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NATIONAL INTELLIGENCE SURVEY

STANDARD INSTRUCTIONS

NATURE, PURPOSE, AND SCOPE
OF THE NIS PROGRAM

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CENTRAL INTELLIGENCE AGENCY

Washington, D. C.

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Nature, Purpose, and Scope of the NIS Program

Authority for the NIS Program

The National Intelligence Survey (NIS) Program was established pursuant to National Security Council Intelligence Directive No. 3, 13 January 1948. This directive provides that:

An outline of all basic intelligence required by the Government shall be prepared by the Central Intelligence Agency (CIA) in collaboration with other appropriate agencies.

This outline shall be broken down into chapters, sections, and subsections which shall be allocated as production and maintenance responsibilities to CIA and those other Government agencies best qualified by reason of their intelligence requirements, production capabilities, and dominant interest to assume these responsibilities.

This basic intelligence shall be compiled and continuously maintained in National Intelligence Survey to cover foreign countries, areas, or broad special subjects, as appropriate.

The NIS shall be disseminated in such form as may be determined by the Director of Central Intelligence (DCI) and the agencies concerned.

The DCI shall be responsible for coordinating the production and maintenance and for accomplishing the editing, publication, and dissemination of the NIS and shall make such requests on the agencies as are necessary for the proper development and maintenance of the NIS.

Departments or agencies to be called on for contributions to this undertaking may include agencies other than those represented permanently in the Intelligence Advisory Committee (IAC).

Basic Concepts of the NIS Program

The NIS is a concise digest of basic intelligence required by the Department of Defense for strategic planning and high level operational planning, and by the Department of State for use in formulating and executing U.S. foreign policy. It also serves other Government agencies which require it for the accomplishment of their missions. In general, the intelligence contained in NIS is concerned with the relatively permanent features and fundamental characteristics of a country, area, or broad special subject, and covers such fields as the geographical, political, economic, military,

scientific, and sociological aspects of the country or area or the fundamental aspects of the broad special subject.

The NIS Program has two phases: 1) the initial production of NIS on countries or areas in accordance with JCS priorities and Intelligence Agency capabilities and 2) the continuous maintenance of such NIS.

The objective of the first phase is to produce integrated basic intelligence studies of all pertinent aspects of the countries or areas within the limits of available information and intelligence on countries or areas.

The objective of the second phase is to keep up to date the basic intelligence contained in the published NIS, to fill gaps in this intelligence, and to improve the presentation of material in NIS originally produced. It is the responsibility of agencies having dominant interest to place each NIS element actively on a maintenance basis as soon as the element has been initially produced. This phase of the program is to continue indefinitely. Revisions will be published as required.

Both phases of the NIS Program require an over-all collection effort covering all important foreign countries and areas of the world simultaneously.

If information is available to undertake an NIS of lower priority than one on which adequate material is not available, the NIS of lower priority will be produced and will not be held in abeyance pending the availability of material for the NIS of higher priority.

While the aim of the collection effort will be to enable the production of complete and reliable published NIS, it must be recognized that the production and maintenance program requires information in greater detail than the intelligence which appears in the published NIS.

New information will be continuously processed so that the intelligence on hand will be constantly up to date and ready for use.

The NIS Program must be flexible in order to meet the basic intelligence requirements of the Joint Chiefs of Staff. To this end it may be necessary to produce and disseminate separate chapters or sections of any NIS.

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Standard Instructions for NIS

The *Standard Instructions for National Intelligence Surveys* contain outlines of basic intelligence requirements, allocations of responsibility for production, and instructions for the production of this intelligence. These *Standard Instructions* were prepared by a joint committee of representatives of the Director of Central Intelligence and the Chiefs of Intelligence Agencies of the Departments of State, the Army, the Navy, and the Air Force; were concurred in by the Intelligence Advisory Committee; and were approved by the National Security Council.

The outlines and outline guides are so drafted as to cover all the basic intelligence aspects of the most complex foreign country or area. However, the appropriate treatment of any topic included in the outlines and outline guides is determined by the sense in which and the extent to which that topic applies to the particular country or area under consideration. Thus, the outlines and outline guides should be adapted to the country or area on which the NIS is being produced.

The *Standard Instructions* prescribe the basic procedures to be followed in producing and maintaining all NIS. They cannot, however, cover all contingencies. Hence, when cogent reasons exist, the instructions may be modified or supplemented to permit appropriate treatment of any topic.

Content of an NIS

An NIS is divided into chapters, each of which treats a major functional aspect of the country or area under consideration. These chapters are divided into sections, each of which treats a major subdivision of the field covered by the chapter. The section is so designed as to permit it to serve as the basic unit of production and maintenance and so enhance the flexibility of the NIS Program. The NIS chapters are as follows:

Chapter	I	Brief
Chapter	II	Military Geography
Chapter	III	Transportation and Telecommunications
Chapter	IV	Sociological
Chapter	V	Political
Chapter	VI	Economic
Chapter	VII	Scientific
Chapter	VIII	Armed Forces
Chapter	IX	Map and Chart Appraisal

Certain topics involving numerous details are given general treatment in appropriate sections of NIS chapters and full treatment in supplements. Supplements are prepared only if the topic in question is sufficiently important in an NIS Area to warrant this detailed treatment. There are, at present, the following five supplements:

NIS Supplement No. I	Ports and Naval Facilities
NIS Supplement No. II	Air Facilities
NIS Supplement No. III	Telecommunications

NIS Supplement No. IV Urban Areas
NIS Supplement No. V Petroleum

The Special NIS on Marine Climate and Oceanography divides the world sea areas into ocean basins. These ocean basins are further subdivided into Parts, each of which is comparable to a chapter in the other NIS. The production unit is a Part, each of which will consist of three sections. Ocean basins are designated as follows:

NIS 104	Atlantic Basin	12 Parts
NIS 105	Pacific Basin	12 Parts
NIS 106	Indian Basin	4 Parts
NIS 107	Arctic Basin	1 Part
NIS 108	Antarctic Basin	1 Part

A gazetteer will be published for each NIS Area.

The geographic areas covered by the NIS are generally defined by political boundaries. In CHAPTERS II (Military Geography), however, areas are determined in terms of natural geographic units.

In some instances, it is desirable to define the geographic area in terms of natural boundaries. For example, since the Iberian Peninsula, including the approaches into the Pyrenees from France, forms a natural geographic concept, it should be considered geographically as a whole. Thus, the geographic treatment of this area would serve as CHAPTER II for both NIS Portugal and NIS Spain.

Conversely, the area included within political boundaries may be so extensive as to embrace several natural geographic units. Examples of such areas are the U.S.S.R. and China. CHAPTERS II for these areas would consist of several Parts, each treating a natural geographic unit.

In addition, it will be necessary to transcend political boundaries in many instances in order to obtain comprehensive treatment of certain functional aspects, such as transportation and ports and naval facilities; and such procedure should be followed wherever necessary.

The scope of each chapter, supplement, and Special NIS is outlined in detail under the Outline Guides in this volume. Chapter and section outline guides in general include initial comments relative to content of the unit as a whole which are not repeated with but are pertinent to the detailed outlines for individual sections and subsections. The following standard definitions apply explicitly to CHAPTERS II-IX and by implication to CHAPTER I:

a) The first section of each chapter is uniformly entitled Introduction. This section is not a summary of the basic intelligence contained in the remainder of the chapter or an explanation of the organization of the chapter. Rather, it presents an analysis of the basic intelligence contained in the chapter. It also presents general aspects which cannot be treated adequately elsewhere in

the chapter. For example, the organization and functions of the high command are covered in SECTION 80 (Introduction to CHAPTER VIII, Armed Forces) because this topic cannot be adequately treated in the subsequent sections of CHAPTER VIII. The chapter outline guides indicate the nature and scope of the treatment to be accorded the Introduction of each chapter.

b) The first subsection of each section is uniformly entitled General. This subsection is provided to permit a proper approach to the treatment of material contained in the remainder of the section.

c) The last subsection of most sections is uniformly entitled Comments on Principal Sources. This subsection is to serve the following purposes:

To provide an evaluation of the principal source material used in preparing the section and thereby inform the user of the general credibility to be accorded the intelligence contained in the section.

To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Summary of agency functions

1. GENERAL

Where one agency is responsible for a section of a chapter or a subsection of a section which is being coordinated by another agency, working level liaison shall be maintained. All communications of a policy or requirements nature to the agency preparing the section or subsection will be passed through intelligence command channels.

In all instances working level coordination among agencies concerned will include the following:

Exchange, where applicable, of drafts of completed draft sections in order to resolve inconsistencies among sections and detect gaps in over-all coverage.

Informal coordination in compiling specific subsections which are assigned as the responsibility of one agency but impinge upon the field of interest of another.

2. NIS COMMITTEE

The NIS Committee consists of representatives of the Director of Central Intelligence and the Chiefs of the Intelligence Agencies of the Departments of State, the Army, the Navy, and the Air Force. The representative of the Director of Central Intelligence is *ex officio* chairman of the committee. It also includes an advisory member from the Joint Staff who shall be thoroughly familiar with the basic intelligence requirements of the Joint Chiefs of Staff (JCS), keep the JCS informed of the progress of the NIS Program, and

keep the NIS Committee informed of changes in the JCS requirements.

The NIS Committee performs the following functions:

Considers and recommends for Intelligence Agency approval over-all policies for the NIS Program.

Determines the scope and treatment of each NIS to be produced.

Allocates responsibility for production and maintenance of NIS in accordance with the intelligence requirements, production capabilities, and dominant interest of the Intelligence Agencies concerned.

Establishes NIS production and maintenance schedules based upon JCS priorities and agency capabilities.

Promulgates procedures and instructions for the preparation, review, editing, and submission of NIS contributions.

Recommends to CIA measures necessary for the coordination of the NIS Program.

3. CENTRAL INTELLIGENCE AGENCY

The Central Intelligence Agency performs the following functions:

Provides over-all coordination of the NIS Program.

Produces those elements of NIS allocated to it for production by the NIS Committee.

Furnishes certain common services which can best be done centrally.

Edits NIS contributions, provides advisory substantive review, and arranges for the publication of NIS.

Disseminates NIS in accordance with Intelligence Agency agreements.

4. IAC AGENCIES

The IAC Agencies (State, Army, Navy, and Air Force) perform the following functions:

Provide a member and alternate members of the NIS Committee. This member represents, and speaks for, the Chief of the Intelligence Agency of the Department from which he is accredited.

Produce and maintain the NIS elements which have been allocated by the NIS Committee as production responsibilities.

Implement collection effort which may be required for NIS production and maintenance.

5. NON-IAC AGENCIES

The non-IAC Agencies perform the following functions:

Produce and maintain portions of NIS when explicitly assigned that responsibility by the NIS Committee or by an Intelligence Agency with the approval of that Committee.

Furnish Intelligence Agencies with material for integration into NIS by those agencies.

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ALLOCATIONS

NATIONAL INTELLIGENCE SURVEY
STANDARD INSTRUCTIONS

ALLOCATION OF RESPONSIBILITY FOR
PREPARATION OF NIS

CENTRAL INTELLIGENCE AGENCY
Washington, D. C.

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JUNE 1951

~~CONFIDENTIAL~~***Allocation of Responsibility for Preparation of NIS***

Neither the following allocations nor any interpretation thereof shall negate the basic principle that each department is responsible for the production of that intelligence which is responsive to its departmental mission.

CHAPTER I—BRIEF**JOINT EFFORT COORDINATED BY CIA****Section 10—Introduction**

- 11—Strategic Significance of the NIS Area
- 12—Military Geography
- 13—Transportation and Telecommunications
- 14—Sociological
- 15—Political
- 16—Economic
- 17—Scientific
- 18—Armed Forces
- 19—Map and Chart Appraisal

CIA
CIA (with joint assistance)
Army (with joint assistance)
Army (with joint assistance)
State (with joint assistance)
State
State (with joint assistance)
CIA (with joint assistance)
Army (with joint assistance)
CIA (with joint assistance)

CHAPTER II—MILITARY GEOGRAPHY**ARMY—CHAPTER COORDINATOR****Section 20—Introduction**

- 21—Military Geographic Regions
- 22—Coasts and Landing Beaches
- 23—Weather and Climate
- 24—Topography
- 25—Urban Areas

Army (with joint assistance)
Army
Navy (with Army assistance)
Joint Meteorological Committee
Army
Army

CHAPTER III—TRANSPORTATION AND TELECOMMUNICATIONS**ARMY—CHAPTER COORDINATOR****Section 30—Introduction**

- 31—Railway
- 32—Highway
- 33—Inland Waterway
- 34—Petroleum Pipeline (treated in Sub-section 62, C and Supplement V)
- 35—Ports and Naval Facilities
- 36—Merchant Marine
- 37—Civil Air
- 38—Telecommunications

Army (with joint assistance)
Army
Army
Army

Joint Army-Navy
Navy
Air Force (with Navy participation)
Army

CHAPTER IV—SOCIOLOGICAL**STATE—CHAPTER COORDINATOR****Section 40—Introduction**

- 41—Population
- 42—Characteristics of the People
- 43—Religion, Education, and Public Information
- 44—Manpower
- 45—Health and Sanitation
- 46—Public Welfare

State
State (with Army assistance)
State
State
State
Army
State

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CHAPTER V—POLITICAL

Section 50—Introduction
 51—The Constitutional System
 52—Structure of the Government
 53—Political Dynamics
 54—Public Order and Safety
 55—National Policies
 56—Intelligence and Security
 57—Subversive
 58—Propaganda
 59—Biographies of Key Personalities

STATE—CHAPTER COORDINATOR

State
 State
 State
 State
 State
 State (with joint assistance)
 CIA (with joint assistance)
 State (with joint assistance)
 State
 State

CHAPTER VI—ECONOMIC

Section 60—Introduction
 61—Agriculture and Food

 62—Fuels and Power
 D. Electric power
 63—Minerals and Metals
 F. Construction materials
 64—Manufacturing and Construction
 A. General
 B. Industrial machinery and equipment
 C. Motor vehicles (including tanks, self-propelled guns, etc.)
 D. Aircraft production
 E. Shipbuilding
 F. Explosives, industrial and military
 G. Guns, explosive devices, and ammunition
 H. Other military equipment and supplies (including war gases and smoke preparations)
 I. Telecommunications, signal and lighting equipment
 J. Chemical industries
 K. Agricultural processing industries
 L. Fibers, fabrics, and rubber
 M. Construction industries
 N. Other industries
 O. Comments on principal sources
 65—Trade and Finance

CIA—CHAPTER COORDINATOR

State (with joint assistance)
 State (with the assistance of the Department of Agriculture and the Fish and Wildlife Service, Department of the Interior)
 State (with assistance of the Department of the Interior)
 Army
 State (with the assistance of the Department of the Interior)
 Army

STATE—SECTION COORDINATOR

State
 State (primary responsibility)
 Army

 Air Force (with Navy participation)
 Navy
 Army (with joint assistance)
 Army (with joint assistance)
 Army (with joint assistance)

 Army (with joint assistance)

 State
 State
 State
 State
 State
 State (with joint assistance)

CHAPTER VII—SCIENTIFIC

Section 70—Introduction

 71—Electronics

CIA—CHAPTER COORDINATOR

CIA is to produce final draft with contributions from Navy and Air Force; guidance from Army and State.
 CIA to coordinate through the JEIC the final draft based upon contributions from all intelligence agencies.

CHAPTER VII—SCIENTIFIC (*Continued*)

72—Air, Ground, and Naval Weapons

73—Atomic Energy

74—Biological Warfare (BW)

75—Chemical Warfare (CW)

76—Miscellaneous

CHAPTER VIII—ARMED FORCES

Section 80—Introduction
 81—Ground Forces
 82—Naval Forces
 83—Air Forces

CHAPTER IX—MAP AND CHART APPRAISAL

Section 90—Introduction

91—Selected Maps, Charts, and Plans
 A. General
 B. Physical maps, navigation charts of urban areas
 C. Maps of transportation and communications
 D. Sociological, political, and economic maps
 E. Special armed forces maps
 92—Appraisal of Selected Maps, Charts, and Plans

SUPPLEMENT I—PORTS AND NAVAL FACILITIES

SUPPLEMENT II—AIR FACILITIES

SUPPLEMENT III—TELECOMMUNICATIONS

CIA—CHAPTER COORDINATOR

CIA to coordinate, through SIC working committees where practicable, the final draft with contributions on:

Guided missiles and aircraft from the Air Force;
 Ground weapons from the Army;
 Naval weapons from the Navy.

CIA to coordinate through the JAEIC the final draft with contributions from other intelligence agencies.

CIA to coordinate through JBWIC and JCWIC, respectively, the final drafts based upon contributions from Army and from other intelligence agencies.

CIA to coordinate through JBWIC and JCWIC, respectively, the final drafts based upon contributions from Army and from other intelligence agencies.

CIA to produce final draft based upon contributions from other intelligence agencies.

ARMY—CHAPTER COORDINATOR

Army (with joint assistance)
 Army
 Navy
 Air Force (with Navy participation)

CIA—CHAPTER COORDINATOR

CIA (as coordinating staff for material received from Army, Navy, Air Force, and MATS)

CIA—SECTION COORDINATOR

CIA
 Army, Navy, Air Force, MATS

Army, Navy, Air Force, CIA

CIA
 Army, Navy, Air Force

CIA (as coordinating staff for material received from Army, Navy, Air Force, and MATS)

JOINT ARMY-NAVY

Air Force (with Navy participation)

ARMY

SUPPLEMENT IV—URBAN AREAS

ARMY

SUPPLEMENT V—PETROLEUM

STATE (with assistance of the Department of the Interior)

SPECIAL NIS—MARINE CLIMATE AND OCEANOGRAPHY

NAVY

Section 1—Introduction
2—Marine Climate
3—Oceanography

Navy
Navy (with assistance of the Air Force)
Navy

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STANDARD INSTRUCTIONS

NIS AREAS

CENTRAL INTELLIGENCE AGENCY
Washington, D. C.

