

WITHDRAWAL SHEET (PRESIDENTIAL LIBRARIES)

FORM OF DOCUMENT	CORRESPONDENTS OR TITLE	DATE	RESTRICTION
#4 memo	NSAM 332 C 2 p	6/11/65	A
	<i>open 12-15-99</i>		
#5 memo	Duplicate of #4		
#11 memo	Duplicate of #4		
#13 memo	Read to Bundy C 1 p	8/25/65	A
#13a rpt	"Report of US Government English..." C 8 p	undated	A
#14 airgram	Deptel CA-387 C 3 p	7/12/65	A
	<i>open 3-13-91 per USIA-BC/D11-1-96</i>		
#15 airgram	Deptel CA-869 C 2 p	7/23/65	A
	<i>open 3-13-91 per USIA-BC/D11-1-96</i>		
#22a memo	Chase to Bundy C 1 p	4/27/65	A
	<i>open 12/15/99</i>		
#25a memo	NSAM draft PCI 3 p	4/21/65	A
	"		
#28 memo	Bundy to President C 2 p	4/27/65	A
	"		
#28d memo	NSAM 332 C 3 p	undated	A
	"		
#29a memo	NSAM draft PCI 3 p	4/21/65	A
	"		

FILE LOCATION

NSF, NSAM, NSAM 332--US Government Policy on English Language Teaching Abroad Box 6

RESTRICTION CODES

- 1) Closed by Executive Order 12356 governing access to national security information.
- 2) Closed by statute or by the agency which originated the document.
- 3) Closed in accordance with restrictions contained in the donor's deed of gift.

EXECUTIVE OFFICE OF THE PRESIDENT

BUREAU OF THE BUDGET

RECEIVED
WASHINGTON, D.C.
MR. GEORGE BUNDY'S OFFICE

1965 SEP 10 AM 7 47 SEP 9 1965

MEMORANDUM FOR MR. GORDON CHASE

Subject: State Department Report on English Language Teaching

As requested in NSAM 332, the Department has prepared a report on (a) the present scope of U.S. Government English Language Teaching (ELT) programs abroad and (b) future courses of action.

Although the data is admittedly imperfect, the collection of information on the present scope of these programs is certainly a constructive step in any effort to coordinate our ELT programs. We understand that the Department plans to continue to collect and refine this information next year.

With regard to future courses of action, the Department report must be considered as interim. An airgram has been sent to our Ambassadors at about 90 posts on July 12, requesting suggestions as to "how existing English teaching programs of the agencies could be improved and to advise us of what new projects should be undertaken to carry out the policy statement." The Department expects that such proposals will be included in each agency's FY 1967 budget estimates; however it also expects to draw up one "master plan" in time for the fall budget review. Since further Executive Office review and action on these estimates will come before the Bureau, we will keep you informed of progress.

Attached for Mr. Bundy's signature is a memorandum to Mr. Rusk acknowledging receipt of the report.

15/ Jm

**James M. Frey
Acting Chief
International Division**

Attachment

2/

SEP 9 1965

MEMORANDUM FOR MR. GORDON CHASE

Subject: State Department Report on English Language Teaching

As requested in NSAM 332, the Department has prepared a report on (a) the present scope of U.S. Government English Language Teaching (ELT) programs abroad and (b) future courses of action.

Although the data is admittedly imperfect, the collection of information on the present scope of these programs is certainly a constructive step in any effort to coordinate our ELT programs. We understand that the Department plans to continue to collect and refine this information next year.

With regard to future courses of action, the Department report must be considered as interim. An airgram has been sent to our Ambassadors at about 90 posts on July 12, requesting suggestions as to "how existing English teaching programs of the agencies could be improved and to advise us of what new projects should be undertaken to carry out the policy statement." The Department expects that such proposals will be included in each agency's FY 1967 budget estimates; however it also expects to draw up one "master plan" in time for the fall budget review. Since further Executive Office review and action on these estimates will come before the Bureau, we will keep you informed of progress.

Attached for Mr. Bundy's signature is a memorandum to Mr. Rusk acknowledging receipt of the report.

151 Jem

James M. Frey
Acting Chief
International Division

Attachment

ID:Wormser:fa 9/9/65

THE WHITE HOUSE

Washington

2a

MEMORANDUM FOR THE SECRETARY OF STATE

Subject: U.S. Government Policy on English Language Teaching Abroad.

We have reviewed the Department's reply to NEAM 332 and note that specific courses of action for the attainment of U.S. objectives in English language teaching abroad will be developed in connection with the agencies' 1967 budget estimates. We will keep advised through the Bureau of the Budget as to the development of a U.S. Government English language teaching program.

McGeorge Bundy

BOB:ID:Wormser:fa 9/9/65

cc: McGeorge Bundy (files 2) ✓

SEP 9 1965

MEMORANDUM FOR MR. GORDON CHASE

Subject: State Department Report on English Language Teaching

As requested in NSAM 332, the Department has prepared a report on (a) the present scope of U.S. Government English Language Teaching (ELT) programs abroad and (b) future courses of action.

Although the data is admittedly imperfect, the collection of information on the present scope of these programs is certainly a constructive step in any effort to coordinate our ELT programs. We understand that the Department plans to continue to collect and refine this information next year.

With regard to future courses of action, the Department report must be considered as interim. An airgram has been sent to our Ambassadors at about 90 posts on July 12, requesting suggestions as to "how existing English teaching programs of the agencies could be improved and to advise us of what new projects should be undertaken to carry out the policy statement." The Department expects that such proposals will be included in each agency's FY 1967 budget estimates; however it also expects to draw up one "master plan" in time for the fall budget review. Since further Executive Office review and action on these estimates will come before the Bureau, we will keep you informed of progress.

Attached for Mr. Bundy's signature is a memorandum to Mr. Rusk acknowledging receipt of the report.

151 Jm

**James M. Frey
Acting Chief
International Division**

Attachment

ID:Wormser:fa 9/9/65

THE WHITE HOUSE

Washington

30

MEMORANDUM FOR THE SECRETARY OF STATE

Subject: U.S. Government Policy on English Language Teaching Abroad.

We have reviewed the Department's reply to NSAM 332 and note that specific courses of action for the attainment of U.S. objectives in English language teaching abroad will be developed in connection with the agencies' 1967 budget estimates. We will keep advised through the Bureau of the Budget as to the development of a U.S. Government English language teaching program.

McGeorge Bundy

BOB:ID:Wormser:fa 9/9/65

cc: McGeorge Bundy (files 2)

THE WHITE HOUSE
WASHINGTON~~CONFIDENTIAL~~

June 11, 1965

NATIONAL SECURITY ACTION MEMORANDUM NO. 332

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

SUBJECT: U.S. Government Policy on English Language Teaching Abroad

1. In response to the Secretary of State's memorandum of April 1, 1965, the following unclassified statement of policy on English language teaching abroad has been approved:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself -- about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special

~~CONFIDENTIAL~~

DECLASSIFIED
Authority NSC memo 8-31-95
By ry NARA, Date 12-15-98

~~CONFIDENTIAL~~

-2-

funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U. S. Government efforts in this field."

2. In carrying out the above policy, the Department of State, in consultation with appropriate agencies, is requested to ensure that specific courses of action are developed for the attainment of U. S. objectives in English language teaching abroad. The Department, in consultation with appropriate agencies, is also requested to ensure:

- (a) That activities and research among U. S. Government agencies are coordinated in such a way that Government resources will be used with the greatest efficiency and economy.
- (b) That the actions of the U. S. Government take into account (1) the activities of private organizations and individuals active in English language training abroad and (2) the activities of other countries that pursue policies of assisting the teaching and use of the English language in other countries.
- (c) That specific actions are tailored to conditions in specific countries or regions. In this regard, consideration should be given to the desirability of developing indigenous English teaching capabilities.

3. In seeking any new legislation or additional funds, agencies, in consultation with the Department of State, should make appropriate proposals to the President through normal legislative clearances and budgetary channels.

4. The Department of State, in coordination with appropriate agencies, is requested to report, by September 1, (a) on the present scope of U. S. Government English language teaching programs abroad and (b) on future specific courses of action, taking into account the guidelines set forth in Paragraph 2 above.

McGeorge Bundy
McGeorge Bundy

cc: Director, Bureau of the Budget

~~CONFIDENTIAL~~

bcc: Mr. Bundy
Mr. Chase
Mr. Johnson

NSC Files
Mr. Ed Strait (BOB)

Dispatched 6/14/65 - outside rcpts only

~~CONFIDENTIAL~~

THE WHITE HOUSE
WASHINGTON

June 11, 1965

NATIONAL SECURITY ACTION MEMORANDUM NO. 332

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

SUBJECT: U.S. Government Policy on English Language Teaching Abroad

1. In response to the Secretary of State's memorandum of April 1, 1965, the following unclassified statement of policy on English language teaching abroad has been approved:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself -- about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special

~~CONFIDENTIAL~~

DECLASSIFIED
Authority NSC Memo 8-31-45
By fy NARA, Date 12-15-99

~~CONFIDENTIAL~~

-2-

funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U. S. Government efforts in this field."

2. In carrying out the above policy, the Department of State, in consultation with appropriate agencies, is requested to ensure that specific courses of action are developed for the attainment of U. S. objectives in English language teaching abroad. The Department, in consultation with appropriate agencies, is also requested to ensure:

- (a) That activities and research among U. S. Government agencies are coordinated in such a way that Government resources will be used with the greatest efficiency and economy.
- (b) That the actions of the U. S. Government take into account (1) the activities of private organizations and individuals active in English language training abroad and (2) the activities of other countries that pursue policies of assisting the teaching and use of the English language in other countries.
- (c) That specific actions are tailored to conditions in specific countries or regions. In this regard, consideration should be given to the desirability of developing indigenous English teaching capabilities.

3. In seeking any new legislation or additional funds, agencies, in consultation with the Department of State, should make appropriate proposals to the President through normal legislative clearances and budgetary channels.

4. The Department of State, in coordination with appropriate agencies, is requested to report, by September 1, (a) on the present scope of U. S. Government English language teaching programs abroad and (b) on future specific courses of action, taking into account the guidelines set forth in Paragraph 2 above.

McGeorge Bundy

McGeorge Bundy

cc: Director, Bureau of the Budget

~~CONFIDENTIAL~~

6
/

April 16, 1965

MEMORANDUM FOR MR. CAREY

SUBJECT: U.S. Government Policy on
English Language Teaching Abroad

1. Attached is a copy of a memo from Secretary Rusk to the President enclosing a policy statement on the above subject. Among other things, the policy statement would appear to encourage the expenditure of additional funds for the teaching of the English language abroad.
2. May we have the Budget Bureau's comments and recommendations on the policy statement?

Gordon Chase

2

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON 25, D.C.

April 15, 1965

OFFICE OF
THE DIRECTOR

NOTE TO GORDON CHASE

It's just as well that you called me about the English language teaching matter. It has more history than I knew about.

Attached is a memo our people sent to Harry McPherson raising some sharp questions about what they were bringing the President into.

Also attached is a staff report prepared over here on the whole problem.

Under the circumstances, I couldn't concur in the issuance of the Presidential statement. It endorses something we believe needs some re-engineering.

Bill

William D. Carey
Executive Assistant Director

JAN 27 1953

Honorable Harry C. McPherson, Jr.
Assistant Secretary for
Educational and Cultural Affairs
Department of State
Washington, D. C. 20520

Dear Harry:

I hope that you will take a good look at the statement on "U.S. Government Policy on English Teaching Abroad" discussed at the January 14 meeting of the interagency ELT committee. Frankly, I find that it obscures the interagency differences in this field, and I doubt that it could assist you in your efforts to provide policy leadership and to coordinate divergent efforts. I certainly see that it offers no help in recommending to the President budget allowances for ELT activities.

The ELT problem has been before the U. S. Government for some time now. The January 14 statement, like earlier efforts to state our national policy, fails to provide operating officials in Washington or the field with guides for action or suggestions of relative priority for use of scarce ELT resources or scarce agency funds.

The Bureau studied ELT over a year ago, and we concluded that ELT needed

- clarification at the country level of the specific U.S. national interest in ELT;
- better use of scarce resources, especially a better targeting of what each agency should do or how it should rely on other agencies;
- preparation of a country ELT plan;
- full-time program staff review at the level of the Assistant Secretary to assist him in coordination of ELT;
- a tighter relation between Government and private efforts in ELT;
- a first class fact-gathering effort.

In brief, we think that there should evolve an integrated ELT programming activity, and we have been prepared to make the budgeting system serve as the "action-forcing process" through which, in the end, you could be sure that an integrated program for each country and for the Government as a whole had been achieved. This would mean then for each country with significant ELT activity we would have an integrated program aimed to achieve specific U.S. interests and that conscious recognition was taken of each U.S. activity--public and private--in creating this integrated program. While the fact-gathering effort instituted as a first step toward this goal has proceeded more slowly than we had hoped, our estimate of its need has not diminished.

If you would find it useful, I would be happy to discuss this further with you.

