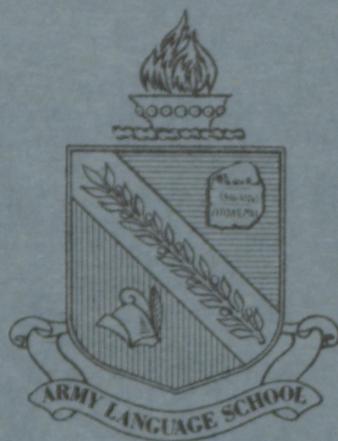


UNITED STATES
ARMY LANGUAGE SCHOOL



INFORMATION CATALOGUE

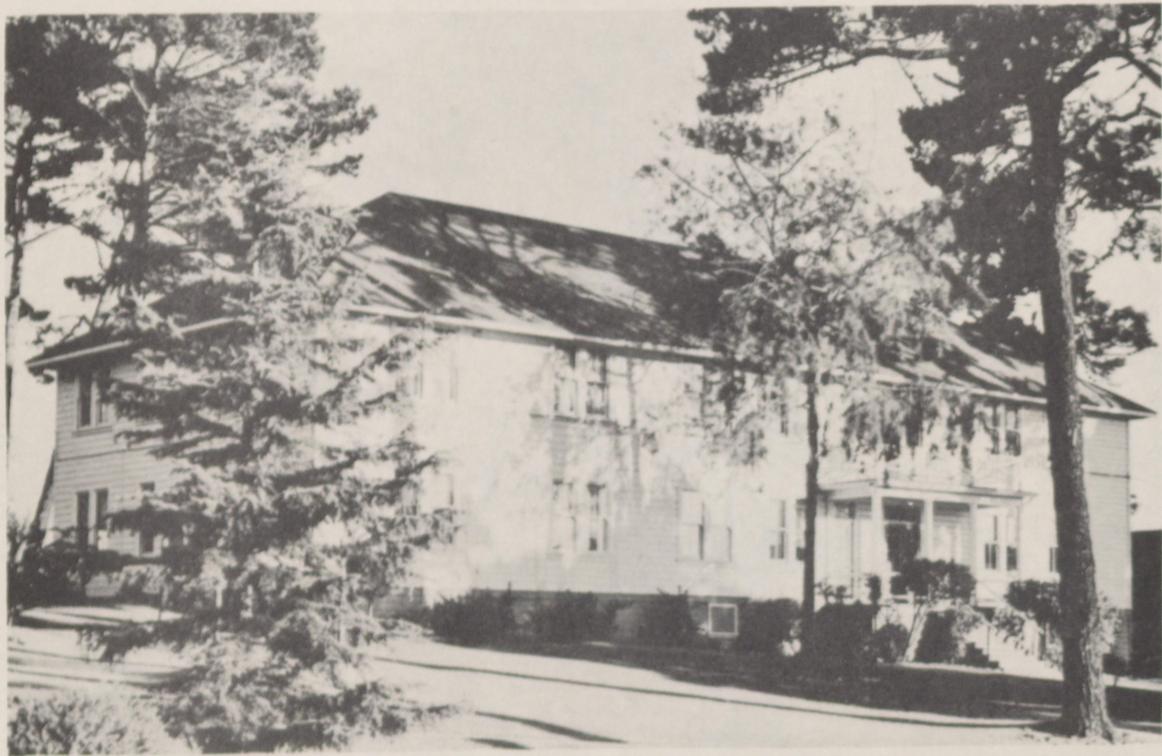
Presidio of Monterey
California



INFORMATION CATALOGUE

FOR ADDITIONAL INFORMATION
WRITE TO:

Commandant
US Army Language School
Presidio of Monterey, California



Headquarters, US Army Language School.

CONTENTS

| | |
|------------------------------------|----|
| ADMINISTRATION | |
| Language Division Directors | 5 |
| Language Department Chairmen | 5 |
| INTRODUCTION | 7 |
| FACULTY | 9 |
| PRESENT COURSE OFFERINGS | 11 |
| COURSE ORGANIZATION | 14 |
| THE GENERAL PROGRAM | 16 |
| Pronunciation | 16 |
| Structural Dialogues | 17 |
| Variation Practice | 18 |
| Examinations | 19 |
| ADMISSION REQUIREMENTS | 20 |
| ACCREDITATION | 21 |
| LANGUAGE LABORATORY | 22 |
| Research Library | 22 |
| Sound Recording Studio | 25 |
| Operation "Jabber" | 27 |
| The War Room | 29 |
| Radio Broadcasting | 31 |
| HISTORY OF ARMY LANGUAGE TRAINING | 32 |
| FUTURE OF THE ARMY LANGUAGE SCHOOL | 36 |

CONTENTS (Cont'd)

| | |
|------------------------|----|
| LIST OF ALS COURSES | 39 |
| PROGRAM OF INSTRUCTION | 40 |
| DIALECTS | 44 |

ADMINISTRATION

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ASSISTANT COMMANDANT

Lieutenant Colonel Fred A. Hicks

ACADEMIC ADVISOR

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LANGUAGE DIVISION DIRECTORS

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Roderick Hemphill

Far East

Middle-East Slavic

Romanic-Germanic

Russian

South Asian

LANGUAGE DEPARTMENT CHAIRMEN

| | |
|-------------------|----------------------|
| Albanian | Joseph G. Gera |
| Arabic | Kamil T. Said |
| Bulgarian | Boris Jordan |
| Chinese-Cantonese | Kenneth Howe |
| Chinese-Mandarin | P. C. Lee |
| | |
| Czech | Bohumil Mensik |
| Finnish | Henrik M. Roos |
| French | Nicholas Hall |
| German | Klaus Mueller |
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| Hungarian | Bela C. Maday |
| Indonesian | Gerrit K. DeHeer |
| Italian | Giulio J. DePetra |
| Japanese | Yutaka Munakata |
| Korean | Johng Young Sohn |
| | |
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| Persian | Yamshid Basseri |
| Polish | Stefan Kaminski |
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| Russian (6) | Nicholas A. Romanoff |
| Romanian | Trajan Ocneanu |
| Serbo-Croatian | Marin J. Stude |
| Slovene | Peter Horn |
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| | |
| Thai | Roderick J. Hemphill |
| Turkish | Velid M. Dag |
| Ukrainian | Boris Alexandrowsky |
| Vietnamese | Nguyen Thu |

