

1930

Catalog of Ward-Belmont, 1930

Ward-Belmont College (Nashville, Tenn.)

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Catalog of

Ward-
Belmont



Spring
1930

Nashville •
• Tennessee

Handwritten text in Devanagari script, possibly a title or header, located in the upper left quadrant of the page.



ANNUAL CATALOG and ANNOUNCEMENT

THE
WARD-BELMONT SCHOOL
for Young Women

A JUNIOR COLLEGE

Accredited by the

ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS OF THE SOUTHERN STATES

1930-31

FEBRUARY, 1930

BELMONT HEIGHTS
NASHVILLE, TENNESSEE
U. S. A.

CALENDAR 1929-30

OPENING AND ORGANIZATION

September 18, 1929

THANKSGIVING DAY

November 28, 1929

CHRISTMAS VACATION

Approximately Two Weeks

COMMENCEMENT SUNDAY

June 1, 1930

COMMENCEMENT DAY

June 4, 1930

CALENDAR 1930-31

OPENING AND ORGANIZATION

September 17, 1930

THANKSGIVING DAY

November 27, 1930

CHRISTMAS VACATION

Approximately Two Weeks

COMMENCEMENT SUNDAY

May 31, 1931

COMMENCEMENT DAY

June 2, 1931

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President

JOHN WYNNE BARTON, M.A., LL.D.
Vice President

ANDREW BELL BENEDICT
Vice President and Business Manager

THOMAS D. D. QUAID, M.A.
Dean of Faculty

AILEEN WELLS, B.A., M.A.
Assistant to Dean of Faculty

EDNA IRVIN, M.A.
Dean of Residence

ANNIE CLAYBROOKE ALLISON, B.A., M.A.
Principal of High School

ALMA PAINE
Registrar

W. V. FLOWERS
Secretary

E. J. SNYDER
Bursar

FRANCES E. CHURCH, B.A.
Librarian

HENRIETTE RICHARDSON BRYAN
Book Room and Student Bank

HOME DEPARTMENT

EDNA IRVIN, M.A.
Dean of Residence

MRS. J. W. CHARLTON
MRS. SOLON E. ROSE
MRS. ELIZABETH PLASKETT
Assistants

MARY NEAL
MRS. E. O. TATE
MRS. ALLEN G. HALL
MRS. MARY LEE JETER
MRS. CHARLIE D. MCCOMB
MRS. MINNIE POWELL
Hostesses

MRS. BONA A. NICHOLS
MRS. HAZLE PADGETT
MISS LIDA EDDINS
Chaperons

SUSAN CHILDRRESS RUCKER
Graduate Nurse

THE WARD-BELMONT SCHOOL

HISTORICAL

WARD-BELMONT, a junior college for young women, in Nashville, Tennessee, is the outgrowth of the union of Ward Seminary and Belmont College. Ward Seminary was founded in 1865 by Rev. William E. Ward, D.D., and Belmont College in 1890 by Miss Ida E. Hood and Miss Susan L. Heron. In June, 1913, the two schools were united on the former Belmont campus, forming a junior college under the charter name, "The Ward-Belmont School." Ward Seminary had long been recognized as one of the leading preparatory schools in the country; its graduates enjoyed certificate privileges to the leading Eastern colleges. Belmont College also possessed an enviable standing as a boarding school, emphasizing, as well as academic work, the fine arts.

NASHVILLE AND ITS ATTRACTIONS

Nashville is well known as an educational and historical center.

The chosen location of great universities, professional schools, colleges and preparatory schools, Nashville has established far-famed renown as a center of learning. Ward Seminary and Belmont College, through their earnest service have contributed much to the educational standing of the city. These two schools, together with Vanderbilt University and George Peabody College for Teachers, have given a distinct charm and atmosphere of culture which makes this city an ideal home for students. The presence of colleges and professional schools in Nashville insures the coming of eminent lecturers and artists. Persons of international reputation are frequently present in Nashville. Ward-Belmont students have the advantage of attending all of the leading concerts, plays, and lectures that are available in the city. Many programs are presented in the school auditorium.

As a center of culture, Nashville boasts several interesting examples of architecture. The State Capitol is an excellent example of classic architecture; on its grounds is the tomb of James K. Polk, ninth President of the United States. Located at a central point in the Centennial Park is a facsimile of the Parthenon, true in every detail; on the steps of this beautiful and appropriate building the Ward-Belmont School of Expression recently presented the *Electra* of Sophocles. One of the newly erected buildings in Nashville is the imposing Tennessee War Memorial Hall with spacious surrounding park and grounds. Within convenient driving

distance is Belle Meade, for many years a celebrated stock farm; that section is now the location of Nashville's most exclusive residential section and Golf Club. The Hermitage, the home and burial place of Andrew Jackson, is twelve miles from Nashville. Not far from the Ward-Belmont campus is the battlefield of Nashville, on which stands a recently erected memorial, the workmanship of Moretti, the Italian artist. Nearby are the scenes of the battles of Stone River and of Franklin.

THE CAMPUS

Ward-Belmont, with an elevation of one hundred feet above the city, stands in the beautiful park which was formerly the site of Belmont; to both the grounds and the buildings extensive additions have been made. The campus of forty-five acres, a part of which is devoted to athletic fields, is surrounded by one of the best residential sections of Nashville. It is sufficiently removed to give that quiet and seclusion which are conducive to studious habits; yet the railway station, the shopping districts, and the churches of all denominations in the city are easily accessible. In the same part of the city are Vanderbilt University, George Peabody College for Teachers, Scarritt College and the Southern Graduate School of Y. M. C. A.

CLIMATE AND HEALTH

The bracing atmosphere and temperate climate of Middle Tennessee make Nashville an ideal location for school work. Pupils from more northern states, as well as those from farther south, find here a school unexcelled in physical advantages. The mild weather and the inviting campus encourage outdoor sports and games, which have contributed much toward maintaining the excellent health record of the school.

Ward-Belmont realizes just how much the health of its students depends on physical conditions, and safeguards their health in every possible way. The buildings are sanitary; the drinking water is filtered, sterilized, cooled, and is supplied in hygienic fountains throughout the buildings; trained and experienced nurses have charge of a well-ordered infirmary. A further precaution is the requirement that a certificate of good health be furnished by every student.

As nourishing food is the best agent for the most effective physical and mental advancement, especial care is paid to the food. With the regulations regarding meals, sleeping hours, and exercise, much is done to induce an excellent health record. The kitchen

and bakery have the latest improvements in steam cooking, gas and electric appliances, and cold storage; the dining halls are commodious and attractive. The menus are supervised by a trained dietitian.

BUILDINGS AND EQUIPMENT

The nucleus of the buildings is the old Acklen residence, an unusual adaptation of Italian architecture. Grouped around this interesting example of the center of an old southern estate are the buildings which have been added at intervals by the school. These buildings are arranged in the shape of a quadrangle with one open side. On the north side of this square are located Fidelity, North Front, South Front, and Founders Halls, with the drawing rooms, the auditorium, and the dining rooms; on the east, three other residence halls—Pembroke Hall, Heron Hall, and Hail Senior Hall; on the south, the Academic Building and the Gymnasium. Other buildings on the campus included in the school plant are the High School Building, the music practice house, the social club buildings, and the heating plant. Buildings adjacent to the campus are utilized for the intermediate school, home economics work and additional music studios. The buildings are handsome and commodious, and are models in their adaptation to school use. They are fitted with the most improved methods of sanitation, heating, lighting, ventilation, and fire escapes.

The Academic Building, in classic colonial architecture, was completed and equipped in 1914. In this building are the large, well-lighted class rooms, the library, the science laboratories, the expression and art studios, and the administration offices. The library, containing over 10,000 volumes, is under the care of experienced librarians, and is open daily except Sunday. The ground floor of this building contains the chemistry, biology, and physiology laboratories and lecture rooms. The offices, library and some of the class rooms occupy the main floor. Above on the second floor are class rooms for literary subjects; here also is the expression studio, amply adapted for class work, and for the production of plays before a small audience. The third floor is mainly occupied by the art studio and interior decoration rooms. Most of the high school classes are held in the high school building.

A gymnasium, with every modern improvement, has recently been completed. In style it conforms to that of the Academic Building with which it connects. The ground floor contains bowling alleys, showers, lockers, linen, shampoo, and hair drying rooms.

The main floor constitutes the large gymnasium; it provides two spacious, well-lighted rooms for all forms of gymnastic exercise. The next floor contains the visitors' galleries, a studio for aesthetic dancing, and three small rooms for special classes, board meetings, and trophies. The swimming pool is in a separate building, which connects with the gymnasium.

Separate dormitories are provided for college and high-school students, thus promoting the individual welfare of each department. These residence halls are well furnished and in their arrangements meet every demand of comfortable and refined home life. Pembroke, Hail Senior, and Heron Halls are arranged in suites of two double rooms with connecting bath, or, in some cases, of two single rooms with connecting bath. Other dormitories have either separate double rooms, with ample sanitary appointments and baths on every floor, or bath suites of two double rooms each. Each room is furnished with rugs, dresser, table, chairs, single iron beds, and, with few exceptions, separate closets. All the rooms have outside exposure, with abundant sunlight and fresh air.

Ten well equipped club houses have recently been completed for the ten social clubs for resident students. Each house is prepared for meetings and informal entertaining.

SOCIAL CLUBS

Ten clubs, with a membership of fifty to sixty each, are a pleasant and helpful feature of the social life of the school. Membership in one of these clubs is expected of every resident student. They meet formally once a week for social, literary, or musical programs, and informally at other times for recreation. A spirit of loyalty in the clubs develops in the students the best qualities, mental and moral as well as social.

Each club is under the supervision of a sponsor who is a regular member of the faculty. All activities of the clubs must be approved by the Dean of Residence.

RELIGIOUS ACTIVITIES

Though no sectarianism is lived or taught, earnest effort is made to stimulate and strengthen the impulse toward Christian life and service. Regular Bible courses form part of the curriculum, and there is an active Young Women's Christian Association, in which members of the faculty cooperate with the students. The association and the school jointly employ a secretary, who directs the activities of the Y. W. C. A. so that the influences of this

organization are made vital in the life of the school. Systematic Bible training and mission study, devotional exercises at chapel, and frequent visits by the pastors of the city are among the agencies by which the school life is made wholesome and inspiring. The spirit of church loyalty is fostered by requiring each student to attend the church of her parents' choice on Sunday morning.

DRESS AND HOUSEHOLD ARTICLES

Extravagance and extremes in dress are firmly discouraged. The administration presents its ideas and regulations for appropriate dress for the Ward-Belmont girl in a dress circular, which will be sent on request to each mother who contemplates sending her daughter to the school.

An abundant supply of table napkins, towels, sheets, pillowcases, and bedspreads is furnished each student at a reasonable charge for the year.

GOVERNMENT

Discipline in Ward-Belmont is simplified by a modified form of student government, properly safeguarded by faculty cooperation and supervision. This organization consists of (1) a student council, composed of representatives chosen by the students from the High-School as well as the College classes; (2) a faculty committee appointed by the President; and (3) the President.

Full details of the Student Government are given in the Blue Book, which is presented each student on entering.

LECTURES AND ENTERTAINMENTS

Nashville is especially fortunate in securing each year famous lecturers, artists, and entertainers. These performances cover a great variety of subjects. Many of them are free to the student body. The school has a Star Entertainment Course presented to the resident students each year for a nominal sum. During the past year the artists secured by the school made distinct contributions to the cultural advancement of the student body. To give a list of the notable people who have been here in times past would have no other effect than to emphasize the school's interest in securing the very best.

EXCURSIONS

In addition to the lectures and entertainments, the students are given opportunities each year to visit some of the notable places

in or near Nashville, such as Chattanooga, which is a beautiful as well as historical spot, Mammoth Cave, and Muscle Shoals, the site of the gigantic hydro-electric power enterprise. Other excursions are organized if a sufficient number of students are interested, at times when they do not conflict with the school work. In accordance with the custom of twenty years, a school party spends the summer vacation in Europe under the direction and chaperonage of members of the Ward-Belmont staff.

LIBRARIES

The college library and reading room is located in a bright, cheerful room on the first floor of Academic Hall. The 10,000-book collection represents a library increasingly well balanced to meet the needs of the students. At present it is especially strong in books of the cultural subjects, such as music, art, literature, modern languages, and history. The reference section contains standard encyclopedias, dictionaries, and tools best adapted for the research work required of junior college students. Much emphasis has been placed upon the encouragement of recreational reading of the students. A rental collection has been built up containing the best of contemporary literature, drama, poetry, biography, and fiction. Only a small sum is charged for the use of these books. The student's attention is also directed to the classics and standard works, through the open browsing shelves of fiction, and through groups of books displayed in the reading room from time to time. The library subscribes for eighty magazines covering a wide variety of subjects. The leading newspapers of the country are also in the reading room for the use of the students. The library is endeavoring to meet the reading needs of the girl of junior college age, both in collateral reading in connection with the course of study, and also in general literature.

A separate library of 500 volumes, with a study hall, is maintained for the use of students in the high school department. The resources of the main library are also at the disposal of the high school students.

COURSE OF STUDY IN LIBERAL ARTS

Ward-Belmont, a junior college, accredited by the Association of Colleges and Secondary Schools of the Southern States, offers a junior college course, corresponding to the four years of a preparatory school and the freshman and sophomore years of a standard

four-year college. A student who contemplates entering a certain college or university after the completion of this course should advise the Dean in advance regarding her choice, so that the subjects which she takes in Ward-Belmont may be those required by that institution.

In the Liberal Arts Department, Ward-Belmont offers a General Diploma. With certain limitations, work in Music, Art, or Expression may be counted toward graduation.

At the end of the first four years of the course, corresponding to the high-school period, students may receive the High-School Certificate, provided the proper balance has been maintained by the completion of courses prescribed. Those earning this certificate can ordinarily complete requirements for a Ward-Belmont Junior College Diploma in two additional years, or they may be admitted without examination to leading colleges and universities which admit students on certificates, provided in each case the peculiar entrance requirements of the institution considered have been met. For description of courses see pages 40 to 44.

HOME ECONOMICS

Home Economics is now regarded as essential in a well-rounded education for women. Responding to this progressive movement, Ward-Belmont maintains a thorough department for the study of the home and its varied problems. With its comprehensive courses, its well-equipped laboratories, and with its able corps of teachers, this department of practical worth holds an established place among the departments of the school. For description of courses see page 46.

SECRETARIAL COURSE

To meet still further the needs of the present time Ward-Belmont is offering special courses in stenography, typewriting, and bookkeeping, thus giving an insight into the practical fundamentals of business. For description of courses see page 48.

PHYSICAL EDUCATION

Thorough courses are offered in Physical Education, a subject which is being emphasized today as never before in education. The campus affords opportunity for outdoor games, the gymnasium is so equipped that exercise may be adapted to the individual needs of the pupil, and the swimming pool is modern at every

point and free to all students. Trained teachers are in charge of all of the work of this department. For description of courses see page 51.

