army Sergeant

- 1902 Presidio reoccupied due to large number of men returning from the Philippines
- 1919 11th U.S. Cavalry Regiment stationed at Presidio
- 1940 Presidio becomes Reception Center for newly inducted troops
- 1945 Japan's defeat brings need for military government personnel; Presidio becomes Civil Affairs Staging Area
- 1946 Military Intelligence Service Language School moves to Presidio from Fort Snelling, Minnesota.
- 1947 The Army Language School is created from the instructors and staff of the MIS Language School

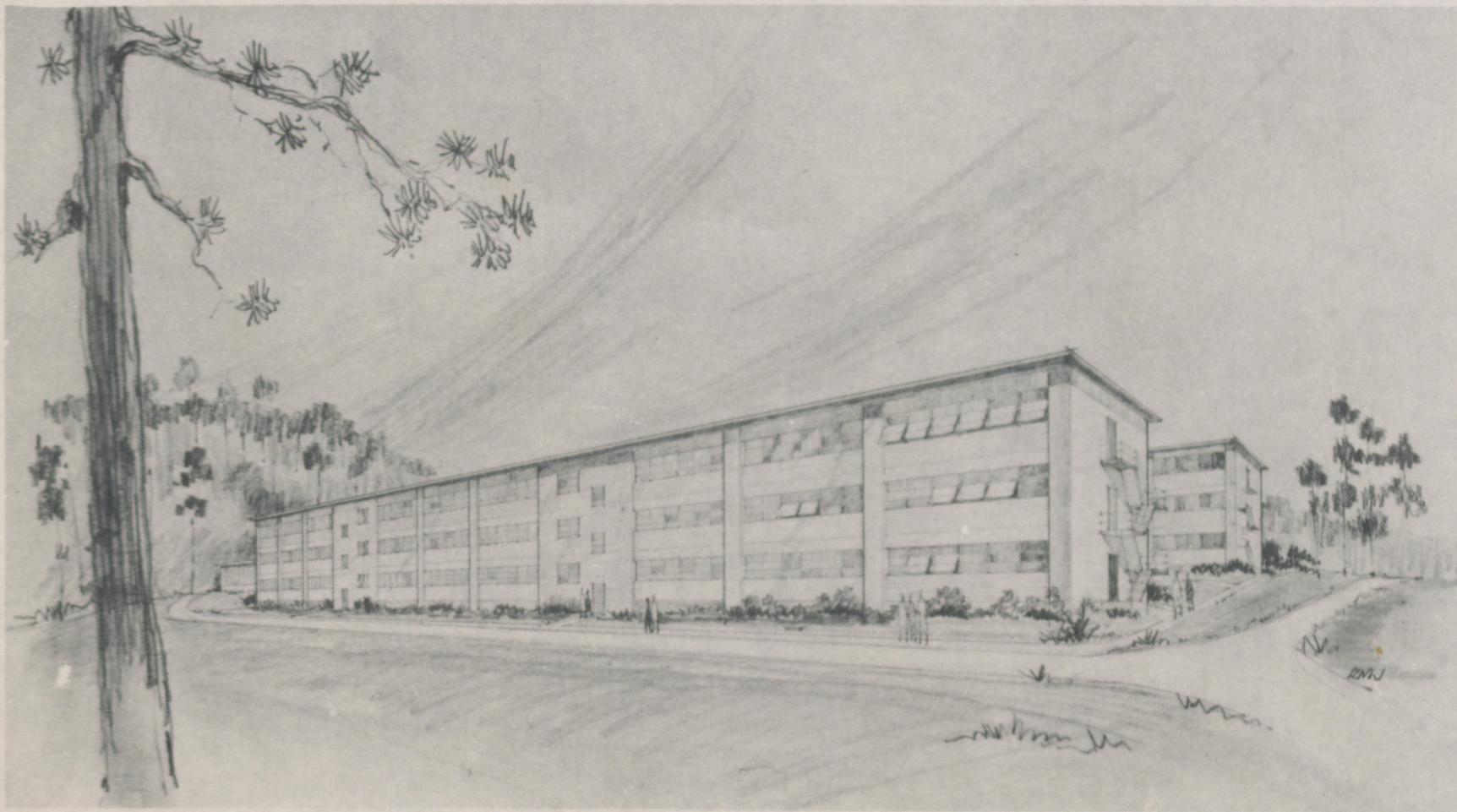
THE PRESIDENT

It is the duty of the President to see that the laws are faithfully executed and that the executive branch of the government is properly administered. He is also to take care that the laws be faithfully executed and that the executive branch of the government is properly administered. He is also to take care that the laws be faithfully executed and that the executive branch of the government is properly administered.



THE FUTURE

There seems little doubt that the teaching of foreign languages to members of the armed forces will continue to be of mounting importance. The need for men who can speak foreign languages is growing year by year. Since 1947, the Army Language School has grown from a student body of 350 to one of 2000. Estimates of the future size of the Army Language School vary within wide limits; but we are now planning a school to meet future Department of the Army requirements, housed in suitably designed permanent buildings. It will be possible, should higher authority so decide, to include in the student body persons in other branches of the government who are selected for duty in foreign lands.



NEW TROOP HOUSING

US ARMY LANGUAGE SCHOOL
Phone MONTEREY FR 5-1511

POSITION	RANK & NAME	OFFICE PHONE
1. COMMANDANT	Col W. E. Kraus	212
2. Asst Commandant	Lt Col F. A. Hicks	200
3. Air Force Liaison	Lt Col E. B. Bates	502
4. Adjutant	Maj E. J. Murphy	202
5. Intelligence	Maj W. R. Garrison	217
6. Operations & Training	Maj T. A. Duke, Jr	305
7. Services & Supply	Maj A. A. Haut	306
8. Billeting	Mr. H. E. Evans	501
9. Chaplain	Maj H. G. Dutcher	480
10. Civilian Personnel	Mr. C. J. Deacon	204
11. Legal Advisor	Mr. K. F. Frisbie	481
12. Public Information	Mr. J. H. Zierold	460
13. Commander of Troops	Lt Col R. E. Konkol	413
14. Far Eastern	Mr. T. P. Tekawa	220
15. Middle East-Slavic	Mr. V. Hempel	351
16. Romanic-Germanic	Mr. K. A. Mueller	495
17. Russian	Mr. V. P. Kopeikin	226

