

FRENCH CONTEST WINNERS NAMED

State Finals Will Be Held at Peabody College on May 13

Dr. C. A. Rochedieu has announced the winners of the High School French Tournament in this district.

The competitive examination was taken April 1 at Peabody College by 164 students from 15 high schools and preparatory schools in the Nashville district. Dr. Rochedieu, chairman of this district, is professor of French at Vanderbilt University.

First place district winners will be awarded gold medals decorated with the lily of France, while second and third-place winners will be awarded similar medals of silver and bronze, respectively.

Students who placed as high as fourth in the district contest will be eligible to compete in the State Contest, when the winners from the 11 state districts take the final exam at Peabody College, May 13. This first state-wide French contest is under the general direction of Dr. A. I. Roehm, head of the Modern Language Department at Peabody. He is assisted by M. L. Shane and Helen Lacy, members of his department. A number of colleges are offering scholarships to the winners of the state championships.

Details of the Nashville district preliminary examination follow:

Schools represented: Gallatin H. S. (10), Castle Heights Military Acad. (2), Shelbyville H. S. (15), Duncan Prep. S. (6), David Lipscomb (2), Peabody Demonstration S. (17), Springfield H. S. (4), Columbia H. S. (19), Father Ryan H. S. (3), Hume-Fogg H. S. (15), Saint Cecilia (20), Centerville H. S. (4), West End H. S. (12), Ward-Belmont H. S. (33), Isaac Litton (2). The following are the first 10 students in each class:

French I (First Year French):
Laura Woodard, Shelbyville; John A. McKee, Duncan; Warren Gilbert, Shelbyville; William Ramsay, Gallatin; Joan Argo, Hume-Fogg; Robbie Tankersley, Columbia; Dorothy Reinke, Ward-Belmont; Martha Mitchell, Ward-Belmont; Jane Page Oakes, Columbia; Ruth Davis, Isaac Litton.

French II:
Charles Ray Womack, Hume-Fogg; Frances Carter, Ward-Belmont; Nancy Stone, Ward-Belmont; Sarah Kirkpatrick, Ward-Belmont; James Stewart, Shelbyville; Jane Steagall, West End; Ethel Gambill, Columbia; Helen McMurray, Ward-Belmont; Josephine King, Columbia; Charles Porter, Father Ryan.

French III:
Benny Smith, Ward-Belmont; Mamie Edwards, Ward-Belmont; Adelaide Roberts, Ward-Belmont; Anne Stahman, Ward-Belmont; Corinne Howell, Ward-Belmont; Jean Tucker, Ward-Belmont; Leon May, Peabody; Lillian Belle Gaines, St. Cecilia; Betty June Graham, Peabody.

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The Private Schools

The Southern Association of Private Schools is holding its fourth annual meeting here in Memphis today, and there are many reasons why the people of this city and section should feel a keen and kindly interest in the fact.

Private schools have served well in all parts of the United States since the memory of man runneth not, but circumstances justify the statement that they have nowhere been such substantial bulwarks of education and culture as in the South.

When the Civil War was over, the states of the South were exhausted financially as well as otherwise, and so for a good many years it was impossible for government to establish and maintain an adequate system of public education beyond the lower grades. At that critical period the private schools stepped in to seize the torch of culture and hold it alight and aloft.

In many instances, earnest and scholarly Confederate soldiers went from the army to the schoolroom to fight as gallant a battle against the loss of educational and cultural standards in a defeated land as the world ever saw. Their weapons were Latin and Greek, mathematics and history, English grammar and English classics, and their goal was to teach boys and girls to have manners and to think. In general, their thesis was that the necessity for plain living did not destroy the opportunity and the necessity for high thinking. They lauded character, scholarship and discipline, and they did not hold at all with the idea that youngsters should indulge overmuch in self-determination.

The men and women who meet here in Memphis today are the inheritors and upholders of that tradition, the exponents of the theory that education worthy of the name for certain types of boys and girls is best and most surely obtained by learning a few things as well as possible. There is still a fine place for them to fill, splendid services for them to perform, and may their influence never grow less.

To praise and commend the private schools for their type of service is not, as some folks sometimes unfortunately seem to think, to deny the public schools any part of the credit due them for the steady expansion of their usefulness. The educational task in this country is so vast, so varied, that there is need for both systems of instruction and will be as long as human beings are not turned out in precisely identical patterns.