ART

Courses in the School of Art are planned for students who wish either to make a practical application of Art and Design in the commercial world or to obtain a general knowledge of Art and its history. Students are always welcome to the studios. Special exhibitions are prepared or secured from time to time to cultivate a love for the beautiful in color and form. For description of courses see page 56.

EXPRESSION

Courses in Expression are offered which equip students not only to take part in works of Dramatic Art, but also to teach. Public Speaking is offered by this department. In the School of Expression class recitals at frequent intervals afford to the participants splendid opportunity of development, and to the school at large a means of real entertainment. Attractive studios make the work of this department a genuine delight. For description of courses see page 59.

MUSIC

Ward-Belmont School of Music is proud of its record of achievement. A large musical faculty trained for the individual work is maintained. The purpose of this department is to create and maintain a wholesome and inspiring musical atmosphere, insuring breadth of culture and love and enthusiasm for the work. To this end frequent Music recitals are given. Not only does the work tend to develop an appreciation for the best in Music, but many of its graduates are successfully concertizing or teaching. For description of courses of study see pages 62 to 70, or write for School of Music catalog.

ADVICE ON CHOICE OF SUBJECTS

It is our desire that the courses of study be clearly understood by parents and prospective pupils. Again, it is important that each pupil's course be carefully planned on the basis of work already completed, and that individual tastes and aims be taken into account. To accomplish these ends, correspondence and personal conference with the Dean are cordially invited. A complete

course of study for the ensuing year should be filed in the Dean's office by August 15, or as soon thereafter as possible. Prospective patrons are urged to cooperate with us in working out this course of study. Plans so made can be modified, if it seems desirable to a patron, on the opening days of school; but further changes during the year are usually discouraged. Continuity of effort and the greatest advancement can in this way be secured.

It is advisable that the student while in the junior college should make preparation for advanced work at the university of her choice. She should enroll in those courses which are required or advised as preliminary to higher studies. English, foreign languages, mathematics, social sciences and natural sciences are the five designated groups from which she should select the major part of her course.

APPLICATION FOR ENROLLMENT

Early application is advised. This application should be made on the school's special blank, which calls for references, and must be accompanied by a physician's certificate as to the health of the applicant. These forms will be sent on request, and no student can be definitely enrolled until they are properly filled out, submitted to the Registrar with the enrollment fee of \$25, and formally accepted.

FACULTY

JOHN DIELL BLANTON, B.A., LL.D.
President

JOHN WYNNE BARTON, M.A., LL.D.
Vice President

ANDREW BELL BENEDICT
Vice President

THOMAS D. D. QUAID, M.A.
Dean

ANNIE CLAYBROOKE ALLISON, B.A., M.A.
Principal of High School

RUBY VAN HOOSER
Bible and Religious Education

B.A., Athens College; Special Student, Scarritt College for Christian Workers;
Graduate Student, University of Chicago, Columbia University.

OSCIE A. SANDERS
Bible and Religious Education

B.A., Rice Institute; M.A., University of Chicago.

ALMA HOLLINGER
Biology

B.A., M.A., University of Michigan; Student, Michigan Biological Station
and Marine Biological Station, Venice, Cal.

DOROTHY ELIZABETH NELSON
Biology and Physiology

B.A., University of Iowa; Graduate Work, Iowa State College

JESSIE LEE FRENCH
Assistant in Biology

B.S., M.A., George Peabody College for Teachers

W. H. HOLLINSHEAD
Chemistry

Ph.G., D.Sc., Vanderbilt University

CATHERINE BERRY
Assistant in Chemistry

B.S., University of Missouri

ELLEN WALLACE
Economics and Sociology

B.S., George Peabody College for Teachers; M.A., University of Chicago

OLIVE CARTER ROSS
English, Art History

B.A., University of Nashville; Graduate Student, Vanderbilt University;
M.A., Columbia University

THEODORA COOLEY SCRUGGS
English

B.A., Wellesley College; M.A., Vanderbilt University

ELLENE RANSOM
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B.A., M.A., Vanderbilt University; Graduate Student, Columbia University
and Yale University.

ANNA PUGH
English

B.A., University of Arkansas; M.A., University of Chicago
Graduate Student, Columbia University.

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English,

B.S., Vanderbilt University; M.A., Columbia University

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English

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KATHARINE V. LYDELL
English

A.B., Wellesley College

ADELAIDE MERRILL DREW
English

B.A., Mount Holyoke College; M.A., Radcliffe College

SUSAN S. SOUBY
English

B.S., M.A., George Peabody College for Teachers

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Ph.B., University of Chicago; M.A., George Peabody College for Teachers

VERA L. HAY
English, History

Ph.B., University of Chicago

GLADYS BROOKS
French

B.A., Elmira College; Special Certificate, Universite de Lausanne
Graduate Work, University of Chicago.

BERTHA M. RUEF
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A.B., Vassar College; M.A., Vassar College; Diplome de professeur
de francais, Universite de Toulouse

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French

B.A., Mount Holyoke; Graduate Work, Universite de Grenoble, France, one year
Smith College, one year; Middlebury School of French

AGNES AMIS
French

B.A., Vanderbilt University; Student in France;
M.A., George Peabody College for Teachers

- LUCY L. FOUNTAIN
French
A.B., Barnard College
- MARGARET ROBERSON HOLLINSHEAD
German
B.S. and M.A., Vanderbilt University
- ANNIE CLAYBROOKE ALLISON
Latin
B.S., M.A., George Peabody College for Teachers; Graduate Work,
University of Chicago
- MARTHA ANNETTE CASON
Latin
B.A., University of Chicago; M.A., Columbia University
- SADIE HARMON
Latin
B.A., University of Kansas; M.A., University of Nebraska
- THOMAS B. DONNER
Spanish
B.A., East Texas Teachers College; M.A., Southern Methodist University
- THELMA CAMPBELL
Spanish
B.A., University of Arkansas; Graduate Student, Universidad Nacional de Mexico.
- LORETTA CHENOWETH
History
B.A., M.A., Northwestern University; Graduate Student, Vanderbilt University.
- CAROLINE LEAVELL
History
B.S., Vanderbilt University; M.A., Columbia University
- WILMOTH DINNING
History
B.A., Randolph-Macon Woman's College
- GERTRUDE CASEBIER
History
B.A., Western Kentucky State Teachers College; Graduate Student, Vanderbilt University
- FRANCES E. CHURCH
B.A., Missouri State Teachers College; Graduate Student, Illinois
University, Columbia University
- NELLIE PYLE MISER
Mathematics
B.A., Huron College; Graduate Student, University of Chicago
- ELIZABETH LOWRY
Mathematics
B.A., Tennessee College; M.A., George Peabody College for Teachers

- ROBBIE ALLISON SHACKLEFORD
Mathematics
B.A., Vanderbilt University
- NELLE MAJOR
Mathematics
B.S., George Peabody College for Teachers
- MARY RACHEL NORRIS
Psychology, Education
B.A., M.A., Bryn Mawr College
- THOMAS D. D. QUAID
Psychology, Education
B.A., M.A., University of Oklahoma; Graduate Student, George Peabody
College for Teachers.
- MARTHA CROCKETT
School Tutor
A.B., Vanderbilt University; M.A., University of Pennsylvania
- MATTYE SMALLING THOMPSON
Secretarial Course
B.S., M.A., George Peabody College for Teachers; Special Commercial
Student at Simmons College.
- ELISABETH SUTHERLAND
Foods and Cookery
B.S., M.S., University of Wisconsin
- HELEN ELIZABETH COBB
Textiles and Clothing
B.S., University of Wisconsin; M.A., Kansas State Agricultural College.
- FRANCES G. SWENSON
Assistant in Home Economics
B.S., Iowa State College.
- MARY WYNNE SHACKLEFORD
Director School of Art
Graduate, Art Academy of Cincinnati; Graduate, Pratt Institute, Department of
Fine and Applied Arts; Special Student, New York School of Fine
and Applied Arts in New York and in Paris
- LOUISE GORDON
Art
Graduate of the New York School of Fine and Applied Arts
- GULNAR KHEIRALLA
Art
Bachelor of Art Education, Art Institute, Chicago; Student, University of Chicago
- PAULINE SHERWOOD TOWNSEND
Director School of Expression
Graduate, New England Conservatory; Postgraduate, Boston School of
Expression; Special Courses in New York, Chicago, and Boston
- CATHARINE A. WINNIA
Expression
Graduate, Vanderbilt School of Expression; Special Academic Student, Vanderbilt
University and George Peabody College for Teachers;
Student, Pauline Sherwood Townsend

EMMA I. SISSON

Director School of Physical Education

Graduate, Sargent School of Physical Education and of Gilbert Normal School for Dancing; Student, Harvard Summer School and Columbia University; Special Student in Corrective Gymnastics, Children's Hospital, Boston

CATHERINE E. MORRISON

Physical Training, Athletics, Swimming

Diploma from Possee Gymnasium, Boston; Special Student, Chaliff School, New York, and Columbia University

JANE CARLING

Riding

Graduate, Ward-Belmont School; B.S., University of Wisconsin

EVELYN JANTZER

Dancing

Graduate Savage School of Physical Education; Graduate Vestoff Serova School of Dancing, Artists and Teachers Courses

MARY M. McETTRICK

Swimming

Graduate, Bouve School of Physical Education

JULIA WARWICK

Assistant in Athletics and Swimming

Graduate, Ward-Belmont School

MARGARET FRIERSON HALL

Assistant in Gymnasium

LAWRENCE GOODMAN

Director School of Piano

Pupil of Ernest Hutcheson, Josef Lhevinne, and Sigismund Stojowski; Student at Ferruccio Busoni's Master School for Pianists, Basel, Switzerland; Scholarship Pupil, Peabody Conservatory of Music, Baltimore, Md.; Formerly Teacher of Piano, Von Ende School of Music, New York City; has concertized extensively in United States; Duo Art Recordings

LOUISE BEST*

Piano

Pupil of Ernest Hutcheson and Sigismund Stojowski; Pupil at Sterns University, Berlin; Pupil of Rudolph Ganz; Theoretical Courses in the Institute of Musical Arts, New York

ALICE KAVANAUGH LEFTWICH

Piano

Graduate, Beethoven Conservatory, St. Louis; Pupil of Arthur Foote and B. J. Lang, Boston; three years in Paris with M. Moszkowski and Wager Swayne

HAZEL COATE ROSE

Piano

Pupil of William H. Sherwood, Glenn Dillard Gunn, Victor Heinze; Formerly Teacher of Piano, Cosmopolitan School of Music, Indianapolis, Ind.

ESTELLE ROY-SCHMITZ

Piano

Pupil of S. B. Mills, Harold von Mickwitz, Joseffy, and Lhevinne, New York; Silvio Scionti Chicago; Otto Nietzel and Steinhauer, Germany

*On leave of absence 1929-30.

AMELIE THRONE

Piano

Pupil of Maurice Aronson, Vienna; Josef Lhevinne, Berlin; Sigismund Stojowski, New York

MARY DOUTHIT

Piano

Graduate Ward-Belmont School of Music; Pupil of Lawrence Goodman, Harold von Mickwitz and Sigismund Stojowski

CLEMENCE THUSS

Piano

Graduate of Ward-Belmont Conservatory of Music; Three Years, Institute of Musical Arts, New York; Pupil of Estelle Roy-Schmitz, Sigismund Herzog, Louise Robyn, Silvio Scionti

HENRY S. WESSON

Pipe Organ

Graduate and Postgraduate of the Guilman Organ School of New York; Special Pupil of William C. Carl, W. I. Nevins, and Clement R. Gale, of New York; Substitute Organist one summer for William C. Carl in First Presbyterian Church, New York; three years Organist in the Church of the Holy Apostles (Episcopal), New York City

STETSON HUMPHREY

Director, Voice Department

Graduate Columbia University and Rochester Conservatory of Music; Private Work in Europe and America under Heinrich Jacobsen of Dresden and Vienna; De Reske Studios of Paris; Ludwig Wuhler and Max Henrich of Berlin; Signor Morille of Milan, and Signor Tanara, Caruso's Coach. Formerly Director Boston Music School, and Director Fine Arts Department Choate School.

FLORENCE N. BOYER

Voice

Student of Music in Oberlin College; Pupil of Signor Vananni, Italy; Mesdames de Sales and Bossetti, Munich; Oscar Seagle and de Reszke, Paris

HELEN TODD SLOAN

Voice

Pupil of George Deane, Boston; Isidore Braggiotti, Florence, Italy; Gaetano S. de Luca, Nashville

IRENE CRANE HUMPHREY

Voice

Studied at Boston University, New England Conservatory of Music, Boston School of Music Private Work in Europe two years under Manno and Castellano in Milan and Morelli in London; Private work in America under Stetson Humphrey and Oscar Saengar; Formerly with Philadelphia Grand Opera Company

KENNETH ROSE

Violin

Pupil of McGibeny, Indianapolis; Arthur Hartmann, Paris; George Lehmann, Berlin; Souky, Prague; Formerly Teacher, Metropolitan School of Music, Indianapolis, and Concert Master, Indianapolis Symphony Orchestra

LAWRENCE H. RIGGS

Musical Sciences

B.A., Beloit College; Rhodes Scholar at Oxford University, England; Summer Courses; Chicago Musical College, Northwestern University School of Music, and American Institute of Normal Methods; Graduate of American Institute of Normal Methods

MARY VENABLE BLYTHE

Sight Playing and Piano

Graduate, St. Mary's Hall, San Antonio; Pupil of von Mickwitz and Harry Redman, New England Conservatory

SCHOOL OF LIBERAL ARTS

JUNIOR COLLEGE DEPARTMENT

ADMISSION—Admission to the college department is based on the presentation of 15 acceptable units from an accredited four-year high school. For those who apply for the Junior College General Diploma the following units are prescribed: English 3; Algebra 1; Plane Geometry, 1; one foreign language, 2. The remaining eight may include any unit offered by an accredited four-year high school and meeting the general requirements as defined by the North Central, the Southern, or other standardizing agency of colleges and secondary schools. However, in no case will more than 4 units in vocational subjects or fewer than 2 units in a foreign language be included in the units accepted.

Applicants whose high school credits do not meet the above requirements may make up the deficiency by carrying work in the high school department or by counting back college work at the ratio of 4 semester hours for 1 high school unit.

CREDIT HOUR.—An hour represents one hour of recitation or lecture a week for one semester. The credit hour is referred to hereafter as semester hour. Two or more hours of laboratory work correspond to one hour of lecture or recitation, depending upon the nature of the laboratory work.

In Art, six semester hours credit is given for ten hours of supervised studio work a week for the thirty-six weeks. In Music, two lessons a week, one and one-half hours' daily practice, will receive two semester hours of credit if accompanied by a course in Musical Science. In Expression, six semester hours credit is given for three hours of prepared class work and the necessary collateral and group work.

HOURS RECOMMENDED.—For the average college student a maximum of fifteen credit hours of work a semester is recommended, but under certain conditions a minimum of twelve and a maximum of seventeen for first year students, and of eighteen for second year students are permitted.

SPECIAL SUBJECTS.—Not more than a total of eighteen semester hours may be counted toward a general diploma for work in the departments of music, art, expression, home economics, and

secretarial training. Work in these departments, when completed elsewhere, will be credited toward a certificate or diploma in these special departments.