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SHORT 25X6A E	TITLE	GENERAL NIS AREA	GEOGRAPHIC AREA FOR CHAPTER II
NIS 2	Ireland (Eire)	Republic of Ireland	NIS Areas 1-2
NIS 3	France	France and Monaco	NIS Area 3
NIS 4	Netherlands	Netherlands	NIS Areas 4-6
NIS 5	Belgium	Belgium	NIS Areas 4-6
NIS 6	Luxembourg	Luxembourg	NIS Areas 4-6
NIS 7	Denmark	Denmark, including the Faeroe Islands.	NIS Area 7
NIS 8	Portugal	Portugal, including the Azores, Madeira and Cape Verde Islands.	NIS Areas 8-9
NIS 9	Spain	Spain and Andorra	NIS Areas 8-9
NIS 10	Norway	Norway	NIS Areas 10-11
NIS 11	Sweden	Sweden	NIS Areas 10-11
25X6A NIS 12	Finland	Finland	NIS Area 12
NIS 14	Poland	Poland, within 1945 boundaries and limits of administration, including the former Free City of Danzig, and the portions of Germany under Polish administration.	NIS Area 14
NIS 15	Switzerland	Switzerland and Liechtenstein	NIS Areas 15-16
NIS 16	Austria	Austria	NIS Areas 15-16
NIS 17	Italy	Italy, San Marino, and the Free Territory of Trieste.	NIS Area 17
NIS 18	Czechoslovakia	Czechoslovakia	NIS Area 18
NIS 19	Hungary	Hungary	NIS Areas 19-21
NIS 20	Albania	Albania	NIS Areas 19-21
NIS 21	Yugoslavia	Yugoslavia	NIS Areas 19-21
NIS 22	Rumania	Rumania	NIS Areas 22-23
NIS 23	Bulgaria	Bulgaria	NIS Areas 22-23
NIS 24	Greece	Greece	NIS Area 24
NIS 25	Cyprus, Malta, and Gibraltar	Cyprus, Maltese Islands, and Gibraltar.	NIS Area 25
NIS 26	U.S.S.R.	U.S.S.R., within 1945-1947 boundaries and limits of administration, including the three Baltic states, northern East Prussia, Tannu Tuva, and the Kuril and Sakhalin Islands.	NIS Area 26: <i>Part I</i> —European U.S.S.R. within 1945-1947 boundaries and limits of administration, including three Baltic States, northern East Prussia. <i>Part II</i> —Soviet Central Asia. <i>Part III</i> —Urals and West Siberian Plain including Tannu Tuva. <i>Part IV</i> —Central and Eastern Siberia including Kuril and Sakhalin Islands. <i>Part V</i> —The Caucasus, including Soviet trans-Caucasus.
NIS 27	Turkey	Turkey	NIS Area 27
NIS 28	Syria and Lebanon	Syria and Lebanon	NIS Areas 28-31
NIS 29	Jordan	Jordan, excluding Arab Palestine.	NIS Areas 28-31
25X6A NIS 30	Iraq	Iraq	NIS Areas 28-31

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NIS AREAS

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SHORT TITLE	TITLE	GENERAL NIS AREA	GEOGRAPHIC AREA FOR CHAPTER II
NIS 32	Arabian Peninsula	Arabian Peninsula, including Saudi Arabia, Kuwait, Kuwait-Saudi Arabia Neutral Zone, Iraq-Saudi Arabia Neutral Zone, Bahrein, Qatar, Trucial Oman, Muscat and Oman, Yemen, Aden Colony and Protectorate.	NIS Area 32
NIS 33	Iran	Iran	NIS Area 33
NIS 34	Afghanistan	Afghanistan	NIS Area 34
NIS 35	India	India, including Jammu and Kashmir, Nepal, Bhutan, and Portuguese and French territories in India, Andaman, Laccadive and Nicobar Islands.	NIS Area 35: <i>Part I</i> —Northern India, including Jammu and Kashmir, Nepal, and Bhutan, the Portuguese territory in northern India, all of Pakistan and the Oman settlement of Gwadar. <i>Part II</i> —Peninsular India, including the Portuguese and French territories in Peninsular India.
NIS 36	Pakistan	East and West Pakistan (excluding Jammu and Kashmir), and including the Oman settlement of Gwadar.	NIS Area 36 (Same as NIS Area 35, <i>Part I</i>)
NIS 37	Ceylon	Ceylon	NIS Area 37
NIS 38	Burma	Burma	NIS Area 38
NIS 39	China	China, including Hong Kong and Macao.	NIS Area 39: <i>Part I</i> —Western China and Mongolia <i>Part II</i> —Manchuria <i>Part III</i> —North China <i>Part IV</i> —South China, including Taiwan, Hong Kong, and Macao
NIS 40	Mongolia	Mongolia (Outer Mongolia or the "Mongolian People's Republic").	NIS Area 40 (Same as NIS Area 39, <i>Part I</i>)
NIS 41	Korea	Korea	NIS Area 41
NIS 42	Thailand	Thailand	NIS Area 42
NIS 43	Indochina	Indochina, the Paracel Islands, Spratley Island and other disputed islands and reefs in South China Sea south of Paracel Islands.	NIS Area 43
NIS 44 25X6A	British Indonesia	Federation of Malaya, Singapore, Sarawak, Brunei, and North Borneo.	NIS Area 44
NIS 46	Tunisia	Tunisia	NIS Areas 46-48
NIS 47	Algeria	Algeria	NIS Areas 46-48
NIS 48	Morocco	French Morocco, Spanish Morocco (northern Spanish zone in Morocco), Ifni, and International Zone of Tangier.	NIS Areas 46-48
NIS 49	Libya	Libya	NIS Area 49
NIS 50	West Africa	French West Africa, Spanish Sahara (Rio de Oro, including the southern Spanish zone in Morocco), Portuguese Guinea, Gambia, Sierra Leone, Gold Coast, British Togoland, French Togoland, Nigeria and British Cameroons.	NIS Area 50: <i>Part I</i> —French West Africa except territories listed under <i>Part II</i> below, Spanish Sahara (Rio de Oro, including southern Spanish zone in Morocco), Gambia, Portuguese Guinea, Sierra Leone. <i>Part II</i> —The following parts of French West Africa: Ivory Coast and Dahomy and the following other areas: Liberia, Gold Coast, British Togoland, French Togoland, Nigeria and British Cameroons.
NIS 51	Liberia	Liberia	NIS Area 51 (Same as NIS Area 50, <i>Part II</i>)

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N I S A R E A S

SHORT TITLE	TITLE	GENERAL NIS AREA	GEOGRAPHIC AREA FOR CHAPTER II
NIS 52	Equatorial Africa	French Equatorial Africa, French Cameroons, Spanish Guinea (including Rio Muni), and Cabinda.	NIS Area 52
NIS 53	Egypt	Egypt	NIS Area 53
NIS 54	Anglo-Egyptian Sudan	Anglo-Egyptian Sudan	NIS Area 54
NIS 55	Ethiopia, Eritrea and the Somalilands	Ethiopia, Eritrea, British, French and Italian Somaliland.	NIS Area 55
NIS 56	British East Africa	Kenya, Uganda, Tanganyika, Zanzibar Protectorate.	NIS Area 56
NIS 57	Rhodesia and Nyasaland	Northern Rhodesia, Southern Rhodesia, Nyasaland.	NIS Areas 57-58
NIS 58	Mozambique	Mozambique	NIS Areas 57-58
NIS 59	Angola	Angola	NIS Areas 59-60
NIS 60	Belgian Congo	Belgian Congo and Ruanda-Urundi.	NIS Areas 59-60
NIS 61	South Africa	Union of South Africa, South-West Africa, Bechuanaland, Swaziland and Basutoland.	NIS Area 61
NIS 62	Madagascar	Madagascar	NIS Area 62
NIS 63	Indian Ocean Islands	All outlying islands in the Indian Ocean, southward to 60° S. latitude, except islands covered in NIS 32, 35, 37, 55, 56, 62, and 100.	NIS Area 63
NIS 64	South Atlantic Island	All outlying islands in the Atlantic Ocean between 10° N. latitude and 60° S. latitude and the South Orkney and South Shetland Island groups, but excluding islands covered by NIS 52.	NIS Area 64
25X6A	Alaska	Alaska	NIS Area 65
NIS 67	Greenland	Greenland	NIS Area 67
NIS 68	Iceland	Iceland	NIS Area 68
25X6A	North Polar Area	North Polar Area	NIS Area 69
NIS 71	Guatemala	Guatemala	NIS Areas 71-77
NIS 72	British Honduras	British Honduras	NIS Areas 71-77
NIS 73	Honduras	Honduras, including territory north of the Segovia River and islands possibly subject to Nicaraguan claims.	NIS Areas 71-77
NIS 74	Salvador	Salvador, including small areas claimed by Honduras.	NIS Areas 71-77
NIS 75	Nicaragua	Nicaragua, including territory south of the Segovia R.	NIS Areas 71-77
NIS 76	Costa Rica	Costa Rica	NIS Areas 71-77
NIS 77	Panama	Panama	NIS Areas 71-77
NIS 78	Cuba	Cuba	NIS Areas 78-84: <i>Part I</i> —Greater Antilles, Bermuda and Bahama Is. <i>Part II</i> —Lesser Antilles
NIS 79	Haiti	Haiti	NIS Areas 78-84
NIS 80	Dominican Republic	Dominican Republic	NIS Areas 78-84
NIS 81	British Possessions in the Caribbean	All islands and bays under British sovereignty in the Caribbean, and the Bahama Is. and Bermuda.	NIS Areas 78-84
NIS 82	Dutch Possessions in the Caribbean	All Caribbean islands under Netherlands sovereignty, including part of St. Martin I.	NIS Areas 78-84
NIS 83	French Possessions in the Caribbean	All Caribbean islands under French sovereignty, including part of St. Martin I.	NIS Areas 78-84
NIS 84	U.S. Possessions in the Caribbean	All Caribbean islands under U.S. sovereignty or claim, and islands where U.S. has lease or treaty rights.	NIS Areas 78-84

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NIS AREAS

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SHORT TITLE	TITLE	GENERAL NIS AREA	GEOGRAPHIC AREA FOR CHAPTER II
NIS 85	Colombia	Colombia	NIS Areas 85-86
NIS 86	Venezuela	Venezuela	NIS Areas 85-86
NIS 87	Ecuador	Ecuador and small area on eastern border disputed with Peru.	NIS Areas 87-88
NIS 88	Peru	Peru	NIS Areas 87-88
NIS 89	Chile	Chile, including Pacific Islands east of 90° W. longitude and islands south of Tierra del Fuogo disputed with Argentina.	NIS Area 89
NIS 90	Argentina	Argentina, including river islands disputed with Uruguay.	NIS Areas 90-79
NIS 91	Uruguay	Uruguay	NIS Areas 90-91
NIS 92	Paraguay	Paraguay	NIS Areas 92-93
NIS 93	Bolivia	Bolivia	NIS Areas 92-93
NIS 94	Brazil	Brazil	NIS Area 94: <i>Part I</i> —Southeast Brazil <i>Part II</i> —Northwest Brazil
25X6A	The Guianas	The Guianas (British, French, Dutch)	NIS Area 95
NIS 98	Hawaiian Islands	Hawaiian Islands, including Johnston I. but excluding islands in NIS 103.	NIS Area 98
NIS 99	Philippine Is.	Philippine Is.	NIS Area 99
NIS 100	Indonesia	Indonesia, including all of the former Netherlands Indies and Portuguese Timor.	NIS Area 100
NIS 101	West Pacific Islands	All islands in the Trust Territory of the Pacific Islands, and the islands of Marcus and Wake.	NIS Area 101
NIS 102	Southwest Pacific Islands	Papua, Trust Territory of New Guinea, British Solomon Islands, New Hebrides, New Caledonia and dependencies, Fiji Is., Tonga Is., Gilbert and Ellice Is. and lesser adjacent islands, but not including islands covered by NIS 96, 97, and 103.	NIS Area 102
NIS 103	South Pacific Islands	Phoenix, Tokelau, Samoa, Cook and Line island groups, and adjacent islands, the French Establishments in Oceania, Pitcarin and adjacent British islands, and Chilean islands west of 90° W. longitude.	NIS Area 103
<p>SPECIAL NIS AREAS (<i>Oceanography and Marine Climate</i>)</p>			
NIS 104	Atlantic Basin	Atlantic Ocean	NIS Area 104
NIS 105	Pacific Basin	Pacific Ocean	NIS Area 105
NIS 106	Indian Basin	Indian Ocean	NIS Area 106
NIS 107	Arctic Basin	Arctic Ocean	NIS Area 107
NIS 108	Antarctic Basin	Antarctic Ocean	NIS Area 108

Next 2 Page(s) In Document Exempt

~~CONFIDENTIAL~~
Security Information

NATIONAL INTELLIGENCE SURVEY
STANDARD INSTRUCTIONS

EDITORIAL INSTRUCTIONS

CENTRAL INTELLIGENCE AGENCY
Washington, D. C.

~~CONFIDENTIAL~~

JUNE 1951

EDITORIAL INSTRUCTIONS

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JUNE 1951

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Editorial Instructions

A. Transmittal of material

1. LETTER OF TRANSMITTAL

NIS material delivered to the Basic Intelligence Division (D/B), CIA requires a letter of transmittal (original and 2 copies). The letter itemizes the number of pages of text and table manuscript, table of contents and other typed material submitted, and indicates any omission of material or other deviation from standard procedure. The letter specifies control aspects of material involved. The letter of transmittal also indicates the number of extra copies of insert maps which the contributor desires run without NIS reference lines (the number not to exceed 10 copies of each map except by special arrangement), the minimum classification for each map if run without the NIS references, and any special restrictions concerning additional runs and distribution by CIA for other than NIS purposes.

2. MANUSCRIPT

NIS manuscript is submitted in 5 complete assembled copies. Each of the 5 assembled sets of manuscript includes in sequence 1) title page, 2) table of contents, 3) text, 4) tables, 5) caption list, and 6) list of any border information.

Pagination begins with the first page of text of each Section and is consecutive throughout the manuscript (including each page of the tables, which follow the text in sequence of figure numbers). Pagination is by other means than a numbering machine, which is reserved for use in D/B processing.

Manuscript with more than nominal alterations is not acceptable. Text or tabular material photostatted or similarly reproduced from printed or other material must be in positive print form and legible in approximately typewriter elite size.

The supporting items, typed triple space, are as follows:

TITLE PAGE, containing Chapter or Supplement number and title, Section number and title, and the statement: "This is a preliminary draft of Section _____, NIS _____. It has not been finally

edited or reconciled with other NIS sections and should not be reproduced. This Section has been approved for use in the NIS by the (*agency*), (*month, year*). This is the uniform date for the entire section and will appear on each page of the published section."

TABLE OF CONTENTS for each section, including all headings and subheads used in text according to the style given in "Text specifications." For Supplements, or when entire chapters are submitted, a separate table of contents extending through No. 2 heads of all sections also is included. Each section table of contents is immediately followed by a **LIST OF FIGURES** which lists in sequence all figures with the following details for each: Figure number as determined by sequence in tentative placement, category identification (Table, Photo, Aerial, Chart, Diagram, Plan, Map), and the caption as it appears with the figure or in appropriate short-title form. This **LIST OF FIGURES** is immediately followed by a *contributor statement*, as approved by the NIS Committee, showing the agency or agencies contributing to and responsible for preparation of the material.

CAPTION LIST (required for typesetting of all captions). Figure numbers for all tables and graphics are listed in sequence with exact wording of the caption as attached to the figure. When applicable, the list of captions is followed by a *border information list*, listing in sequence each insert map figure number with exact wording of the border information as specified in "Graphic specifications," and indicating which maps have apron material.

3. GRAPHIC MATERIAL

Graphic material, including photographs, is assembled separately from manuscript, in 4 complete sets with each item in sequence. The 4 copies of each item consist of an original and 3 copies of all black and white material, and 4 color proofs for multicolor graphic material. The original plates of multicolor maps are retained by contributor until receipt of memorandum from D/B. These originals are then forwarded as directed by D/B for final reproduction.

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PAGE 1

B. Text specifications**1. TYPING OF TEXT**

Text is submitted in 5 copies, typed on one side only, with the original on substantial 8 x 12½ bond paper. Duplicating process may be used if submitted copies are thoroughly legible. Text is typed triple space. All paragraphs without headings begin with 5-space indent. Normal capitalization is used throughout (including headings), without use of continuous capitalization or of underlining except for foreign or other terms to be italicized. The last word of a typed line is always a complete word, avoiding ending any line with a hyphen. Manuscript conforms to the sample pages, with margins as shown. Each manuscript page, as shown, includes in top margin the name of the agency of primary responsibility, date (manuscript completion date, for processing control purposes only), classification, NIS number and section number. The first page of text includes the section number and title. Text pages are numbered consecutively within each section (not using a numbering machine, which is reserved for D/B processing).

