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THE FOREIGN AREA OFFICER PROGRAM

VOLUME II. IMPLICATIONS OF THE FOREIGN AREA SPECIALIST AND MILITARY ASSISTANCE OFFICER PROGRAM FOR FAO TRAINING

HUMAN SCIENCES RESEARCH, INCORPORATED

PREPARED FOR
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THE FOREIGN AREA OFFICER PROGRAM

VOLUME II: IMPLICATIONS OF THE FOREIGN AREA SPECIALIST AND MILITARY ASSISTANCE OFFICER PROGRAMS FOR FAO TRAINING

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Research and Writing Completed
31 January 1973

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FOREWORD

This Final Technical Report covers Tasks II and III of three tasks to be completed under the terms of a research project entitled "An Inventory of Documented Knowledge of the Military Advisor Role and the FAS and MAO Programs," Contract No. DAHC 19-73-C-0005. The task titles are:

Task II: Implications for FAO Training Derived from an Analysis of the MAO and FAS Programs

Task III: Suggestions for Change in In-Country Training Gathered from FASP In-Country Training Reports.

The stated objectives of the tasks are:

Task II: (a) To identify current FASP and MAOP training and other program requirements, (b) to define the current and projected structures of their respective curricula in service and civilian schools, (c) to define the career development opportunities and guidance offered by each program.

Task III: To survey the job experience and insights of FASP and MAOP members as revealed in their documented job experiences.

The conclusions of the report are based on a number of different sources:

1. Interviews with MAO and FAS administrative personnel.
2. MAOP, FASP, and FAO ARs.
3. Course outlines and POIs of MAO C&SC and C&GSC.
4. Graduate training reports of FASP members.

5. College catalogue descriptions of area programs attended by FASP members.

6. Interviews with directors of area programs attended by FASP members.

7. In-country training reports of FASP members.

On the basis of this information, we have suggested recommendations for the FAO Program aimed at better accommodating the merger per se, shortening the lengthy training period, or improving the training.

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IMPLICATIONS FOR FAO TRAINING DERIVED FROM AN ANALYSIS OF THE MAO AND FAS PROGRAMS

IMPLICATIONS FOR FAO TRAINING DERIVED FROM AN ANALYSIS OF THE MAO AND FAS PROGRAMS

Since FAO training represents a combining of what was previously MAO and FAS training (see Tab A for a comparison of the FAO selection and training requirements with those of MAO and FAS), HSR was asked to analyze the content of academic training in the MAO and FAS Programs with a view to suggesting possible changes for the FAO Program which would either better accommodate the merger per se, shorten the lengthy training period (presently a minimum of three years), or improve the training. Consequently, this section of the report presents the results of our analysis of the Military Assistance Officer Command and Staff Course (MAO C&SC) and of the FASP Graduate Training. A second part of this section discusses the career development opportunities and guidance offered by the MAO and FAS Programs.

The MAO C&SC Curricula

Training for members of the Military Assistance Officer Program consists of 22 weeks in the Command and Staff Course (soon to be renamed the FAO C&SC) located in the Military Advisor School at Ft. Bragg. The POI for the course states that its purpose is:

> To qualify officers for assignments in the field of international security assistance by providing a working knowledge of the objectives, concepts, doctrine, procedures, and techniques applicable to security assistance operations, and politico-military activities throughout the conflict spectrum. (p. 101)

Preceding page blank

To accomplish this objective, the MAO C&SC has 880 scheduled hours. Of these hours, 662 are devoted to academic subjects while 218 are devoted to non-academic subjects such as in- and out-processing, and "open-time." The academic portion of the course is divided into seven major "annexes" under which a number of different, but related, topics are discussed (see Tab B for a listing of these topics). These annexes are briefly described below in terms of their "plan of instruction" stated objectives.

Annex	Objective
Introduction (5 hours)	To provide the student with a working knowledge of the Military Assistance Officer Program and Military Assistance Officer Command and Staff Course.
Operational Environment (133 hours)	To provide the student with understanding of the dynamic processes and environmental conditions in the less-developed world which have a bearing on the Military Assistance Officer.
Considerations for National Planning (120 hours)	To provide the student an understanding of the complexities and interdependence of internal development and internal defense requirements, programs, plans, and operations in less-developed countries. To enable the student to identify the manner in which natural and human resources, energy and information are managed.
Security Assistance (152 hours)	To provide a general body of information that will give a working knowledge of the purpose of security assistance and the U. S. national factors that have direct bearing on U. S. policy. To prepare the student to act as a manager in execution of U. S. security assistance programs or in design of plans.

Annex	Objective
Civil-Military Operations (61 hours)	To assure that the student develops a working knowledge of the managerial and staff responsibilities of the civil-military operations officer (CMO) with particular emphasis placed on managing psychological operations and civil affairs resources activities.
Guest Speaker Support (131 hours)	To supplement resident faculty instruction on a weekly basis with guest speakers of such stature and experience so as to provide the students access to information and viewpoints of distinguished military and civilian, government and non-government authorities on subjects relating to the theme of the week.
Electives (60 hours)	To supplement the basic POI with material designed to broaden the student's background and to increase the student's skill as a military assistance officer through a system which allows the student to select an option most appropriate to his individual needs.

Suggested Changes for the FAO C&SC

Our investigation of the MAO C&SC, both through an analysis of the POI for the course and through interviews with MAO C&SC administrators and instructors, suggests that the following changes might profitably be made in the course under FAO.

1. General instruction on the functions of attaches should be added to the FAO C&SC curricula in the Security Assistance Annex. In addition, relevant Guest Speaker support should be added and the Interdepartmental Agency Field Trip to Washington should include visits with DIA and other personnel who administer the attache program. Such an addition would recognize two facts: (1) that some FAO personnel will be tapped to serve as attaches, and (2) that many FAO positions will necessarily involve interaction with attaches.

2. A course on the roles and functions of the military advisor should be added to the Security Assistance Annex of the FAO C&SC curricula. There is currently not a course in the MAO C&SC which deals with this topic. This is despite (1) the fact that the mission of the MAO C&SC is to train officers in the field of military assistance, (2) a statement in the MAO AR (30 June 71, 1-1) that "the program provides a special career field for officers who have the critical skills needed to serve as commanders and advisors (underline ours)," (3) its location in the Military Advisor School, and (4) there are advisory positions in the duty position list. Such a course could easily be modeled after a similar course taught in the security assistance section of the Command and General Staff Course at Ft. Leavenworth (see Tab C, Item 7, for an outline of this course).

3. Under the assumption that the FAO training specified in AR 614-142 will be implemented and generally applied, the 36-hour Area Orientation course at C&SC should be eliminated.[1] It appears to be an unnecessary duplication of the type of area training the majority of FAO members will have already received in graduate school. (See Tab D.) Were this course oriented towards a military perspective of the world this conclusion would not be warranted for such a perspective will not be offered in graduate school.

4. Under the assumption that the FAO training specified in AR 614-142 will be implemented and generally applied, the Electives Annex of the MAO C&SC should be eliminated under FAO as a normal requirement for officer students. Four types of electives have been available,

[1] The 36-hour Area Orientation Course is itself a recent addition to the MAO C&SC. Prior to January, 1973 each class had been required to take an Area Orientation course 24 hours in length. In addition, they were also required to take three 3-hour Cross-Area Orientation courses. These were designed to give the students some understanding of the world areas in which they had not had the longer course. The additional hours now found in the Area Orientation course were obtained through the elimination of the four Cross-Area Orientation courses.

one of which had to be taken: The Graduate College Elective, the In-House Elective, the Independent Research Elective, and the Language Elective. With the merger, the Graduate College Elective will not normally be necessary as the majority of students will be coming to FAO C&SC with master's degrees. The In-House Elective, on the other hand, we were told in our interviews, has already been eliminated entirely (due to a lack of student interest). We were also told that Independent Research is discouraged because of its tendency to attract students who have had graduate training and who see it consequently as a course in which to use papers written while in graduate school. Finally, the Language Elective for credit will generally not be necessary as the majority of new FAO members will receive specialized language training under the FAO Program.

While all of these facts point to the non-necessity of the Elective Annex as a normal requirement for students, we do not recommend that they be eliminated entirely. Rather, they should still be available for those students who are deficient in some aspect of training generally not offered in C&SC, and for those students who desire to pursue some additional training for their own benefit (e.g. graduate training for those lacking advanced degrees or language training).

5. It may be possible to shorten the FAO C&SC by eliminating or substantially reducing the 218 hours of non-academic time now found in the MAO C&SC. Our initial impressions from discussions with MAO C&SC administrators is that much of this time is not needed but has merely been added to make the course a permanent change of station so that the officers can move their families to Ft. Bragg at Army expense. Supportive information for this is presently not available, however, and we reserve judgment as to the validity of this suggestion.

Implications of the Command and General Staff Course for FAO C&SC

For some time, administrative personnel of the MAO Program have been receiving reports that what is being taught in the MAO C&SC is being more or less duplicated in the "security assistance" portion of the electives half of the Command and General Staff Course (C&GSC) at Ft. Leavenworth, Kansas. If we accept for the moment, for discussion purposes only, the FAO assumption that all of its new members will be competitive for C&GSC, a number of possibilities emerge for shortening or making positive changes in the FAO training.

1. If the program overlap is extensive, FAO C&SC could simply be eliminated. FAO officers would get equivalent FAO C&SC training upon attendance at C&GSC. In this instance, few, if any, changes would have to be made in the C&GSC

2. If the program overlap is substantial, yet lacking in some essential aspects of the C&SC training, it might be possible to add these to the C&GSC curricula. As in 1., but requiring more effort, FAO C&SC would be eliminated and FAO officers would obtain equivalent training upon attendance at C&GSC. The additions to the C&GSC curricula would be facilitated by its new structure. While the first half of the course offers a common curriculum which everyone must take, the second half of the course is devoted to electives. Among these electives is an "advanced security assistance" course to which the necessary additions could conceivably be made.

3. If the overlap between the two programs is limited to only certain portions, it may still be possible to eliminate these from the FAO C&SC since the officer would obtain essentially the same material when he attends C&GSC. These hours could either be eliminated entirely from C&SC or oriented towards another topic.

4. A second alternative in the case of minimal overlap would be to introduce into the electives portion of C&GSC a "lean" FAO C&SC which all FAO members would be "required" to take. This would allow for a savings of four to six months of time. A variation on this would be to have the FAO officer take the "core" curriculum at Ft. Leavenworth and the "electives" curriculum in the FAO C&SC at Ft. Bragg. While this would limit FAO C&SC to only one class a year (as opposed to the present two), it is reasonable to assume that the class would be of a size sufficient to meet the needs of the FAO Program.

With these possible conditions and alternatives in mind we were asked to examine the extent of overlap between MAO C&SC and C&GSC. For this purpose, we made exploratory trips to both Ft. Bragg and Ft. Leavenworth, and, through interviews with key personnel in both programs and examination of curricula and course outlines, we have been able to make an assessment of the overlap between the two.

The Command and General Staff Course is a 28-week program and a necessary stepping stone for those officers destined to be the Army's leaders. As stated in the POI, the specific purpose of the C&GSC is:

> To prepare selected officers for duty as commanders and as principal general staff officers with the Army in the field from division through Army group, and at the field Army support command and theater support command; to prepare these officers as Military Assistance Advisors (less language and area orientation); to provide them with an understanding of the functions of the Army General Staff and of major Army, joint, and combined commands; and to develop their intellectual depth and analytical ability.

As previously noted, C&GSC is divided into a "core" and "electives" curricula. Our concern in the seven-course core curriculum is with the "Security Assistance" course and in the electives curriculum with the "Advanced Security Assistance" course. The former comprises a 50-hour block

of instruction. Prior to the division of C&GSC into core and electives portions, it had been a 72-hour block of instruction. Its inclusion as one of the mission objectives of C&GSC and the fact that the hours were not halved along with the curricula are some indication of its perceived importance. The stated purpose of this course is to examine:

> ...the history, concepts, organization and patterns of insurgency and the effects of internal defense and internal development measures in countering it. A comparison of insurgent threats in selected national situations is used to stress the relationship of internal security to nation building. The role of military assistance in U. S. foreign policy is treated with emphasis on the organization and procedures for the development and execution of U. S. foreign assistance policies and the role of each major executive agency involved.

To accomplish this objective, the Security Assistance course is divided into nine subcourses. These mini-courses and their length in hours are:

1. Insurgency (6 hours)
2. Prevention of Insurgent War (6 hours)
3. Psychological Operations (4 hours)
4. Internal Defense Operations (8 hours)
5. Internal Development (4 hours)
6. Intercultural Communications (4 hours)
7. The Military Advisor (4 hours)
8. U. S. Foreign Assistance Program (6 hours)
9. U. S. Security Assistance Program (6 hours)

To ascertain the extent of overlap between FAO C&SC and C&GSC, we first obtained a course outline for each of the above subcourses. Each subcourse was divided into topics noting the length of time spent on each (see Tab C). The topics covered in each of the nine subcourses were then

compared to each of the subjects described in the MAO C&SC POI (see Tab B for a listing of these subjects). The results of these comparisons are presented in Table 1.

The left side of Table 1 lists the nine subcourses of the C&GSC Security Assistance while across the top of the table the six major annexes of C&SC are listed. Under each annex are the letters A, B, and C. The numbers under each A indicate the hours in a particular annex of MAO C&SC which duplicate material found in the C&GSC topic opposite that number. The numbers under each B represent the hours in a particular annex of MAO C&SC which cover in greater detail material only briefly mentioned in the C&GSC course opposite that number. Finally, the numbers under C indicate the hours in a particular MAO C&SC annex which deal with the same subject, but different material than is found in the C&GSC subcourse opposite that number. For comparative purposes, the most important numbers are those found at the bottom right hand side of the table in the Totals column. These four circled numbers, indicate the total hours falling under each of A, B, and C, as well as under all three taken together.

These numbers indicate that:

1. The Security Assistance course at C&GSC utilizes material similar (if only peripherally so in some instances) to 382 of the 662 hours found in the academic portion of C&SC. This represents a little less than 60 percent of the hours found in the C&SC academic curricula

2. 172 of the above 382 hours represent material mentioned only briefly in C&GSC but covered in some detail in C&SC.

3. 181 of the above 382 hours represent similarity in subject matter only.

Table 1. The Extent of Content Overlap Between C&GS Courses in Security Assistance and MAO C&S Courses

C&GS Courses in in Security Assistance with Length in Hours		MAO C&SC Annexes with Length in Hours												Totals			
		Intro. (5 hrs)			Oper. Envir. (135 hrs)			CNP (119 hrs)			Secur. Asst. (132 hrs)			CMO (61 hrs)			Guest Spkr. (131 hrs)						
		A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	
Psychological Operations	4 hrs								2					5		16				5	2	16	25
Insurgency	6 hrs					33			4									4			41		41
Prevention of Insurgent War	6 hrs					2			4												6		6
Internal Defense Operations	8 hrs							15	22	3					6	32			4	15	28	39	82
Internal Development	4 hrs					33	8		28	25									15		61	48	109
Intercultural Communications	4 hrs											7										7	7
The Military Advisor	4 hrs	2										1								2	1		3
U. S. Foreign Assistance Programs	6 hrs										6	7						3	3	6	16	3	25
U. S. Security Assistance Programs	6 hrs											24	59					3			27	59	86
Totals	50 hrs	2				68	8	15	60	28	6	39	59	5	6	48		16	22	(28)	(182)	(172)	(382)

Table Explanation

A Numbers under A indicate the number of hours in a particular Annex of MAO which duplicate material found in the C&GS course opposite that number. From the totals at the right of the page, it can be seen that only 29 hours out of the 382 hours found in MAO duplicate the material offered in C&GS. This is the most important of the three comparisons to be made for it indicates a lack of overlap between MAO C&SC and C&GSC.

B Numbers under B indicate the number of hours in a particular Annex of MAO which cove. in greater detail material only briefly mentioned in the C&GS course opposite that number. From the totals at the right of the page, it can be seen that 181 hours of the MAO curriculum fall in this category.

C Numbers under C indicate the number of hours in a particular Annex of MAO which deal with the same subject, but different material, than the C&GS course opposite that number. From the totals at the right of the page, it can be seen that 172 hours of the MAO curriculum fall in this category.

From the Totals across the bottom of the table, the number of hours in each MAO Annex falling under A, B, or C

4. In determining overlap, the most important number is the total under A. These are the only hours in MAO C&SC which are more or less duplicated in C&GSC. From Table 1 it can be seen that this category includes only 29 of the hours (about five percent) found in the academic portion of C&GSC. This is a clear indication that the overlap between C&SC and C&GSC is minimal.

Similar results emerge from a comparison of MAO C&SC with the Advanced Security Assistance Course in C&GSC. These comparisons are found in Table 2. Unfortunately, they were made utilizing only the topical names for the subcourses found in this section. Course outlines were not available as they were still at press. While the conclusion cannot be as strongly stated as in the comparison made with the core course in security assistance, it again appears that the overlap is relatively minimal. Less than ten percent of the MAO C&SC material (42 hours) is considered in the Advanced Security Assistance course.

The results of our comparisons lead to the following conclusions:

1. The overlap in material between MAO C&SC and the Security Assistance and Advanced Security Assistance Courses of C&GSC is minimal. Consequently, C&GSC could serve as an alternative to FAO C&SC only with massive additions to the C&GSC curricula.

2. The minimal amount of duplicative overlap precludes the elimination of more than just a few of the topics presently covered in MAO C&SC. Even here, care would have to be taken to insure that where a topic was eliminated the continuity of that FAO Annex was not disrupted.

3. C&GSC might best be used to shorten the FAO training time by letting FAO members take the "core" curriculum of C&GSC but substitute the FAO C&SC (whether at Leavenworth or Bragg) for the electives portion of C&CSC. The feasibility of such a suggestion would require a thorough investigation and is beyond the scope of this report.

Table 2. The Extent of Content Overlap Between the C&GS Course in Advanced Security Assistance and MAO C&S Courses

Topics in C&GS Advanced Course in Security Assistance with Length in Hours		MAO C&S Courses on Similar Topics with Length in Hours	
Theory of Revolution	8 hrs		
Urban Insurgency	6 hrs	4933-Urban Insurgence Movements: Nature and Countermeasures	4 hrs
Institutional Development	6 hrs	3557-Institutions and Social Change	4 hrs
Security Strategy of LDCs	6 hrs		
Organization of Training of LDCs AFs	10 hrs		
Mass Communication	4 hrs	3473-The Communication Process and Modernization	3 hrs
		3132-Considerations of Psop Media	3 hrs
		4938-National Security Assistance and the media	3 hrs
Intercultural Communication Workshop	4 hrs	3555-Cultural Self-Awareness	3 hrs
		3556-Communication in Other Cultures	6 hrs
Vietnam Case Study	10 hrs	4780-Case Study: Indochina (under Security Assistance Annex)	16 hrs
Exam	2 hrs		
	56 hrs		42 hrs

NOTE: Leavenworth hopes in the next year to turn each of the topics in the Advanced Security Assistance course into separate courses of 56 hours each.

Graduate Training

Graduate training, an essential aspect of the FAS Program, is now a part of FAO training, and all new program members who do not already possess a master's degree will be sent to graduate school by the Army for twelve months to obtain one.

Unlike the FAS requirement, however, the degree may now be obtained in certain disciplines and not just in area studies (see Tab A for a comparison of FAS and FAO training requirements). More specifically, 217 of the FAO duty positions are validated for advanced degrees in something other than area studies (see Tab E, for a list of the acceptable disciplines). Most of these were formerly MAOP positions. The remaining 459 (or some two-thirds) of the FAO positions are validated for graduate degrees in area studies.

In addition, the AR implies, through its lack of differentiation, that officers enrolled in disciplinary programs are also expected, like those in area programs, to take area specific courses in a variety of disciplines. This seems reasonable in view of the fact that many of the 217 positions noted above are area oriented and require some area expertise. However, we feel that the present AR statement is not explicit or direct enough regarding the area specificity and disciplinary spread whichever type of degree is elected. Consequently we suggest some rewording.[2]

Our basis for this recommendation is the fact that under the present set up for FAS, there appears to be a pronounced imbalance in the kinds of area specific disciplinary courses taken by FAS members. This conclusion is, in turn, based on an analysis of the MA curricula of a sample of FASP members, an analysis undertaken without any particular end in

[2]See Recommendations, Item 6.

mind except to determine what kinds of specific area and disciplinary content lay behind the array of graduate degree labels.