INTRODUCTION

Broadening global commitments of the United States during and after World War II necessitated establishment of an institution to train the great number of linguists needed by our forces and missions around the world.

Since the Army had pioneered in this field as early as 1941, and since it urgently required many interpreters and translators in its conduct of the occupation of enemy territories, the Army Language School was re-established at the Presidio of Monterey, California, in 1947. This school has now expanded to meet the needs of all the Armed Forces as well as other branches of the government.

The mission of the Army Language School as stated in Army Regulation 350-131 is:

"...to train selected individuals of the three services in such foreign languages as may be prescribed by the Department of the Army. General military terminology is emphasized so that the graduates can function as military linguists."

Recognizing that the complete mastery of a field as broad as a foreign language is impossible in the time allotted to courses at the school, directors established a priority of training objectives. First priority is to develop in the student fluency and reasonable accuracy in speaking the language, with a pronunciation approximating that of a native speaker. With this must come the ability to understand a native speaker in ordinary, normal situations.

Reading ability is the next priority to be developed to as high a degree as possible without limiting the first objective. Last priority is the ability to write the language. To meet this objective, a maximum vocabulary is taught.



School festivals provide knowledge of foreign culture.

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 more than five hundred persons of such diverse backgrounds as law, medicine, science and the arts. All the principal races are represented in this international faculty, which includes 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 developed, in a surprisingly short time, classroom techniques and procedures that compare very favorably in effectiveness with those of their more experienced colleagues.

All 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 in-

vestigated. In addition a special school committee studies a personal phonograph recording which the applicant must submit to the school as a sample of his voice and accent.

Before he can teach he must learn, and he begins his work with an intensive training period. During this time he observes classroom work, directed reading and study, discussions, and consultations.



Individual attention is stressed at the Army Language School.

PRESENT COURSE OFFERINGS

Courses of instruction vary in length, according to the purpose for which students are trained.

Available in 47-week courses are Albanian, Arabic, Bulgarian, Chinese-Cantonese, Chinese-Mandarin, Czech, Finnish, Greek, Hungarian, Indonesian, Japanese, Korean, Lithuanian, Persian, Polish, Russian, Serbo-Croatian, Slovene, Thai, Turkish, Ukrainian, and Vietnamese.

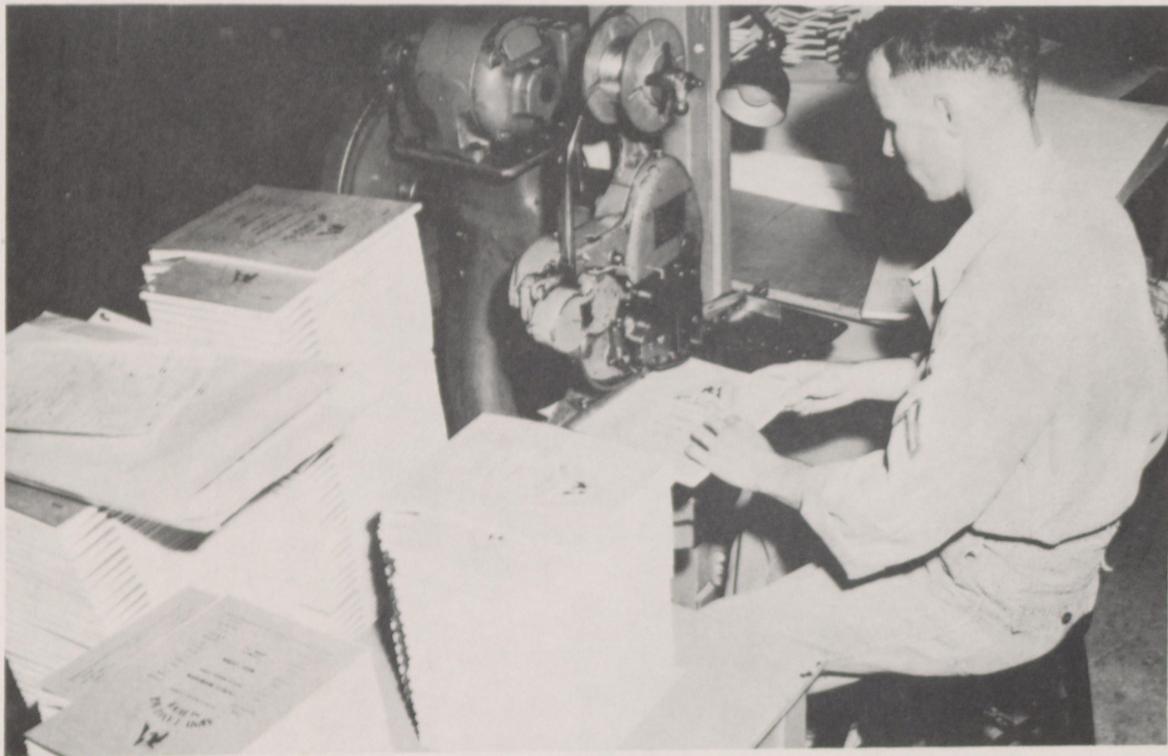
Available in 24-week courses are French, German, Italian, Portuguese, and Spanish.