2. TEXT HEADINGS

Headings used in NIS text material are as follows:

	<i>(Grade of head, not typed in ms.)</i>
II. Military Geography	(Chapter title)
22. Coasts and Landing Beaches	(Section title)
A. General	(No. 1)
1. Coasts	(No. 2)
a. Northern peninsula — Text follows	(No. 3)
(1) Williams Bay — Text follows	(No. 4)
(a) Vicinity of Port Smith — Text	(No. 5)
1) Seaward Approaches — Text	(No. 6)

Chapter and section titles are centered. No. 1 heads are typed flush with left margin of text; inferior heads are successively indented 5 typewriter spaces. No. 1 and No. 2 heads stand alone; text begins on next line with indentation of 5 spaces and thereafter flush left. Remaining heads each end with space, two hyphens, space; text follows immediately on same line, with succeeding lines beginning flush with left text margin.

Each standard heading includes a title in addition to letter or number. Titles are as brief as feasible. In No. 1 through No. 5 heads, common nouns are not capitalized. No. 6 heads are initial caps except for prepositions, articles, etc.

Headings may stand alone when immediately followed by the next grade of head. For certain material (as in Coasts and Landing Beaches), a heading may be followed on the next line or lines by coordinates, hydrographic chart references, etc. No. 5 and No. 6 headings may be modified when used to introduce a series of similar subsidiary

topics (such as a series of brief descriptive paragraphs on smaller ports).

Numbers used to itemize a series of items within text carry a single parenthesis, e.g., 1).

3. REFERENCES TO FIGURES AND TEXT

Figures (including both tables and graphic material) must be adequately referred to in the related text, using figure numbers assigned by the contributor. Reference may be integral in a sentence, “. . . as shown in FIGURE 32-16 . . .”, or parenthetical, “. . . (FIGURES 42-3 through 42-6) . . .”. It is often desirable to use the reference flexibly to differentiate types of figures, e.g., “. . . tabulated in FIGURE 42-7 . . .” or “. . . shown on the map, FIGURE 42-8 . . .”. Statements such as “. . . in the following table . . .” or “. . . in the table above . . .” are undesirable because the relationship may not be retained in printing. Because figure numbering is subject to change in publication or maintenance, reference to tables or graphic material in other sections or chapters is by abbreviated caption, type of material and section number in which it appears, e.g., “(see population density map, SECTION 41)”.

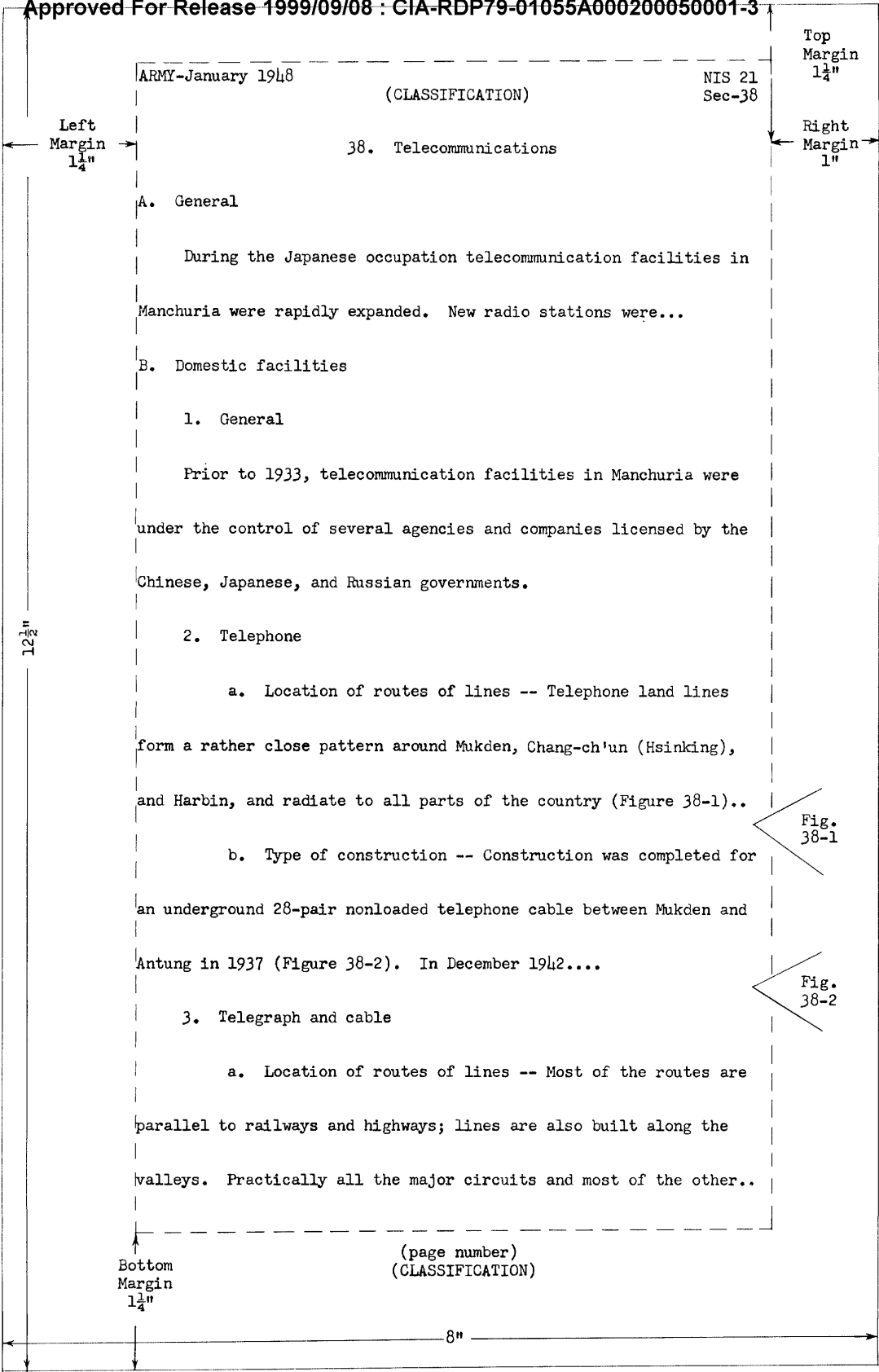
Tentative placement within text of tables and appropriate graphic items (e.g., line cuts) is indicated by large carets with figure numbers on the right margin of text pages (see sample pages). Each figure is caretted only once. Figures expected to follow printed text, such as half-tone illustrations and fold-in maps, are itemized after the last line of manuscript text.

Because subsection numbering and titles are subject to change in publication or maintenance, cross references are made to the highest order of text topic which will adequately indicate where the referenced material will be found. Within sections and especially within lengthy sections, however, references to subsections may be quite detailed if desirable. Another section of the same chapter is referred to by “. . . (SECTION 81, this chapter) . . .” or “. . . (See section on Ground Forces) . . .” Reference to a section of another chapter is as follows: “. . . (CHAPTER III, SECTION 31) . . .” or “. . . (See Railway) . . .”

The words Chapter, Section, and Figure, when followed by identifying number are typed in capitals and lower case.

4. QUOTATIONS AND EXTRACT MATTER

Quotations up to approximately 3 typewritten lines are included in text within quotation marks. Longer quotations, and subordinate material likewise to be printed as “extract” in smaller type, are without quotation marks, indented 5 spaces for all lines and typed double space.



ARMY-January 1948

(CLASSIFICATION)

NIS 21
Sec-38

Top
Margin
1 1/4"

Left
Margin
1 1/4"

Right
Margin
1"

The offices and agencies that provided telegraph service in the

China area in 1939 were:

Telegraph and telephone service	244
Telephone stations	232
Telegraph agencies	403
Wireless agencies	62
Total	941

b. Type of construction -- In general, construction of..

4. Radio

a. Radio communications stations -- From 1933 to 1945 the

major radio communications stations were operated by....*

*Itemized information for the period 1940 to 1945 is almost entirely based on captured Japanese documents, but the significant totals are confirmed by U.S. official reports.

b. Broadcasting -- There are several of the more powerful broadcasting stations listed in Figure 38-3.

Fig.
38-3

(1) Number of installations -- The number of these installations is considerably smaller than the total given by the 1939 telegraph offices and agencies' tabulations. It is now believed that, even with full allowance for the new facilities only a few have short-wave transmitters. There is very little information about...

(page number)
(CLASSIFICATION)

Bottom
Margin
1 1/4"

8"

12 1/2"

5. SAMPLE PAGES

The accompanying two pages are sample pages of text manuscript for the guidance of typists.

6. FOOTNOTES

Footnotes to text matter are kept to a minimum. When footnotes are considered necessary, up to 3 asterisks per page may be used. In manuscript the footnote is inserted on the line following the reference, separated from the text by solid lines above and below; the footnote begins indented 5 spaces from left margin, and is typed double space (see sample pages).

7. REFERENCE TO SOURCES

References to sources are confined as much as possible to the topic Comments on Principal Sources, where the evaluative discussion normally will be followed by an alphabetical listing of principal sources to which consecutive numbers are assigned. If sources are grouped by subject categories, they are numbered consecutively rather than by successive groups. In text, and in both text and figure footnotes, this facilitates brief reference, e.g., ". . . , based on *Source 1* estimates, . . ." or ". . . (*Source 1*) . . ." When only a few principal sources are identified and are not assigned source numbers in the Comments subsection, text or footnote reference thereto is as brief as feasible. A source cited in text but not included in Comments on Principal Sources may be described in necessary detail but as briefly as possible. Author, title of source, and date normally is sufficient, typed in capitals and lower case set off from text by parentheses.

In the numbered listing of principal sources, each item is typed double space and is continuous in the following order and typewriter style:

Author, authors, editor or agency; last name first, capital and lower case, period. Title of book or other separate publication; capitals and lower case, underlined, followed within parentheses by capitals and lower case translation if required, period. Title of article from periodical in quotes, capitals and lower case, comma; followed by name of periodical, underlined, comma; edition, series, part, volume, number, selected pages, year of periodical as necessary, separated by commas in that order, with capital only at beginning of series of items, abbreviated as ed., ser., pt., vol., no., p., period. Arabic numerals used throughout except Roman after pt. Place of publication in capitals and lower case, followed by colon and publishing agency if given, otherwise period. Date, period; n.d. if not dated, period. Total pages if desired. Classification in parentheses, capital and lower case, without period.

When several works by the same author or agency are listed, the author's name is not repeated but is replaced by dashes in subsequent listings.

C. Tabular specifications

1. TABULATIONS

Relatively simple tabular presentations, generally with no stubs, less than 3 columns of data, and not requiring more than a printed column width, are treated as tabulations. Tabulations are incorporated in text manuscript without figure number or title (see sample pages). They are typed double space, with no continuous capitalization or underlining.

2. TABLES

More complex tabular presentations, generally with stub and 3 or more vertical columns of data, are treated as tables. Each table has a descriptive title (caption) preceded by a figure number. Each table is constructed to stand as an entity, because of possible separation from text in publication or use.

3. TYPING OF TABLES

Each table is typed in 5 copies, on one side only, original on substantial bond paper. Duplicating process may be used if submitted copies are thoroughly checked for legibility. Tables are typed double space, with no continuous capitals or underlining in caption, stubs, column headings, or data entries. Tables are typed on 8 x 12½ bond paper whenever practicable. For more extensive presentations, larger paper may be used, if possible retaining the 12½ inch vertical dimension. Several separate 8 x 12½ pages may be used to continue a table. When more than one page is used to present a table or when there is significant relationship between columns in separate tables, in typing it is important to maintain alignment and space relationship of columns on all pages. Each page includes in the margin, as in text pages, the name of the agency of primary responsibility, date, classification, NIS number and section number.

4. TABLE TITLES AND FIGURE NUMBERS

Table titles (captions) are as brief as possible consistent with adequate indication of table content. Date or dates are included in the title unless table content is generalized or in itself provides adequate date information. The area or political name is incorporated when feasible, in adjective form ("Value of French imports, 1945-1950") or in noun form after substance of caption ("Land use, France, 1950").

The figure number which precedes each table title is comprised of the section number followed by a hyphen and the serial number of the table in

the sequence of all figures (including all tables and graphic items) within a section, according to catted location in the submitted manuscript.

5. TABLE STUBS AND COLUMN HEADINGS

Stubs (horizontal descriptive entries normally to the left of vertical columns of data) and column headings are carefully worded and coordinated. Proper selection and description of categories minimizes footnotes and exceptions which require explanation.

In general, the heading at the top of a column covers all material presented in the column without insertion of additional headings farther down the column. The same applies to side heads and lines of data. Where intermediate headings seem necessary, the material generally is presented as separate tables. However, related categories of items (such as apply to various weapons) may be usefully combined in a single table by making column headings more comprehensive and using sub-headings in columns and/or indicating a general change in category. Preliminary consultation with D/B on such matters is advisable.

6. TABLE FOOTNOTES AND SOURCE REFERENCES

Footnotes to tables are indicated by up to 3 asterisks and thereafter by up to 3 daggers (the typewriter symbol # is used for a dagger). These symbols are placed at the left of numerical column data, and at the right of headings, stubs, mixed or reading column data. Footnotes generally are typed double space, under the table, starting indented five spaces from left margin of table. The number of footnotes to tables is minimized by incorporation of the material into related text when feasible, by careful phrasing of stubs and headings, by consolidation in a reduced number of footnotes, or by consolidation in a single NOTE carried as a footnote without symbol.

When source reference or references are considered necessary and apply for a table as a whole, they are indicated by "Data from Source 13 . . ." beginning at the left text margin and typed two spaces below a line at the bottom of the table proper. If a NOTE item is used it precedes the conventional abbreviation *n a* and explanation, if used (see conventional entries below), which in turn precedes any symbol footnotes. An entire table taken verbatim from a source (sometimes as the only available data, and not necessarily fully accepted by the contributor), is so indicated in related text, by explanation within the table, or by footnote; in such cases it is generally desirable, so far as feasible, to follow the detailed format of the original material.

7. CONVENTIONAL ENTRIES

To avoid blank spaces in columns of data, the following conventional entries are made as appropriate in table columns:

ENTRY	MEANING
...	not applicable; no footnote used
<i>n a</i>	data not available, inadequate data, etc; <i>n</i> and <i>a</i> separated and underlined; until conventional is well established, explained as "Data not available", etc., in footnote
0	indicates zero quantity or reading in columns of uniform data such as weather statistics; no footnote used
<i>none</i>	used instead of 0 when data are not uniform, e.g., to indicate known lack of production of a significant commodity; underline; no footnote used
<i>insig</i>	quantity too insignificant to record; underline; no footnote used

When exceptional items in a column are estimated they are preceded by *est* in underlined lower case, unless symbol and footnote are preferable because of an otherwise appreciably narrower column or exceptional items can be feasibly covered in other footnotes.

Ditto marks are not used in tables. For this purpose *do* in underlined lower case is used. Generally, identical entries in figure columns are repeated. It is likewise desirable to repeat word entries which have significance.

8. STATISTICAL TOTALS

When *n a* or *insig* are included with vertical or horizontal data entries for which a total is given that only moderately exceeds the sum of the specific entries, no footnote explanation may be required. However, when the total is exactly the sum of the specific figures, generally it is advisable to indicate that *n a* or similar items are not reflected in the total, e.g., "* Totals are of known data" or "approx." When totals are not identical with the sum of specific entries, because of rounding or different sources, indicate by note, e.g., "(Tonnage) figures rounded to nearest (thousand) are not additive".

9. TABLE CONSTRUCTION

Optimum clarity and usefulness require the careful construction of all tables in terms of the nature and purpose of the material and the characteristics of the NIS format.

Column headings normally are typed and printed horizontally. They may be vertical when heading narrow columns of data or generally to facilitate publishing a table in minimum width. Superior or consolidating headings are centered over the appropriate individual column headings.

To avoid repetition of units of measurement after items of latitude, longitude, time, distance, weight, etc., units of measurement (abbreviated as appropriate) are put at the head of column, or centered over appropriate columns. Units common to an entire table (e.g., thousands of metric tons, or percentage of population) are placed in parentheses beneath the table title.

It is desirable, so far as practicable, for a series of tables dealing with common or closely related topics to be expressed in a uniform order of magnitude of units of measurement, e.g., all in thousands of tons or hundreds of tons.

Entries in all columns align horizontally with top line of the corresponding stub.

Vertical columns of figures are aligned on the decimal point, dissimilar figures are centered in the column, and zeros precede the decimal in numbers of less than 1. Examples of various figure items are:

1500
0.15
15.5 - 17.0
insig
30 (daily)

Generally it is not desirable to carry a column in which there are no entries. Use of a column for isolated entries may be avoided by carrying the entries in a "Remarks" column or by consolidation in an explanatory note to the table.

Tables generally should be constructed to avoid extensive use of full-length lines or rules between columns and particularly between horizontal entries. Lines or boxes around column headings preferably are omitted by contributors unless format is well established.

Although contributors are not required to conform to printing requirements when constructing tables, general consideration of such requirements facilitates publication of table material. A printed NIS single-column width accommodates approximately 55 units of characters or spaces. A two-column page width takes approximately 115 units. A two-page spread takes approximately 230 characters or spaces. Two-page spreads tend to present page make-up problems in publication, including separation of tables from related text. Tables which must be viewed from the side of the page, and extended tables on fold-in inserts, generally are not desirable and are used only by arrangement with D/B. In constructing tables for normal column or page-width publication, space allowance must be made for column headings which may be wider than figure entries in columns, and for stubs. When it is apparent that the maximum horizontal lines (allowing for column entries, column headings, stubs, footnote symbols, and adequate space

between columns) will occupy more than the approximate number of spaces available but will not utilize more than a nominal additional width, rearrangement of the table warrants consideration. Vertical printing of heads is one device. When the number of columns exceeds the number of stub entries, the lay-out often may be reversed to make a longer but narrower table. When tables present problems not previously encountered, contributors are requested to consult D/B before final typing.

