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OTR BULLETIN

JANUARY - FEBRUARY 1964

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GROUP 1
EXCLUDED FROM AUTOMATIC
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Any individual in any supervisory capacity whatsoever in your agency is a training officer, just as he is a personnel manager. It must be his direct responsibility to see to it that the talents and abilities of each of his employees are used to the best advantage, and that these talents and abilities are given every opportunity for full and continuing development. It is your own most important job to get this fact home to him, and to make clear to him that the matter is not taken care of simply because you happen to exist somewhere in the building with an appropriate sign outside your door. Any supervisor who is neglecting this aspect of his duties is not performing competently, and the man at the next highest supervisory level who is letting him get away with it is even guiltier. It has got to work all the way up and down the line--from cabinet member to chief of the mail room. When it does not, it is your responsibility to build awareness of this deficiency and to provide the professional guidance and advice which will remedy it. This consciousness of in-service training as a chain-of-command responsibility is as integral a part of effective organization as is the very service your agency provides.

An excerpt from a talk by Under Secretary of Labor James T. O'Connell to the Training Officers Conference.

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in this issue....

Lengthy and important notes to Training Officers...
a listing of intensive summer language courses...
advice on improving your letter-writing...
the latest on the Off-Campus Program...
schedule of OTR courses through June...
and try on for size the little item on the
inside front cover.

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BULLETIN BOARD

ATTENTION
TRAINING
OFFICERS

OTR courses are sometimes oversubscribed, i. e., more applications are received than can be accommodated, either because of classroom size or the nature of the course. When this happens, AIB is confronted with the problem of who is to be refused admission in this running of the course. To aid AIB in this assignment of priorities, Training Officers are urged to include in Item 8 of Form 73 any information which indicates whether and why it may be important that the applicant be admitted at the time requested. Examples of such reasons might be that this is the only opportunity to take a required course before departure for an overseas assignment or that the course requested is part of a planned series of courses and is a prerequisite for other courses. AIB already uses these and similar criteria, often admitting a late applicant and refusing an early one for one or more of these reasons. In the absence of this type of information on the Form 73, however, numerous phone calls are usually required. These can be avoided if Training Officers will comply with this request.

Item 8 must contain information on how the training will benefit the individual in his assignment. This information is needed to determine eligibility for the course.

More on Form 73--please remember that the instructor's copy (pink) must also be signed.

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Among the many beneficial aspects of the Americans Abroad Orientations are a) that the faculty is prepared to tailor the course not only to the area being considered but also to the needs and interests of the students, and b) that students are often able to contribute valuable insights and knowledge gained through their experience or education. These are as applicable to Agency dependents taking the course as to Agency personnel assigned to it. Training Officers are urgently requested to alert the Area Training Faculty by insuring that the Forms 73 not only of employees but also of their dependents are complete with notations of their education, general background, professional or work experience, previous overseas tours, and any other information which has a bearing on study of the areas involved.

Training Officers are again reminded of the rather serious security problem which results when Agency personnel assigned to a course at Arlington Towers enter the premises of the Foreign Service Institute instead of the OTR Language and Area School. Please see that students are properly briefed on the correct location of the Language and Area School before going to their first class and that they are impressed with the absurdity, asininity, fatuity, folly, imbecility, inanity, inconsistency, and hard-core stupidity of, in effect, identifying themselves publicly as CIA employees when they are in most cases in the act of preparing to go overseas under cover. The two entrances of the Foreign Service Institute are clearly marked; neither of them leads to the Language and Area School. This latter is in the same structure (the Washington Building), not in the main part of the building but in what is called the Annex, formerly a parking garage. The entrance to LAS faces the Iwo Jima Memorial and is the last door toward the Memorial Bridge, beyond FSI's main entrance.

AIB does not normally call students directly about enrollment matters, but works through Training Officers, who are expected to pass on to students in their offices any necessary information. Numerous calls to AIB from students indicate that many are not being told enough about time and place of classes, changes of dates, cancellations, and other details.

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TESTING The Professional Employees Test Battery, an all-day test, is given every Friday beginning at 0900 in Room 441 Broyhill Building. Call extension [redacted] to make arrangements for the test.

25X1A

The Foreign Language Aptitude Test Battery is given every Monday afternoon beginning at 1300 hours in Room 441 Broyhill Building. To take the test, call extension [redacted]

25X1A

Writing Workshop Pretests are given from 0900 to 1200 on the last Monday of each month in Room 441 Broyhill Building. To make arrangements to take the test, call extension [redacted] (No pretest is required to take the Writing Workshop correspondence course.)

25X1A

Pretests for clerical refresher courses are given monthly in Room 2103 Washington Building Annex, Arlington Towers, beginning at 0920 hours. Dates of these pretests are announced in the OTR BULLETIN. Those enrolled for the Clerical Skills Refresher Course are called and told when to report for a pretest.

