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The CLARION

CRYPTO-LINGUISTIC ASSOCIATION

VOLUME 2, NUMBER 4

(b) (3) - P.L. 86-36

OCTOBER 1981



MAY 1970--THE NEW CLA BOARD POSES FOR ITS PICTURE (SEE P. 2)

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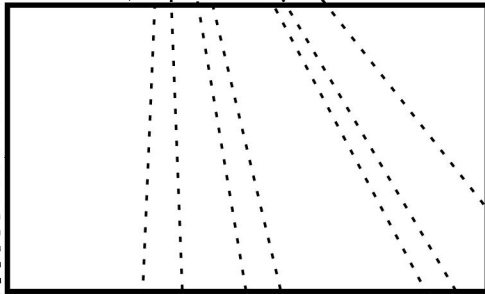
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STAFF:



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NEXT DEADLINE - ARTICLES FOR THE
NOVEMBER ISSUE OF CLARION ARE DUE
BY 19 NOVEMBER. INSIDE THE FENCE
ITEMS SHOULD BE SENT TO [REDACTED]
AND OUTSIDE THE FENCE ITEMS SHOULD
BE SENT TO [REDACTED]

OUR COVER

The newly-elected CLA Board members
in this 1970 photo from the CLA Archives
were, from left to right: Dr. Sydney
Jaffe; president emeritus; Robert Gould,
president-elect; John Lawrence, president;
[REDACTED] member-at-large; Rose Baruzzi,
treasurer; [REDACTED] member-at-large;
[REDACTED] secretary; [REDACTED]
member-at-large. Dr. Harry Orlinsky, a
Biblical scholar from Hebrew Union College,
spoke at the fifth annual banquet that year
and [REDACTED] won the first prize in
the essay contest.

FROM THE EDITOR

This issue of the Clarion has taken
shape almost unaided. Several articles
from contributors fit in perfectly with
articles from a recent newspaper. Maybe
there's something in the air. The whole
problem of language study in the U.S. is

coming under more scrutiny; as it turns
out, perhaps we are not the linguistic
chauvinists we have been led to believe
we were. We are fortunate to be able to
print the address on language incentives
which was given to the CLA last May by
James G. Hudec, the Legislative and
Regulatory Counsel. [REDACTED]
traces the ups and downs of language
consciousness since WW II and suggests
that things may be improving. Two
articles from a recent issue of the
Baltimore Sun (13 August) give us hope.
Imagine, people are actually studying
Latin again. What next, Hittite? Old
Irish? Finally, Vera Filby's suggestion
may indeed be visionary. We hope to
have an article (and a response to it)
in our next issue that will address the
problem of cross-training linguists at
NSA in other languages. If you think it's
hard to get high school students to study
Latin, just try to get approval from an
X Group supervisor to study language Y.

Congratulations to our Outside the
Fence editor, [REDACTED]. He has
recently published an article on Russian
obscenities in the journal Maledicta.
The article, entitled ***** (1), is
very interesting and is available to any-
one over 21 in a plain brown wrapper. A
few titillating quotes may whet potential
readers' appetites: "According to V.
Cernysev, in the *** of his *** certain
*** of 18th Century Russian ***" and,
"although most *** encountered in ***
*** *** are often *** in pre-***" All
kidding aside, [REDACTED] did an excellent
job treating a difficult topic and I hope
that he can be prevailed upon to write
something along the same lines for the
Clarion

1. It's really entitled, "A Survey of
Russian Obscenities and Invective Usage"
Maledicta, vol. IV: no. 2 (Winter, 1980),
pp. 261-289. The editor was just being
facetious.

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CONGRESSIONAL ACTIONS ON THE NSA LANGUAGE PROBLEM AND LINGUIST
INCENTIVES - - AN ADDRESS TO THE CLA BY MR. JAMES G. HUDEC,
LEGISLATIVE AND REGULATORY COUNSEL, MAY 1981.

Congressional interest in foreign language training has had its ups and downs. In the late 1950's, the Congress, as part of the National Defense Education Act, provided financial assistance for foreign language instruction and funds for the establishment of language and area centers and for language research and studies. Energetic administrators elsewhere in the government have adapted a variety of statutory authorities to work with state-sponsored schools. For example, the Intergovernmental Personnel Act was used by a number of agencies--including NSA--to establish cooperative programs with individual state universities. In addition, the National Endowment for the Humanities was used to help fund translation efforts.

Although some portions of the National Defense Education Act survive in the Department of Education's International Education and Foreign Language Studies Program, the major portions of that Act which relate to language study have long since been repealed. In addition, this year the Administration has moved to repeal portions of the Intergovernmental Personnel Act for other reasons, but it may have the side effect of taking away the authority that we, among others, have been using to work with state universities. Also, you have probably noticed in the news media references to the fact that the Administration has severely cut the funding for the National Endowment for the Humanities. That too will affect the translation efforts that have been undertaken under that authority.

On the other hand, in the past few years, there has been renewed concern in the Congress over the state of foreign language instruction. In addition, there has been the President's Commission on Foreign Language and International Studies which has reported on the sad state of foreign language instruction in the United States. Congressional hearings have been held to explore the problem, and individual Congressmen have spoken out on the subject. House Concurrent Resolution 301 was passed in December 1980 expressing the concern of the Congress that there is a need to strengthen course offerings and requirements in foreign language studies in the nation's schools, colleges, and universities. Representative Leon E. Panetta (D.-California), in whose district is located the Defense Language Institute at Monterey, has spoken out on the need for intense language instruction and has requested the General Accounting Office to review the status of DLI. Last year, during the reform of the Foreign Service Act, Representatives Panetta and Paul Simon (D.-Illinois) supported an amendment to require the State Department to establish at least two model foreign language competence posts in countries where English is not the common language in order to evaluate the requirements of that Act concerning foreign language proficiency requirements for Foreign Service Officers. Representative Simon has long been active in this area, and has written a book entitled The Tongue-Tied American in which he makes his case for significant federal support of foreign language training. Representative Simon has introduced, with nine co-sponsors, H.R. 3231, a bill to provide grants to further foreign language study in elementary and secondary schools and also to provide per capita grants to universities to help fund foreign language instruction at the higher education level. The Deputy Director of Central Intelligence, Admiral Inman, is scheduled to testify on that bill later this year.

All of this is by way of introduction to the subject of primary interest, that is the NSA Foreign Language Training Legislative Proposal. Apart from a general re-awakening of interest in the Congress in foreign language proficiency, last year brought a request from the House Permanent Select Committee on Intelligence for a report from the Intelligence Community and proposals to rectify what the House Committee saw as a serious intelligence problem, that is the lack of adequate numbers of foreign

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language-qualified personnel within the Intelligence Community. Specifically, the House Committee requested a review and recommendations concerning personnel policies, language training facilities, alternate approaches to language training, recruitment techniques and policies, and career and compensation issues.