Our sample for the analysis consisted of 167 FASP members who have either completed their master's degrees sometime during the past two years or who are still enrolled in graduate school. As graduate school information was not available to us for all FASP members it was not possible to randomly select the sample. Some may argue this limits the generalizability of our findings. It should not be forgotten, however, that while our sample was not obtained by random methods, it does represent the universe of all FASP members who have been enrolled in graduate school during the past three years. This, and the tendency of universities to be constantly modifying their programs in response to current "trends" in a field, probably makes our sample a better indicator of what FAO students can be expected to take in graduate school than had the sample been randomly selected and thus included FASP members who had been enrolled in graduate school much further in the past.

The information on the 167 FASP members was obtained from the Civil Schools Branch of OPO. Charged with keeping track of all officers enrolled in civilian colleges and universities, they quarterly or semesterly receive information from students, on Form 2125, regarding their training. From this form, we were able to abstract information regarding the title of the degree the student expected to receive, his area of specialization, if any, the department or program in which he was enrolled, and a listing of the courses he had taken or was to take.

It should be noted that in no instance are the tables and figures for this analysis based upon information from all 167 persons in our sample. The actual numbers for these range from 159 to 163. Furthermore, placement of some information has been on the basis of our reasoned, but nevertheless subjective, judgment. This is the result of what we found to

be an extremely ambiguous and unnecessarily repetitive form for keeping information regarding officers' civilian training. Although not a part of the contract, we feel compelled to offer a revision of Form 2125 (Tab F). While this revision will not eliminate the repetitivity of the form, it should remove much of the ambiguity now found in the answers regarding majors, departments in which enrolled, courses taken and being taken, and titles of degrees expected. Such improvement should not only help Civil Schools Branch perform their job better but should also assist Program Managers to recover data more useful for planning.

Turning now to the analysis, Table 3 serves mainly to indicate the distribution of our sample by type of degree and by type of area or disciplinary major. As can be seen by the figures at the bottom right hand side of the two sections of the table, a majority of our sample (103) are taking or have taken their degrees in area studies. Sixty of the sample, however, are taking or have taken disciplinary degrees. This reflects the fact that many graduate schools do not offer area studies degrees. What they do offer is an area certificate of competence. That is, the student majors in an academic discipline but concentrates his effort in a specific world area. This can be contrasted to an area studies degree where the student majors in an area of the world but often concentrates his effort in a specific discipline.

In the case of our sample, these disciplines are history and political science. For those taking an area studies degree, 61 of the 65 (94 percent) of those for whom a major could be identified, were concentrating in one of these two subjects. Although the percentage is lower, a similar concentration is found in those taking disciplinary degrees. Forty-five of the 60 (75 percent) were taking degrees in history or political science (the latter includes International Relations and International Studies which are frequently subdivisions of Political Science Departments). By itself, this fact

Table 3. M. A. Degrees and Major Fields of Study
163 FASP Members

Type of Area Degree by Type of Disciplinary Major

	Anthro	Econ	Geog	Hist	L & L	Pol	Soc	Other	Totals
LAS			1	12		2		14	29
OS-AS				9		2		18	29
SSAS		1		16	2	19		5	43
AFRS		[No degrees in African Studies]							
MES						1		1	2
Total		1	1	37	2	24		38	103

Type of Disciplinary Degree by Type of Area Focus

	LA	W. Eur.	Soviet	Asia	SA	EA	SEA	AFR	ME	Other	Totals
Anthro			[No degrees in Anthropology]								
Econ										1	
Geog			[No degrees in Geography]								
Hist		4	2			1		1			8
L & L		1							1		2
Pol Sci	2	1	5	1	1				2	9	21
Int. Rel.		1			1						2
Int. St.	1	2				2	4			5	14
Area St.	1	1									2
Soc Sci								1			1
Pub. Adm.		5									5
Other				1						1	2
Totals	4	16	7	2	3	3	4	2	3	16	60

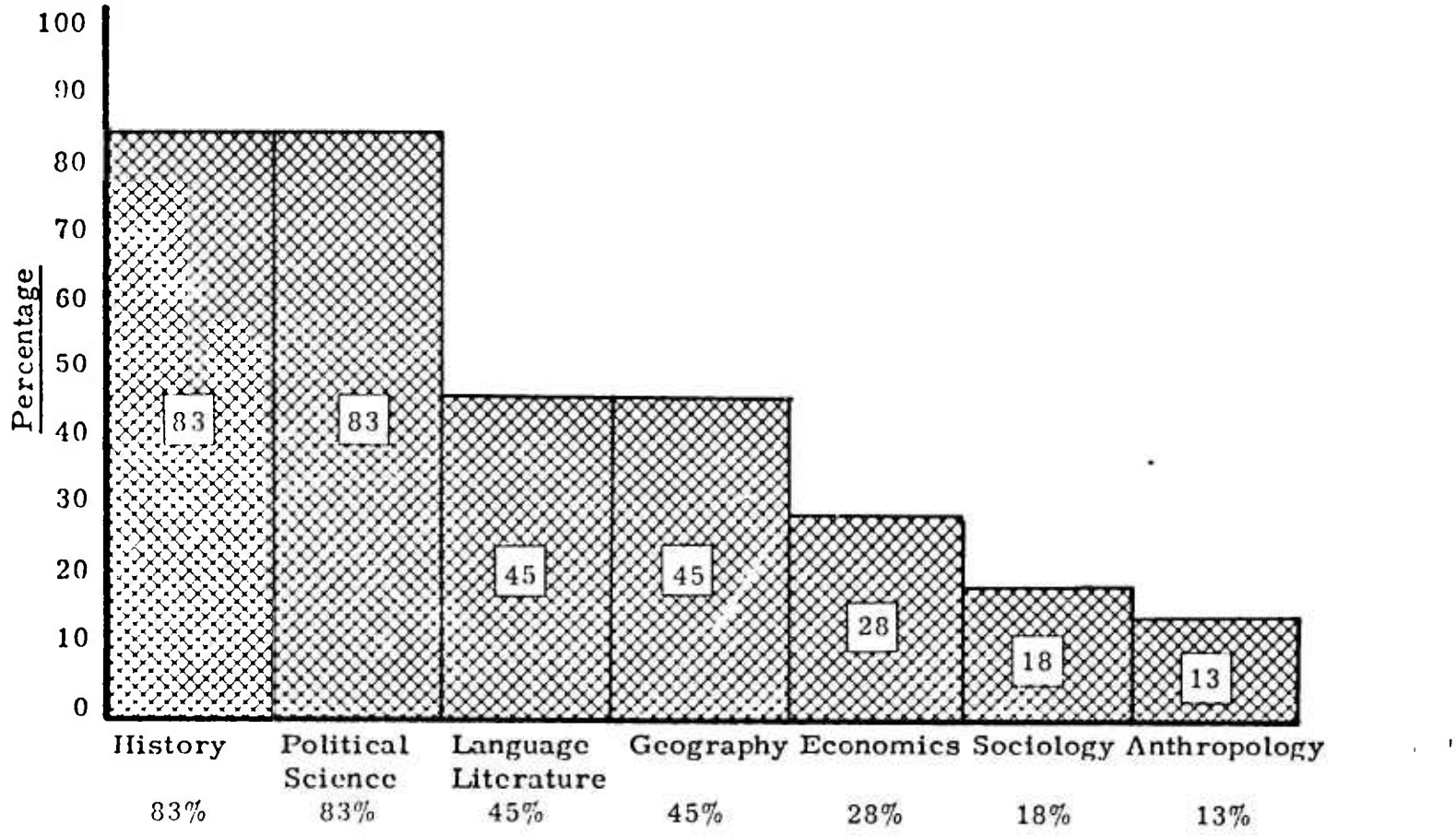
Legend

LAS Latin American Studies
OS-AS Oriental Studies-Asian Studies
SSAS Slavic and Soviet Area Studies
AFRS African Studies
MES Middle Eastern Studies
L&L Language and Literature
Int R International Relations
Int S International Studies
Area St Area Studies

of concentration is not damaging, for it may be taken as merely an indication that these are the disciplines most amenable to area specialization and/or to what FASP members perceive their future roles to be. However, when this fact is combined with the additional results of our analysis it indicates a definite weakness in the FASP graduate training.

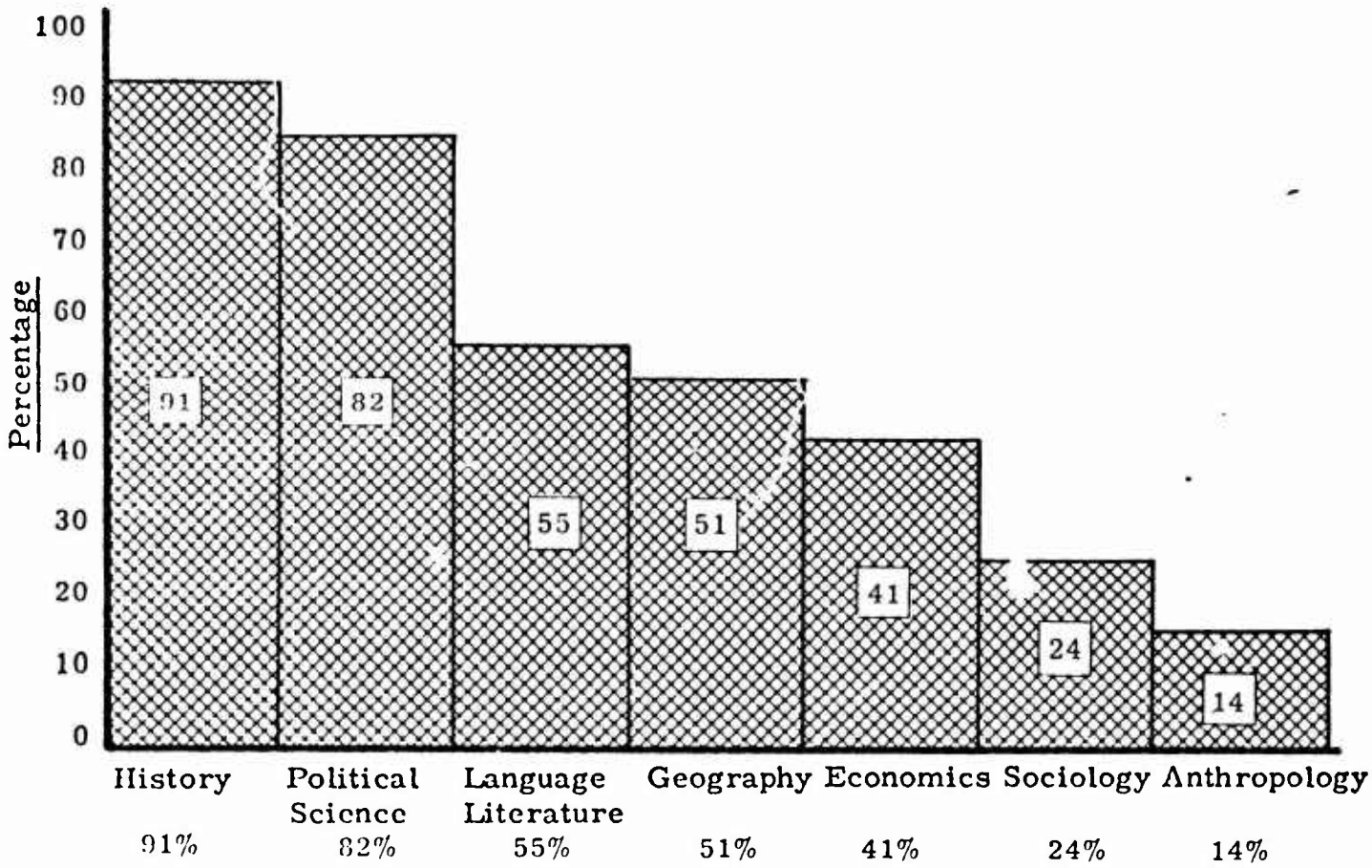
Figure 1 shows the exposure rate of all FASP students to different disciplines, while Figure 2 does the same thing for those students in our sample taking area degrees. Looking first at Figure 1, it can be seen that exposure rates resemble the disciplinary concentrations noted above. While 83 percent of the students have had at least one course in either history or political science the same thing is true for only 13 percent of the students in the case of anthropology, only 18 percent in the case of sociology, and only 28 percent in the case of economics. Similar results are found in Figure 2 for just those students taking area degrees. It does appear, however, that these latter FASP students are receiving a slightly broader disciplinary exposure than is true for the sample as a whole. This is particularly the case for economics and sociology where 41 percent and 24 percent of the students have had at least one course. At the same time, there is little change in the number who have had a course in anthropology (14 percent in Figure 2 versus 13 percent in Figure 1) and even a slight increase in the percentage who have had a history course (91 percent in Figure 2 versus 83 percent in Figure 1). What these two figures indicate, and what is further substantiated with the following figures, is that FASP graduate students have not been getting the exposure to as wide an array of disciplines as they should be. While history and political science are undeniably important in the pursuit of area expertise, so also are economics, sociology, and anthropology. These latter two, in particular, offer perspectives, whether at the general or

Figure 1. All Degrees by Exposure to Disciplinary Fields by All FASP Trainees



NOTE: As area specific literature courses are frequently located in language departments and utilized also as vehicles for language instruction, Language and Literature are considered in Figures 1 and 2 as one topic.

Figure 2. Area Degrees by Exposure to Disciplinary Courses

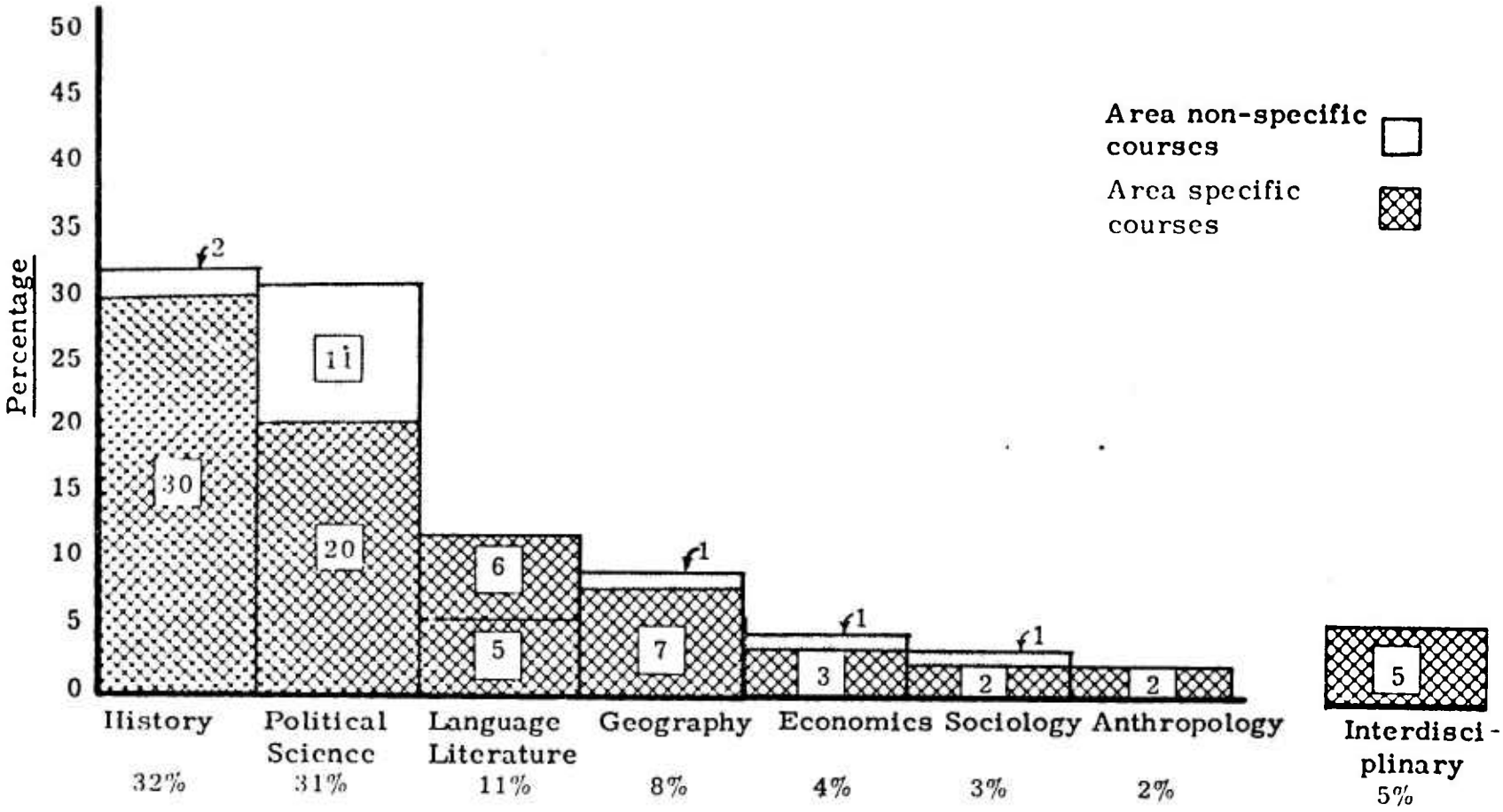


area specific level, which make it easier to comprehend and deal with societies different from our own.

Figures 3 through 9 are further indications of the lack of disciplinary spread in the coursework taken by our sample. Each of these figures indicates the percentage of time spent in selected disciplines. The percentages for each figure were obtained by dividing the total number of course hours taken in a particular discipline by the total number of hours of course work. Within each of these disciplines, further division was made according to whether the hours were in area specific courses or in area non-specific courses. Looking first at Figure 3, it can be seen that as expected the largest percentage of a student's graduate hours have been concentrated in history or political science. More specifically, 63 percent of the hours taken by all of the FASP members in our sample have been in one of the above two disciplines. At the opposite end, it can also be seen that only 2 percent of the student coursework hours have been in anthropology, only 3 percent in sociology, and only 4 percent in economics. While we do not advocate that the percentages should be equal across the board, these present inequities of disciplinary distributions are far too great. The only redeeming fact is that a majority of the courses being taken by FASP students do appear to be area specific.

Figures 4 through 9 are the same as Figure 3 except for the fact that the sample has been divided according to world areas of concentration. Comparisons of these figures indicate that the emphasis on history and political science is not a function of training for a particular area of the world. As was true for the sample as a whole, in each world area the majority of student coursework hours is being spent in history or political science. Similarly, economics, sociology, and anthropology are still at the bottom end.

Figure 3. Percentage of Time Spent by 159 FASP Trainees in Selected Disciplines



NOTE: As area specific literature courses are frequently located in language departments and utilized also as vehicles for language instruction, Language and Literature are considered in Figures 3-9 as one topic. A distinction is made, however, between time spent in courses dealing specifically with language instruction (above the line) and those concerned primarily with literature instruction (below the line).