LANGUAGE DEPARTMENTS

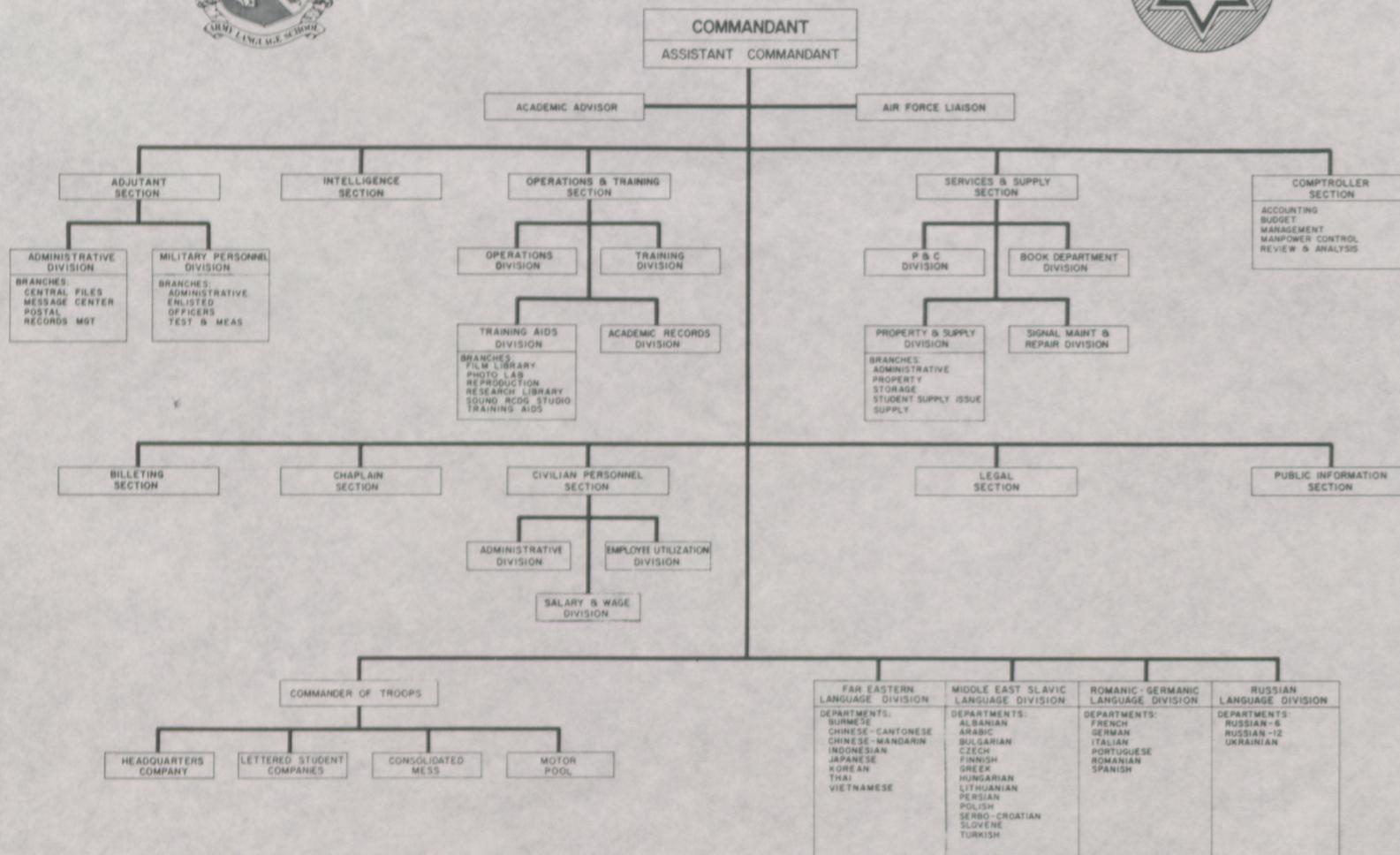
Department	Chairman	Office Phone
1. Albanian	Mr. Gera	364
2. Arabic	Mr. Said	424
3. Bulgarian	Mr. Jordan	353
4. Chinese Cantonese	Mr. Howe	438
5. Chinese Mandarin	Dr. Lee	441
6. Czech	Mr. Mensik	354
7. French	Mr. Hall	272
8. German	Mr. von Richter	293
9. Greek	Mr. Millis	280
10. Hungarian	Mr. Banathy	362
11. Indonesian	Mr. de Heer	338
12. Italian	Dr. De Petra	471
13. Japanese	Mr. Kihara	221
14. Korean	Mr. Sohn	262
15. Lithuanian	Mr. Gricius	391
16. Persian	Mr. Basseri	473
17. Polish	Mr. Kaminski	352
18. Portugese	Mr. Carvalho	472
19. Russian (R-12)	Mr. Albov	239
20. Russian (R-6)	Mr. Romanoff	360
21. Romanian	Dr. Ocneanu	259
22. Serbo-Croatian	Mr. Stude	355
23. Slovene	Mr. Horn	228
24. Spanish	Dr. Vargas	378
25. Thai		338
26. Turkish	Mr. Dag	381
27. Ukrainian	Mr. Alexander	392
28. Vietnamese	Mr. Thu	430



US ARMY LANGUAGE SCHOOL

PRESIDIO OF MONTEREY CALIFORNIA

ORGANIZATIONAL CHART



APPROVED: *Walter E. Kraus*
 WALTER E. KRAUS
 COLONEL, ARTILLERY
 COMMANDANT

DATE: 1 MAY 1957
 PREPARED BY: COMPTROLLER SECTION

MISSION AND OBJECTIVES

ARMY LANGUAGE SCHOOL

I. MISSION

TO TRAIN STUDENTS IN SUCH FOREIGN LANGUAGES AS MAY BE PRESCRIBED BY THE DEPARTMENT OF THE ARMY.