The Senate was also active in this area. The Senate Select Committee on Intelligence noted that there were five broad areas on which it wanted a report and recommendations. Those areas were: (1) grade and professional structure, (2) increase in the analyst proficiency in foreign languages, (3) financial incentives for linguists, (4) increase in language training funds, and (5) development of contingent resources to augment language capabilities in times of crisis. As a result, Admiral Inman, while he was still Director of NSA, established a task force to review the problem and to make recommendations that could be used as a basis for Congressional action. Minnie Kenney, now our Deputy Assistant Director for Training, chaired this effort which was completed in January of this year. Shortly after that, we took those recommendations together with other information that we had developed to see what we could do in terms of converting those recommendations into a legislative package that would provide us with the authority to move forward on those recommendations. There were really four recommendations of that committee that we focussed on: (1) To establish a cryptologic reserve of military and civilian linguists knowledgeable of contingency languages to rapidly augment the Community's language capabilities during periods of crisis; (2) To permit all cryptologic linguists to take advantage of government-sponsored intermediate and advanced language training, language maintenance, and skill enhancement opportunities available both in theater and at civilian institutions; (3) To establish a premium pay schedule for government linguists and a financial incentive program for cryptologic linguists engaged in processing voice communications; (4) To provide explicit statutory authority to employ contract instructors and to afford them access to Civil Service benefits including retirement benefits.

As you might note, there is a significant degree of commonality between the areas specified for action by the Congress and the recommendations made by the Task Force. Based on those recommendations, the areas of concern identified by the Congress, and some additional information that was developed primarily in terms of looking into the future to see what kinds of authorities that we thought we might need in the next 10 to 20 years, a comprehensive proposal was prepared. The proposal is a combination of existing authority and new authority.

What I would like to do now is outline for you the individual sections of the proposal that was submitted both to DOD and to the Congress. The proposal leads off with a statement of the responsibilities of the Director, NSA, under the Secretary of Defense to define and set forth policies with respect to cryptologic linguistic training for both civilian and military cryptologic personnel. Essentially, the authority outlined here is the same that was put forward in a DOD directive issued not so long ago so that there is no conflict in the authorities that we are seeking in law and those which Defense has provided to us in the DOD directive. In addition, there is authority in this particular provision for the Director to arrange for training for both civilian and military personnel at government and non-government institutions.

Another section which immediately follows this one deals with new authority to make contracts, grants, and cooperative agreements with non-government educational institutions to facilitate cryptologic language training. This, I perceive, as being one of the more innovative parts of the proposal in that it gives us separate, independent authority to go out and work with higher educational institutions to either preserve existing programs of those institutions that are of interest to us, especially in the esoteric languages, to help to retain instructors that might be of interest to us in a specific language, or to take an instructor that we have and provide that instructor, part-time, to the university, or to support some efforts on the part of the university to develop language aids such as dictionaries or grammars. It was fortuitous that

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we had included that provision because, at the time that we were developing it, we were still thinking about being able to do things under the Intergovernmental Personnel Act. With the disappearance of that act, this particular section becomes much more important.

The next authority represents a combination of existing and new authority; it is to employ by contract, instructors, linguists, and special project personnel. This is an area where we have a little bit of controversy and a little bit of a problem. There is no problem with respect to the authority to employ by contract, instructors, linguists, and special project personnel, but this provision also had contained in it authority to permit the contract instructors to participate in the Civil Service retirement program provided that they pay in their share of the contribution to that fund. In the Senate, we had no problem, but in the House, we ran into a bit of difficulty with the latter provision--the participation in the retirement program--because the House has traditionally more or less opposed this kind of thing although we were putting forward a special circumstance. They had encountered it in other areas, particularly with respect to so-called National Guard technicians. These were people who had manned the Nike sites in the fifties and early sixties who were not federal employees, but ever since have been seeking status as federal employees in order to participate in the retirement program. So, that sort of thing was raised as an objection in the House.

The next authority that we have is an authority to pay tuition costs, travel and other allowances and benefits for people who are assigned to long-term training within the United States. The new authority that exists in this particular section pertains both to being able to provide those kinds of benefits and allowances for employees and for individuals who are not employees of NSA, but who agree to participate in something called the Cryptologic Linguist Reserve. In addition, we would have some authority to pay additional allowances to people who are assigned to long-term training in the United States. We first encountered this problem with personnel who were assigned overseas on long-term--18 months or two years--training assignments for language training. There were impediments in terms of being able to take their cars with them, to provide for travel for their dependents, to provide for storage of household goods, and several other more minor types of allowances and benefits that would normally be provided on a permanent change of station. Last year, we acquired authority to pay those benefits for people who are assigned overseas. Within this proposal, we would obtain the same authority for persons who are assigned at some distance away from headquarters to long-term language training within the United States.

The next section is a section that generated a great deal of interest, and that is the section that sets out authority to provide for certain incentives both for current employees and also for personnel who are in the Cryptologic Linguist Reserve. The Cryptologic Linguist Reserve evolved out of recommendations made by the Task Force, a recommendation made by the Congress, and out of some concern and interest in the large number of retirees that we had and whether or not there was some way that we could use that expertise that was being lost. What we did was construct a situation where we would have authority to go out and take some of those retired employees or retired military who have cryptologic linguistic skills or other people who would be qualified in the areas and who are clearable and try to bring them into the Cryptologic Linguist Reserve. What we would be doing is indicating to them that we would like them to retain their skills, that we would like them to come back periodically for retraining or to work a little bit to insure that their skills are kept up to date, and then, at the request of the Director if there is an emergency, to bring them back to work full-time for the period of the crisis. Now, obviously, in a situation like this, we need people who can leave whatever it is they are doing; the most obvious target for that sort of recruiting would be people who are retired, who have not accepted a full-time second job, who could come back, who would be interested in main-

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taining some association with the Agency, and who have the skills that we need in order to provide for that augmentation during a crisis period. What we have in the proposal is authority to do just that: (1) to train those people who agree to come back, (2) to bring them back when necessary, and (3) if they decide not to come back when they are requested to do so, to recover the cost of the training provided them to keep their skills. In addition, we have included some authority to permit them, when we bring them back and put them to work full-time, to earn whatever the difference is between their retirement pay and the pay that would be received by a current employee in the same kind of position. That is basically the Cryptologic Linguist Reserve. We are not thinking about a great many people. The numbers that have been bandied about are somewhere between 50 and 200 when the program gets going on a full-time basis, say in five years. Initially, it would start out small and then build, depending on the need. Generally speaking, it would focus on people who had skills in the more esoteric languages where we may have only one or two people on board and we would need to bring in one, two, or three more people to work during a crisis period or perhaps where we had no one on board at the time, but we did have someone out there who had the requisite skill and we could bring them back. In addition, there was a fair amount of concern on the part of the House of Representatives that we not compete with the standing military reserve. Again, there is the focus on retired personnel because the standing military reserve does not recruit from that pool of people. We could not use the standing military reserve because normally there has to be a declaration of national emergency for them to be called back to duty. In the case of the linguist reserve, the Director would simply be able to declare that there is a crisis situation and then go ahead and bring them on board.