Figure 4. Percentage of Time Spent by 34 FASP Trainees in Selected Disciplines

(Latin America only)

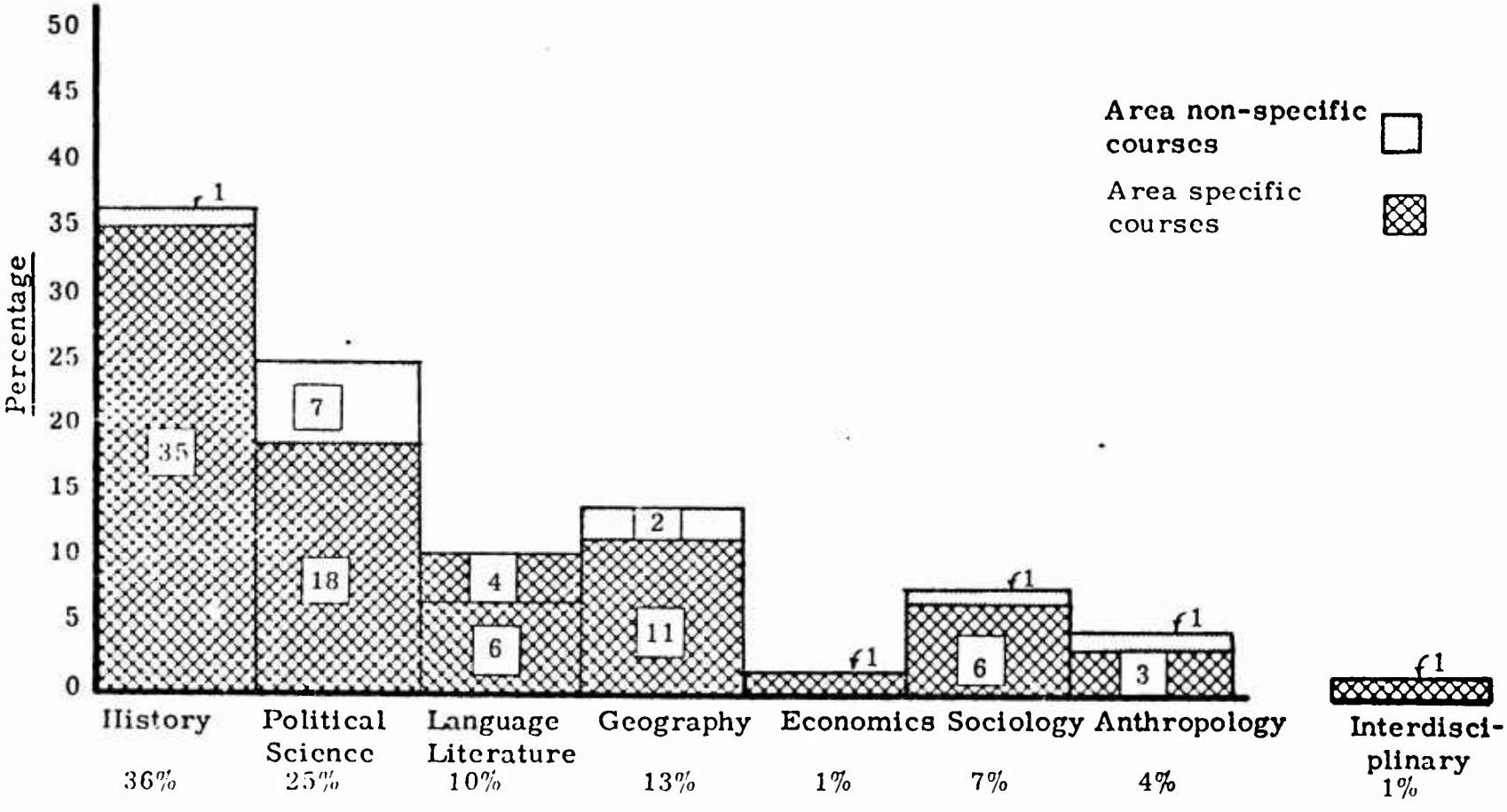


Figure 5. Percentage of Time Spent by 44 FASP Trainees in Selected Disciplines

(Oriental-Asian only)

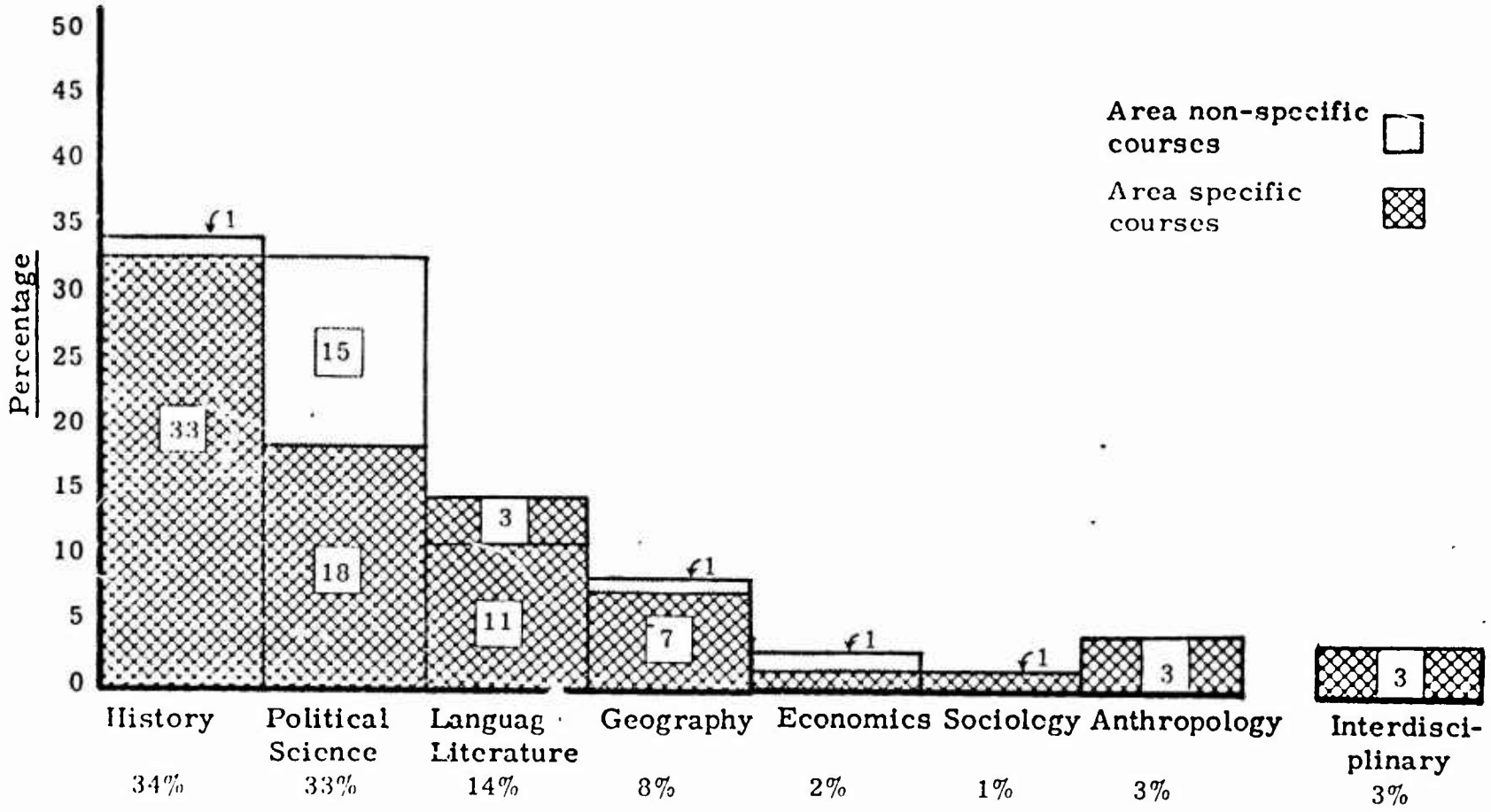


Figure 6. Percentage of Time Spent by 59 FASP Trainees in Selected Disciplines

(Slavic and Soviet only)

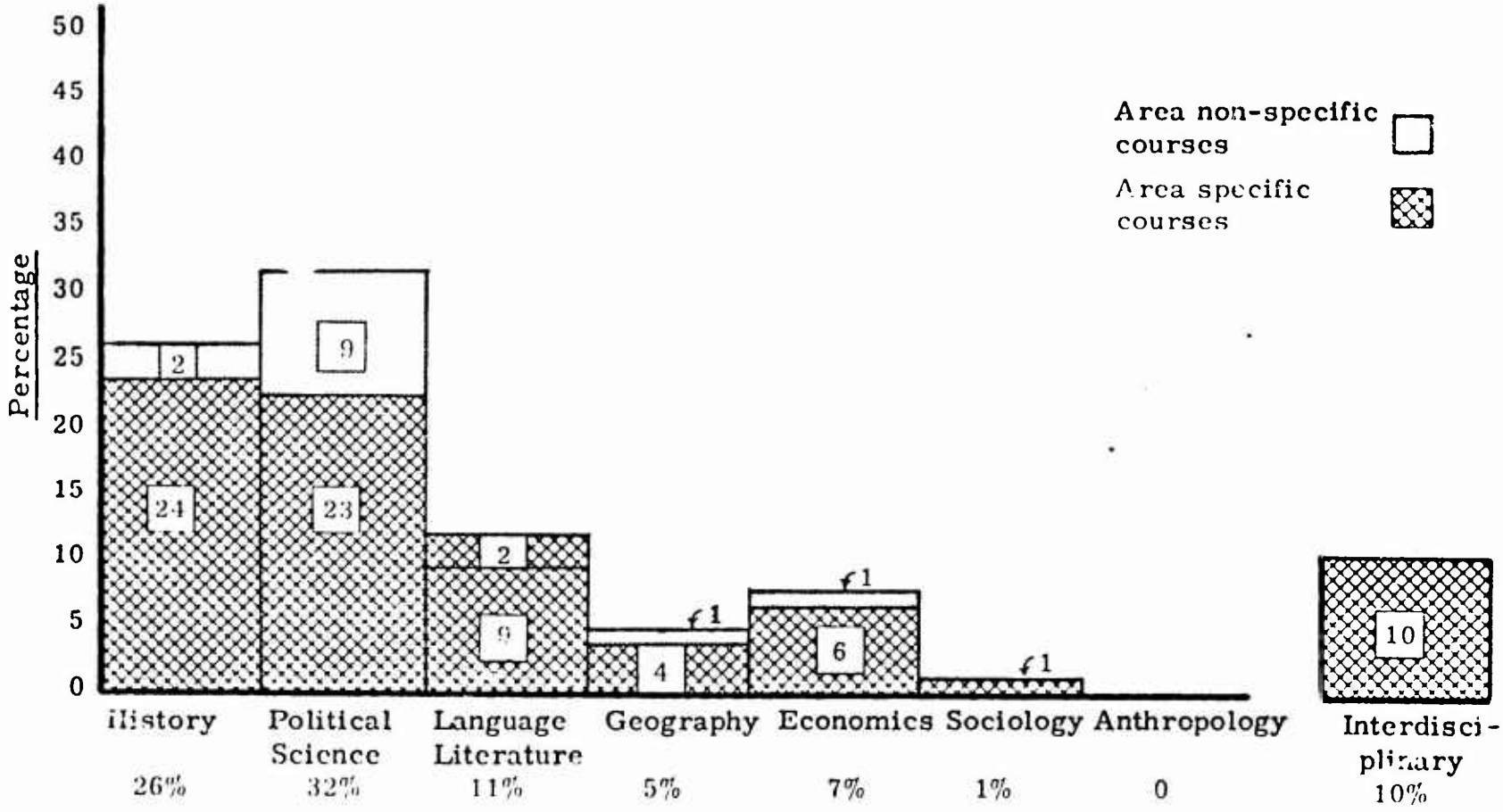


Figure 7. Percentage of Time Spent by 14 FASP Trainees in Selected Disciplines

(Western Europe only)

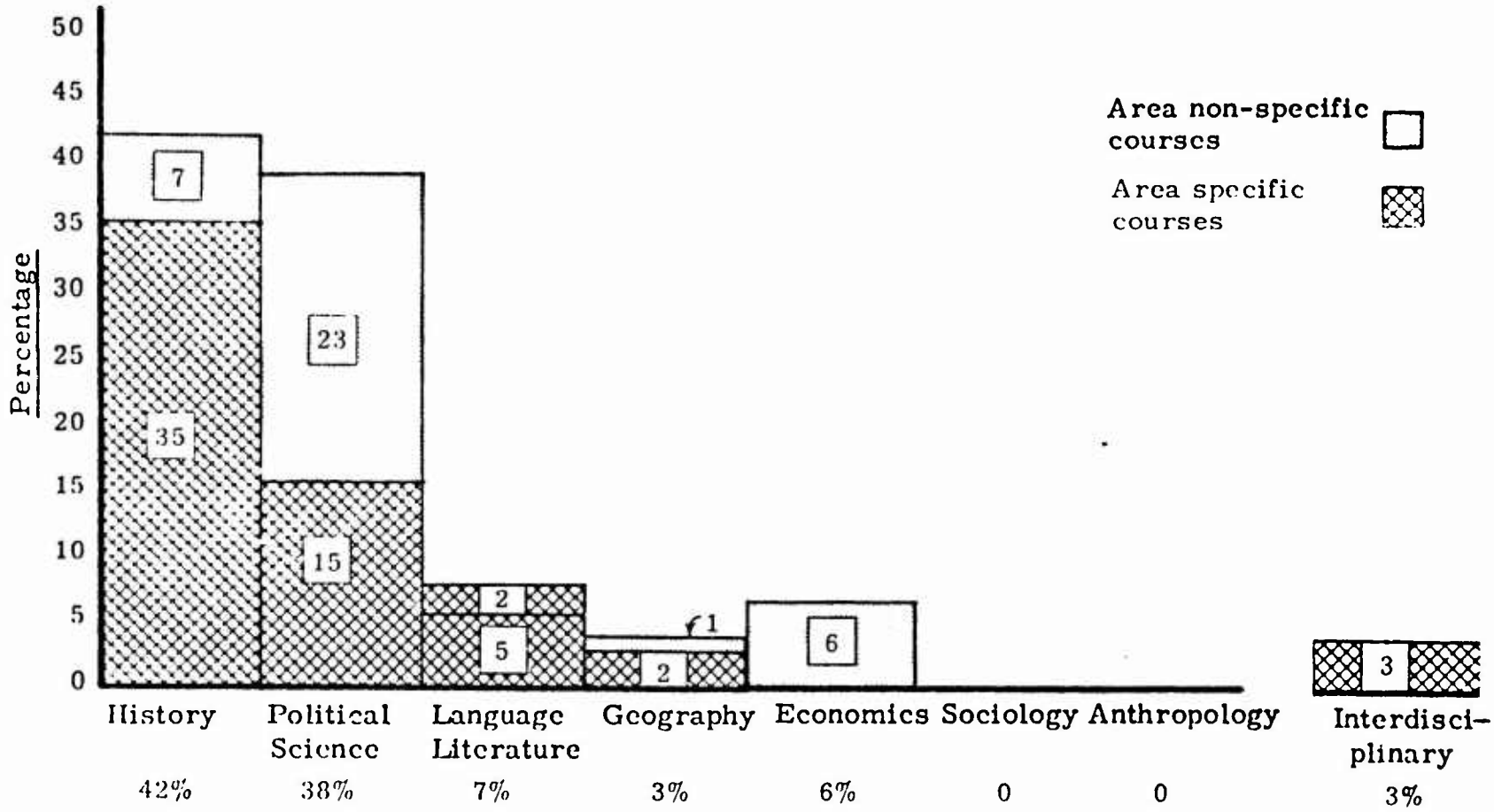


Figure 8. Percentage of Time Spent by 4 FASP Trainees in Selected Disciplines

(Mid-East only)

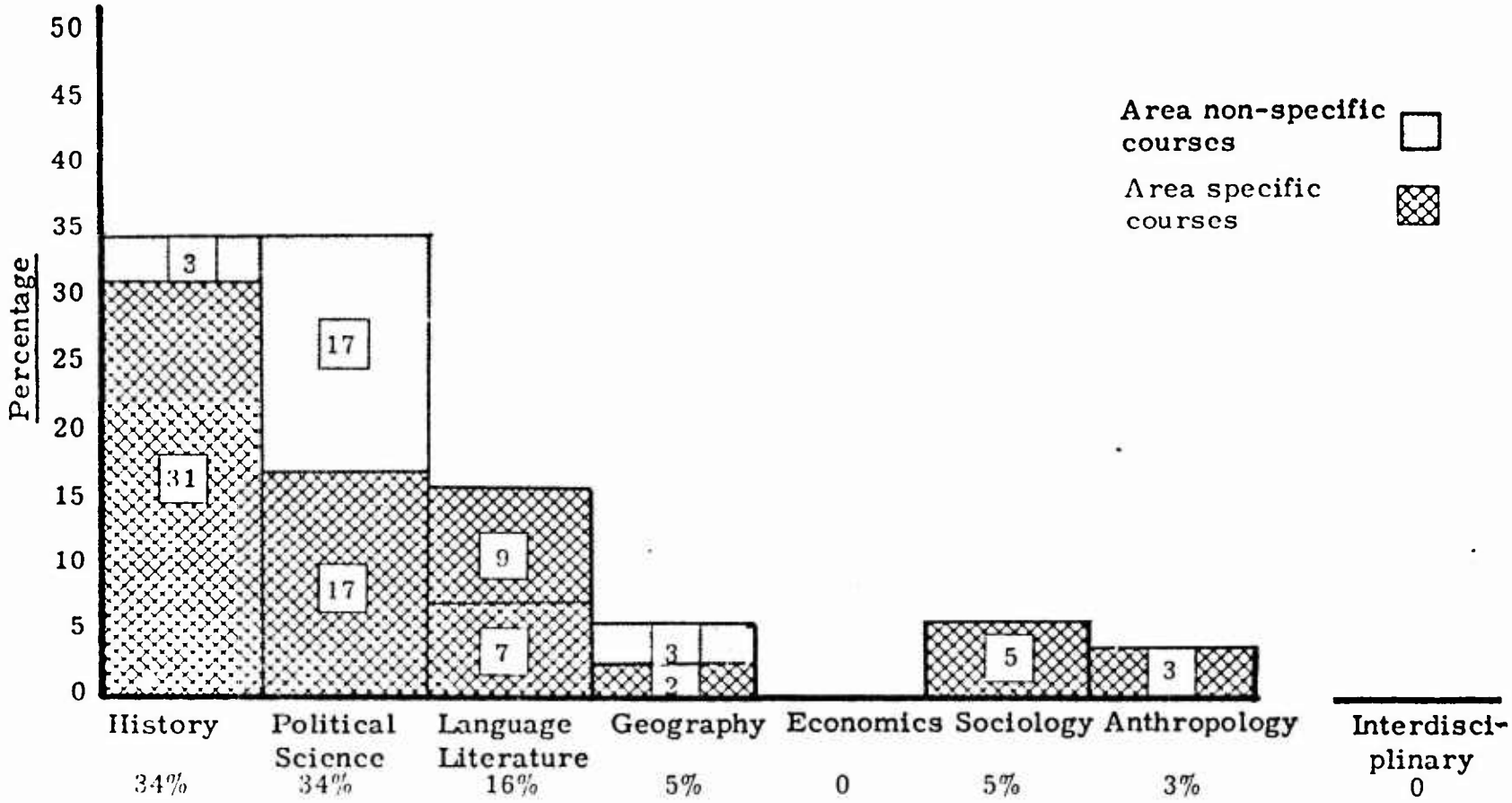
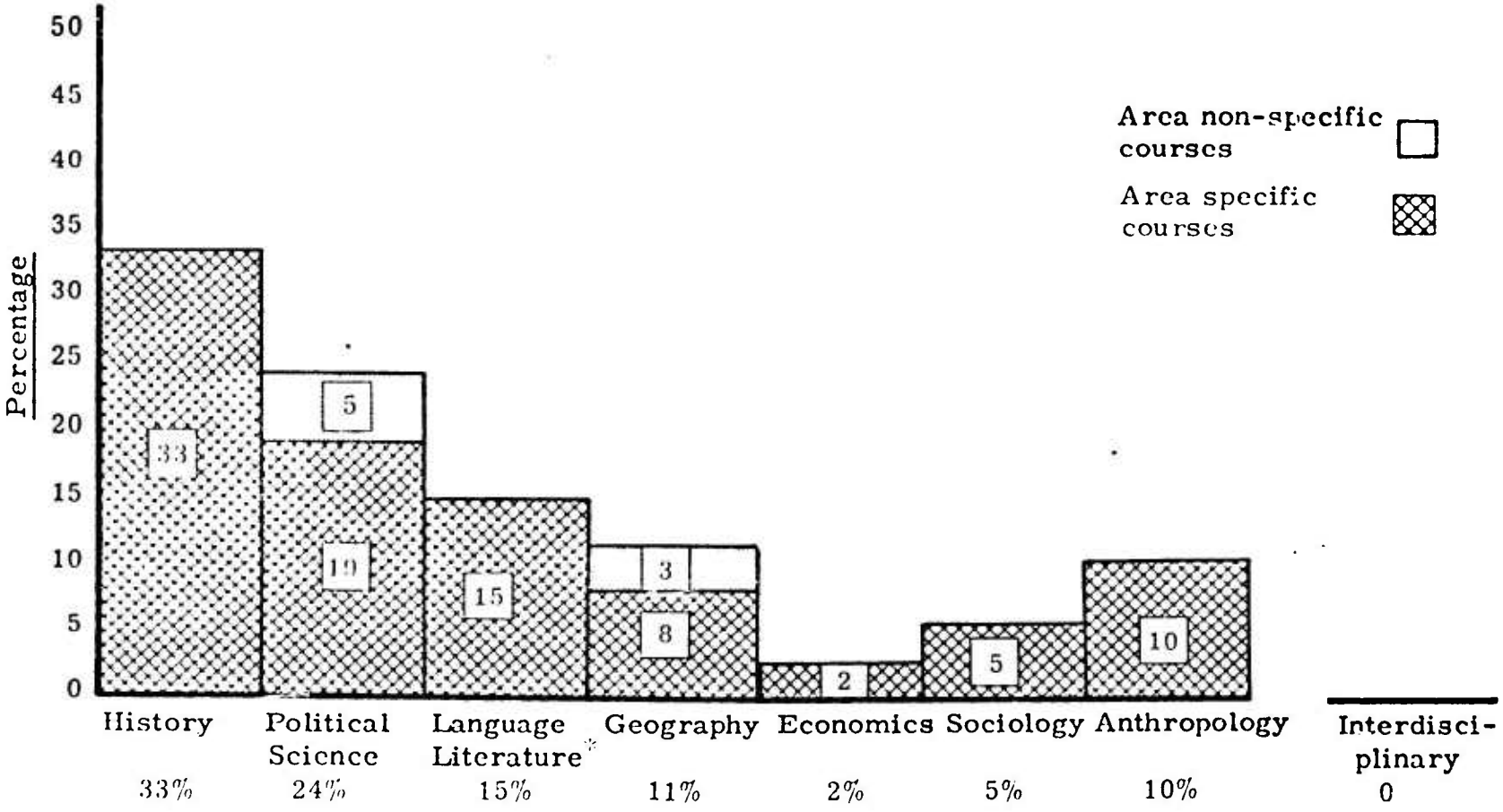


Figure 9. Percentage of Time Spent by 4 FASP Trainees in Selected Disciplines (Africa only)



*Time spent entirely in courses dealing specifically with language instruction.