Sincerely,

15/ Ir

Irving J. Lewis
Deputy Chief
International Division

Enclosure:

The Coordination of U.S. Government
English Language Teaching Activities

cc: Mr. Strait

ID:IJLewis:ihf 1-21-65

Table of Contents

THE COORDINATION OF U.S. GOVERNMENT ENGLISH LANGUAGE TEACHING ACTIVITIES

Introduction	p. 1
<u>Coordination at the Country Level</u>	p. 3
ELT as a tool for achieving country objectives.....	p. 3
Conclusions	p. 5
Effective and economical utilization of ELT resources.....	p. 5
Conclusions	p. 6
Recommendations for Improved Coordination at the Country Level.....	p. 7
<u>Coordination of ELT Activities in Washington</u>	p. 9
Areas of weakness	p. 9
Coordination thus far	p. 9
Conclusions.....	p. 11
Recommendations for improved coordination in Washington	p. 12

July 19, 1963

THE COORDINATION OF U.S. GOVERNMENT ENGLISH LANGUAGE TEACHING ACTIVITIES

Introduction

In January 1963, the International Division of the Bureau of the Budget, believing that a basic study of Government English Language Teaching (ELT) activities was necessary, undertook a reconnaissance to determine what interagency and Government-private agency cooperation exists or should exist in planning or implementation, both in the United States and in the field. Underlying this was the question of whether the agencies have sufficiently distinct purposes in teaching English to justify their own separate programs. Discussions with the Government officials and private organizations involved in ELT and a field trip to the Philippines, Indonesia and Thailand, partly to review country ELT activities, have led to the evaluation of the problem of coordination that follows.

The Bureau recognizes that the need for interagency cooperation is becoming increasingly important, especially with the demand for ELT activities surpassing the resource supply and with no figures available as to the total involvement of the U.S. Government in ELT. It is clear that more and better planning is badly needed. Agency estimates are planned and implemented with little reference to one another. AID and USIA increasingly overlap each other's purposes and targets in countries where both operate. A large Defense military assistance program has been administered with little contact with AID or USIA in Washington or in the field.

In addition, investment by all agencies in expensive laboratory equipment is growing, with little planning of cooperative use of the machines. Textbook development, a long and costly process, is sometimes being carried out by two agencies in a country, each working independently of the other. Finally, attention has been called to the growing possibility of competition among Government agencies for programmed instruction materials.

Throughout this evaluation, however, it is important to keep in mind that ELT is only one of the many areas of Government activity where problems of coordination exist. ELT was singled out for consideration because of interagency disputes in Africa, because of a growing awareness of the inadequate resources available to meet the growing demand, and because of pressure from the private sector for the Government to clarify its interest in ELT. One must also keep in mind that many of the problems relating to ELT are symptomatic of more general weaknesses

in country team planning and in the administration of the country programs within some countries.

The evaluation that follows is based on the belief that any attempt to solve the problems of ELI coordination must begin with more effective country planning of ELI activities. English language training is one of a number of tools for furthering the objectives of the United States in a country. Because there are often several agencies employing this tool, coordination at the country level involves a clarification of how English can best be used to accomplish these objectives and requires short and long-term planning of the various agency activities in order to utilize available resources most effectively and economically.

If this were accomplished, the program support and review functions of the Washington ELI offices would be clarified. In Washington, interagency coordination would involve the review of the country plans, compilation of an over-all picture of current ELI activities and the development of a national ELI plan that assigns needed priorities among countries to be emphasized, over-all techniques to be used, and agency efforts. It would also involve the cooperative development or use of certain resources by both Government and non-Government agencies such as linguistics research, textbooks, language teaching equipment, and programmed instruction.

Coordination of ELIT Activities at the Country Level

ELIT as a tool for achieving country objectives

ELIT can assist in furthering a variety of U.S. objectives within a country. These generally fall into the categories of political objectives or economic development goals.

ELIT can further the political aims of the United States in such ways as: (1) promoting understanding of the United States and its policy; (2) promoting an understanding and an appreciation of western Free World culture; (3) helping the development of democratic institutions within a country (Because in most former British colonies and American territories the business of government is conducted in English, a broadening of the English speaking population could also result in broadening the base of the government); and (4) helping to further other, unrelated U.S. objectives by promoting good will through assistance in ELIT when requested by the foreign government.

Where assisting a country along the path toward economic and social modernization is a U.S. aim, English can help by (1) providing access to the scientific, technical, and including military knowledge of the West, (According to UNESCO, 62 percent of all materials published in these fields is published in English.); (2) in a multi-lingual country (such as India) providing a common language for internal communication for education, public administration, business, etc.; (3) providing a language for international communication; and (4) promoting a language that, unlike the native language, can more adequately express certain cultural values, methods of thinking, and technical terminology needed for development.

However, many of the replies from the field to a State Department request for information with regard to ELIT coordination (CA-6149, Dec. 5, 1962), as well as talks with people involved in ELIT both in this country and in the Far East, reveal that the U.S. ELIT activities are often not justified in terms of a specific U.S. interest. The cables and discussions also indicate that the teaching of English often is not adequately recognized or considered by the country team as an effective tool for achieving other objectives, and that English tends to be regarded as an end in itself and not as a means of achieving a broader objective. Some of the cable replies, for example, indicated that the demand by the local governments for ELIT assistance was growing, therefore the United States ought to purchase laboratories and bring over teachers of English, etc. There was little consideration of how the U.S. interest would be served by acceding to the demands of the particular foreign governments.

Replies from some of the former French colonies stated that the objective of ELIT was "to supplement the influence of the Free World of the West", and that "In order to get across ideas and ideals on which the freedom of the West is based, it is necessary that the (native) be able to read books in English, understand lectures and seminars in English" Such a justification does not appear to take into account France's possible contribution as a member of the Free World community.

The Sudan and Indonesia are two examples of a country team not adequately considering the value of ELIT as a tool of foreign policy. In the Sudan the Embassy cable described the English capability as rapidly deteriorating, thereby hindering the achievement of long-range U.S. objectives. AID training programs were declining in effectiveness because their trainees could not comprehend even an elementary level of English. Yet in spite of country team recognition of these problems there was not an ELIT program being carried out in the Sudan that would help to solve them.

In Indonesia, a country of increasing importance to the United States, the Government has declared English to be the official second language of the country. This is due largely to the Government's desire to supplant the Dutch influence, but also to the realization that English is important to the national development. A large Ford Foundation project has completed the development of an entire ELIT program through the college level, including a series of textbooks for the secondary school system by American and Indonesian linguists. The Indonesian Government has agreed to make this text standard in all schools. Because allocation of funds for the printing of the texts was withheld by the Indonesian government, USIA offered to pay for the printing of the texts. By so doing it took on a responsibility generally considered by the agencies involved to be that of AID, namely, carrying on ELIT activities within the formal school system. As of mid-April 1963, however, no Indonesian or U.S. funds were available to purchase the necessary paper. Although the AID education officer had proposed that AID provide the funds, the program office had turned this down. Evidently ELIT did not rank very high on AID's list of priorities.

All top embassy officials agreed that ELIT was the most successful activity the United States had going for it in Indonesia. Yet the objectives of an ELIT program--what the U.S. interest would be in supporting such an activity--had not been analyzed by the country team that planned overall U.S. strategy towards Indonesia. Therefore the ELIT program was at a standstill, apparently, because AID was not interested in supporting a project with a political purpose, and because USIA did not have the funds to support a developmental project.

Conclusions: The effectiveness of U.S. Government ELT programs could be considerably strengthened by clarifying the purpose or purposes within each country for which these activities are being carried out. Such clarification would (1) allow the country team to evaluate English teaching in a strategic perspective as an instrument to be used, along with other means, to achieve U.S. objectives; (2) provide a basis for planning meaningful and long-term ELT activities within each country; (3) provide a framework for the division of responsibilities among government agencies in the field; (4) help avoid duplication of Government programs with private agency activities, and (5) provide the linguistics centers in the United States with an understanding of the U.S. Government interest both world-wide and within each country, and thereby allow for the development of resources--teachers, materials, basic linguistics research, etc.--to support U.S. programs.

Effective and economical utilization of ELT resources

Numerous methods of promoting the teaching of English are in use by U.S. Government agencies abroad. Among these are:

- | | |
|--|---|
| 1. Direct teaching of adults outside the educational system. | USIA, AID (participant training), DOD |
| 2. Direct teaching of students within the formal educational system. | Peace Corps, CU |
| 3. Teacher training | |
| a) seminars | USIA, CU, AID |
| b) grants to study in U.S. | USIA, CU, AID, DOD (special training schools) |
| c) by American TEFL teachers, professors and specialists. | AID, CU, DOD |
| 4. Materials development. | USIA, AID, DOD, Peace Corps |
| 5. Supplying of laboratory equipment. | USIA, AID, DOD |

In many countries private organizations are also carrying out similar activities, often on a larger scale than the U.S. Government.

The apparent duplication of these Government ELT activities is justified in terms of a difference in the purpose of each agency. USIA and CU teach English language in order to promote understanding of the United States and its policy, and to develop teacher training

and research in local educational institutions. AID's effort centers largely around English language instruction within the school system in order to further the country's educational, scientific, and technical development. AID is also involved in teaching English to participants who are to be sent to the United States for specialized training.

Peace Corps volunteers are direct teachers in the local school systems, and are intended to fill manpower needs until native teachers are adequately trained. The Department of Defense carries out ELT programs in order to teach English to local military who are to go to the United States for training, or in order to facilitate the operation and maintenance of U.S. equipment within the country or to better the communications between the local and U.S. military personnel.

Thus, for example, because USIS wants to get an American message across while teaching English and DOD is primarily interested in an understanding of technical matters, separate basic English programs may be carried out by each agency. Or because AID needs to develop a text for junior high school use within a country and USIS needs one in order to teach adults, each contracts for the development of a text, as occurred in Thailand. AID grants to teachers for the study of TEFL in the United States are given in order to develop the country's capability to teach English, while the CU specialist grants to study TEFL in the United States are given in order to promote mutual understanding. And although these grantees may even attend the same institution in the United States, there are separate administrative systems to get him there and often different levels of financial support.

One further problem deserves to be given much greater attention--that of the dissimilar methodology and philosophy of ELT being introduced by U.S. contractors for different agencies or by different succeeding contractors for the same agency. This may tend to force a country to spread its meager language teaching resources too thin for meaningful impact, or result in the lack of continuity and/or completion of the U.S. programs.

Conclusions: There would be great validity in the justification of multiple programs because of special and narrow agency purposes, if funds as well as the scarcity of trained teachers and materials were not limiting factors. But English is only one of the many tools helping to achieve U.S. objectives within a country that requires funds. And as the demand for English language instruction, for whatever purpose, increases, it becomes more and more essential that country program planners attempt to find more common denominators among similar types of activities carried on by different agencies. AID is already utilizing USIA's ELT program in many countries on a cost-reimbursable basis to train its participants. It is possible

that DOD would find that supplementing a USIS course in basic English with the needed technical material would result in a trainee who, because of a better understanding of the United States, and of conversational English, would be able to derive additional benefits from his trip to the United States.

USIA might find that although a text specifically geared to its purposes would be ideal, the basic text AID had developed within a country for use at the junior high level would be adequate and could be supplemented with standard USIA materials in English as the class advanced. The joint use of texts is becoming increasingly feasible because linguists are finding it best to base texts on the local linguistic situation and culture.

Recommendations for Improved Coordination at the Country Level

Earlier studies of problems involved in the coordination of ELT activities have produced a number of recommendations that were passed on to the field. The concepts embodied in these messages (CA-5902, 1/25/57; and CA-5900, 1/12/61) are still valid today. There has been, however, little apparent effect on the overall problem, although undoubtedly some improvement resulted within certain of the countries that followed the recommendations. As was mentioned earlier, many of the problems of ELT coordination are symptomatic of more general weaknesses of country team planning and operation. Therefore, solutions that relied on the country team and lacked follow-up often did not produce the full results desired.

On the other hand, as was also stated earlier, English language instruction is only one of many means for promoting U.S. objectives, and its importance in each country may greatly vary. Therefore, one runs the danger of recommending solutions that would elevate ELT to too high a position of priority in country team planning.

In the thirty or more countries where ELT activities are carried on by at least 3 U.S. Government agencies, the Ambassador should be requested to prepare and send to the State Department (Mr. Battle) a separate plan (or section of the country plan) devoted to English language teaching. This should be part of the FY 1965 budget submission.

The plan should consist of:

1. A statement of the role of ELT in overall U.S. strategy for the country--which objectives ELT can further and how.

2. A detailed inventory by agency of all ELT programs currently being carried out in the country and a 5-year projection thereof. Although the request for details should remain flexible, this inventory should at least include for each agency:

- a) Number and type of teacher, plus average cost of each type and estimated number of students per teacher
- b) Materials developed
- c) Laboratory equipment available and number hours/week used
- d) Number and degree level of students sent to the United States for ELT training, average length of training, average amount of grant
- e) Number and duration of teacher training seminars
- f) Estimated number of native teachers being trained
- g) Estimated total number of students being taught.

To the extent that the material is available a similar inventory should be made for the ELT work of U.S. private agencies, the host country, and third country agencies.

3. An evaluation of these programs in terms of U.S. country objectives and specific agency objectives. In cases where similar activities are being carried out by at least 2 agencies, a justification of the separate programs should be included.

This recommendation is aimed at countries where ELT is known to be an important activity. Where effective coordination already exists, the requirement to submit a special plan for ELT should cause no undue burden on country staff. Where coordination does not exist, however, such a requirement should focus attention on the problem.

Coordination of ELT Activities in Washington

Areas of Weakness

There is evidence of several areas of weakness in the mobilization of American TEFL resources and in the administration of TEFL activities within the United States. First of all, there is a lack of detailed data on the amount and type of current ELT activities, especially of Government agencies. Thus it is difficult to review and evaluate the impact of the entire U.S. program, and practically impossible to do any long-range planning. The lack of country program continuity that results has been discussed earlier. But in addition, the deleterious effect on the development of U.S. manpower resources because of the lack of job security or assurance of job opportunity is a cause of increasing complaints from the private sector, especially university linguistics centers.

