

## DISCUSSION

### EFFECT OF THE NON-REQUIREMENT OF LATIN FOR GRADUATION UPON THE LATIN CLASSES OF THE HIGH SCHOOL

This paper simply brings before you the statistics relating to the study of Latin in the Alliance high school and some inductions therefrom. I undertook this study to satisfy myself regarding the status of Latin in the high school and the effect of the non-requirement of Latin for graduation upon the high-school enrolment as well as upon the quantity and quality of the Latin enrolment.

I have confined the statistics to the ninth and tenth grades for the following reasons: (1) because Latin has been elective at the beginning of the third year in high school since 1906-7, so has had no direct bearing upon the enrolment above the tenth grade since that date; (2) because the measure of those who pass from the ninth into the tenth grade gives a figure from which it is possible to approximate the number that will remain in the high school; statistics show that the percentage that drop out during the first year or at its close, is approximately the percentage that drop out during the remaining three years of the course; (3) because time enough has not yet elapsed since Latin was made entirely elective to measure the product of the third and fourth years. This subject was made elective only in September, 1910.

In 1904-5,	48	entered	9th	grade;	26	of	these	entered	10th	grade.
In 1905-6,	42	"	"	"	22	"	"	"	"	"
In 1906-7,	57	"	"	"	26	"	"	"	"	"
In 1907-8,	33	"	"	"	20	"	"	"	"	"
In 1908-9,	43	"	"	"	31	"	"	"	"	"
In 1909-10,	63	"	"	"	30	"	"	"	"	"

From these figures it appears that 286 students entered the high school, and of these 286, 131 dropped out of school, for various reasons, before the tenth grade was reached, leaving 155 pupils, or 54 per cent of those entering the ninth grade who survived it. During this period everyone entering the ninth grade was required to take Latin.

In 1910-11 Latin was made elective, and Latin, manual training, or domestic science could be taken during the first two years in high school. Four points in language are now required for graduation and all students intending to enter college for classical training are urged to carry at least three years of Latin. But the four points required for graduation may be either German or Latin. The following are for the years since the change was made:

In 1910-11, 50 entered 9th grade; 35 of these entered 10th grade.

In 1911-12, 59 " " " 41 " " " " "

In 1912-13, 53 " " " 39 " " " " "

From these figures it appears that 162 pupils entered the high school, and of these 162, 47 dropped out, for various reasons, before the tenth grade was reached, leaving 115 pupils, or 71 per cent of those entering the ninth grade who survived it.

Comparison of this percentage, 71, with that when Latin was compulsory, 54, shows a gain of 17 per cent of the enrolment remaining in high school when Latin is elective.

Again, under the compulsory Latin régime from 1904 to 1910, 286 students carried the Latin and of these, as given before, 54 per cent made satisfactory passing marks and entered the Caesar class.

From 1910-11 to 1912-13 inclusive, the time during which Latin has been elective, the following are the figures relative to the Latin classes:

In 1910-11, 30 entered 9th-grade Latin; 23 of these entered Caesar.

In 1911-12, 30 " " " " 22 " " " "

In 1912-13, 26 " " " " 24 " " " "

This gives a total of 86 entering the ninth-grade Latin class and 69, or 80 per cent, surviving to enter the tenth-grade Latin class. Comparison of this with the 54 per cent when Latin was compulsory, shows a gain of 26 per cent. That is, of those who entered the ninth-grade Latin, 26 per cent more survive the first year than when all were required to take the subject.

Again, using the figures heretofore given, we find that the percentage entering the Caesar class from 1904 to 1910 was 54 per cent of those entering the high school. From 1910 to 1913 the number entering the high school was 162, and the number entering the Caesar class was 69, or 42 per cent of the enrolment—a loss of 12 per cent on the enrolment to the second-year Latin class. Thus with a loss of 12 per cent to the second-year Latin class we not only retained this 12 per cent but an additional 17 per cent to the second year of the high school.

The Latin, manual training, and domestic science teachers report that the work is exceedingly pleasant because the classes contain only the pupils that want the work. The Latin classes are smaller but are composed of students who want the Latin, and the hand-minded pupils are granted the privilege of taking what appeals to them and that in which they can make good. Our Latin teacher gives the following as the good results of making Latin elective: (1) The discipline is much

- easier as the uninterested, and therefore restless pupils are not in the class. (2) There is a greater sympathy and oneness of purpose between the teacher and pupils bringing about a higher quality of work. (3) Better results are secured from a less amount of energy expended. (4) More ground can be covered in the given length of time.

The conclusions to be drawn from this study are as follows:

1. That making Latin elective has decreased about 50 per cent the number of students entering the ninth-grade Latin class but that the second-year classes are only 12 per cent smaller than before.
2. That this decrease is accompanied by, and compensated for, by an increased number remaining for second-year high school, which means a corresponding increase remaining throughout the high-school course, 71 per cent now remaining as compared with 54 per cent before.
3. Better satisfied students, better satisfied instructors, and much better quality of work as a whole.

ALLIANCE, NEBRASKA

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NOTE.—In answer to the question, "Do you feel that you had opportunity to eliminate other causes for increased attendance in the high school," Mr. Pate replies: "I know of no other cause for increased attendance other than a general increase in high-school attendance all over this state during the last few years. There has been little change in the faculty; to be sure, some new teachers have come in from time to time but only in such manner and number in the last three years as heretofore; and there has been no change in the course of study other than that noted in the paper. The school activities, also are practically the same as in former years—activities in athletics, literary productions, etc. Every child under sixteen years of age is compelled by law to attend school and this law is enforced, but not more rigidly during the last three years than for three or more years previous to the last three years.

"You will note by the statistics that the average number entering the high school is very little larger during the last three years than before that time, but the surprising feature is the greater percentage of the *entering number* who remain for tenth-grade work. You will note throughout that all percentages are based on the *entering number*, hence any increase in the entering number would decrease the percentage remaining unless a correspondingly larger number should remain for tenth-grade work. The average number entering the high school during the last three years is 54 as against 48 for the six preceding years. This slight increase is probably due to the increased number of people in the school district."—THE EDITORS.