Clerical Skills Qualifications Tests are given, usually twice monthly, in Room 2103 Washington Building Annex, Arlington Towers. Dates of these tests are given in the OTR BULLETIN and those enrolling for the tests are told at registration when they should report for the test. To arrange for the test, call extension [redacted]

25X1A

STUDIES
IN
INTELLIGENCE
AWARD

The annual \$500 award for the most significant contribution to STUDIES IN INTELLIGENCE was divided in 1963 between two quite different types of articles. Paul R. [redacted] of ORR received half the award for his intriguing account of important analytical detective work in [redacted]

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**INTELLIGENCE
REVIEW**

The next running of the Intelligence Review Course will begin on 30 March. The aim of this two-week seminar is to review the current status of the intelligence profession and to study new developments in the intelligence community and in CIA. During the course, experienced personnel have an opportunity to examine and discuss interoffice problems and relationships; developments in international communism are discussed; lecturers and panels review broad aspects of the intelligence process and lead discussions; and selected topics are studied in detail by seminar groups.

Enrollment is limited to professional officers who have taken the Introduction to Intelligence and Introduction to Communism courses and who have at least five years duty with the Agency or equivalent experience. This course is highly recommended for nominees to senior officer courses. For further information, please call

25X1A

[REDACTED] The next course will run from 30 March to 10 April. Early registration is advisable.

**CLERICAL
SKILLS
QUALIFICATIONS
TESTS**

Place: Room 2103 Washington Building Annex, Arlington Towers.

Time: Announced at registration for the test.

Dates:	Typewriting	SHORTHAND
	6 January	7 January
	27 January	28 January
	10 February	11 February
	2 March	3 March
	16 March	17 March
	6 April	7 April
	20 April	21 April
	11 May	12 May
	25 May	26 May
	15 June	16 June
	29 June	30 June

**CLERICAL
SKILLS
PRETESTS**

Place: Room 2103 Washington Building Annex, Arlington Towers.

Time: 0920 hours.

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Dates: for the 23 March-17 April course:
18 March--typewriting pretest
19 March--SHORTHAND pretest

for the 27 April-22 May course:
22 April--typewriting pretest
23 April--SHORTHAND pretest

for the 1-26 June course:
27 May--typewriting pretest
28 May--SHORTHAND pretest

LOGISTICS
SUPPORT
COURSE

The three-week Logistics Support Course will be conducted by the Office of Logistics from 13 March to 1 May 1964. This is a full-time course. Sessions will be in Room 1322 R&S Building. Nominations should be sent on Form 73 (Request for Internal Training) directly to the Logistics Training Officer [REDACTED] Room 1305 Quarters Eye. Additional information may be obtained from [REDACTED]

25X1A

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EXTERNAL PROGRAMS

KING'S POINT SEMINARS

In spite of some initial problems, the new Executive Seminar Center at King's Point, N. Y., has successfully given six seminars, including the second running of the seminar on Administration of Public Policy. The Center's NEWSLETTER reports that improvement of the physical facilities will continue, and that it is the Center's policy to keep bringing to the seminars the best resource people obtainable from government, the universities, and the business world.

INTENSIVE SUMMER COURSES

NDEA Language and Area Centers at 20 universities will offer intensive courses in 27 critically needed languages during the summer of 1964. In these courses students may receive the equivalent of a full year's course work. Related area studies are encouraged. The centers and languages are listed below.

Far Eastern languages

Columbia University (Cantonese, Mandarin, Japanese, Korean)
Harvard (Chinese, Japanese, Korean)
Stanford University (Chinese, Japanese)
University of Colorado (Chinese, Japanese/jointly with Univ. of Kansas)
University of Hawaii (Korean)
University of Southern California (Chinese, Japanese)

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Latin American languages

New York University (Portuguese)
Tulane University (Portuguese)
University of Wisconsin (Portuguese)

Near and Middle Eastern languages

Harvard University (Arabic, Hebrew, Persian)
UCLA (Amharic, Arabic, Hebrew, Iraqi, Kabyle,
Persian, Turkish)
University of Utah (Arabic)

Slavic and East European languages

Columbia University (Polish)
Fordham University (Russian)
Indiana University (Polish, Russian, Serbo-
Croatian)
University of Kansas (Polish, Russian/jointly
with University of Colorado)
University of Michigan (Polish, Russian)

South Asian languages

Duke University (Hindi-Urdu)
University of California, Berkeley (Bengali, Hindi-
Urdu, Tamil, Telugu)
University of Hawaii (Hindi-Urdu, Marathi)
University of Pennsylvania (Hindi-Urdu, Tamil)

Southeast Asian languages

Cornell University (Indonesian, Thai, Vietnamese)
University of Hawaii (Indonesian, Marathi, Thai)

Sub-Saharan African languages

Duquesne University (Hausa, Igbo, Swahili,
Yoruba)

SUMMER
LANGUAGE
COURSES

Georgetown University announces that its summer 1964 sessions will include intensive courses in French, German, Italian, Russian, and Spanish. There will also be a special course in English as a foreign language. There will be four courses in Latin American area studies.

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HOME
STUDY
IN
ELECTRONICS

The RCA Institute offers, in addition to its resident courses, a series of home study courses. Each course consists of a group of lessons, assignments, and in some cases, of equipment for experiments. The first course, Electronic Fundamentals, or its equivalent is required for enrollment in any of the other courses, which include Television Servicing, Color Television, Communications Electronics, Automation Electronics, EDP: Computer Programing, and Transistors.