FOREIGN LANGUAGE REQUIREMENT.—Students presenting only two high school units of foreign language are required to take two year courses, one of which must be advanced work, in college; those presenting three or more units are required to take at least one year of advanced work in a foreign language in college.

ENGLISH.—Any student having credit for Freshman English Composition, whether taken in Ward-Belmont or elsewhere, whose work falls below standard may be required to make up the deficiency in this subject under a tutor provided by the college.

COLLEGE CREDIT will not be allowed for a high-school course in excess of those units required for college entrance.

PHYSICAL EDUCATION.—No course will be considered complete until the Physical Education requirements for that year shall have been met. (See page 51.)

CLASSIFICATION.—The work completed by the beginning of the school year determines the class to which a student belongs. A high-school graduate meeting the above requirements is classified as a first-year college student. All second-year college students who have met the entrance requirements for a diploma and are registered for a course leading to a diploma at the end of the school year are classified as Seniors.

RESIDENCE REQUIREMENTS.—For a diploma in the College or in any Special Department, at least one full year's work must be completed in Ward-Belmont. To receive credit for advanced standing, the student must present to the Dean proper credentials from an approved institution of junior or senior college grade. The college credit given will then be determined, in no case to exceed thirty-two semester hours, including Physical Education.

Transferred credit for courses specifically required for graduation from Ward-Belmont will not be allowed unless the transferred work is the equivalent of the work required here, or unless subsequent courses in this subject are satisfactorily completed here during the succeeding year. The equivalent of an average of "C" is required on all transferred work.

ORIENTATION.—Weekly lectures will be given throughout the year to assist students in making the transition from high school to college more easily and to aid them in adjusting themselves to college life more efficiently. These lectures will consider methods

of study, proper distribution of time, social and curricular adjustments, vocational opportunities and other questions of interest in personal adjustment problems. Opportunities for individual conferences on these subjects are offered all students.

EXAMINATION AND MARKS

Semester examinations are given in every course in accordance with the schedule issued.

Preliminary reports showing progress and standing of students are sent parents at the middle of each semester. Official reports are sent only at the end of the semester. The following grading system is used: A, excellent; B, good; C, fair; D, passing; E, condition; F, failure; I, absent from examination, or work incomplete.

Any condition in a semester grade must be removed in the succeeding semester else it becomes a failure.

QUALITY HOURS

Quality hours may be earned in the following manner: A six semester hour course completed with a grade of A is equivalent to eighteen quality hours; with a grade of B, to twelve quality hours; and with a grade of C, to six quality hours. Lower grades yield no quality credits.

REQUIREMENTS FOR JUNIOR COLLEGE DIPLOMA

The completion of sixty semester quantity and sixty semester quality hours of college work, including English 1,2, English 21, 22, Library Science, one or two year courses of foreign language, six semester hours of history or eight semester hours of science, together with an additional four semester hours in physical education must be presented by applicants for the Junior College Diploma. Eighteen semester hours of work taken in special departments may be credited toward this Diploma.

The requirements for the certificates and diplomas in the departments of Home Economics, Secretarial Course, Physical Education, Art, Expression and Music are outlined under each department.

NUMBERING OF COURSES

The courses of study of college rank are designated with Arabic numerals from 1 to 50. The courses of high school rank are designated with Roman numerals. See notes under Description of Courses.

DESCRIPTION OF COURSES

Courses numbered 1 to 9 are open to first year college students. Courses numbered 10 to 19 are open to first and second year college students. Courses numbered 20 to 50 are open to second year college students only.

If credit is allowed only upon the completion of the year's work the course numbers are separated by a comma. If credit is allowed for either semester of a year's work the course numbers are separated by a semicolon.

The school reserves the right to withdraw any class for which there are not as many as six applicants.

BIBLE

11; 12. *A Survey of Biblical Literature.* The study in this course is based on the types of literature represented in both the Old and New Testaments. There is included a study of the development of the religion and ethics of the Hebrews as set forth in the Old Testament.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13. *The Life of Jesus.* A comparative study of the four Gospels, using them as a basis for a review of the life and times of Christ.

Two hours a week.

First semester.

Credit, two semester hours.

14. *The Life of Paul and the Development of the Apostolic Church.* The book of Acts and the Pauline letters form the basis of this course. An attempt is made to grasp the permanent religious message of Paul, and to show the environment in the midst of which the Christian movement originated.

Two hours a week.

Second semester.

Credit, two semester hours.

BIOLOGY

11. *Botany.* An introduction to the fundamentals of living protoplasm; a study of the cell structure, physiology and ecology of plants. A survey of the plant kingdom from the unicellular forms to the highest flowering plants.

Lecture, three hours; laboratory, four hours.

First semester.

Credit, four semester hours.

12. *Zoology.* A study of the biological phenomena and general principles of animal life. Consideration is given to the practical relation of biological conditions to human life. Types are selected from each animal group for comparative study.

Lecture, three hours; laboratory, four hours.

Second semester.

Credit, four semester hours.

21. *Invertebrate Zoology*. A comparative study of the invertebrate groups of animals, their structure, classification, ecology and economic value.
Lecture, two hours; laboratory, six hours.
First semester. Credit, four semester hours.
22. *Vertebrate Zoology*. This includes the comparative morphology of the back-bone animals and their special adaptations.
Lecture, two hours; laboratory, six hours.
Second semester. Credit, four semester hours.
23. *Ornithology*. This is a course in the biology of the bird, its structure and habits. The identification of species and their value in controlling the enemies of our vegetation.
Second semester. Credit, two semester hours.

PHYSIOLOGY

- 11, 12. This is a study of the human body, its structure, function, and the laws which govern it and of how to maintain the health of the individual and community.
Lecture, two hours; laboratory, two hours.
First semester, second semester. Credit, six semester hours.
21. A study of human physiology, including the principles of cell metabolism and the use of foods, the structure and functions of the organs.
This is the required course for students in Home Economics.
Prerequisite, Chemistry 11, 12.
Lecture, two hours; laboratory, two hours.
First semester. Credit, three semester hours.

CHEMISTRY

- 11, 12. *General Chemistry*. In this course it is intended to give the student careful instruction in the important principles of Chemistry. All of the non-metallic and the most important of the metallic elements are studied. The intention is to train the student in accurate scientific thinking; to arouse in her an appreciation of the laws of nature; and to set forth some of the practical applications of the science of Chemistry to the many problems of life.
Lectures, three hours; laboratory, four hours.
First semester, second semester. Credit, eight semester hours.
- 21, 22. *Qualitative and Quantitative Analysis*. This course is planned to give the student both a theoretical and a practical working knowledge of the methods of identifying the common elements and acid radicals. Prerequisite: Chemistry 11, 12 or its equivalent.
Lecture and laboratory, seven hours a week.
First semester, second semester. Credit, eight semester hours.
- 23, 24. *Organic Chemistry*. This course is intended primarily for students of Home Economics. Typical compounds of the aliphatic and of the aromatic series are studied. Stress is placed upon those substances useful as foods.
Prerequisite: Chemistry 11, 12.
Lecture, one hour; laboratory, two hours.
First semester, second semester. Credit, four semester hours.

ECONOMICS

1. *Economic History and Geography of the United States*. The course is designed to give the student a knowledge of the geographic conditions underlying the economic development of the United States and to enable the student to interpret present national conditions in the light of the economic development of the country.
Topics: Topography, climate and resources of the United States; conditions in Europe leading to the discovery of America; colonial occupations; development of agriculture, manufacturing, mining, transportation and commerce; national resources, their use and conservation; growth of population, and some of the social problems which have arisen.
Three hours a week.
First semester. Credit, three semester hours.
2. *Problems of Citizenship*. This course constitutes an introduction to the problems of modern economic and political life. It is intended to fit the student to take a more intelligent interest in the problems of the modern world and to enable her to enter upon the study of the more technical subjects in the social sciences.
Topics: Wealth; income; labor problems; economic standards; conditions and problems of urban life; conditions and problems of rural life; business organization; problems of the business world.
Three hours a week.
Second semester. Credit, three semester hours.

- 21, 22. *Principles of Economics*. This course deals with the laws or principles affecting the production, distribution, and consumption of wealth, or the material means of satisfying human desires.
Topics: Economic organization; the basis of the science of economics; industrial evolution; production; the laws of price; demand and supply; money, banking and exchange.
During the second semester the problems of the business organization are considered.
Topics: Transportation; government regulation of transportation; monopolies; insurance and speculation; the distribution of wealth and income; rent; wages; interest; profits; the economics of government taxation; the problems of labor; reforms of the economic system.
Three hours a week.
First semester, second semester. Credit, six semester hours.

SOCIOLOGY

21. *Introduction to Sociology*. This course undertakes to explain the origin, structure, growth and activities of society by the working of the psychological, physical and other vital forces operating together in a continuous process.
Among the topics discussed are: human nature, isolation, social contact, social interaction, social forces, conflict, accommodation, social control, social progress.
Three hours a week.
First semester. Credit, three semester hours.

22. *Community Welfare.* This course undertakes to analyze and to appraise the movements for community welfare. It aims to guide the student to an understanding of the problems of modern public welfare and social work.

Among the topics discussed are: public welfare and social development, the relation between public and private charitable enterprise, poor relief, care of mental defectives, care and treatment of law breakers, provision for child care, problems of public health.

Three hours a week.

Second semester.

Credit, three semester hours.

ENGLISH

1, 2. This course is required of all students in the first year college or candidates for any certificate or diploma.

Composition: This introductory course in the art of writing reviews the structural principles of composition, emphasizing expository writing and the technique of the essay. The second half of the course consists of a survey of the elements of argument, description, and simple narration, with emphasis upon more imaginative writing than that of the first half. Throughout the course there will be parallel study of literary selections illustrative of the separate types of composition. Frequent themes or their equivalent, with individual conferences, are supplementary to the work of the class room.

A special class in the fundamentals of English composition will be provided for students whose written work during the first weeks of the year shows deficiency in spelling, grammar, punctuation, sentence structure, and paragraph organization. The purpose of this class will be to prepare the student for regular work in the accredited course by the beginning of the second semester.

If a student who has already received credit for required composition is reported deficient or careless in the writing of English, it will be necessary for her to take additional work in the course.

Three hours a week. Thirteen sections.

First semester, second semester.

Credit, six semester hours.

3; 4. *Types of Literature.* First semester: narration-novel, short story and narrative poetry. Second semester: lyric poetry, drama and essay.

This study in the masterpieces of English and American Literature emphasizes modern selections. The course is recommended to those students who are taking special work not leading to a college degree and to those who have had little work in literature in high school.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21, 22. *Survey of English Literature.* This course is required for graduation and has for a prerequisite English 1, 2. The first part consists of the survey from Beowulf to the Restoration Period; the second part from the Restoration through the Victorian Period.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23; 24. *Shakespeare.* A careful study of a number of Shakespeare's plays with a more rapid reading of others is made. These are compared with various

plays, Elizabethan and others. Particular attention is given to background and influence of predecessors and contemporaries. The first semester work consists of the comedies and histories; the second of tragedies with a few eighteenth century and modern plays in comparison

Three hours a week.

First semester, second semester.

Credit, six semester hours.

25. *Early American Literature.* A study is made of the leading American writers in prose and poetry up to 1870 with especial emphasis on the historical background and the development of American ideals.

Two hours a week.

First semester.

Credit, two semester hours.

25b. Course as above with more intensive study of the writings of various authors.

Three hours a week.

First semester.

Credit, three semester hours.

26. *Modern and Contemporary American Literature.* The modern movement is considered in poetry, essay and biography on American subjects, from 1870 to the present.

Two hours a week.

Second semester.

Credit, two semester hours.

26b. As above but with more intensive study and reports on various authors.

Three hours a week.

Second semester.

Credit, three semester hours.

27; 28. *Advanced Composition.* An introduction to Journalism. A critical study of the leading forms of literary composition. Intensive practice in writing with numerous conferences. Prerequisite English 1, 2. The work consists of essay, critical review, editorial, news story, short story, metrical forms and other imaginative writings.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

29; 30. *English Poetry of the Nineteenth Century.* A study of the great English poets from Wordsworth to Masfield. During the first semester special study is given to Wordsworth, Coleridge, Shelley and Keats, with parallel readings in the Minor poets of the Romantic Period. In the second semester special study is given to Browning, Tennyson, Arnold and the leading poets since 1900, with parallel readings from selected essays from the Victorian prose masters—Ruskin, Carlyle and Newman.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

FRENCH

11, 12. *Beginners' Course.* Grammar, pronunciation, dictation, conversation, written and oral exercises and reading based on *de Saussé*: "Cours Pratique de Français pour Commencants."

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

11, 12-B. A special beginner's course is offered to those who wish to acquire a high degree of excellence in pronunciation and in spoken French as well as in writing and reading the language. This course is especially planned for students who intend to travel and study abroad. It includes four hours of class work and a minimum of three hours of supervised practice a week. In addition two hours of individual outside assignments will be required. All students in this course will be expected to have nine weeks at the French tables.

Four hours (class work) a week.

Three hours (practice work) a week.

First semester, second semester.

Credit, eight semester hours

13, 14. Grammar review with conversation and composition based on *Pargment: "Exercices Francais: Cours Préparatoire."* Reading from such texts as *de Sauzé: "Contes Gais," Jeanne Schultz: "La Neuvaine de Colette"* and *de Caillavet et de Flers: "Primerose."*

Open to students who have completed two years high school French or French 11, 12, or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

Note—If a student who enters this course shows herself deficient in preparation it will be necessary for her to enter a special section meeting four periods a week so that she may receive more personal attention. This section will review the fundamentals of grammar, dictation, and pronunciation more intensively but will cover the same ground as the regular French 13, 14 classes and will receive the same credit.

15; 16. *Conversation*; sufficient reading of good literature to serve as a basis of progress in conversation. Reports on French magazine and newspaper articles.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

21; 22. General survey of the history of French literature; reading of authors representative of each period; recitations, discussions and themes on classroom work and outside reading.

Open to students who have completed French 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23; 24. Nineteenth and twentieth century French literature; extensive outside reading; oral and written reports.

Open to students who have completed French 21, 22 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

GERMAN

11, 12. *Beginners' Course.* Grammar, pronunciation, conversation, memory work, dictation, oral and written exercises based on texts read; at least two hundred and fifty pages from such texts as Storm, Immensee; Bonsel, Die Biene Maja; Schiller, Der Neffe als Onkel; Gerstaecher, Germelshausen; easy plays by Benedix, Wilhelm and Fulda.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. Grammar, composition, sight and parallel reading, themes, written and oral exercises based on the texts read, reading of about five hundred pages from such texts as Goethe, Goetz von Berlichingen; Buchheim, Balladen und Romanzen; Lessing, Minna von Barnhelm; Baumbach, Der Schweigersohn; Freytag, Die Verlorene Handschrift.

Open to students who have had two years High School German or German 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

LATIN

1, 2. *Cicero.* Reading of not less than four orations, collateral readings. Latin composition.