D. Graphic specifications

1. GENERAL

All graphic materials, such as photographs, maps, charts, graphs, and sketches, regardless of size, are (in addition to numbered tables) designated as figures. Each figure carries a separate figure number comprised of the section number followed by hyphen and serial number of the figure in the sequence of all figures within the section.

The page size of the printed NIS, including binding and other margins, is 9 $\frac{1}{4}$ " by 12 $\frac{1}{8}$ ". The type is set in two 3 $\frac{1}{2}$ " columns spaced $\frac{1}{4}$ " apart. Figures of column width are printed 3 $\frac{1}{2}$ " wide, and 2-column figures are 7 $\frac{1}{4}$ " wide. The maximum height of such figures including space for caption is 9 $\frac{3}{4}$ ".

All graphic items larger than page size are treated as fold-in inserts. The maximum paper size used for NIS inserts is 23 $\frac{1}{4}$ " V x 39 $\frac{3}{4}$ " H. The horizontal dimension normally includes a 9 $\frac{1}{4}$ " apron.

Figures are prepared to fit NIS indicated dimensions. Care is required in laying out correct proportions and in selecting sizes of symbols, patterns, lines, and lettering to allow for reduction commensurate with that permitted by other features of the figure. When a specific amount of reduction is desired, it is so marked outside the border. Otherwise, the amount of reduction will be decided by D/B.

All charts, graphs, maps and other graphic material to be printed with text are constructed as black and white linecut figures of page size or less. Photographs and other figures requiring halftone reproduction normally will be published on coated paper inserts of page size (excepting large panoramas or mosaics which may be run as fold-in inserts), grouped immediately following text and table manuscript of each section. Multicolor graphics normally will be inserted at the end of each section.

All figures, except insert maps, are accompanied by captions (in lower case and normal word capitalization) which are carefully worded to be briefly but adequately descriptive. The first line of the caption carries the figure number followed by identification of the subject or brief descriptive phrase;

succeeding lines add appropriate amplification, including direction of view and indication of the date (or absence thereof, by "Date unknown") of photographs. Captions are firmly attached to figures, affixed to permit reading of the caption while viewing the figure but not obscuring the figure image. Captions must be legible but need not be drafted since all captions are set in type.

Charts or graphs do not carry titles or caption material (as distinct from explanatory legend material) within the figure image. In the case of a specially constructed chart or graph, source and date of information may be drafted within the figure.

All insert maps carry the title, legend, source and date of source, and other essential caption information drafted within the title box or headline. Border information, indicated outside the map border in non-photographic blue but not drafted because it will be set in type, is as follows: Upper left corner—agency responsible for map content, and date to be carried by the section as a unit; center top—NIS Area number; upper right corner—classification; lower left corner—file number and agency responsible for actual map construction (unless the latter is identical with material in upper left corner); center bottom—abbreviated map title; lower right corner—figure number.

It is not necessary that all maps or photographs be oriented with north at the top, but the position of north is clearly indicated by means of a north arrow, coordinates, or caption. Names, symbols, and similar details of figures are oriented for reading from the bottom of the page. In exceptions where figures must be viewed from the side of the page, details of the figure are oriented for reading from the right-hand side of the page.

Printed "stick-up" is preferred for symbols and lettering. However, Leroy lettering is permissible. Freehand lettering and symbols are to be avoided except in such instances as the inclusion of an existent, printed map or sketch.

It is frequently desirable for graphic material, such as large-scale aerials of airfields, to be accompanied by small-scale line-cut orientation or location maps.

2. PHOTOGRAPHS

Only clear and distinct photographs are acceptable, and original prints are supplied insofar as possible. Except where the original is unwieldy, prints are supplied at the same scale as originals, including suggested cropping to be undertaken in D/B processing.

High-altitude aerial photographs carry a north arrow and bar scale drafted on the face of the print. When a photograph originally has foreign annota-

tions on the face of the photograph, the annotations are retained and accompanied by translation or explanation. Where feasible, the translation is added to the face of the print in the form of a key or legend; where space is not available or a key or legend is not adequately descriptive, the translation or explanation appears in the caption or on a separate typed sheet attached to each copy of the print.

Instructions for selection and preparation of photographs are set forth in NIS supplementary instructions.

3. MAPS

All NIS maps are carefully selected and constructed in terms of the purpose and subject material of a map or plan, content and positional integration with text, suitability of color or other differentiation, and all feasible uniformity in layout, lettering, and other drafted elements.

All maps have a headline and border, a legend centered under the map title, a bar scale centered beneath the legend, and the classification centered beneath the scale. Legends clearly define all symbols not self-explanatory or generally understood from common usage. A direction indication, either coordinates or a north arrow, is included. Maps prepared as a series (e.g., port and town plans) have consistent treatment throughout in type style, zipatone patterns, title and legend layout. Non-varying plastic (e.g., dyrite, vinylite) is preferable for the construction of color plates, to facilitate accurate registry in printing.

A map designed as a black and white line drawing, page size or less, is preferable for many NIS purposes because it can be printed adjacent to the related text. When information cannot be adequately presented in black and white, limited use of one additional color for such maps is possible, upon consultation with D/B.

A Standard Base Map for each NIS Area is prepared and distributed by Geographic Division, (D/G), CIA in the following forms: Black and white and composite color copies on paper; composite black line and black line copies of each color separation plate on plastic (dyrite). Specific instructions concerning reduction, sizes, etc., are distributed with the base map for each NIS Area.

Contributors are responsible for drafting their own overlays, which are keyed to the base plates of NIS Standard Base Maps.

In addition to the Standard Base Map a small-scale Page Size Base Map is prepared for each NIS Area. This map is available to contributors in black-line and non-photographic blue, paper copies. Black-line maps or color overlays are prepared by drafting directly on these bases.

For purposes where base maps are not applicable (such as port plans), contributors are responsible for compiling and constructing their own maps. Contributors lacking necessary cartographic facilities should consult D/B.

Fold-in maps are printed with a page-size apron, to permit full view of the map as the text is read. This apron can be used for printing information additional to that contained in the legend, such as lists of installations or regions. Such information is submitted on a separate typewritten sheet, a copy of which is attached to each copy of the map. Printed material is not carried on the back of a map.

E. General

1. NIS SUPPLEMENT SPECIFICATIONS

Preparation of text and graphic material for NIS Supplements generally conforms to the indicated procedures for other NIS material, with such modifications as are developed to meet the requirements of the Supplements.

2. CLASSIFICATION AND CONTROL

NIS textual material is classified independently by section. All pages of each section uniformly carry the highest classification of material in the section. All material, however, carries at least a RESTRICTED classification. Tables of contents, caption lists, all tables, and all graphics intended to be printed within text, carry the uniform section classification and are so stamped when submitted. Insert maps or other insert graphic items (including photographs) are not governed by the over-all classification, but are individually classified as appropriate.

The agency of primary responsibility is required to indicate any control aspects of submitted material.

All Comments on Principal Sources for all NIS are controlled for "U.S. Officials Only". Each page of that portion of manuscript is so stamped, top and bottom. The control for Comments on Principal Sources as such does not govern for related NIS material and need not be specified in the letter of transmittal.

25X1X7□

25X1X7□

Certain other NIS Areas, as approved and specifically listed by the NIS Committee, are restricted by control for "U.S. Officials Only". All NIS material relating to such Areas, regardless of the content of the material, is correspondingly controlled. Each page of manuscript and each unit of graphic material is appropriately stamped, top and bottom. All such material delivered to D/B carries a cover sheet

specifying control, and the control requirements also are indicated in the letter of transmittal.

When any element or portions of NIS material (other than Comments on Principal Sources) are controlled for reasons other than the approved control character of the Area, the entire section involved is controlled. Each page of manuscript and each unit of graphic material is appropriately stamped, top and bottom. All such material delivered to D/B carries a cover sheet specifying control, and the nature of and occasion for the control requirements are indicated in the letter of transmittal.

3. TREATMENT OF NAMES

Geographic names used in the NIS are those approved by the United States Board on Geographic Names (BGN). Preliminary gazetteers are issued to contributors for use in the preparation of text and graphic materials. Pending publication of a pertinent gazetteer, or in the case of names not covered by a published gazetteer, lists of names are submitted according to NIS supplementary instructions.

English conventional names are used insofar as they are approved by BGN. The approved native name is added in parentheses the first time the conventional name is used in a section, and thereafter as desirable for clarity. It is desirable to use the native name in parentheses after the conventional name on maps whenever practicable.

Approved native names are used where conventional English names are not provided. Translation of generic parts of native names (except when the meaning is apparent) is given, in parentheses or in running text if feasible, the first time a generic appears in any segment of text. As a reader aid, English generics may be interspersed in text.

All terms referring to man-made features, such as Small Boat Harbor, are in English. Military regions or other regions arbitrarily designated for convenience in presentation are in English and are not required to be identical with BGN approved versions.

Consistency in the use of the conventional or the native name for the same feature is maintained throughout each chapter.

In lists of towns and cities, coordinates are given for each of two or more places having identical names.

4. TECHNICAL TERMINOLOGY

When scientific names are appropriately used in the interest of accuracy, if possible they are preceded by a common name or common name generic; e.g., the colon bacillus (*Escherichia coli*), malaria mosquitoes (*Anopheles maculipennis*, A.

hyracanus). The scientific names are enclosed in parentheses and marked for italics in every case. In a paragraph discussing malaria mosquitoes, however, italicized scientific names may be used without a preceding common name or generic. Scientific family names (names ending in -idae, as Stomatidae) are capitalized but not italicized.

Special-use terms, such as names of military regions, are capitalized (e.g., the Kazakh Hill Country) to clearly maintain identity.

5. STATISTICAL DATA

Statistical data normally are expressed either in U.S. units of measure or in the metric system, and are consistent within a section or the largest NIS unit feasible, except to conform with common usage, as in discussing 75 mm and 3" guns. All contributions, should clearly indicate what system is used, in tables as well as text. When different measurement systems unavoidably appear together in text (e.g., statute and nautical miles) they must be clearly differentiated. In the case of areas where available maps or charts use varying measurement systems, the text is expressed in U.S. units with metric conversion following in parentheses, and accompanying maps using extensive metric annotations in their original form carry a conversion table. Both U.S. and other measure-

ments may be given, as in the case of a table, when contributing to utility.

Measurements are expressed in terms consistent with the inherent or required degree of accuracy, (e.g., 2,340 miles of coast, 16' 6¼" bridge clearance). Conversions are exact when appropriate; a rounded original figure is not converted into an inconsistently exact figure; rounded conversions may be used with a modifying "about" or "approximate". Units of measurement with varying meanings are clearly defined, e.g., statute miles or nautical miles, short tons or long tons. Both quantity and value may be given when useful for indicating relative importance. In financial data, conversion factors with date are included.

6. RETURN OF MATERIAL

Detailed procedures governing the return of submitted material are established in NIS supplementary instructions.

7. EDITORIAL STYLE

Development of style for all forms of NIS content is a continuing and coordinated result of contributor and D/B processing of the various types of material. For all matters of style not so developed, and not indicated by specific D/B instructions, the current Government Printing Office Style Manual governs.

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Security Information

NATIONAL INTELLIGENCE SURVEY

STANDARD INSTRUCTIONS

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CENTRAL INTELLIGENCE AGENCY
Washington, D. C.

CHAPTER IV

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Chapter IV - Sociological

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OUTLINE GUIDE

The following outline guide indicates substance and general arrangement. In preparation and typing of manuscript, D/B Editorial Instructions are to be followed in detail.

Section 40. Introduction

A. General character of the society

This Subsection should provide a concise synthesis of the general character of the society and civilization. It should not be merely a summary of materials elaborated in the remainder of the chapter, but an over-all picture, answering questions such as the following:

- 1) What are the main patterns and trends of social life and social organization? Are they based primarily on an agricultural or industrial tradition, on a mixed or other type of economy?
- 2) Is the society stable or unstable, is it confused, disunited, or imbued with a sense of common destiny and mission?
- 3) What is the status of, and the relationships among, the various classes, races, religious denominations, nationality or language groups?
- 4) What are the dominant social motives of the average citizen—economic, cultural, religious, racial, etc.?
- 5) Do the people have an individualistic or collectivist bent or tradition; are these opposite tendencies harmoniously combined or at war with each other?

6) What is the pattern of public opinion formation and of individual thought? For example, are the people predominantly logical, romantic, pragmatic, or otherwise in their approach to individual and national problems? Are they prone to compromise, to legalistic attitudes, to uncritical self-justification? Is it easy or difficult to influence them by propaganda?

B. Historical setting

Give a brief résumé of such facts in this history of the country as are essential to an understanding of the origins of the people, their prevailing traditions, and their orientation toward neighboring and related peoples. The form of presentation may be either chronological or analytical but should not be an exhaustive chronicle of events. Omit so far as possible political background material, which should be presented in CHAPTER V, SECTION 50. Effort should be made through coordination to avoid duplicating or omitting important background material in these two sections.

Section 41. Population

A. General

This Subsection should provide an appropriate approach to the material in the remainder of the section. It should include a *brief* statement of the major aspects of population size, distribution and change and their significant relationships with economic and other problems of the country concerned. It should not be merely a digest of what follows.

B. Size and geographical distribution

Give brief comparative data on the size and density of the population as of postwar census or estimate. Present a table of area and population in the chief administrative subdivisions (provinces, departments, states, etc.) with number of persons per square mile, preferably accompanied by a map of population density for location purposes. Indicate the general pattern of settlement—orientation toward the sea, river commerce, industrial area, agricultural plains, etc.

Give percent of population, rural and urban—is it concentrated in major agglomerations or dispersed? Tabulate population in larger cities (postwar census or estimate for a recent date) and (if possible) in the chief metropolitan areas. Discuss the role of internal migration in the redistribution of population. Indicate the chief origins, destinations and causes of internal migratory movements, particularly rural-urban migration.

C. Population structure

Tabulate population (in thousands) classified by five-year age groups (0-4, 5-9, 10-14, . . . 65 and over) for males, females, and total as of postwar census or estimate for January 1, of the year of NIS publication. Is there a significant deficit of males, and, if so, at what ages? Is it customary for all adults to marry or is there a large spinster population arising from late marriage or other factors?

Is it a young or an old population? Indicate percent of the total in working ages (e.g., 15-64) and in dependent ages (e.g., 0-14 and 65 and over). Is there a heavy burden of old age dependency, child dependency, or both relative to the working population? Note any significant abnormalities in the age structure (cf. deficits of males in young working ages owing to war losses).

Give best available estimates of military casualties, civilian casualties, and total population loss

attributable to World War II. (Cross-reference to SECTION 80, E, Manpower.)

D. Population change

1. HISTORICAL GROWTH

Cite dates and figures for national censuses and give brief comparisons with neighboring or rival countries. Has the country been a population vacuum (cf. France) or a source of outward population pressure (Germany, Japan)? What are the factors affecting growth and their present trends?

2. VITAL STATISTICS

Tabulate births, deaths, and excess of births over deaths for postwar years. Give vital rates per 1,000 population for postwar years and such earlier dates (e.g., averages for 1921-1925, 1926-1930, 1931-1935, and 1936-1939) as are necessary to give proper perspective. If possible, give infant mortality rates (infant deaths in first year of life per 1,000 births) for the same dates.

3. IMMIGRATION AND EMIGRATION

If available, give table showing immigrants by chief country of origin and emigrants by chief country of destination for postwar years and summarized for prewar periods (cf. vital rates above). Indicate the residue of migration as measured by the number of foreign-born and the number of aliens and naturalized citizens. Discuss war migrations and population dislocations (if any).

E. Population problems and policy

Indicate prospective future population trends. Discuss problems presented by growth, decline, or distribution of the population, together with the attitudes of the people and the government towards these problems. Indicate migration policies and discuss the present and prospective role of migration and settlement (e.g., in relieving population pressure or in developing thinly populated areas).

F. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 42. Characteristics of the people

A. General

This Subsection should provide an appropriate approach to the material contained in the remainder of the section. It should indicate briefly the crucial physical and cultural characteristics that have determined national strength or weakness and national solidarity or disunity, as well as susceptibility to foreign psychological influences. It should not be merely a digest of what follows.

B. Physical characteristics

Describe distinctive physical and racial characteristics such as typical stature, coloring, facial structure, physical vigor, etc.

Identify the main racial groups, their numbers, their regional distribution, and their historical origins. In mixed populations data that can aid in distinguishing individuals according to racial or sub-racial groups are important.

C. Cultural characteristics

1. LANGUAGES

Designate the major languages commonly spoken in the country, indicating their localized distribution with maps, and show the percentage of the population that habitually speak each language.* Indicate the degree to which there is local knowledge of English or other common foreign languages. Indicate briefly the extent to which dialects are spoken and the extent to which speakers of the different dialects can understand each other. Maps showing the distribution of significant dialects are useful.

2. SOCIAL STRUCTURE

a. CLASS STRATIFICATION — Describe and analyze the class system of the country, indicating the basis upon which the important class lines are drawn, whether racial, religious, economic, or other. What degree of social mobility exists?

