Dear DHS,

Thank you for your copy of letter to Edgerton.
I'll take a few minutes to recapitulate what we have been doing in Modern Oriental Languages. A more detailed report will come along later.

1. The more we have looked into a) the available European scholars, and b) the implementation in the field, the more dismayed we are at the total picture. The net result is that there is hardly a foreign scholar in the Oriental field whom we should find it worthwhile to import, and the implementation has to be produced practically from the ground up, especially in the less usual languages. The picture is slightly brighter in Chinese and Japanese, mostly because of American contributions over the past few years. This is a little disconcerting at first, though it does make us feel that, comparatively speaking, America is not a great deal worse off than other countries.

2. The major result of this fact is an acceptance of the belief that our present activities must emphasize tooling the industry rather than mass production.

3. Malay. Bloomfield and Edgerton have taken hold enthusiastically and generously. Bloomfield has written a grammar of Tagalog, essentially a Malay language. We have put a fellow (Dyen, the best man we could find) at Yale to work with them, and we are now searching for native Malay informants. We shall also put a couple of Westerners with Malay there if we can find them and they are available. But we found that Esser, the Dutch scholar recommended to us, was a "bungler" and that the other Dutch scholars were not so good, and Winstedt, at the London School, seems a pretty weak reed. We shall do ever so much better, I am sure of that.

4. Siamese. By the end of next week we shall have a little group working here in Washington preparing a teaching grammar of Siamese and other implements for teaching.

5. Recorded Speech. We have a tentative arrangement, not yet finally implemented, for getting recordings of broadcasts in most of the Asiatic languages from the Federal Communications Commission. These will be used for the study of Malay,
Siamese, Chinese dialects, etc.

6. The Roster. We are going carefully through the Roster of Scientific and Specialized Personnel for Americans versed in unusual languages. The harvest is very slim. Most of those valuable and available we already know.

7. Japanese. We have started a course in elementary Japanese at George Washington University. There are ten enrolled, and a couple more turn up at every class seeking enrollment. The will not all stick, but the experiment is valuable for 1) finding out whether Dr. Acker can teach or not, 2) sifting out a few who might be pushed along faster to the point of utilization, and 3) testing the demand for courses in Washington. We shall, in addition, have about three people whom we want to put through the Harvard course with a view to their becoming teachers in intensive Japanese courses.

8. Chinese. We are gathering information about people whom we would like to set to work on the work in implementing instruction in aural comprehension if we can set it up satisfactorily at California or elsewhere. There are the possibilities of a headache here; I am going rather gingerly.

9. Indian vernaculars, African Languages, Finnish, Hungarian, etc., are getting some thought but as yet no action.

10. Russian. This lags. My colleagues on the Committee are not yet fully convinced about Fosin, and I do not yet have any definite plan from Cornell or anyone else to work on. I'll put in some time on it within the next week or so.

I think that this is all for the moment; at any rate, I have to stop to keep a twelve o'clock appointment.

Most sincerely yours,

Mortimer Graves
Chairman
Committee on the National School of Modern Oriental Languages and Civilizations