EXECUTIVE
DEVELOPMENT

The 1964 Summer Institute in Executive Development for Federal Administrators will be held from 5 July to 14 August. The program is sponsored by the Center for Advanced Study in Organization Science at the University of Wisconsin (called, before its relocation from the University of Chicago, the Center for Programs in Government Administration). The Institute is a six-week block of integrated study; enrollments are permitted in units of two, four, or six weeks. Its aim is to increase the administrator's objective understanding of the nature of modern, complex, managed organization.

Seminar titles are: Innovation and Planned Change in Administrative Systems; Scientists and Professionals in Modern Administrative Structures; the Design and Use of Modern Organizations; Public Policy and Administrative Decision-Making; Problem Areas in Administrative Human Relations.

UCLA
SHORT
COURSES

UCLA has announced the following short courses for chemists, engineers, mathematicians, physicists, and other scientists to be presented during 1964 by the university's Engineering Extension and Physical Sciences Extension:

High Pressure Effects in Metallurgy -- 2-6 March
Refractory Metals and Alloys -- 9-13 March
Use of Computers in Structural Engineering --
16-27 March
Design of Space Power Plants -- 30 Mar-10 Apr
Bearing Technology -- 13-24 April
Metastable Structures and Transformations --
4-15 May

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Thermal Management of Manned and Unmanned
Spacecraft -- 18-29 May
Information Systems for Executive Planning and
Control -- 25-29 May
7th Annual Leadership Laboratory -- 31 May-6 Jun
Lasers - Masers -- 1-12 June
Modern Engineering for Engineering Executives--
14 June - 24 July
Thermodynamic & Transport Properties of Mat-
ter -- 15-26 June
Guidance and Control of Re-entry Vehicles --
15-26 June
Astrodynamics and Rocket Navigation -- 15-26 Jun
Quantitative Aspects of Communication Sciences--
15-26 June
Advanced Techniques of Programming Digital Com-
puters -- 22-26 June
Design Factors for Materials Application in Space--
22-26 June
Nonlinear Analysis with Applications -- 22 June -
3 July
Dynamic Stability of Structures -- 22 June-3 July
Computer Control Systems Technology -- 22 June-
3 July
Space Propulsion Systems -- 22 June - 3 July
Rates of Reaction -- 29 June - 10 July
Modern Solid State Physics and Its Applications --
6-17 July
Lunar Missions -- 6-17 July
Creep, Plasticity, and Thermal Stress -- 6-17 July
Thermal Design of Spacecraft -- 6-17 July
Technical Writing and Editing -- 13-17 July
Systems Approach to Reliability -- 13-17 July
Corrosion -- 13-17 July
Inertial Guidance -- 13-24 July
Underwater Acoustics -- 13-24 July
Man-Computer Information Systems -- 20-31 July
Optical Physics and Its Recent Applications --
20-31 July
Aerospace Vehicle Systems Engineering -- 20-31
July
Space Communications -- 20-31 July
Status of Modern Control System Theory -- 3-14
August

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Electron Beam Metallurgy -- 3-7 August
Reliability and Industrial Statistics Courses --
Session I -- 3-14 August
Session II -- 17-28 August
Experimental Stress Analysis for Missiles and
Spacecraft, Photoelasticity and Strain Gage --
Industrial Photoelasticity - 10-14 August
Strain Gage Lectures - 17-21 August
Strain Gage Laboratory - 24-28 August
Survey of Communication Theory -- 10-21 August
Aerospace Vehicle Guidance and Control --
17-28 August
Thermal and Luminous Radiative Transfer --
24 August - 4 September
Wave Propagation in Elastic Solids -- 24 August -
4 September
Alloy Phases -- 7-11 September
Radiation Damage Effects in Metallurgy -- 5-16
October
Matrix Methods in Elastomechanics -- 5-16 Oct
Automatic Checkout for Aerospace Vehicles --
19-30 October
Electronic and Optical Materials -- 2-13 November
Engineering and Management Course

25X1A
LOAN
PUBLICATIONS

The publications listed below may be borrowed by calling
extension [REDACTED]

FEDERAL AGENCY APPROACHES TO FIELD
MANAGEMENT -- a symposium based on papers
presented at the 1963 National Conference on Pub-
lic Administration, published by the American
Society for Public Administration.

BUSINESS POTENTIAL IN THE EUROPEAN COM-
MON MARKET, by Robert Theobald, published by
the American Management Association.

CASE STUDIES IN COMPUTER-BASED MANAGE-
MENT, published by the American Management
Association.