What are the trends with respect to the size and composition of the social classes? What are the implications of class division as regards political activity and national solidarity? Do some classes combine for political power over others? What combinations of this sort now exist? Are class distinctions forgotten in a national emergency?

b. SOCIAL ORGANIZATIONS AND MOVEMENTS — Describe important social organizations and movements other than those formed on the basis of class or family; such as, secret societies, cooperatives, lodges, business and professional associations, youth movements, and other groups not covered elsewhere. Indicate the professed and apparent real aims, the number and character of membership. What factors determine status, prestige, and leadership? Estimate the financial resources, and influence of such organizations as centers of group action and of attitude formation.

c. FAMILY — Explain the characteristic forms of kinship groupings, whether the single family, joint family, clan, etc., with emphasis on differences from the United States.

3. SOCIAL VALUES AND PATTERNS OF LIVING

Describe customs and characteristic ways of life, rural or urban, which are of significance as regards the maintenance of national unity, actual or potential military power, relations with foreigners, or where applicable the introduction of Western ideas and techniques. For example, do the social values emphasize rigid conformity or permit considerable freedom for deviant behavior? Where these are significantly different from the United States, diagnose basic attitudes toward life and death, toward work and leisure, toward change, toward authority and the role of the individual. Is there emphasis on obedience to authority? What are the most effective sanctions motivating or inhibiting behavior, e.g., prestige, material rewards, ostracism, legal punishments, etc. In public life are there tendencies toward nepotism, indifference to corruption, etc., which have implications for national unity? Are there significant

* The OWI *Linguistic Censuses of Europe and Far East* gives these proportions for many countries before the war. Figures can be adjusted for any transfer of language groups that occurred during or since World War II.

rural-urban, ethnic and class differences in social values which threaten national solidarity?

4. ARTISTIC AND INTELLECTUAL EXPRESSION

Briefly describe the major forms of national artistic and intellectual expression. Are they founded on a well-developed native tradition or borrowed? Do artists and intellectuals enjoy prestige in the society? To what extent are artistic forms and "schools of thought" important as national and ideological symbols?

D. Attitudes and reactions of the people

Discuss under the headings given below. Emphasize the more basic and lasting attitudes rather than current public opinion. Where appropriate make cross-reference to relevant sections of CHAPTER V.

1. NATIONALISTIC ATTITUDES

Views of the people with respect to their own country and its aggrandizement. Distinguish between attitudes toward the country itself and toward the government in power. What are the established national "symbols" (e.g., caricatures, slogans, national anthem, flag), and what is their significance? What are the aspirations of leaders and of key groups for the future of their country?

2. ATTITUDES TOWARD INTERNAL RACIAL AND ETHNIC GROUPS

Consider the attitudes of various segments of the population toward each other. Examples: Anti-Semitism, Czech-Sudeten German attitudes, white-colored relationships, etc.

3. ATTITUDES TOWARD FOREIGN NATIONS, TOWARD FOREIGNERS IN GENERAL, AND TOWARD THE UNITED STATES AND AMERICANS

Describe reactions to manifestations of American civilization with which they come in contact. Stress special aspects evoking good will or antagonism.

4. ATTITUDES TOWARD INTERNATIONAL ORGANIZATIONS

Especially the United Nations or regional groupings for defense or other purposes. As a means of comparison, earlier attitudes toward the League of Nations may be included.

5. ATTITUDES TOWARD WAR AND PREPARATION FOR NATIONAL DEFENSE

What is the prevailing attitudes as regards military training?

6. WARTIME MORALE OF THE CIVILIAN POPULATION

Consider the attitudes and morale of the civilian population during World War II or the last war in which the country engaged.

E. Minorities

Indicate the numerical importance and location of the significant groups (minorities, whether created by an ethnic, religious, economic, or historical differentiation). If a map can contribute to clarity of presentation, prepare one. Describe each major group, emphasizing the significant distinctive characteristics and the extent of divergence from what may be regarded as the national dominant norm.

F. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 43. Religion, Education, and Public Information

A. General

This Subsection should provide an appropriate approach to the material contained in the remainder of the section. It should include a brief statement of the role and relative importance of religious, educational, and informational institutions in shaping the life and outlook of the people. It should not be merely a digest of what follows.

B. Religion

1. DISTRIBUTION OF PRINCIPAL FAITHS

Give the percentage of the inhabitants adhering to each. Include important sects. Indicate whether specific religious faiths are linked with specific ethnic groups. Indicate extent to which formal church adherence actually reflects religious faiths and practices.

2. RELIGIOUS ORGANIZATION

Give a brief account of the organizational structure of each major religious group, and discuss its buildings, schools, churches, etc.

3. SOCIAL AND POLITICAL SIGNIFICANCE OF RELIGION IN THE COUNTRY

Indicate the attitude of the government toward religious groups. Is there an established church? How do religious affinities and differences affect national unity? Are there sympathies or antipathies toward other countries for religious reasons? Indicate features of religion which have an important bearing on the daily life of the people or on their relations with and attitudes toward foreigners.

C. Education

1. EDUCATIONAL LEVEL OF THE POPULATION

Discuss degree of literacy and general educational achievement.

2. EDUCATIONAL SYSTEM, INCLUDING ADULT EDUCATION

Indicate briefly the general organization of the educational system, from elementary schools through the universities, and its position in the governmental structure; the facilities for vocational and industrial training and graduate education; the role of research institutions. Indicate notable inadequacies of the educational system. Discuss the extent and effectiveness of efforts to reduce illiteracy or broaden educational opportunity.

3. GENERAL CONTENT OF INSTRUCTION

The control of government over such content; the character of the education received; its ideological orientation and its effect on attitudes, especially toward foreigners.

D. Public information

Give a concise survey of methods of disseminating news; e.g., via newspapers, magazines, radio, motion picture, etc. Indicate adequacy of coverage of these various media. (Cross-reference to SECTION 58.)

List the principal domestic newspapers and radio chains and indicate whether each is government operated or privately operated. With reference to newspapers, for the sake of uniformity, particulars should be charted as shown below. For domestic magazines, indicate the period of publication, the circulation, and the class of readers appealed to; if the number and variety of magazines justifies the use of a tabular form as with newspapers, use such form. As regards domestic motion pictures, indicate the number and distribution, the audience volume, the source of pictures shown, and the controlling interests. Give a succinct evaluation of effect upon the population of public information and non-political propaganda conveyed by the above-mentioned domestic media.

List newspapers and radio chains which are foreign sponsored. List the foreign elements involved. For foreign-sponsored magazines, indicate the period of publication, the circulation, and the class of people appealed to. List the foreign elements involved. If the number and variety of newspapers and magazines justifies the use of a tabular form such as the one below, use such a form. As regards foreign-sponsored motion pictures, indicate the number and distribution, the audience volume, the source of pictures shown, and the controlling interest. Include an account of any news or other information activity that originates outside the country, e.g., cultural activities of foreign embassies, radio broadcasts from Cairo to Arab States, etc. Give a succinct evaluation

FIGURE 43-1. PRINCIPAL NEWSPAPERS OF (COUNTRY), (DATE)

NAME, PLACE, AND TIME OF PUBLICATION	LANGUAGE(S) IN WHICH PRINTED	CIRCULATION	KEY PERSONNEL (PUBLISHER, EDITOR, EDITORIAL WRITERS, ETC.)	COMMENTS

of the effect upon the population of public information and non-political propaganda conveyed by the above-mentioned foreign-sponsored media. Political propaganda should be discussed in SECTION 58, the emphasis in this section being on media and their effectiveness rather than on political content.

E. Biographies of key figures in religion, education, and public information (optional)

This Subsection should present a succinct statement of essential background data on key people who have or are likely to have a vital role in these fields.

F. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 44. Manpower

A. General

The purpose of this Subsection is to provide an appropriate approach to a full consideration of the problem of manpower and its capabilities. It should not be merely a digest of what follows in the remainder of the Section. It should present an evaluative summary in terms of such basic characteristics as a predominantly agricultural population with limited adaptation to industry, or a tradition of significant craft workmanship, or considerable maturity in mass production. Seasonal migration of working manpower as well as trends from rural to manufacturing or service occupation should be discussed. The discussion should indicate the social framework for labor, including any religious or other traditional aspects affecting both the present and potential status and productivity of the total work force. The nature and extent of labor organization should be discussed as a segment of the total situation. Brief consideration should be given the amount and extent of dependency within the population, and the nature of those groups which outside of the labor force, may constitute a potential source of manpower or an obstacle to its fuller utilization.

B. Manpower analysis

In this Subsection a brief but comprehensive appraisal of the labor potential is desired in relation to the total population and its dependent elements. (Cross-reference to SECTION 80 and appropriate sections of CHAPTER VI.)

1. MANPOWER IN RELATION TO TOTAL POPULATION

a. **GENERAL MANPOWER POSITION** — Taking into account all the pertinent elements in the following Subsection 2, give a brief summary and evaluation of manpower potential in relation to the total population. Show the growth of the labor force, past and future, and make a comparison with other countries, where relevant, for proportions of various elements in the labor force (by sex).

b. **RESIDUAL POPULATION** — Dependent groups: infants and other dependent children, old people, unfit to work, the helplessly crippled and bedridden, the insane and chronically ill, and confined criminals and prisoners. Estimate the extent and amount of burden on the working population.

2. LABOR FORCE

It is expected that the following analysis will not only estimate the size or proportion and occupational distribution (labor force particularly) but also will evaluate the capabilities of the various categories and groups within the labor force.

a. **DISTRIBUTION BY INDUSTRY AND OCCUPATION** — Where possible show distribution in tabular form by 1) industry group, 2) occupation, and 3) occupational status (employers, self-employed, employees). This will include all categories of employment as well as the armed services. The same form can not be used for all countries because of differences in the methods of reporting labor statistics (e.g., for many countries, breakdowns will be available for either industry group or occupation, but not both). The data for each occupa-

tional group in the table should show number of males, females, total, percent of total labor force. Compare the industrial and occupational structure of the labor force with neighboring or otherwise relevant countries.

Show the age-sex structure of the labor force with special reference to young workers, women and older workers and possible expansion of these groups when manpower demand requires.

Indicate the significant aspects of geographic distribution of the workers, especially as to concentrations of types of workers and skills in specific localities. State whether any trades or other activities are the special province of any particular religious, ethnic, or other groups.

Analyze the characteristics of the labor supply as to the proportion of skilled and unskilled workers. Discuss the productivity of labor in agriculture and other important branches of production, with special reference to human and technological factors affecting output, e.g., ability and willingness of labor to learn new techniques, interchangeability of manual labor, government and union restrictions, managerial ability, etc.

D. LABOR RESERVE

(1) *Unemployed persons*—These are part of the labor force, are available, but are not actively employed. They include migrants, refugees, displaced persons, workers laid off through cut-backs, those in process of changing jobs, unpaid helpers (dependents, usually family), and victims of misfortune (on relief). Discuss from standpoint of availability and qualification to work (usability).

(2) *Potential reserve*—Discuss reserve labor supply: housewives, students, qualified and fit overage persons, children, under-employed, and partially disabled and certain types of convicts and prisoners.

C. Standards and practices of employment

1. UTILIZATION OF POTENTIAL LABOR SUPPLY

Discuss method and degree of utilization, e.g., is there a feudal system or not? Is labor used to its full capacity? Indicate any institutional or other handicaps affecting labor's efficiency. Unemployment is one factor which operates against full utilization, and its causes should be briefly discussed. What industries are most affected?

2. WAGES AND WORKING CONDITIONS

Describe methods of wage determination. Indicate briefly trends of wage rates and real earning, and the effects on these of government wage-price policy. Where possible, show the range of wage rates paid skilled, semi-skilled, and unskilled labor, and of salaries paid white-collar and professional

workers. Specify wage rates for both men and women; perhaps also beginners' pay—apprentices, young workers. Indicate "low-wage" and "high-wage" industries and trend in the wage gap between them. In those economies where compensation is paid wholly or partly in kind, indicate nature of payment. What additions to real income are derived from such items as social services and family allowances, old age pensions, sickness insurance, etc.? Indicate briefly the character of working conditions in general and in important industries. (Indicate items such as standard of living, etc., covered by cross-reference to Subsection 46, B).

3. LABOR MARKET, HIRING PRACTICES AND MOBILITY

Discuss employed methods of recruiting labor (e.g., the systems of apprenticeship, labor contracts, training with pay, conscription, etc.).

D. Labor relations and organization

1. LABOR RELATIONS AND PROBLEMS

What is the relation between the native employer and the employee he hires? What are the specific sources of friction and the causes of problems which require solution, and what has been the experience in the handling and eventual resolution of these problems? Does the government play an important part in this field? If so, how? Indicate the extent and character of collective bargaining, the number and duration of strikes and lockouts, and methods of dealing with industrial disputes. Are there significant developments in the form of industrial councils and boards, labor courts (cross-reference to SECTION 52), and workshop organizations? To what extent are employers organized? Discuss attitudes toward non-union labor and non-conformity within the organization.

2. ORGANIZATION AND CONTROL OF LABOR

List the national federations of labor organizations, each with its major constituents and their separate and total membership. Describe briefly the characteristic structure, tactics, aims, and policies of organized labor. Do the unions have any international affiliations? What is their attitude toward:

- The wage-price policy of the government?
- Efforts to increase labor productivity?
- Vocational training?
- The relocation of industry?
- The use of foreign labor?
- National defense?

By cross-reference to SECTION 53, indicate briefly the political affiliations of organized labor and the political role that it plays. To what extent is there participation of labor in the formulation of national political and economic policy? Is labor well stabilized, or is it an element making for unrest within

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the country? Discuss the attitude of the government and public opinion toward organized labor.

3. LABOR LEGISLATION AND GOVERNMENT POLICY

Give a brief, evaluative summary of the nature and scope of legislation and policy affecting:

The right to organize, strike, and bargain collectively.
Wages, hours, and conditions of employment.
The employment of women and children.
Social insurance (cross-reference to Subsection 46, C).
Is there a government manpower policy—planning, guidance or control (budgeting, etc.) of turnover, transfer between industries, etc.? Are regulations enforced? In this connection a chart showing the structure of the ministry of labor and its enforcement agencies is desirable.

4. BIOGRAPHIES OF KEY LABOR FIGURES (optional)

This Subsection should deal with key people who have or are likely to have a vital role in labor

organization. Biographies of labor leaders with political standing are to be cross-referenced to SECTION 59.

E. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 45. Health and Sanitation

A. General

This Subsection is provided to permit, where appropriate, a preliminary approach to the treatment of material contained in the remainder of the section. It should be brief and may be used in whatever manner seems most desirable.

B. Environmental factors affecting health

1. TOPOGRAPHIC AND CLIMATIC FACTORS

This should be a brief account of the relationship of these factors to the health of the native people and to the health of an invading force.

2. NUTRITIONAL FACTORS

Include general nutritional status and dietary habits of the people, native food supply problems and resources.

3. PLANT AND ANIMAL FACTORS

Include pertinent information concerning poisonous and allergenic plants, animal vectors of disease, and dangerous wild animals.

C. Public utilities in relation to health

1. WATER

Discuss relation to health, adequacy of available supplies, vulnerability to contamination. Refrigeration.

2. WASTE DISPOSAL

Discuss available facilities (if any) and native methods of disposal of human excreta, garbage, and dry wastes.

D. Diseases

1) Diseases which may affect an invading military force. Discuss prevalence of diseases of special, potential, and minor military importance.

2) Diseases prevalent among native peoples. Discuss prevalence of those diseases causing high morbidity or mortality rates among native peoples. Include supporting data.

E. Public health administration and practice

Discuss public health regulations (laws, ordinances, quarantine regulations, etc.); civilian health organizations, including per capita expenditure on public health; and military medical organization.

F. Medical care potential

1. MEDICAL PERSONNEL

Give quantitative data and qualitative appraisal.

2. HOSPITALS

Give quantitative data and qualitative appraisal.

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3. MEDICAL SUPPLIES

Discuss local availability, quality, and suitability. Include self-sufficiency in pharmaceuticals and biologicals.

4. INDUSTRIAL HYGIENE

Discuss organization, administration, types of service, and extent of coverage.

G. Medical training and other institutions

Discuss educational facilities (medical, dental, nursing, pharmacy, midwifery, veterinary, and other schools), and laboratories for clinical diagnostic work and pharmaceutical manufacturing.

H. Medical research and development

Discuss available resources in medical science manpower; available teaching and laboratory facilities;

significant current research projects; and ability to synthesize drugs which normally are imported.

I. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 46. Public Welfare**A. General**

This Subsection should provide an appropriate approach to the material contained in the remainder of the section. It should include a *brief* statement of the level of public welfare and its relationship to national strength or weakness and unity or disunity. It should not be merely a digest of what follows.

B. Standards of living

Indicate significant differences from U.S. in type and adequacy of diet, clothing, and housing, including such items as electrification, running water, plumbing, heating, etc. Are there major class and regional variations?

Discuss differences between actual levels of living and accepted standards of adequacy. Is this gap a cause of general unrest and discontent? (Cross-reference to Subsection 44, C.)

C. Social problems

This Subsection should cover any major social problem not discussed elsewhere. Have living conditions and other sources of tension created noteworthy social problems such as extensive slums or excessive rates of crime, juvenile delinquency, begging, vagabondage, etc.?

D. Social security

This Subsection should deal with important public and private efforts to protect and assist those in need of help, including unemployment and other social insurance, old age pensions, maternity aid, aid to dependent children, aid to the aged and physically handicapped, provisions for emergency relief, etc. The discussion should include an appraisal of the public conscience in regard to poverty, disease and unemployment. Is the society consciously pursuing higher standards, and if so, what ideals of social welfare are dominant?