2. OBJECTIVES

a. FIRST PRIORITY

(1) FLUENCY AND REASONABLE ACCURACY IN SPEAKING A FOREIGN LANGUAGE WITH A PRONUNCIATION APPROXIMATING THAT OF A NATIVE SPEAKER.

(2) ABILITY TO UNDERSTAND A NATIVE SPEAKER IN ORDINARY NORMAL SITUATIONS.

b. SECOND PRIORITY

AS MUCH READING ABILITY AS CAN BE GAINED WITHOUT LIMITING FIRST PRIORITY OBJECTIVE.

c. THIRD PRIORITY

ABILITY TO WRITE, VARYING WITH THE DIFFERENT TYPES OF LANGUAGES TAUGHT WITH A MAXIMUM VOCABULARY CONSISTENT WITH THE PRIORITIES SET FORTH ABOVE.

DATE - 24 June 1957

TOTAL: 1704

LANGUAGE DIVISION	NO. INST.	NO. STUDENTS	LANGUAGE DIVISION	NO. INST.	NO. STUDENTS
FAR EASTERN			MIDDLE EAST-SLAVIC		
BURMESE	4	5	ALBANIAN	4	6
CHINESE-CANTONESE	11	24	ARABIC	9	34
CHINESE-MANDARIN	45	187	BULGARIAN	10	23
INDONESIAN	4	19	CZECH	21	48
JAPANESE	22	64	GREEK	6	10
KOREAN	47	180	HUNGARIAN	11	36
THAI	5	8	LITHUANIAN	5	8
VIETNAMESE	6	26	PERSIAN	8	25
ROMANIC-GERMANIC			POLISH	19	62
FRENCH	12	43	SERBO-CROATIAN	8	16
GERMAN	24	109	SLOVENE	5	17
ITALIAN	4	9	TURKISH	9	19
PORTUGUESE	4	8	RUSSIAN		
RUMANIAN	9	16	RUSSIAN (R-6 & R-12)	146	362 & 286
SPANISH	16	45	UKRAINIAN	5	9

ARMY LANGUAGE SCHOOL PERSONNEL STRENGTH STATUS 24 June 1957

	PERMANENT PARTY		CIVILIANS				STUDENTS				
			ADM		FACULTY						
	AUTH.	ACTUAL	AUTH.	ACTUAL	AUTH.	ACTUAL	IN CLASS	OTHER			
OFFICERS & WO											
USA	27	3	24	4	*	123	604	443	238	60	
USAF		3		2				40	40	9	0
USN									11	0	
USM									5	0	
ENLISTED											
USA		147		148					1181	212	
USAF		23		21					226	0	
USN									18	0	
FOREIGN EM (CANADIAN)										0	
CIVILIANS (STATE DEPT-G3 DA)									11		
TOTALS		203		199		*	123	644	483 123	1699	272

* NO SEPARATE AUTHORIZATION FOR ADMIN. CIV. PERSONNEL. BULK AUTH. ONLY.

GRAND TOTAL OF CIVILIANS ON HAND:

606

1971

FISCAL YEARS 1950-1958 INPUTS

	1950	1951	1952	1953	1954	1955	1956	Scheduled 1957	Scheduled 1958		1950	1951	1952	1953	1954	1955	1956	Scheduled 1957	Scheduled 1958	
MIDDLE EAST-SLAVIC										FAR EAST										
Albanian	6	8	5	11	19	8	8	6	13	Chinese-Cantonese	0	6	5	9	10	19	54	51	27	
Arabic	30	21	38	37	29	29	17	31	65	Chinese-Mandarin-8							46	73	30	
Bulgarian	10	7	21	24	22	26	40	40	23	Chinese-Mandarin-12	15	72	112	446	232	325	199	144	146	
Czech-9							10	16	16	Japanese	140	172	129	149	242	303	129	56	48	
Czech-12	12	52	66	98	114	130	88	65	99	Korean-9						38	10	60	48	
Finnish							30	26	0	Korean-12	7	33	95	176	120	283	220	157	132	
Greek	10	7	15	12	12	15	12	15	28	ROMANIC-GERMANIC										
Hungarian	14	21	29	29	41	66	61	39	42	French	41	33	128	135	77	47	76	120	145	
Lithuanian							28	25	8	German		9	59	107	123	282	276	224	296	
Persian	10	18	38	26	21	23	30	22	25	Italian		8	23	27	21	11	10	18	36	
Polish-9							28	12	16	Norwegian	4	12	7	19	7	11	4			
Polish-12	23	61	75	36	38	49	75	85	38	Portuguese	47	46	35	45	25	14	10	18	32	
Serbo-Croatian	38	46	36	53	30	13	32	26	31	Romanian	15	10	27	38	23	32	39	42	42	
Slovene						11	16	18	27	Spanish	96	84	136	64	84	105	116	120	224	
Turkish	11	13	9	41	20	13	20	40	24	Swedish	10	13	6	22	8	17	3			
RUSSIAN										SOUTH ASIAN										
Russian-6		146	288	246	301	540	545	688	400	Burmese									8	9
Russian-12	361	367	501	597	604	363	367	336	512	Indonesian						12	12	25	9	
Ukrainian							11	13	16	Thai					4	11	13	9		
										Vietnamese					31	41	33	37		
TOTALS											900	1265	1883	2447	2223	2820	2674	2665	2653	