There is also room for improvement in several aspects of the administration of Government ELT programs. Within certain agencies there is evidence of lack of communication between the regional staff involved in program planning and the ELT staff who backstop the program. There is also evidence of overlap between agencies in materials development. In addition, each ELT office of each agency tries to keep abreast of the same new developments of audio-visual material, methodology and in research, as well as of universities and individuals capable of fulfilling contract requirements. There is clearly a need for improvement in the channels of communication between the private sector and the Government agencies active in ELT. This would result in the better use of available resources and in the more rapid transference of new developments in the field of ELT to the Government's activities.

Finally, there is no existing mechanism in the Government capable of and responsible for ensuring that something is done to strengthen these areas of weakness.

Coordination thus far

Washington staff who are involved in administering their agencies' ELT activities have expressed little concern over the problem of interagency coordination. They have admitted that more exchange of information would be a good idea, but generally believe that any further coordination or integration of activities is not needed because each agency has a distinct purpose in teaching English that justifies a separate program.

Nevertheless, because of increasing recognition of the importance of English language instruction, some steps have been taken to pull

together the diffused Government activities in the field. First of all, Mr. Battle has assumed leadership responsibility as interagency coordinator of ELIT. In this position he has reactivated the interagency committee on ELIT which has been considering the problems mentioned above. The committee has been concerned with the exchange of information about ongoing programs, with requesting from the field a determination as to the extent of the overlap and need for coordination among the field offices of the five agencies, and with developing "a framework within which the individual agencies can develop programs of English language instruction directed not only to specific agency objectives but to overall objectives of the USG." This committee has served as a focal point for requests for information, and its members have represented their Government agency at privately sponsored national and international meetings. However, because its members are primarily involved with their own programs and because within some agencies ELIT does not have high priority in program planning, this interagency committee has had relatively little impact on policy or planning.

Second, in cooperation with the Budget Bureau, this committee has undertaken a detailed survey of each of the five agencies' ELIT activities. The task of data collection, however, has been complicated by different descriptions of types of activity and employees used by each agency. Information is coming in slowly, and should be compiled by the next month or so. No one can predict what conclusions will be able to be drawn from these data.

Third, during 1962 a National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL) was established in response to a recommendation of a national conference of English language education specialists. The purpose of this non-Governmental body is to relate university and other private resources to the national TEFL effort. Its function is to advise Government agencies, foundations and other organizations concerned with TEFL.

The meetings of NACTEFL have given impetus to the exchange of information on programs and resources. An important first step, for example, has been the attempt to survey the current output of trained manpower and relate it to projected manpower needs of the Government agencies' programs. The organization is too new to evaluate. Its Achilles heel could be the competing philosophies and methodologies of its members. It offers an institutional bridge, however, for closer ties between the Government and the world of academic linguistics.

A further advance in the development of coordination of states-side ELIT activities is the Center for Applied Linguistics (CAL). The

CAL, a part of the Modern Language Association and financed principally by the Ford Foundation, was established "to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems," with TEFL as one of the primary emphases.

The Center publishes a newsletter as well as pamphlets and documents, maintains a library and a roster of linguists, provides information services, conducts conferences, and carries out research projects. One of the major research projects has been the Survey of Second Language Teaching, 1959-61, the purpose of which was to study the problems of "second language learning as a factor in national development in countries of Asia, Africa, and Latin America." Part of this study entailed extensive inventory of second language training in specific countries or regions. Two valuable documents emerged from this study: "Second Language Learning as a Factor in National Development in Asia, Africa and Latin America--Summary Statement and Recommendations," and "English Overseas, Guidelines for the American Effort in Teaching English as a Second Language." Although the recommendations made in these two pamphlets are not directed specifically at U.S. Government ELT activities, they encompass the problems involved in all U.S. ELT programs, and are well worth reading.

The work of the Center is hindered by a very small staff, by the lack of any authority and by the lack of specific data on U.S. Government activities which would enable it to serve as an effective clearinghouse or coordinating body. Hopefully the information now being compiled by the Bureau of the Budget and the Inter-Agency Committee will be shared with the CAL.

Nevertheless, CAL enjoys wide respect among private, U.S. Government and foreign linguistics circles, and maintains broad contacts among all these groups. It is regarded by some as "the only neutral organization in the field" and as such is widely turned to for expert professional advice. In this capacity, and as the secretariat for NACTEFL, it offers the possibility of becoming an important channel of communication between the Government and the private sector.

Conclusions: Although the voluntary exchange of ELT information among U.S. Government agencies and between these agencies and private organizations carrying out ELT activities may slowly strengthen current programs, it appears that the impact of the U.S. effort in English language instruction could be maximized with a more organized system of coordination at the national as well as at the country level.

Two basic centers of coordination are needed. First of all, there ought to be a central point within the Government where the country plans mentioned above and other Government ELT programs are reviewed

and where national plans are formulated. This point must be high enough within the Government to be able to effect solutions to the problems of interagency coordination that may arise at the country, regional, or U.S. national level.

Second, there is needed some stronger mechanism to relate private and Government activities in the ELT field in order to ensure that research and new developments in the field are applied to Government activities, to minimize overlap of Government and private programs, and generally to utilize U.S. resources more effectively.

Recommendations for Improved Coordination in Washington

1. That Mr. Battle, in his role as coordinator of educational and cultural affairs, establish within his office a full-time Special Assistant for English Language Teaching. This person would be responsible for reviewing the country and agency plans for ELT and for preparing long-range U.S. national plans.

Working both with the members of the interagency ELT committee and with area and program officials of the Government agencies, this Special Assistant would draw up a procedure for the submission and review of country ELT programs and for the development of U.S. national plans. This procedure, designed to focus on those areas where coordination of ELT programs could be improved (such as those discussed in the main body of this paper) would be presented to the policy committee described below for approval. As an assistant to Mr. Battle, with no program responsibilities of his own, he would have more flexibility both of outlook and of dealing at various Governmental levels than the interagency committee. He could also serve as a focal point within the Government for information on ELT programs of the various agencies.

2. That Mr. Battle also establish an ELT policy committee consisting of his counterparts in the other agencies that operate English programs. This committee would meet to approve the procedures drawn up by Mr. Battle's special assistant for submission and review of country ELT programs. It would also approve the

U.S. national plans as well as pass judgment on specific problems of U.S. Government ELT activities brought to its attention.

Such a high level committee would be in a good position to effectuate the needed improvement in Government ELT programs, and to ensure that ELT resources were deployed where most helpful to overall U.S. interests. Its formation would bring to the attention of higher officials the ELT activities and problems of each agency. Its approval of a formal procedure for planning ELT activities would lend added authority to such a procedure.

3. That Mr. Battle seek an organization active in the private sphere of ELT activities that could serve as a focal point for coordination of these activities with those of the Federal Government.

The Center for Applied Linguistics, an already functioning and well accepted organization, seems the most likely candidate. As discussed earlier, most of CAL's activities relating to ELT coordination or information gathering have been on an ad hoc basis, although even these have been highly acclaimed.

Yet the possibilities for improving these activities are very great, indeed. For example, once programs and plans for the Government agencies are clarified, each agency could turn to the Center possibly as a contract organization for information on methods and personnel that would best implement program needs. Agency staffs would thus be relieved of the task of maintaining files on new developments, personnel, etc., resources could be distributed more efficiently. Private groups, knowing this, would make an effort to keep the CAI informed as to their activities.

8

~~CONFIDENTIAL~~
UNITED STATES INFORMATION AGENCY
OFFICE OF THE DIRECTOR
WASHINGTON, D. C. 20547

June 8, 1965

MEMORANDUM FOR: The Honorable
 McGeorge Bundy
 The White House

SUBJECT: U. S. Government Policy on English
 Language Teaching Abroad

I believe the Bureau of the Budget is correct when it recommends that more power be put behind Secretary Rusk's policy statement.

Therefore, I endorse the draft NSAM.

In my opinion the NSAM should be signed by you and not by the President.



Donald M. Wilson
Deputy Director

Attachment

~~CONFIDENTIAL~~
Group 4

DECLASSIFIED
Authority E.O. 11652 SEC. 5(A) and (D)
By isp, NARS, Date 2-12-80

THE WHITE HOUSE
WASHINGTON

September 14, 1965

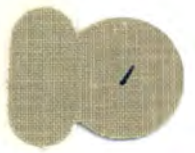
MEMORANDUM FOR MR. BUNDY

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

1. As you may recall, on June 11 we issued NSAM 332 about the above subject which, among other things, requested State, in coordination with appropriate agencies, to report by September 1 (a) on the present scope of U.S. Government English language teaching programs abroad and (b) on future specific courses of action. The NSAM is attached at Tab 1.
2. At Tab 2 is State's report, which I sent over to BOB (via Tab 3) for comments and recommendations.
3. At Tab 4 are BOB's comments and recommendations. In essence, BOB says (a) that the collection of data in the report represents a constructive step, (b) that, with regard to future courses of action, the report must be regarded as interim, and (c) that our Embassies are now preparing proposals which can be included in a "master plan" and in each agency's FY 1967 budget estimates. BOB goes on to recommend that you send State an acknowledging memo.
4. While, generally speaking, the whole subject does not enthrall me, on a professional basis, I am personally rather pleasantly surprised by the State report. Generally speaking, the report indicates (a) that the agencies have done some pretty good work in researching the present situation and (b) that the Government is pulling itself together and organizing itself in coping with this issue; this has been a problem over the past few years.

The proposed memo to State strikes me as a marginal sort of thing. However, on balance, I am in favor of sending it; it should help keep the agencies at the job by indicating (a) that the State report has had White House readership and (b) that we are interested in what the agencies eventually come up with by way of specifics. Assuming you agree, the memo is attached loosely, for your signature, at Tab 5.

GC
Gordon Chase



~~CONFIDENTIAL~~

THE WHITE HOUSE
WASHINGTON

June 11, 1965

NATIONAL SECURITY ACTION MEMORANDUM NO. 332

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

SUBJECT: U.S. Government Policy on English Language Teaching Abroad

1. In response to the Secretary of State's memorandum of April 1, 1965, the following unclassified statement of policy on English language teaching abroad has been approved:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself -- about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special

~~CONFIDENTIAL~~

DECLASSIFIED
Authority NSC memo 8-31-95
By 3 NARA, Date 12-15-95

~~CONFIDENTIAL~~

-2-

funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U. S. Government efforts in this field."

2. In carrying out the above policy, the Department of State, in consultation with appropriate agencies, is requested to ensure that specific courses of action are developed for the attainment of U.S. objectives in English language teaching abroad. The Department, in consultation with appropriate agencies, is also requested to ensure:

- (a) That activities and research among U.S. Government agencies are coordinated in such a way that Government resources will be used with the greatest efficiency and economy.
- (b) That the actions of the U.S. Government take into account (1) the activities of private organizations and individuals active in English language training abroad and (2) the activities of other countries that pursue policies of assisting the teaching and use of the English language in other countries.
- (c) That specific actions are tailored to conditions in specific countries or regions. In this regard, consideration should be given to the desirability of developing indigenous English teaching capabilities.

3. In seeking any new legislation or additional funds, agencies, in consultation with the Department of State, should make appropriate proposals to the President through normal legislative clearances and budgetary channels.

4. The Department of State, in coordination with appropriate agencies, is requested to report, by September 1, (a) on the present scope of U.S. Government English language teaching programs abroad and (b) on future specific courses of action, taking into account the guidelines set forth in Paragraph 2 above.

McGeorge Bundy

McGeorge Bundy

cc: Director, Bureau of the Budget

~~CONFIDENTIAL~~

12



CONFIDENTIAL



**DEPARTMENT OF STATE
WASHINGTON**

Chase 8/26

S/S # 13448

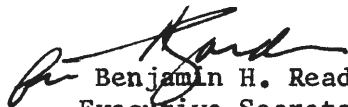
August 25, 1965

**MEMORANDUM FOR MR. MCGEORGE BUNDY
THE WHITE HOUSE**

**SUBJECT: NSAM 332: U.S. Government Policy on English
Language Teaching Abroad**

I am enclosing a report prepared by the Assistant Secretary of State for Educational and Cultural Affairs as requested in paragraph 4. of NSAM 332.

This report has been coordinated with AID, USIA, the Peace Corps, the Department of Defense and the U.S. Office of Education.


Benjamin H. Read
Executive Secretary

Enclosure:

Report

CONFIDENTIAL

DECLASSIFIED
E.O. 12958, Sec. 3.5
State Dept. Guidelines
By _____, NARA, Date _____

~~CONFIDENTIAL~~

Report on U. S. Government English Language Programs
in Response to NSAM 332 - U. S. Government Policy
on English Language Teaching Abroad

SUMMARY

A Survey of U. S. Government English Teaching Programs abroad revealed that in FY 1964 a total of about \$15 million was spent by the five Government agencies with English programs abroad, namely, the Department of State, USIA, AID, the Peace Corps and the Department of Defense. The Peace Corps had the largest English program of any agency, accounting for the expenditure of 53% of the total funds spent for this activity. Aside from the Peace Corps, the English language programs overseas of the other agencies are relatively small in relation to the need and demand for English. At the time this Survey was made, no significant program increases were planned over the three fiscal years covered by the Survey, except in the case of the Peace Corps.