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GSA COURSES The GSA Institute of the General Services Administration is offering the following courses on an interagency basis between now and the end of June:

SMALL PURCHASES -- 23-27 March, 20-24 April,
8-12 June

CONTRACTING BY FORMAL ADVERTISING --
16-20 March, 13-17 April, 11-15 May

INVENTORY MANAGEMENT -- 1 May-27 April
15-19 June

DIRECTIVES IMPROVEMENT -- 23-24 March

FORMS ANALYSIS AND DESIGN -- 23 Mar - 3 Apr
1-12 June

FORMS IMPROVEMENT -- 7-8 April, 19-20 May

PLAIN LETTERS -- 6-10 April, 11-12 May,
15-16 June

REPORT WRITING -- 2-6 March, 30 March-3 April,
27 April-1 May, 1-5 June

RECORDS DISPOSITION -- 23-24 March, 4-5 May,
8-9 June

SOURCE DATA AUTOMATION ORIENTATION --
2-3 April, 7-8 May, 11-12 June

SECRETARIAL PRACTICES -- 16-20 March,
6-10 April, 4-8 May

REFRIGERATION AND AIRCONDITIONING --
16 March - 10 April, 20 April - 15 May

STRETCHING FEDERAL PROPERTY DOLLARS --
1-5 June

25X1A

REGISTRATION FOR EXTERNAL PROGRAMS Applications for non-Agency training under Agency auspices should be sent by Training Officers to the Chief of the External Training Branch, Room 839 Broyhill Building, extension [REDACTED]. Those wishing to take outside courses at their own expense must make arrangements according to the provisions of [REDACTED] paragraph 7e.

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For information on non-Agency training, call extension [REDACTED] or come in person to Room 839 Broyhill Building, where an extensive collection of college catalogs and other listings of training opportunities is maintained.

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CPYRGHT

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FOREIGN STUDENTS

Foreign students studying in the United States numbered 78,000 in 1963. This is an increase of 40,000 over 1955. Over 65,000 of these students are in institutions of higher learning; and half of these college students are concentrated in California, New York, Illinois, Massachusetts, Michigan, and Pennsylvania.

Columbia University, New York University, the University of California at Berkeley, the University of Illinois, and the University of Michigan led in numbers of foreign students; each reported at least 1,200.

Of the 65,000 foreign college students in the United States, about 5,000 are from Africa, 7,000 from Canada, 8,000 from Europe, 24,000 from the Far East, 11,000 from Latin America, 9,000 from the Near and Middle East, and 1,000 from Oceania.

The preceding figures are from OPEN DOORS 1963, an annual publication of the Institute of International Education. They are based on surveys cosponsored by the American Association of Collegiate Registrars and Admissions Officers and by the National Association of Foreign Student Advisers. Readers who wish more detailed information may consult OPEN DOORS or call the Office of the Registrar/OTR, extension [REDACTED]

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The Off-Campus Program

The off-campus university courses which resumed in early February for the Spring Semester involve 180 employees from 32 major offices of the Agency.

Depending on your point of view, nine of these have an easier task than the others for they comprise the off-campus instructional staff, representing either The American University or The George Washington University. The Agency professors for the AU courses, exclusively in economics, are all from ORR. Those teaching the GWU courses are from OTR, MS, OEL, OCI, and OO/C. Agency background of the instructors, of course, of no concern to the universities; selection as an instructor is based on academic qualifications and on college and university teaching experience.

STATSPEC

The "across the Agency" appeal of academic courses on our own campus is revealed by the enrollment of one or more students from RID, OC, FI, OS, WE, NE, OGC, OCR, OP, FDD, FE, OSI, TSD, OCS, IAB, [REDACTED], OTR, MS, OEL, SAS, WH, CI, NPIC, ORR, OCI, OO/C, OL, AF, CA, SR, COMPT, and the Cable Secretariat.

Overall, in the credit courses the number of employees studying at their own expense is about equal to the number sponsored by the Agency. Students in the three AU courses are 98 percent sponsored; in the GWU courses, only 22 percent are sponsored. Except for courses in Economics, sponsorship has rarely been proposed by an Office. Sponsorship is withdrawn or a probation status imposed by the Agency when a grade average of B or better is not maintained.

In addition to the credit courses, special contractual arrangements were made last Fall and are being continued in the Spring semester for a mathematics refresher in Calculus; enrollment is limited to those persons with prior academic credit in the field.

Enrollments:

	<u>Self-Sponsored</u>	<u>Office-Sponsored</u>	<u>Contractually Arranged</u>	<u>Totals</u>
DDI	25	60	8	93
DDP	23	3	1	27
DDS	17	3	3	23
DDS&T	5	1	19	25
O/DCI	2	1	0	3
	<u>72</u>	<u>68</u>	<u>31</u>	<u>171</u>

The courses offered in the Spring semester vary in enrollment from a high of 31 (Mathematics Refresher for Scientists and Engineers) to a low of 10 (English Composition). A course in Basic Principles of Statistical Method could have been offered had several more enrolled in time but late inquiries had to be diverted to other offerings because GWU had already canceled the course. Registrations in other courses are: Quantitative Economic Analysis, 21; Principles of Economics, 19; International Organization: The UN, 18; History of Russia, 17; Government of the U.S., 15; Income Analysis (II), 14; Intermediate Economic Analysis, 14; and Psychology of Adjustment, 12.

Probably the most encouraging note in this (the fifth) semester of the program is that the registration in Political Science 172 (International Organization: The United Nations) reached such creditable size. Although eligible undergraduates may participate, this course is primarily for the graduate student directly interested in an M. A. in International Affairs.