CONVERSATION CLASS IN ROMAINIAN



RUSSIAN STUDENTS CONDUCT A FIELD PROBLEM



A GERMAN CLASS



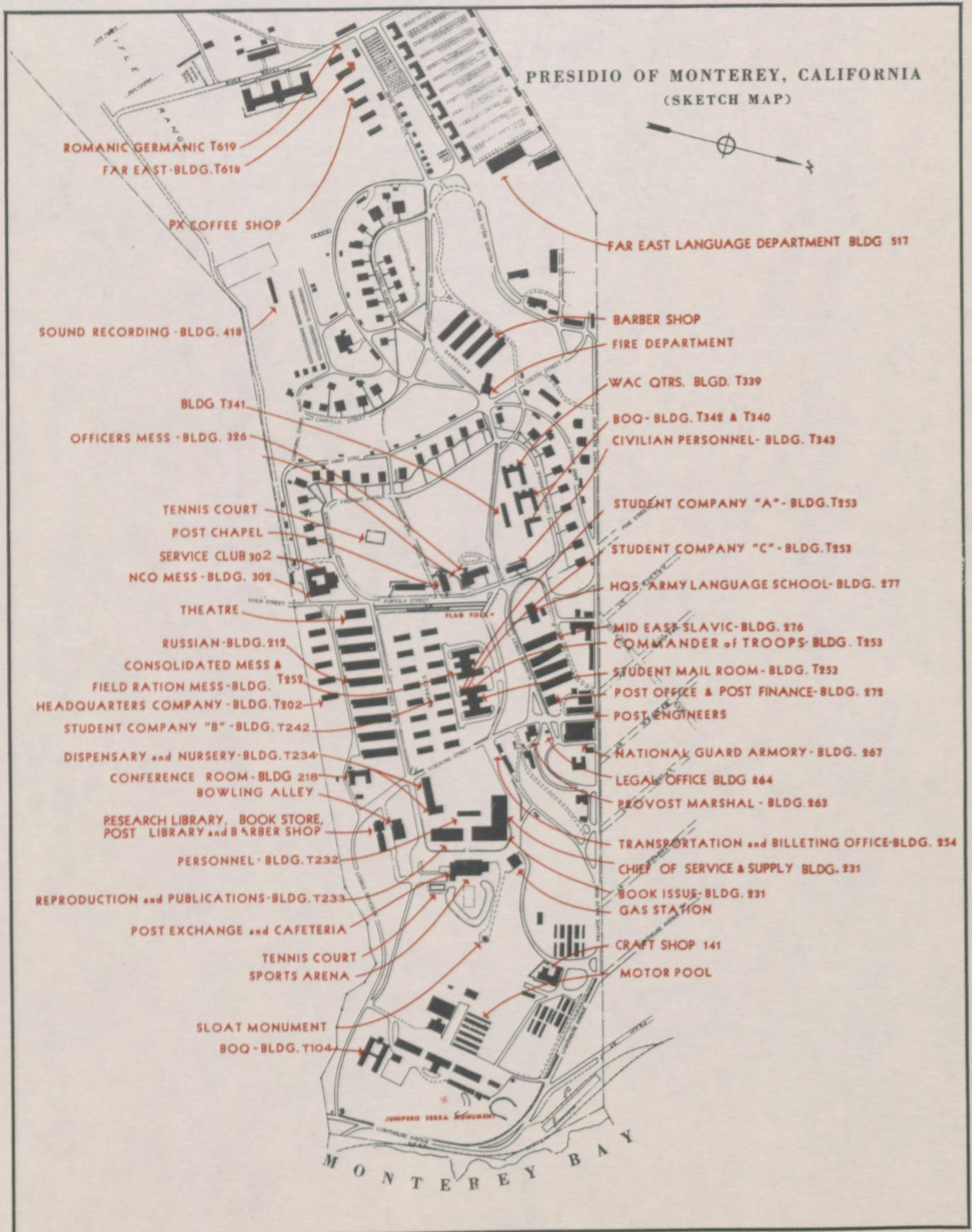
COSTUMED PAGEANTS PROVIDE KNOWLEDGE OF A COUNTRY'S CULTURE

Item Moved to Oversize Joint
Box 11 x 17 Box 17 folder 2

○ BC: 453049

* Map of where U.S.
Sends Men, Money, and
Arms Around the World*

PRESIDIO OF MONTEREY, CALIFORNIA
(SKETCH MAP)



ROMANIC GERMANIC T619
FAR EAST-BLDG. T619

PX COFFEE SHOP

SOUND RECORDING - BLDG. 418

BLDG T341

OFFICERS MESS - BLDG. 326

TENNIS COURT

POST CHAPEL

SERVICE CLUB 302

NCO MESS - BLDG. 302

THEATRE

RUSSIAN - BLDG. 212

CONSOLIDATED MESS &
FIELD RATION MESS - BLDG. T252

HEADQUARTERS COMPANY - BLDG. T202

STUDENT COMPANY "B" - BLDG. T242

DISPENSARY and NURSERY - BLDG. T234

CONFERENCE ROOM - BLDG. 218

BOWLING ALLEY

RESEARCH LIBRARY, BOOK STORE,
POST LIBRARY and BARBER SHOP

PERSONNEL - BLDG. T232