The primary agencies providing training for foreign teachers of English were AID, the Department of State, and USIA. It is evident from the Survey, however, that far less than half of the total funds expended by all agencies for English teaching went for teacher training. With the exception of AID, direct classroom teaching of secondary, college, and university students and adults was the main thrust of the programs of the several agencies. The amount of language laboratory equipment used in connection with these language teaching programs is relatively small.

The Department of State initiated the coordination of the activities of the agencies in the field of English teaching about six years ago and these efforts have met with increasing success. Instructions to the posts on coordination were sent in early 1961 and have been reiterated in subsequent communications. These instructions will be reviewed and revised in the light of the provisions of NSAM 332. Coordination in Washington is maintained by the Council on International Educational and Cultural Affairs and its subcommittee, the Interagency Committee on English Language Teaching on which the agencies are represented.

The text of NSAM 332 has been sent to our Ambassadors and they have been requested to submit their views on the revision of their present programs and any additional projects which should be undertaken to implement the policy statement. When these views are received, the Department of State and the agencies will draw up a plan embodying those new projects which it is feasible and desirable to undertake. The plan will identify which agencies are undertaking each project and the funds will be included in each agency's budget.

~~CONFIDENTIAL~~

DECLASSIFIED
E.O. 12958, Sec. 3.5
State Dept. Guidelines
By rf, NARA, Date 12-15-99

~~CONFIDENTIAL~~

-2-

Consultations will be undertaken with private American organizations and individuals, primarily through the National Advisory Council on the Teaching of English as a Foreign Language. In November of this year we will hold one of our periodic meetings with representatives of the British Government and British Council and at that time we will coordinate any new efforts we plan to undertake with their programs and plans.

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

Report on U. S. Government English Language Programs
in Response to NSAM 332 - U. S. Government Policy
on English Language Teaching Abroad

NSAM 332 - U. S. Government Policy on English Language Teaching Abroad requested that the Department of State, in coordination with appropriate agencies, report (1) on the present scope of U. S. Government English language teaching programs abroad, and (2) on future specific courses of action taking into account the guidelines set forth in the NSAM.

1. The Present Scope of USG English Language Teaching Programs Abroad

The Department of State, in consultation with the other agencies concerned, made a Survey of the English Language Programs Abroad conducted by the Department of State, USIA, AID, the Peace Corps, and the Department of Defense for Fiscal Years 1964, 1965, and 1966. The purpose of the Survey was to determine total U. S. Government expenditures in terms of money, manpower, and equipment for English language programs. About seventy countries, in which one or more U. S. Government agencies have English language programs, are included in this Survey. Several posts in which we do have English language teaching programs failed to provide statistical information and are, therefore, not included in the Survey.

a. Money

This Survey showed that in Fiscal Year 1964, for example, the total USG expenditure for English teaching overseas was about \$15 million, of which the Peace Corps programs accounted for 53% of the total, followed by AID, CU, USIA, and the Department of Defense. This Survey also showed that in FY 1964 the largest expenditures were in the African area, followed by the Near East and South Asia, the Far East, Latin America, and Europe. Projected expenditures for FY 1965 and 1966 followed the same pattern.

b. Manpower

Again using FY 1964 as an example, about 5600 Americans and foreign nationals were working in the English teaching programs of the five agencies overseas. Because of the large number of part-time personnel engaged in this activity, man-years rather than numbers of people are a more accurate index of activity. In FY 1964 it was estimated that about 2800 man years were devoted by these 5600 persons to English teaching. The number of man years spent by Americans teaching English far exceeded the number of man years spent by foreign nationals. Neither the CU program nor that of the Peace Corps utilized any foreign nationals in teaching capacities. The English language programs of USIA were the largest users of foreign nationals and also of locally-hired or volunteer Americans who together accounted for about 85% of the man years worked on the English language programs of this agency.

~~CONFIDENTIAL~~

The Survey also attempted to determine to what extent the programs of the several agencies provided training for foreign teachers of English. Three agencies, AID, the Department of State, and USIA provided almost all of the training for foreign teachers of English, either in their own countries, in third countries, or in the United States. This training ranged from a full academic year or more of enrollment in an American university to short-term teacher workshops conducted abroad. Participants in these training programs ranged from the student preparing to become an English teacher to the experienced teacher receiving training to upgrade or improve his teaching techniques.

c. Equipment

Another aspect of the Survey was concerned with language teaching equipment overseas which was purchased by the agencies either for direct use in their programs or to be turned over to local institutions for teaching purposes. About \$2.3 million worth of such equipment is presently in the field, more than half of which was originally obtained by the Department of Defense under Military Assistance Programs with foreign military establishments for use in the English language training of their personnel. The remainder of the equipment was supplied by AID and USIA; neither the Department of State nor the Peace Corps provides language equipment for use in their programs overseas.

d. Conclusions of the Survey

Aside from the Peace Corps, the English language programs overseas of the other agencies are relatively small in relation to the need and demand for English. At the time this Survey was made no significant program increases were planned over the three fiscal years covered by the Survey, except in the case of the Peace Corps. In fact, for FY 1966, the AID English teaching effort was projected to decline.

In respect to training foreign teachers of English, AID, the Department of State and the USIA are the primary agencies providing such training. While the Survey did not have as one of its purposes to determine the amount of money devoted to this effort, it is evident from the Survey that far less than half of the total funds expended for English teaching went for teacher training. Direct classroom teaching of secondary, college, and university students and adults was the main thrust of the programs of the several agencies. This stems in large part from the specific objectives of most of the programs which do not have as their primary objective teacher training or building local English teaching capabilities. The AID program is the most obvious exception since one of its objectives is the development of economic and human resources which includes the development of adequate educational facilities which in most countries has included English language teacher training.

Considering the advances which have been made particularly in the United States in the development and use of language teaching equipment, as an aid to language learning, the amount of equipment being used abroad in the programs of the several agencies is very small. This is all the more significant when it is realized that over half the total language teaching equipment overseas was provided under DOD programs, and this equipment is generally not available for use by the other agencies in their language programs because it is turned over on arrival to the foreign military establishment.

2. Future Specific Courses of Action

a. Coordination of U. S. Government Programs of English Teaching

Five agencies of the U. S. Government have programs of English teaching abroad; namely, State, USIA, AID, the Defense Department, and the Peace Corps. Funds for these programs are drawn from the budgets of the individual agencies. These programs are, therefore, subjected to each agency's planning and operational processes and are designed to carry out specific objectives of the agencies as specified in their authorizing legislation. Efforts on the part of State to coordinate these activities, especially to eliminate duplication and overlap and to make maximum use of our total resources, have been going on for at least six years, and have met with increasing success. NSAM 332 should strengthen this coordination effort.

In early 1961 instructions on the coordination of English language programs in the field were sent to our Embassies and the principal provisions of these coordinating instructions have been reiterated in subsequent communications. In the light of the provisions of NSAM 332 these instructions are being reviewed and revised to ensure more effective field coordination of the planning and operation of these programs.

In Washington, the Council on International Educational and Cultural Affairs and its subcommittee, the Interagency Committee on English Language Teaching, are the principal coordinating bodies for these programs. The latter has been in existence in one form or another for the last six years. The Committee is chaired by a representative of the Department of State, and is composed of members who are designated by their agencies from USIA, AID, Defense, Peace Corps, and the Office of Education. The Interagency Committee has functioned as the principal forum for the discussion and solution of interagency problems relating to English language programs; it has formulated joint agency communications to the field, and arbitrated disagreements which have arisen between agencies. It has also acted as a continuing forum for the interchange of information about agency programs and policies.

In the light of the provisions of NSAM 332 the responsibilities of the Council and its Interagency Committee will be reviewed and strengthened as appropriate.

b. Development of Specific Country or Regional Plans

The Policy on English Language Teaching Abroad and the text of the NSAM 332 were sent to our Ambassadors at about 90 posts on July 12. (Enclosure 1). The Ambassadors were asked to suggest how existing English teaching programs of the agencies could be improved and to advise us of what new projects should be undertaken to carry out the policy statement. The new proposals are to be stated in terms of a five- or even a ten-year period, with emphasis on activities which will create or strengthen local capabilities to teach English so that a country's future English language needs can be met from its own resources with only minimal continuing assistance from the United States.

When we receive the Ambassadors' proposals for new projects and for revisions in existing programs, the agencies concerned will review the proposals separately and jointly and decide which of the new projects can be undertaken. In making such decisions, consideration will be given to political priorities, to the feasibility of the projects in terms of the availability of money and trained manpower, and the likelihood of their successful execution as gauged by the interest and support of the governments and educational institutions of the foreign countries involved. Until we have the proposals from our Ambassadors it is difficult to predict the total size of the effort required and whether or not agencies will be able to fund such projects in their entirety within existing budget levels. It is not anticipated at this time that new legislative authority will be required by any of the agencies involved.

The projects undertaken specifically to implement the policy statement will be included in each agency's regular budget request, but these projects will be identifiable for purposes of overall consideration. It is anticipated that one "master plan" embodying all of these new projects will be drawn up, showing which agencies are undertaking which projects, or parts of projects, as the case may be, and in what countries. Every effort will be made to have this plan developed in time for the fall budget review.

c. Consultations with Private American Organizations and Individuals

The American professional and academic community concerned with linguistics and teaching English as a foreign language will be consulted and their advice sought on our proposals to expand or revise our English teaching programs. Such consultation will be undertaken primarily at the October meeting of the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL). This Council is a private, nongovernmental Council established in 1962 by the Center for Applied Linguistics for the primary purpose of ensuring closer cooperation between the government agencies and the private professional

~~CONFIDENTIAL~~

-5-

community with experience in this field. The Council is composed of leading experts in the teaching of English as a foreign language, who are also members of such national organizations as the National Council of Teachers of English, the Modern Language Association, the National Association of Foreign Student Advisors, and the Linguistic Society of America. The Center for Applied Linguistics acts as the secretariat for the Council. A representative of the Ford Foundation, the principal American Foundation with programs in the English field, also sits with the Council.

The Council has already received from the Department the text of the unclassified policy statement, and has been asked to schedule at its October meeting a discussion of its implementation, including a review of any projects and plans on which the Government agencies wish to have the Council's advice.

Consultations with the Council will accomplish a two-fold purpose: they will give us the benefit of some of the best professional advice and expertise available and will be a means of coordinating our plans with the efforts of private groups working in this field.

The US Advisory Commission on International Educational and Cultural Affairs has been apprised of the policy statement and has appointed a sub-committee to consult with us on its implementation. As you may know, this Commission is a Presidentially appointed, statutory group which advises on and appraises the Department's educational and cultural program. Arrangements will be made to have the sub-committee of the Commission invited to meet with NACTEFL in October when a discussion of the policy statement will be scheduled. The United States Advisory Commission on Information has had a long-standing sub-committee to advise on USIA's English teaching programs, and its advice on the implementation of this policy statement will be sought by USIA. There is some overlap in personnel between this latter sub-committee and the NACTEFL.

d. Conference with the United Kingdom

The UK is the principal English-speaking country, other than the U. S., with extensive English language teaching programs and activities abroad. About every two years US-UK conferences have held on a government level to discuss the English language programs sponsored by the two governments. On the UK side representation at these conferences is drawn from the Foreign Office, Commonwealth Relations Office, Department of Technical Cooperation and the British Council. The US is represented by officers of the Department of State, USIA, AID, the Peace Corps and the Office of Education. The objective of the conferences is to exchange information and to promote cooperation especially in the planning and execution of our English teaching projects.

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

-6-

The last such conference was held in Washington in May 1963 and as a result parallel instructions went out to our own and British diplomatic missions in certain countries asking that arrangements be made for a regular and continuing exchange of information and for cooperation in the planning and execution of projects in this field to ensure no duplication or overlap of activities.

In November 1965 another in this series of conferences will be held, this time in England for the purpose of developing specific projects of mutual interest on which we will cooperate. (Enclosure 2). At this conference we shall advise the UK of the unclassified policy statement on English and shall be able to discuss and coordinate with the British the new projects which we shall undertake to implement this policy.

~~CONFIDENTIAL~~

CU-4-30

Tab A
CU 14

AIRGRAM

RM/REP/AF
1/5 (25)

FOR RM USE ONLY

ARA/EUR/FE
4/5/4

CA-387

~~CONFIDENTIAL~~

HANDLING INDICATOR

NEA/CU/INR
7/1

TO : ABIDJAN, ACCRA, ADDIS ABABA, ALGIERS, AMMAN, ANKARA, ASUNCION, ATHENS, BAGHDAD, BAMAKO, BANGKOK, BANKUI, BEIRUT, BELGRADE, BLANTYRE, BOGOTA, BRAZZAVILLE, BUCHAREST, BUDAPEST, BUENOS AIRES, BUJUMBURA, CAIRO, CARACAS, COLOMBO, CONAKRY, COTONOU, DAKAR, DAMASCUS, DAR-ES-SALAAM, DJAKARTA, FORT LAMY, FREETOWN, GUATEMALA, HELSINKI, HONGKONG, JIDDA, KABUL, KAMPALA, KARACHI, KATMANDU, (CONT.)

JUL 12 6 10 PM '65

E/P/IO
1

L/FBO/AID

AGR/COM/FRB

FROM : DEPARTMENT OF STATE DATE:

INT/LAB/TAR

SUBJECT : USG Policy on English Language Teaching Abroad

TR/XMB/AIR

REF :

ARMY/CIA/NAVY

OSD/USIA/NSA
8

The President has approved the following unclassified statement of U.S. Government Policy on English Language Teaching Abroad:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, wide-spread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself--about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U.S. Government efforts in this field."