As I indicated earlier, this set of authorities also includes authority to pay incentives to current employees. I have to caveat my discussion here because, if you expect me to tell you that you, as a five-year German-language transcriber who is fully professionalized, will be entitled to \$100 a month additional pay provided you can meet certain proficiency standards, you are going to be disappointed because I cannot do that. What I can do, is tell you what we have tried to acquire from the Congress: as flexible a set of authorities as we possibly can get and as broad a set of authorities as we can possibly get. We have done that, or we think we have, because it is not quite finished yet. There is flexibility for offering both proficiency incentives and incentives to acquire a second or third language. Incentives may be in addition to regular pay and may be offered at variable rates. What that means is that you may be paid \$50 a month for one level of proficiency, \$100 a month for another level of proficiency, and yet another sum for a third level of proficiency. In the case of second or third languages, and we are focussing particularly on the esoteric languages, you may be paid a certain amount a year or whatever the case may be in order to acquire that second or third language and meet the proficiency standards for that language. There is a group now studying the language incentive pay options within DDA, and, I understand that, they are working with the various linguist associations to gather input. They expect to have their work done by the time these authorities are actually acquired.

There is one additional authority that I will not dwell on. It is the authority to pay for the training of family members of personnel who are assigned overseas to representational duties if they cannot complete language training while they are in the United States. We can then go ahead and provide them training overseas at some appropriate institution.

Where do we stand on acquiring these authorities? Relatively well at the moment, although there are some dark clouds on the horizon. The Senate Select Committee on Intelligence has reported out the language in the Intelligence Authorization Act for Fiscal Year 1982, S. 1127. That bill has been referred to the Senate Armed Services

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Committee and the Senate Governmental Affairs Committee. There is no indication at this time that either one of those committees has any concern about the language proposal or our other legislative proposal for that matter. Those committees have the bill on what is called a "30-day referral." That means that they will be reporting out that bill on approximately 15 June. The House Permanent Select Committee on Intelligence has reported slightly modified language in its version of that same bill the Intelligence Authorization Act, H.R. 3454. That bill has been referred to the House Armed Services Committee for a 30-day referral. Again, we have no indication that there will be any problems. The modifications that the House has built into the bill include the deletion of the authority to provide the contract instructors access to the retirement program. The House version also includes a provision that there must be a determination by the Secretary of Defense that the Cryptologic Linguist Reserve is not competitive with the standing military reserve. We do not think that there will be any problem in meeting that and getting the Secretary to agree. There are a couple of other items that the House has put it, including a limitation on appropriations, but they are not really important to the basic authority. We expect the Armed Services Committee to report the bill favorably around 15 June. Once that is completed, we would expect the bills to come to a vote in the individual houses around the end of June or perhaps sometime in July. At that time, the two Intelligence Committees will take the bills, that have been reported out and voted on, into something called a "conference," in which they get together to go over the differences in the language. We might then have an opportunity to have the contract instructors' retirement benefit restored. It remains to be determined whether or not we can actually effect that. Once they finish with the conference, the bill goes back to a vote by the Senate and the House. That completes the Congressional action. It then goes to the President for signature. Once he signs it, and there is no reason to believe that he would not sign it, it becomes law. We expect all of these actions to be completed by 1 October, because, as I have indicated earlier, these provisions are incorporated in the Intelligence Authorization Act. That act covers our authorizations for appropriations, and the actions must be completed by the end of this fiscal year in order for us to have funding for the next year.

The dark clouds on the horizon that I spoke of consist of two things. One, we have had very solid support virtually across the board from the Congressional Committees. We have had good support from the Department of Defense including an informal endorsement to the committee for this proposal. However, we have encountered some difficulty with the Office of Management and Budget. They have looked over the proposal, and they have come up with objections to at least two portions of it. These are the retirement provision for the contract instructors, for the same reason as the House, and the incentive for current employees although the kind of opposition we encountered was not as strong as was first indicated. The second item that may cause a problem is the Congressional budget-cutting process. Congress is still engaged in seeking additional things to cut in this year's program. Something that is new always presents a tempting target, so it is possible that, even at the last minute, they might intercede with this sort of thing and attempt to cut it from the Intelligence Authorization bill as part of the comprehensive budget-cutting process. OMB also might intervene to cut into those particular areas that we talked about, so we are in a particularly delicate period at this point. We have legislative language in both of the houses, but we also have action by others that could adversely affect the status of those proposals. I might mention that, in a situation like this, it is imperative that we not raise questions with the Congress at this time concerning the nature of our existing proposals because the only practical action that could be taken by the Congress would be to delete those proposals from the existing legislation.

In summary, we have a rather comprehensive proposal that will provide additional authorities to enhance our foreign language capabilities. We have been through the Congressional hearing process, and we have legislative language incorporated in current bills. Barring any unforeseen circumstances or strong action by OMB or the

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Congressional budget process, we should have these authorities by 1 October. I appreciate CIA providing me the opportunity to discuss these proposals with you.

[Mr. Hudec provided the following up-date to his talk.] Due to budget actions by the Administration and Congressional consideration of those actions, Congress has not yet acted on the Intelligence Authorization Act. We now expect action on the bill prior to 20 November 1981, the date when current temporary funding authority expires. We continue to work on a draft conference agreement on the bill. As expected, the House backed by OMB, is opposing the retirement provision, and OMB has directed that we not support it. However, we are still hopeful that the remaining contract authority will permit us to work with OPM to obtain that authority later.

[Following Mr. Hudec's talk, members of the audience asked questions; we were unable to transcribe the questions, but we have attempted to reconstruct some of them and have provided Mr. Hudec's answers in order to clarify some points.]

[Will the incentives be limited to voice linguists?] The statutory authority will not limit the incentives to voice linguists. That was part of the Task Force recommendation, but, as I understand it, DDA is now studying the entire proposal.