In the middle portions of these seven figures is found the literature and language, geography, and interdisciplinary courses. Overall, Figure 3 indicates that a reasonable amount of time is being spent in both language and literature, and geography courses. This same conclusion can be drawn from the six area specific figures for language and literature but only partially so for geography. Slavic and Soviet, Western European, and Middle Eastern FASP all appear to be spending 5 percent or less of their time in geography courses. The lesser amount of time being spent in interdisciplinary coursework is primarily a function of the general scarcity of such courses.

In summary, the general conclusion of this analysis is that FASP students have spent too much of their time in history and political science courses and not enough time in anthropology, sociology, economics, and, in some cases, geography courses. While no one explanation can be completely satisfactory, several reasons may be offered for this failure of FASP students to spread themselves more evenly over the disciplines noted.

1. It may be a function of the fact that economics, sociology, and anthropology are far less likely than the other disciplines noted to be included in area studies programs. Both interviews with area program directors and catalogue searches support this conclusion.

2. It may be a function of the tendency of the above three disciplines, as well as geography, to deal more in universals and to be area non-specific.

3. It may be a function of the technical orientation traditionally attributed to economics, and the liberal orientation traditionally attributed to sociology and anthropology.

While the above are outside the Army's control, we can suggest two additional reasons for the lack of disciplinary spread in the course-work of FASP students. The first is the failure of the FASP AR to be more direct in its assertion that area specific courses should be taken in as many disciplines as possible. An amendment to the FAO AR to correct this has been included in our recommendations.

A second and more important cause appears to lie in the "laissez faire" position taken to a great degree by the FAS Program Managers in regard to the selection of universities to which students will be sent for their graduate training. Our current impression is that there are two alternative methods for selecting the graduate school which an officer will attend.

1. The officer's preference from a list of universities and colleges preferred by OPO for training on a certain area of the world (see Tab G for the OPO list).

2. The officer's own preference not on the list. If this preference is unfamiliar to OPO, then before giving its approval it first checks with the school by phone to insure that the program in question can be completed in 12 months and that it has an adequate curriculum for training FASP students.

We say this is our current "impression" of the selection procedure because our information from OPO on this process has been somewhat variable. Until just recently, OPO has indicated that there was not a set of preferred universities, and that selection was carried out by the second procedure noted above.

Regardless of whether graduate schools have been selected from the OPO list (the basis for inclusion on which we have been unable to discover) or from officer preferences, the end results appear to indicate that the ability of programs to be completed in twelve months takes precedent over the ability of programs to provide adequate area preparation.

The basic problem with many of the schools which FASP members have been attending is that they:

1. Do not have the coursework available to adequately train an officer in an area of the world.

2. Have programs with requirements too rigorous to allow much diversification even if the coursework is available.

For example, Georgetown for the Middle East and Russia, Minnesota for Western Europe, Syracuse for Africa, and South Carolina for a number of world areas fall in the former category. The latter, on the other hand, includes many of the disciplinary programs in which FASP members have been enrolling.

Our conclusion is that the problem of course distribution could be at least partially resolved if, along with the suggested changes to the FAO AR, some method were adopted to better insure the location of FAO officers in graduate schools capable of giving them the diversified training they need. One possible method is the form presented on the following page. This form is our attempt to specify, in a minimal amount of space, the type of training available at particular graduate schools in particular programs. Each of the form's boxes is explained on the page following the form and a completed example is given at Tab H.

Relative to FAO, the type of program most desirable is one with:

1. No language prerequisites.

2. No, or optional, thesis.

3. A substantial number of area specific courses in a wide variety of disciplines.

4. Program requirements which allow for a relatively large amount of diversification.

5. Can be completed in 12 months.

ESSENTIAL INFORMATION ON GRADUATE PROGRAM FOR FAO STUDENTS

Date Form Completed: _____

(1) UNIVERSITY NAME AND LOCATION:

(2) AREA OF THE WORLD TO BE STUDIED:

(3) LOCATION OF PROGRAM ADMINISTRATION FOR THIS AREA:

(4) ENTRY REQUIREMENTS:

(a) Minimum Acceptable GRE Score: _____ (b) Academic Average _____

(c) Language: _____

_____

(d) Other: _____

_____

(5) THESIS REQUIREMENTS:

None___ Optional___ Required___

(6) PROGRAM LENGTH:

	Mos.	Min. Hrs. (Sem., Qtr.)
Thesis Program	_____	_____
Non-thesis Program	_____	_____

(7) PROGRAM DEGREE REQUIREMENTS.

(8) OFFICIAL TITLE OF DEGREE AWARDED:

(9) AREA SPECIFIC GRADUATE COURSES AVAILABLE (list alphabetically by discipline, including the number of times a course is offered each year and the quarter or semester in which it is taught)

Directions for Completing the Form,

"Essential Information on Graduate Program for FAO Students"

(1) Indicate the full name of the school being discussed and the city and state in which it is located.

(2) Indicate the area of the world for which training at this school is desired.

(3) Indicate the area study program or disciplinary department in which one would have to enroll to study the area of the world noted in (2).

(4) (a) Indicate the lowest GRE score acceptable for admission to the program or department noted in (3). If the program or department does not require the GRE put N.A.

(b) Indicate the lowest grade point average for undergraduate work acceptable for admission to the program or department.

(c) Indicate the amount of language training, if any, required for entry into the program or department.

(d) Indicate any additional requirements for entry into the program or department.

(5) Complete by checking the thesis requirement of the program or department listed in (3).

(6) Indicate the amount of time in months normally required to complete the degree requirement for the program or department listed in (3) and the minimum number of graduate hours required (circle whether the hours are semester or quarter hours). If the thesis is optional, then this information should be filled in for both thesis and non-thesis programs.

(7) Indicate the specific requirements of the program or department listed in (3) which must be met in order to complete a master's degree.

(8) Indicate the official title of the degree to be received upon completion of the requirements for the program or department listed in (3).

(9) Indicate alphabetically by department all the area specific courses available at the graduate level for the area of the world listed in (2). For each course include the number of times a year it is offered and the quarter or semester in which it is taught.

Our limited experience suggests that in the case of "area studies" programs, the language requirement may be the hardest to escape. All area programs which we have encountered have either required language training prior to admittance to the program or as part of the training (in which case the time requirements were usually greater than 12 months). The problem under FAO is that language training is scheduled to come after graduate school. This placement was apparently prompted by the belief that the loss in proficiency was too great when language training came too early in the program of study. We believe that the Army should carefully weigh whether the loss in regainable proficiency is worse than the elimination of what are undoubtedly some of the better area programs (e.g., Kansas for Slavic and Soviet Area Studies and Hawaii for Asian Studies). If not, then it may be beneficial to make the order of language training flexible, and so specified in the AR, so that those needing it prior to graduate school can get it.

Returning to the form itself, there are several potential means by which it might be completed.

1. By appropriate university officials such as area program directors and disciplinary heads.

2. By OPO personnel through an examination of catalogues, telephone calls, and possibly even personal visits to schools of concern.

3. By FASP members on the schools they wish to attend.

While it would be easiest on OPO if either university personnel or FAO students completed these forms, the greatest continuity of results would come from OPO doing it. As it would obviously not be possible to complete this form for every graduate school in the United States some sort of sample would have to be chosen (this would also be true if university officials were used to complete forms). The OPO list given at Tab G is

one possible sample. Alone, however, it is too short to give a fair indication of the range of programs available for different areas of the world. Consequently, we have included at Tab I and Tab J two lists from which a selection might be made.

1. The list at Tab I is that of the 106 language and area programs being funded by the National Defense Education Act (NDEA) for 1972-73. While somewhat political, the funding of these programs is also competitive on the basis of "quality." (Despite this we would not recommend that this list be used for selecting programs for FAO students without first completing our suggested form. While their quality may be high their breadth and depth may be narrow.) Yearly information on what programs are being funded (as well as more general information on area programs) is available from Dr. Robert Suggs at the address given in Tab H.

2. The list of schools at Tab J is from an unpublished study done for HEW. This is a relatively complete list of 620 area programs at 307 colleges and universities. While some of these schools do not have graduate programs they can easily be eliminated.

In concluding, it should be noted that the utilization of this form would not result in the diminution of the variability of training which FASP administrators indicated during our interviews they feel is important. It will only help insure that the various graduate schools to which FAO members are sent are more likely to be capable of giving the officers a well-rounded area education. If the decision is made not to use this form, then we recommend that, where possible, students be sent to graduate schools having separate "area programs." While this alone does not guarantee a broad area education, it does appear to increase the probability of it. Well organized area programs are not only more likely to offer a relatively large

number of area specific courses in different disciplines but they are also more likely to give the student the flexibility needed to take advantage of this availability.

Graduate Training Inequities and FAO C&SC

Even if the changes we have suggested are instigated, it is still unlikely that the inequities noted in graduate training will be completely corrected for all students in the immediate future. Some FAO students will still undoubtedly remain deficient in courses in economics, sociology, anthropology, and possibly even geography. Given this, we suggest that FAO C&SC be utilized to help reverse, to the extent possible, such deficiencies as might occur. If the suggestion for the Electives Annex is accepted, this could easily be done by requiring deficient students to take courses in these subjects in the Graduate College Elective. If needed courses were not available, then an independent study program could be developed for the student. This would be work in addition to that normally required of the C&SC student.

Career Development

For all intents and purposes, the subject of career development is discussed at only two points in each of the MAOP, FASP, and FAO ARs. The first point in each notes that the program does provide a path for career development while the second notes the means by which development is to be accomplished. The statements are similar in each of the ARs and all are very general in nature.

1. MAOP: This program will permit officers, as the result of education, experience, demonstrated performance, and ability, to advance progressively to MAOP positions at the highest levels of responsibility. (1-1)

Development of each officer will be accomplished through increasingly important branch material staff and command assignments, alternating with schooling and MAOP assignments, and continuing self-development to keep abreast of changes in MAO and related fields. (1-3)

2. FASP: This program provides a special career field for officers which will permit them, as the result of education, experience, demonstrated performance, and ability to advance progressively to FAS positions at the highest level of responsibility. (1-1)

   Subsequent development of each officer will be accomplished through increasingly important branch material command and staff assignments. After an initial utilization assignment, FAS utilization tours will alternate with basic branch qualifying assignments within the framework of branch career patterns. (1-5)

3. FAO: This program will permit qualified officers to advance progressively to FAO positions at the highest levels of responsibility. (1-1)

   Subsequent development of each officer will be accomplished through increasingly important branch material command and staff and FAO assignments. Following an initial utilization assignment, FAO utilization tours will alternate with basic branch qualifying assignments within the framework of branch career patterns. (2-4)

While these statements are very general, it is doubtful that more could be said without going into excessive detail. The FAO AR does attempt to go one step further by illustrating in a Figure the program career pattern. Relative to career development, however, the problem of specialists, such as MAOP, FASP, and FAO members, has not been in the presence or absence of AR directives but has been in the traditional branch orientation of the Army.

As in other bureaucratic organizations, career development for Army officers involves movement from lesser to more important positions of responsibility and from lesser to higher ranks. The problem for special career program members is that promotion in the Army has and still does result from branch assignments, particularly command assignments. In theory, this is not a problem for the ARs state that "utilization tours will alternate with basic branch qualifying assignments (FAO AR, 2-5)" and that "officers participating in the program will receive equal consideration with their contemporaries for appropriate command assignments and for attendance at service schools and colleges (FAO AR, 2-5)." In practice, however, it is apparent that things have not worked out so perfectly.

The training and utilization tours of members of special career programs often make them non-competitive for better branch assignments or for the more prestigious Army schools, both of which are normally needed for advancement to higher Army rank. Undoubtedly, the decreased probability of Army promotion has deterred many capable officers from considering membership in the MAO and FAS Programs, and unless things change, this will undoubtedly continue to be true also for the FAO Program.

Part of the problem could probably be eliminated through the guidance of program members in methods of how to decrease the probability that they will miss any of the prerequisites for promotion. In our feedback study, we will try to determine what, if any, guidance FASP and MAOP members have received in this regard. The greatest potential solution to the problem, however, lies in the new Officer Personnel Management System (OPMS) concept. If and when this is instituted, every officer in the Army will have a second specialty in addition to his branch specialty. Most

importantly, though, OPMS will allow for career advancement along two independent axes--one in an officer's branch and one in his specialty. If this system goes into effect special career programs, such as FAO, should then find it easier to attract officers of a high calibre for they will know that by joining the program they will not retard the advancement of their Army career.

Conclusions

1. As a result of our investigation of MAO C&SC, both through an analysis of the POI for the course and through interviews with MAO C&SC administrators and instructors, a number of suggestions for change under FAO were made. These suggestions are presented in the recommendations.

2. There is minimal duplication of material presented in MAO C&SC and in the Core and Advanced Security Assistance instruction of C&GSC. Consequently:
   a. Utilization of C&GSC as an alternative to FAO C&SC would be possible only with massive additions to the C&GSC curricula.
   b. Elimination of more than just a few of the topics presently covered in MAO C&SC is precluded. Even here, care would have to be taken to insure that where a topic is eliminated the continuity of that FAO Annex is not disrupted.
   c. C&GSC might best be used to shorten the FAO training time by letting FAO members take the core curriculum of C&GSC but substitute FAO C&SC for the electives half of C&GSC.

3. There is a lack of disciplinary spread in the graduate coursework being taken by FASP students. While most of the work appears to be in area specific courses, it also tends to be concentrated in the disciplines of history and political science. Little coursework is being taken in the disciplines of anthropology, sociology, economics, and in some cases, geography. This lack of spread can be attributed to at least two causes.
   a. The lack of guidance in the FASP AR regarding the need for area specific courses to be taken in a wide variety of disciplines.

b. The lack of stronger guidance in the selection of graduate schools. This lack of strong guidance has resulted in students either being enrolled in schools with inadequate coursework available for well-rounded area training, or enrolled in schools with sufficient coursework but with programs too rigorous in requirements for advantage to be taken of it.

We conclude both that the FAO AR should be amended and that some method should be adopted for placing FAO officers in graduate schools capable of giving them the diversified training that they need on an area of the world.

Recommendations

1. A general course on the functions of attaches should be added to the FAO C&SC curricula in the Security Assistance Annex. *

2. A course on the roles and functions of the military advisor should be added to the Security Assistance Annex of the FAO C&SC.

3. Under the assumption that the FAO training specified in AR 614-142 will be implemented and generally applied, the 36 hour Area Orientation course at the MAO C&SC should be eliminated in the FAO C&SC.

4. Under the assumption that the FAO training specified in AR 614-142 will be implemented and generally applied, the Electives Annex of MAO C&SC should be eliminated under FAO as a normal requirement for students. We recommend that it be utilized primarily for those students who are deficient in some aspect of training generally not offered in the C&SC, and for those students who desire to pursue some additional training for their own benefit (e.g. for advanced degrees).

5. Under the assumption (which may or may not prove true) that all FAO members will be competitive for C&GSC the possibility of substituting FAO C&SC for the electives portion of that course should be thoroughly investigated.

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* Prior to the publication of this report such a general orientation course on the functions of attaches was added to the FAO C&SC curricula. We highly commend this action.

6. We recommend that the FAO AR be amended on p. 2-4. We propose that the sentence on this page beginning "The program of instruction..." be rewritten to read: "For officers enrolled in both area studies and academic disciplines, the program of instruction will include, to the extent possible, subjects pertaining to the geography, history, economics, politics, and sociology of the country or area of study as well as appropriate subjects required by the school's graduate degree program." The purpose of this recommendation is to increase the probability that both FAO officers enrolled in area studies and disciplinary programs will recognize the need for area specific courses to be taken in a wide variety of disciplines.

7. We recommend that the form "Essential Information on Graduate Program for FAO Students" shown on pages 32-33 be adopted to better insure the location of FAO officers in graduate schools capable of giving them the diversified training that they need on an area of the world. This form, when properly completed, should indicate to OPO personnel the quality of the training (relative to FAO needs) available at particular graduate schools in particular programs. We suggest that the type of program most amenable to FAO needs is one with no language prerequisites, no thesis or optional thesis, a substantial number of area specific courses in a wide variety of disciplines, program requirements which allow for a relatively large amount of diversification, and can be completed in twelve months.

8. If the decision is made not to use this form, then we recommend that, where possible, students be sent to graduate schools having separate "area programs." Well organized area programs are not only more likely to offer a relatively large number of area specific courses in different disciplines but they are also more likely to give the student the flexibility needed to take advantage of this availability.

9. Even if the changes we have suggested are instigated, it is still unlikely that inequities noted in graduate training will be completely corrected for all students in the immediate future. Consequently, we recommend that FAO C&SC be utilized to help reverse, to the extent possible, such deficiencies as might occur. If the suggestion for the Electives Annex is accepted, this could easily be done by requiring deficient students to take courses in these subjects in the Graduate College Elective. If needed courses were not available, then an independent study program could be developed for the student. This would be work in addition to that normally required of the C&SC student.

10. The fact that language training is scheduled to come after graduate school in FAO and the fact that most "area studies" programs either require language training prior to admittance to the program or as part of the training (in which case the time requirements are usually greater than twelve months) leads us to recommend that the Army carefully weigh whether the loss in regainable language proficiency is worse than the elimination of what are undoubtedly some of the better area programs (e.g. Kansas for Slavic and Soviet Area Studies, and Hawaii for Asian Studies). If not, then it may be beneficial to make the order of language training flexible, and so specified in the FAO AR, so that those needing it prior to graduate school can obtain it.

