

"I look forward to reading your magazine's content as comfortably as I can read the advertisements."

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I have found this to be true. I went on a "yoga cruise" in which we did yoga several hours a day, and then went to eat—in a dining room where the typically excessive cruise food was being served. I found myself not wanting the fancy salad with cheese and dressings all over it, but asking for a simple bowl of arugula with oil and vinegar; not wanting the gooey desserts, but asking for a dish of kiwi and raspberries. It wasn't out of an effort to "eat right"; it was actually what I wanted! Perhaps Professor Brownell should involve some Ayurvedic practitioners in his studies, and ask their advice about how to incorporate this idea of balance into his crusade to change public policies. I wish him luck. We all need it.

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Bigger is better

I share with others the concern that your new typeface is too small and my pleasure in learning that you are considering enlargement (Letters, March/April). I look forward to being able to read your magazine's content as comfortably as I can read the advertisements.

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In response to a number of complaints, we have increased the type size in our features and departments, beginning with this issue.—Eds.

Defending language classrooms

John Kleeberg's assertion that the ideal environment for learning a foreign language is the country where it is spoken (Letters, March/April) is correct as

regards the *second* stage of acquisition, but research on language learning and study abroad shows unequivocally that adult learners without classroom preparation learn far less from their experience abroad than those who have had the opportunity to lay a solid foundation before they go.

Mr. Kleeberg's description of the language-learning experience at American universities is many years out of date and is certainly wildly inaccurate as regards Yale's language programs. Most of our language faculty are native speakers of the languages they teach; the non-native teachers are fluent and have excellent accents. Modern language pedagogy devotes very little classroom time to learning "word endings and gender, grammar, and syntax," but the time spent on these aspects of language is essential to provid-

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"It seems that Martin Luther King Jr. was indeed, and incredibly, rejected by Yale Divinity School."

ing the framework of *meaning* that will enable learners to become fluent when they do go abroad. Most classroom time is spent in active communicative use of the language. The use of multimedia, satellite programming, and sophisticated software supporting regular interaction with authentic materials (i.e., language created by and for native speakers, not for pedagogical purposes) gives students not only "exposure" to the diversity of native speakers but also a basis for an intelligent understanding of that diversity.

It is an unfortunately prevalent myth that an adult with no language learning background can learn a language well through immersion abroad; learners forced into that situation typically learn a good deal of vocabulary but develop a kind of superficial fluency without any control of the structures needed to express mean-

ing well. Even worse, without any insight into the other culture, what language they do learn is often used inappropriately. By retaining its foreign language requirement, creating new programs to extend and enhance it, and supporting the faculty who help students to fulfill it, Yale ensures that at least some Americans will do this country credit when they go abroad.

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King's earlier Yale encounter

Judith Ann Schiff's article "King and Kingman" (Old Yale, January/February) neglects to mention that although Yale gave the Rev. Dr. Martin Luther King Jr. an honorary degree in 1964, the Yale Divinity School had, apparently, rejected

King's application to the school in 1951. Although I read this stunning fact years ago, I can't find full documentary proof of it at the moment. However, Volume One of the *Papers of Martin Luther King Jr.* includes King's January 1951 letter to Crozer Theological Seminary president Sankey L. Blanton, mentioning that King had applied to Yale for a PhD in systematic theology, and that "it so happens Yale University is my preference." (King, the top-ranked student at Crozer, was admitted to the schools at the University of Edinburgh and Boston University, the latter of which he eventually attended.) Since King didn't end up attending the school of his "preference," it seems that King was indeed, and incredibly, rejected by Yale Divinity School.

This decision probably ranks as the worst mistake that any Yale admissions

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Dr. Mitchell Byrd, Director Emeritus of the Center for Conservation Biology at the College of William and Mary and graduate student Catherine Markham, discuss bald eagle nest locations.

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