[Does the Congress understand the retirement problem?] Basically, they are not objecting to giving retirement benefits to our contract instructors. They understand what the situation is here, and they think that that is a laudable thing to do. They cite precedent as the reason for their opposing this particular action. The precedent that they cite is that the House of Representatives has consistently denied this sort of authority to agencies for other related-type situations. They do not want to open the door to all the other groups.

[Why didn't we include authority to increase grades?] The Director already has that authority in something called Public Law 86-36. He has the flexibility to set those grade levels and job classifications at the level that he deems necessary for that particular skill and proficiency.

[Why not increase grade levels instead of paying incentives?] That is purely a policy kind of consideration. The authority is there, and if the money is available and the desire is there, the Director can do whatever he wants to do in that particular area in terms of setting the policy. But it's really not relevant to the particular provision. It would be to an extent relevant to the considerations that DDA is undertaking at this point in terms of defining a comprehensive linguist incentives and grade and proficiency structure. I know that, at least the initial inputs focussed in part on that from some of the individual organizations, that is to take a look at salary as well as incentives apart from salary.

[Why can CIA do so many things and NSA cannot, such as pay incentives?] The CIA was very fortunate in that they had a set of very broad authorities passed back in 1949 which allows them to do a great many things including the setting of salaries, payment of incentives, and a number of things without regard to what is being done in the Civil Service. That gives them a great deal of flexibility in this area and they were able to use it to establish those incentives. We, on the other hand, have had very few statutory authorities. It has only been in the last couple of years that we put some focus and effort, including the establishment of my job, in this particular area in an attempt to provide us with those authorities that are unique to our agency and that are not already possessed by the Secretary of Defense. As you know, we work for the Secretary of Defense, and we take, by delegation, from him those authorities that he has. But he does not have the flexibility in a number of these areas that is possessed by the CIA through their statutory authority. So, we are just in the process of going about trying to get the authorities that we need to act in these specialized areas. We did fairly well last year in acquiring some special authorities. Things look relatively optimistic at the present time. It is going to be a long-term effort. We tried to do it in essentially one fell swoop a

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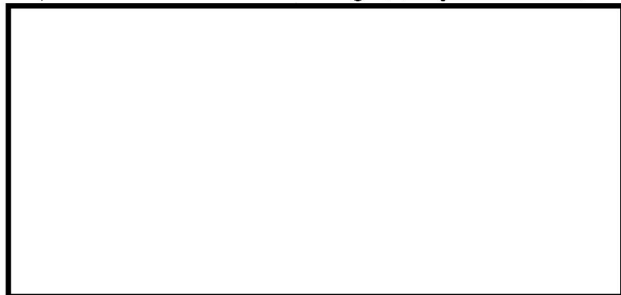
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year and a half ago through Admiral Inman in something called the charter's legislation that would have established a statutory charter for NSA to include the kinds of authorities that CIA already possesses. Unfortunately, the Congress decided that the legislation was too complex. The entire charter's bill was over 200 pages long and they just felt that it was too complex for them to address. They broke out one particular provision relative to Congressional oversight and passed that, but, for all intents and purposes, at this point the charter is dead. I think from our standpoint, what we have to do from here on out is to focus on those things that require immediate attention and acquire the authorities we need in that area, then move on to the next problem. So, it is really a kind of problem-oriented solution. It really required the right kind of climate in the Congress buttressed by the reports by the committees that I spoke of as well as our own recognition of the problem and our own recommendations in order to be able to move forward on a proposal like this. It is incredibly bureaucratic. First, we have to do certain things here. We then have to submit them to Defense. Defense circulates them within all the Defense components; each comments on it. You have to resolve all those comments before you get out of Defense. It then goes to the OMB. From there, it is circulated around the major departments and agencies. They all comment, and you have to resolve those comments. Finally, if you're lucky, you may get clearance from OMB and get something down to Congress. Then you start all over again. First, you have to get someone to introduce the bill. Second, you have to get someone to hold hearings on it. Then you have to generate enough interest so that the bill will come to a vote. That, in part, is why we are doing some things through the annual authorization bill; that has to come up. It has to be passed each year. So, again, that lends itself to sort of a problem-oriented approach, and that is what we have taken here.

INSIDE THE FENCE

HIGHLIGHTS FROM THE JUNE AND JULY BOARD MEETINGS

Three new CLA officers have been elected: Member-at-Large, [REDACTED]



to reactivate SIGVOICE and to establish individual language committees for as many of our languages of interest as possible. These committees would have the following purposes: Review books and periodicals for the Book Review section of the Clarion and recommend their acquisition by the library; maintain bibliographic listings of basic and auxiliary references for cryptologic language tasks; respond to queries on the "Language Line," [Ed. Note: "Language Line" is a feature which we are planning to implement in a

future issue of Clarion.]; advise on the selection of foreign language films and videotapes; and advise the Board of Governors on language matters.

A membership survey was distributed to ascertain members' interests and desires, and the results are being tabulated. Membership certificates are also being distributed; over 200 have been sent out so far. There has been one response from a sister agency to our request for interaction between linguists.

The Spanish Club has declined our offer to become a Special Interest Group of CLA because of their specific goals as an organization, but invited the CLA to participate in Hispanic Heritage Week (September 14-18) by conducting an essay contest with the theme, "A Shared Heritage: You Don't Have to be Spanish to have a Spanish Heritage." The Russian and the Asian Studies Institutes held elections during June and July.

Logo jewelry may soon be available depending upon the results of a survey now being taken.

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The NSA Language Library reopened in new quarters near Gatehouse 4 on Tuesday 8 September. Plans are being made by the Social Activities Committee to have a "Welcome Back Language Library!" celebration sometime in the near future to re-familiarize linguists with the collection and the materials available.

HIGHLIGHTS FROM THE AUGUST AND SEPTEMBER BOARD MEETINGS

[redacted] sent a letter to the Director concerning the establishment of linkage between CLA and SCE linguists.

(S) The President also sent a response to [redacted] the Canadian Senior Liaison Officer, explaining the CLA's aims and organization and discussing the possibility and nature of a CSE Chapter.

At the 17 September meeting, the President reported that the Director and Deputy Director have both endorsed CLA's initiative to explore the feasibility of establishing a linkage with the SCE's.

The treasurer reported that the total cash on hand, as of 17 September, was \$927.64.