SUGGESTIONS FOR CHANGE IN IN-COUNTRY TRAINING GATHERED FROM FASP IN-COUNTRY TRAINING REPORTS

SUGGESTIONS FOR CHANGE IN IN-COUNTRY TRAINING GATHERED FROM FASP IN-COUNTRY TRAINING REPORTS

Task III originally read: "Survey the job experiences and insights of FASP and MAOP members as revealed in their documented job experiences." Interviews with personnel at ODCSOPS, ACSI, and MAO C&SC disclosed that there were no usable documented job experiences from either FASP or MAOP members. We did find in ACSI a file of in-country training reports for a number of FASP officers. We analyzed a sample of these which were drawn by ACSI from various regional commands as representing some of the better examples of reporting. We also interviewed a handful of FASP members on an informal basis during the process of this study.

While there were not enough reports (12) to allow for generalizations, they did suggest some issues for investigation regarding the structure of in-country training. Among these are the appropriate length for the in-country training tour, and the types of trips, contacts and training to be undertaken in-country. While it is impossible to address these and other issues of in-country training in this report, this will be done in our follow-on study which is concerned with the development of a feedback system for the FAO program. Both questionnaires and interviews will be used to obtain information regarding the in-country training experience of the majority of FASP members.

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TAB A

A COMPARISON OF FAO ELIGIBILITY AND TRAINING REQUIREMENTS WITH THOSE OF THE MAO AND FAS PROGRAMS

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TAB A

A COMPARISON OF FAO ELIGIBILITY AND TRAINING REQUIREMENTS WITH THOSE OF THE MAO AND FAS PROGRAMS

1. Eligibility Requirements

According to AR 614-142, officers on active duty who meet the following criteria are eligible to participate in the FAO Program.

1.1 "Assigned to a branch other than Chaplains, Army Medical Department, or Judge Advocate Generals Corps."

While this requirement reads the same in the most recent FASP AR, it represents a narrowing from the MAOP AR of officers eligible to participate in the program. In MAOP, members of the above branches were eligible for the program with the approval of their respective branch chiefs.

1.2 "Serving in the grade of captain through colonel."

In FASP, colonels were not eligible for the program, while in MAOP they were. Consequently, the eligibility of colonels represents a broadening of what was the potential FASP membership.

1.3 "Have a minimum of three years basic branch duty to include duty with troops. (Troop duty for officers of the technical and administrative services may include either detail with combat arms or duty with troop units of the appropriate technical or administrative service.)"

This requirement comes verbatim from the FASP AR and is not found at all in the MAOP AR.

1.4 "Possess the following educational background which may be waived by the COPO in clearly justifiable cases:

a. Military schooling appropriate to grade and length of service. (Captains who have completed or are in attendance at an appropriate Branch Advanced Course may apply for the program.

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b. Possess a baccalaureate degree preferably in a social science or related discipline from an accredited college or university to include the military academies; and demonstrated an academic proficiency suitable for graduate study at an accredited university."

While the wording is somewhat changed, the military schooling requirement for FAO eligibility is the same as it was in both MAOP and FASP. The sentence beginning with "Captains" is from MAOP and is not found spelled out in FASP. The MAOP requirement that Field Grade Officers have attended Command and General Staff College has been deleted in the new FAO AR.

Both FASP and MAOP required that those who apply have at least a bachelors degree. Whereas FASP did not express a preference for type of degree the MAOP preference for a degree in the social sciences has been carried over into the FAO AR. In addition, "related disciplines" have been spelled out specifically in the new FAO AR (see Tab D for a listing of these). "To include the military academies" and "demonstrated an academic proficiency suitable for graduate study at an accredited university" is not found in either the MAOP or FASP AR. The closest thing to the latter is found in the old FASP requirement that an officer should have "demonstrated a high level of academic performance." In MAOP it was possible for officers without degrees to apply if they had received appropriate related training or had had some qualifying politico-military experience. This has not been specifically carried over to FAO. However, it is possible that such person might be granted a waiver.

1.5 "Demonstrated a high level of intelligence, initiative, imagination, judgment, and the potential for advancement to positions of great responsibility.

Although the FASP AR also contains a statement designed to indicate that only officers of the highest calibre would be considered for the program, the above statement comes, with only slight modification, from the MAOP AR.

1.6 "For lieutenant colonels and colonels, have previously been assigned to politico-military or security assistance duties which can be waived in justifiable cases."

This eligibility requirement is not found in FASP but comes with only a minor modification from the MAOP AR. Whereas the latter indicated that a previous assignment for field grade officers in the politico-military field was desirable, the new FAO AR seems to have replaced this implicitly with "necessary" except where waived in certain justifiable cases.

1.7 Attained a minimum score of 22 on the Defense Language Aptitude Test for foreign language training, or have a foreign language proficiency at the S3/R3 level. (This requirement may be waived in clearly justifiable cases).

"Attained a minimum score of 22 on the Defense Language Aptitude Test" comes from the FASP AR. Previously, this statement continued with "or must be enrolled in or have successfully completed a course at the Defense Language Institute in the language of or related to the area in which training is requested." This latter option found in the FASP AR has been replaced by a MAOP alternative that the applicant have a language proficiency at the R3/S3 level.

1.8 "Be a U. S. citizen by birth. (This prerequisite may be waived on an individual basis by the CO USAIC.) Members of an applicant's immediate family, including spouse, if married, parents, foster parents, step parents, brothers, sisters, and children must be U. S. citizens though not necessarily by birth. Foreign born family members must have been U. S. citizens for at least five years.

Applicant and spouse, if married, should have no near relatives or persons to whom they may be bound by ties of affection, kinship, or obligation residing in a country within whose boundaries physical or mental coercion is known to be common practice, either against persons accused of acting in the interest of the United States or against relatives of such persons. Further, applicant and spouse will have neither commercial nor vested interests in such a country. For purposes of this regulation, near relatives will include father, mother, brother, sister, daughter, son, uncle, aunt, grandparent, father-in-law, mother-in-law, step-relations corresponding to any of the above, and persons acting in loco parentis."

The FAO citizenship requirements for program eligibility come directly from FASP. The only MAOP requirement was that the applicant be a U. S. citizen.

1.9 "Be free of marital difficulty and from abnormal family ties or business complications which might divert attention from military duty. Foreign financial interests, foreign investments and continual excessive personal indebtedness are possible causes for disqualifications."

This eligibility requirement is not found in the MAOP AR and with but one change comes directly from FASP. The change is that the statement "Sound healthy family relationships are important attributes of foreign area specialists" has been left out.

1.10 "Have no information on file (personal or medical) which, in the opinion of the CO USAIC would prevent the granting of a security clearance. Officers who are not presently members of the FASP program will be required to undergo a background investigation. If any member is found not to be qualified for assignments to positions requiring a TOP SECRET clearance or Code Word Project Clearance, as appropriate, membership in the FAO program will be terminated."

This eligibility requirement is not found in MAOP but comes from the FASP AR. While the wording is slightly modified from that found in FASP the requirement itself is unchanged.

1.11 "Indicate a desire to participate in the program."

This is not in FASP but comes directly from MAOP.

1.12 "Accepted for retention on active duty under the provision of AR 135-215 (for reserve component officers only)."

This comes directly from the FASP eligibility requirements.

1.13 "Agree to complete the prescribed training, and upon completion thereof have at least four years active duty service remaining. Students incur the service obligation upon entry into any single phase of the training program in accordance with AR 621-1."

With only inconsequential word changes, this comes from the FASP AR. In the MAOP AR it says only that upon joining the program an officer must "have at least three years of active service remaining."

1.14 "Uncommitted to another Army Officer Special Career Program."

This is found in both the MAOP and FASP eligibility requirements except that in the former officers in Army Aviation are allowed to apply.

In addition, two FASP eligibility requirements--one that officers "Have served not more than 12 years of active Federal Commissioned Service on the date of entry into training for which selected," and the other that they "Not have passed their 37th birthday prior to the date of entry into training"--are now included in the application procedures as dates before which officers should apply. While in FASP officers beyond these dates would have to get a waiver before they could apply, in FAO these are only suggested dates before which application should be made.

2. Training Requirements

According to AR 614-142, FAO training will consist of the following:

2.1 Academic

a. Civil. This advanced degree training (12 months) in area studies or in another appropriate FAO program discipline is provided at selected universities in the United States or overseas. The program of instruction includes subjects pertaining to the geography, history, economics, politics, and sociology of the country or area of study and appropriate subjects required by the school's graduate degree program. This phase of training may be omitted for personnel possessing an appropriate graduate degree from the academic discipline list (see Tab D). Officers who have acquired a graduate degree at government expense, under the cooperative degree or the degree completion program (Boot Strap) will not be permitted to pursue another degree. The areas in which training is offered and the content and sequence of instruction may be revised as necessary to meet the current requirements, university training loads, and budgetary limitations.

b. Military. This training consists of attendance at the six months' Foreign Area Officer Command and Staff Course at the Institute for Military Assistance, Ft. Bragg, N.C., and attendance at other selected military schools needed to meet specific requirements.

The requirement for a graduate degree comes entirely out of the FAS Program. While considered an "integral" part of the MAO Program, graduate school was not an assigned part of the MAO training. Qualified officers not possessing advanced degrees were only encouraged to apply to their respective career branches for graduate training. The major change in the new civil training requirement is that the advanced degree may now be taken not only in area studies but "in another appropriate FAO Program discipline." This change reflects the inclusion of positions in FAO which are validated for graduate degrees other than area studies. Most of these are former MAOP positions.

FAO military training, FAO C&SC, is the core of what was MAOP training; i.e., the MAO C&SC. A similar requirement was not part of the FASP training.

2.2 Language. This phase of training consists of six to twelve months of language instruction normally conducted at the Defense Language Institute (DLI). Training is conducted at civilian institutions in languages not taught at DLI. This phase of training may be omitted for personnel currently proficient (S3/R3) in the appropriate language, verified by current Defense Language Proficiency Test (DLPT) scores.

Language training is taken directly from the FASP training requirements. Similar to graduate school, while language is viewed as an integral part of the MAO Program, no training is provided those not proficient in a language.

2.3 Overseas. In-country training consists of travel, research, and study in the overseas area of specialization; 30 months for the Arab world (Master's Degree and in-country); 24 months for Russia in a controlled environmental community in West Germany; 24 months for China of which 12 months consists of training at the American Embassy School of Chinese Language and Area Studies at Taichung, Taiwan. All other areas are normally 12 months duration except in those cases where a FAS member attends a host country Command and General Staff College level or higher school which is 6 months duration or longer. In this case, in-country training will be extended to eighteen months. During this phase of training, a FAO works directly under supervision of a military officer and receives an

efficiency report in lieu of an academic report. In-country training may be delayed if in-country personnel restrictions preclude the assignment of additional FAOs. In-country training may be waived if an individual has served a tour of duty in his area of concentration for a minimum of 12 months which satisfies the FAO training requirement.

With only a minimal of modification in language, this is entirely a FASP training requirement. The inclusion of a statement about possible delay reflects the size increase expected with the merger of FASP and MAOP. Some countries as well as some of our ambassadors put a restriction on the number of student military personnel who can be in-country at any one time.

TAB B

SUBJECTS TAUGHT IN EACH ANNEX OF THE
MILITARY ASSISTANCE OFFICER COMMAND AND STAFF COURSE

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TAB B

SUBJECTS TAUGHT IN EACH ANNEX OF THE
MILITARY ASSISTANCE OFFICER COMMAND AND STAFF COURSE

Subject	Hours	Annex
Introduction		A
Commandant's Welcome	1	
Academic Orientation and Reading Evaluation	2	
The Military Assistance Officer Program (MAOP)	2	
Annex Total	5	
Operational Environment		B
The World of Man I: Physical Geography	2	
The World of Man II: Population	2	
Interdisciplinary Analysis of Change	3	
Personality and Social Change	4	
Culture and Social Change	6	
Institutions and Social Change	4	
Law in Society	4	
Introduction to Underdevelopment	2	
Theories of Growth and Development	4	
The Process of Industrialization I	4	
The Process of Industrialization II	4	
Area Orientation: Sub-Saharan Africa*	36	
Area Orientation: Asia*	36	
Area Orientation: Latin America*	36	
Area Orientation: Middle East*	36	
Influence of Legal Traditions	4	
Political Development	5	
Public Bureaucracies	2	
The Political Role of Nonpolitical Actors	3	
Internal Conflict: General	3	
Elements of Internal Conflict	3	

*Class is divided into area seminar groups, each receiving 36 hours; therefore, only 36 hours are counted toward the total.

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Subject	Hours	Annex
Internal Conflict: Classification Systems	3	
Internal Conflict: External Involvement	3	
Internal Conflict: Military Involvement	4	
Comparative Communism	3	
Internal Conflict: A Framework for Analysis	3	
Potential for Internal Conflict: Practical Exercise (U)	24	
Annex Total	135	
Considerations for National Planning		C
CNP: Controlling Internal Change	3	
CNP: Developmental Agriculture	3	
CNP: Development Strategies	3	
CNP: Human Resources and Economic Development	6	
CNP: Concepts of Development Planning	3	
The Communication Process and Modernization	3	
CNP: Techniques of Development Planning	3	
CNP: Community Development	3	
CNP: Development Administration	3	
CNP: Relationship of Organized Labor and the Military in Development	2	
CNP: Military Civic Action	2	
The Role of Law in IDEV	3	
CNP: The Impact of Conflict on Development	2	
Host Country Military Participation in the Development Process: Development Practical Exercise (U)	14	
Intelligence (U)	4	
Subversive Insurgent Methodology	4	
Concepts of Internal Defense	4	
The Role of Intelligence in Internal Defense (U)	5	
Law in Internal Defense	3	
Population Protection and Resources Management	5	
Civil Military Administration in Internal Defense Operations	3	
PSYOP in Support of IDAD	4	
Counterguerrilla Tactical Operations	3	
Development of an Internal Defense Plan (Military Estimate) (U)	18	
International and Multilateral Development Operations	3	

Subject	Hours	Annex
Analysis of U. S. Presence in Selected Countries During Stability Operations	4	
Gabriel Demonstration	4	
USACDC: Trends in IDAD	3	
Annex Total	119	
Security Assistance		D
U. S. Foreign Policy	3	
Organization of DOD for Security Assistance	2	
International Law	2	
The Central Intelligence Agency (CIA) Abroad (U)	3	
The US Information Agency (USIA) (U)	3	
The US Department of State (DOS) (U)	3	
Mobile Training Teams (MTT)	2	
Development Assistance Operations and USAID	4	
Introduction to Special Forces Operations	3	
Case Study: Indochina (U)	16	
Status of Forces	3	
Considerations of Distribution of US Resources	2	
Cultural Self-Awareness	3	
Communicating in Other Cultures	6	
Public Affairs: Press Relationships	3	
Law in Security Assistance	3	
US Security Assistance	2	
US Army Security Assistance Operations	1	
Security Assistance Cycle (U)	1	
Military Assistance Planning	3	
Military Assistance and Sales Manual (MASM) (U)	1	
Military Articles and Services List (MASL)	1	
Fundamentals of Programming	4	
Country Programs: Problems and Exercises	4	
CONUS Service School Support of MA (U)	2	
Foreign Military Sales	4	
Cooperative Logistics	3	
Co-production Programs (U)	3	
MAP Support Levels	1	
Excess Defense Articles	1	
International Logistics Center	2	
The USAF and Military Assistance	2	
The USMC and Military Assistance	1	

Subject	Hours	Annex
The USN and Military Assistance	2	
Case Study: Foreign Assistance Programs in Selected Areas (U)	12	
Chinese People's Republic Foreign Policy	3	
Soviet Foreign Policy	3	
US Involvement in International Organizations	3	
US Role in Peacekeeping	2	
Humanitarian Assistance Operations	6	
Security Assistance Planning Exercise (SAPEX) (U)	24	
Annex Total	152	
Civil Military Operations		E
Introduction to Civil-Military Operations	2	
The Civil-Military Operations Staff Officer	2	
Survey of PSYOP Doctrine and Concepts (U)	5	
Role of the PSYOP Officer	1	
PSYOP Resources and Force Structure	2	
PSYOP Planning	2	
Propaganda Development	5	
Considerations of PSYOP Media	3	
PSYOP Campaign	2	
Evaluation of PSYOP Effectiveness	1	
Case Study: CMO Contingency Planning (U)	12	
Doctrinal Considerations of Civil Affairs	3	
Introduction to Civil Affairs	3	
The Law of War CMO Applications	2	
Civil-Military Operations Practical Exercise (CMO/PE) (U)	16	
Annex Total	61	
Guest Speaker Support		F
The World Scene: Security Perspective (U)	3	
The World Scene: Foreign Policy Perspective (U)	3	
The Developing World: Confrontation of Ideologies	3	
Progress and Change in the Nonindustrialized World	3	
Development as a Source of Disorder	3	
Conflict and Insurgency: The Era of "Little Wars"	3	
The Political Role of the Military in Less Developed Nations	3	
The Dynamics of Modernization: Theory Versus Practice	3	

Subject	Hours	Annex
Development Planning: Lessons of Experience	3	
Defense and Development: Resource Competitors in Less Developed Countries	3	
Policy Analysis and Resource Allocation	3	
US Foreign Policy: The Congressional Perspective	3	
The Department of State and Politico-Military Affairs (U)	3	
The National Security Council and US Foreign Policy (U)	3	
The Military Role: Providing Internal Security	3	
Urban Insurgency Movements: Nature and Countermeasures	4	
DA Considerations and Constraints in Military Assistance (U)	3	
CONUS and Worldwide Training of LDC Forces (U)	3	
National Security Assistance and the Media	3	
Role of the Military Assistance Officer in Contingency Planning (U)	3	
Role of International Law in Policy Decisions	3	
Politico-Military Operations in the 1970's	3	
Biannual Military Assistance Symposium	18	
Interdepartmental Agency Field Trip--Washington (U)	46	
Annex Total	131	
Electives*		G
Graduate College Elective	45	
In House Elective	45	
Independent Research	45	
Language	60	
Annex Total	60	

*Students select one elective choice, thus only 60 hours are included in the POI Total.

TAB C

C&GSC COURSE 7,
"SECURITY ASSISTANCE"

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INSURGENCY

6 Hours*

The purpose of this subject is to enable the student to identify the elements of and evaluate the overall threat of an insurgency in any society.

(2)	5 minutes	Introduction to Insurgency.
(3)	15 minutes	Instructor-led discussion of the development of vulnerabilities within a society and the insurgent leadership's exploitation thereof.
(4)	15 minutes	Instructor-led discussion of the role of ideology in the development of an insurgency and the causes of violence within a society.
(5)	40 minutes	Instructor-led discussion of insurgent organization and Communist organizational patterns.
(6)	10 minutes	Instructor-led discussion of general attitudes of Communist powers toward insurgency as an instrument of international policy.
(7)	5 minutes	Instructor-led discussion of Urban Insurgency.
(8)	10 minutes	Instructor-led discussion of the techniques insurgents may utilize to exert influence over the populace.
(9)	10 minutes	Instructor-led discussion of proposed guide to analysis of an insurgency.
(10)	3 minutes	Introduction to P. E. P. E. is that student is placed in the position of a communist insurgent and offered the opportunity to determine how he would initiate and organize an insurgency in Venezuela as that society looked to the outsider in the early 1960s.
(11)	12 minutes	Subwork group discussion.
(12)	45 minutes	Class discussion of student proposals.
(13)	10 minutes	Summary.

*As the first topic covered in Course 7, Security Assistance, one-half hour of the 6 hours is an "Introduction to and Analysis of Course 7." This introduction notes that the major objective of this course is to prepare the student to serve as a military assistance advisor (less language and area training).

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PREVENTION OF INSURGENT WAR

6 Hours

The purpose of this subject is to introduce and develop the concept of anticipating, forestalling and obviating insurgency in the developing countries. It defines the terms internal development and internal defense in discussing remedial measures to mitigate conditions which tend to fuel insurgency as well as suppressive measures to subdue active insurgent organizations. It discusses factors which affect the establishment of national goals, policies, and programs to promote internal security and national development and reviews examples of policies used by the government of Venezuela in preventing its overthrow by insurgents in the 1960s.