Seventy-four week special extended courses are offered in Chinese - Mandarin, Japanese, and Korean. These enable students to attain a wider knowledge of military, geographic, economic, historical, and political information of the country in which the language is spoken.

Students in the extended courses are selected only from volunteers who have demonstrated better than average ability by the fifth month of training in the standard course.

Such students work separately for the remainder of 74 weeks. The emphasis and training methods remain the same except that during the last seven months a greater responsibility is placed upon the individual student in his homework preparation, and he is more concerned with reading materials than during his previous training.

A special auditory comprehension course is available in Chinese-Mandarin (32 weeks), Czech (36 weeks), Korean (36 weeks), Polish (36 weeks), and Russian (23 weeks). It is designed to train the student to understand the spoken language and transcribe it rapidly.



All textbooks are written and published at the school.



Students of French work out a liaison problem in a mock NATO-type exercise.

COURSE ORGANIZATION

Courses at the Army Language School are divided into three general phases: pronunciation, structure (grammar), and application.

The pronunciation phase occupies the first four weeks of each course. It teaches the student to imitate the sounds of the foreign language. It helps him to acquire a basic vocabulary of simple stock utterances and trains him to recognize the sounds of the language as they are written phonetically and in the native form.

The second phase of the course deals with the structure or grammar of the language. The length of this period depends on the total length of the course. In the six-month courses it will be 12 weeks, in the nine-month courses, 20 weeks, and in the one-year course, 26 weeks.

Its objective is to teach the student the grammatical structure of the language and enable him to use it in all everyday living and military activity situations.

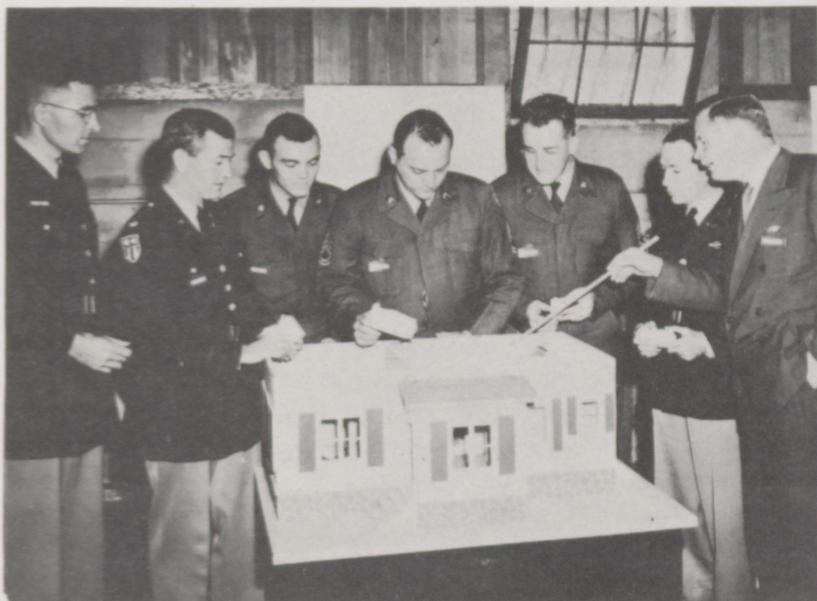
Study materials employed here include dialogues covering all the basic social situations, detailed analyses of the grammar, and broad reading selections.

The remainder of the course is the application phase which places the student in as many military linguistic situations as possible. This permits him the free use of the language, and helps to prepare him for his military language assignment.

A great many out-of-class activities afford practical experience in using the language. These include films, lectures, sand table exercises and tactical walks or field trips.

Lessons are given during four days each week; the fifth day is devoted to review and examinations. The first four hours of the lesson days are spent on dialogue and pronunciation. The new dialogue is presented in the fourth and fifth hours so the student may study it overnight during the three-hour period he is expected to devote to homework.

Class sections consist of a maximum of eight students, except for special lectures and film viewing. Wide use is made of visual and three-dimensional aids, especially terrain tables.



Instructors use three-dimensional aids to encourage learning.

THE GENERAL PROGRAM

The Army Language School emphasizes oral-aural (speaking and understanding) use of a foreign language. These objectives strive for fluent and accurate conversation with pronunciation approximating that of a native speaker.

The ability to understand a native speaker under ordinary conditions is also a primary goal. Reading and writing are secondary objectives.

PRONUNCIATION

A student is first introduced to his study of a foreign language through the basic principles of phonetics and pronunciation of sounds peculiar to the language. He mimics his instructor in the reproduction of these sounds and is taught to repeat with the proper gesture and intonation exactly what his instructor says. Even after correct speech habits are formed, he is drilled intensively on the sound system of the language.

From the very beginning the basic units of classroom practice are complete, meaningful sentences. At first these are necessarily very short in order to give the student practice in the sounds of the language. However, they are linked with real actions, and stress the basic function of language as communication.

As the new sound habits are formed, the student is introduced to sound symbols and written characters. In some languages, such as Spanish or Hungarian, the spelling is relatively regular and no phonetic transcription is needed for learning to read and write a word directly.

But in languages involving special problems of spelling, such as French, or more radically, Chinese and Japanese, where the writing system is extremely complicated, transcription is necessary in the beginning.

In any case, however, the student practices the writing system of a language on the basis of what he has already learned as sound.