(S) The Middle East Institute reported [redacted]

NEW LANGUAGE PANEL EXECUTIVE SELECTED

Congratulations to [redacted] who was recently selected to replace [redacted]

[redacted] found him to be very helpful and easy to get along with. In connection with the Language Career Field, we are planning to conduct a random survey of present and former language interns and will publish the results in Clarion. We will be trying to elicit candid suggestions from them about the program.

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MEETING OF GROUP LANGUAGE REPRESENTATIVES

In early July, [redacted] convened a meeting of A, B, and G language representatives to discuss language training for possible future contingency situations (areas where little or no language competence currently exists). It was agreed that the problem was of far greater concern to G than to A or B.

LANGUAGE COMMITTEE MEMBERS PROTEST DECISION BY PANEL AND SCLT NOT TO PERMIT PQE MAKE-UPS

[In the wake of a decision by the Language Career Panel and the SCLT not to allow aspirants to make-up missed PQE's, a group of Language Committee members sent the following letter to the SCLT.]

SUBJECT: PQE Make-Ups

TO: Chairman, Standing Committee
on Language Testing

We wish to protest the SCLT's decision of 15 October 1981 that it will no longer permit aspirants to take PQE's except on the regularly scheduled dates. The prohibition against make-up tests will not only prevent aspirants from taking the language tests if they happen to be ill or engaged in some other commitment when the test is given, but it will also effectively prevent any aspiring multi-linguist from taking two or more IA's or TIA's during the same testing cycle.

This edict was apparently motivated by the Language Career Panel's desire to reduce its own work load, as well as a belief that some aspirants taking make-ups are cheating or likely to cheat by obtaining information about the PQE's from those taking it at the regularly scheduled time. The LCP and the SCLT apparently believe that this change will not inflict any hardship on the aspirants affected by it, since the tests they miss will be offered again in six months....

We believe that the SCLT's decision is unfair both to those unable to attend the regular testing session, for whatever reason, and to those working on certification in several languages at the same time. There have not been any major problems (Continued on p. 14)

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OUTSIDE THE FENCE

THE FED AND THE UNTYING OF AMERICA'S TONGUES

Have you ever wondered how much a visit to a foreign country is enjoyed by an American who has the parochial attitude "Why study a foreign language; they all speak English anyway?" While it is not the business of the U.S. government to worry about whether its citizens are enjoying pleasure trips abroad, it is becoming increasingly alarmed about the paucity of language-competent Americans.

Driven by the scare of the "Red Menace" in the post-WW II era when high school language enrollment was down to 20 percent and Sputniks were raising the eyebrows of Pentagon officials, the U.S. Government approved the National Defense Education Act (NDEA) of 1958. Through the NDEA, huge amounts of federal dollars were poured into programs involving the study of language as well as math and science. By the mid 1960s, language enrollment in the U.S. was up considerably. In 1965, almost 90 percent of all learning institutions required knowledge of a foreign language for graduation, and 33 percent required it for admission. Then came the Vietnam War and the accompanying student campus "revolts" against many traditional academic requirements. Colleges and universities acquiesced to student demands and the foreign language programs in the U.S. (already weak in comparison with those in Europe and Japan) began their downward spiral taking elementary- and secondary-level language programs with them. By 1974, only 53 percent of educational institutions required knowledge of a foreign language for graduation, and only 18 percent required it for admission.

Responsibility for this decline does not rest entirely on the shoulders of head-banded college students of the turbulent Sixties. The factors, both academic and philosophical, are too numerous, complex, and speculative to present here, but may be addressed in a future issue of Clarion.

Nevertheless, given the problem of declining language standards in the U.S., the President's Commission on Foreign Language and International Studies was

established in April 1978. The catalyst for the Commission's inception was Congressman Paul Simon (D-Illinois), who, concerned about Americans being politically and economically outflanked abroad, studied the Helsinki Accords of 1975 (which called for the signatories to encourage foreign language study in their countries) and subsequently convinced President Carter of the need to analyze foreign language study in the U.S.

The Commission's findings were sobering. A few are given below:

1. Nine out of ten Americans cannot read, speak, or understand any language but English.
2. One-fifth of all public high schools offer no foreign language training at all.
3. Only 15 percent of high school students study any foreign language and only 2 percent go beyond the second-year level.
4. Of the languages other than English, more than half the world's population speaks either Russian, Chinese, or Japanese. However, in 1979, only 3,500 American high school students were studying Russian above the second-year level, only 197 were enrolled in third-year Chinese, and fewer than 200 were in fourth-year Japanese. (If you weren't sober before you read these juicies, you are now!)

In November 1979, the President's Commission issued its final report entitled "Strength Through Wisdom: A Critique of U.S. (Foreign Language) Capability" (GPO stock number 017-080-02065-3) which showed that fewer than eight percent of American colleges and universities then required a foreign language for admission. It called upon the President, Congress, and the nation to support strengthened foreign language and international studies programs. The Commission recommended an increase in international exchange programs, special funding for advanced language study and funding for summer institutes to revitalize the professional skills of foreign language teachers, since methodology of language teaching was a matter of concern to the Commission. Also in 1979, the University of Michigan Research

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Center conducted a survey of public attitudes toward foreign language study in which it found that 90 percent of those Americans surveyed believed that languages should be taught in junior and senior high schools, and 75 percent believed that they should be taught in elementary schools. Moreover, 84 percent of those surveyed who had children under age sixteen said that they had encouraged their children to study a foreign language.

Private foundations, business enterprises, and certain government agencies, in late 1979, jointly established the National Commission on Foreign Language and International Studies which emphasizes all aspects of foreign language study in the U.S. (For information on this commission, write to the Executive Director, Allan H. Kassof, 655 3rd Ave., New York, NY 10017). To keep Congress and the Executive Branch informed on matters relating to foreign language study, the Joint National Committee for Languages was established. Congressman Leon Panetta of California formed an informal international education group of members of Congress to build support for legislation to improve foreign language and international studies programs. In 1980, there were 35 members of the House and four Senators affiliated with Panetta's group.

Based on some of Congressman Panetta's initiatives, the General Accounting Office issued a report on April 15, 1980, which concluded that, "more competence in foreign languages was needed among U.S. personnel stationed overseas." The GAO also agreed to review a wide range of issues related to defense-wide foreign language programs, including the Defense Language Institute in Monterey, California. The House Permanent Select Committee on Intelligence, in 1980, expressed "grave concern" over the shortage of linguists in the military. The Committee directed the Secretary of Defense and the Director of Central Intelligence to develop a program "that encompasses a community-wide approach toward alleviating the linguistic shortfalls." Included among the subjects upon which the Committee recommended action were personnel rotation policies, language training facilities, alternate approaches to language training, recruitment policies, career ladders, and pay policies for

language-trained individuals.