This statement

DECLASSIFIED BY USIA-GC/D
MONTH 11 DAY 1 YEAR 96
AUTHORITY: E.O. 12958

FOR DEPT. USE ONLY
 In Out

Drafted by: CU/PRS:JMalden:gww 7/9/65

Contents and Classification Approved by: CU - Arthur W. Hummel, Jr.

Clearances:

1965 JUL 12 PM 8 20
COPY-LO-PBR

CU - 30 copies

1

~~CONFIDENTIAL~~

-2-

This statement of policy has been incorporated in a National Security Action Memorandum addressed to all of the departments and agencies which have any responsibility for teaching English abroad. The NSAM further outlines the actions which we are expected to take to implement this policy.

"2. In carrying out the above policy, the Department of State, in consultation with appropriate agencies, is requested to ensure that specific courses of action are developed for the attainment of U.S. objectives in English language teaching abroad. The Department, in consultation with appropriate agencies, is also requested to ensure:

- (a) That activities and research among U.S. Government agencies are coordinated in such a way that Government resources will be used with the greatest efficiency and economy.
- (b) That the actions of the U.S. Government take into account (1) the activities of private organizations and individuals active in English language training abroad and (2) the activities of other countries that pursue policies of assisting the teaching and use of the English language in other countries.
- (c) That specific actions are tailored to conditions in specific countries or regions. In this regard, consideration should be given to the desirability of developing indigenous English teaching capabilities.

"3. In seeking any new legislation or additional funds, agencies, in consultation with the Department of State, should make appropriate proposals to the President through normal legislative clearances and budgetary channels.

"4. The Department of State, in coordination with appropriate agencies, is requested to report, by September 1, (a) on the present scope of U.S. Government English language teaching programs abroad and (b) on future specific courses of action, taking into account the guidelines set forth in Paragraph 2 above."

Your views are needed on what should and can be done to carry out this policy. In addition to any suggestions you may have to improve existing English teaching programs conducted by USG agencies, I particularly want your ideas on what new programs, if any, should be undertaken. In this latter regard you should not be limited to proposals which conform to existing patterns of agency activities or budgetary resources. Your proposals should be in terms of a five or even a ten year period. They should take account of the different objectives of different agencies in this field. Some agencies are less involved than others in building up local institutions and country capabilities; among their objectives are: the attainment

of foreign

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

-3-

of foreign policy objectives through the use of English teaching as a medium of information; the opening of doors of access to key individuals through special English teaching classes; to prepare military and civilian leaders to use our technical resources. The main thrust of the present policy statement, however, lies in encouraging activities which could, over a period of time, create or strengthen local institutions so that they can meet the country's future English language needs with only minimal continuing assistance from the U.S. While we do not have unlimited resources of either money or trained manpower to devote to this activity, we will attempt to support some expansion of effort where it is most needed.

It is evident that any effort to strengthen local English teaching capabilities will involve some commitment on the part of governments and/or educational institutions of their own resources to such an undertaking. While it would be premature to approach the government on this matter, your estimate of the willingness or ability of local authorities to make commitments of manpower and funds will be basic to any proposals which you develop.

The magnitude of the need and demand for English requires the maximum efficient use of our own resources, both government and private, as well as close cooperation with similar programs conducted by other English speaking countries, particularly the UK.

The primary purpose of asking you for your thoughts at this time is to gauge the magnitude of the need to expand and redirect our present English language teaching programs so that we can determine here how to build up and allocate our resources to meet these requirements. Before any of the proposals submitted by you at this time are implemented, further consultation with you will be undertaken.

I would appreciate receiving your views at your earliest convenience.

RUSK

KHARTOUM, KIGALI, KUALA LUMPUR, KUWAIT, LAGOS, LA PAZ, LEOPOLDVILLE, LIBREVILLE, LIMA, LISBON, LOME, LUSAKA, MADRID, MANAGUA, MANILA, MEXICO, MOGADISCIO, MONROVIA, MONTEVIDEO, NAIROBI, NEW DELHI, NIAMEY, NICOSIA, NOUAKCHOTT, OUAGADOUGOU, PANAMA, PORT-AU-PRINCE, PRAGUE, QUITO, RABAT, RANGOON, REYKJAVIK, RIO DE JANEIRO, ROME, SAIGON, SAN JOSE, SAN SALVADOR, SANTIAGO, SANTO DOMINGO, SEOUL, SOFIA, TAIPEI, TAIZ, TANANARIVE, TEGUCIGALPA, TEHRAN, TEL AVIV, TOKYO, TRIPOLI, TUNIS, VIENTIANE, WARSAW, YAOUNDE.

~~CONFIDENTIAL~~

CU-4

CU 15

RM/R	REP	AF
1		5
ARA	EUR	FE
4	5	4
NEA	CU	INR
7		
E	P	IO
L	FBO	AID
AGR	COM	FRB
INT	LAB	TAR
TR	XMB	AIR
ARMY	CIA	NAVY
OSD	USIA	NSA
	7	

AIRGRAM

CA-869

~~CONFIDENTIAL~~

FOR RM USE ONLY

copy

JUL 23 4 47 PM '65

TO : ACCRA, ADDIS ABABA, ALGIERS, AMMAN, ANKARA, ATHENS, BAGHDAD, BANGKOK, BEIRUT, BOGOTA, BONN, BRUSSELS, BUENOS AIRES, CAIRO, CARACAS, COLOMBO, COPENHAGEN, DAR ES SALAAM, DJAKARTA, FREETONW, THE HAGUE, HELSINKI, JIDDA (FOR KUWAIT), KABUL, KAMPALA, KARACHI, KATMANDU, KHARTOUM, KUALA LUMPUR, LAGOS, LEOPOLDVILLE, LIMA, LISON, MADRID, MEXICO CITY, MOGADISCIO, MONTEVIDEO, NAIROBI (CONT)

FROM : Department of State DATE:

SUBJECT : US-UK Cooperation on English Language Teaching

REF : CA-4861, November 1, 1963.

In November of this year another in the series of US-UK discussions on English language teaching programs abroad will take place at The Ditchley Foundation near London. It is expected that the US delegation to these talks will be led by the Assistant Secretary of State for Educational and Cultural Affairs and will include senior representatives of the other USG agencies most concerned with these programs, as well as representatives of major private foundations interested in this activity.

As a result of the last in this series of meetings, held in Washington in May 1963, the referenced airgram was sent to US Embassies and a similar communication was sent by the UK to its representatives. This airgram requested that steps be taken to insure close and continuing cooperation in the field of English language teaching by:

1. Arranging for regular and continuing exchange of information regarding plans and operations.
2. Working out details of cooperation in both the making and execution of plans.
3. Agreeing upon details of mutual assistance.
4. Arranging for the maximum pooling of resources.
5. Insuring that there is no undesirable duplication or overlapping of activities."

1965 JUL 23 PM 5 33

COPYFLO-PBR

DECLASSIFIED BY USIA-GC/D
 MONTH 11 DAY 1 YEAR 96
 AUTHORITY: E.O. 12958

/One of

FORM 4-62 DS-323

~~CONFIDENTIAL~~

FOR DEPT. USE ONLY

In Out

Drafted by: CU/PRS: JMA/ten: bmv 7-14-65

Contents and Classification Approved by: CU/PRS: FJC/TFI/gan FJC

Clearances: CU/ARA CU/AF CU/EUR CU/NEA CU/FE CU:AWHammel, Jr.

-2-

~~CONFIDENTIAL~~

One of the purposes of the forthcoming talks will be to discuss future cooperative actions which might be undertaken. As background for this discussion it will be appreciated if posts will report by September 15th on the status of US-UK cooperation in line with the above listed points. If there are any problems, or a lack of cooperation, this should also be reported. Also if there are any specific suggestions for cooperative projects these should be included. Several of the posts to which this communication is addressed have reported in detail on cooperative activities with the British, in which case a reference to previous communications will suffice, together with any further information or comments the post desires to make. The British Council has already requested a similar report from its representatives.

RUSK

NEW DELHI, OSLO, PARIS, RABAT, RANGOON, RIO DE JANEIRO, ROME, SAIGON, SALISBURY, SANTIAGO, STOCKHOLM, TEHRAN, TEL AVIV, TOKYO, TUNIS, VIENNA, WARSAW.

INFO LONDON

~~CONFIDENTIAL~~

16



7.6

17

August 26, 1965

MEMORANDUM FOR MR. FREY

1. As per our phone conversation this afternoon, attached is a State Department report regarding U. S. Government policy on English language teaching abroad.
2. I would appreciate having the Bureau's comments and recommendations.

Gordon Chase

18



3912

19

EXECUTIVE OFFICE OF THE PRESIDENT

BUREAU OF THE BUDGET
RECEIVED
WASHINGTON, D.C. 20503

1965 SEP 10 AM 7 47 SEP 9 1965

MEMORANDUM FOR MR. GORDON CHASE


Subject: State Department Report on English Language Teaching

As requested in NSAM 332, the Department has prepared a report on (a) the present scope of U.S. Government English Language Teaching (ELT) programs abroad and (b) future courses of action.

Although the data is admittedly imperfect, the collection of information on the present scope of these programs is certainly a constructive step in any effort to coordinate our ELT programs. We understand that the Department plans to continue to collect and refine this information next year.

With regard to future courses of action, the Department report must be considered as interim. An airgram has been sent to our Ambassadors at about 90 posts on July 12, requesting suggestions as to "how existing English teaching programs of the agencies could be improved and to advise us of what new projects should be undertaken to carry out the policy statement." The Department expects that such proposals will be included in each agency's FY 1967 budget estimates; however it also expects to draw up one "master plan" in time for the fall budget review. Since further Executive Office review and action on these estimates will come before the Bureau, we will keep you informed of progress.

Attached for Mr. Bundy's signature is a memorandum to Mr. Rusk acknowledging receipt of the report.


James M. Frey
Acting Chief
International Division

Attachment

20



MEMORANDUM FOR MR. READ

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

1. I refer to your memorandum of August 25 enclosing the Department's reply to NSAM 332.

2. We note that specific courses of action for the attainment of U. S. objectives in English language teaching abroad will be developed in connection with the agencies' 1967 budget estimates. We will keep advised through the Bureau of the Budget as to the development of a U. S. Government English language teaching program.

McGeorge Bundy

bcc: Mr. Ed Strait (BOB)

THE WHITE HOUSE
WASHINGTON

1. You wanted ^{22/}
to talk to

Don Wilson about
attached

2. He is here

THE WHITE HOUSE
WASHINGTON

~~CONFIDENTIAL~~

April 27, 1965

22a
Question Mark
R. Fiedler
cancelled
staff only

MEMORANDUM FOR MR. BUNDY

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

Staff
into
men

1. Attached at Tab A, for signature, is a memo to the President on the above subject. Among other things, it gives him a choice on whether or not to sign an NSAM himself or to have you sign it. Attached at Tab B are a series of documents which reflect the BOB view.
2. The NSAM, which incorporates Secretary Rusk's policy statement, adds language which should tend to drive the agencies a little further together on this problem and to give the coordinating ball clearly to State. I have cleared the NSAM in draft with BOB and in substance with State (Acting Assistant Secretary of State Hummel, who is supposed to be the Coordinator for the Government). I did not clear the NSAM with the other agencies involved in the grounds (a) that they already all agree on point 1 of the NSAM, (b) that there is no substantive policy being decided by points 2 - 4 of the NSAM, and (c) that a call to them would probably simply result in an effort to chip away at the State coordinating role.

GC
Gordon Chase

DECLASSIFIED
E.O. 12958, Sec. 3.5
NSC Memo, 1/30/95, State Dept. Guidelines
By Y, NARA, Date 12-15-99

CONFIDENTIAL

22

A

24

B

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON, D.C. 20503

1681
25

APR 22 1965

MEMORANDUM FOR MR. GORDON CHASE

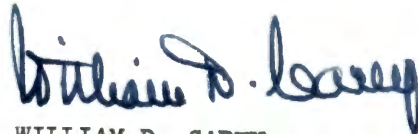
Subject: U.S. Government Policy on English Language Teaching Abroad

This replies to your April 16 request for comments and recommendations on the proposed policy statement on the above subject.

As we advised you over the phone and in some of our earlier papers on this subject, we believe the statement as submitted by the Department of State fails to give adequate operational guidance to the agencies. We have prepared a draft of a NSAM, attached, which incorporates the policy-declaring portion of the Secretary's statement and spells out in further detail the guidelines and procedures that the agencies should follow to carry out the policy. We consider our draft as providing minimum requirements. It calls for, in effect, the State Department to take charge and to come up with some detailed courses of action.

In our opinion, there is no compelling program need for the President to issue any policy statement on English Language Teaching at this time. However, given that the proposed statement was recommended by the Secretary of State, you may think that some response is required. In that case, we believe that a NSAM along the lines we have drafted would be the most useful step to promote positive action on the problems of English Language Teaching and would show White House support of the Secretary in his role of Coordinator.

Let us know if we can be of further help.



WILLIAM D. CAREY
Executive Assistant Director

Attachment

April 21, 1965

NATIONAL SECURITY ACTION MEMORANDUM NO. _____

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

SUBJECT: U.S. Government Policy on English Language Teaching Abroad

1. The Secretary of State, with the concurrence of the other addressees above, has proposed a new statement of policy of the U.S. Government on English language teaching abroad. The statement of policy as approved by the President follows:

English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself--about his political experiments, his philosophies, and his inner human needs. The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English.