STRUCTURAL DIALOGUES

The core of training during most of the course is a set of dialogues. Arranged so they incorporate the basic elements of the language in gradual sequence, the dialogues provide for all features of pronunciation.

The subject matter of the dialogues deals with everyday situations: meeting a friend on the street, cashing a check at the bank, asking directions in a city, ordering a dinner at a restaurant, getting a haircut, arranging an appointment with a physician, and so forth.

Thus, the initial phases of instruction -- the dialogues -- are designed to develop the student's command of a basic vocabulary.

The first 10 to 20 dialogues are recorded for the student's use in memorizing them. Each student is provided with a set of these recordings and a portable phonograph. Homework involves in part a study of the recorded dialogue and repeating it so often that the following morning in class the student can recite it easily from memory.

To assist him in this effort, a series of illustrations has been devised, offering a graphic representation of each dialogue's action. Since the dia-

logue, of all written forms, lends itself most closely to the reproduction of real life situations, students enjoy acting out these skits.

VARIATION PRACTICE

After extensive practice with the dialogue, the emphasis shifts from assimilation of this new material to an integration of it with material already acquired. The student progresses from exact repetition of the dialogue to successively greater changes, until finally he is able to converse freely, using all the vocabulary and structural patterns he has learned.

Supplementary exercises, such as dictation and listening to simulated news broadcasts or simple anecdotes, vary the instructional fare and maintain student interest. Such auditory comprehension exercises aid the student in understanding the over-all meaning when he does not necessarily know all the words he hears. Repetition is an important device here, since hearing a passage several times enables a student to digest it.

EXAMINATIONS

From the very beginning a student's instructors are required to keep close check on his progress. In addition to their evaluations of his class work, they measure his achievements by examinations. Oral and written tests are scheduled on alternate weeks throughout the course. On the basis of these tests and the instructor's estimates of his classroom performance, the student's grades are determined for each bi-weekly period.



Japanese students on a field trip to a local, authentic Japanese restaurant.

ADMISSION REQUIREMENTS

Reference: AR 611-82, Department of Army Circulars 621-19 and 611-10.

All Army commissioned officers, warrant officers, enlisted personnel as prescribed under paragraph 3, AR 611-82, dated 13 August 1956 must:

Be a high school graduate or equivalent as measured by general educational development (GED) test.

Have no speech impediment; have "1" in the "H" and "S" factors of the physical profile serial.

Have an interim or final - type security clearance for SECRET.

Attain a minimum raw score of 22 on the Army Language Aptitude Test (ALAT-1).

Field grade officers are enrolled only if language training is a prerequisite to an assignment for which the officer previously has been selected.

A company grade officer must have served a minimum of two continuous years on his current tour of duty as commissioned officer in the active military service, and must be willing to remain on active duty for a period of three years following graduation.

Warrant officers must have actual or anticipated assignment to duties which require a knowledge of a foreign language, and be willing to remain on active duty for a period of three years following graduation.

Enlisted personnel must be United States citizens and members of the Regular Army with not less than 18 months service remaining upon graduation; must also have an Aptitude Area GT score of 100.

ACCREDITATION

The Commission on Accreditation of the American Council on Education recommends to all colleges that they give credit of 26 semester hours for the 46 week courses of the Army Language School, and credit of 12 hours for the 23 week courses.

The awarding of credit is generally contingent upon the individual student's needs to complete his degree requirements.

LANGUAGE LABORATORY

RESEARCH LIBRARY

The research library provides authoritative and reliable material for study and research, as well as recreational reading for students, faculty members and staff of the Army Language School. This material includes texts and reference books which students need in connection with their class work, as well as fiction, periodicals, and newspapers.

Though philologic studies are emphasized, the fields covered by the library collection are diverse in scope. The library has many books and pamphlets on history, political science, economics, and military subjects.

The aggregate resources of the library consist of nearly 10,000 volumes and about 8,000 maps, as well as ephemeral printed material on such wide subject matter as government publications and reports, serials, catalogues, manuals, pamphlets, guides, and directories. The collection consists of books in 50 different languages.

The research library currently receives 36 periodicals and 12 newspapers in many different languages. A considerable number of other magazines and newspapers are sent directly to appropriate language departments.

A large reading room with a seating capacity of 40 is open to students and faculty members for study purposes from 7:45 a. m. to 5:00 p. m., Monday through Friday.

Open stacks are provided for the use of borrowers who wish to browse and examine material. Books may be drawn for home use for a period of



The Research Library contains a wide selection of reference material in 50 foreign languages.



Foreign language radio broadcasts are important training aids.

two weeks. Faculty members and students also are permitted to borrow certain books on indefinite loan and keep them for several months or even as long as a year.