The efforts of Congressmen Simon and Panetta in precipitating awareness of the language field in government circles have been stellar. Thanks to an amendment by Congressman Simon, foreign language and international studies were included among the seven priority concerns of the Department of Education. In 1980, an amendment to the Foreign Service Act (H.R. 6790), jointly sponsored by these two Congressmen, was approved by Congress. This amendment required the establishment of at least two "foreign language competence" posts at U.S. Diplomatic Missions abroad. Congressman Panetta was also instrumental in an amendment to the International Security and Development Cooperation Act which would provide for better reassimilation of returning Peace Corps Volunteers. Congressman Simon prepared a provision in 1980 which included foreign language and culture studies as one of the research projects of the National Education Institute.

Senator Stafford sponsored a program for strengthening international education as part of the Higher Education Act of 1980 through which international education programs received an \$8 million increase. Congressman Simon and Senator Tsongas sponsored H.Con.Res. 303 which called for local agencies to improve foreign language study programs. This resolution was passed by both the House and the Senate.

Despite the relatively modest but encouraging steps taken by the U.S. Government over the last ten years or so in building America's language programs, dark clouds are beginning to appear on the horizon. The new administration's proposed budget cuts are lampooning federal support for the social sciences and directly affecting programs in language and linguistics. For example, a March 1981 budget proposal by the Reagan Administration called for cutting the budgets of every federal agency which had supported the language and linguistics field in recent years. Most notably affected were the National Science Foundation (linguistics specifically cut 62%), National Endowment for the Humanities (cut 50% from FY80), and the National Institute of Education (cut 25%). Nevertheless, there continue to be language advocates

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in the legislative bodies of the federal government who, perhaps, will introduce measures that counteract these recent actions of detriment to the language field.

(Sources: Educational Testing Service, Princeton, NJ; Congressional Record, 25 February 1981; "Summary of Achievements in the Foreign Language Field" by L. Panetta; LSA Bulletin No. 91, June 81)

FREE-LANCE TRANSLATING

In the next issue of Clarion, this Column will feature an item on free-lance translating. The staff's aim is to provide a modest list of organizations (with addresses) that might occasionally employ language-talented individuals who would like to keep their language machine well-oiled and at the same time keep their palms greased. To make the article and/or list most useful to Clarion readers, it would be appreciated if any reader with interesting information, experiences, or addresses would contact [redacted] (x4273s).

FORTHCOMING EVENTS

- October 2-3, 1981--El Espanol en Los Estados Unidos: An Interdisciplinary Conference, Univ. of Illinois, Chicago Circle, Chicago IL. (Write: Lucia Elias-Olivares, Dept Span, Ital, & Port, U IL Chicago Cir, Box 4348, Chicago, IL 60680)
- October 9-11, 1981--Boston University Annual Conference on Language Development, (6th Annual), Boston MA. (Write Lang Dev Conf, Box F, Boston Univ, Boston, MA 02215)
- October 15-17, 1981--Delaware Symposium on Language Studies, 3rd, Linguistics and Literacy. (Write: W. Frawley, Dept. Eng., U. of Delaware, Newark, DE 19711)
- October 16-17, 1981--Mid-America Linguistics Conference, 15th, Wichita SU, Wichita, KS. (Write: Tina Bennett-Kastor, Ling Program, Dept. English, Wichita SU, Wichita, KS 67208)
- October 16-18, 1981--American Translators Assoc. Annual Convention, Dallas, TX. (See Clarion, vol.2: no.3, p. 10)
- October 22-24, 1981--The Linguistic Society of the Southwest (LASSO) Annual Meeting (Write: Jon Amastae, Dept Ling, Univ Texas, El Paso, TX 79968)

October 22-24, 1981--Rocky Mountain Modern Language Association, Boise, ID (Write: Elray L. Pedersen, Dept. Eng. Wever SC, Ogden, UT 84408)

October 23-24, 1981--Western Conference on Linguistics (WECOL) 11th Annual Meeting. U. Washington, Seattle, WA. (Write: WECOL Cte, Dept. Ling., U WA, Seattle, WA 98195)

November 5-7, 1981--Southeastern Conference on Linguistics (SECOL), 25th. Louisville, KY. (Write: Reza Ordoubadian, Box 275, MTSU, Murfreesboro, TN 37132)

November 7-8, 1981--New York State Council on Linguistics (NYSCOL), 11th Annual Meeting. SUNY, Stony Brook, NY (Write: NYSCOL 11, Prog in Ling, SUNY-Stony Brook, Stony Brook, NY 11794)

November 20-21, 1981--Symposium on Spanish and Portuguese Bilingualism, 5th. Amherst, MA. (Write: Biling Sym Director, Dept Span & Port., U. MA, Amherst, MA 01003)

November 20-25, 1981--National Council of Teachers of English, 71st. Boston, MA (Write: NCTE, 1111 Kenyon Road, Urbana, IL 61801)

LANGUAGE TRAINING IN NURSERY SCHOOL

Vera Filby had an idea several years ago for very early language training that might benefit NSA. She describes her meeting with an English polyglot and the idea she got as a result.

In our business, we meet some marvelously talented people, among whom are polyglots with mastery of a dozen or more languages. But in England, I met the most incredible polyglot I have ever come across and a delightful lady with a great sense of fun. She grew up in a multilingual family in Wales, where her schoolmaster father insisted that all the children speak (speak, mind you) Classical Latin and Greek, as well as Welsh, English, French, and German. Our conversation touched on so many languages that I began to wonder if I could mention any she didn't know something about; so I tried the names (which is all I know) of several Sub-Saharan languages, only to learn that she had studied Swahili at the university and learned Twi (she told me another name for it, but I forget it), and other

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African languages. She left me holding a paperback Maori grammar while she bustled out to the kitchen to get tea for all of us. She not only has a high-spirited, noisy, brilliant family to look after, but she also runs a nursery for up to 30 or more children under six years old (she sends them home with useful little phrases in French, Welsh, and Zulu), and still manages to toddle over to the Bodleian for study and for discussions with linguist friends at Oxford. Right now, she is interested in Berber and in Cushitic, which she thinks may have certain structural and syntactic correspondences with Welsh.

Now I have described this occasion because it reminded me of a scheme I considered proposing when I was president of the CLA, but didn't. You will understand why when I tell you that the idea, in as few words as possible, is: NSA should run a language nursery. Don't laugh. Let me explain. We all know that early childhood is the time for language learning, and we are all acquainted with NSAers who have served overseas and found their young children acting as translators and interpreters. Their babies have learned their nurses' German or Japanese or Italian as their first language. Some parents have tried to help their children retain their foreign language skills after returning home. This is very hard to do. But, suppose NSA had a nursery-primary school for these kids. This would help to create a body of bilingual or multilingual children, some of whom would probably want to join the Agency when they grew up. Considering what we have to go through and how much we have to spend and how many years it takes to make competent linguists out of young adults, the idea may not be as visionary (all right, nutty) as it seems.