DECLASSIFIED
E.O. 12958 Sec. 3.5
NSC Memorandum Dept. Guidelines
By 4/12/99 Date 12-15-99

2. In carrying out this policy, the President will look to the Secretary of State, in line with responsibilities vested in him by Executive Order No. 11034, June 25, 1962, to provide for Government-wide leadership and policy guidance with regard to U.S. Government efforts in the field of English language teaching abroad.

3. The President requests the Secretary of State, in consultation with the cooperating U.S. agencies, to see to it that specific courses of action are developed for the attainment of U.S. objectives in English language teaching abroad. The President also requests the agencies operating programs involving English language teaching abroad to cooperate fully with the Secretary of State to the end that activities undertaken under their authorities not only accomplish their program needs but also contribute to these objectives. The Secretary should provide guidance to the agencies regarding the appropriate priorities for the use of their resources for English language teaching.

In developing specific courses of action, appropriate attention should be given to --

- (a) Coordinating activities and research among U.S. Government agencies involved in English language teaching abroad to ensure that Federal resources are used with the greatest efficiency and economy.

(b) Concerting U.S. Government actions with the activities of private organizations and individuals active in English language teaching abroad, as well as with the activities of other countries that pursue compatible policies of assisting the teaching and use of the English language in other countries.

(c) Tailoring specific actions to the conditions in specific countries or regions, with particular emphasis upon the development of indigenous English teaching capabilities.

4. If new legislation or more funds are needed to effect the new statement of policy, agencies should make appropriate proposals, with the concurrence of the Secretary of State, to the President through normal legislative clearance and budgetary channels.

5. The President will look to the Secretary of State to keep him currently advised of progress under the new statement of policy on ~~policy on~~ English language teaching abroad and to report on a timely basis emerging issues warranting Presidential attention. The President would particularly like to be advised of the courses of action worked out under the leadership of the Secretary of State for the use of fiscal year 1966 funds by August 1.

BUNDY

cc: Director, Bureau of the Budget

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON 25, D.C.

26

April 15, 1965

OFFICE OF
THE DIRECTOR

NOTE TO GORDON CHASE

It's just as well that you called me about the English language teaching matter. It has more history than I knew about.

Attached is a memo our people sent to Harry McPherson raising some sharp questions about what they were bringing the President into.

Also attached is a staff report prepared over here on the whole problem.

Under the circumstances, I couldn't concur in the issuance of the Presidential statement. It endorses something we believe needs some re-engineering.

Bill

William D. Carey
Executive Assistant Director

26a

JAN 27 1953

Honorable Harry C. McPherson, Jr.
Assistant Secretary for
Educational and Cultural Affairs
Department of State
Washington, D. C. 20520

Dear Harry:

I hope that you will take a good look at the statement on "U.S. Government Policy on English Teaching Abroad" discussed at the January 14 meeting of the interagency ELT committee. Frankly, I find that it obscures the interagency differences in this field, and I doubt that it could assist you in your efforts to provide policy leadership and to coordinate divergent efforts. I certainly see that it offers no help in recommending to the President budget allowances for ELT activities.

The ELT problem has been before the U. S. Government for some time now. The January 14 statement, like earlier efforts to state our national policy, fails to provide operating officials in Washington or the field with guides for action or suggestions of relative priority for use of scarce ELT resources or scarce agency funds.

The Bureau studied ELT over a year ago, and we concluded that ELT needed

- clarification at the country level of the specific U.S. national interest in ELT;
- better use of scarce resources, especially a better targeting of what each agency should do or how it should rely on other agencies;
- preparation of a country ELT plan;
- full-time program staff review at the level of the Assistant Secretary to assist him in coordination of ELT;
- a tighter relation between Government and private efforts in ELT;
- a first class fact-gathering effort.

In brief, we think that there should evolve an integrated ELT programming activity, and we have been prepared to make the budgeting system serve as the "action-forcing process" through which, in the end, you could be sure that an integrated program for each country and for the Government as a whole had been achieved. This would mean then for each country with significant ELT activity we would have an integrated program aimed to achieve specific U.S. interests and that conscious recognition was taken of each U.S. activity--public and private--in creating this integrated program. While the fact-gathering effort instituted as a first step toward this goal has proceeded more slowly than we had hoped, our estimate of its need has not diminished.

If you would find it useful, I would be happy to discuss this further with you.

Sincerely,

15/ Irw

Irving J. Lewis
Deputy Chief
International Division

Enclosure:
The Coordination of U.S. Government
English Language Teaching Activities

cc: Mr. Strait

ID:LJLewis:ihf 1-21-65

27

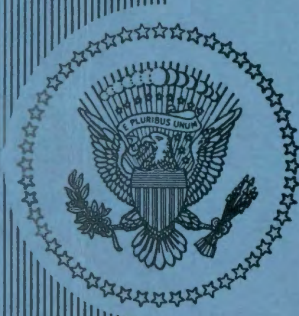
STAFF REPORT

THE COORDINATION

OF

U.S. GOVERNMENT ENGLISH LANGUAGE TEACHING ACTIVITIES

July 19, 1963



EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET

These Staff Reports are prepared by staff of the Bureau of the Budget, Executive Office of the President. They contain an identification of problems or issues for consideration of policy officials. Statements and recommendations made in these reports are those of the staff and do not necessarily represent the official view of the Bureau of the Budget.

Table of Contents

THE COORDINATION OF U.S. GOVERNMENT ENGLISH LANGUAGE TEACHING ACTIVITIES

Introduction	p. 1
<u>Coordination at the Country Level</u>	p. 3
ELT as a tool for achieving country objectives.....	p. 3
Conclusions	p. 5
Effective and economical utilization of ELT resources.....	p. 5
Conclusions	p. 6
Recommendations for Improved Coordination at the Country Level.....	p. 7
<u>Coordination of ELT Activities in Washington</u>	p. 9
Areas of weakness	p. 9
Coordination thus far	p. 9
Conclusions.....	p. 11
Recommendations for improved coordination in Washington	p. 12

July 19, 1963

THE COORDINATION OF U.S. GOVERNMENT ENGLISH LANGUAGE TEACHING ACTIVITIES

Introduction

In January 1963, the International Division of the Bureau of the Budget, believing that a basic study of Government English Language Teaching (ELT) activities was necessary, undertook a reconnaissance to determine what interagency and Government-private agency cooperation exists or should exist in planning or implementation, both in the United States and in the field. Underlying this was the question of whether the agencies have sufficiently distinct purposes in teaching English to justify their own separate programs. Discussions with the Government officials and private organizations involved in ELT and a field trip to the Philippines, Indonesia and Thailand, partly to review country ELT activities, have led to the evaluation of the problem of coordination that follows.

The Bureau recognizes that the need for interagency cooperation is becoming increasingly important, especially with the demand for ELT activities surpassing the resource supply and with no figures available as to the total involvement of the U.S. Government in ELT. It is clear that more and better planning is badly needed. Agency estimates are planned and implemented with little reference to one another. AID and USIA increasingly overlap each other's purposes and targets in countries where both operate. A large Defense military assistance program has been administered with little contact with AID or USIA in Washington or in the field.

In addition, investment by all agencies in expensive laboratory equipment is growing, with little planning of cooperative use of the machines. Textbook development, a long and costly process, is sometimes being carried out by two agencies in a country, each working independently of the other. Finally, attention has been called to the growing possibility of competition among Government agencies for programmed instruction materials.

Throughout this evaluation, however, it is important to keep in mind that ELT is only one of the many areas of Government activity where problems of coordination exist. ELT was singled out for consideration because of interagency disputes in Africa, because of a growing awareness of the inadequate resources available to meet the growing demand, and because of pressure from the private sector for the Government to clarify its interest in ELT. One must also keep in mind that many of the problems relating to ELT are symptomatic of more general weaknesses

in country team planning and in the administration of the country programs within some countries.

The evaluation that follows is based on the belief that any attempt to solve the problems of EIT coordination must begin with more effective country planning of EIT activities. English language training is one of a number of tools for furthering the objectives of the United States in a country. Because there are often several agencies employing this tool, coordination at the country level involves a clarification of how English can best be used to accomplish these objectives and requires short and long-term planning of the various agency activities in order to utilize available resources most effectively and economically.

If this were accomplished, the program support and review functions of the Washington EIT offices would be clarified. In Washington, interagency coordination would involve the review of the country plans, compilation of an over-all picture of current EIT activities and the development of a national EIT plan that assigns needed priorities among countries to be emphasized, over-all techniques to be used, and agency efforts. It would also involve the cooperative development or use of certain resources by both Government and non-Government agencies such as linguistics research, textbooks, language teaching equipment, and programmed instruction.

Coordination of ELIT Activities at the Country Level

ELIT as a tool for achieving country objectives

ELIT can assist in furthering a variety of U.S. objectives within a country. These generally fall into the categories of political objectives or economic development goals.

ELIT can further the political aims of the United States in such ways as: (1) promoting understanding of the United States and its policy; (2) promoting an understanding and an appreciation of western Free World culture; (3) helping the development of democratic institutions within a country (Because in most former British colonies and American territories the business of government is conducted in English, a broadening of the English speaking population could also result in broadening the base of the government); and (4) helping to further other, unrelated U.S. objectives by promoting good will through assistance in ELIT when requested by the foreign government.

Where assisting a country along the path toward economic and social modernization is a U.S. aim, English can help by (1) providing access to the scientific, technical, and including military knowledge of the West, (According to UNESCO, 62 percent of all materials published in these fields is published in English.); (2) in a multi-lingual country (such as India) providing a common language for internal communication for education, public administration, business, etc.; (3) providing a language for international communication; and (4) promoting a language that, unlike the native language, can more adequately express certain cultural values, methods of thinking, and technical terminology needed for development.

However, many of the replies from the field to a State Department request for information with regard to ELIT coordination (CA-6149, Dec. 5, 1962), as well as talks with people involved in ELIT both in this country and in the Far East, reveal that the U.S. ELIT activities are often not justified in terms of a specific U.S. interest. The cables and discussions also indicate that the teaching of English often is not adequately recognized or considered by the country team as an effective tool for achieving other objectives, and that English tends to be regarded as an end in itself and not as a means of achieving a broader objective. Some of the cable replies, for example, indicated that the demand by the local governments for ELIT assistance was growing, therefore the United States ought to purchase laboratories and bring over teachers of English, etc. There was little consideration of how the U.S. interest would be served by acceding to the demands of the particular foreign governments.

Replies from some of the former French colonies stated that the objective of ELIT was "to supplement the influence of the Free World of the West", and that "In order to get across ideas and ideals on which the freedom of the West is based, it is necessary that the (native) be able to read books in English, understand lectures and seminars in English" Such a justification does not appear to take into account France's possible contribution as a member of the Free World community.

The Sudan and Indonesia are two examples of a country team not adequately considering the value of ELIT as a tool of foreign policy. In the Sudan the Embassy cable described the English capability as rapidly deteriorating, thereby hindering the achievement of long-range U.S. objectives. AID training programs were declining in effectiveness because their trainees could not comprehend even an elementary level of English. Yet in spite of country team recognition of these problems there was not an ELIT program being carried out in the Sudan that would help to solve them.

In Indonesia, a country of increasing importance to the United States, the Government has declared English to be the official second language of the country. This is due largely to the Government's desire to supplant the Dutch influence, but also to the realization that English is important to the national development. A large Ford Foundation project has completed the development of an entire ELIT program through the college level, including a series of textbooks for the secondary school system by American and Indonesian linguists. The Indonesian Government has agreed to make this text standard in all schools. Because allocation of funds for the printing of the texts was withheld by the Indonesian government, USIA offered to pay for the printing of the texts. By so doing it took on a responsibility generally considered by the agencies involved to be that of AID, namely, carrying on ELIT activities within the formal school system. As of mid-April 1963, however, no Indonesian or U.S. funds were available to purchase the necessary paper. Although the AID education officer had proposed that AID provide the funds, the program office had turned this down. Evidently ELIT did not rank very high on AID's list of priorities.

All top embassy officials agreed that ELIT was the most successful activity the United States had going for it in Indonesia. Yet the objectives of an ELIT program--what the U.S. interest would be in supporting such an activity--had not been analyzed by the country team that planned overall U.S. strategy towards Indonesia. Therefore the ELIT program was at a standstill, apparently, because AID was not interested in supporting a project with a political purpose, and because USIA did not have the funds to support a developmental project.

Conclusions: The effectiveness of U.S. Government ELT programs could be considerably strengthened by clarifying the purpose or purposes within each country for which these activities are being carried out. Such clarification would (1) allow the country team to evaluate English teaching in a strategic perspective as an instrument to be used, along with other means, to achieve U.S. objectives; (2) provide a basis for planning meaningful and long-term ELT activities within each country; (3) provide a framework for the division of responsibilities among government agencies in the field; (4) help avoid duplication of Government programs with private agency activities, and (5) provide the linguistics centers in the United States with an understanding of the U.S. Government interest both world-wide and within each country, and thereby allow for the development of resources--teachers, materials, basic linguistics research, etc.--to support U.S. programs.