E. Comments on principal sources

This Subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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CHAPTER IV

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Section 40 Introduction
Section 41 Population
Section 42 Characteristics of the People
Section 43 Religion, Education, and
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Section 44 Manpower
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Section 41. Population

- A. General
- B. Size, composition, and geographic distribution
 - 1. Size and composition
 - 2. Density
 - 3. Pattern of settlement
 - 4. Urban areas
 - 5. Internal migration
- C. Population structure
- D. Population change
 - 1. Historical growth and future trends
 - 2. Vital statistics
 - 3. Immigration and emigration
- E. Population problems and policies
- F. Comments on principal sources

Section 41. Population

A. General

This subsection should provide an appropriate approach to the material in the remainder of the Section. It should include a brief statement of the significant aspects of population as a whole and its major segments, giving the most important and distinctive demographic facts as they relate to economic, political, and other major problems of the country. It should not be merely a digest of what follows.

B. Size, composition, and geographic distribution

1. Size and composition

Give the total size of the population by the most recent census or estimate. Identify the major segments, racial and/or ethnic (national), giving numbers, and regional distribution (with map if possible). Have realignments of boundaries or migrations due to war or economic or other disaster affected the composition of the population? In mixed population state definitions used by the national census for identifying individuals with these segments. For each major segment of the population, give quantitative data, such as rural-urban ratio, useful in understanding the significance of social, political, economic and other characteristics of these groups.

2. Density

Give data on the density of the total population of the area as a whole and present a table of area and population in the chief administrative subdivisions (provinces, departments, states, etc.) with number of persons per square mile, preferably accompanied by a map of population density.

3. Pattern of settlement

Discuss the general pattern of settlement - orientation toward the sea, natural resources, river commerce, industrial activities. Note characteristics of major segments of the population in the patterns of settlement. Give percentage of population which is rural and urban as defined by the census of the country under discussion. Is it concentrated in major agglomerations or dispersed, and why? Note the extent to which the rural population is collected in villages, hamlets, or in isolated households.

4. Urban areas

Tabulate population of major cities and the chief metropolitan areas, including the total population of each with the percentages of the significant segments of the population. Comment on the patterns of settlement of these segments in metropolitan centers. Do they tend to form a symbiotic or diffused urban pattern?

5. Internal migration

Discuss the role of internal migration in the distribution of the population. Indicate the chief origins, destinations, and causes of

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internal migratory movements, particularly rural-urban migration. Comment on seasonal migrations. Note any marked differences identified with the major segments of the population.

C. Population structure

Tabulate total population (in thousands) classified by five-year groups (0-4, 5-9, 10-14...65 and over) for males, females, and total as of postwar census or estimate for January 1 of the year of the NIS publication or NIS section cutoff date. Illustrate by using an age-sex pyramid. Is it a young or old population? Point out any significant deficit of males and state ages. Is there a large spinster or widowed population arising from late marriage, war casualties, or other factors? Give number of single, married, widowed, divorced, and heads of families with size of families.

Give similar data for significant segments of the population, (racial or ethnic) in so far as these are important. Compare these data for major segments and show their relationship to the statistics for the nation as a whole.

Indicate the percentages of the total population in working ages (e.g. 15-64) and in dependent ages (e.g. 0-14 and 65 and over). Is there a marked variation from the national pattern in the various significant segments of the population? Is there a marked regional variation? Comment on the degree of dependency on the working population, pointing out any significant variations for major segments of the population. (Cross-reference to Section 42 where pertinent.) Comment also on the size of the armed forces.

D. Population change

1. Historical growth and future trends

Cite the dates and figures for national censuses and note any special problems of census-taking in the area. Give brief comparisons of population with neighboring or rival countries. Has the country been a population vacuum (cf. France) or a source of outward population pressure (cf. Germany and Japan)? Give best available estimates for casualties of World War II, military and civilian. What are the factors affecting growth and the present trends? Indicate prospective future population trends.

2. Vital statistics

Tabulate births, deaths, and excess of births over deaths for postwar years. Give vital rates per 1,000 of the population for postwar years and such earlier dates (e.g. averages for 1921-25, 1926-30, 1931-35, and 1936-39) as are necessary to give proper perspective. If possible give infant mortality rates (infant deaths in first year of life per 1,000 births) for the same dates. Are there significant variations for major segments of the population? Comment on the major social, political, economic, environmental, and mental and physical health characteristics affecting the vital statistics.

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3. Immigration and emigration

If available, give table showing immigrants by country of origin and birth, and emigrants by chief country of destination for postwar years and summary data for prewar periods (cf. vital rates above). Indicate the residue of migration as measured by the number of foreign-born and the number of aliens and naturalized citizens. Discuss war migration across national borders and other population dislocations if any.

E. Population problems and policies

What problems are presented by growth, decline, or distribution of the population? Have these problems particular significance for major segments of the population? Note the attitudes of different groups of people toward these problems if they are significant to national stability. What policies have been proposed or adopted by the government to affect the size or distribution of the population? Indicate migration policies and discuss the present and prospective role of migration and settlement in relieving population pressure or in developing thinly populated areas. Has the government adopted policies in regard to the encouragement of marriage and births, such as bonuses or taxation measures, the provision of housing or maternity and child care clinics, maternity health insurance, hospitalization, or other benefits? Cross-reference to Section 46 where appropriate, and to other NIS areas where these problems and policies have significant impact.

F. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in this Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

Section 42. Characteristics of the People

- A. General
- B. Physical characteristics of the people
- C. Languages
 - 1. Distribution
 - 2. Content and structure
 - 3. Social significance
 - 4. International ties
- D. Social organization
 - 1. Class structure
 - 2. Minorities
 - 3. The Family
 - 4. Local community
 - 5. Social groups and movements
 - 6. The elite
- E. Social values and attitudes
 - 1. Basic values
 - 2. Basic attitudes
 - a. Toward own society
 - b. Toward other societies
 - c. Toward international conflict
- F. Artistic and intellectual expression
- G. Comments on principal sources

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Section 42. Characteristics of the People

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section. It should describe the physical environment conditioning the society, pointing out, for example, accessibility to hostile neighbors or distinctive natural resources which mold the culture. It should indicate briefly the crucial physical and cultural characteristics of the people that have led to national strength or weakness, national solidarity or disunity, as well as their susceptibility to foreign psychological influences and/or desire for expansion of influence over other areas, and the fundamental ideological trends. This subsection should not be merely a digest of what follows.

B. Physical characteristics of the people

Describe the distinctive physical characteristics of the population. Include those characteristics which are the result of climate, diet, health conditions, and other environmental factors. Note the characteristic physical differences where significant. Include photographs of characteristic physical types. To the maximum extent use nontechnical language, especially avoiding extensive use of anthropological terminology.

C. Languages

1. Distribution

Designate the major languages and dialects commonly spoken in the country, showing the number of speakers and their geographical distribution. Illustrate with map where possible.

2. Content and structure

Discuss the major languages and dialects covering the following points: 1) mutual intelligibility; 2) modes and processes of thought which the languages by their structure and vocabulary facilitate or inhibit, especially as compared with English; 3) the extent to which, and internal and external sources from which, new elements are being introduced into the language. What do the new language elements suggest as to the cultural drift of the society?

3. Social significance

To what extent are languages, dialects, or distinctive pronunciations identified with social or ethnic groups, and what is their prestige value (such as cockney English or Oxford English)? To what extent is language used as a tool of official policy (e.g. in the schools, on the radio, and in the armed services)? Comment on the attitudes of each of the major linguistic groups toward each other's language or dialect and their status in relation to the nationally dominant group.

4. International ties

Are these language groups related to similar groups across national boundaries? If so, comment briefly on the relations of these peoples of

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common language traits. Indicate the degree to which there is a local knowledge of English (including American English), and other foreign languages. Note any significant attitudes of the people toward these languages and dialects which reflect a fundamental social sympathy or antagonism.

D. Social organization

1. Class structure

Describe and analyze the structure of the society indicating the basis upon which the important social status distinctions are made, whether racial, religious, economic, or other, including the historical elements which have given rise to the present situation. What changes are taking place in the size and composition of the social classes? Indicate briefly the prestige factors which determine the individual's relative place in the social structure and the important influences of social status which mold individual behavior. What degree of social mobility exists? By what means can the individual gain or lose social status? Is upward mobility an important factor in individual motivation?

The traditional functioning of the society and the social forces at work which make for change in the social structure indicate the dynamic nature of the society. How do the changes taking place in the social structure affect individual behavior?

What are the effects of social divisions upon political activity and national solidarity? Do some classes combine for political power over others? What combinations of this sort now exist? Are social distinctions forgotten in a national emergency? To what extent do the various classes exercise leadership or control over national life and in what way? How are the leaders influenced toward the United States or other foreign countries by their class identification? (Cross-reference to Section 59.)

2. Minorities

Are there groups which do not share fully in the rights and responsibilities of the dominant members of the society? Are such groups identified on the basis of religion, race, ethnic background, or social status (like the untouchables in India)? Note their size in relation to the dominant group and to the society as a whole (cross-reference to Section 41). Describe the distinctive features of each major unassimilated group; if a degree of isolation is maintained, what are the reasons? At what points do these groups have contact with the dominant society and what are their attitudes toward it? What are their attitudes toward each other? What special legal provisions are made for them? Is there a problem of divided loyalties? What is their value as factors in the national strength or weakness? Summarize the social motivation of each minority group.

3. The family

Explain the characteristic forms of family and kinship groupings (whether single family, joint family, clan, etc.). Note important intrafamily relationships (including the status of the father and the mother in the family, the relationships of sons and daughters with their parents and of brothers and sisters to each other). Discuss the prestige,

privileges, and responsibilities of women in the family. What is the place of old people in the family? Note any significant prevailing pattern of attitudes of adults in the family toward young people and their contacts outside the family. Comment on the disciplinary training of children and the processes and symbols of growth. Analyze the role of the family as a basic unit of the society. To what extent does family affiliation determine social status? Compare the family pattern and influence with that of the family in the United States. Do family patterns differ significantly for different segments of the population, racial, religious, regional, urban, or economic? Are family patterns changing; if so, in what direction and why? Special attention should be given in this subsection to marriage and those distinctive processes of child rearing from birth to maturity which demonstrably form or affect basic social attitudes. (See below, under Social Values and Attitudes.)

4. Local community

Do the villages and cities display distinctive patterns for different regions or for different racial or ethnic groups in the society? For agricultural and industrial communities, rural and urban? Illustrate with photos. At what level of development are community facilities and services? How do the physical characteristics of these communities affect their social organization? Is there a concern and aptitude for sports and recreation? What are the customary leisure-time activities (e.g. dancing, sports, card games, etc.), and to what extent do the people engage in them? Does the community cooperate in providing facilities for these activities? To what extent does the family participate in community affairs? Are most marriages within the community or with persons coming from outside? What community patterns prevail for the care of the aged, the poor, and the chronically sick? Is there social mobility in the local community, or do individuals seeking higher position have to move to other communities?

5. Social groups and movements

Note extent to which the people seek self-expression and prestige through organized groups in the society and are traditionally "joiners". Describe important social groups (and movements) other than those formed on the basis of social status or family or those political, economic, labor, and military groups discussed elsewhere. This discussion might include such organizations as significant patriotic societies, veterans' organizations, civic groups, secret societies, cooperatives (other than those covered in Sections 44 and 61), lodges, business and professional associations (not covered in Sections 43 and 44), women's organizations, youth and student movements, sports organizations, and other special interest groups not covered elsewhere.

Concerning each major organization indicate the size, geographic distribution, and character of membership, stated objectives of organization, and financial resources. Link together those groups which give expression to a clearly defined social movement such as the youth movement. Note those groups which have become targets of Communist infiltration, and extent of their vulnerability. A table listing these organizations and giving the essential data on each would be appropriate and valuable.

What important factors determine status, prestige, and leadership within each? What are the professed and apparent real aims? Estimate the

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influence of each organization as a center of group action and its strength in attitude formation. How are the attitudes of members molded? Comment on the composition and distinguishing characteristics of the leadership within the group. Note attitudes and predispositions of each organization toward the United States, U.S.S.R. and other bloc countries, neighbors, and other countries with which the society has ties or influence. Does it exert leadership in regard to major internal or foreign policies? What tools are used to influence the public? Comment on the leaders of each group with cross reference to Section 59 as appropriate.

6. The elite

Identify the national elite or chief elite groups, and comment from the following viewpoints: usual background of the elite membership, breadth of social base from which members are recruited, their education, the ease of admittance to the group, intragroup mores, nature and type of influence, training and discipline, their media habits, interest in and level of understanding of national and international problems, and basic attitudes and predispositions toward the United States, U.S.S.R. etc., manner of exercising influence and molding opinion, flexibility and accountability of the leaders and the response to them. To what extent does the public support them and by what means? Indicate probable future trends concerning their effectiveness.

What is the typical motivation of individuals of the elite group, to what extent are they satisfied or frustrated, and what are their vulnerabilities both as individuals and as a group under the impact of domestic or foreign pressures to which they are or may be subjected? In particular, does the elite give expression to the expectations or needs of the society as a whole? What combinations of power, either through overlapping leadership or agreement on concerted action, are apparent or likely to develop?

E. Social values and attitudes

1. Basic values

Describe briefly the central values of the society, especially those derived from religious and educational systems (refer to Section 43). For example, what are the major goals of the average individual -- material wealth, economic security, racial superiority, fulfillment of religious ideals, etc.? What are the generally accepted means of achieving these goals? What are the goals of the society as a whole -- material property, peace, conquest, preservation of the culture, propagation of a religion or ideology, etc? Do the means of achieving these accepted individual and collective goals accord generally with democratic or authoritarian standards? What are the characteristic fears both of the individual and of the whole society associated with the effort to achieve the respective goals? Indicate briefly any significant similarities and contrasts in basic values existing between the society concerned and the United States or other countries with which the society is intimately concerned.

Are the basic values undergoing change and, if so, what is the direction of this change, what are the chief factors causing it, and how rapidly is it proceeding? Is man's role conceived to be that of opposing, accepting, or provoking social change; of accepting his physical environment or changing it, for example, through adoption of improved methods of production or new modes of life such as urbanization?

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What are the most effective sanctions motivating or inhibiting behavior, such as prestige, material rewards, ostracism, legal punishment, the outstanding beliefs, traditions, myths and taboos, etc.? (Cross-reference to Section 43, under Religion.) To what extent is deviant behavior from group norms tolerated?

Describe any significant rural-urban, ethnic, sex, class, or racial group differences in basic social values and motivations. Indicate the extent to which these differences threaten national solidarity.

2. Basic attitudes

Discuss under this subheading only the basic and more lasting attitudes rather than current public opinion which appears in other Sections. Identify the specific groups whose attitudes are presented. Where possible indicate major group differences from national norms. The attitudes discussed here should be the deep-seated concepts growing out of the basic value system. Cross-reference to other Sections for attitudes on specific national, domestic, and foreign conditions or issues.

a. Toward own society -- Where specific data are available, information on such questions as the following would be pertinent: What group attitudes toward their own society and toward various classes in the society are developed by the culture and how are they molded? Is there a clear and widely held concept of patriotism? Do the people take pride in their nation, its history, and achievements; in what do they take special pride? Note also basic attitudes and awareness of the people toward freedom or the subordination of the individual. What factors in the social experience of the various groups foster this attitude?

What are the prevailing attitudes in regard to aggrandizement of their nation? Are economic conditions a source of dissatisfaction or group tensions? If consumer interests are organized, note the attitudes of these groups and the sources of their leadership. Does the society support economic planning? What attitudes tend to divide the people into antagonistic groups? Are the unifying attitudes basically strong enough to prevent divisive attitudes from being a threat to national solidarity?

What are the established national symbols (e.g. caricatures, slogans, national anthem, flag), and what is their present effectiveness as they operate upon individuals or groups? Comment briefly on the major social rituals such as national holiday celebrations, and on the texts of national songs or historical monuments and documents reflecting important symbols of the nation. Note their effectiveness in crystallizing thought and attitudes. What symbols are currently used by the leadership for most effective persuasion, and on what motivations do they play most? What symbols appeal most to each important social group, such as labor? In order to illustrate group attitudes, it is suggested that the following be examined briefly: The chief stereotypes of leaders and the behavior such stereotypes evoke, using the great leaders of the nation's past to illustrate. Do they consider leadership a group or individual responsibility and prerogative? What behavior is expected of followers? What emotions are attached to structured positions of leadership -- the crown, the governor-generalship, the presidency, the prime ministership, party presidency, etc.? Is the people's attitude toward their leaders characterized

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by a widespread feeling of cynicism, unquestioning worship, confidence, or something else? When appropriate point out briefly general characteristics of the key political figures as a group -- their social status, education, experience, and religious, political, and other group affiliations. Cross-reference to Section 59 wherever appropriate.

b. Toward other societies -- What are the basic attitudes toward peoples of other societies and other cultures -- curiosity, fear, friendliness, respect, hostility? How are these attitudes fostered? Do the people have any interest in, and do they make any attempt to understand, cultures that differ from their own? Do the people consider their way of life superior to all others, or to certain others, and if so, to which others? Do they understand, like, or dislike, Americans and American culture, and for what reason? Other countries? Do any classes in the society identify themselves with foreign groups? Similarly, what are their attitudes toward Soviet citizens, nations, and culture or those of other Communist societies? What caricatures do they use to designate foreigners? (Cross-reference to Section 55.)