In the next several months the OTR Registrar will be developing plans with University Officials for probable offerings in the Fall Semester, 1964. Offices (or individuals) able to anticipate a need for additional credit courses or willing to absorb contractual arrangements for non-credit courses should consult R/TR -- particularly when there is reasonable assurance that at least a minimum class can be guaranteed (15 is the average minimum for AU classes and 9 - 11 for GWU courses). Provided registrants can enroll at Headquarters Building and are in overt status, it is not mandatory that actual instruction thereafter be conducted in the Headquarters building.

EPISTOLARY MELIORATION,

or how to write Better Letters, keeping
ever in mind the Standards and Criteria
employed by Cultivated Correspondents
in their postal intercourse

The text of this sermon is "Write not so that you can be understood but so that you cannot be misunderstood." That principle is basic to all good writing, letters included. Even, if letter-writing is no part of your job description, our "text" and most of what follows can help you produce better, less "misunderstandable" writing in the reports and other writing you do.

Q. What is a good Letter?

A. A good letter is a letter which produces the desired result. Obvious? Well, it's amazing how many refuse to accept this criterion. They still believe, or act as though they believe, that the good letter is completely impersonal, devoid of human warmth and feeling. Ask them what makes a letter good and they will talk about things like correct spelling, perfect grammar, and a good command of the English language.

Verily, those are the last requirements of a good letter, not the first.

It takes a lot more than good English to make a good letter. It takes considerable skill in the art of human relations. When you sit down to write a letter you have to think in terms of people--and how they are likely to react--if you expect to produce the result you are aiming at. (We're limiting this discussion to office letters; love letters are specifically and categorically excluded--the rules just don't apply to them.)

Example: here's a sales letter to a printing firm from an ink manufacturer.

Gentlemen:

The printing on your recent circular indicates to us that your printing department needs Smith Ink. We are pleased to send a sample of our Fastset Black No. 505, along with our color book.

We look forward to your becoming a member of our happy Smith family.

The spelling is correct, the grammar's correct. But if the writer had used a bit of imagination he would have realized that the printer might be a little offended. He was. So offended that it will be a long while before he tries any Smith ink.

What should the letter writer have said? Well, how about something like this:

Gentlemen:

Congratulations on your recent circular! It's one of the finest promotion pieces we've seen this year.

Creative work and printing of this caliber deserve Smith Ink. We've enclosed a color book and a sample of our Fastset Black No. 505. Your offset department will be delighted at the ease with which they can obtain excellent results using this formula.

If you want more information--or more samples--please call me. It will be a pleasure to serve you.

The first requirement of a good letter is good thinking. The writer should know exactly what information he wants to convey and what kind of emotional reaction he would like to arouse in the reader. The second requirement is good feeling. A good letter will reflect a pleasant, friendly attitude. It should be designed to evoke a similar attitude in the reader. The final requirement is good expression. . . which is where things like spelling, grammar, and vocabulary come in.

And with that we've really said it all. Remember and apply what has gone before, and you'll be a good letter writer. But we're going to go on and spell out a few ways to put into practice this good thinking, good feeling, and good expression. (If you notice any similarity between what follows and a GSA Records Management Handbook titled PLAIN LETTERS, please be assured that it is not inadvertent, and the debt is hereby acknowledged.)

To begin with an old-fashioned mnemonic, a good letter should be

Sincere
Short
Simple
Strong

SINCERITY. If you want your letters to show your sincerity, write in human terms: use proper names, personal pronouns, words that stand

for human beings, like child, father, wife, and so on. Avoid the impersonal passive; nothing chills quicker than "it is believed" or "it is understood." Write in the active personal: "I believe," "we understand."

Admit mistakes. The insincere way is to ignore them, gloss them over, cover them with a smokescreen of meaningless words. **EXERCISE:** Here are three letters to John M. Smith, who had previously been notified that there was a shortage in his account. Pick the sincere letter.

Please disregard the notice forwarded to you on April 1, 1954. The records of this office indicate that your account is in good order.

It is the practice of this office to periodically review all accounts for the purpose of ascertaining their current status. From such a recent review, it was discovered that you were notified on April 1, 1954, of an outstanding shortage on your account of \$25, whereas the account is, in fact, in good order.

It will be appreciated that the large volume of work with which this office is confronted and the current personnel shortage render it virtually impossible to completely eliminate small errors of this nature, particularly those originating because of a similarity in names. This office wishes to assure you, however, that every effort is being made to give _____ the best possible service and to prevent the recurrence of errors.

Any inconvenience which you may have been occasioned by reason of the notice of April 1 from this office is sincerely regretted.

We made a mistake in notifying you on April 1, 1954, that your account was overdue \$25. Our notice must have been confusing to you, because you have always been prompt with your payments. The fact is that your account is in good standing with no payment due until July 1, 1954.

Please accept our apology and our assurance that this office will be more careful in the future.

Cut down on the intensives and emphatics: highest, deepest, very much, extremely, it is to be noted, we would like to point out, an important consideration is, and others like them. Not only may these lead a reader to suspect your sincerity; they are not nearly so effective in a letter as they may seem, especially if overdone.