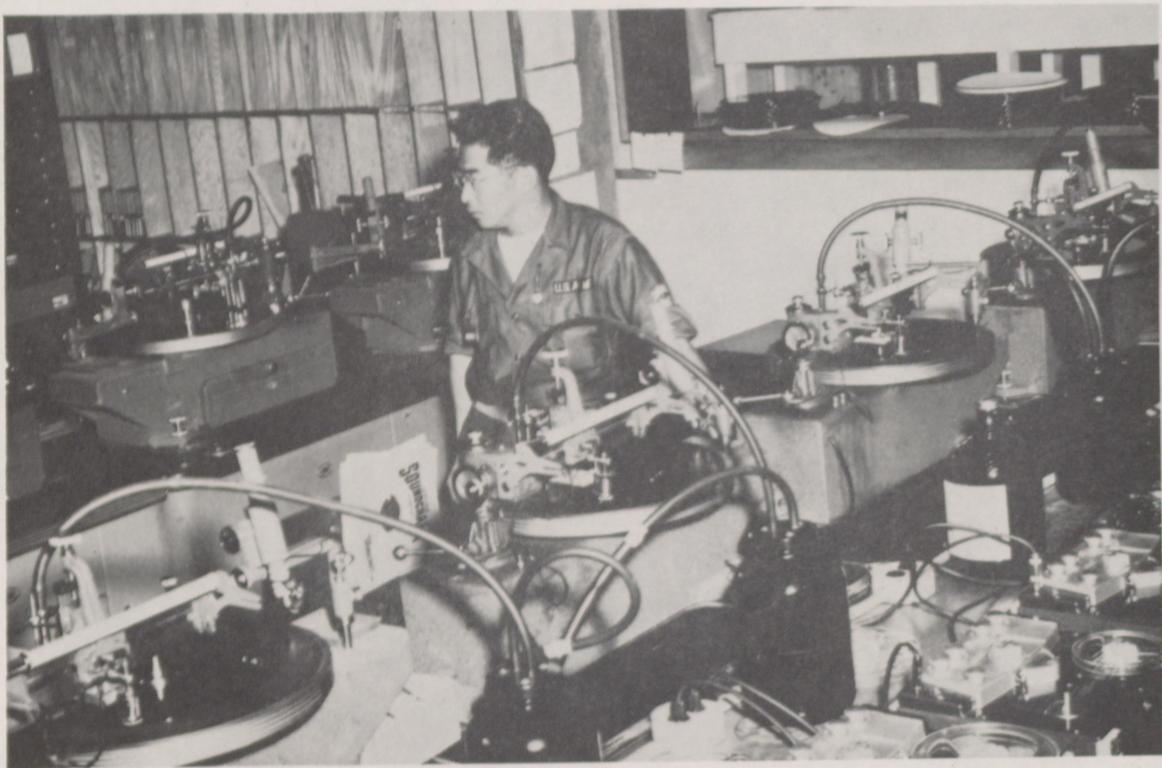
Books belonging to the permanent reference collection may be borrowed at 5:00 p. m., Monday through Thursday for overnight use, and on Friday at 4:30 p. m. for use over the weekend. The resources of many other libraries also are made available to the faculty members and students through inter-library loan.

SOUND RECORDING STUDIO

The Army Language School has been a leading exponent of audio-visual aids through development of its sound recording studio. When the school moved from Fort Snelling in 1946, this studio consisted of a single room in the headquarters with a modest outlay of equipment. Today it is housed in a separate building installed with up-to-date audio equipment valued at \$50,000.

Late in 1947, an instructor in Japanese, Mr. Thomas T. Ozamoto, was put in charge of sound recording activities on a part-time basis. His principal equipment was some surplus obtained from the Oakland Air Base. In 1948 the Army gave the school the mission of developing language aptitude tests, including recordings to test comprehension. With this request came \$40,000 with which to equip a modern studio.

The chief task of studio technicians is to make tape and disc recordings of pronunciation drills, dialogues and other material in all the languages taught at the school. To accomplish this it has a



The Army Language School maintains its own studios for producing audio-visual aids.

soundproof recording studio, a bank of eight record cutting machines and facilities to record simultaneously on some 20 tape recorders.

Among new equipment is a high speed tape copier. From an original tape this copier can reproduce on four other tapes simultaneously at a speed of five feet per second.

The studio's most recent advance in the audio-visual field is the dubbing of foreign language narrations on training films. A magnetic sound track applied to the film permits recording and erasing of foreign language narrations on the same principle as a tape recorder.

Narrations may be changed easily from one language to another, from a primary to an advanced vocabulary.

"OPERATION JABBER"

Language training at the Army Language School aims primarily at teaching the student to understand and speak a foreign language.

The vocabulary taught contains a substantial number of words which are purely military in nature. By the same token, several of the teaching activities center around exercises which will permit large scale utilization and drill of military terminology and military subject matter.

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.

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. Other students are assigned roles as prisoners or civilians and are soundly briefed on how to resist interrogation.



Language students get practical interrogation and interpreting experience.

The chief problem to be solved by students taking part in "Jabber" is the exploitation of intelligence information sources. Genuine to the last detail, "Jabber" is the acid test for future interpreters. All tactical maps and documents are printed in foreign languages; instructors offer no assistance whatever, acting only as umpires.

THE WAR ROOM

Typical of the facilities for training students at the Army Language School is the Russian Department's "War Room" which uses three-dimensional training aids.

The principal features of the War Room are two 8 ft. by 10 ft. terrain relief tables: one of a large city and the surrounding countryside, and the other of a broken terrain, including rivers, bridges, fords, ridges, valleys, woods, bushes, railway tracks, and other elements.

The broken-terrain table is used to acquaint students with terms describing terrain elements. Exercises using the terrain tables range from interrogations of prisoners of war to problems using field telephones. A map of the type used by the Soviet Army is used by students on terrain relief exercises.

The second table, the large city, is used for exercises to help students describe principal features of the city and to act out given situations. Students "travel around" the city using toy models of vehicles and other models.

Other important three-dimensional aids displayed in the War Room are ten complete different uniforms of the Soviet Army, ten Soviet Infantry rifles, tents, and other equipment.



Students learn to describe terrain features in the War Room.



RADIO BROADCASTING

One of the many facilities which helps to familiarize the student with a foreign language during his training is the radio broadcast.

Through this plan advanced students hear daily newscasts in the foreign language to help them improve their comprehension, expand their vocabularies and to provide topics for classroom discussions.