Prerequisite: Two units of High School Latin.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

3, 4. *Vergil.* Reading of not less than four books of the Aeneid, collateral readings. Latin composition.

Prerequisite: Three units of High School Latin, or Latin 1, 2 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

11, 12. a. *Cicero, De Senectute*, selections from *De Amicitia*.

b. *Horace.* Selected odes and epodes.

Lectures, collateral readings. Latin composition.

Prerequisite: Four units of High School Latin, or Latin 3, 4 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21. *Roman Satire.* Selected satires from Horace and Juvenal, lectures, collateral readings.

Prerequisite: Latin 11, 12 or its equivalent.

Three hours a week.

First semester.

Credit, three semester hours.

22. a. *Roman Comedy.* Selected plays from Plautus and Terence.

b. *Pliny.* Selected letters.

Prerequisite: Latin 21 or its equivalent; by special permission, Latin 11, 12 or its equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

SPANISH

11, 12. *Beginners' Course.* Grammar: the reading of about three hundred pages of simple Spanish prose; written and oral exercises founded on selected texts; conversation.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. Grammar reviewed; the reading of about three hundred pages from standard authors of Spain and Spanish America; composition; conversation.

Open to students who have had two years High School Spanish or Spanish 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21. Advanced course, conducted chiefly in Spanish. Intensive reading of about four hundred pages from standard authors. Certain of these are read in class; others are assigned for parallel reading. Lectures will be given on the language and the literature. Reports will be required upon readings and lectures.

Open to students who have completed courses 13, 14 or equivalent.

Three hours a week.

First semester.

Credit, three semester hours.

22. A study of periodical literature with conversation, composition both private and commercial. Prerequisite, Spanish 21 or its equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

HISTORY

11, 12. *European History*. The first part of the course covers the period from 1500 to 1814. Evolution of European civilization, as accomplished by the cultural, religious, commercial and political revolutions. International relations as influenced by dynastic rivalries and revolutionary movements of the period.

The second part covers the period from 1814 to the present. Emphasis on the Industrial Revolution as a factor in the social, economic and political development of Europe, and on the international relations culminating in the World War. A brief study of post-war conditions and problems.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13, 14. *English History*. The first half of the course gives a general survey of the growth of England before 1660. Emphasis is placed on developments such as the unification of England, conflict between the church and the state, the English court system, the growth of Parliament, and the Reformation.

The second half of the course covers the period from 1660 to the present. It stresses England's colonial and imperial expansion, her commercial and industrial development, the growth of cabinet government, England's part in the World War and recent movements in the British Empire.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21; 22. *History of the United States*. The first half of the course covers the period from 1789 to 1865. Brief introductory study of the Critical Period and the conditions from which the Constitution was an outgrowth; the development of our government under the Constitution, with emphasis upon the rise

of American democracy, expansion, and sectionalism as forces in the shaping of our political structure.

The second half covers the period from 1865 to the present. It is designed primarily to give the student an intelligent understanding of the United States of the present day and considers: sectional issues between East and West; economic development and industrial consolidation, with the resulting social and political problems; growth of the United States as a world power.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23, 24. *American Government*. The course, surveying the American political system, deals with the organization and activities of government, national, state and local. During the first semester it deals with the making of the Constitution; the powers of the President, Congress and the federal judiciary; elections and political parties. During the second semester state and local governments are approached in a similar manner. It is open to Seniors who have had a course in college American History, or who are taking History 21, 22 in conjunction. It is especially beneficial to those who would like to be interested in governmental affairs.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

HISTORY AND APPRECIATION OF ART

1. General survey course in architecture, sculpture and painting in western Europe from the beginning to the Italian Renaissance. Especial attention is given to the Greek and Gothic periods.

Three hours a week.

First semester.

Credit, three semester hours.

2. General survey course in architecture, sculpture and painting in western Europe from the beginning of the Italian Renaissance to the present.

Three hours a week.

Second semester.

Credit, three semester hours.

Note—Courses 1, 2 cover entirely the requirements for all diploma courses in the School of Art and for the Diploma in Dancing offered by the Physical Education department. This course may also carry a general academic credit in the first year of college.

11. *A General Survey Course in Painting*. The Renaissance period in early and later Italian, early Flemish and early German, with special reference to historic backgrounds and national characteristics.

Lectures, colored illustrations, library work, reports.

Three hours a week.

First semester.

Credit, three semester hours.

12. *A General Survey Course in Painting*. This course covers painting in Flanders, Holland, Spain, France and England from the Great Creative period

of the 17th Century to the present. Special attention to national characteristics, the various schools of painting and the modern movements.

Colored illustrations, library work, lectures and written reports.

Three hours a week.

Second semester.

Credit, three semester hours.

22. *American Art.* A survey course in the painting and sculpture with lectures on the types of architecture in America from colonial times to the present.

This course should be taken in connection with English 26.

Three hours a week.

Second semester.

Credit, three semester hours.

HISTORY AND APPRECIATION OF MUSIC

Note: Courses offered in the School of Music in History and Appreciation of Music are open for academic credit with approval of the Dean. For description of courses offered see page 70.

LIBRARY SCIENCE

A course in the use of books and libraries will be required of all first year students during the first semester. The work will consist of lessons on the use of the card catalog, encyclopedias, dictionaries and general reference tools, with some practice in note taking and in the making of bibliographies. The purpose of the course is to give students a brief survey of the history of books and libraries, and to give them practice in the use of a modern organized library. The work will be given through lectures, assigned readings and problems.

One hour a week.

First semester.

Credit, one semester hour.

MATHEMATICS

1. *College Algebra.* A general review, followed by a treatment of topics especially helpful in Trigonometry, Analytic Geometry, and the Calculus.

Open to students who have had one unit of Algebra and one unit of Plane Geometry in high school.

Five hours a week.

First semester.

Credit, three semester hours.

11. *College Algebra.* A brief review, followed by a treatment of topics especially helpful in Trigonometry, Analytic Geometry, and the Calculus.

Open to students who have had at least one and one-half units of Algebra and one unit of Plane Geometry in high school.

Three hours a week.

First semester.

Credit, three semester hours.

12. *Plane Trigonometry.* The work consists of trigonometric functions and formulae, theory and use of tables, solution of right and oblique triangles (with applications to problems of Physics and Surveying), inverse functions, trigonometric equations.

Prerequisite, Mathematics I or II or the equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

21. *Analytic Geometry.* Graphical representation of points and curves in a plane, determination of the properties and relations of plane curves by a study of their equations and graphs. The straight line and the conic sections are fully investigated.

Three hours a week.

First semester.

Credit, three semester hours.

22. *Differential Calculus.* Beginners' Course. Methods of differentiation, with the usual geometric and physical applications. Problems of maxima and minima, etc. Prerequisite: Mathematics 21.

Three hours a week.

Second semester.

Credit, three semester hours.

PSYCHOLOGY AND EDUCATION

11; 12. *Education. Elementary Education.* The first semester is devoted to child study, and consists of the simple elements of psychology that appear in the development and training of the child. The second semester is divided into two parts and consists of the principles of teaching and the principles of management. The course is offered especially for those who desire to be in line for certificates to teach, upon the completion of other necessary academic work. Open to either first or second year college students.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21; 22. *Psychology.* An introductory course in Psychology, giving a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments, followed by an introductory course in the study of childhood, with practical applications.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23. *History of Education.* History of European Education from the Greeks to the present time. The object of this course is to study the evolution of the educational ideal in connection with the conditions in which it had its origin and amid which it developed.

Three hours a week.

First semester.

Credit, three semester hours.

24. *Public Education in the United States.* A study of some of the more important present-day problems in the organization and administration of Public Education in the United States in the light of their historical development. An introductory course.

Three hours a week.

Second semester.

Credit, three semester hours.

HIGH SCHOOL DEPARTMENT

Requirement for Admission

Students who have completed the grammar-school grades will be admitted without examination to the first-year high school class. It is necessary that the applicant present from the principal of the school from which she comes an official statement that she has completed the grammar school grades.

Students who seek admission to any high school class beyond that of the first year must present upon application a transcript showing the official record of all high school work previously carried. If the school is not accredited, satisfactory examinations will be required.

Yearly Schedule

A student's yearly schedule should consist of four subjects credited as one unit each. Under certain conditions, however, a minimum of three subjects and a maximum of five are allowed.

Physical Education

Required of all students. For a description of the required and elective courses see Department of Physical Education.

Requirements for the High School Certificate

The high school Certificate is awarded to students who have completed sixteen preparatory units, as described below, and the prescribed work in physical education. Of the required sixteen units at least four must be taken in Ward-Belmont.

A unit represents five periods of at least forty-five minutes each per week for a year in a subject ordinarily taught in standard high schools, each recitation requiring preparation. Periods at Ward-Belmont are of fifty-four minutes' duration.

No credit is given for less than two years of a foreign language taken in high school.

Required Units—9.

English	3 units—including English IV.
Foreign Language	2 units in one language.
History	1 unit.
Mathematics	2 units—Algebra, 1 unit. Plane Geometry, 1 unit.
Science	1 unit in Biology or Chemistry.

Elective Units—7.

Note—Physics, when taken in an accredited high school, will be accepted in place of Biology or Chemistry.

Credit Allowed in Special Subjects

No credit is allowed for work completed in Ward-Belmont below the third year of high school in music, art, expression, or home economics.

Not more than two units in any one of these subjects nor more than a total of three will be credited toward a high school certificate: *Music*—One unit of credit represents two lessons per week in piano, organ, violin, or voice, accompanied by a course in theory of music. One hour's daily practice is required. *Art*—One unit represents ten periods of supervised studio work per week. *Expression*—One unit represents four periods of prepared class work per week. *Home Economics*—One-half unit in Cooking or in Sewing represents one lecture period and two double laboratory periods each week for the session. See the departments special for descriptions of courses open to third and fourth year high school students.

Classification

The work completed by the beginning of a school year determines the class to which a student belongs.

Four completed units give second year classification.

Eight completed units give third year classification.

Twelve completed units give fourth year classification.

If a student lacks not more than one of the required number of units, she will be given conditional classification.

Reports and Grading System

Reports are sent out from the office at the close of each month and at the close of each semester. The monthly grade represents the average standing which the student has maintained, by daily recitations, written work and tests, during any given month. The semester grade represents the combination of the semester examination and the average of monthly grades. It stands as the permanent record of the student.

The system of grading is as follows:

A Excellent	D Passing
B Above Average	E Condition
C Average	F Failure

The school may not recommend for advanced high school or college work a student who does not make an average grade of "C."

DESCRIPTION OF COURSES

BIBLE

I. *Elementary Bible History.* An elementary history of the Bible, intended to acquaint the student with leading Bible characters and events, together with the corresponding chronology and geography. Open to third and fourth year students.

Five periods a week.

Credit, one unit.

II. *The Life of Jesus.* Study of the land in which Jesus lived, its people and customs, the work and character of Jesus. Sources: the Gospel narratives, together with critical studies in the history, thought, and customs of his time. Open to third and fourth-year students.

Five periods a week.

Credit, one unit.

Courses III and IV are given in alternate years.

BIOLOGY

An elementary study of plant and animal life, including the principles of living protoplasm, structure and physiology of selected types, and economical relationships.

Three recitations and two double periods of laboratory and field work.

Open to third and fourth-year students.

First and second semesters.

Credit, one unit.

PHYSIOLOGY

An introductory course in the study of the human body, dealing with its general structure and with the principles which govern hygienic living. Attention given to school hygiene. Recitation and demonstration.

Open to first and second-year students, first semester.

Five periods a week.

Credit, one-half unit.

CHEMISTRY

A course planned to give the student a general knowledge of the facts and principles of Chemistry which will be of practical value in everyday life. Open to third and fourth-year students.

Recitations, three periods a week; laboratory, two double periods a week.

Credit, one unit.

ECONOMICS AND SOCIOLOGY

Economics. *An Introduction to Economics.* A study of economic factors relating to labor, capital, and production; origin of the banking system; foreign and domestic commerce; agricultural problems; and economic problems of cities, of trades, and of taxation; The American Federation of Labor; recent labor legislation, together with proposed reform measures. One period each week devoted to present day national and international problems.

Parallel readings and supplementary reports.

Five periods a week. Second semester.

Credit, one-half unit.

Sociology. *An Introduction to Sociology.* Origin of the family, forms of the family, historical development and problems of the modern family; growth of population and its distribution; immigration and recent laws controlling it; problems of rural and urban communities; a rapid survey of the principles of Socialism in relation to education and progress.

Extensive parallel reading, and special reports on various modern problems.

Current problems are correlated with the text.

Five periods a week. First semester.

Credit, one-half unit.

ENGLISH

I. Composition and grammar three times a week. Literature twice a week.

Grammar: Special emphasis given to grammatical principles that contribute to correct expression. Composition: simple narration, description, and letter writing. Weekly themes based on work done in school or on personal experience of pupils. Literature: selections from *Literature and Life, Book I.* Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

II. Composition and grammar three times a week. Literature twice a week.

Grammar based on composition: Description, exposition, letter writing, and special methods of paragraph development. Unity and coherence stressed. Weekly themes corrected and returned to pupil for revision. Literature: selections from *Literature and Life, Book II.* Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

III. Literature three times a week. Composition twice a week.

Grammar: Review of principles necessary for correct and effective work in composition and literature. Composition; exposition and argumentation. Special emphasis given to expository outlines. Weekly themes corrected and returned for revision where necessary. Literature: selections from *Literature and Life, Book III.* Outside Readings, on which reports are made or tests given.

Five periods a week.

Credit, one unit.

IV. Literature three times a week. Composition twice a week. Composition: the four forms of composition reviewed; correctness of form required. The arousing of individuality and artistic consciousness stressed. Grammatical principles reviewed when necessary. Literature: outline of the history of English literature; study of selections from *Literature and Life, Book IV.* Parallel readings, on which reports are made or tests given. Open to fourth-year students.

Five periods a week.

Credit, one unit.

FRENCH

French I. Aim: mastery of simple French—heard, spoken, read, written. Materials: a grammar, for reference and testing; a laboratory manual, based on the grammar, provides living material for memorizing language forms and vocabulary; abundant, easy and interesting reading material; wall charts, realia, songs, etc. Pronunciation must be precise and independent—taught by ear and eye, continually practiced, then fixed by mastery of phonetic symbols. Daily dictation.

Five periods a week.

Credit, one unit.

French II. Continuation and elaboration of French I. Drills continued; dictation; abstracts oral and written; free composition; vocabulary-building continued; memorizing of poetry and songs. Simpler uses of all verbs; grammatical fundamentals mastered; English into French based on reading. Reading and class discussion in French of 300-400 pages of standard texts. Parallel reading encouraged. Phonetic symbols required.

Five periods a week.

Credit, one unit.

French III. Special emphasis on vocabulary building, through association of ideas, antonyms and synonyms. Comprehensive review of the grammar. Memorizing of poems; dictations, compositions, daily conversations. Reading of about 500 pages from such texts as: About, "La Mère de la Marquise," Dumas, "Les Trois Mousquetaires," Molière, "Le Bourgeois Gentilhomme."

Five periods a week.

Credit, one unit.