(1)	5 minutes	Introduction
(2)	5 minutes	Discussion of student questions on homework.
(3)	20 minutes	Discussion of historical example of prevention of insurgent war--Korea.
(4)	5 minutes	Introduction to practical exercise: Response to an insurgent threat in Venezuela.
(5)	60 minutes	Subwork group discussion of first requirement.
(6)	5 minutes	Summary of Lesson 1.
(7)	5 minutes	Introduction to Lesson 2.
(8)	15 minutes	Subwork group discussion of first requirement, Lesson 1.
(9)	30 minutes	Subwork group presentation and class discussion of first requirement.
(10)	25 minutes	Instructor presentation of U. S. Army Internal Development and Defense Doctrine.
(11)	20 minutes	Instructor presentation of a causal model of civil and political violence.
(12)	5 minutes	Discussion of home study assignment.

(13)	35 minutes	Introduction and analysis of home study assignment--Assignment is to read a specific chapter from Charles Wolf's book, U. S. Policy and the Third World. Students are to prepare in light of this chapter and what they have learned from the course so far a ten-minute paper on the proper role of security forces to suppress an insurgent operation.
(14)	30 minutes	Comparison of Left and Maoist strategies.
(15)	25 minutes	Strategy for prevention of insurgent war.
(16)	10 minutes	Summary.

PSYCHOLCGICAL OPERATIONS

4 Hours

The purpose of this subject is to improve the student's understanding of PSYOP as another asset available to the commander to assist him in the accomplishment of his assigned mission. PSYOP are effective in all types of warfare and can substantially aid the commander in the accomplishment of his mission. In the past PSYOP has not been effectively employed in most cases because of a lack of understanding.

(1)	5 minutes	Introduction.
(2)	10 minutes	Answers to questions on homework.
(3)	5 minutes	Methodology and introduction to student requirement--requirement is that each work group analyze selected articles concerning the current U. S. attitude towards PSYOP; employment of PSYOP during conventional conflicts; employment of PSYOP in Nation Building efforts and PSYOP-related activities and actions which impact on successful PSYOP. They are then to prepare a fifteen minute briefing for the class.
(4)	30 minutes	Student work group discussion.
(5)	40 minutes	Student work group discussion continued.
(6)	15 minutes	Work Group A presentation--Current Philosophy Toward PSYOP.
(7)	10 minutes	Critique/discussion Work Group A presentation.
(8)	15 minutes	Work Group B presentation--PSYOP in Conventional Warfare.
(9)	10 minutes	Critique/discussion Work Group B presentation.
(0)	15 minutes	Work Group C presentation--PSYOP in Nation Building.
(11)	10 minutes	Critique/discussion Work Group C presentation.
(12)	15 minutes	Work Group D presentation--PSYOP Related Activities and Actions.
(13)	10 minutes	Critique/discussion Work Group D presentation and Summary.

INTERNAL DEFENSE OPERATIONS

8 Hours

The purpose of this subject is to introduce the student to the concept of internal defense in developing countries--the state of creating and maintaining an atmosphere of law and order wherein internal development can occur. It stresses the importance of planning, coordination and employment of security forces in populace and resources control (PRC), tactical operations and other supporting operations at national and subnational levels. The interrelationship of Intelligence Operations, PSYOP, Civil Affairs Operations, PRC Operations and Tactical Operations is developed. Examples used in Malaya and Vietnam are reviewed.

(1)	7 minutes	Introduction to subject.
(2)	83 minutes	Discussion of Malayan Case Study.
(3)	15 minutes	Question and Answer period on the Malayan Emergency.
(4)	5 minutes	Summary.
(5)	15 minutes	Introduction to Lesson 2 and ID Planning.
(6)	30 minutes	Discuss Civil Affairs/Intelligence/PSYOP Operations.
(7)	20 minutes	Discuss Populace and Resource Control Operations.
(8)	10 minutes	Introduce and play LTC Mier's Tape.
(9)	15 minutes	Discuss Tactical Operations.
(10)	25 minutes	Introduce/Show Film "How to Fight a Guerrilla War."
(11)	5 minutes	Introduction to 1st Requirement--This requirement is a subwork group discussion of a British seminar report on Lessons From the Vietnam War.
(12)	20 minutes	Student work period--1st requirement.
(13)	55 minutes	Class discussion--1st requirement
(14)	5 minutes	Summary and Preparation for Lesson 3.

(15)	10 minutes	Introduction to Lesson 3 and 1st requirement--This requirement is to develop a consolidation campaign outline plan for Sardino District in San Marcello Province located in the fictitious country of Belle Terre.
(16)	40 minutes	Student work period.
(17)	30 minutes	Subwork Group Presentation--1st requirement.
(18)	10 minutes	Instructor critique/College solution to 1st requirement.
(19)	10 minutes	Summary of entire subject.

INTERNAL DEVELOPMENT

4 Hours

The purpose of this subject is to familiarize the student with the social, economic and political aspects of internal development. The role of indigenous military forces in development is also identified.

(1)	5 minutes	Introduction.
(2)	10 minutes	Definition of Internal Development.
(3)	40 minutes	Differences between relatively modernized and relatively non-modernized societies.
(5)	20 minutes	Sociological aspect of internal development--Value theory and social change.
(6)	15 minutes	Sociological aspects of internal development--institutional development.
(7)	3 minutes	Introduction to Lesson 2.
(8)	22 minutes	Economic aspects of internal development.
(9)	25 minutes	Political aspects of internal development.
(10)	30 minutes	Role of indigenous military forces in development.
(11)	17 minutes	Tasks for developing nations.
(12)	3 minutes	Summary.

INTERCULTURAL COMMUNICATION

4 Hours

The purpose of this subject is to familiarize the student with the process of effecting communication across cultural boundaries. This instruction is concerned with internal defense and development.

(1)	5 minutes	Introduction.
(2)	30 minutes	Instructional television presentation: "The Meaning of Culture."
(3)	10 minutes	Discussion of critical points in reading assignment and ITV presentation.
(4)	30 minutes	Presentation of primary message systems. This is a discussion of Edward Hall's ten basic types of human activities as a tool for investigating and understanding a culture.
(5)	5 minutes	Introduction to First Requirement. The requirement is an investigation of the American culture using the ten primary message systems of Edward Hall.
(6)	18 minutes	Tablemate discussion of first requirement.
(7)	2 minutes	Summary
(8)	3 minutes	Introduction to Lesson 2.
(9)	27 minutes	Full class discussion of first requirement.
(10)	8 minutes	Presentation of communication model. A discussion of the communication process as comprising six elements.
(11)	7 minutes	Discussion of communication model in intercultural setting.
(12)	8 minutes	Presentation of Ethnocentrism.
(13)	7 minutes	Presentation of culture shock.
(14)	15 minutes	Presentation of tool kit. The tool kit is a set of questions designed to "promote thought relative to the problems inherent in communicating in another culture."

(15)	10 minutes	Tablemate discussion of first requirement, lesson 2. An analysis of two brief accounts of assistance efforts utilizing the "tool kit."
(16)	12 minutes	Full class discussion of requirement.
(17)	3 minutes	Summary.

THE MILITARY ADVISOR
R7220/3 4 hrs.

The purpose of this lesson is to familiarize the student with the role of a U. S. Army Officer when assigned to military advisory duties in a foreign country, with emphasis on the developing nations and advisor-counterpart relationships. The overall U. S. objectives that an advisor seeks to attain are identified; his general duties and responsibilities are outlined; the policies governing his conduct and the preparatory training he may receive are discussed. Principal emphasis is placed on understanding the intercultural and interpersonal problems that face both the advisor and his counterpart and on identifying the personal attributes that many successful advisors have tried to cultivate in themselves.

(1) 10 minutes — Introduction

(2) 50 minutes — Role and Functions of the Military Advisor

This is instructor-led discussion of the role of the U. S. Army Officer in fulfilling his duties as a military assistance advisor in a foreign country.

(3) 30 minutes — Advisory Qualifications
20 minutes — Advisor Selection Criteria, MAOP/FAS Program

This is instructor-led discussion aimed at identifying some of the desirable professional qualifications that an advisor should possess as either the result of experience or training. The MAOP/FAS program is also described to the students.

(4) 40 minutes — Problems an Advisor Might Encounter (cultural and/or individual, culture-related and/or job-related). Introduction of intercultural communications ITV tapes.

This is instructor-led discussion of potential problems in the advisor-counterpart relationship that may result due to cultural, professional, ethnic, and other causes, and of possible solutions to these problems.

(5) 40 minutes — Full Class Discussion of ITV Tapes

The tapes and the discussion are to deal with the problem of identifying American cultural characteristics as they affect intercultural communication.

(6) 10 minutes — Summary

U. S. FOREIGN ASSISTANCE PROGRAMS
R7300/3 **6 hrs.**

The purpose of this lesson is to examine current U. S. foreign assistance programs as an element of our national strategy and tool of our foreign policy; to analyze the role foreign assistance plays in internal defense and development; to review the governmental structure and responsibilities for administering assistance programs; and to apprise the student of the purposes and different forms of U. S. foreign assistance.

(1)	10 minutes	Introduction
(2)	15 minutes	History of U. S. Foreign Assistance
(3)	5 minutes	Purposes of U. S. Foreign Assistance
(4)	10 minutes	Legal Basis for U. S. Assistance
(5)	10 minutes	U. S. Foreign Assistance vis-a-vis the Nixon Doctrine
		The first hour is an instructor-led discussion of historical background, purposes, legal basis and strategy relative to the Nixon Doctrine of U. S. Foreign Assistance.
(6)	20 minutes	Roles and Responsibilities in the U. S. Foreign Assistance Program
(7)	25 minutes	Coordination of the U. S. Assistance Effort
(8)	5 minutes	Discussion of Homework Assignment for Lesson 2 (first requirement, period 2)
		The second hour is an instructor-led discussion of national organization, responsibilities, and coordination of U. S. Foreign Assistance. Discussion deals with the organizations for foreign assistance and the role of each agency in support of developing nations.
(9)	5 minutes	Introduction to first requirement
(10)	40 minutes	Work Group Discussion; Students prepare debate positions
(11)	50 minutes	Student debate, full class discussion of the first discussion
		These 95 minutes and the debate are concerned with the pros and cons of U. S. Foreign Aid.

(12) 25 minutes U. S. Development and Humanitarian Assistance Programs to Include the Alliance for Progress

(13) 10 minutes Multilateral Aid

(14) 10 minutes PL 480 (Food for Peace)

This section deals with the ways and the specific programs through which the U. S. provides humanitarian and developmental assistance.

(15) 10 minutes Peace Corps and other volunteer aid agencies

(16) 10 minutes U. S. S. R. Aid

(17) 20 minutes Future of U. S. Foreign Aid; the Peterson Report and Pending Legislation

(18) 10 minutes Summary

This section is an instructor-led discussion of the Peace Corps and other volunteer aid agencies, Soviet aid to non-bloc countries, and the outlook for U. S. foreign assistance programs.

U. S. SECURITY ASSISTANCE PROGRAMS*

8 hours

The purpose of this subject appears to be to familiarize the student with U. S. Security Assistance Programs and how they serve as a major instrument of U. S. foreign policy.

(1) The history and evolution of security assistance.

(2) A discussion of each of the different kinds of security assistance.

(3) The organization of the U. S. Government to conduct security assistance activities.

(4) The roles and responsibilities of the various national departments and agencies in planning, programming, and managing security assistance.

(5) The use of defense articles and services in support of U. S. security assistance activities.

(6) An understanding of International Logistics as the logistical support to the Security Assistance Program.

The references include: The International Security Assistance Act of 1971.
Information and Guidance on Military Assistance
Grant Aid and Foreign Military Sales
DOD Military Assistance and Sales Manual

*No lesson plan was available for this course. It is apparently a revision and expansion from six to eight hours of what has previously been called U. S. Military Assistance Programs. The topics covered in this course have been determined with the use of the summary description of the course. The amount of time spent on each topic was not available.

TAB D

AREA ORIENTATION SUBCOURSE,

MAO C&SC

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TAB D

AREA ORIENTATION SUBCOURSE, MAO C&SC

1. An analysis of the MAO C&SC POI for area orientation reveals two basic problems:

   a. The POI attempts too much in too short a time.
   b. The POI neglects the military dimension of area studies.

2. The lesson plan for Sub-Saharan Africa provides a microcosmic example of the weaknesses in MAO C&SC area orientation.

   a. The lesson plan covers an enormous body of data--geography, history, impact of foreign interests, regional nationalism, political systems, economic situation, development assistance in the region, communist influence, role of the military, role of religion, and U.S. interests and policy. This collection of diverse and complex data is presented in three hours of instruction.
      (1) As a result of this mad dash through the tropics, the lesson plan is inescapably superficial.
      (2) Some of the lesson plan's most suggestive insights, and there are many, remain undeveloped and elusive. The result is a fragmented lesson plan in a fragmented subcourse.
      (3) The lesson plan duplicates coursework that many FAOs receive in their civilian MA programs.

   b. In addition to the superficiality and duplication that characterizes the Sub-Saharan Africa lesson plan, the topic completely neglects the military dimension of area studies.
      (1) Although the course administrators obviously recognize the importance of the military dimension, there is no sustained portion of the lesson plan in which area studies information is translated into operational and conceptual referents of a military nature.
      (2) The single explicit connection between area studies data and the military orientation comes in a homework assignment, Supplement 3, p. AS-3-1: "As you read about demographic distributions, migratory trends, racial characteristics and distribution, linguistic variety and classifications, ethnic groupings and cultural area classifications, and various

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life styles, ask yourself the current relevance of such information to yourself as a student, to the individual in the society, to the leadership of a country or to a change agent, an advisor, hired by or accredited to a government in Africa." Yet the student cannot be expected to isolate the military dimension of area studies data if the POI gives him no significant direction in the venture.

(3) The Sub-Saharan Africa lesson plan misses a magnificent opportunity to probe the military dimension of area studies data at pp. D-LM-10-12. The POI surveys characteristics of African military forces, but it offers no suggestions regarding the meaning of these insights for American military personnel. What demands would the peculiar structure of African society and African military organization place on MAAG personnel? Since American officers will have more direct contact with African officers than with other elements of African society, it would be useful for FAOs to consider the special problems of counterpart relations in African states. It would also be valuable for FAOs to learn how the professional self-image of African officers affects their style of operations, their position within the larger society, and the demands they will make on American resources.

TAB E

ACADEMIC DISCIPLINES DIRECTLY OR
INDIRECTLY RELATED TO FAO PROGRAM

TAB E

ACADEMIC DISCIPLINES DIRECTLY OR INDIRECTLY RELATED TO FAO PROGRAM

Discipline Code	Discipline Title
EAX	Anthropology
EBX	Area Studies
EDX	Economics, General
EGX	History, General
EKB	International Relations
EKC	Foreign Affairs
ENC	Government, Civil
END	Government, Military
EPD	Psychology, Social
EPX	Psychology, General
ERX	Political Science
ESX	Sociology
EXX	Social Science, General
DKA	U.S. Military Academy
DKB	U.S. Naval Academy
DKC	U.S. Air Force Academy
DKD	U.S. Coast Guard Academy

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TAB F

DA FORM 2125

"REPORT TO TRAINING AGENCY"

AND SUGGESTED REVISION

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ORIGINAL

REPORT TO TRAINING AGENCY

For use of this form, see AR 350-200; the proponent agency is Office of Personnel Operations.

LAST NAME - FIRST NAME - MIDDLE INITIAL	GRADE	SOCIAL SECURITY NO.	BRANCH

RESIDENCE ADDRESS *(Include ZIP Code)*	PHONE

NAME OF UNIVERSITY	SCHOOL OR DEPARTMENTS
DEGREE WHICH YOU EXPECT TO RECEIVE, IF ANY, AND DATE	MAJOR FIELD AND SUBJECT

CURRENT QUARTER, SEMESTER OR TERM		PRECEDING QUARTER, SEMESTER OR TERM	
BEGINS	WILL END	BEGAN	ENDED

SUBJECTS NOW BEING STUDIED		SUBJECTS STUDIED DURING ABOVE PERIOD		
SUBJECT *(Give full Title)*	CREDIT	SUBJECT *(Give full Title)*	CREDIT	GRADE *(If Available)*

GIVE REASON FOR ANY ABSENCE WHICH MAY AFFECT YOUR ABILITY TO KEEP UP WITH YOUR STUDIES *(Sickness, leave, or other emergencies)*

IF YOU ARE HAVING ANY DIFFICULTY WITH YOUR ACADEMIC WORK, GIVE PERTINENT DETAILS

IF ANY SUBJECTS HAVE BEEN DROPPED SINCE LAST REPORT, GIVE REASONS

IF ANY SUBJECTS OUTSIDE OF NORMAL PRESCRIBED COURSE HAVE BEEN ADDED SINCE LAST REPORT, GIVE COMPLETE INFORMATION *(If added course will necessitate a change in present contract, clearance must be obtained from the training agency.)*

REMARKS *(Enter any recommendations, observations, or requests you desire to make)* *(Continue on reverse side if necessary)*

DATE	SIGNATURE OF STUDENT OFFICER

DA FORM 1 JUN 58 2125

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* U. S. GOVERNMENT PRINTING OFFICE: 1958 O—467896

REVISED

REPORT TO TRAINING AGENCY

For use of this form, see AR 350-200; the proponent agency is Office of Personnel Operations.

LAST NAME - FIRST NAME - MIDDLE INITIAL	GRADE	SOCIAL SECURITY NO.	BRANCH

Current Mailing Address (Include Zip Code)	*Home Phone*

NAME OF UNIVERSITY	*Major Field and Subject*

Official Title of Degree Which You Expect to Receive (If Any)	*Date Expected*	*Undergraduate School or Graduate Department or Program in Which Enrolled*

CURRENT QUARTER, SEMESTER OR TERM		PRECEDING QUARTER, SEMESTER OR TERM	
BEGINS	WILL END	BEGAN	ENDED

SUBJECTS NOW BEING STUDIED				SUBJECTS STUDIED DURING ABOVE PERIOD				
Dept.	*Course No.*	*Course Title*	*Credit Hours*	*Dept.*	*Course No.*	*Course Title*	*Credit Hours*	*Grade (if Available)*

GIVE REASON FOR ANY ABSENCE WHICH MAY AFFECT YOUR ABILITY TO KEEP UP WITH YOUR STUDIES *(Sickness, leave, or other emergencies)*

IF YOU ARE HAVING ANY DIFFICULTY WITH YOUR ACADEMIC WORK, GIVE PERTINENT DETAILS

IF ANY SUBJECTS HAVE BEEN DROPPED SINCE LAST REPORT, GIVE REASONS

IF ANY SUBJECTS OUTSIDE OF NORMAL PRESCRIBED COURSE HAVE BEEN ADDED SINCE LAST REPORT, GIVE COMPLETE INFORMATION *(If added course will necessitate a change in present contract, clearance must be obtained from the training agency.)*

REMARKS *(Enter any recommendations, observations, or requests you desire to make)* *(Continue on reverse side if necessary)*

DATE	SIGNATURE OF STUDENT OFFICER

DA FORM 1 JUN 2125

* U. S. GOVERNMENT PRINTING OFFICE : 1956 O—467896

TAB G

OPO LIST OF UNIVERSITIES

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TAB G

OPO LIST OF UNIVERSITIES

LATIN AMERICA

University of Florida
Louisiana State University
University of Texas
Oklahoma University
American University
Indiana University
University of Minnesota
University of North Carolina
University of South Carolina

GREECE

University of Cincinnati

INDIA

University of Minnesota
University of California (Berkeley)
University of Michigan
University of Hawaii (18 months)
University of Wisconsin
Claremont

KOREA

University of South Carolina

INDONESIA

University of Wisconsin
University of South Carolina

SOUTHEAST EUROPE

University of Kansas
University of South Carolina

JAPAN

George Washington University
American University
University of South Carolina

GERMANY

University of Washington
Purdue
University of South Carolina
American University
University of Arizona

MIDDLE EAST (IRAN, TURKEY)

University of Utah
Columbia
New York University

AFRICA

Ohio University
Syracuse
Indiana University
Howard University
University of South Carolina
Western Michigan

RUSSIA

University of Kansas
University of Oklahoma
Ohio State
University of Minnesota
University of Illinois
Georgetown University
State University of Iowa
Indiana University
Notre Dame

ASIA

Claremont
University of Arizona
University of Michigan
University of Northern Illinois
State University of Iowa
Indiana University
University of California (Berkeley)
University of South Carolina
Western Michigan

TAB H

COMPLETED FORM,

"ESSENTIAL INFORMATION ON GRADUATE PROGRAM FOR FAO STUDENTS"

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ESSENTIAL INFORMATION ON GRADUATE PROGRAM FOR FAO STUDENTS

Date Form Completed: _____

(1) UNIVERSITY NAME AND LOCATION: University of Alabama
Tuscaloosa, Alabama

(2) AREA OF THE WORLD TO BE STUDIED: Latin America

(3) LOCATION OF PROGRAM ADMINISTRATION FOR THIS AREA: Latin American Studies Program

(4) ENTRY REQUIREMENTS:

(a) Minimum Acceptable GRE Score: 1000 **(b) Academic Average** B

(c) Language: A reading knowledge of Spanish or Portuguese

(d) Other:

(5) THESIS REQUIREMENTS:

None___ **Optional** x **Required**___

(6) PROGRAM LENGTH:

	Mos.	Min. Hrs. (Sem., Qtr.)
Thesis Program	12	26 + thesis
Non-thesis Program	12	32

(7) PROGRAM DEGREE REQUIREMENTS:

Thesis Program

1. 15 hours in one department for concentration*
2. 9 hours in two related fields
3. Seminar in Latin American Studies
4. Proficiency in conversational Spanish or Portuguese
5. Must pass a written comprehensive and oral examination over the whole field of study and the thesis

Non-Thesis Program

1. 15 hours in one department for concentration*
2. 15 hours in two or more related fields
3. Seminar in Latin American Studies
4. Proficiency in Conversational Spanish or Portuguese
5. Must pass a written comprehensive and an oral examination in the area of concentration and in each of the related fields.