ASSOCIATION FOR COMPUTATIONAL LINGUISTICS

[redacted] the Chairperson of the newly-formed Language Automation Committee of CLA, sent in a brochure on the Association for Computational Linguistics (ACL) from which we selected the following facts: ACL is a professional society for people interested in the use of computers for language research (in acoustics, phonology, lexicology, syntax, etc.), applications (translation, information retrieval,

instruction, animal languages, speech recognition, etc.), and scholarly investigations (stylistics, content analysis, text comparison). ACL publishes a quarterly journal and holds an annual conference. Dues are \$15 for individuals. For further information, contact [redacted] (x1103) or write to: Donald E. Walker, Secretary-treasurer, ACL, SRI International, Menlo Park, CA 94025.

(Cont. from p. 10) with compromises or any evidence of a significant difference in pass rates between the regular tests and the make-ups that would justify serious concern over this issue. The Panel's assumption that the delays in an individual's certification process will have no effect on his career is erroneous; in many cases, professionalization is definitely one of the factors taken into account when an individual is considered for promotion (although the Language Career Panel asserts that PQE results are not intended to be used for this purpose), and a delay of six months to a year would certainly have a negative impact on his prospects for rapid promotion. Furthermore, even if an individual is already certified in one or more languages, certification in others, as some of us have learned from personal experience, will enhance one's career prospects and open up the possibility of diversified work experience elsewhere at NSA.

Aside from the personal significance of certification to aspirants, the SCLT's decision that an aspirant will only be allowed to work toward certification in one language at a time will necessarily have a detrimental effect on the development of multilingualism at NSA and thus hinder implementation of one of the Agency's goals (at least in principle), by artificially doubling or tripling the time required to become certified in several languages.

In conclusion, we consider that the interests of the Agency and its linguists would be better served by rescinding this decision, which will create artificial obstacles to the certification process.

/s/ [redacted] (Member, Russian IIA Committee)

[redacted] (Chairman, Serbo-Croatian PQE Comm. and Co-Chairman of the

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Committee)(Member,
Russian IIB Committee)Chairman, Cambodian
PQE Comm. and member
French PQE Committee)(President,
Asian Studies Institute)

[Clarion will welcome any comments from the SCLT or the Language Career Panel on the above memo.]

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CLA LIBRARY COMMITTEE REORGANIZED

The CLA Library Committee is now chaired by [redacted] (4840s). The other members to date are [redacted] (4973s), who will be reviewing new publications received by the Language Library and arranging for book reviews to be published by the Clarion, and [redacted] (3489s), who will be looking into the possibility of setting up a service to order books for Agency linguists from foreign publishers. The Library Committee recently sent out a questionnaire to CLA members on the latter topic and also asked for members' opinions and recommendations on the subject of acquiring foreign language literature and area studies books for the NSA Language Library, as requested by the CLA Management Relations Committee and approved by [redacted] in an April memorandum. CLA will be discussing this matter further with [redacted] after the results of the survey are available. CLA members are urged to contact any of the committee members regarding the subjects listed above.

BOOK NOTES

William S. Hamilton, Introduction to Russian Phonology and Word Structure, 1980, Slavica

An introductory text in Russian phonetics for intermediate-level students

of the language (advanced undergraduate to graduate). The text is also (secondarily) an introduction to general linguistic theory, but with an intentionally less technical approach. The essential elements of Russian phonology are covered, including articulatory phonetics, vowel reduction, spelling rules, and the assimilation of voicing and palatalization. More complex concepts, such as phonemics, morphophonemics, and special cases (ablaut, Church Slavonicisms) are handled briefly in later chapters. A question/answer section follows each chapter, and suggested readings are noted where applicable.

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JUST FOR FUN

We hope that everyone who attempted last issue's puzzle--surely that included all professionalized French linguists--came up with the following solution: "En voiture, je mets toujours France-Musique. Je dois me battre avec ma femme qui, elle, voudrait écouter les informations."

The puzzle for this issue presents a somewhat different and quite a bit more difficult challenge. In the matrix below are the names of 35 languages in which NSA has no capability. The names read forward, backward, up and down, and diagonally. Letters may be used more than once. If you come up with any correct answers, remember they are classified ~~SECRET-000~~. The answers will be published in the next issue of Clarion.

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Study of languages beginning a comeback

New York (NYT) — "The United States continues to be the only country where you can graduate from college without having had one year of a foreign language prior to and during the university years," wrote Representative Paul Simon (D, Ill.) in his recent book, "The Tongue-Tied American."

Now, there are signs of a growing movement to make Mr. Simon's statement obsolete. When the Stanford University faculty voted last month to reinstate a language requirement beginning

in the fall of 1982, it confirmed a new trend, following by only a few weeks a similar action by New York University.

The era of educational parochialism appears to be drawing to an end. Foreign languages and courses dealing with other cultures are making a modest comeback at all educational levels.

When the President's Commission on Foreign Language and International Studies tendered its report in November, 1979, the situation looked hopeless. "Americans' scandalous incompetence

in foreign languages also explains our dangerously inadequate understanding of world affairs," the report said.

A report released earlier this year by the Council on Learning, entitled "Education and the World View," confirmed these concerns.

The vote at Stanford—its requirement had been abolished in 1969 at the height of the student rebellion against all requirements—is a response to these concerns. So is a new requirement by the New York City public school system that

all high school students must take at least one year of a foreign language.

Richard I. Brod, the Modern Language Association's director of foreign language programs, confirms the new trend. A survey this year showed that 20 colleges have established or re-established a foreign language entrance requirement since 1975, and 49 colleges introduced or reintroduced such a requirement for the bachelor's degree.

These changes have come on top of

existing requirements reported in the MLA's last comprehensive survey in 1975, which showed that 18.6 percent of 1,285 colleges questioned at the time still had a foreign language requirement for admission and 53.2 percent called for some such study as a graduation requirement.

Mr. Brod points out that the list of institutions that recently joined the pro-language stream includes such illustrious campuses as Berkeley, the University of North Carolina, Kenyon, Smith and Williams. Equally encouraging, the trend was joined by many smaller, less prominent institutions in all parts of the country.

At the same time the concept of international high schools—public schools that, in addition to all the regular academic requirements, place special stress on a knowledge of world affairs and international relations—appears on the rise.