Be thou neither obsequious nor arrogant. Strive for friendliness and simple dignity. This is more a matter of tone than of rules and formulas. But at least don't make point blank statements that the reader is wrong, or misunderstands, or has not made himself clear; avoid criticism and condescension. On the other hand, every letter doesn't have to be finished off with a "Please let me know if I can be of further assistance" or "We stand ready to help you in every possible way." And go easy on the superlatives and slang.

That's little enough to say about sincerity, considering its importance in good letter writing. But, no one can really tell you how to write sincere letters, any more than he tell you how to be sincere. Did you ever get one of those "friendly, sincere" letters from a magazine circulation manager? You know -- "A man of your intelligence and income ought to be reading _____." The circulation people have the advice of the best Madison Avenue experts, but their true motive always shows through.

SHORTNESS. Brevity is a plus quality of the good letter. Length, of course, is not measured by lines or pages. The letter (or report) that is too long is the one which says more than needs to be said or the one which uses too many words to say what it must say. A two-page letter may be short and a 10-line one may be long.

The first way to achieve brevity is to cut out unnecessary words. This does not mean that you should use telegraphic jargon. Information which gives the reader a clearer understanding does not add undesirable length, nor are words which lend courtesy of tone useless.

Do you wind up when you begin to write a letter? -- "This is in reply to your letter of 10 January 1954, in which you request a copy of the publication entitled THE CRAFTMANSHIP OF LETTER WRITING." When you have answered one question do you wind up again? -- "Information is also requested in your letter as to the approximate publication date of the stenographers' manual. In reply...."

One way to shorten would be to go back through those two sentences and take out all the unessential words. A better way would be to drop the sentences and just answer the questions: "We are sorry that we have no more copies of THE CRAFTMANSHIP OF LETTER WRITING, which is out of print. The stenographers manual will be published in the late Fall." This kind of answer won't come as a surprise to the one who made the request.

If you think you have to refer to the incoming letter, at least avoid stilted openings ("Reference is made to your letter..."); refer to it by its date only ("Thank you for your letter of 10 January."); mention the subject of the inquiry in as few words as possible; if your letter is an office memorandum, use the subject line and let it go at that.

More examples: on the left the stiff and wordy version; on the right, natural and to the point --

This is in response to your letter of 15 November 1954, in which you request information in regard to the recent amendment to Title _____ of Public Law _____.

In accordance with the authority contained in your letter of 9 April 1964, the records of this office have been amended to show your name as James Henry Smith instead of John Henry Smith.

We are glad to send you the information you want on the recent change in the Social Security Law.

After getting your letter of 9 April, we corrected our records to show your first name as James rather than John.

Cut out words which add nothing to the reader's understanding. Here are two sentences of 27 and 12 words respectively, each saying the same thing:

If you want a refund, please complete the enclosed application form, Request for Refund, over your signature, and return it to this office at the above address.

If you want a refund, please complete and return the enclosed form.

Roundabout prepositional phrases are another way we lengthen our letters. We use "in regard to" when we could say "about"; "in the event of" instead of "if"; "by means of" when "by" would do just as well; or "for the purpose of" instead of "for". Sometimes we can shorten and sharpen our sentences by leaving out a prepositional phrase entirely, as in this example: Please tell us how many man-hours are spent (in connection with) auditing vouchers.

Another way to clutter up letters is the use of nouns or adjectives which derive from verbs, instead of using the verbs themselves. We are abetted in this by six wee little verbs: make, take, give, hold, have, and be. Watch them steal the places of the basic verbs that might be used in these sentences:

SECRET

When we held the meeting (met) the division chief made the decision (decided) that we should take action (act) on the case at once. The chief counsel made the reply (replied) that the claimant himself should make an appearance (appear) at the hearing to give his answers to (answer) the charges.

Avoiding nouns and adjectives linked to your sentences by those six li'l old verbs will take you a long way toward straightaway English.

SIMPLICITY. Here, as always, your aim is clarity--getting your message across.

The first step toward simplicity of expression is knowledge of the subject. Compare a letter or report you have written on a topic you don't know well with one you have done on something which is familiar to you. Here's an example of a sentence written by a man who wasn't quite sure of what he was saying:

"PA" means that you are classified with those employees currently serving under absolute or probational appointments in positions held by the employee on a permanent basis, including preference eligibles in excepted positions under appointments without time limitations.

The man who had to sign that letter knew what he was talking about and had the sentence rewritten as follows:

You are on the "PA" list because you have a permanent Civil Service appointment.

Another aid to simplicity is to use short words, short sentences, short paragraphs. Few of us are really stuffy or pompous in our speech; but let us sit down to write or dictate and the big words come rushing in. Pay goes high-hat and changes to remuneration; an error is an inadvertency; after becomes subsequent; and we encounter difficulty in implementing our commitments instead of finding it hard to live up to our promises.

It's the same with sentences. In face to face conversation we can ramble, run sentences together, throw in parenthetical remarks without losing our listener. He has our voice inflections to guide him. But if we make our written sentences too long he may have to reread them several times to be sure he has our meaning.