Is there a prevailing attitude in favor of cooperation with other nations in the achieving of common goals and, if so, among what segments of the society is this attitude most marked and how much effect does it have on national policy? How are these attitudes expressed? Cross-reference to Chapter V where appropriate.

c. Toward international conflict -- What are the marked attitudes toward war as an instrument of foreign policy, toward military activities and traditions, toward military service, and toward national defense (including civil defense)? Are attitudes toward military service affected by the class origins of the military leaders? Do veterans hold a position of prestige in the society? Cross-reference to Section 55 for attitudes on national policies.

F. Artistic and intellectual expression

Describe briefly outstanding intellectual, literary, artistic, religious, and other forms of expression with the primary aim of indicating what symbols are traditionally used to evoke behavior according to the patterns described in other parts of this Section. Is each form of expression founded on well-developed native traditions or borrowed? Discuss briefly popular or folk music, folk art, and folk theater (e.g. traditional pageants, pantomines, etc.). Indicate the degree of popular appreciation of or participation in the various types of artistic expression. Does the symbolism derived from the outstanding achievements appear static or in a state of flux? What are the extent and pace of present-day changes? Do artists and intellectuals enjoy prestige in the society? To what extent are artistic forms and "schools of thought" (philosophical, scientific, literary, etc.) important as expressing or determining the national outlook? Identify important individuals and evaluate their work in this regard. Intellectual and artistic organizations should be discussed here, with reference to Social Groups and Movements (above) for details of organization.

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G. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 43. Religion, Education, and Public Information

- A. General
- B. Religion
 - 1. Significance of religion in the country
 - 2. Principal faiths
 - a. Size and distribution
 - b. Organization and facilities
 - c. Leadership
 - d. Tenets, practices, and official attitudes
- C. Education
 - 1. Education in the national life
 - 2. Educational system
 - 3. General content of instruction
 - 4. Noncurricular activities
 - 5. Educators
- D. Public information
 - 1. Communications development, use, and control
 - 2. Press and periodicals
 - a. Important individual newspapers
 - b. Press services
 - c. Periodicals
 - 3. Book publishing
 - a. Publishing houses
 - b. Distribution
 - c. Foreign publications
 - 4. Libraries

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5. Motion pictures
 - a. Domestic production
 - b. Distribution
 - c. Foreign films
 6. Radio and television
 7. Other means of communication
- E. Comments on principal sources

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Section 43. Religion, Education, and Public Information

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section. It should include a brief statement of the role and relative importance of religious, educational, and informational institutions in shaping the life and outlook of the people. It should not be merely a digest of what follows.

B. Religion

1. Significance of religion in the country

Indicate the relationship between the government and religious groups including government policies and the reactions of religious elements to them. Estimate the influence of religious affinities and differences on national unity and stability. What is their effectiveness as a barrier to subversive movements? Discuss the extent and ways any of the prevailing beliefs are compatible with or influenced by either Communism or the democracies of the West.

2. Principal faiths

a. Size and distribution -- Give the number, percentage, and distribution of inhabitants adhering to the principal faiths. Include important sects. Illustrate with a map if available. Indicate whether specific religious faiths are linked with specific ethnic, linguistic, or racial groups.

b. Organization and facilities -- Give a brief account of the organizational structure of each major religious group. Is there an established church? Discuss the churches and other buildings, schools, real estate and other interests, and finances of each religious group. Describe any organizational ties the groups have outside of the country, e.g., with the Vatican or the World Council of Churches.

c. Leadership -- Discuss the spiritual and lay leadership, the extent and manner organized, educational qualifications, position of religious leadership in the society, and interrelationship with other religious leaders. Include in the discussion of each a statement on the role of women. Discuss also the extent of control over its leadership exerted by the church organization, and their attitude or opinions on secular affairs.

d. Tenets, practices, and official attitudes -- Describe the traditional tenets and practices of the principal faiths which have special importance for the society, including deviations in the faith, resulting antagonisms, and their significance. Indicate the extent to which formal church adherence actually reflects religious faiths and practices. Discuss the official position taken by the various religious organizations on secular matters in general and toward specific national and international political, social, and economic problems. Note the influence such actions have on national life.

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Describe the part religion plays in the nation's culture and its effect on the value system. (Cross-reference to Section 42.) Discuss the status of religious leaders in community and national life. Indicate features of religion which are important in the daily life of the people and in their relations with and attitudes toward foreigners. Are there sympathies or antipathies toward those of other sects or faiths within the country or in other countries for religious reasons?

Discuss the activity and influence of Christian missions in the society. Discuss any major antireligious movements or organized persecution of particular religious groups.

C. Education

1. Education in the national life

Present the character of education and estimate its thoroughness and effectiveness. Is education compulsory and through what grades? How well is compulsory attendance enforced? Are text books and/or instruction slanted? Is academic freedom guaranteed and respected? Discuss the aspirations of the government and the people in regard to the development of education and the progress being made toward achieving the system's goals (e.g., education for the many or few, coeducation, educational and teaching opportunities for women at all levels). Discuss the nature of educational opportunities available to the various socio-economic classes and the incentives or lack of incentives involved; and especially where opportunities for formal education are lacking or inadequate, discuss the educational role of the family and other social groups.

Comment on the college-level student group, in regard to class, origin, motivations, position in the society, media habits, and attitudes on national and international problems, particularly in regard to the United States and the U.S.S.R. Describe the role of educated persons in the society. Estimate the success or failure of the regime in gaining the support and loyalty of students at various educational levels, of teachers, and of other intellectuals. Discuss the level of literacy and educational achievement, as a whole, and with reference to socio-economic classes and women. Explain the extent and effectiveness of efforts to reduce illiteracy or broaden educational opportunity.

If the country has been the recipient of, or contributor to a program for the exchange of students, professors, and others with foreign countries, has this contributed materially to the knowledge and attitudes of the people or their leaders? It is suggested that the broad significance of the educational exchange programs be discussed here with reference to specific developments, past and present, such as the Boxer Indemnity and Fulbright programs.

2. Educational system

Indicate briefly the general organization of education, both public and private, from elementary schools through the universities, including facilities for adult education, vocational and industrial training, and graduate education. Describe the position of public education in the governmental structure. What is the role of research institutions? Point out notable inadequacies of the educational system. Discuss student-faculty relations, and living and recreational facilities.

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3. General content of instruction

Discuss the content of formal education, its major emphases, e.g., acquisition of formal knowledge or technical and practical knowledge, and its effect. Indicate the control of government or other groups over such content and any types of political pressures on administration, faculty, and students.

Describe the changes in content of education during the past generation and the effect on important age groups now or soon to be active in public life. What role does education play in inculcation of prevailing mores, ideology, and orientation toward the nation's history? Estimate its impact on attitudes toward foreigners and foreign nations, especially the U.S.S.R. and the United States, U.S. civilization, and use of English.

4. Noncurricular activities

Discuss the extent to which the school authorities at the primary, secondary, and university levels encourage noncurricular activities by providing facilities, professional guidance, and controls. Note the agencies other than schools which provide trained leadership or other assistance to the schools for specialized noncurricular activities for students at different educational levels. How well developed and important, for example, are student publications and associations? Are there noncurricular student political, military, or other significant activities? Note the extent to which student activities have social and political significance beyond the school groups. To what extent have the student activities been influenced by subversive elements? Cross-reference to Section 42 for student organizations of national importance and their relation to youth movements; to Chapter V, Section 53, Political Dynamics, and Section 57, Subversive; and to Chapter VIII, for military activities.

Are student activities of an international character encouraged by educators? For example, foreign language clubs, organized student vacation visits to foreign countries and organized entertainment of foreign students, correspondence with foreign students, fraternal association and/or support of foreign "sister institutions", etc., should be discussed, noting specific programs, the countries preferred in such activities, and the extent and nature of governmental assistance provided. Note especially student activities in relation to the United States and the U.S.S.R.

Is student participation in noncurricular activities a factor in later career development? If so, to what extent and how is this influence exerted? Is student leadership in noncurricular activities democratically chosen or predominantly determined by the student's social or political status or by the school authorities? Is there any fraternal association among student groups or leaders from different schools (e.g. student editors, inter-collegiate sports, etc.) and, if so, by whom is it fostered? Is there national interest in this type of association and in student leaders?

5. Educators

Discuss the level of competence of those responsible for the administration and teaching at the various levels of education, in both public and private schools. Include not only the school administrators

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and teachers but also national, provincial, and local officials charged with the administration of education and the members of boards of education or other policy groups.

Give the number of teachers in relation to the student body, their general socio-economic level and other background factors, their educational level, how they are selected. How do their rates of pay compare with those of other professional groups? Discuss their prestige in the community; their media habits; awareness, interest, and level of understanding of national and international problems; and prevailing attitudes toward the United States and U.S.S.R. Note any marked predispositions and attitudes as a group. To what extent are teaching appointments politically determined? Do teachers have permanent job tenure and pension provisions? Assess their role as molders of opinion within and without the schools. What contribution do they make -- and how -- to industry, labor, and government, and to the formulation of national policy? Is there a marked difference between the characteristics of the teaching force in rural and urban areas; in different sections of the country; in different types of schools? Note the number of women teachers at each level and any special limitations in their appointment, training, advancement, or pay.

Discuss the training of teachers at various levels in relation to the prevailing concepts of pedagogy. What qualities are considered essential to a good teacher and what provisions are made to inculcate these qualities? How large a proportion of the teachers have training and/or experience abroad? Does the educational system utilize this foreign experience and does it provide additional prestige and advancement for the teachers? To what type of foreign training is greatest prestige attached?

Important teachers' associations or organized groups should be identified, with a description of each major organization, including its size, geographic distribution, level of teaching of its members, and other characteristics of membership, objectives, finances, program of activities, influence over members and on the status of the teaching profession as a whole, publications, national meetings or conventions, vulnerability to subversion, and character of the leaders. Note the group's international ties, if any. In some cases tabular presentation of these data may be desirable.

D. Public information

This subsection is designed to provide overall presentation of the level of development of public information. Chapter V, Section 58, Propaganda, presents an integrated analysis of governmental and nongovernmental action designed to influence behavior and collective attitudes in support of national policies.

1. Communications development, use, and control

Describe briefly the level of development of mass communication of ideas and information. Note the principal and most popular media of communication used, noting the extent and characteristics of their use. What is the relative importance of other media, and the chief purposes for which they are characteristically used? For example, to what extent are word-of-mouth (e.g. rumor, cafe talk, grapevines) and unwritten signals (e.g. drums) used? What are the main media used for dissemination of news and information and transmission of messages? How extensively are

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postal, telegraph, and telephone systems used? Are they adequate? How are records kept and information stored (e.g. archives, legends, etc.)? Are movies, radio, and television well-developed means of communication?

Do the uses of different forms of communication differ among social strata? What are the main barriers to different types of communication within and between groups? Is any social significance attached to different forms of communication? Note briefly the medium in which people tend to place the most trust and why. To what extent, and how, does government use the various media of communication?

Is freedom of speech and of the press guaranteed (see also Section 51, subsection D)? Discuss the degree of responsibility assumed by the government in this field, noting specific laws and/or administrative machinery designed to control communication and all types of public information and to protect guarantees of freedom. Note the extent of government financial support of the various media. Note the overall extent of government or other forms of censorship, control, or influence over media including significant subversive or foreign influence.

Note the nature and scope of important professional groups in the communications field, such as editors, publishers, writers, and producers. Give in tabular form, where suitable, location, size, character and qualifications of members, aims and objectives of leadership, amount of influence exerted, and orientation toward the United States and U.S.S.R.

2. Press and periodicals

Under this subheading should be noted the level of development of the industry as a whole, the nature and extent of the audiences reached, languages used, the nature and source of content, the nature and influence of ownership and control in the industry, including interlocking interests; sources of news; relative influence on public opinion; and the general characteristics of the system of distribution. Note the extent of use of foreign publications, those that are most popular, the language in which written, the source of origin, and agencies of distribution.

a. Important individual newspapers -- Describe important individual newspapers, using the tabular form if suitable, and covering the following points: name, location, language, frequency of publication, circulation, audience reached, source of revenue, ownership and control, political leanings, editorial policy including general policy toward the United States and the U.S.S.R., key editorial personalities, relative influence, physical plant, and estimates of the amount of space given to national and international news and other subjects.

b. Press services -- Describe the important domestic and foreign press services available, including U.S. agencies. Indicate the extent to which each service is used; the type of news for which each is relied upon; the accuracy and reputation of the service (domestic only); the extent of coverage provided; and any outstanding editorial personalities.

c. Periodicals -- Describe and analyze generally along the same lines as noted for newspapers above.

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3. Book publishing

Describe and analyze the overall book publishing industry in terms of total size of press runs and sales, location, physical facilities, quality and type of output, price structure, languages used, exports, markets reached, ownership and control, political leanings, subsidization, censorship, and influence.

a. Publishing houses -- Identify and describe the principal book publishing companies, covering the following points: name and location, ownership and control, physical facilities, press runs and sales, and significance. Use tabular form where suitable.

b. Distribution -- Describe the distribution system, giving the number and location of major wholesalers or regional distribution points and retailers, and include some information on the system with regard to ownership and control, size of various establishments, and evaluation of the medium.

c. Foreign publications - Comment on the extent of importation of foreign books, the type most widely circulated, and special government regulations concerning their importation and distribution.

4. Libraries

Describe the system and general types of libraries, covering: size and popularity, control, location, method of operation, character of stock, and groups reached.

5. Motion pictures

Briefly describe the industry and medium as a whole covering such points as: audiences reached, languages used, popularity of various types of films, both domestic and foreign, and the audiences they most appeal to; imports as compared with domestic production; sources of foreign films; places and hours of showing; extent of government censorship and control; leading personalities; and general effectiveness as a medium.

a. Domestic production -- Describe domestic production facilities covering: number of companies and location; volume and type of films produced; ownership and control; sources of financing; physical plant and facilities; sources of equipment; technical quality; artistic quality; political orientation; and leading actors, directors, and producers involved. Note foreign investment, foreign technical assistance, and foreign talent used in domestic production.

b. Distribution -- Describe the distribution system and the methods of exhibition, giving the number, location, and capacity of theaters, and analyzing ownership and control, technical equipment (size of projectors, screens, etc.), frequency of showings, and prices.

c. Foreign films -- Discuss the distribution of foreign films including: the volume used, analyzed by country of source, the channels of importation, the major agencies of distribution, and government or other controls. Note the relative screen time afforded U. S. and non-U.S. films and estimate the long-term effect of U.S. pictures on public attitudes and opinions.

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6. Radio and television

The physical plants, equipment, and technical quality of radio and television stations are discussed in some detail in Chapter III, Section 38 and Supplement III. Describe here each overall medium, giving the number of broadcasting networks and stations and their location with relation to the potential audience and covering the following: languages used, general characteristics of ownership and control, source of financing, source of news, number of receivers by wave bands and distribution, general characteristics and economic status of listeners, estimated total size of audiences, type of programs most popular, most popular listening hours, vulnerability of media to use for subversive propaganda (cross-reference to Section 57), political leanings, important personalities, and relative influence and effectiveness of medium. Also describe any important managerial or professional groups and organizations connected with the media.

Important individual networks and stations should be described also with coverage of the following: name, call letters, and location; ownership and control, source of revenue, program schedules, types of programs with an indication of their degree and source of popularity, languages used, hours of broadcasting, political leanings, program personalities, and relative popularity and influence. Note which networks and stations are foreign-sponsored and list the foreign elements involved.

7. Other means of communication

Discuss other mass media of communications such as public address systems, posters, pamphlets, leaflets, wall newspapers, mobile theaters, balloons, etc., using in general the criteria listed in the subsections above. Include also, where pertinent, information and analysis of word-of-mouth, person-to-person communication (rumors, whispering campaigns, public meetings, cafe talk, etc.), and indicate (if not already covered in A. General above) to what extent informal word-of-mouth communication supplements or contradicts the regular mass media.

E. Comments on principal sources

This subsection is to serve the following purposes:

- 1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.
- 2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Figure 43-1. Principal media of (Country), (Date)

Name, place, and frequency of production	Language (s) used	Circulation or audience	Key production personnel	Government or private ownership	Comments

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Section 44. Manpower

- A. General
- B. General manpower resources
 - 1. Civilian labor force
 - a. Industrial distribution
 - b. Occupational distribution
 - c. Occupational status
 - d. Geographic distribution
 - 2. Governmental services personnel
 - a. Armed forces in relation to the civilian labor force
 - b. Police and other governmental personnel
 - 3. Labor reserve
- C. Standards and practices of employment
 - 1. Utilization of the labor supply
 - a. Manpower control
 - b. Utilization of capabilities
 - c. Unemployment and underemployment
 - 2. Wages
 - 3. Working conditions
 - 4. Productivity
 - 5. Mobility of labor and hiring practices
 - 6. Forced labor
- D. Management
 - 1. Characteristics of management
 - 2. Organization of management
 - 3. Management leadership

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E. Labor

1. Organization of labor
2. Political ties
3. Leadership

F. Labor-management relations

1. Labor problems
2. Collective bargaining

G. Labor legislation and government policy

H. Comments on principal sources

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Section 44. Manpower

A. General

The purpose of this subsection is to provide an appropriate approach to a full consideration of the problem of manpower and its capabilities. It should not be merely a digest of what follows in the remainder of the Section. How have the basic characteristics of the society affected manpower utilization? Has it developed a scientific maturity in the utilization of manpower and the exploitation of its natural resources? What is the dominant economic activity? Has it a primitive or mature economy? Is the society rigidly organized along economic lines or is there a fluid situation? Analyze briefly the extent of opportunities for economic advancement, utilization of specialized skills and training, attitudes toward work, especially manual labor, the role of the individual in choosing his occupation, and the extent to which these factors influence national attitudes or social unrest.

