

SEP 29 1941

CABLE ADDRESS: ACOLS

## AMERICAN COUNCIL OF LEARNED SOCIETIES

MEMBER OF THE  
INTERNATIONAL UNION OF ACADEMIESEXECUTIVE OFFICES  
907 FIFTEENTH STREET  
WASHINGTON, D. C.

August 27, 1941

AMERICAN PHILOSOPHICAL SOCIETY, 1727  
AMERICAN ACADEMY OF ARTS AND SCIENCES, 1780  
AMERICAN ANTIQUARIAN SOCIETY, 1812  
AMERICAN ORIENTAL SOCIETY, 1842  
AMERICAN NUMISMATIC SOCIETY, 1858  
AMERICAN PHILOLOGICAL ASSOCIATION, 1869  
ARCHAEOLOGICAL INSTITUTE OF AMERICA, 1879  
SOCIETY OF BIBLICAL LITERATURE AND EXEGESIS, 1880  
MODERN LANGUAGE ASSOCIATION OF AMERICA, 1883  
AMERICAN HISTORICAL ASSOCIATION, 1884

AMERICAN ECONOMIC ASSOCIATION, 1885  
AMERICAN PHILOSOPHICAL ASSOCIATION, 1900  
AMERICAN ANTHROPOLOGICAL ASSOCIATION, 1902  
AMERICAN POLITICAL SCIENCE ASSOCIATION, 1903  
BIBLIOGRAPHICAL SOCIETY OF AMERICA, 1904  
ASSOCIATION OF AMERICAN GEOGRAPHERS, 1904  
AMERICAN SOCIOLOGICAL SOCIETY, 1905  
AMERICAN SOCIETY OF INTERNATIONAL LAW, 1906  
HISTORY OF SCIENCE SOCIETY, 1924  
LINGUISTIC SOCIETY OF AMERICA, 1924  
MIDDLE AGE ACADEMY OF AMERICA, 1925

Dear Dr. Stevens,

As a result of my telephone conversation with you ten days ago, I present herewith proposals of the Committee on the National School of Modern Oriental Languages and Civilizations for development in intensive teaching of Japanese, Chinese and Russian, so far as these developments are at present plotted out.

Japanese. Professor Elisséeff and Dr. E. L. Reischauer of Harvard University have recently been in Washington for conference with me and with the authorities of the United States Navy concerned with the development of Naval personnel in Japanese. As a result of these conferences, the Harvard-Yenching Institute will set afoot in the coming university year intensive courses in the Japanese language designed to produce as rapidly as possible persons with the ability to read Japanese newspapers without undue recourse to dictionaries. There seems no doubt that this type of activity will expand, at least during the period of the emergency, and that it will continue development even after the emergency is over. The weakest spot in our preparation for this expansion is the lack of teachers. We propose to provide fellowship assistance to a small number of well qualified younger American scholars who could reasonably be expected, after a year's intensive study, to be equipped for teaching the Japanese language in similar intensive courses. The emphasis here is on learning to read Japanese newspapers. The other facet of the teaching of Japanese concerns itself with the development of personnel, implements, methods and techniques for developing a high degree of auditory comprehension of the Japanese language such as is required to listen to and analyze Japanese broadcast material, either directly or reproduced. Here we have to face the problem of setting people to work to produce implements, notably graded recordings in considerable quantity. The Harvard intensive course teaches this only peripherally. It is quite likely that we shall have to carry on this experimentation somewhere else than at Cambridge. The University of California may be the indicated place, or it may be possible to do something in Washington in connection with the facilities of the Federal Communications Commission. Detailed plans for action have not yet been completed.

Chinese. In the field of Chinese there is no particular pressure to develop a larger newspaper reading public. There is, however, an increasing demand for people who can listen to radio broadcasts from the Chinese stations as well as in Chinese from Japanese

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stations. We are not yet quite certain what part present proposals to import the staff of the College of Chinese Studies in Peking to the University of California can play in this development. Were it not for the fact that the broadcasts are in numerous dialects in addition to the national speech (Mandarin), the problem would be fairly simple, and the Pettus School, which already has an excellent record in the teaching of oral Chinese, would no doubt be of very considerable assistance. These details, however, we are working out as rapidly as possible.

Russian. The problem of Russian is not quite as complicated as is that of Chinese and Japanese. Intensive work is already set up at Harvard University, and as a first move a few selected students might be sent there. It is important, however, to open up other centers of intensive teaching aimed to provide persons with the reading competence described above and/or the auditory comprehension described above, within a brief period. It is assumed that either of these can be accomplished within the time of one semester.

The Committee on the National School of Modern Oriental Languages and Civilizations consequently would like to have placed at its disposition the sum of \$25,000 for expenditure mostly on various types of fellowship assistance in those ways deemed by the Committee most suitable for attaining the ends suggested. Fiscal responsibility for the expenditure of the funds would be accepted by the American Council of Learned Societies, of which the aforesaid Committee is an organ.

It must be pointed out that there is a high degree of the experimental in these proposals. The suggestions embody developments which have not yet reached the point of explicit description. The Committee has already set afoot enterprises looking towards the development of teaching personnel and implementation in Siamese and Malay, and it is sponsoring a new course in Japanese to be offered at George Washington University within this coming semester. Major developments in Japanese, Chinese and Russian, however, are at present beyond the scope of the Committee's finances unless it has additional funds specifically for these languages.

Very sincerely yours,



Dr. David H. Stevens,  
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New York, N. Y.