GERMAN

I. Grammar and composition; drill in phonetics; dictation exercises; reading of at least one hundred pages of easy prose and verse from such texts as: Glück auf; Guerher's *Märchen und Erzählungen*. Conversation based on text; and short lyrics memorized.

Five periods a week.

Credit, one unit.

II. Grammar and composition; memory work, easy paraphrasing of texts read; conversation; sight reading and readings of at least two hundred pages from such texts as: Hauff, *Der Zwerg Nase*; Blütgen, *Das Peterle von Nürnberg*; Sudermann, *Teja*; Arnold, *Fritz auf Ferien*; Schiller, *Der Neffe als Onkel*.

Five periods a week.

Credit, one unit.

LATIN

I. Essentials of Latin, regular first year work.

Five periods a week.

Credit, one unit.

II. Caesar: equivalent of Books I-IV. Latin composition.

Five periods a week.

Credit, one unit.

III. Cicero: Catiline Orations, Manilian Law, Archias. Latin composition.

Five periods a week.

Credit, one unit.

IV. Vergil: Aeneid I-VI. Latin composition.

Five periods a week.

Credit, one unit.

SPANISH

I. *Introduction to Spanish.* Special emphasis placed upon speaking and writing Spanish; drill on pronunciation by means of phonetic word study, reading, and exercises; practical vocabulary study of useful words; composition embodying the rules and forms of Spanish grammar; gradual introduction of conversation into class work; reading of simple Spanish prose. Open to second and third-year students.

Five periods a week.

Credit, one unit.

II. *Advanced Spanish.* Continuation in more advanced form of the methods and materials of Spanish I; extensive use of Spanish as the language of the class-room; intensive and systematic study of vocabulary, grammar, and com-

position; reading of Spanish prose with dictation and conversation based thereon; projects for translation of material from English into Spanish.

Five periods a week.

Credit, one unit.

HISTORY

I. *Early European History.* A study of European history from ancient times to the middle of the seventeenth century. A brief account of the oriental countries as a background for Greek and Roman history; religious, political, social, and military conditions during the middle ages; the Renaissance; period of colonization; the Protestant Reformation.

First semester, class reports on supplementary work. Second semester, summaries and outlines of both primary and secondary sources. Map work throughout the year.

Five periods a week.

Credit, one unit.

II. *Modern European History.* A study of the history of Europe from the seventeenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; Reconstruction and Reaction in the first half of nineteenth century; England's colonial development and expansion; imperialism and democracy; the Industrial Revolution; development of modern European powers, their conflicting interests and policies at home and abroad; the World War; the World Settlement, and the Disarmament Conference.

Parallel reading; special reports; current history correlated with the text; map work.

Five periods a week.

Credit, one unit.

III. *English History.* A study of English history from the Roman occupation of Britain through the World War. The political, social, religious, and economic elements in the growth of the English people; England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War, and the post-war problems.

Map books; bi-monthly reports on approximately four hundred pages of outside reading; short, individual research studies, oral and written; a term paper submitted at the close of the second semester.

Five periods a week.

Credit, one unit.

IV. *American History.* Survey of the colonial period, with emphasis upon American ideals and institutions; a more intensive study of the critical period; the founding of the national government; the westward expansion; tariff; economic and political problems during the Reconstruction Period; other problems and movements of the nineteenth century; the expansion of the United States as a world power at the beginning of the twentieth century; the World War, and the problems involved. The forms and functions of government are studied; the formation and interpretation of our Constitution.

Parallel reading; special reports, current happenings, map work.

Five periods a week.

Credit, one unit.

MATHEMATICS

Algebra I. *Elementary Algebra*. This course includes Positive and Negative Numbers, Fundamental Operations, Fractional and Simultaneous Equations (including graphical solution of a pair of linear equations with two unknowns), Fractions, Highest Common Factor and Lowest Common Multiple, Square Root of Polynomials, and the solution of Quadratic Equations.

Five periods a week.

Credit, one unit.

Algebra II. *Advanced Algebra*. The following topics are treated: a review of Course I; Simultaneous Quadratic Equations; Ratio, Proportion, and Variation; Elementary Theory of Exponents, Radicals, and Equations; graphical representation of simple relations between two variables; Binomial Theorem; Logarithms and Trigonometry.

Five periods a week.

Credit, one unit.

III. *Plane Geometry*. Solution of many original problems which follow the general study of Theorems. Special attention given to careful construction of figures. Notebook work comprises all original problems solved.

Five periods a week.

Credit, one unit.

IV. *Solid Geometry*. Lines and Planes, Polyhedrons, Cylinders, Cones, and Spheres are treated. Easily constructed models are used, and frequent references to Plane Geometry are made.

Five periods a week for one semester.

Credit, one-half unit.

PHYSIOGRAPHY

An elementary course which reviews the natural features of the earth's surface and the natural forces which govern its formation.

Open to first and second-year students, second semester.

Five periods a week.

Credit, one-half unit.

HOME ECONOMICS

The Department of Home Economics offers courses to meet the needs of several groups of students. The Survey courses are planned for those who desire some knowledge of Home Economics as a part of a general education but who do not wish to specialize in this field. The Diploma courses have been planned for those who wish to take, in two years, a well rounded course in general Home Economics or in either of its phases as a basis for better living. These courses are also planned for those who wish to continue a four-year college course leading toward a degree in Home Economics. Girls expecting to teach at the end of the two-year course should plan for at least one summer session of methods courses in a teachers college.

Courses listed for Diploma students may be taken by others providing the required parallel courses are also elected.

The Department of Home Economics offers three distinct courses, each leading to a diploma to be granted upon the completion of the following:

HOME ECONOMICS DIPLOMA

FIRST YEAR		SECOND YEAR	
Home Economics 11*, 12	6 hours	Home Economics 21, 22	6 hours
Home Economics 13*, 14	6 hours	Home Economics 23, 24	8 hours
Chemistry 11, 12	8 hours	Chemistry 23, 24	4 hours
English 1, 2	6 hours	Economics 21, 22	6 hours
Art 3, 4 (Costume Design)	4 hours	Physiology 21 (1st semester)	3 hours
Physical Education	2 hours	Elective (2d semester)	3 hours
		Physical Education	2 hours

DIPLOMA IN FOODS AND NUTRITION

Home Economics 11*, 12	6 hours	Home Economics 21, 22	6 hours
Chemistry 11, 12	8 hours	Chemistry 23, 24	4 hours
English 1, 2	6 hours	Economics 21, 22	6 hours
Electives	10 hours	Physiology 21	3 hours
Physical Education	2 hours	Electives	11 hours
		Physical Education	2 hours

DIPLOMA IN TEXTILES AND CLOTHING

Home Economics 13*, 14	6 hours	Home Economics 23, 24	8 hours
Chemistry 11, 12	8 hours	Economics 21, 22	6 hours
English 1, 2	6 hours	Electives	16 hours
Art 3, 4 (Costume Design)	4 hours	Physical Education	2 hours
Electives	6 hours		
Physical Education	2 hours		

Note: All electives are to be chosen after consultation with the head of the department. For those planning to teach at the end of two years six semester hours of Education should be substituted for Economics 21, 22 or Chemistry 23, 24.

*Diploma students having no credits in Home Economics from high school will take courses 15 or 17 for the first semester in place of 11 or 13. Students entering from a four year high school course in Home Economics may be permitted to substitute electives for courses 11 or 13 after consultation with the head of the department.

DESCRIPTION OF COURSES

HIGH SCHOOL DEPARTMENT

1. A study of the principles of cookery, meal planning and serving, and elementary nutrition.

One lecture, four laboratory hours a week.

First semester, second semester.

Credit, one-half unit.

2. This course includes a study of suitable materials, the fundamental principles of line and color in relation to selection of clothing, and laboratory work in clothing construction.

One lecture, four laboratory hours a week.

First semester, second semester.

Credit, one-half unit.

COLLEGE DEPARTMENT

11. *Food Selection.* A study of the economic and nutritional problems of food selection. Laboratory practice in marketing, meal planning, preparation and service. At least one special report will be required of each student.

One lecture, four laboratory hours a week.

First semester.

Credit, three semester hours.

12. *Food Study.* Study of production, processes of manufacture and methods of cookery in relation to cost and nutritive value of foods.

Two lectures, four laboratory hours a week.

Second semester.

Credit, three semester hours.

13. *Selection and Construction of Clothing.* A study of the textile fabrics used for clothing and home furnishing, problems in pattern selection and construction of clothing. Special reports on assigned subjects.

One lecture, four laboratory hours a week.

First semester.

Credit, three semester hours.

14. *Textile Study.* A study of the processes used in the manufacture of textiles with practical application to selection and construction of clothing.

Two lectures, four laboratory hours a week.

Second semester.

Credit, three semester hours.

- 15; 16. *Survey in Foods.* A study of the nutritional and economic factors involved in food selection and preparation, including the relation of food habits to health, principles of meal planning and preparation, marketing and problems in household organization, and the selection of equipment as related to food preparation and serving.

Two lectures, four laboratory hours a week.

First semester; second semester.

Credit, six semester hours.

Note: See explanation in introduction and also the note under outline of courses.

- 17; 18. *Survey in Clothing.* A study of the fabrics used for clothing and home furnishings, principles of clothing selection and care, and problems in pattern study and clothing construction.

Two lectures, four laboratory hours a week.

First semester; second semester.

Credit, six semester hours.

Note: See explanation in introduction and also the note under outline of courses.

21. *Child Nutrition.* A study of the general principles of nutrition as they apply to the feeding of children.

Two lectures, four laboratory hours a week.

First semester.

Credit, three semester hours.

22. *Social and Economic Problems in Home Management.* Studies of costs and values of home vs. commercial processes of food preparation; problems of household equipment and organization.

Two lectures, four laboratory hours a week.

Second semester.

Credit, three semester hours.

23. *Textile Economics.* A study of the history and development of the clothing industries, problems illustrated by field trips; problems in clothing budgets; the application of principles of line and design to clothing selection; advanced problems in clothing construction.

Two lectures, six laboratory hours a week.

First semester.

Credit, four semester hours.

24. *Textile Chemistry.* A study of the chemistry of textile fibers, the relation of clothing to health and the application of chemistry to the care of textiles. Four hours of laboratory work each week in clothing construction.

Two lectures, six laboratory hours a week.

Second semester.

Credit, four semester hours.

SECRETARIAL COURSE

This course is designed to cover two years' work. A secretarial certificate is awarded to those students who complete the full two-year course, together with twelve hours of academic work each year. English 1,2 is required during the first year. Courses in Economics, Sociology and Psychology are strongly recommended as elective subjects.

Note—Courses offered by the Junior College department are not included in the extra charge for the work of this department, although they are required for a Certificate of this department.

Stenography 1, 2. This course embraces the fundamental principles of the system of shorthand, with special emphasis upon word signs and construction, elements of phrase writing, accuracy tests and letter writing. Shorthand penmanship drills will be given daily. No credit is given for this course unless taken at the same time with Typewriting 1, 2.

Three hours a week.

First semester, second semester.

Credit, four semester hours.

Stenography 11, 12. Attention is given to phrasing and ability to write and translate shorthand with greater speed and accuracy. Dictation consists of business letters, legal documents, such as wills, deeds, and mortgages, and court reporting. Efficiency contests will be given daily throughout the year at different rates of speed, 60, 80, 90 and 100 words per minute.

Court reporting is taken up the second semester. This includes practice in reading and writing shorthand notes of court testimony, jury charges and various phases of court work.

Demonstrations are given in order to acquaint the student with the mimeograph, multigraph, dictaphone, and a variety of calculating machines.

This course also provides practice with modern filing equipment: methods of indexing and alphabetical filing; numerical filing; direct name filing; geographical filing; subject filing; follow-up devices; card record systems; check filing; and transfer devices.

Frequent lectures are given during the year on secretarial training, personality of the secretary, and the secretary as office manager. Some ten or twelve recent books on business organization and correspondence are read and discussed.

No credit is given for this course unless taken in conjunction with Typewriting 11, 12.

Three hours a week.

First semester, second semester.

Credit, four semester hours.

Typewriting 1, 2. The object of instruction in typewriting is to impart a correct scientific method of fingering and a skillful, uniform touch, and to train the students in all the details of form and arrangement of transcript. The materials used are literary articles, business letters of all kinds, telegrams, rough drafts, articles of agreement, certificates of incorporation, the writing of a will and other legal forms, and speed tests.

Test for promotion: New matter at not less than thirty words per minute net, for fifteen minutes with not more than five errors.

No separate credit is given for this course. Three hours a week, two hours laboratory.

Typewriting 11, 12. This is a continuation of Typewriting 1, 2. It includes the transcribing of shorthand notes on the typewriter, letter writing, speed tests, training in the care of the machine, and the modern methods of manifold and filing papers.

Test for promotion: Advanced new matter at not less than 55 words per minute for fifteen minutes with not more than five errors.

No separate credit is given for this course. Three hours a week, two hours laboratory.

Bookkeeping 1, 2. The purpose of this course is to present a plan of keeping the records necessary for the average professional man, or small business, without going into detail into the development of accounting principles.

Each student is required to have and keep three sets of books. The work includes single and double entry bookkeeping; practice in the use of checks, drafts and notes; the preparation of balance sheets, statement of profit and loss; and closing the ledger. Books used in this set are: (1) Books of original entry, such as cash, sales and purchase books; (2) the ledger as a final record of account.

Lectures are given on the following topics: gambling, speculation and investment; stocks and bonds; money and banking.

Typewriting 1, 2 must be taken at the same time unless special permission is granted otherwise.

Four hours a week.

First semester, second semester.

Credit, four semester hours.

Accounting 11, 12. This course is designed to serve as an introduction to the entire field of accounting. Practice and theory are developed as a unit. The following topics are considered:

Accounting Defined; The Accounting Process; The Balance Sheet, as to function, construction, form and classification of accounts; *The Statement of Profit and Loss*, as to function, construction, form and classification of accounts; *The Working Sheet*, accounts, object, construction, classification, charting; *Depreciation, Depletion and Amortization; Sole Ownership; Partnership*, opening books, adjustment of accounts, dissolution; *Corporation*, characteristics, opening of the books, capital stock, surplus and reserves, dividends, sinking fund; *Intercompany, Branch, and Departmental Relationships; Fiduciary Accounts; Annuities; Auditing*, the auditor, responsibility, procedure and reports.

Four hours a week.

First semester, second semester.

Credit, six semester hours.

PHYSICAL EDUCATION

The value of Physical Education, both morally and ethically, the training of the body for utility and grace, and the intelligent care of it for protection against weakness and disease, make the School of Physical Education one of greatest importance. Every effort has been made to make the equipment and management as complete as possible. Physical training is given free of charge to all students, and is required of them for at least three hours a week in every year. A physical examination is given at the beginning of the session, and a record is kept of the condition of the individual. From this record the student is advised as to the kind and amount of exercise best suited to her needs.