Authentic to the last detail, the broadcasts make maximum use of foreign radio and journalistic terms. All copy is gathered from late wire dispatches, newspapers and radio stations. Within an hour this material is paraphrased, translated, edited and taped for the broadcasts.

To serve their teaching purpose, all reports must actually be news to the student.

HISTORY OF TRAINING

The training of Army linguists was conceived during the tense days prior to December 7, 1941. Mindful of the immediate threat of war, a small group of officers who had served in Japan saw the importance of an intelligence unit to cope with problems certain to arise in the process of going to war with Japan.

In the waging of the war, intelligence work would be futile without knowledge of the Japanese language.

Under strict secrecy, the Fourth Army Intelligence School was opened on November 1, 1941, at the Presidio of San Francisco.

Because Caucasians who knew the language were scarce, it was hoped that carefully-screened Nisei, who would need only a short refresher course, could be used for field duty. In the actual screening, however, it was discovered that very few were sufficiently familiar with the language to be of any use. Thus it was necessary to develop courses which would make these people useful.

Two military and two civilian instructors set about preparing lessons and texts. When the school opened it had a staff of 13, including five instructors. Fifty-eight Nisei and two Caucasians were the first students.

Thirty-five students completed the course and were assigned to the Pacific Area. Some served at Guadalcanal and others in Alaska. They were instrumental in intercepting and translating Japanese Navy battle plans, a feat which proved decisive in the destruction of the Japanese Fleet in the Battle of the Philippine Sea.



During the mass evacuation of Japanese-Americans from the West Coast, authorities decided to move the school also. The Fourth Army Intelligence School was deactivated and its functions transferred to a new Military Intelligence School at Camp Savage, Minnesota, on May 25, 1942.

Since the War Department recognized the need for greatly increasing the procurement of Japanese linguists, the school was placed under the direct supervision of the Army Director of Intelligence (G-2) and renamed the Military Intelligence Service Language School (MISLS).

As the requirement for more and more linguists strained against the limited facilities of Camp Savage, the War Department decided to move the school to nearby Fort Snelling, Minnesota.

The need for Japanese linguists was still acute in the spring of 1946 and it was decided to move MISLS to the Presidio of Monterey, California. The new location was near major education institutions which were sources of instructional material.

The area also included some large centers of foreign-born residents which could supply the demand for instructors. The Presidio had room for expansion and was close to a port of embarkation for the Far East.



It soon became obvious that the Army and other government services would have extensive need for linguists in the post-war world. To fill this need an Army Language School was established under the supervision of the Chief, Army Field Forces, to conduct a wide program of language instruction.

After its designation as the Army Language School, expansion of the school was rapid. In November 1947 departments in Arabic, Chinese-Mandarin, French, Greek, Korean, Persian, Portuguese, and Turkish were established.

The following year in July the Albanian, Bulgarian, Czech, Danish, Hungarian, Polish, Romanian, Serbo-Croatian, and Swedish departments were added. Departments in Chinese-Cantonese, German, and Italian were founded in May 1951.

The latest additions have been departments for Ukrainian, Lithuanian, and Slovene, and a South Asian Language Division which includes Indonesian, Thai, and Vietnamese departments. A department in Burmese will soon be established.

Today the Army Language School consists of five language divisions teaching 28 languages. Its students include members of all the Armed Services, the State Department, and the Canadian Army. The school has become a permanent institution serving the broadest needs of national security.

THE FUTURE

The Army's language training program will undoubtedly be of mounting importance in the future. The need for men who can speak a foreign tongue is growing year by year.

Since 1947 the Army Language School has grown from a student body of 350 to one of 2,000. The future holds still further enrollment increases.

A 20-year master building program for the Army Language School calls for the eventual concentration of some 20 new buildings near the top of Presidio Hill above the present school area.

Two of these new buildings already are under construction. They are a new student dormitory and an academic building being built at a total cost of \$1.8 million.

Both buildings are scheduled for completion in 1957. The student dormitory contract totals \$1,201,082, and the academic building will cost \$572,039.

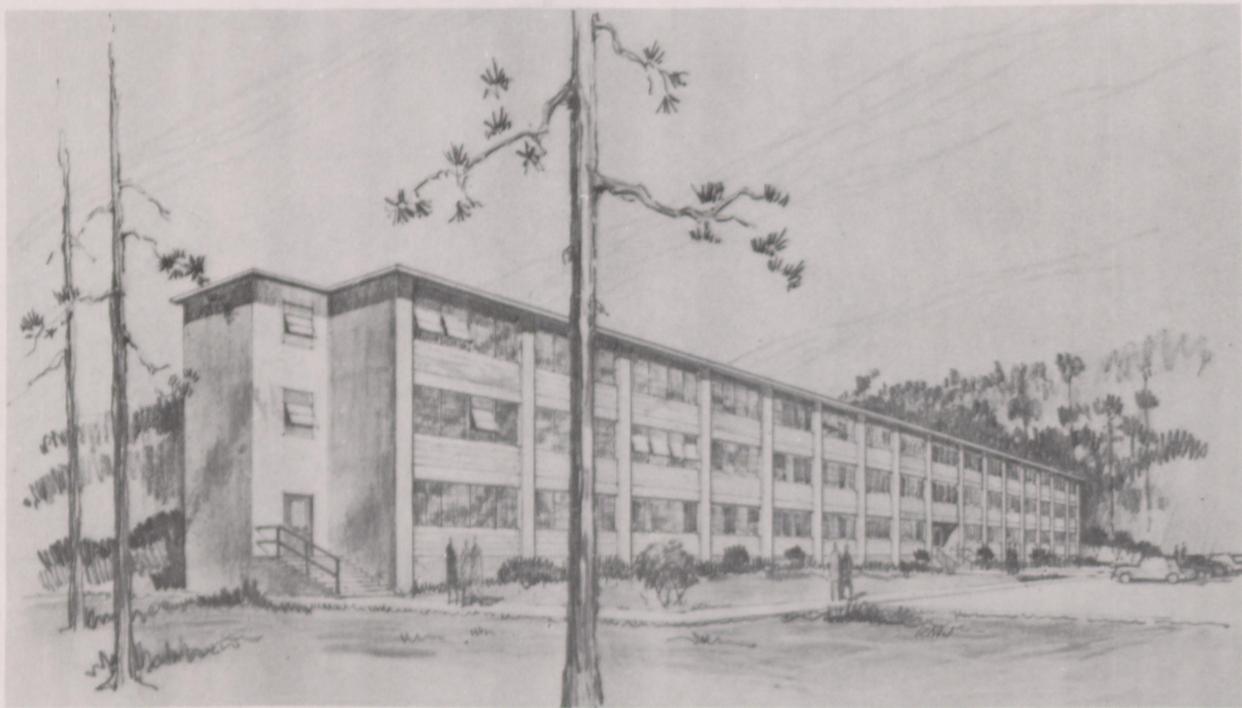
The new classroom building, first of two scheduled under the ALS master plan, will contain closed circuit television in all rooms, as well as a radio broadcasting system for instructional programs. An ultramodern language laboratory contains such advanced training aids as interpreting booths for simultaneous translations in four different languages.