Effective and economical utilization of ELT resources

Numerous methods of promoting the teaching of English are in use by U.S. Government agencies abroad. Among these are:

- | | |
|--|---|
| 1. Direct teaching of adults outside the educational system. | USIA, AID (participant training), DOD |
| 2. Direct teaching of students within the formal educational system. | Peace Corps, CU |
| 3. Teacher training | |
| a) seminars | USIA, CU, AID |
| b) grants to study in U.S. | USIA, CU, AID, DOD (special training schools) |
| c) by American TEFL teachers, professors and specialists. | AID, CU, DOD |
| 4. Materials development. | USIA, AID, DOD, Peace Corps |
| 5. Supplying of laboratory equipment. | USIA, AID, DOD |

In many countries private organizations are also carrying out similar activities, often on a larger scale than the U.S. Government.

The apparent duplication of these Government ELT activities is justified in terms of a difference in the purpose of each agency. USIA and CU teach English language in order to promote understanding of the United States and its policy, and to develop teacher training

and research in local educational institutions. AID's effort centers largely around English language instruction within the school system in order to further the country's educational, scientific, and technical development. AID is also involved in teaching English to participants who are to be sent to the United States for specialized training.

Peace Corps volunteers are direct teachers in the local school systems, and are intended to fill manpower needs until native teachers are adequately trained. The Department of Defense carries out ELIT programs in order to teach English to local military who are to go to the United States for training, or in order to facilitate the operation and maintenance of U.S. equipment within the country or to better the communications between the local and U.S. military personnel.

Thus, for example, because USIS wants to get an American message across while teaching English and DOD is primarily interested in an understanding of technical matters, separate basic English programs may be carried out by each agency. Or because AID needs to develop a text for junior high school use within a country and USIS needs one in order to teach adults, each contracts for the development of a text, as occurred in Thailand. AID grants to teachers for the study of TEFL in the United States are given in order to develop the country's capability to teach English, while the CU specialist grants to study TEFL in the United States are given in order to promote mutual understanding. And although these grantees may even attend the same institution in the United States, there are separate administrative systems to get him there and often different levels of financial support.

One further problem deserves to be given much greater attention--that of the dissimilar methodology and philosophy of ELIT being introduced by U.S. contractors for different agencies or by different succeeding contractors for the same agency. This may tend to force a country to spread its meager language teaching resources too thin for meaningful impact, or result in the lack of continuity and/or completion of the U.S. programs.

Conclusions: There would be great validity in the justification of multiple programs because of special and narrow agency purposes, if funds as well as the scarcity of trained teachers and materials were not limiting factors. But English is only one of the many tools helping to achieve U.S. objectives within a country that requires funds. And as the demand for English language instruction, for whatever purpose, increases, it becomes more and more essential that country program planners attempt to find more common denominators among similar types of activities carried on by different agencies. AID is already utilizing USIA's ELIT program in many countries on a cost-reimbursable basis to train its participants. It is possible

that DOD would find that supplementing a USIS course in basic English with the needed technical material would result in a trainee who, because of a better understanding of the United States, and of conversational English, would be able to derive additional benefits from his trip to the United States.

USIA might find that although a text specifically geared to its purposes would be ideal, the basic text AID had developed within a country for use at the junior high level would be adequate and could be supplemented with standard USIA materials in English as the class advanced. The joint use of texts is becoming increasingly feasible because linguists are finding it best to base texts on the local linguistic situation and culture.

Recommendations for Improved Coordination at the Country Level

Earlier studies of problems involved in the coordination of EITF activities have produced a number of recommendations that were passed on to the field. The concepts embodied in these messages (CA-5902, 1/25/57; and CA-5900, 1/12/61) are still valid today. There has been, however, little apparent effect on the overall problem, although undoubtedly some improvement resulted within certain of the countries that followed the recommendations. As was mentioned earlier, many of the problems of EITF coordination are symptomatic of more general weaknesses of country team planning and operation. Therefore, solutions that relied on the country team and lacked follow-up often did not produce the full results desired.

On the other hand, as was also stated earlier, English language instruction is only one of many means for promoting U.S. objectives, and its importance in each country may greatly vary. Therefore, one runs the danger of recommending solutions that would elevate EITF to too high a position of priority in country team planning.

In the thirty or more countries where EITF activities are carried on by at least 3 U.S. Government agencies, the Ambassador should be requested to prepare and send to the State Department (Mr. Battle) a separate plan (or section of the country plan) devoted to English language teaching. This should be part of the FY 1965 budget submission.

The plan should consist of:

1. A statement of the role of EITF in overall U.S. strategy for the country--which objectives EITF can further and how.

2. A detailed inventory by agency of all ELT programs currently being carried out in the country and a 5-year projection thereof. Although the request for details should remain flexible, this inventory should at least include for each agency:

- a) Number and type of teacher, plus average cost of each type and estimated number of students per teacher
- b) Materials developed
- c) Laboratory equipment available and number hours/week used
- d) Number and degree level of students sent to the United States for ELT training, average length of training, average amount of grant
- e) Number and duration of teacher training seminars
- f) Estimated number of native teachers being trained
- g) Estimated total number of students being taught.

To the extent that the material is available a similar inventory should be made for the ELT work of U.S. private agencies, the host country, and third country agencies.

3. An evaluation of these programs in terms of U.S. country objectives and specific agency objectives. In cases where similar activities are being carried out by at least 2 agencies, a justification of the separate programs should be included.

This recommendation is aimed at countries where ELT is known to be an important activity. Where effective coordination already exists, the requirement to submit a special plan for ELT should cause no undue burden on country staff. Where coordination does not exist, however, such a requirement should focus attention on the problem.

Coordination of ELT Activities in Washington

Areas of Weakness

There is evidence of several areas of weakness in the mobilization of American TEFL resources and in the administration of TEFL activities within the United States. First of all, there is a lack of detailed data on the amount and type of current ELT activities, especially of Government agencies. Thus it is difficult to review and evaluate the impact of the entire U.S. program, and practically impossible to do any long-range planning. The lack of country program continuity that results has been discussed earlier. But in addition, the deleterious effect on the development of U.S. manpower resources because of the lack of job security or assurance of job opportunity is a cause of increasing complaints from the private sector, especially university linguistics centers.

There is also room for improvement in several aspects of the administration of Government ELT programs. Within certain agencies there is evidence of lack of communication between the regional staff involved in program planning and the ELT staff who backstop the program. There is also evidence of overlap between agencies in materials development. In addition, each ELT office of each agency tries to keep abreast of the same new developments of audio-visual material, methodology and in research, as well as of universities and individuals capable of fulfilling contract requirements. There is clearly a need for improvement in the channels of communication between the private sector and the Government agencies active in ELT. This would result in the better use of available resources and in the more rapid transference of new developments in the field of ELT to the Government's activities.

Finally, there is no existing mechanism in the Government capable of and responsible for ensuring that something is done to strengthen these areas of weakness.

Coordination thus far

Washington staff who are involved in administering their agencies' ELT activities have expressed little concern over the problem of interagency coordination. They have admitted that more exchange of information would be a good idea, but generally believe that any further coordination or integration of activities is not needed because each agency has a distinct purpose in teaching English that justifies a separate program.

Nevertheless, because of increasing recognition of the importance of English language instruction, some steps have been taken to pull

together the diffused Government activities in the field. First of all, Mr. Battle has assumed leadership responsibility as interagency coordinator of ELT. In this position he has reactivated the interagency committee on ELT which has been considering the problems mentioned above. The committee has been concerned with the exchange of information about ongoing programs, with requesting from the field a determination as to the extent of the overlap and need for coordination among the field offices of the five agencies, and with developing "a framework within which the individual agencies can develop programs of English language instruction directed not only to specific agency objectives but to overall objectives of the USG." This committee has served as a focal point for requests for information, and its members have represented their Government agency at privately sponsored national and international meetings. However, because its members are primarily involved with their own programs and because within some agencies ELT does not have high priority in program planning, this interagency committee has had relatively little impact on policy or planning.

*Do this
done not?*

Second, in cooperation with the Budget Bureau, this committee has undertaken a detailed survey of each of the five agencies' ELT activities. The task of data collection, however, has been complicated by different descriptions of types of activity and employees used by each agency. Information is coming in slowly, and should be compiled by the next month or so. No one can predict what conclusions will be able to be drawn from these data.

Third, during 1962 a National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL) was established in response to a recommendation of a national conference of English language education specialists. The purpose of this non-Governmental body is to relate university and other private resources to the national TEFL effort. Its function is to advise Government agencies, foundations and other organizations concerned with TEFL.

The meetings of NACTEFL have given impetus to the exchange of information on programs and resources. An important first step, for example, has been the attempt to survey the current output of trained manpower and relate it to projected manpower needs of the Government agencies' programs. The organization is too new to evaluate. Its Achilles heel could be the competing philosophies and methodologies of its members. It offers an institutional bridge, however, for closer ties between the Government and the world of academic linguistics.

A further advance in the development of coordination of states-side ELT activities is the Center for Applied Linguistics (CAL). The

CAL, a part of the Modern Language Association and financed principally by the Ford Foundation, was established "to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems," with TEFL as one of the primary emphases.

The Center publishes a newsletter as well as pamphlets and documents, maintains a library and a roster of linguists, provides information services, conducts conferences, and carries out research projects. One of the major research projects has been the Survey of Second Language Teaching, 1959-61, the purpose of which was to study the problems of "second language learning as a factor in national development in countries of Asia, Africa, and Latin America." Part of this study entailed extensive inventory of second language training in specific countries or regions. Two valuable documents emerged from this study: "Second Language Learning as a Factor in National Development in Asia, Africa and Latin America--Summary Statement and Recommendations," and "English Overseas, Guidelines for the American Effort in Teaching English as a Second Language." Although the recommendations made in these two pamphlets are not directed specifically at U.S. Government ELT activities, they encompass the problems involved in all U.S. ELT programs, and are well worth reading.

The work of the Center is hindered by a very small staff, by the lack of any authority and by the lack of specific data on U.S. Government activities which would enable it to serve as an effective clearinghouse or coordinating body. Hopefully the information now being compiled by the Bureau of the Budget and the Inter-Agency Committee will be shared with the CAL.

Nevertheless, CAL enjoys wide respect among private, U.S. Government and foreign linguistics circles, and maintains broad contacts among all these groups. It is regarded by some as "the only neutral organization in the field" and as such is widely turned to for expert professional advice. In this capacity, and as the secretariat for NACTEFL, it offers the possibility of becoming an important channel of communication between the Government and the private sector.

Conclusions: Although the voluntary exchange of ELT information among U.S. Government agencies and between these agencies and private organizations carrying out ELT activities may slowly strengthen current programs, it appears that the impact of the U.S. effort in English language instruction could be maximized with a more organized system of coordination at the national as well as at the country level.

Two basic centers of coordination are needed. First of all, there ought to be a central point within the Government where the country plans mentioned above and other Government ELT programs are reviewed

and where national plans are formulated. This point must be high enough within the Government to be able to effect solutions to the problems of interagency coordination that may arise at the country, regional, or U.S. national level.

Second, there is needed some stronger mechanism to relate private and Government activities in the ELIT field in order to ensure that research and new developments in the field are applied to Government activities, to minimize overlap of Government and private programs, and generally to utilize U.S. resources more effectively.

Recommendations for Improved Coordination in Washington

1. That Mr. Battle, in his role as coordinator of educational and cultural affairs, establish within his office a full-time Special Assistant for English Language Teaching. This person would be responsible for reviewing the country and agency plans for ELIT and for preparing long-range U.S. national plans.

Working both with the members of the interagency ELIT committee and with area and program officials of the Government agencies, this Special Assistant would draw up a procedure for the submission and review of country ELIT programs and for the development of U.S. national plans. This procedure, designed to focus on those areas where coordination of ELIT programs could be improved (such as those discussed in the main body of this paper) would be presented to the policy committee described below for approval. As an assistant to Mr. Battle, with no program responsibilities of his own, he would have more flexibility both of outlook and of dealing at various Governmental levels than the interagency committee. He could also serve as a focal point within the Government for information on ELIT programs of the various agencies.

2. That Mr. Battle also establish an ELIT policy committee consisting of his counterparts in the other agencies that operate English programs. This committee would meet to approve the procedures drawn up by Mr. Battle's special assistant for submission and review of country ELIT programs. It would also approve the

U.S. national plans as well as pass judgment on specific problems of U.S. Government ELT activities brought to its attention.

Such a high level committee would be in a good position to effectuate the needed improvement in Government ELT programs, and to ensure that ELT resources were deployed where most helpful to overall U.S. interests. Its formation would bring to the attention of higher officials the ELT activities and problems of each agency. Its approval of a formal procedure for planning ELT activities would lend added authority to such a procedure.

3. That Mr. Battle seek an organization active in the private sphere of ELT activities that could serve as a focal point for coordination of these activities with those of the Federal Government.

The Center for Applied Linguistics, an already functioning and well accepted organization, seems the most likely candidate. As discussed earlier, most of CAL's activities relating to ELT coordination or information gathering have been on an ad hoc basis, although even these have been highly acclaimed.

Yet the possibilities for improving these activities are very great, indeed. For example, once programs and plans for the Government agencies are clarified, each agency could turn to the Center possibly as a contract organization for information on methods and personnel that would best implement program needs. Agency staffs would thus be relieved of the task of maintaining files on new developments, personnel, etc., resources could be distributed more efficiently. Private groups, knowing this, would make an effort to keep the CAL informed as to their activities.