The Gymnasium.—The Gymnasium Building, recently constructed, is complete in every detail. On the main floor are two gymnasium rooms—one, 90x50 feet, for general activity; the other, 50x28 feet, equipped for special exercise. On this floor also are the executive offices and an examining room. A balcony surrounding the main gymnasium furnishes ample space for spectators. On the balcony floor are recitation rooms, a dancing studio, and a trophy room. On the lower floor are the lockers, dressing rooms, shower baths, and hair dryers. On this floor also is a shampoo room, four bowling alleys, and an instructor's office.

The Swimming Pool.—The swimming pool is in a separate building, adjoining the Gymnasium Building. It is 23x50 feet, and is constructed of white tile. The water is constantly filtered and sterilized, and is kept at the temperature necessary for comfort. The pool room is 66x28 feet, 30 feet in height, surrounded by a spectators' balcony, and supplied with windows on both the pool and balcony floors. A glass roof gives added light.

The Athletic Field.—The outdoor equipment consists of two athletic fields (100x50 yards), three basket-ball courts, an archery range, four tennis courts, and a riding ring. Adding to the completeness of this equipment is a cement court (179x40 feet), which makes possible the playing of tennis and other games outdoors the entire year.

The Stable.—Kentucky and Tennessee are world-famed as the birthplace of the American saddle horse. It seems altogether fitting that a school situated within a few miles of the famous Belle Meade Stock Farm should offer every opportunity to its students to perfect themselves in the one sport for which the South for generations has been preeminent.

The Ward-Belmont stable is owned and maintained by the school. It consists of gaited saddle horses carefully selected as types of disposition entirely suitable for school work, and are as safe as is possible for horses to be. Careful instruction is given in the various types of horsemanship, and a groom is in constant attendance, both in the ring and on the road.

PHYSICAL EDUCATION COURSES

Required of All Students

HIGH SCHOOL DEPARTMENT

- First Year*— *Phys. Ed. I*—Directed exercise—two hours a week.
Phys. Ed. 18-A and 18-B—One hour a week.
Second Year—*Phys. Ed. II*—Directed exercise—Three hours a week.
Third Year—*Phys. Ed. III*—Directed exercise—Three hours a week.
Fourth Year—*Phys. Ed. IV*—Directed exercise—Two hours a week.
Phys. Ed. V—Personal Hygiene—One hour a week.

No high school student shall be graduated until the required work in Physical Education shall have been completed for each year of her attendance. In case of physical disability, the work will be adapted to the needs and capabilities of the student.

High school students may enroll in a general course in dancing, swimming or riding in any of the four years.

JUNIOR COLLEGE DEPARTMENT

FIRST YEAR—

- Phys. Ed. 1, 2*— Fall and spring term—Elective sport.
 Winter term—Elementary work in marching, calisthenics, folk dancing, light apparatus work.
Phys. Ed. 18-A— One hour a week until requirement is passed.
 Elective—One hour a week.
 Credit, two semester hours.

SECOND YEAR—

- Phys. Ed. 11, 12*—Fall and spring term—Elective sport.
 Winter term—Advanced marching, calisthenics, etc.
Phys. Ed. 5, 6— Personal hygiene.
 Credit, two semester hours.

ELECTIVE COURSES OPEN TO ALL STUDENTS

Dancing

- Phys. Ed. 17-A*—Instruction in elementary technic and aesthetic interpretive and folk dances of medium difficulty. One hour a week.
Phys. Ed. 17-B—Instruction in elementary technic of toe dancing and in toe dances of medium difficulty. One hour a week.
Phys. Ed. 17-C—Instruction in the routine of elementary tap dancing. One hour a week.

- Phys. Ed. 17-D*—Instruction in ballroom dancing.
Phys. Ed. 17-E—Instruction in nature and interpretive dancing. One hour a week.
Phys. Ed. 17-F—Instruction in elementary character dancing. One hour a week.
Phys. Ed. 31-A—Instruction in intermediate technic and in national, character and interpretive dances. One hour a week.
Phys. Ed. 31-B—Instruction in intermediate technic of toe dancing and in toe dances of progressive difficulty. One hour a week.
Phys. Ed. 31-C—Instruction in advance technic and in national, character and interpretive dances. One hour a week.
Phys. Ed. 31-D—Instruction in advanced technic of toe dancing. One hour a week.
Phys. Ed. 31-E—Instruction in advanced nature and interpretive dancing. One hour a week.
Phys. Ed. 31-F—Instruction in advanced character dancing. One hour a week.
Phys. Ed. 31-G—Instruction in routine of advanced tap dancing. One hour a week.

Dancing Diploma

The following course is offered for college students who wish to specialize in Dancing.

Required course for first-year students

English 1, 2	6 semester hours
History of Music 15, 16	6 semester hours
Expression 1, 2	6 semester hours
History of Art 1, 2	6 semester hours
Library Science	1 semester hour
Physical Education 5, 6	1 semester hour
<i>Phys. Ed. 17-A, B, E, and F</i> , with lecture work, six hours a week	4 semester hours

Required course for second-year students

English 21, 22	6 semester hours
Physical Education 23; 24	6 semester hours
Art 3; 6 (Costume Design)	4 semester hours
Electives	12 semester hours
<i>Phys. Ed. 31-H</i> —Teaching, Composition, and Adaptation of Dances, one hour a week	2 semester hours
<i>Phys. Ed. 31-C, D, E, and F</i> , with lecture work, six hours a week	4 semester hours

College students who take the practical work as outlined above for the Dancing Diploma and who do not take the other required subjects may be granted a Certificate of Proficiency. Application for this must be made at the beginning of the year.

High school students who wish to perfect themselves in the art of dancing or who wish to work toward the Dancing Diploma, are permitted to do the practical dancing work—six hours a week—and will be awarded a Proficiency Certificate in Practice at the completion of two years of work.

Swimming

- Phys. Ed. 18-A*—Instruction for beginners. One hour a week.
Phys. Ed. 18-B—Elementary strokes and dives, for pupils who have learned to swim and wish instruction in perfecting form. One hour a week for eight weeks.
Phys. Ed. 32-A—Advanced strokes and fancy dives, open only to pupils who have passed the work of the elementary class. One hour a week for eight weeks.
Phys. Ed. 32-B—Competition work, open only to advanced swimmers, special coaching in speed swimming, turns, and fancy dives. Two hours a week for eight weeks.
Phys. Ed. 32-C—Instruction in Red Cross life-saving methods for Juniors and Seniors. Open to students who have passed the course on elementary strokes and dives, or Swimming 18-B. At the close, on examination, a Red Cross Certificate and insignia are awarded.

Riding

Phys. Ed. 19-A—For beginners. Instruction in mounting, dismounting, proper methods of holding reins and guiding the horse, the seat and how to ride the walk, trot, and canter. Fall or spring.

Phys. Ed. 19-B—Lecture course covering following subjects:

- Anatomy and conformation of the horse
- Care of the horse
- Grooming
- Feeding
- Shoeing
- Main points of unsoundness
- Minor ailments and their treatment
- Saddling and bridling

Four hours a week for one semester.

Phys. Ed. 33-A—Three-gaited class. For pupils who have ridden, but wish lessons. Instruction in riding the walk, trot, canter, and in properly gaiting the horse. Fall or spring.

Phys. Ed. 33-B—Five-gaited class. Open only to pupils who have perfected themselves in the three-gaited class. The work of this class consists mainly in learning to properly signal a five-gaited saddle horse.

Phys. Ed. 33-C—Jumping and hurdling. Open only to pupils who have passed the three-gaited work and are good horsewomen. Instruction in the management of the horse and the proper seat and hands on the jump.

Phys. Ed. 33-D—Road riding. Open only to pupils who can satisfactorily pass a road riding test.

Phys. Ed. 33-E—Games and stunt riding. Open only to pupils who can pass *Phys. Ed. 33-A*.

Phys. Ed. 34—Lecture course covering following subjects:

- Stable management
- General layout for stable
- Types of equipment and their care
- Care of the stable
- Methods of organization for riding classes and road groups
- Methods of teaching

Types of horses suitable for Riding School use
Tests and their value

Four hours a week for one semester.

Phys. Ed. 35—Observation and practice teaching.

Two hours a week for one semester.

Riding Certificate

FIRST YEAR

Phys. Ed. 19-A, 33-A, 33-D

Two hours a week.

Phys. Ed. 19-B

Four hours a week for one semester.

SECOND YEAR

Phys. Ed. 33-B, 33-C, 33-D, 33-E

Two hours a week.

Phys. Ed. 34

Four hours a week for one semester.

Phys. Ed. 35

Two hours a week for one semester.

PHYSICAL EDUCATION DIPLOMA

In addition to the work outlined above, a two-year course is offered to those who wish to specialize in Physical Education. It is open to students who have been admitted to college standing, with the usual college-entrance requirements.

Applicants to the course must be without organic disease or any serious functional disorder. The course each year amounts to twenty-six semester hours of recitation or lecture, and a minimum of six hours per week in practical work. For the latter, six semester hours of credit are allowed, making a total of thirty-two semester hours a year.

Required Courses for First-Year College Students

Note—Courses offered by the Junior College department are not included in the extra charge for the work of this department, although they are required for a certificate or diploma of this department.

English 1, 2. Six semester hours credit.

Biology 11; 12. Eight semester hours credit.

Chemistry 11, 12. Eight semester hours credit.

Phys. Ed. 13, 14—Playground Supervision—This course embraces the history and scope of the playground movement, playground organization, administration, and conduct, and the nature and function of play. The practical work includes normal instruction in folk dances and singing games, gymnastic and athletic games, athletics, and craft work.

Open to any college student. Two hours a week.

First semester, second semester.

Credit, two semester hours.

Phys. Ed. 5, 6—Personal Hygiene—Lecture course on the parts of the body and their care; the relationship of habits and environment to the health, efficiency, and well-being of the individual; lectures, readings and papers. Required of all students. One hour a week.

Credit, one semester hour.

Phys. Ed. 15—Outdoor Games and Sports—Practice for the development of skill. Fall season; field hockey, archery, field athletics, tennis. Spring season:

basketball, baseball, track athletics, tennis. Four hours a week for eighteen weeks, fall and spring; Dancing 17-A, one hour a week; swimming, one hour a week.

Credit, three semester hours.

Phys. Ed. 16—Gymnastics and Marching—Instruction in military marching and elementary tactics; elementary free standing exercises and work with hand apparatus; fundamental work on gymnastic apparatus, such as horse, parallel bars, boom, ropes, ladders, rings, etc. Four hours a week for eighteen weeks; Dancing 17-A, one hour a week; swimming, one hour a week.

Credit, three semester hours.

Required Courses for Second-Year College Students

Note—Courses offered by the Junior College department are not included in the extra charge for the work of this department, although they are required for a certificate or diploma of this department.

Psychology 21, 22—Six semester hours credit.

Senior Elective—Six semester hours credit.

Physiology 11, 12—Six semester hours credit.

Phys. Ed. 23—Anatomy—A course in Gross Anatomy, concerning bones, ligaments, and muscles.

Three hours a week.

First semester.

Credit, three semester hours.

Phys. Ed. 24—Applied Anatomy and Kinesiology—A study of the mechanical structure of the body, of muscular control and action, and of the effects produced upon the body by various forms of physical activity.

Three hours a week.

Second semester.

Credit, three semester hours.

Phys. Ed. 25—Methods of Teaching Gymnastics—A brief history of Physical Education, with a study of gymnastic terminology and methods of teaching and organizing progressive courses and lessons in gymnastics.

Two hours a week.

First semester.

Credit, two semester hours.

Phys. Ed. 26—Observation and Practice Teaching—The aim of this course is to give each student practical experience in teaching and coaching under critical observation.

Two hours a week.

Second semester.

Credit, two semester hours.

Phys. Ed. 27—Gymnastics and Marching—Advanced work in marching, gymnastics and calisthenics, and apparatus work. Four hours a week for eighteen weeks; dancing 31-A, one hour a week; swimming, one hour a week.

Credit, three semester hours.

Phys. Ed. 28—Outdoor Games and Sports. Practice for skill and study of rules and coaching methods. Four hours a week for eighteen weeks; dancing 31-A, one hour a week; swimming, one hour a week.

Credit, three semester hours.

SCHOOL OF ART

The courses of the School of Art are planned to meet the needs of two groups. Introduction to Art and History of Art are offered especially for those who wish a cultural and practical background for the production and enjoyment of art.

Courses in General Art, Interior Decoration, Costume Design and Commercial Illustration are planned for students who wish to make practical application of art and design in the commercial world.

The work of the school as outlined seeks to develop the creative ability of the student, her skill in drawing and her knowledge of the fundamental principles of Art. It is so arranged that the student secures the greatest possible return for the time spent in study.

Satisfactory completion of an outlined course will furnish the basis of success in a chosen branch of Commercial Art, or will insure entrance to the more advanced courses offered in the leading Art schools.

For the Diploma in Art, sixty-four semester hours including the subjects outlined below, are required.

First Year

(Effective for students entering in 1930)

English 1, 2.
Any modern language, course numbers 11, 12 or 13, 14.
Art History 1, 2.
Art 11, 12, if no previous acceptable work in Art.
Art 13, 14 or 15, 16 or 17, 18.
Physical Education required.

Second Year

English 21, 22 or 23; 24 or 25; 26.
Any modern language, course numbers 13, 14 or 21; 22.
Art 23, 24 or 25, 26 or 27, 28.
Psychology or Education, six semester hours.
Elective, six semester hours, to be approved by the head of the department.
Physical Education required.

Note: Courses offered by the Junior College department are not included in the extra charge or the work of this school, although they are required for a Diploma in Art.

COURSES OF STUDY

HIGH SCHOOL DEPARTMENT

- I. *Color Charts*: intense colors; neutralized colors; color harmonies.
Lettering and Design: freehand perspective; principles of composition; law of margins and placing—dynamic symmetry; application on posters.
Still Life—pose drawing; measured drawings.
Ten periods a week. Credit, one unit.
- II. Amplifies and develops the work of the first year. More difficult problems in perspective, design and color. Mediums used—tempera, water color, pen and ink, and pencil—charcoal. One or more problems in craft work.
Ten periods a week. Credit, one unit.

COLLEGE DEPARTMENT

3, 4. *Costume Design*. A study of the principles of design and color as applied to dress with emphasis placed upon the principles governing artistic dress. Costumes for special types and for special occasions will be planned; historic costumes will be adapted to present day modes.

This course is required for those taking the diploma work in Home Economics or in Textiles and Clothing. The first semester is required for those taking the diploma course in Dancing.

One lecture, two laboratory periods each week.
First semester, second semester. Credit, four semester hours.

6. *Design and Pageantry*. A study of historic costume and pageantry, scenic design, color and light, as applied to theatrical production.

This course is required for those taking diploma work in Dancing.
One lecture, two laboratory periods each week.
Second semester. Credit, two semester hours.

11, 12. *Introduction to Art*. A survey of the fields of design and representation presented in lectures, collateral readings and discussions. Practice work is done with pencil, pen, ink and water color. Lectures are given in the development of the arts; home furnishing and costume design are given consideration in the second semester.

Two lectures, six laboratory hours a week.
First semester, second semester. Credit, six semester hours.

13, 14. *General Course*. During the first semester of the year this course includes cast and portrait drawing in charcoal, four hours a week; freehand perspective and sketching in pencil, two hours a week; water color, four hours a week.