The new student dormitory, a three-story building, also is the first of two such buildings on the master plan. It will house 400 men and will have its own dining facilities. The dormitory will command a panoramic view of the scenic Monterey Bay area.

First phase of the new building program at the Army Language School was completed in 1956 in the form of a \$300,000 bachelor officers' quarters.



Colonel Walter E. Kraus, Commandant, discusses the school's future building program with Lt. Col. Fred A. Hicks, Assistant Commandant.



Architect's sketch shows new classroom facilities.

LIST OF ALS COURSES

| | |
|-------------------|------------------|
| Albanian | SHQIP |
| Arabic | العربية |
| Bulgarian | БЪЛГАРСКИ |
| Chinese Cantonese | 粵語 |
| Chinese Mandarin | 華語 |
| Czech | ČESKY |
| Finnish | SUOMENKIELI |
| French | FRANÇAIS |
| German | DEUTSCH |
| Greek | ΕΛΛΗΝΙΚΑ |
| Hungarian | MAGYAR |
| Indonesian | BAHASA INDONESIA |
| Italian | ITALIANO |
| Japanese | 日本語 |
| Korean | 한국어 |
| Lithuanian | LIETUVIŲ |
| Persian | فارسی |
| Polish | POLSKI |
| Portuguese | PORTUGUÊS |
| Russian (R-12) | РУССКИЙ |
| Russian (R-6) | РУССКИЙ |
| Romanian | ROMÂNĂ |
| Serbo-Croatian | СРПСКОХРВАТСКИ |
| Slovene | SLOVENŠČINA |
| Spanish | ESPAÑOL |
| Thai | ภาษาไทย |
| Turkish | TURKCE |
| Ukrainian | УКРАЇНСЬКА |
| Vietnamese | TIẾNG VIỆT NAM |

PROGRAM OF INSTRUCTION

The following section describes the sequence of training used in virtually all courses at the Army Language School. Although the length of time devoted to each part of the program varies according to the course length, all courses follow the same instructional pattern.

Orientation

A series of lectures at the beginning and at each change of phase of the course designed to acquaint the student with the language course. Includes lectures to familiarize the student with the course, its objectives, techniques and suggested methods of study; an introduction to the problems of the study of the language, and, at the beginning of each new phase of the course, a summary of the accomplishments of the previous phase and an explanation of the purposes of the new phase.

Structural Drills Emphasizing Pronunciation

Dialogues and drills incorporating the most common speech patterns of the language and designed to drill intensively in relevant features of pronunciation, beginning with those which are most important for understanding and speaking.

Exercises in the Writing System

Introduction to the standard writing system of the language and practical exercises in reading and writing; introduction to the use of dictionaries.

Oral Drills

Exercises constructed around basic situations of military and everyday life, designed to develop the student's capacity to use the language in ordinary situations; the techniques include the use of visual and tactile aids; the instruction is aimed at progressively freer use and adaption of the language.

Structural Drills

Exercises built upon the most common speech patterns of the language, designed to train the student in correct usage as a habit pattern; structural material follows logically the structural drills emphasizing pronunciation and progresses from the relatively simple to the complex.

Translation

Training in translating progressively more difficult material into and from English; techniques emphasize the rendering of the contextual meaning rather than the verbatim equivalence, and the use of idiomatic expression in both languages.

Student Speeches

Organized talks on assigned topics, prepared and delivered by students, and followed by general discussion.

Singing

Learning and singing simple songs which offer

typical expression of foreign country's people and use of colloquial speech forms.

Participation Drills on Films

Viewing of training and feature films with graded commentaries in the foreign language, and exercises based thereon, which include aural comprehension, student participation in supplying the commentary while the film is run silently and discussions of the subject matter.

Drills on Military Subjects and Situations

Exercises introducing and drilling military terminology in typical military situations through standard techniques of oral drill, using visual and tactile aids.

Military Interpreting Practice

Exercises in interpreting and interrogation with students acting alternately as interrogators, prisoners, and interpreters.

Exercises With Military Terrain Tables

Exercises using interrogating and interpreting techniques, transmission of information by field telephone, and graphic representation of information on maps and terrain tables; includes at least one combined exercise in cooperation with another language department.

