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University of Indiana, says exper innce has taught him that every year
ut of 200 students, there are only ut of 200 students, there are only
four or five vio are able to do real efficient work in language.
Doubtless, the strongest reason for the language requirement lies in the generally accepted doctrine-at least accepted by lanzuage professors-of "modern and ancient languages as a college discipline." It is doubtful
whether or not the educator can whether or not the educator can
make a strong stand on this doctrine make a strong stand on this doctrine
it is also a serious question whether or not a similar discipline could no obtained by studying some phas abandoning the exaggerated value which scholasticism has placed upon languages and they are pioneering
movement to give greater freedom in he study of lenssuages.
It would probably be a waste of
time to speculate upon the value o
anguage reqvirements from a theo-
etical standpoint, but practice has
shown its deficiency. Does not every
instructor and upperclassman know students who find it utterly impossible to make a passing grade. in some language and as a result are simply the requiren:ent? Language structors admit that a student, who
taking no interest in language and aving a natural inability for it, has o go through a choking process and
s wasting valuable time. of course it cannot be cenied that for certaiu actly the propor subjects to take. Now, if the above conditions ex faculty action indicates, it also exextent, what can he suggested as a remedy? An alternative can at least all students should study languages because, they are a study of the
great heritages we bave receive from the pusi. That is, for all sta do languase work with ease and profit to be required to tahe a specified history, the institutions, and perhaps the literature of the $p^{m s t}$.
OTTO W. HEIDER.
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