CONFIDENTIAL

THE WHITE HOUSE
WASHINGTON

April 27, 1965

Garden:
I've signed it
myself

MEMORANDUM FOR THE PRESIDENT

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

1. For some time now, many people in the Government have felt that something should be done to step up and to coordinate more fully programs regarding English language teaching abroad. Action in this direction has been held up for a variety of reasons -- e. g. , philosophical differences between (a) those who felt English should be taught to only high priority U.S. "targets" and (b) those who generally believed that the teaching of English abroad was a good thing per se.

2. The line agencies now feel that they are ready to move a step forward. Attached at Tab 1 is a memorandum from Secretary Rusk recommending that you issue or authorize the issuance of a new statement of policy on English language training abroad, which is intended for eventual public use. The statement, reportedly redrafted personally by Secretary Rusk, takes the broad philosophical view and points out that the English language opens doors to scientific and technical knowledge and can contribute to greater understanding among nations. The statement adds that the U. S. Government is prepared, as a major policy, to assist countries that desire help in the teaching and utilization of English; it implies that we will be prepared to spend some more money on the program.

While the Secretary's covering memo does not give any solid reasons for the policy statement, informal talks with State turned up the following arguments: First, while a statement will not give the agencies the power to throw money away, it will encourage them to move ahead vigorously in this very worthwhile area. Second, the statement will make it crystal clear what our policy is with respect to English language teaching abroad. Among other things, the lack of such a clear policy statement has been embarrassing in our meetings with the British who are also interested very much in this subject. Third, a policy statement will help to coordinate Government efforts in this field. Fourth, it will give de Gaulle -- who is always pushing French culture -- something to think about. Fifth, at its worst, the policy statement won't hurt anyone.

CONFIDENTIAL

DECLASSIFIED
E.O. 12958, Sec. 3.5
NSC Memo, 1/31/65, Dept. Guidelines
By 14 NARA, Date 12-15-88

~~CONFIDENTIAL~~

The President

-2-

April 27, 1965

3. DOD, HEW, USIA, AID, and the Peace Corps concur in the State package. BOB, however, does not. In essence, BOB, which has been heavily involved in this subject over the years, takes the line (a) that there is a crying need for interagency coordination and operational guidance by the State Department in this field, (b) that Secretary Rusk's policy statement, as written, is a bland thing and simply does not do the job, and (c) that, if there is to be a memo from the White House, it should have some meat on it.

4. While, on balance, I think a policy statement on English language training abroad is probably a net plus, I also feel that there is substance in the BOB view that a relatively bland policy statement is not enough. Accordingly, attached is an NSAM which approves the policy statement the line agencies want and which goes on (a) to note implicitly some of the areas which need coordination, (b) to pin the coordinating responsibility squarely on the Department of State, (c) to protect you from overzealous money-spenders, and (d) to force the agencies to report on what they are doing now in this field and what they propose to do in the future.

Assuming you approve the NSAM, we have a choice on who should sign -- you can sign the NSAM at Tab 2, or I can sign the NSAM at Tab 3. My own instinct is that I should sign -- primarily on the grounds that this is not a matter of major magnitude and that it does not seem to me to warrant a direct Presidential connection at this stage of the game.

McG. B.

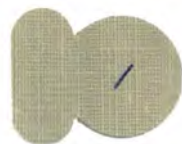
_____ Send out NSAM with your signature.

_____ Send out NSAM with my signature.

_____ Don't send out NSAM.

~~CONFIDENTIAL~~

28a



1348
Staff mem
28b

THE SECRETARY OF STATE
WASHINGTON

April 1, 1965

MEMORANDUM FOR THE PRESIDENT

Subject: U.S. Government Policy on English
Language Teaching Abroad

Recommendation:

That you approve a new statement of policy of the United States Government on English language teaching abroad and authorize its issuance as a National Security Action Memorandum or as a Presidential Memorandum. A copy of the statement is enclosed.

Approve _____ Disapprove _____

Background:

For a number of years the Department of State has been working on the formulation of a U.S. Government policy on English language teaching abroad. A policy has finally been agreed upon. Concurrences have been received from the Department of Defense, the Department of Health, Education and Welfare, the United States Information Agency, the Agency for International Development, and the Peace Corps. In due course appropriate recommendations will be prepared for publicizing this policy statement, if it meets with your approval.


Dean Rusk

Enclosure:

U.S. Government Policy on
English Language Teaching
Abroad.

U. S. GOVERNMENT POLICY ON ENGLISH LANGUAGE TEACHING ABROAD

English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself--about his political experiments, his philosophies, and his inner human needs.

The U. S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U. S. Government efforts in this field.

28c



~~CONFIDENTIAL~~

THE WHITE HOUSE
WASHINGTON

28d

NATIONAL SECURITY ACTION MEMORANDUM NO. 332

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

1. In response to the Secretary of State's memorandum of April 1, 1965, I have approved the following unclassified statement of policy on English language teaching abroad:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself -- about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities

DECLASSIFIED

Authority NSC Memo 8-31-95
By rf NARA, Date 12-15-99

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

-2-

in this area, within the framework of its own resources and programs. If new legislation or special funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U.S. Government efforts in this field."

2. In carrying out the above policy, the Department of State, in consultation with appropriate agencies, is requested to ensure that specific courses of action are developed for the attainment of U.S. objectives in English language teaching abroad. The Department, in consultation with appropriate agencies, is also requested to ensure:

- (a) That activities and research among U.S. Government agencies are coordinated in such a way that Government resources will be used with the greatest efficiency and economy.
- (b) That the actions of the U.S. Government take into account (1) the activities of private organizations and individuals active in English language training abroad and (2) the activities of other countries that pursue policies of assisting the teaching and use of the English language in other countries.
- (c) That specific actions are tailored to conditions in specific countries or regions. In this regard, consideration should be given to the desirability of developing indigenous English teaching capabilities.

3. In seeking any new legislation or additional funds, agencies, in consultation with the Department of State, should make appropriate proposals to me through normal legislative clearances and budgetary channels.

4. The Department of State, in coordination with appropriate agencies, is requested to report to me, by September 1, (a) on

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

-3-

the present scope of U.S. Government English language teaching programs abroad and (b) on future specific courses of action, taking into account the guidelines set forth in Paragraph 2 above.

cc: Director, Bureau of the Budget

~~CONFIDENTIAL~~

28e



EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
WASHINGTON 25, D.C.

APR 22 1965

1681
How about
advising for a 29
Request to draw
up a program
which make
this more
effective

MEMORANDUM FOR MR. GORDON CHASE

Subject: U.S. Government Policy on English Language Teaching Abroad

This replies to your April 16 request for comments and recommendations on the proposed policy statement on the above subject.

As we advised you over the phone and in some of our earlier papers on this subject, we believe the statement as submitted by the Department of State fails to give adequate operational guidance to the agencies. We have prepared a draft of a NSAM, attached, which incorporates the policy-declaring portion of the Secretary's statement and spells out in further detail the guidelines and procedures that the agencies should follow to carry out the policy. We consider our draft as providing minimum requirements. It calls for, in effect, the State Department to take charge and to come up with some detailed courses of action.

Should include
1. What is
going on now,
2. What
should be done

In our opinion, there is no compelling program need for the President to issue any policy statement on English Language Teaching at this time. However, given that the proposed statement was recommended by the Secretary of State, you may think that some response is required. In that case, we believe that a NSAM along the lines we have drafted would be the most useful step to promote positive action on the problems of English Language Teaching and would show White House support of the Secretary in his role of Coordinator.

Let us know if we can be of further help.

WILLIAM D. CAREY
Executive Assistant Director

Attachment

29a

April 21, 1965

NATIONAL SECURITY ACTION MEMORANDUM NO. _____

TO: Secretary of State
Secretary of Defense
Secretary of Health, Education, and Welfare
Director, U.S. Information Agency
Administrator, Agency for International Development
Director, Peace Corps

DECLASSIFIED
E.O. 12958, Sec. 3.5
NSC Memo, 1/20/95, State Dept. Guidelines
By dy, Date 12-15-91

SUBJECT: U.S. Government Policy on English Language Teaching Abroad

In response to the Secretary of State's memorandum of April 1, 1965, the
1. ~~The Secretary of State, with the concurrence of the other addressees~~
President has approved the following statement of policy on
~~above, has proposed a new statement of policy of the U.S. Government on~~
English language teaching abroad: ~~The statement of policy as approved~~
~~by the President follows.~~

English has become one of the most important world languages.
The rapidly growing interest in English cuts across political
and ideological lines because of the convenience of a lingua franca
increasingly used as a second language in important areas of the
world. Demands for help in learning English are, therefore, wide-
spread. The United States ought to respond to these demands.
English is a key which opens doors to scientific and technical
knowledge indispensable to the economic and political develop-
ment of vast areas of the world. An increase in the knowledge of
English can contribute directly to greater understanding among
nations. It can also be the means of assuring access to a treasure
house of man's knowledge about himself--about his political experi-
ments, his philosophies, and his inner human needs. The U.S. Govern-
ment, *will assign a high priority to activities in this area and is prepared*
~~is prepared~~, as a major policy, *to be of active and friendly*
assistance to countries that desire such help in the teaching and
utilization of English. *Each agency providing assistance to the teachers*

~~of the teachers~~

2. In carrying out this policy, the President will look to the Secretary of State, in line with responsibilities vested in him by Executive Order No. 11054, June 25, 1962, to provide for Government-wide leadership and policy guidance with regard to U.S. Government efforts in the field of English language teaching abroad.

*a little
smooth*

2. On carrying out this policy,

3. ~~The President requests the Secretary of State, in consultation with the cooperating U.S. agencies, to see to it that specific courses of action are developed for the attainment of U.S. objectives in English language teaching abroad. The President also requests the agencies operating programs involving English language teaching abroad to cooperate fully with the Secretary of State to the end that activities undertaken under their authorities not only accomplish their program needs but also contribute to these objectives. The Secretary should provide guidance to the agencies regarding the appropriate priorities for the use of their resources for English language teaching.~~

is requested to ensure

*Can he
do this?*

In developing specific courses of action, appropriate attention should be given to --

- 3 (a) Coordinating activities and research among U.S. Government agencies involved in English language teaching abroad to ensure that Federal resources are used with the greatest efficiency and economy.

(b) Concerting U.S. Government actions with the activities of private organizations and individuals active in English language teaching abroad, as well as with the activities of other countries that pursue compatible policies of assisting the teaching and use of the English language in other countries.

(c) Tailoring specific actions to the conditions in specific countries or regions, with particular emphasis upon the development of indigenous English teaching capabilities.

4. If new legislation or more funds are needed to effect the new statement of policy, agencies should make appropriate proposals, with the concurrence of the Secretary of State, to the President through normal legislative clearance and budgetary channels.

5. The President will look to the Secretary of State to keep him currently advised of progress under the new statement of policy on English language teaching abroad and to report on a timely basis emerging issues warranting Presidential attention. The President would particularly like to be advised of the courses of action worked out under the leadership of the Secretary of State for the use of fiscal year 1966 funds by August 1.

BUNDY

cc: Director, Bureau of the Budget

*How will agencies react?
Should we clean it?
Can BOB set agencies together on this?*

THE WHITE HOUSE
WASHINGTON

432

30

April 16, 1965

MEMORANDUM FOR MR. BUNDY

SUBJECT: U.S. Government Policy on
English Language Teaching Abroad

1. After talking to several line agencies about the above, I was still left with a distinct impression that there was a lot I didn't know. I then decided to check in with BOB, which promptly sent me the attached package, on an informal basis. The document plus subsequent events indicates that the agencies were trying to end-run BOB.

2. I will be talking with BOB on this one. Afterwards, I should have a better idea as to where we ought to go from here. In the meantime, we can reasonably resist State pressures for an answer on the grounds (a) that we want to look at this closely before the President signs on and (b) that this problem has been kicking around for years and a few more days doesn't seem crucial.

OK
mcp

GC
Gordon Chase

Find out where
bodies are buried,
H. McPherson

Back to GC on
4/4/65
✓
31

THE WHITE HOUSE

WASHINGTON

April 6, 1965

MEMORANDUM FOR MR. BUNDY

SUBJECT: U.S. Government Policy on English
Language Teaching Abroad

1. Attached is Rusk's memo to the President, which you handed to Don Wilson at staff meeting yesterday.
2. Don gave it back on the grounds that State would probably hit the roof if they found out he was holding a memo from the Secretary to the President. He went on to say that he will be sending you a memo on the question of publicizing the new policy.

attached

GC
Gordon Chase

UNITED STATES INFORMATION AGENCY

OFFICE OF THE DIRECTOR
WASHINGTON, D. C. 20547

~~CONFIDENTIAL~~

3/a

April 5, 1965

MEMORANDUM FOR: The Honorable
McGeorge Bundy
The White House

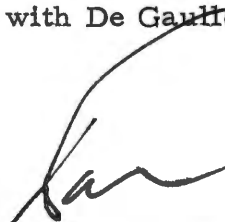
SUBJECT: English Language Teaching Abroad

Here is a further response to your question about the Secretary of State's draft statement on English language teaching abroad.

In a note of March 23 to Mr. Rusk, Carl Rowan said he hoped strongly that the policy statement would be declassified and disseminated widely both here and abroad.

We believe the subject is worthy of a White House dateline and deserves maximum exposure overseas.

However, we should probably wait for a couple of weeks so it doesn't appear that we are competing with De Gaulle in linguistic imperialism.



Donald M. Wilson
Deputy Director

DECLASSIFIED
Authority E.O. 11652 SEC. 5(A) and (D)
By isp, NARS, Date 2-12-80

~~CONFIDENTIAL~~