Long paragraphs may not be hard to understand, but they are tiring. And there's no need for them. All sentences in a paragraph should

relate to a single idea, but that does not mean that all sentences related to one idea must be kept in one paragraph.

No hard and fast numerical rule is practical here. But if you keep your sentences down to 20 words or fewer and the number of sentences per paragraph below 10, you will be doing well and better than most. Does this mean a counting exercise every time you write a letter? No. Just glance over the page you have written. . . do many of your sentences run over two lines? Do the paragraphs look forbidding? Do you spot a lot of long words?

BUT--a word which conveys a meaning better than any other should not be discarded just because it is long. Nor should a good plain sentence that moves straight ahead be frowned on just because it is long.

This "sermon" is getting pretty long. Instead of going back and cutting, we'll stop here and pick up again in the next issue of the BULLETIN.

There's lots more to say. . . more on making your letters more understandable because they are expressed simply, and something on our fourth point, strength of expression.

"We have achieved not a civilization, only a technology, within which the savage has not disappeared but only been converted into the push-button Neanderthal." (John Ciardi)

CPYRGHT

SECRET

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Most of our communication takes place in reading or writing, speaking or listening. Much effort is spent these days teaching the first three of these:

LISTENING

- _____ reading improvement techniques proliferate,
- _____ writing courses abound,
- _____ effective speaking is taught from elementary school to corporation boardroom.

- _____ But listening?

How many schools have a course in how to improve your listening?

So what's the problem?

Is there any reason why there should be a course in listening?

The problem is the loss of time and efficiency caused by the frightening rate of human forgetfulness. One study indicates that the average person is engaged in some form of verbal communication during 70 percent (11 hours, 20 minutes) of his waking day, and that 45 percent of that time is spent listening.

But we forget 50 percent of what we hear within 24 hours, and another 25 percent in the next two weeks.

If our arithmetic fails us not, this adds up to a 75 percent loss of information received by ear--including not just casual chitchat, but serious business, teaching, conferences, interviews, speeches, across the board.

Is the answer to the problem a course in listening? It might be. In the absence of such a course, though, we may be able to improve our listening habits on our very own. Here are a few suggestions:

First, a fact (readily verifiable): The average rate of speech is between 125 and 150 words per minute. Another fact: most people listen at a rate of about 500 words per minute, thus having an up to four-to-one advantage over the speaker. The misuse of that advantage over the

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speaker. The misuse of that advantage is one of the chief reasons for our forgetfulness--we have time to let our minds wander, distractions can creep in, we lose track.

Better use of this extra listening speed could, though, aid us to get from the speaker knowledge or information which will last beyond the average two weeks, which will be at least as permanent as our impressions from reading.

We can use our "spare" time to summarize what has been covered so far in the talk, keeping up with its substance.

We can think ahead, trying to anticipate what comes next.

We can mentally test the specifics of the presentation, weighing them in the light of our own knowledge or experience.

We can examine the validity of the reasoning the speaker uses.

All of these potential uses of the time gap presuppose that we are paying close attention to what the speaker says, that we are listening for the substance of his talk and are not misled by isolated facts or statements, nor blinded by his platform manner or his gestures or his dialect or whatever. In addition, we should listen objectively, i. e., try to understand what the speaker says regardless of our own convictions.

There's an old saw in sales training: By talking when we should listen we may win arguments but we will lose sales. There must be some application here.



"A good question can be better than a brilliant answer." (Louis I. Kahn)

CPYRGHT

O T R C A L E N D A R




The following is a list of OTR courses scheduled through June. As other courses are scheduled by the Office of Training, they will be announced in OTR BULLETINS. For further information call Admissions and Information Branch, extension [REDACTED]

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

COURSE TITLE	DESCRIPTION	DATES
Administrative Procedures	full time, 80 hours	16-27 Mar 18-29 May
Americans Abroad Orientation	hours vary	on request, call [REDACTED]
Anticommunist Operations (Party Penetration)	part time, 80 hours	6 Apr-1 May
Budget & Finance Procedures	full time, 80 hours	24 Feb-13 Mar 30 Mar-17 Apr 4-22 May 29 June-17 July
China Familiarization	full time, 40 hours	13-17 Apr
CIA Introduction	part time, 3 hours	for EOD's, every Monday afternoon
CIA Review	part time, 2 hours	10 Mar, 14 Apr, 12 May, 9 Jun,
CI Familiarization	full time, 80 hours	13-24 Apr 25 May - 5 June