Describe briefly the extent and nature of the organization of major business, financial, industrial, and other management groups and the cooperative and labor organizations, indicating the status and prestige of such groups in the society. Do they work together harmoniously or do they clash? Does this affect the national strength and stability? Has the society had experience in centralized governmental control of its manpower resources in the past, and what is the situation today? To what extent is forced or slave labor utilized and what is its significance to the economy?

B. General manpower resources

In view of the fact that the manpower of a country includes not only those currently engaged in economic activity (the labor force including both civilian labor force and governmental services personnel) but also all those who could participate in case of crisis (labor reserve), give a brief summary and evaluation of the total manpower potential. Statistically this would include all those between the ages of 15 and 64 exclusive of the mentally and physically disabled. Of the total manpower potential, what proportion are now in the labor force (including the armed forces)? Comment in regard to the age-sex distribution. (See Section 41.) Illustrate, if possible, by a labor force pyramid superimposed on the population pyramid. Comment on racial or other minority groups in the labor force.

Of the total manpower resources, what percentage are trained and the experienced in the techniques required for the modern industrialized segment of the civilian economy? How large a percentage are trained and/or experienced in a primitive or subsistence economy? Are their skills readily transferrable to meet modern industrial or military requirements or would this segment of the population qualify only as unskilled workers?

1. Civilian labor force

It is expected that the following analysis will not only establish the size and occupational distribution of the labor force but will evaluate the capabilities of the various categories and groups within the labor force. Analyze the characteristics of the labor supply as shown through quantitative statistics, pointing out trends and factors of special importance to the

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development of a modern industrialized economy. If appropriate, note the occupational specialization of minority groups.

a. Industrial distribution -- Show the distribution of the labor force by industry groups, in tabular form if possible, commenting where possible on the significance of numbers employed to the operations of the industry, including agriculture. Discuss the trends in mechanization and other factors necessary to an understanding of the statistical data.

b. Occupational distribution -- For many countries, because of the methods of reporting labor statistics, breakdowns will be available for either industry group or occupation but not for both. Where possible give both, with an appraisal of the extent to which occupations are found in industry groups. The data for each occupational group in the table should show number of males and females, and percentage of total labor force. Also analyze the labor force as to the proportion of managerial, technical, skilled, and unskilled workers, if possible with a breakdown for age and sex. Comment on the manner and extent to which the mechanization of industries has affected occupations. Include comment on the established professions with cross-references to other sections where pertinent.

c. Occupational status -- Analyze the distribution, based on a statistical table, of the employed (including unemployed), the self-employed and the employers by industries, with an age-sex breakdown. Comment on the prevailing retirement age and other well-established manpower practices bearing on this distribution. Note the extent of family employment and the size of the entrepreneurial class in relation to wage workers.

d. Geographic distribution -- Indicate the significant aspects of geographic distribution of the workers, especially as to concentrations of types of workers and skills in specific localities. If possible illustrate with a map showing the locations of major types of industries and the approximate number of workers employed, indicating whether these areas are predominantly rural or urban. To what extent do the areas offer a variety of occupations? Are there areas in which there is a high degree of competition for certain types of skills or for unskilled labor?

2. Governmental services personnel

a. Armed forces in relation to the civilian labor force -- What percentage of the population are in the armed forces? Are there women in the armed forces and for what type of work are they eligible? Do the armed forces provide training in skills which are transferrable to the civilian economy? (Cross-reference to Chapter VIII.) Show the manpower used in the armed forces by means of an age-sex pyramid superimposed on the total labor force pyramid. Indicate what percentage of the population is enrolled in the military reserve forces and would not therefore be available to the civilian economy in case of total mobilization. Indicate also, if possible, the percentage of the civilian labor force which is composed of veterans of the armed forces.

b. Police and other governmental personnel -- In some countries the police and other governmental personnel constitute a large element of the population. This situation has an important bearing on the burden

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imposed on the economic manpower and should be evaluated. How large a civilian force is employed by the government to service the military and in what types of work is it utilized? Is there a large police, fire-fighting, protective, and custodial force maintained by the government? (Cross-reference to Section 51.)

3. Labor reserve -- Discuss the proportion of the manpower potential now economically dependent in full or in part and the extent to which the problem is met by the state through old age insurance and other social security measures. (Cross-reference to Section 46 for a fuller discussion of these measures.)

Discuss briefly the characteristics and activities of the labor reserve (not now in the labor force), pointing out skills and experience of the residue which would be available in time of emergency. Note the customs of the society which would condition the full utilization of this potential. To what extent and how are women educated and employed? What is the attitude and practice of the society in regard to the employment of children? Are there religious or social taboos concerning types of employment for special classes or groups in the population? Of the residue, how many are now in training (school) or apprenticed for entrance into modern industrialized activities? Is there a marked difference between men and women in the training and experience they receive? Comment on the practices and policies concerning the utilization of those over 65 years of age.

C. Standards and practices of employment

1. Utilization of the labor supply

Is there any centralized planning on the utilization of the labor supply, on the part of management, labor, or the government? Describe the overall pattern of practices and attitudes of workers and employers in regard to the method and degree of employment. Discuss the activity of management, labor and the government in policy formulation and practices in regard to employment. Is forced or convict labor used by the government?

a. Manpower control -- Are there government manpower controls over all labor, or over important segments such as those with scarce skills; or is there an entirely free competitive labor market? Were there wartime manpower controls and, if so, comment on the organization of manpower resources and the degree of public support.

b. Utilization of capabilities -- Is the labor supply utilized to its fullest capacity? Is the economy sufficiently fluid for the worker to move upward as he develops his skills through training and experience? Can he become a manager or employer? Are there social distinctions (based, for example, on class, family, race, or religion) or other impediments to the free exercise of a worker's ability to secure suitable employment? State whether any trades or other occupations are the special province of any particular religious, ethnic, or other groups. If so, indicate any institutional or other handicaps to efficient development of the manpower potential.

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c. Unemployment and underemployment -- Unemployment is one factor which operates against full utilization and its causes should be briefly discussed. What industries and what occupations are most affected? Identify that part of the labor force which has the largest number available but not actively employed. They may include migrants, refugees, displaced persons, workers laid off through cutbacks, those in process of changing jobs, unpaid workers (dependents who are usually family helpers), and victims of misfortune (on relief). Discuss technological unemployment. Do technically trained or educated personnel experience difficulty in securing employment because of the system of recruitment such as the appointment of family connections, political preference, or preference for heads of families? Discuss the special problems of youth in competition with older workers; women; and racial or other minority problems of employment. Discuss from the standpoint of availability and qualifications for work and also as possible sources of economic and social unrest. What is their attitude toward the system of which they are a part? Do they have the assistance, public or private, to which they feel that are entitled? (Cross-reference to Section 4C). Does their economic status create an element of instability for the society as a whole?

Discuss underemployment and the industries in which this is most prevalent. What are its causes? To what extent and in what types of work are partially disabled workers and convicts and prisoners employed?

2. Wages

Describe methods of wage determination. Indicate briefly trends of wage rates and real earnings and the effects of these on government wage-price policy. Where possible, show the range of wage rates paid skilled, semiskilled, and unskilled labor, and of salaries paid white-collar and professional workers. Specify wage rates for both men and women; include also beginners' pay and that for apprentices and young workers. Indicate "low-wage" and "high-wage" industries and trends in the wage gap between them. In those economies where compensation is paid wholly or partly in kind, indicate nature of payment. What additions to real income are derived from such items as social services and family allowances, housing and purchasing discounts, old age pensions, sickness insurance, etc.? What is the attitude of workers toward the wage scale?

3. Working conditions

Indicate briefly the character of working conditions in general and in important industries. To what extent are working conditions controlled by the government? Is there a highly developed understanding of industrial hygiene and occupational hazards and are the workers insured against disaster? Are specialized clothing and safety devices required? If possible, include pictures of typical working conditions in major industries. To what extent are housing, stores, and other community facilities and services provided or controlled by management? Are the working conditions and fringe benefits or lack of them a source of employee discontent?

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4. Productivity

Discuss the productivity of labor in agriculture and other important branches of production, with special reference to human and technological factors affecting output, e.g., ability and willingness of labor to learn new techniques, and adjust to the demands of the work situation, system of training, quota system, interchangeability of manual labor, managerial ability, government and union restrictions, and incentives such as high pay, job security, status factors, and other benefits. How much do absenteeism, work slowdowns and other forms of worker resistance affect production? Are they an indication of social unrest?

5. Mobility of labor and hiring practices

Discuss methods of recruiting, systems of apprenticeship, labor contracts, training with pay, conscription, etc. Can labor move freely between geographic locations, from occupation to occupation, and from industry to industry? How much and what kind of labor movement is there; e.g., primarily seasonal, or sporadic? Have well-defined trends developed? Does this movement of labor indicate a condition of instability or growth?

6. Forced labor

In those areas where forced labor exists, present a quantitative and qualitative analysis of the forced labor population, including sources and methods of procurement, geographic distribution, nature and conditions of forced labor camps and work (food, housing, guard system, etc.) and physical and medical care available. What is the life expectancy? Comment on the rights and penalties of families of forced laborers. Are there provisions for releases, paroles, movement, and utilization? What are public attitudes toward forced labor and what is the attitude of organized labor?

D. Management

1. Characteristics of management

Evaluate owners and managers in business, industry, and agriculture as a group. Does absentee ownership create any manpower problems? Is corporate ownership a characteristic of the economy? Is there a large class of salaried top and middle management employed by private industry and government? To what extent are they trained in the methods of scientific management? Discuss, for the several levels of management, educational practices and information facilities, international ties and exchanges, especially with the United States and U.S.S.R. In addition to an overall appraisal and description of the entrepreneurial and management groups, such questions as the following should be noted: the part management plays in national life; regard for the public interest as opposed to personal interest; and predispositions and attitudes toward the role of government and toward national policies.

Include a brief description and analysis of U.S. and other foreign industrial and professional activities in the country in regard to information and training programs and when significant, what the attitudes of the people are toward such activities.

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2. Organization of management

To what extent are employers organized? List the major organizations with their constituent members, giving the basis of the organization and their separate and total membership. State the objectives and structure of each organization and describe the way in which they operate. If they are primarily pressure groups, cross-reference to Section 53. Note also professional and technical associations and analyze the part they play in raising the standards of management. Note the part they have played in the development of national economic and political policies.

3. Management leadership

Comment on the leaders of business and industry with cross-reference to Section 59. Is there a close tie between military, government, and industrial leadership? Note the international ties of management and the part they play in public policy.

E. Labor

Describe the prevailing patterns of work, exclusive of management and the armed services, indicating whether these are in process of change and, if so, what forces are precipitating such change. Is the work which is necessary for the maintenance of the economy done largely by a labor force highly specialized and highly organized in unions, or by people working in traditional family, clan, or caste patterns of association? Are there any pronounced patterns of work related to ethnic or political factors in the community (e.g., as a result of colonialism)? If the economy is in process of change from nonindustrialized agriculture, crafts, or herding to modern industry, including mass production, note the occupation(s), geographic areas, and segments of the population most affected by the change. What percentage of the civilian labor force is working in occupations which are frequently unionized in industrial societies? Compare this number with the actual extent of unionization.

1. Organization of labor

List the national federations of labor organizations, each with its major constituents, showing the basis of their organization (whether industry or occupation) and their separate and total membership. Describe briefly the characteristic structure, tactics, aims, policies, and financial support of organized labor. Do the unions have any international affiliations? Discuss their major objectives. Note, where pertinent, their attitudes on such questions as:

- The wage-price policy of the government
- Efforts to increase productivity
- Vocational training
- The relocation of industry and land redistribution
- The use of foreign labor
- Foreign enterprise
- National defense

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2. Political ties

Cross-reference to Section 53 to indicate briefly the political affiliations of organized labor and the political role it plays. Has the government or any nonlabor group established or sponsored any labor organizations? If so, why? Note reaction of labor. To what extent and how does labor participate in the formulation of national political and economic policies? Discuss the attitude of the government toward organized labor.

3. Leadership

Are labor leaders well established and highly representative of industrial and agricultural workers? Is the labor movement an indigenous development or inspired and/or organized by outside interest? Comment on the caliber of its leaders and their training for leadership. What degree of control can or do the leaders exercise over the rank-and-file? To what extent does the opinion of the rank-and-file influence the leaders? What is the attitude of organized labor and labor leaders toward nonsupport and nonconformity with union policies within the country? What is the attitude of the public press and important elements of the population toward them? Note the international affiliations of the union leadership and the part they play in public policy. Comment on specific leaders in the labor movements. (Correlate with Section 59.)

F. Labor-management relations

1. Labor problems

What is the customary relation between employer and employee? Is large-scale employment a characteristic of the country's economy or is it a characteristic of only a special type of work or region? To what extent do labor-management relations involve foreign employers and/or foreign workers and what special significance does this have in interesting the government in the problems of labor?

What are the specific sources of friction? What are the causes of the problems requiring solution? What are the prevailing methods for settling these disputes?

2. Collective bargaining

Indicate the extent and character of collective bargaining, the number and duration of strikes and lockouts, and the methods of dealing with industrial disputes. Are there significant developments in organization for the settlement of industrial disputes, as for example, industrial council and boards, labor courts (cross-reference to Section 52) and workshop organization?

Does government play an important part in this field? If so, how?

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G. Labor legislation and government policy

Comment briefly on the structure of government designed to work on problems of labor. (Cross-reference to Section 52.) How does this structure serve the needs of labor and management? How effectively does it protect the foreign employer (especially U.S. business) and foreign workers?

Give briefly an evaluative summary of the nature and scope of labor legislation and policy (with dates). Note especially the following: the legal right to organize, strike, and bargain collectively; wages, hours, and conditions of employment; the employment of women and children; social insurance (cross-reference to Section 46, subsection D). Is there government policy-planning, guidance or control (budgeting, etc.) of manpower utilization; of labor turnover; of transfer between industries, etc.? Are regulations enforced? In this connection, a chart showing the structure of the ministry of labor and its enforcement agencies is desirable.

H. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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Section 46. Welfare

- A. General
- B. Levels of living
- C. Social problems
- D. Social security
- E. Comments on principal sources

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Section 46. Welfare

A. General

This subsection should provide an appropriate approach to the material contained in the remainder of the Section and should not be merely a digest thereof. It should contain a brief statement of the level of public welfare and its relationship to national strength or weakness and unity or disunity. The prevailing attitudes of the people toward governmental or private responsibility for improving the public welfare and toward various needy and dependent segments of the population, as well as the dominant ideals of social welfare, should also be dealt with here. What are the general types of public and private groups engaged in social welfare work? Note the traditional concept of the government concerning its responsibilities in the field of public welfare and indicate recent trends.

B. Levels of living

Describe the general material welfare of the population as reflected in diet, clothing, housing (including electrification, plumbing, and heating), and recreation, and compare it with that of the people of selected other countries including the United States. (Cross-reference to Section 45 for health and sanitation.) Discuss major class or regional variations in material welfare and significant gaps between actual levels of living and the country's existing standards of living. Is any group particularly affected by an adverse wage-price relationship? Give particular attention to important related social tensions. Are standards of living well defined for different social classes and are the differences a source of resentment?

C. Social problems

Discuss the various social situations which appear to have significant adverse affect upon the public welfare, clearly indicating those situations which the society itself regards as threats to its values. For example, is prostitution and the traffic in women and children or the use of narcotics of such proportions as to have an important adverse effect on the public welfare and does the society itself regard these as social problems constituting a threat to its values or causing them to be vulnerable to subversive influences? Comment in this connection also on extensive slums, alcoholism, juvenile delinquency, begging, vagabondage, etc. Comment on the incidence of crime as an indicator of social problems and on the effectiveness of the authorities in providing solutions to these problems. (Cross-reference as appropriate to Section 54.) Examine the causal factors underlying and the tensions generated by social problems. Are technological innovations or other cultural changes at the root of these problems?

D. Social security

This subsection should deal with important public and private practices, modern as well as traditional practices still in use, designed to or having the effect of protecting and assisting those in need of help. Where pertinent describe the laws and the extent of their operation, including unemployment and other social insurance, old age pensions, joint family arrangements, maternity aid, aid to dependent children, aid to the aged

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and physically handicapped, provisions for emergency relief, etc. To what extent and in what way do political leaders interest themselves in social security?

Important public and private groups engaged in social welfare work should be identified and discussed. Information should be given on each concerning its objectives, its source of support, the type of personnel directing its activities, and the public attitude towards its services. A brief statement should be made concerning the nature of the work carried on and the location of each organization's major endeavors.

Is there a nucleus of professionally trained and prestige-bearing personnel to provide leadership in this field? Discuss social service training facilities.

E. Comments on principal sources

This subsection is to serve the following purposes:

1) To provide an evaluation of the principal source material used in preparing the Section and thereby inform the user of the general credibility to be accorded the intelligence contained in the Section.

2) To indicate those aspects of the subject about which information is deficient or unavailable and thereby provide collectors of information with collection targets. In this connection, the principal sources (not necessarily all sources) actually used should be indicated.

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