REPRODUCTION and PUBLICATIONS - BLDG. T233

POST EXCHANGE and CAFETERIA

TENNIS COURT

SPORTS ARENA

SLOAT MONUMENT

BOQ - BLDG. T104

JUNIPERO SERRA MONUMENT

MONTEREY BAY

FAR EAST LANGUAGE DEPARTMENT BLDG 517

BARBER SHOP

FIRE DEPARTMENT

WAC QTRS. BLDG. T339

BOQ - BLDG. T342 & T340

CIVILIAN PERSONNEL - BLDG. T343

STUDENT COMPANY "A" - BLDG. T253

STUDENT COMPANY "C" - BLDG. T253

HQS. ARMY LANGUAGE SCHOOL - BLDG. 277

MID EAST SLAVIC - BLDG. 276

COMMANDER of TROOPS - BLDG. T253

STUDENT MAIL ROOM - BLDG. T253

POST OFFICE & POST FINANCE - BLDG. 272

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LEGAL OFFICE BLDG 264

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CHIEF OF SERVICE & SUPPLY BLDG. 231

BOOK ISSUE - BLDG. 231

GAS STATION

CRAFT SHOP 141

MOTOR POOL

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Joint Box 11 x 17 Box 17

Folder 2

* Map of The Monterey
Peninsula *