25X

CI Operations	full time, first week; part time second and third weeks 80 hrs.	23 Mar-10 Apr 8-26 June
Clerical Refresher	part time, 20-30 hrs.	23 March - 17 April 27 Apr-22 May 1-26 June (typing pretests given every Wednesday morning before course begins; shorthand pretests given every Thursday morning before course begins)
Counterinsurgency Program Planning	full time & part time 80 hours	11-29 May
	part time, 60 hours	30 Mar-17 Apr
	full time, 80 hours	9-20 Mar
CP Organization & Operations	part time, 80 hours	9 Mar-3 Apr 1-26 June
CS Records Officer	part time, 20 hours	24-28 Feb 6-10 Apr 4-8 May 29 Jun-2 Jul
CS Review	full time, 64 hours	9-18 Mar 15-24 June
Dependents Briefing	part time, 6 hours	10-11 Mar 14-15 Apr 12-13 May 9-10 June
Geography of the USSR		23 Mar - 1 May
Info Reports Familiarization	full time, 40 hours	9-13 Mar 16-20 Mar 4-8 May 11-15 May
Instructor Training	full time or part time	on request, call 

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Intelligence Production for JOTs	full time, 400 hours	20 Apr-26 June
Intelligence Research (Map and Photo Interpretation)	part time, 50 hours	4 May-5 June
Intelligence Research Techniques	part time, 144 hours	9 Mar-24 Apr
Intelligence Review	full time, 80 hours	30 Mar-10 Apr
Intelligence Techniques (JOT)	full time, 80 hours	24 Feb-6 Mar
Introduction to Communism	full time, 80 hours	2-13 Mar 30 Mar-10 Apr 27 Apr-8 May 25 May-5 Jun 22 Jun-2 Jul
Introduction to Intelligence	full time, 80 hours	16-27 Mar 13-24 Apr 11-22 May 8-19 June
IRR&R	full time, 120 hours	6-24 Apr 8-26 June
JOT Class of July 1964	Headquarters segment	13 July
Language Courses	(for information call AIB, [REDACTED])	
*Management: Senior Seminar	full time (GS-14s and above)	10-15 May
*Midcareer	full time, 6 weeks	13 Apr-22 May
*Operations	full time, 720 hours	9 Mar-10 July

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*Operations Familiarization	full time, 240 hours	9 Mar-17 Apr
Operations Support	full time, 160 hours	6 Apr-1 May 1-26 June
Scientific & Technical Ops (FE)	full time	4-29 May
Supervision (GS 5-10)	full time, 40 hours	16-20 Mar 8-12 June
Travel Procedures	part time, 20 hours	30 Mar-3 Apr 25-29 May 22-26 June
USSR-Basic Country Survey	full time, 80 hours	4-29 May
Writing Workshops	part time, 27 hours	
Basic		10 Mar-2 Apr 12 May-4 Jun
Intermediate (DDS)		12 May-4 Jun
Intermediate		7-30 Apr
Advanced (DDS GS-15s & above)		12 May-4 Jun
Advanced (ORR)		10 Mar-2 Apr
Correspondence		Register any time; use Form 73

(A pretest is required for Intermediate and Advanced Writing Workshops unless the previous level has been completed. Tests are given in Room 441 Bryhl on the last Monday of each month. Arrange for pretesting by calling extension [REDACTED])

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DIRECTORY OF TRAINING OFFICERS

25X1A

SENIOR DDI
TRAINING DDP
OFFICERS DDS&T
DDS

TRAINING DCI
OFFICERS O/DCI
O/IG
Inspection Staff
Audit Staff
General Counsel

DDI
O/DDI
CGS
OCR

ORR

ONE
OCI

OBI
OO
Contact

FDD
NPIC

2E-52
3C-29
3E-30
7D-18

7D-6021

7D-49
2519 Qtrs. I
7D-07

2E-52
7F-35
2E-61
2E-61
4F-29
4F-29
7E-47
6G-29
6G-29
2400 Alcott Hall
402 1717 H
506 1717 H
414 1717 H
204 1717 H

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STATSPEC

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DDS

Communications

Finance

Logistics

Medical

Personnel

Security

Training

DDS&T

OCS

OEL & ORD

OSA

OSI

GA-08

GA-08

6E-69

1311 Qtrs. I

1311 Qtrs. I

1D-4044

5E-56

5E-56

4E-71

4E-71

839 Broyhill

1E-4840

GH-19

6B-40

6F-43

6F-43

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OTR DIRECTORY

25X1A

Director of Training
Special Assistant

Matthew Baird

819 Bryhl
807 Bryhl

Intelligence School
Briefing Officer
School of International Communism
Language and Area School
Language
Tutorial
Voluntary Program
Area
Operations School
Headquarters Training

711 Bryhl
1D-1617
1D-1617
2206 A. T.
2206 A. T.
2206 A. T.
2206 A. T.
2210 A. T.
609 Bryhl
615 Bryhl

Midcareer Program
Junior Officer Program
Plans and Policy Staff
Educational Specialist
Registrar Staff
Deputy Registrar
Admissions and Information
External Training
OTR BULLETIN
Support Staff

807 Bryhl
743 Bryhl
819 Bryhl
810 Bryhl
839 Bryhl
839 Bryhl
832 Bryhl
835 Bryhl
832 Bryhl
820 Bryhl

Mail Room

532 Bryhl

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CONFIDENTIAL

**Operations
Collection
Analysis
Production**

TRAINING IS AN INSTRUMENT*



*anything
used
in
doing
certain
work
or
in
producing
a
certain
result,
esp.
such
as
requires
delicacy,
accuracy,
or
precision....

* The American College Dictionary