This year, such schools have been created in such scattered places as Staten Island, N.Y., Philadelphia, Atlanta and Monterey county, Calif. Last month, the

University of Illinois at Urbana-Champaign issued a paperback about a national seminar on how to set up such schools.

All these recent developments are little more than a drop into a vast void created by decades of neglect. Considering that fewer than 4 percent of current public school graduates have had more than two years of a foreign language, such modest beginnings of a new awareness will mean little unless they are given long-term support, not only by school boards and educators but also by those who determine employment policies in private industry and in government.

Future support, moreover, will depend in large measure on an understanding of why there has apparently been a turnaround after years of neglect. Why the encouraging reversal now, at a time when the budget squeeze makes any educational reforms or additions doubly difficult?

Part of the reason, in the view of many experts, is a growing public awareness that the United States can no longer view the world as its oyster. The shock of seri-

ous miscalculations, such as in Vietnam and Iran, and the continuing crisis in the Middle East have alerted many Americans to the need to know more about people in other nations.

The loss of what used to be considered a natural and permanent superiority in such fields as the manufacture of automobiles, steel and television sets has driven home the fact that American merchants as well as diplomats must compete where, in the past, they could virtually dictate.

Starting with the President's Commission, the public has been given more of the hard facts by experts who could not as readily be ignored as foreign language teachers had been for years. Here are some typical, hard-to-ignore examples:

- Former Senator J. William Fulbright reports that only one Foreign Service officer in the American Embassy in Kenya is required to speak Swahili.

- Rose Hayden, executive director of the National Council on Foreign Language and International Studies, recalls that when a Russian sought asylum in the

American Embassy in Kabul, he could not find anyone who spoke Russian.

- Representative Simon writes that nobody in the American Embassy in India speaks Hindi.

- Allen Kassof, a leading expert in international exchanges, says fewer than 10 Americans know any of the languages of Soviet Central Asia and that none of the more than 70 staff members of the European division of the office of the secretary of defense speaks German or French.

MYSTERY LANGUAGE

The reports of the death of this language have been greatly exaggerated; can anyone identify it?

"Yowan a wruk
bysydhya y'n
gwylfos, ha pre-
goth an bysydh-
yans a edrek rak
dewhelans pegg-
osow."

Hint: It's not
Guguyalanji or
Wik-Munkun.

Dead language shows signs of revival in U.S.

By Gene I. Maeroff

New York (NYT)—A so-called dead language was very much alive recently at the City University of New York as 11 eager students debated the interpretation of the word "nostrum" in a phrase from the "Satyricon" of Petronius Arbiter.

Swiftly flipping through their Latin-English dictionaries, the students translated the bawdy tale, debating with the professor whether the context of the word made it an adjective or a pronoun.

Such arcane journeys are still pursued by a courageous minority, but there are signs across the country that there is a resurgence of interest in Latin in secondary schools and even in some elementary schools. Other foreign languages have also regained some of the ground lost in recent years.

Latin enrollments have been inching up since the mid-1970s, and in states as diverse as Texas and Massachusetts there are too few teachers to meet the demand. Furthermore, an expansion of college-level Latin studies is in prospect as efforts to train more Latin teachers accelerate and greater numbers of freshmen start arriving on campuses with backgrounds in Latin.

"There is a turnaround, and Latin is not dying," said Edward Kinney, chairman of the classics department at the University of Massachusetts, where enrollment in Latin is expected to reach a record high this fall.

The decline in Latin enrollments in secondary schools seems to have bottomed out, and as many as 170,000 students may

enroll in courses this year, according to figures from the American Council on the Teaching of Foreign Languages. Latin enrollments in colleges also have apparently stopped falling, and the annual enrollment is holding at about 24,000.

Paradoxically, the very forces that pushed Latin from its once important place in the curriculum now seem to be aiding the revival. The new stress on Latin is, in part, a reaction to the relaxation of standards that critics of education have perceived at all levels.

"The 1970s proved that the experiments of the 1960s really didn't work," said Floyd L. Moreland, a classics professor at the City University of New York. "Statistics show that those with a background in Latin do better on standardized tests."

Studying Latin has usually been thought to reinforce a student's foundation in English. That function now seems especially valuable to educators who are trying to restore respect for language.

For this reason, Latin has begun making unlikely inroads in inner-city schools in Philadelphia and elsewhere, as teachers try to use it to give low-achieving students insights into the structure of English. Brooklyn College also is teaching Latin to some of its remedial students.

At George Washington Junior High School in Ridgewood, N.J., Alba Lopez, one of the Spanish teachers, was asked to study Latin this summer so she can start a Latin class in the fall.

Miss Lopez is enrolled in the program Mr. Moreland directs at City University.

Twelve undergraduate credits can be earned in the basic courses and six graduate credits in the advanced courses.

Students race through what is normally an entire year of grammar in four weeks and then plunge into Cicero's "First Oration Against Catiline," followed by Virgil's "Aeneid" and some Horace.

Working in class for six and a half hours a day, five days a week, then spending an exhausting six to eight hours a

night on homework, they immerse themselves in their studies, an experience most of the students call "joyful" despite the emotional and physical drain. Mr. Moreland says the fevered pitch "verges slightly on being crazy."

Optional classes take place during lunch, and many of the students gather voluntarily for sessions on Sundays. Even the three secretaries hired to work with the program are graduate classics students who take time out from sorting papers to answer questions about translations of Ovid.

Meeting in classrooms at the Graduate School's high-rise headquarters here, the institute brings together participants who range from high school students to professors in other fields.

Valerie Wise, for example, has a doctorate in English from Harvard University and is a professor at New York University. She is studying Latin at the institute because she thinks it will aid her research into Renaissance literature.

One recent graduate of the institute was a Princeton student who decided after her sophomore year to transfer her major from biology to classics even though she had never taken Latin.

"She came in that fall after going through the institute and was easily at the top of the class in which almost everyone else had had at least two years of college Latin," said John A. Hanson, a Princeton professor who is on the institute's faculty this summer.

Its Latin and Greek Institute is sponsored by Brooklyn College and City University's graduate school.

At the institute, which began in 1973 and has grown each year, people like Miss Lopez can reach in 10 weeks the level of proficiency usually attained by two or three years of college Latin. A basic program in Greek and advanced programs in both Latin and Greek are also offered.

Students will call faculty around the clock as they pore over assignments and stumble on obscure phrases.

"They're always pleasant, no matter what time you call, though someone may say, 'Let me get a cup of coffee and open my book to that page,'" Miss Lopez said.