

additions to the predoctoral program for foreign students:

1) Instruction in learning how to identify research areas which have local relevance and which can be pursued with the available resources, including a minimum of expensive equipment.

2) Acquisition of sufficient skill in laboratory maintenance and the correct use of hand tools so the predoctoral student can train technicians in these skills. He should be able to do simple glassblowing and make simple repairs on electronic equipment.

3) Training in the rudiments of science administration, including program and budget development, procurement, and staffing. While he is still in the U.S., the student should establish the basis for continuing correspondence with appropriate scientific specialists, commercial suppliers, and information services.

To add this training to the existing predoctoral programs without lengthening them may require that research supervisors and students work harder or more efficiently. However, increased attention to the special problems of this group of graduate students should reduce their later frustrations and the brain drain problems of their homelands.

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Grecian Winds

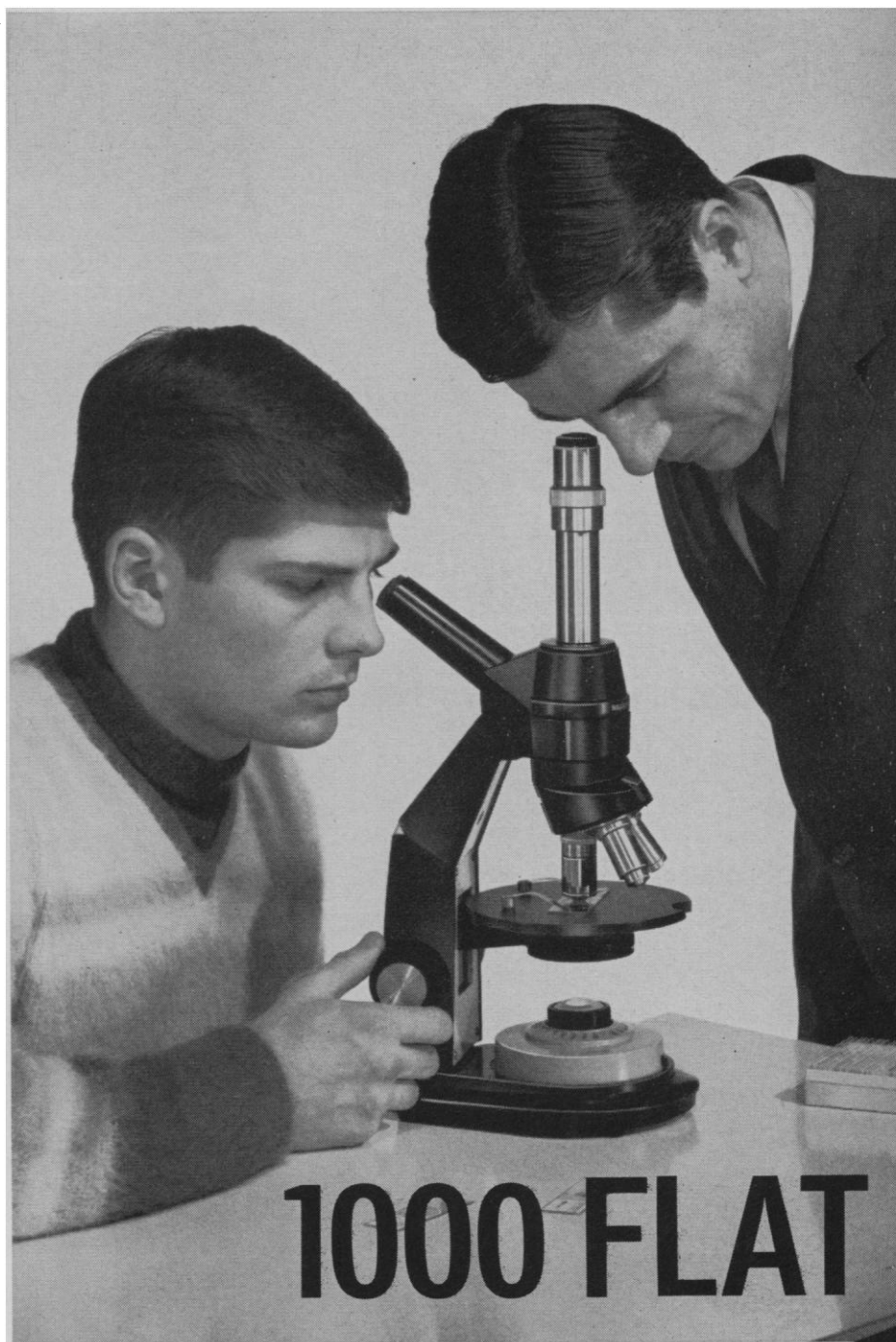
Hertzler's communication (15 Nov., p. 813) calls attention to an ancient Greek belief but in too limited a fashion. Fertilization of plants, animals, and people by wind is frequently mentioned in Greek myths. The Greeks proved the fertilizing power of air by noting that mares turned their backs to strong winds (ignoring the fact that stallions did also). In the *Iliad*, Achilles' horses were born to their mother Podarge, who was impregnated by the wind, Zephyros. Sudden gusts of wind were supposed to enter women's wombs and thereby produce children; babies born without known fathers were called "wind-children." [See my "The Pneuma Concept of the Soul," *J. Hist. Behav. Sci.* 1, 314 (1965)].

Is it possible that the phrase "gone with the wind" has hidden meanings that our Victorian morals have kept us from recognizing?

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