In the second semester the course covers life drawing, two hours a week; painting in water color, four hours a week; pictorial composition, four hours a week.

Prerequisite, two years of High School Drawing or equivalent.
Ten hours a week.
First semester, second semester. Credit, six semester hours.

23, 24. *General Course, continued.* During the first semester the course covers life drawing from costumed model, four hours a week; color painting in oil or water color, four hours a week; history of costume, two hours a week.

The second semester includes Design in terms of illustration, four hours a week; Costumed Figure, four hours a week; Pen and Ink Technique, two hours a week.

Prerequisite, Art 13, 14 or its equivalent.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

15, 16. *Costume Design and Commercial Illustration.* During the first semester this course includes Freehand Drawing, four hours a week; Design and Lettering, four hours a week; Costume and Commercial Illustration, two hours a week.

In the second semester the following are given: Freehand Perspective and Sketching, four hours a week; Pictorial Composition, including dynamic symmetry, two hours a week; Water Color, four hours a week.

Prerequisite, two years of High School Drawing or its equivalent. Work in the General Art Course will be required of students whose High School Art is unsatisfactory.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

25, 26. *Costume Design and Commercial Illustration.* Advanced Course. This course includes Life Drawing, four hours a week; Water Color—life and costume, four hours a week; Costume Illustration, two hours a week; History of Costume, two hours a week.

Prerequisite, Art 15, 16.

Twelve hours a week.

First semester, second semester.

Credit, eight semester hours.

17, 18. *Interior Decoration.* During the first semester this course includes architectural details—moldings, cornices, trim; window construction—double wing, French and casement; Furniture Construction; reduction of chintz patterns to scale; study of curtains—making and hanging; elevations in water color of bedroom; History of Period Furniture.

For the second semester the course covers study of paneling—fireplaces; arrangement of furniture; elevations in water color of breakfast room—living room; History of Furniture, continued.

Prerequisite, two years of High School Art or its equivalent. Work in the General Art Course will be required of students whose High School Art is not satisfactory.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

27, 28. *Interior Decoration.* Advanced Course. This course includes rooms done in perspective to scale—rendered in water color; layout in each room in pen and ink; two drawings in perspective required—bedroom, dining room, library and living room. Period rooms required—Italian Renaissance, English Renaissance, French and English 18th Century.

Prerequisite, Art 17, 18.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

SCHOOL OF EXPRESSION

The aim of this school is to arouse an interest in the dignity and purity of speech and to establish right vocal interpretation of literature. This must be accomplished through scientific training of mind, voice and body which stimulates self-confidence, leadership and creative power. Emphasis is placed upon the study of the voice, its causes and condition. Every effort is made to eradicate all local dialects and speech defects.

A certificate in Expression is awarded to those students who complete satisfactorily thirty-two semester hours of college work, including English 1, 2, six semester hours of English selected from courses 10 to 50, two semester hours of physical education, and Expression 1, 2 and 11, 12.

A diploma in Expression is awarded to those students who complete satisfactorily sixty-four semester hours of college work including eighteen semester hours of English, four semester hours of physical education, Expression 1, 2; 11, 12; and 21, 22.

Note: Courses offered by the Junior College department are not included in the extra charge for the work of this department, although they are required for a certificate or diploma of this department.

HIGH SCHOOL DEPARTMENT

I. The study of the voice and its cause, study of voice conditions, and improvement of the voice; freedom of body from constriction, harmonic training of body in response to thinking.

The study of receiving ideas, ideas and response of mind, ideas and their connection; spontaneous elements, sympathetic elements; dramatic problems, dramatic insight through early forms of literature, myths, legends, and fairy stories; readings, one-act plays.

Prerequisite, third-year high school standing.

Four hours a week.

Credit, one unit.

II. Voice training, problems in voice modulation, and harmonic program; elements of thinking, logical thinking, foundations of expression, dramatic problems, dramatization of early forms of literature, folk stories, fairy stories, myths, legends, ballads, narratives, selected readings, rehearsals.

Prerequisite, fourth-year high school standing.

Four hours a week.

Credit, one unit.

COLLEGE DEPARTMENT

1, 2. *Fundamentals of Vocal Expression.*

The purpose of this course is to establish the elements of logical and creative thinking, through technical training of voice and body in harmonic gymnastics, right habits in voice production, and the vocabulary of delivery. Daily

exercises in phonetics and diction. Application of principles by use of public speaking, various forms of literature, pageantry, modern one-act plays, criticisms, and methods of teaching.

Three hours recitation, two hours supervised practice a week.
First semester, second semester. Credit, six semester hours.

11, 12. *Literary and Dramatic Interpretation.*

Stress is laid upon progressive methods and systematic training by the organization of knowledge of right conditions, and by personal proficiency in the inductive pantomime and advanced voice quality programs. The object is to secure the artistic and scientific aspects of the use of the voice and body.

(a) Interpretive. The ability is developed by readings, original arrangement of stories, argumentation and debate, production of plays, and the introduction of pantomime.

(b) Investigation in corrective speech methods (clinic).

(c) Stagecraft taught through the study of miniature models showing the historical development of the stage, costumes, lighting, and settings for plays.

Prerequisites: 1, 2 or its equivalent.

Three hours recitation with required and supervised practice.
First semester, second semester. Credit, six semester hours.

21, 22. *Theory and Methods.*

Educational: emission of voice, training in pharyngeal and respiratory coordination, tone production (psychic and technical), principles of teaching and normal work (opportunity to observe and assist in model classes), research in speech form and pantomime.

Artistic: fundamental principles of creative thinking applied to platform art, dramatic monologue (Browning), scenes from Shakespeare, and acting and producing living drama.

Prerequisites: Courses 1, 2 and 11, 12 and twelve semester hours of English including English 1, 2.

Three hours a week recitation with required and supervised practice.
First semester, second semester. Credit, six semester hours.

SCHOOL OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music; it offers to music students what all of them need—supplementary work in English, Literature, and the Modern Languages. The "mere musician," the talented player or singer who lacks general education, will be to-morrow more than ever before at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede, but should continuously accompany, musical studies; and schools of music are seeking what we have already at hand—intimate affiliation with literary classroom work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician.

Our musical faculty is probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers.

Piano, Voice, Violin and certain other stringed instruments, Pipe Organ, Theory, Harmony, Composition, History and Appreciation of Music, Interpretation, Ear Training, Sight Playing and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student, and Artist Recitals—all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere is possible nowhere except in a large school where musical education is seriously undertaken by a faculty composed of tested professional musical educators.

Frequent student recitals are given, as are recitals and lectures by members of the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more

apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city.

Ninety pianos, including ten Steinway Grands and two Steinway Duo-Art Pianolas, are available for school use.

Boarding students specializing in Music are required to take at least one literary course.

CURRICULUM OF THE SCHOOL OF MUSIC CERTIFICATES AND DIPLOMAS

No one may apply for a certificate or diploma who has not completed the equivalent of fifteen acceptable high-school units.

Pupils desiring to become candidates for certificates and diplomas must announce themselves through their respective teachers not later than October 20.

There will be held between February 1 and 15 and between May 1 and 15 examinations on the requirements for certificates and diplomas. The candidates must in February stand an examination before the music directors on one-half the technic required and one-half the répertoire. An examination of the remaining half of the requirements must be taken before May 15.

Candidates for certificates and diplomas must appear in public recital at least three times during the session.

COURSE OF STUDY FOR CERTIFICATE IN PIANO

Technic.—1. Major Scale played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 112); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M. M. 100).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed, 4 notes to M. M. 112).

3. The scale of "C," illustrating varied rhythms and legato, staccato, and portamento touches.

4. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms on Major or Minor Triads; Dominant and Diminished Seventh Chords (speed, 4 notes to M. M. 72).

6. Double Thirds: Major Scales played hands alone (speed, 4 notes to M. M. 60).

7. Octaves: Diatonic and Chromatic Scales, all Tonic Triads (speed, 4 notes to M. M. 60).

Piano Compositions.—Four complete Sonatas; eight Cramer studies from "Fifty Selected Studies"; twelve Bach Inventions, at least four of them three-part; eight Czerny studies from Opus 299; four Chopin Preludes; four selections from Schumann; four Mendelssohn's "Songs Without Words"; ten pieces by well-known classical and modern composers.

Sight Playing.—The candidate for the certificate must be able to play at sight, hymns, either part of a moderately difficult duet, accompaniments for moderately difficult songs or violin solos, piano pieces of third grade.

Theory and Ear Training 11, 12 as outlined on page 69.

Harmony 13, 14 as outlined on page 69.

History and Appreciation of Music 15, 16 as outlined on page 70.

Piano Certificate Examination

1. *Technic* as stated in paragraphs 1, 2, 4, 5, 7, above.

2. *Memorized Répertoire.*—One Chopin Prelude, selected from Nos. 3, 6, 10, 11, 14, 15, 17, 21, 22, 23; or one selection from Schumann, such as *Nachtstuck*; or one Mendelssohn "Songs Without Words," such as Nos. 1, 18; four pieces, such as Mendelssohn, *Scherzo in E Minor*; Liszt, *Consolation in D Flat*; MacDowell, *Elfin Dance*; Debussy, *Arabesque No. 2*; one movement of a Sonata, such as Beethoven, Op. 2, No. 1; one two-part Bach invention and one three-part Bach invention; one Cramer or one Czerny study.

3. *Sight Playing.*—Hymns; Clementi and Diabelli Sonatinas; an easy accompaniment for a song.

COURSE OF STUDY FOR CERTIFICATE IN VOICE

Technic.—Careful development of breath support and diaphragmatic control and building, as nearly as possible perfect production of single tone throughout entire range and with all vowels.

Major and Minor Scales, Major and Minor Arpeggios, crescendo and diminuendo; legato and staccato singing, diction, accuracy and purity of vowel intonation, and study of consonants and their important place.

Vocalises.—Six vocalises, to be chosen, at the discretion of the master, from any of the well-known composers, designed to show a good legato and to give illustrations of various examples of vocal embellishments.

Répertoire.—At least ten songs, memorized, from the various schools—English, Italian, French, etc.; two operatic arias and two complete roles from the standard oratorios.

The candidate must present a voice fully adequate to the above-mentioned requirements in range, beauty, flexibility, and fidelity to pitch.

Sight Playing.—The candidate must be able to sing at sight a part of a given hymn, any moderately difficult song; must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the third grade in Piano.

The requirements for Harmony, History of Music and Ear Training are the same as in Piano.

Voice Certificate Examination

1. *Technic* as stated above.

2. Unmemorized, six studies from the standard vocalises.

3. Memorized, two selections from the operas, two from the oratorios, and eight songs. Possible exceptions dependent upon the individual.

COURSE OF STUDY FOR CERTIFICATE IN VIOLIN

Scales, major and minor; played in various rhythms and bowings, both in the diatonic form and in thirds; octaves; arpeggios in various forms.

Etudes of Kreutzer, Fiorillo, and Rode, with supplementary studies of Sevcik, Sitt, Schradieck, to develop agility of left hand and accuracy of bowing.

Violin Compositions.—Répertoire of ten compositions, including one complete concerto—Viotti, Nos. 22, 23; Rode, No. 6; Deberiot, No. 7; Spohr, No. 2; Mozart, a major. Sonatas—Handel, Tartini, Nardini, etc. Andante and Scherzo, by David; Legende, by Wieniawski.

Sight Reading.—The candidate must be able to play at sight duets by Pleyel, Viotti, or sonatas of the same grade of difficulty.

The requirements in Harmony, History of Music, and Ear Training are the same as in Piano.

The candidate must have attended orchestra or ensemble practices for at least one session; must be able to play on the piano accompaniments to solos of moderate difficulty; and must have finished the third grade in Piano.

Violin Certificate Examination

Technic as stated above. All diatonic scales to be played at a minimum metronome mark of 100 M. M.

Etudes selected from Kreutzer, Fiorillo, Rode, illustrative of various styles of bowing and rhythm, intonation and phrasing.

Memorized Répertoire.—One complete sonata; two principal movements from a classic concerto, five concert pieces, representing classic and modern schools.

Unmemorized Répertoire.—Three compositions of like grade; two movements of a sonata prepared alone.

Sight Playing.—Compositions not to exceed in difficulty the répertoires outlined above.

COURSE OF STUDY FOR CERTIFICATE IN PIPE ORGAN

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of scales and arpeggios as adapted to the organ is limited.

Organ Compositions.—Eight shorter preludes and fugues; various chorales of Bach; two sonatas of either Mendelssohn, Guilmannt, Merkel, Rheinberger, or a modern composer; six selections from modern French composers; ten standard compositions, five of which must be by modern French composers.

Sight Playing.—The candidate for the certificate must be able to play at sight the following: hymns, arranging and registrating them suitably for congregational singing; moderately difficult accompaniments for trios; a quartet in vocal score; four staves in G and F clefs. The candidate must also be able to transpose a hymn or chant one tone above or below the original key.

The requirements in Harmony, History of Music, and Ear Training are the same as for Piano.

The student must have an adequate knowledge of the construction of the Pipe Organ, and must have had experience in church or chapel service playing.

Pipe Organ Certificate Examination

1. *Technic* as stated above.
2. *Unmemorized Répertoire.*—Two preludes and fugues of Bach; one complete sonata; one movement of a sonata, to be prepared without assistance or instruction; three standard compositions.
3. *Memorized Répertoire.*—One standard composition.
4. *Sight Playing* as stated above.

COURSE OF STUDY FOR DIPLOMA IN PUBLIC SCHOOL MUSIC

Prerequisites.—The possession of a fair voice; Theory and Ear Training 11, 12 or its equivalent.

First Year—

- Ear Training 21, 22.
- Harmony 13, 14.
- History and Appreciation of Music 15, 16.
- Public School Music Methods 17, 18.
- Piano or Voice.
- Chorus.
- English 1, 2.
- Education 11, 12.

Second Year—

- Harmony 23, 24.
- History of Music 25, 26.
- Public School Music Methods 27, 28.
- Piano or Voice.
- Chorus.
- Psychology 21, 22.
- One elective.

Attainments.—Voice, completion of first-year college course or its equivalent; Piano, completion of Grade III and ability to play at sight moderately difficult accompaniments; in all courses, quality hours equivalent to an average grade of C.

COURSE OF STUDY FOR DIPLOMA IN PIANO

Technic.—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, 4 notes to M. M. 132); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M. M. 112).

2. Chords: Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords, all with added octaves.

3. Arpeggios on Major and Minor Triads; Dominant, Minor, and Diminished Seventh Chords in all positions (speed, 4 notes to M. M. 112).

4. Double Thirds, Major and Minor Scales, with both hands in parallel motion (speed, 4 notes to M. M. 84); Chromatic Minor Thirds (speed, 4 notes to M. M. 92).

5. Octaves: Diatonic and Chromatic Scales (speed, 4 notes to M. M. 92).

6. Octaves: Arpeggios of Major and Minor Triads and Chords of the Seventh.

Piano Compositions.—Two complete sonatas; one principal movement of a concerto; four preludes and fugues from "The Well-Tempered Clavichord"; at least half of a Bach Partita or Suite; four selections from Chopin, including two etudes; two selections from Schumann; six selections from Czerny, Op.