Tours to Military Installations

Practicing the foreign language military terminology through observation of activities at military installations; includes standard techniques of oral practice applied while observing demonstrations in use of arms and equipment.

Lectures and Discussions on Area Background

Lectures in foreign language designed to acquaint the student with the basic features of life, customs, geography, and history.

Community Field Trips

Analysis of the main differences between American and the foreign behavior patterns based on field observation of practices in social and business activities.

Reviews

Comprehensive exercises based on materials already covered; involves the use of techniques employed for daily oral and written class work.

Biweekly Oral-Aural Examinations

Objective tests administered in groups, designed to measure aural comprehension; tests administered individually to each student, designed to measure his accuracy of oral production and fluency; includes the use of visual and other training aids.

During individual tests, students not being examined attend oral-aural drill sessions.

Biweekly Written Examinations

Objective and other type tests, administered in groups, designed to measure the student's comprehension of written material and his accuracy in writing production; to reveal individual weaknesses in order to provide remedial measures.

Final Examination

Comprehensive examination consisting of objective and other type testing items, designed to measure the student's ability in aural comprehension, oral production, interpreting, translating, and writing.

DIALECTS

In each language area there are differences in speech, stratified geographically and socially, which are commonly called dialects. A language is usually differentiated from a dialect in terms of area covered, number of speakers, traditional prestige, political role and especially mutual intelligibility.

For example, while the dialects of Spanish are spoken in two distant continents, all are mutually intelligible. The dialects of Italian are not all mutually intelligible, though they cover a much smaller area in one political unit. Finally, the "dialects" of Chinese are so little mutually intelligible that they are often referred to as distinct languages.

The principal languages taught at ALS in which several dialects are considered are discussed in the following paragraphs:

ALBANIAN: Albanian is spoken only within the approximate boundaries of Albania. Even though the area in which this language is spoken is very small, there are two major dialects which are mutually intelligible but which show considerable differences. The language taught at the Army Language School is the standard form of Albanian taught in schools and spoken and written by educated Albanians. Both dialect areas are represented among ALS instructors.

ARABIC: Spoken Iraqi Arabic is taught at the Army Language School. Emphasis is generally placed on the kind of Arabic spoken by the man in the street in Iraq. Efforts are being made to develop materials in Syrian and Moroccan dialects in order to assist students going to Arabic-speaking countries other than Iraq.

Literary Arabic, which is the universal language in the Arabic speaking world, also is introduced. It is the language of books, newspapers, government and commercial correspondence, and all fields of learning. Reading and writing can only be learned through literary Arabic.

CANTONESE AND MANDARIN: The Army Language School teaches two of the languages which are traditionally known as Chinese dialects: Mandarin and Cantonese.

Mandarin, sometimes also referred to as Standard or National Chinese, in a sense represents the general type of speech in China except the extreme southern and southeastern provinces. Geo-

graphically, the Mandarin speaking zone covers more than nine-tenths of China, where every seven out of ten Chinese live.

Cantonese is spoken in the provinces of Kwangtung and Kwangsi. Although spoken only in a very small area in China, Cantonese is the most widely spokendialect among the Chinese overseas. More than 95 percent of the people in Chinatowns speak Cantonese, while Mandarin is spoken only among the several thousand Chinese students and professors in the United States. This is undoubtedly due to the fact that the great majority of Chinese immigrants in this country are originally from Canton.

The difference between Mandarin and Cantonese is about as great as the difference between English and Dutch.

CZECH: The language spoken in the eastern part of Czechoslovakia is called Slovak. It has certain systematic differences from Czech but the area of overlap of Czech with Slovak is so great that the two are practically always fully intelligible mutually. The difference between the two does not justify the establishment of two different courses. Every student of Czech at the Army Language School now receives enough systematic experience toward the end of his course in hearing and understanding Slovak to equip him to work satisfactorily in either Czech or Slovak.

FRENCH: Although several dialects of French are spoken in France, the Army Language School teaches what is known as Parisian French. The trend has been toward standardization of the language in this form.

GREEK: Two forms, a spoken language and a

written language, exist in Greek. The "purist" Greek is a literary style, used also in lectures and speeches. This form is different both in structure and vocabulary from the "popular" language.

To prepare the student for whatever his military language assignment may entail, he is given adequate experience in both forms of the language. His introduction to the language is in terms of the popular style. About midway through the course he is introduced to the literary language, and from then on he is given systematic practice in both styles.

PORTUGUESE: At present the Army Language School course in Portuguese is built specifically on the assumption that all graduates will be concerned with Brazilian Portuguese. If it should become known that some graduates will be sent to Portugal, special provision may be made for giving them experience with Lusitanian Portuguese.

SOUTH ASIAN LANGUAGES: In the area whose countries are represented by languages taught in the ALS South Asian Division, there are dozens of different languages. In each of these four South Asian countries, Burma, Indonesia, Thailand, and Vietnam, the official language is taught at ALS.

The official language of the Republic of Indonesia is called Bahasa Indonesia. Bahasa Indonesia is a development of Malay a language whose various dialects are spoken in many areas and on the Malay Peninsula, which is outside the Indonesian Republic. With a knowledge of Bahasa Indonesia, ALS graduates can speak with the educated Indonesians all over the Republic.

Two principal dialects exist in Vietnam. After approximately four months of working exclusively

with the northern (Hanoi) dialect, the student of Vietnamese is introduced to the southern (Saigon) dialect for limited, but adequate, practice.

The language of Rangoon is the Burmese taught at ALS.

The Bangkok dialect is taught to students of Thai.