*Disciplines available for concentration are: Anthropology, Economics, Geography, Latin American History, Spanish, Sociology.

(8) OFFICIAL TITLE OF DEGREE AWARDED: Master of Arts in Latin American Studies

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(9) AREA SPECIFIC GRADUATE COURSES AVAILABLE (list alphabetically by discipline)

1. Anthropology

Any of the courses listed below may be of Latin American content*

108	Ancient Civilizations of Mesoamerica
113	Peoples of Latin America
119	Advanced Field Investigations in Archaeology
131:132	Readings in Anthropology
140	Archaeological Botany
202	Seminar in Cultural Anthropology
224	Seminar in Physical Anthropology
225	Seminar in Social Anthropology
228	Seminar in Archeology
240	Man in His Environment
242	The High Civilizations
251-252	Individual Investigations

2. Economics

These courses may carry Latin American content.

106	Modern Economic Systems
117	International Economics
135	Economic Development and Growth
186	International Finance
198	Economic Development of Latin America
206	ComparativeEconomic Systems
217	Advanced International Economics
218	Seminar in the International Economics of Development
235	Theory of Economic Development
237	Seminar in Regional Analysis
286	International Prices
290:291	Research in Economics

3. Geography

131:132	Special Research in Geography
145	Seminar: The American Tropics
201	Seminar in Physical Geography
202	Seminar in Regional Geography
204	Regional Studies Seminar
245	Seminar: South America
247	Seminar: Middle America

4. History

140	History of New Spain
142	The Spanish South and Southwest
143	South America in the 19th Century

- CONTINUED -

(9) Area Specific Graduate Courses Available (Continued)

4. History (Continued)

144	Modern South America (Twentieth Century)
145	Relations of the U. S. and Latin America
147	The Caribbean Area
149	History of Spain from 1469-1700
150	Spain since 1700
201	Directed Reading and Individual Research
220	Proseminar in Latin American History
265	Special Studies Seminar
270	Seminar in Latin American History, Colonial Period
272	Seminar in Latin American History, Modern Period

5. International Business

123	International Marketing
132	World Resources and Trade
200	Seminar in International Business I
201	Seminar in International Business II

6. Latin American Studies

198	Seminar in Latin American Studies (2 semester hours of credit)
298	Seminar in Latin American Studies (2 semester hours of credit)

7. Political Science

123	The Politics of Developing Nations
125	Comparative Political Systems
130	Comparative Administration
253	Problems in International Relations
263	Problems in Comparative Political Systems

8. Sociology

109	Social Aspects of Latin American Life
121:122	Readings in Sociology
222	Population Analysis
223	Advanced Population
226	Social Change
227	Urbanization in Latin America
255:256	Independent Research

9. Spanish Language and Literatures

109	Modernista Poetry
111:112	Spanish American Novel
115	The Generation of '98

- continued -

(9) Area Specific Graduate Courses Available (Continued)

9. Spanish Language and Literatures (Continued)

121:122	Nineteenth Century Spanish Literature
125:126	Twentieth Century Spanish Literature
131	Twentieth Century Spanish American Poetry
134	Spanish American Theater
136	Spanish American Essay
191	Cervantes
193:194	Golden Age Literature
205:206	Old Spanish
207	Medieval Spanish Literature
210	Literature of the Spanish Renaissance
213	Spanish Picaresque Novel
215	Golden Age Drama
216	Golden Age Drama
219	Don Juan Legend
224	Eighteenth Century Spanish Literature
251:252	Seminar in Medieval Literature
253:254	Seminar in Golden Age Literature
261:262	Seminar in Nineteenth Century Spanish Literature
265:266	Seminar in Twentieth Century Spanish Literature
271:272	Seminar in Spanish American Prose
275:276	Seminar in Spanish American Poetry
290	Individual Research and Directed Readings

*This sentence and the list of courses are taken directly from the University of Alabama Bulletin (Catalog 1972/Volume X, Graduate School), pages 202-204.

TAB I

DISTRIBUTION OF FEDERAL SUPPORT TO
NDEA LANGUAGE AND AREA CENTERS

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U.S. Department of
Health, Education, and Welfare
Washington, D.C. 20202

Institute of International Studies
Division of Foreign Studies
Language and Area Centers Section

June, 1972

Distribution of Federal Support to NDEA Language and Area Centers

TABLE I

Institution	1959-70	1970-71	1971-72	1972-73	Total
American University 1965 Washington, D.C. 20016 Prof. Warren Hunsberger, Director, Language and Area Center for South and Southeast Asia	$ 173,594	$ 32,835	$ 22,985	$ 30,000	$ 259,414
Antioch College 1965 Yellow Springs, Ohio 45387 Prof. Karl Lenkersdorf, Director, Language and Area Center for Latin America	120,787	21,315	14,921	15,000	172,023
The University of Arizona 1960 Tucson, Arizona 85721 Prof. J. Michael Mahar, Director, Language and Area Center in Oriental Studies	370,136	43,825	30,663	70,000	514,624
Boston College 1965 Chestnut Hill, Massachusetts 02167 Prof. Vladimir N. Bandera, Director, Language and Area Center for Slavic and East European Studies	128,998	23,110	16,177	30,000	198,285
Brown University 1965 Providence, Rhode Island 02912 Prof. Lea E. Williams, Director, East Asia Language and Area Center	127,500	22,510	15,757	35,000	200,767
Bucknell University 1965 Lewisburg, Pennsylvania 17837 Prof. David J. Lu, Director, Language and Area Center for Japanese	107,981	19,125	13,388	30,000	170,494
University of California 1959 Berkeley, California 94720 Prof. Hugh McLean, Director, East European Language and Area Center	509,579	46,615	32,631	66,665	655,490
University of California 1959 Berkeley, California 94720 Prof. Warren F. Ilchman, Director, South and Southeast Asian Language and Area Center	723,345	75,710	52,997	107,000	959,052
University of California 1965 Berkeley, California 94720 Prof. Anne D. Kilmer, Director, Near Eastern Language and Area Center	234,000	42,630	29,838	30,000	336,468

N.B. Center entries show year of establishment.
Unless spring is specified, the center was established in the fall semester.

Institution	1959-70	1970-71	1971-72	1972-73	Total
University of California 1960 Los Angeles, California 90024 Prof. Leo Kuper, Director, African Language and Area Center	$ 635,150	$ 77,980	$ 54,584	$ 90,000	$ 857,714
University of California 1960 Los Angeles, California 90024 Prof. Gustave von Grunebaum, Director, Near Eastern Language and Area Center	687,820	74,115	51,881	88,000	901,816
University of California Spring 1962 Los Angeles, California 90024 Prof. Johannes Wilbert, Director, Latin American Language and Area Center	426,326	49,010	34,307	60,000	569,643
The University of Chicago 1959 Chicago, Illinois 60637 Prof. Philip A. Kuhn, Director, Far Eastern Language and Area Center	407,092	43,030	30,100	64,000	544,222
The University of Chicago 1965 Chicago, Illinois 60637 Prof. Eric P. Hamp, Director, Center in Balkan and Slavic Studies	260,500	45,420	31,794	55,000	392,714
The University of Chicago 1959 Chicago, Illinois 60637 Prof. Edward C. Dimock, Jr. Director, South Asia Language and Area Center	1,009,866	104,400	73,080	131,000	1,318,346
University of Colorado 1967 Boulder, Colorado 80302 Prof. Lawrence W. Beer, Director, Language and Area Center for East Asia	65,075	17,850	12,495	33,000	128,420
University of Colorado 1960 Boulder, Colorado 80302 Prof. Stephen Fischer-Galati, Director, Center for Slavic and East European Studies	392,254	42,235	29,565	23,000	487,054
Columbia University 1963 New York, New York 10025 Prof. Hollis R. Lynch, Director, African Language and Area Center	289,541	41,435	29,005	29,000	388,981
Columbia University Spring 1962 New York, New York 10025 Prof. Kempton E. Webb, Director, Language and Area Center for Latin American Studies	430,930	50,575	35,403	30,000	546,908
*Columbia University 1959 New York, New York 10027 Prof. Robert Austerlitz, Director, Uralic Language and Area Center	463,439	29,240	*	*	492,679

*Courses have been offered by Columbia's Soviet and East European center since fall 1971.

Institution	1959-70	1970-71	1971-72	1972-73	Total
Columbia University 1960 New York, New York 10025 Prof. Marshall D. Shulman, Director, Soviet and East European Language and Area Center	$ 551,052	$ 56,580	$ 50,621	$ 95,000	$ 753,253
Columbia University 1960 New York, New York 10027 Prof. Gari Ledyard, Director, East Asian Language and Area Center	851,122	110,775	77,543	120,200	1,159,640
Cornell University 1960 Ithaca, New York 14850 Prof. David Mozingo, Director, East Asian Language and Area Center	451,416	49,405	34,584	65,000	600,405
Cornell University 1965 Ithaca, New York 14850 Prof. Tom E. Davis, Director, Language and Area Center for Latin American Studies	211,500	37,055	25,938	44,000	318,493
Cornell University 1960 Ithaca, New York 14850 Prof. James W. Gair, Director, South Asia Language and Area Center	449,150	47,575	33,303	60,000	590,028
Cornell University 1960 Ithaca, New York 14850 Prof. Frank H. Golay, Director, Southeast Asian Language and Area Center	799,016	82,885	58,020	110,000	1,049,921
Dartmouth College 1965 Hanover, New Hampshire 03755 Prof. Jonathan Mirsky, Director, Language and Area Center for East Asia	160,000	28,690	20,083	21,000	229,773
Duke University 1963 Durham, North Carolina 27706 Prof. Ainslie T. Embree, Director, Center for Southern Asian Studies	244,232	35,115	24,581	60,000	363,928
Duquesne University 1960 Pittsburgh, Pennsylvania 15219 Prof. Geza Grosschmid, Director, African Language and Area Center	290,540	32,675	22,873	25,000	371,088
Earlham College 1965 Richmond, Indiana 47375 Prof. Jackson H. Bailey, Director, Language and Area Center for East Asia	157,256	27,890	19,523	20,000	224,669
University of Florida 1965 Gainesville, Florida 32601 Prof. C. H. Donovan, Director, Language and Area Center for African Studies	131,068	24,705	17,267	50,000	223,040

Institution	1969-70	1970-71	1971-72	1972-73	Total
University of Florida Spring 1962 Gainesville, Florida 32601 Prof. William E. Carter, Director, Latin American Language and Area Center	$ 478,389	$ 56,820	$ 39,774	$ 60,000	$ 634,983
Fordham University 1960 Bronx, New York 10458 Rev. Paul I. Trensky, Director, Russian Language and Area Center	320,078	31,875	22,313	18,000	392,266
George Washington University 1965 Washington, D.C. 20006 Prof. Franz Michael, Director, Language and Area Center for Sino-Soviet Studies	161,293	29,085	20,360	34,384	245,122
Georgetown University 1965 Washington, D.C. 20007 Prof. James E. Alatis, Director, Language and Area Center for the Middle East	122,984	23,905	16,734	25,000	188,623
Harvard University 1959 Cambridge, Massachusetts 02138 Prof. Donald H. Shively, Director, Language and Area Center for East Asian Studies	990,921	113,165	79,216	145,000	1,328,302
Harvard University 1959 Cambridge, Massachusetts 02138 Prof. Muhsin Mahdi, Director, Center for Middle Eastern Studies	778,374	75,310	52,717	72,000	978,401
Harvard University 1960 Cambridge, Massachusetts 02138 Prof. Horace G. Lunt, Director, Slavic Language and Area Center	539,863	55,305	38,714	30,000	663,882
University of Hawaii 1960 Honolulu, Hawaii 96822 Prof. Albert D. Moscotti, Director, Asian Studies Language and Area Center	611,007	69,335	48,535	95,000	823,877
Howard University 1959 Washington, D.C. 20001 Prof. P. Chike Onwuachi, Director, African Language and Area Center	204,424	31,080	21,756	39,000	296,260
University of Illinois 1965 Urbana, Illinois 61801 Prof. Harold A. Gould, Director, Asian Studies Language and Area Center	165,000	30,280	21,196	70,000	286,476
University of Illinois 1965 Urbana, Illinois 61801 Prof. Carl W. Deal, Acting Director, Language and Area Center for Latin America	209,995	37,055	25,939	40,000	312,989

Institution	1959-70	1970-71	1971-72	1972-73	Total
University of Illinois 1960 Urbana, Illinois 61801 Prof. Ralph T. Fisher, Jr. Director, Russian and East European Language and Area Center	$ 623,310	$ 60,725	$ 42,500	$ 62,832	$ 789,367
Indiana University 1965 Bloomington, Indiana 47401 Prof. J. Gus Liebenow, Director, African Language and Area Center	236,159	44,225	30,958	70,000	381,342
Indiana University 1960 Bloomington, Indiana 47401 Prof. William B. Edgerton, Director, Slavic Language and Area Center	850,081	96,035	67,224	100,000	1,113,340
Indiana University 1962 Bloomington, Indiana 47401 Prof. Denis Sinor, Director, Uralic and Altaic Language and Area Center	375,081	42,870	30,009	64,056	444,778
The University of Iowa 1960 Iowa City, Iowa 52240 Prof. William K. Barnett, Director, Center for Far Eastern Studies	268,654	33,870	23,709	45,000	371,233
The Johns Hopkins University 1960 School of Advanced International Studies Washington, D.C. 20036 Prof. Majid Khadduri, Director, Middle East Language and Area Center	197,062	20,720	14,504	27,000	259,286
University of Kansas 1959 Lawrence, Kansas 66045 Prof. Felix Moos, Director, Language and Area Center for East Asian Studies	382,971	45,940	32,158	55,000	516,069
University of Kansas 1965 Lawrence, Kansas 66045 Prof. William C. Fletcher, Director, Language and Area Center Slavic and East European Studies	201,923	35,265	24,686	48,000	309,874
Kansas State University 1967 Manhattan, Kansas 66502 Prof. Albert B. Franklin, Director, Language and Area Center for East Asian Studies	67,166	17,743	12,420	45,000	142,329
Lincoln University 1965 Lincoln University, Pennsylvania 19352 Prof. Richard P. Stevens, Director, Language and Area Center for Africa	119,668	23,905	16,734	17,000	177,307
Louisiana State University 1965 Baton Rouge, Louisiana 70803 Prof. James R. Hawkes, Director, Russian Language and Area Center	126,250	22,985	16,090	28,153	193,478

Institution	1969-70	1970-71	1971-72	1972-73	Total
Manhattanville College 1965 Purchase, New York 10577 Prof. Madeline Chi, Director, Language and Area Center for East Asia	$ 95,416	$ 18,325	$ 12,828	$ 25,000	$ 151,569
University of Miami 1965 Coral Gables, Florida 33124 Prof. John P. Harrison, Director, Latin American Language and Area Center	194,679	34,825	24,378	41,700	295,582
The University of Michigan 1960 Ann Arbor, Michigan 48108 Prof. Robert E. Ward, Director, Far Eastern Language and Area Center	426,833	54,190	37,933	120,000	638,956
The University of Michigan 1959 Ann Arbor, Michigan 48104 Prof. Kenneth A. Luther, Director, Language and Area Center in Near Eastern Studies	444,921	48,610	34,027	76,000	603,558
The University of Michigan 1959 Ann Arbor, Michigan 48104 Prof. Alfred G. Meyer, Director, Slavic Language and Area Center	971,760	96,035	67,225	80,000	1,215,020
The University of Michigan 1965 Ann Arbor, Michigan 48104 Prof. L.A. Peter Gosling, Director, South and Southeast Asia Language and Area Center	260,955	49,405	34,580	74,000	409,940
Michigan State University 1960 East Lansing, Michigan 48824 Prof. Victor N. Low, Director, African Language and Area Center	544,299	61,360	42,952	53,400	702,011
Michigan State University 1965 East Lansing, Michigan 48823 Prof. William T. Ross, Director, South Asia Language and Area Center	169,430	31,240	21,868	35,000	257,538
University of Minnesota 1965 Minneapolis, Minnesota 55455 Prof. Nils Hasselmo, Director, Center for Northwest European Language and Area Studies	180,555	32,035	22,425	58,400	293,415
University of Minnesota 1967 Minneapolis, Minnesota 55414 Prof. Guy R. Welbon, Director, Language and Area Center for South Asia	135,675	37,055	25,938	60,000	258,668
University of Missouri 1965 Columbia, Missouri 65201 Prof. N. Gerald Barrier, Director, South Asia Language and Area Center	174,258	32,835	22,985	42,620	272,698

Institution	1959-70	1970-71	1971-72	1972-73	Total
University of New Mexico 1965 Albuquerque, New Mexico 87106 Prof. Marshall R. Nason, Director, Language and Area Center for Latin American Studies	$ 177,000	$ 34,270	$ 23,989	$ 43,000	$ 278,259
New York University 1959 New York, New York 10003 Prof. Jorge Balan, Director, Ibero-American Language and Area Center	515,183	43,030	30,121	20,000	608,334
New York University 1967 New York, New York 10003 Prof. R. Bayly Winder, Director, Language and Area Center for Middle East	68,000	18,330	12,831	71,000	170,161
Northwestern University 1965 Evanston, Illinois 60201 Prof. Gwendolen M. Carter, Director, Language and Area Center for Sub-Saharan Africa	225,700	41,825	29,278	80,000	376,803
Oakland University 1965 Rochester, Michigan 48063 Prof. Robert Howes, Director, Language and Area Center for East Asia	128,979	23,310	16,317	20,000	188,606
Oberlin College 1965 Oberlin, Ohio 44074 Prof. Dale R. Johnson, Director, East Asian Language and Area Center	140,065	25,100	17,570	25,000	207,735
Ohio University 1965 Athens, Ohio 45701 Prof. Alan R. Booth, Director, African Language and Area Center	138,000	25,500	17,850	53,000	234,350
Ohio State University 1965 Columbus, Ohio 43210 Prof. Leon I. Twarog, Director, Language and Area Center for Slavic and East European Studies	174,500	31,280	21,896	60,000	287,676
University of Pennsylvania 1965 Philadelphia, Pennsylvania 19104 Prof. Thomas Naff, Director, Modern Near East Language and Area Center	164,543	30,280	21,196	76,000	292,019
University of Pennsylvania 1959 Philadelphia, Pennsylvania 19104 Prof. Morton Benson, Director, Slavic Language and Area Center	474,742	46,615	32,630	35,000	588,987
University of Pennsylvania 1959 Philadelphia, Pennsylvania 19104 Prof. Richard D. Lambert, Director, South Asia Language and Area Center	1,030,228	103,010	72,107	114,000	1,319,345