Pipe Organ Diploma Examination

1. *Technic* as stated above.
2. *Unmemorized Répertoire*.—Two preludes and fugues of Bach; one complete sonata; one movement of a sonata or equivalent, to be prepared without assistance or instruction; two standard compositions.
3. *Memorized Répertoire*.—Two standard compositions.
4. *Sight Playing* as stated above.

**MUSICAL SCIENCES
HIGH SCHOOL COURSES**

Note—Academic credit will not be allowed for musical science courses, unless taken in connection with at least two lessons a week in piano, pipe organ, violin or voice.

Appreciation

- I. A course designed to give the student an acquaintance with various types of music and to promote intelligent listening through a study of periods, forms, styles and instruments; consideration of artists and musical activities of the day.

Open to third and fourth-year students.

Three hours a week.

First and second semesters.

Credit, one unit.

Theory and Ear Training

- II. The equivalent of college course 11, 12.

Open to fourth-year students.

Three hours a week.

First and second semesters.

Credit, one unit.

COLLEGE COURSES

Note—Academic credit will not be allowed for musical science courses, except History and Appreciation of Music, unless taken in connection with at least two lessons a week in piano, pipe organ, violin or voice.

Theory and Ear Training

- 11, 12. The rudiments of music: notation, terminology, scale formation, intervals, chords and rhythm, studied theoretically in close correlation with exercises in ear training, sight-singing and dictation.

Three hours a week.

First and second semesters.

Credit, four semester hours.

- 21, 22. More advanced work in ear-training, sight-singing and dictation, including study of chromatic tones, modulation, and complex rhythmic patterns; sight-singing exercises and songs in three parts.

Prerequisite: course 11, 12.

Two hours a week.

First and second semesters.

Credit, two semester hours.

Harmony

- 13, 14. Review of scales, intervals and chord formation; study of chord progression employing triads and their inversions, seventh and ninth chords; harmonization in four voices of melodies and of figured and unfigured basses; original work; keyboard harmony.

Must be preceded by course 11, 12.

Three hours a week.

First and second semesters.

Credit, six semester hours.

- 23, 24. Harmonization involving further study of chord material, non-chord tones, modulation; harmonic analysis and original composition. Keyboard harmony.

Prerequisites: courses 11, 12; 13, 14; should be preceded or accompanied by course 21, 22.

Three hours a week.

First and second semesters.

Credit, six semester hours.

History and Appreciation of Music

15, 16. A general survey of the development of music from the earliest times to the present day. Music prior to the seventeenth century is studied as background for a fuller consideration of the epoch of instrumental polyphony, the Classic and Romantic periods, and the Modern era.

Text, reference reading, lectures, critical and creative listening to many illustrations on the Victrola and Duo-Art reproducing piano.

Three hours a week.

First and second semesters.

Credit, six semester hours.

25, 26. A critical and appreciative study of various types of music: opera, oratorio, symphonic and chamber music, the repertory for solo instruments and voice. Particular attention is given to works of the nineteenth and twentieth centuries. Copious illustrations on Victrola and Duo-Art reproducing piano; study of programs of visiting artists; reference reading and reports.

Prerequisite: course 15, 16.

Two hours a week.

First and second semesters.

Credit, four semester hours.

Public School Music

17, 18. Methods and material used in kindergarten and grades I-VI. Study of child development as basis for consideration of methods presented in the Progressive, Universal, Music Education and Hollis Dann Series.

Observation and practice teaching.

Prerequisites: Ear Training 11, 12.

Required collateral study: Harmony 13, 14; History of Music 15, 16.

Two hours a week.

First and second semesters.

Credit, four semester hours.

27, 28. Methods in Junior and Senior High School. Special topics considered: the adolescent period, care of voice, management of chorus and glee club, the teaching of theory, history and appreciation of music.

Chorus conducting and practice teaching.

Prerequisites: Ear Training 11, 12; Harmony 13, 14; History of Music 15, 16; Public School Music, 17, 18.

Required collateral study: courses 21, 22; 23, 24.

Two hours a week.

First and second semesters.

Credit, four semester hours.

GENERAL STATEMENTS

EQUIPMENT

Handsome, well-equipped buildings and beautifully planned grounds.

Sterilized, filtered water runs ice-cooled to hygienic drinking fountains on every floor.

Light, airy dining halls, and scientifically equipped kitchen and bakery.

Gymnasium, with shower baths and swimming pool, free to all students.

Separate dormitories for College and High School students.

The Star Entertainment course offers unusual advantages in lectures, musical recitals, concerts.

Every provision against fire—regular fire-drills, fire escapes, fire extinguishers, fire hose—though there is no fire in the buildings except in kitchen and bakery.

A modern infirmary in the main building is maintained under professional supervision, and pupils who are too ill to meet school appointments are cared for here instead of in their bedrooms.

Each residence hall is in the charge of a hostess who is always accessible for counsel, and who devotes her entire time to the training of the girls of her household in such questions as appropriateness and simplicity in dress, neatness and order in the bedrooms. In a word, these hostesses undertake to perform the office of the refined mother in a Christian home.

With the exception of a few single rooms, each bedroom is for two girls, and is furnished with single beds, separate closets, and other usual comforts.

RELATIONS WITH PARENTS AND STUDENTS

Parents who register students thereby accept the conditions in this Catalog.

Parents are requested not to send to the students boxes containing food other than fresh fruit and a limited amount of candy.

Parents may not give permissions that conflict with the rules of the school.

Lengthy visits of parents or other members of students' families are discouraged.

Testimonials of character and health must accompany or follow each new pupil's application for admission.

A student who is found to be out of sympathy with the spirit and ideals of the school may be asked to withdraw, even though she may not have broken any formal rules.

Ward-Belmont does not lend money to students. Drafts made by students are honored by us only in cases of emergency or upon the written request from parents or guardians.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure from the city. Parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

Parents are requested not to permit their daughters to bring to the school expensive jewelry or heirlooms of any kind. Neither should they be permitted to bring expensive wearing apparel. The school is not responsible for loss or theft.

All permissions of parents or guardians should be written and addressed to the management, and are subject to the approval of the management. Even during the visits of parents, pupils are still subject to the rules of the school, and must meet all regular classroom or studio appointments.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are not responsible for money or valuables not deposited in the school bank.

Parents and guardians are expected to cooperate with the school in securing full and regular attendance, especially at the beginning and end of the school year and just before and just after the Christmas holidays. Much educational value attaches to the commencement season, and no student should miss any part of it. All students have obligations to the end of the session. Those who leave earlier, or who do not keep appointments throughout the closing days, will thus fail to earn full credit for the work of the last quarter.

Visitors are received in the central parlors, not in residence halls.

Men callers are received by written permission from parents addressed to the school.

Sunday visiting is discouraged.

Victrolas are not permitted in the dormitories.

Borrowing and lending except by special permission is prohibited.

Adequate compensation must be made for any defacement of school property.

Every boarding pupil is required to have for day wear at least one pair of shoes of the following approved list: Socket Fit, Cantilever (Y. W. C. A. last), Orpic, Pediform, Full Plastic, Nature Tread, Liberty Tread, Moccasin Tread.

Neatness and order are expected of all students in the care of their rooms.

Chafing dishes and electrical appliances will not be allowed in the students' rooms. Rooms are provided for this purpose.

Discipline in Ward-Belmont is simplified by a modified form of student government, properly safeguarded by faculty supervision and cooperation.

The privilege of walking unchaperoned within certain prescribed limits beyond the campus is granted our pupils under definite restrictions.

Except when they are in the Nashville homes of near relatives, pupils from a distance are required to board in the school.

No Ward-Belmont student may sell or give articles of clothing to the maids without the knowledge and consent of her hostess.

Boarding students are not permitted to open charge accounts with Nashville merchants except on written request filed by the parent with the Dean of Residence.

Any student who leaves the campus without permission, or who smokes, or who attends a dance in Nashville or who cheats in examination renders herself liable to summary dismissal.

Boarding pupils are not allowed to visit in the city except with the approval of parents and the school management. Permission is not granted to spend the night in the city, except with parents or in the home of near relatives. Such permission will not be granted more frequently than one week-end in a month.

The school reserves the right to withdraw any class for which there are not as many as six applicants.

A tutor is provided at moderate cost for students who need coaching to enable them to keep up with their classes.

School work missed just before or after the Christmas holidays must be made up at the student's expense.

School work missed because of absence must be made up to the teacher's satisfaction; otherwise credit cannot be given for the course. Ordinarily a tutor can be provided at \$1 to \$1.50 per hour. Semester examinations not taken at the appointed time must be taken later, and a charge of \$2 each will be made.

CHARGES AND TERMS

Expenses at Ward-Belmont, Nashville, Tennessee

The school year consists of one term of thirty-six weeks, beginning the third Wednesday in September and ending the first Wednesday in June, with a Christmas vacation *of approximately two weeks. The charges here named are for the whole school year, and are due and payable on the opening day of school, but for the convenience of patrons payment may be made in two installments—in September and January, respectively, as stipulated below, and are subject to sight draft after these dates.

An advance registration fee of \$25.00 should be forwarded with the application, which amount will be credited as a prepayment on the school account. It is not subject to return, unless the applicant is rejected.

Board, room with bath on hall, tuition in two or more subjects in the Literary Department (including Latin, French, German, Spanish), Physical Training, Athletics, Swimming, use of Library, **Star Entertainment Course, use of house linen (see page 13); Laundry, within liberal, but specified limits (including house linen); ***Infirmary fee; two girls in a room, each occupant..... \$1000.00
of which \$650.00 is required on entrance, balance January 1st.

Board, etc., as above, in rooms in suites of two, with connecting bath, two girls in a room, each occupant.....\$1100.00
of which \$725.00 is required on entrance, balance January 1st.

Single rooms in suites of two, with connecting bath, one girl in a room, are available each at \$1100.00 for board and literary tuition, of which \$725.00 is required on entrance, balance January 1st.

A few single rooms, with bath on hall, are available at \$1000.00.

Students who take work in two or more extras (the equivalent of at least two units or twelve semester hours credit), and cannot find time in addition for more than the one required Literary subject, will be credited with \$75.00 on either of the above-mentioned sums for "board, etc."

Clergymen in active ministerial work are allowed a discount of \$100.00 on the regular course and twenty per cent on extras.

Each of the above-named fees for board and tuition includes Physical Training, so necessary to health, use of Library, and the modern languages—French, German, and Spanish—all of which, in many schools, are charged for as "extras." Swimming is also included without extra cost. It is the policy of Ward-Belmont to include in the regular charge abundant provision for health in Physical Culture, every literary requirement for graduation, and the essen-

*The school buildings will be closed during the Christmas vacation, but provision will be made for the board and care of students during this period at \$25 a week.

**In addition to the several really great concerts and lectures which may be heard in Nashville during the year, Ward-Belmont will present to its students during the session ten or more entertainments brought to Nashville at a cost of \$6,000 or more, embracing some of the best in Music, Art, Expression, and Literature. This fee will enable the students to hear these entertainments at a rate much lower than if they paid for individual tickets.

***Includes simple medicines and nurse's attention (except when a special attendant is necessary).

tials for a broad culture. It is thus evident to one considering these features and the liberal additions made to buildings, equipment, and faculty during the last few years that the charge for boarding students is remarkably reasonable. The charges listed below under "Extras" are made for those who wish to specialize in the subjects named or to supplement their work along those lines.

ADDITIONAL STUDIES TUITION (If Taken)— CHARGES PER SCHOLASTIC YEAR

Of which three-fifths is required on entrance, balance January 1st, except as noted.

Piano, individual lessons, two per week.....	\$150.00
Piano, individual lessons, beginner's grade, with special teacher.....	125.00
Piano, individual lessons, two per week, with Mr. Goodman.....	325.00
Voice, individual lessons, two per week.....	175.00
Voice, individual lessons, two per week, with Mr. Humphrey.....	250.00
Piano practice, one and a half hours per day (each additional hour, \$10)	20.00
Violin, individual lessons, two per week, with Mr. Rose.....	250.00
Violin, practice room, one hour per day.....	10.00
Harp, individual lessons, two per week.....	225.00
Pipe Organ, two lessons per week, with Director.....	250.00
Practice on Practice Organ, one hour per day, per session.....	35.00
Practice on Large Organ, one-half hour per day, per session.....	60.00
Theory, in class.....	25.00
Harmony, or History of Music, or Ear Training, or Public School Music, in class.....	35.00
Harmony, individual lessons, two per week.....	100.00
Sight Playing, in class.....	25.00
Cookery and Nutrition, with material, any course.....	100.00
Clothing and Textiles, one course.....	85.00
Art, two periods per day (extra periods, each \$20).....	100.00
Costume Design, required for Clothing and Textiles Diploma, and for Dancing Diploma.....	50.00
Italian and Greek, in classes of six or more, each.....	60.00
Expression, first year, regular course.....	100.00
Expression, second or third-year course.....	125.00
Shorthand and Typewriting.....	140.00
Bookkeeping.....	60.00
Playground Supervision (Phys. Ed. 13, 14).....	30.00
Physical Education Diploma Course, each year.....	100.00
Dancing Certificate or Diploma Course.....	150.00
Riding Certificate Course (Phys. Ed. 33-A, 33-B, 33-C, 34, 35).....	150.00
Riding Ticket, thirty rides or fifteen lessons—payable when ticket is issued.....	60.00
Aesthetic Dancing—class, 30 lessons (Phys. Ed. 17-A, 31-A, 31-C)---	35.00
Aesthetic Dancing—private, 30 lessons.....	90.00
Aesthetic Dancing—private, 60 lessons.....	180.00
Character Dancing—class, 30 lessons (Phys. Ed. 17-F, 31-F).....	35.00

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Nature and Interpretive Dancing—class, 30 lessons (Phys. Ed. 17-E, 31-E)-----	\$ 35.00
Toe Dancing—class, 30 lessons (Phys. Ed. 17-B, 31-B, 31-D)-----	35.00
Ball Room Dancing—class, 15 lessons (Phys. Ed. 17-D), payable in advance-----	15.00
Tap Dancing—class, 20 lessons (Phys. Ed. 17-C, 31-G), payable in advance-----	20.00
Children's Dancing—class, 30 lessons-----	30.00
Children's Dancing—private, 6 lessons, payable in advance-----	15.00

Note: All private lessons in dancing are charged at the rate of \$6.00 an hour. The private lessons as listed above are half-hour lessons.

Laboratory fee (payable on entrance):

For students of Chemistry, Biology, Physiology or Cookery -----	15.00
(Extra charge for unnecessary breakage or wastefulness.)	

Graduation fee-----	15.00
Certificate fee-----	10.00

Pupils enter for the entire term or part of term unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, except in cases of the protracted illness of the student herself, when the pro rata cost for the time lost will be shared equally with the patron if the illness has kept the student for five weeks or more out of the school building.

No reduction will be made in case of suspension, dismissal or voluntary withdrawal during the term.

WARD-BELMONT SCHOOL

February, 1930.