Institution	1969-70	1970-71	1971-72	1972-73	Total
Pennsylvania State University 1965 University Park, Pennsylvania 16802 Prof. Vernon V. Aspaturian, Director, Slavic and Soviet Language and Area Center	$ 157,000	$ 27,890	$ 19,523	$ 40,000	$ 244,413
University of Pittsburgh 1960 University Park, Pennsylvania 15213 Prof. William P. Dorrill, Director, East Asian Language and Area Center	342,809	37,655	26,359	45,000	451,823
Portland State University 1960 Portland, Oregon 97207 Prof. Frederick J. Cox, Director, Middle East Studies Center	409,628	44,305	31,014	56,240	541,187
Portland State University 1965 Portland, Oregon 97207 Prof. H. Frederick Peters, Director, Language and Area Center for Central Europe	141,820	25,300	17,710	35,750	220,580
Princeton University 1965 Princeton, New Jersey 08540 Prof. Marius B. Jansen, Director, Language and Area Center for East Asia	222,917	39,845	27,892	65,000	355,654
Princeton University 1959 Princeton, New Jersey 08540 Prof. L. Karl Brown, Director, Language and Area Center for Near Eastern Studies	673,948	60,805	42,564	71,000	848,317
Princeton University 1965 Princeton, New Jersey 08540 Prof. Charles E. Townsend, Director, Language and Area Center for Russian Studies	168,000	29,485	20,640	20,000	238,125
University of Rochester 1967 Rochester, New York 14627 Prof. Robert B. Hall, Jr. Director, Language and Area Center for East Asia	73,692	19,920	13,944	25,000	132,556
University of Rochester 1965 Rochester, New York 14627 Prof. Robert B. Hall, Jr. Acting Director, South Asia Language and Area Center	138,977	25,500	17,850	30,000	212,327
University of Southern California 1960 Los Angeles, California 90007 Prof. Laurence Thompson, Director, East Asian Studies Center	404,650	46,715	32,701	45,000	529,066
Stanford University 1959 Stanford, California 94305 Prof. Albert E. Dien, Director, Chinese-Japanese Language and Area Center	727,0902	79,695	55,787	100,000	962,572
Stanford University 1965 Stanford, California 94305 Prof. John J. Johnson, Director, Latin American Language and Area Center	244,187	43,825	30,678	45,000	363,690

Institution	1959-70	1970-71	1971-72	1972-73	Total
Stanford University 1967 Stanford, California 94305 Prof. Joseph H. Greenberg, Director, Language and Area Center for Africa	$ 141,000	$ 38,255	$ 26,779	$ 56,000	$ 263,690
The University of Texas 1960 Austin, Texas 78712 Prof. Thomason Jannuzi, Director, Language and Area Center for Asian Studies	268,388	34,270	23,989	60,000	386,647
The University of Texas Spring 1962 Austin, Texas 78712 Prof. William Glade, Director, Language and Area Center for Latin American Studies	459,354	55,785	39,050	58,000	612,189
The University of Texas 1960 Austin, Texas 78712 Prof. Paul W. English, Director, Middle Eastern Language and Area Center	430,867	48,370	33,856	71,000	584,093
Texas Southern University 1967 Houston, Texas 77004 Prof. Cynthia Shepard Perry, Director, Language and Area Center for Africa	76,600	20,560	14,392	15,000	126,552
Tulane University Spring 1962 New Orleans, Louisiana 70118 Prof. Richard E. Greenleaf, Director, Latin American Studies Language and Area Center	483,372	56,180	39,326	50,700	629,578
University of Utah 1960 Salt Lake City, Utah 84112 Prof. Khosrow Mostofi, Director, Middle East Language and Area Center	492,792	51,000	35,700	71,000	650,492
Vanderbilt University 1961 Nashville, Tennessee 37203 Prof. Josef Rysan, Director, Slavic Language and Area and Area Center	430,683	45,420	31,794	24,000	531,897
University of Virginia 1965 Charlottesville, Virginia 22903 Prof. Alan Hutchinson, Director, Language and Area Center for Latin America	158,000	30,280	21,196	18,000	227,476
University of Virginia 1967 Charlottesville, Virginia 22903 Prof. David Powell, Director, Russian and East European Language and Area Center	77,000	20,720	14,500	15,000	127,220
*University of Washington 1959 Seattle, Washington 98105 Prof. W. A. Douglas Jackson, Director, Russian and East European Language and Area Center	951,537	33,515	23,460	63,000	162,035
*University of Washington 1959 Seattle, Washington 98105 Prof. Donald C. Hellmann, Director, Asian Language and Area Center		58,925	41,248	120,000	294,113

*Funded 1959-69 as one program, the Far Eastern and Russian Language and Area Center.

Institution	1959-70	1970-71	1971-72	1972-73	Total
Washington University 1965 St. Louis, Missouri 63130 Prof. Stanley Spector, Director, Language and Area Center for Chinese and Japanese	$ 184,435	$ 33,470	$ 33,016	$ 55,000	$ 305,921
University of Wisconsin 1965 Madison, Wisconsin 53706 Prof. Marvin Miracle, Director, African Language and Area Center	216,941	38,650	27,055	65,000	347,646
University of Wisconsin 1960 Madison, Wisconsin 53706 Prof. Robert E. Frykenberg, Director, South Asian Language and Area Center	608,345	61,360	42,910	90,000	802,615
University of Wisconsin 1959 Madison, Wisconsin 53706 Prof. Norman P. Sacks, Director, Language and Area Center in Latin American Studies	614,170	59,370	41,559	50,000	765,099
University of Wisconsin 1965 Milwaukee, Wisconsin 53202 Prof. Markos J. Mamalakis, Director, Language and Area Center for Latin America	109,588	19,920	13,944	27,000	170,452
Yale University 1965 New Haven, Connecticut 06530 Prof. Hugh T. Patrick, Director, Language and Area Center for East Asian Studies	246,051	44,625	31,238	62,000	383,914
Yale University 1965 New Haven, Connecticut 06530 Prof. Emir Rodriguez Monegal, Director, Latin American Language and Area Center	213,179	38,255	26,779	40,000	318,213
Yale University 1959 New Haven, Connecticut 06520 Prof. Karl J. Pelzer, Director, Southeast Asia Studies Center	572,714	62,320	43,624	50,900	729,558
Total	$37,090,135**	$4,684,468	$3,279,154	$5,840,000	$50,893,757
				501,000#	3,977,057=
Summer Programs	2,975,525#	500,532#	423,000##	318,558##	741,553==
	$40,065,660	$5,185,000	$3,702,154	$6,659,558	$55,612,372

**Includes NDEA section 602 research funds which were added to section 601(a) program funds in support of specifically designated research activities as follows: 1968-69: $550,000; 1969-70: $300,000.

#Domestic summer programs, funded in dollars.
##Overseas summer programs, funded in excess foreign currencies.

AlSchneider:gb

TAB J

LAMBERT'S LIST OF 307 COLLEGES
AND UNIVERSITIES WITH AREA STUDIES PROGRAMS

By Area:

Africa
East Asia
East Europe
Latin America
Middle East
South Asia
Southeast Asia

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AFRICA

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Amherst College			X		
Boston University		X	X		
Calif. Inst. of Tech.			X		
UCLA	X		X	X	X
Calif., Univ. of Santa Barbara	X		X		X
Chicago, Univ. of		X	X		X
Columbia Univ.	X		X	X	
Duke Univ.		X	X		
Duquesne Univ.	X		X	X	
*Florida, Univ. of				X	X
Furman Univ.		X	X		
Haverford College			X		
Howard Univ.	X			X	
Indiana Univ.	X		X	X	X
Johns Hopkins Univ.	X		X		
Lincoln Univ.		X	X	X	
Michigan State Univ.	X		X	X	X
SUNY College/New Paltz			X		
SUNY at Buffalo	X		X		
Northwestern Univ.	X		X	X	
Notre Dame, Univ. of		X	X		
Ohio Univ.	X		X	X	
Oregon, Univ. of			X		
Southern Illinois Univ.		X	X		
Stanford Univ.	X		X	X	X
Syracuse Univ.	X		X		
Temple Univ.		X	X		
Texas Southern Univ.			X	X	
Texas, Univ. of	X				X
Washington, Univ. of	X		X		X
Wesleyan Univ.		X	X		
Western Michigan Univ.			X		
Wisconsin, Univ. of Madison	X		X	X	X
Yale Univ.			X		X

* Not included in program study

EAST ASIA

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visited
American Univ.	X		X		
Amherst College			X		
Arizona State Univ.		X	X		
Arizona, Univ. of	X		X	X	
Brigham Young Univ.			X		
Brown Univ.	X		X	X	
Bucknell Univ.		X	X	X	
Calif. State/Long Beach			X		
Calif., Univ. of Berkeley	X		X		X
Calif., Univ. of Davis	X		X		
UCLA	X		X		X
Calif., Univ. of Santa Barbara	X		X		X
Carleton College			X		
Chicago, Univ. of	X		X	X	X
Claremont Grad. Sch.	X		X		
Colorado, Univ. of	X		X	X	X
Columbia Univ.	X		X	X	
Connecticut College			X		
Cornell Univ.	X		X	X	X
Dartmouth College		X	X	X	
Earlham College			X	X	
Eastern Michigan Univ.			X		
Florida State Univ.		X	X		
Furman Univ.		X	X		
George Washington Univ.	X		X	X	
Georgetown Univ.	X				
Harvard Univ.	X		X	X	
Hawaii, Univ. of	X		X	X	
Hofstra Univ.		X	X		
Illinois, Univ of	X		X	X	
Indiana Univ.	X		X		X
Iowa, Univ. of	X		X	X	
Hohns Hopkins Univ.	X				
Kansas, Univ. of	X		X	X	X
Manhattanville College				X	
MIT	X				
Michigan State Univ.	X				X
Oakland Univ.			X	X	
Michigan, Univ. of	X		X	X	X
Minnesota, Univ. of			X		X
SUNY College/ New Paltz			X		
SUNY College/Oneonta			X		
Oberlin College		X	X	X	
Ohio State Univ.	X		X		
Oregon, Univ. of	X				

EAST ASIA (cont.)

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visited
Pennsylvania, Univ. of	X		X		X
Pittsburgh, Univ. of	X		X	X	X
Pitzer College			X		
Princeton Univ.	X		X	X	
Redlands, Univ. of			X		
Rochester, Univ. of	X		X	X	
Rutgers University	X		X		
St. Benedict, College of			X		
St. Johns Univ.	X		X		
San Diego State College		X	X		
Seton Hall Univ.	X		X		
Southern Calif., Univ. of	X		X	X	
Stanford Univ.	X		X	X	X
Sweetbriar College			X		
Tennessee, Univ. of			X		
Texas, Univ. of	X			X	X
Utah, Univ. of			X		
Vassar College			X		
Virginia, Univ. of	X				
Washington State Univ.		X	X		
Washington, Univ. of	X		X	X	X
Washington Univ.	X		X	X	
Wesleyan Univ.		X	X		
Williams College			X		
Winthrop College		X	X		
Wisconsin, Univ. of Madison	X		X		X
Wittenberg Univ.		X	X		
Yale Univ.	X		X	X	X

EASTERN EUROPE

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
American Univ.	X				
Boston College	X		X	X	
Boston Univ.			X		
Brown Univ.	X		X		
Calif., Univ. of Berkeley	X		X	X	X
Calif., Univ. of Davis	X		X		
UCLA	X		X		X
Calif., Univ. of Santa Barbara	X				X
Chicago, Univ. of	X		X	X	X
Colorado, Univ. of	X		X	X	X
Columbia Univ.	X		X	X	
Cornell Univ.	X		X		X
Dickinson College			X		
Duke Univ.	X		X		
Florida State U.	X				
Fordham Univ.	X		X	X	
George Washington U.	X		X	X**	
Georgetown	X				
Harvard Univ.	X		X	X	
Illinois, Univ. of	X		X	X	
Indiana Univ.	X		X	X	X
Johns Hopkins Univ.	X		X		
Juniata College		X	X		
Kansas, Univ. of	X		X	X	X
Kent State Univ.		X	X		
Louisiana Poly. Inst.			X		
*Louisiana State U.				X	
Manhattan College		X	X		
Miami, Univ.			X		
Michigan State Univ.	X		X		X
Michigan, Univ. of	X			X	X
Missouri, Univ. of	X		X		
Nebraska, Univ. of			X		
CCNY, Hunter College	X				
SUNY at Binghampton	X				
UNC, Chapel Hill	X		X		
Notre Dame, Univ. of			X		
Ohio State Univ.	X		X	X	
Oklahoma, Univ. of			X		
Pennsylvania State U.	X		X	X	X
Pennsylvania, Univ. of	X		X	X	X
Pittsburgh, Univ. of			X		X
Portland State College			X	X	X
Princeton Univ.	X		X	X	
Rochester, Univ. of	X				
St Louis Univ.			X		
Seton Hall Univ.			X		

EASTERN EUROPE (cont.)

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Southern Calif., Univ.of	X				
Stanford Univ.	X				X
Syracuse Univ.	X		X		
Tulane University	X				
Vanderbilt Univ.	X		X	X	
Vermont, Univ. of	X				
Virginia, Univ. of		X	X	X	
Washington, Univ. of	X			X	X
West Chester State Col.			X		
Western Michigan Univ.			X		
Wisconsin, Univ. of Madison	X		X		X
Yale University	X		X		X

* Not included in program study
** Asia - E. Europe

EASTERN EUROPE (cont.)

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Southern Calif., Univ.of	X				
Stanford Univ.	X				X
Syracuse Univ.	X		X		
Tulane University	X				
Vanderbilt Univ.	X		X	X	
Vermont, Univ. of	X				
Virginia, Univ. of		X	X	X	
Washington, Univ. of	X			X	X
West Chester State Col.			X		
Western Michigan Univ.			X		
Wisconsin, Univ. of Madison	X		X		X
Yale University	X		X		X

* Not included in program study
** Asia - E. Europe

LATIN AMERICA

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Alabama, Univ. of		X	X		
American Univ.	X				
*Antioch College				X	
Arizona State			X		
Arizona, Univ. of	X		X		
Brigham Young		X	X		
Calif. State/Long Beach		X	X		
Calif., Univ. of Berkeley	X		X		X
UCLA	X		X	X	X
Calif., Univ. of Riverside		X	X		
Calif., Univ. of Santa Barbara	X				X
Catholic Univ.	X				
Chicago, Univ. of	X		X		X
Colorado, Univ. of	X				X
Columbia Univ.	X		X	X	
Connecticut, Univ. of	X		X		
Cornell Univ.	X		X	X	X
East Carolina Univ.		X	X		
Florida, Univ. of	X		X	X	X
Georgetown Univ.	X		X		
Illinois, Univ. of	X		X	X	
Indiana University	X		X		X
John Hopkins Univ.	X		X		
Kansas, Univ. of	X		X		X
Kent State Univ.	X				
Louisiana State Univ.			X		
Luther College		X	X		
MIT	X				
Miami, Univ. of	X		X	X	
Michigan State Univ.		X	X		X
Minnesota, Univ. of	X				X
Missouri, Univ. of	X				
Nebraska, Univ. of			X		
New Mexico, Univ. of	X		X	X	
SUNY College/New Paltz			X		
SUNY at Albany			X		X
SUNY at Buffalo	X		X		
New York Univ.	X		X	X	
UNC Chapel Hill	X		X		
UNC Greensboro	X				
Ohio State Univ.	X				
Ohio Univ.	X		X		
Pan American College		X	X		
Pennsylvania State U.			X		X
Pittsburgh, Univ. of	X		X		X
Princeton Univ			X		

LATIN AMERICA (Cont.)

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Puerto Rico, Univ. of			X		
Ripon College		X	X		
Rutgers University	X		X		
Southern Colorado State			X		
Southern Methodist			X		
Southern Mississippi, U. of			X		
Stanford Univ.	X		X	X	X
Syracuse Univ.	X		X		
Tennessee, Univ. of			X		
Texas, Univ. of	X		X	X	X
Tulane Univ.	X		X	X	
Utah, Univ. of		X	X		
Vanderbilt Univ.	X		X		
Virginia, Univ. of	X		X	X	
Washington State U.			X		
Washington, Univ. of	X		X		X
Washington University	X		X		
Winthrop College			X		
Wisconsin St./EAU Claire		X	X		
Wisconsin St./Stevens Point		X	X		
Wisconsin, Univ. of Madison	X			X	X
Wisconsin, Univ. of Milwaukee		X	X	X	
Yale University	X		X	X	X

* Not included in program study

MIDDLE EAST

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
Arizona, Univ. of	X		X	X	
Baldwin Wallace Col.			X		
Brandeis Univ.	X				
Calif. Univ. of Berkeley	X		X	X	X
UCLA	X		X	X	X
Calif. Univ. of Santa Barbara	X				X
Chicago, Univ. of	X		X		X
Colorado, Univ. of	X		X		X
Columbia Univ.	X		X		
Cornell Univ.	X				X
Dropsie College	X		X		
George Washington U.		X	X		
Georgetown Univ.	X		X	X	
Harvard Univ.	X		X	X	
Hebrew Union College	X				
Illinois, Univ. of	X		X	X	
Indiana Univ.	X		X		X
Johns Hopkins Univ.	X			X	
Maryland, Univ. of			X		
Michigan, Univ. of	X			X	X
Minnesota, Univ. of	X				X
SUNY College/New Paltz			X		
SUNY College/Oneonta			X		
SUNY at Binghamton			X		
SUNY at Buffalo	X				
New York Univ.	X		X	X	
UNC, Chapel Hill	X		X		
Pennsylvania, Univ. of	X		X	X	X
Portland State College		X	X	X	X
Princeton University	X		X	X	
Texas, Univ. of	X		X	X	X
Utah, Univ. of	X		X	X	
Washington, Univ. of	X		X		X
Western Illinois Univ.			X		
Wisconsin, Univ. of Madison	X		X		X
Yeshiva Univ.	X		X		

SOUTH ASIA

niversity	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visted
American Univ.	X			X	
Arizona, Univ. of	X		X	X	
Calif. State/Hayward		X	X		
Calif. State/Long Beach			X		
Calif., Univ. of Berkeley	X		X	X	X
Carleton College			X		
Chicago, Univ. of	X		X	X	X
Columbia Univ.	X		X		
Cornell Univ.	X		X	X	X
Duke Univ.	X		X	X	
Illinois, Univ. of	X		X	X	
Kansas State Univ.	X		X	X	X
Michigan State Univ.	X		X	X	X
Oakland Univ.			X		
Michigan, Univ. of	X		X	X	X
Minnesota, Univ. of	X		X	X	X
Missouri, Univ. of	X		X	X	
SUNY College/New Paltz			X		
Pennsylvania, Univ. of	X		X	X	X
Rochester, Univ. of	X		X	X	
Syracuse Univ.	X		X		
Texas, Univ. of	X		X	X	X
/irginia, Univ. of	X		X		
Washington, Univ. of	X		X		X
Wisconsin, Univ. of Madison	X		X	X	X
Wooster, College of			X		

SOUTHEAST SIA

University	NDFL Appl.	NDFL Equiv. Data	Program Inventory	NDEA Center	Site Visited
American University	X			X	
Calif., Univ. of Berkeley	X			X	X
UCLA	X		X		X
Columbia Univ.	X		X		
Cornell University	X			X	X
Hawaii, Univ. of	X		X	X	
Illinois, Univ. of	X		X	X	
Johns Hopkins Univ.	X				
Michigan, Univ. of	X		X	X	X
Northern Illinois Univ.		X	X		
Ohio Univ.	X		X		
Southern Illinois Univ.		X	X		
Washington, Univ. of	X		X		X
Wisconsin, Univ. of Madison	X		X	X	X
Yale Univ.	X		X	X	X