1940

Catalog of Ward-Belmont, 1940

Ward-Belmont College (Nashville, Tenn.)

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ANNUAL CATALOG AND ANNOUNCEMENT

THE WARD-BELMONT SCHOOL

A JUNIOR COLLEGE, PREPARATORY SCHOOL, AND CONSERVATORY OF MUSIC FOR YOUNG WOMEN

A MEMBER OF THE
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

A JUNIOR COLLEGE MEMBER OF THE
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

FEBRUARY, 1940

BELMONT HEIGHTS, NASHVILLE, TENNESSEE
U. S. A.
A Foreword

The hope in the heart of one of the founders of our school was that the education given there might appeal "from the commonplace places and trivialities of daily life to a more exalted living, from the satisfaction of the barrenly educated to the delights of the quickened and thoroughly aroused mentality." Although many changes have come since those words were uttered, this high aim has abided at Ward-Belmont throughout the years and been more fruitful than anyone dared hope in the 1860's.

Education at its best is a quiet, even growth. It is more concerned with permanent roots than with leaves that will fall and be blown away with a change of season. In such a fundamental process much more is involved than the acquisition of a few mental tricks or superficial skills. It is rather a question of touching and cultivating those deep-seated attitudes, loves, hopes and desires that unconsciously color and shape our innermost thoughts and guide us in making our vital decisions.

It is the purpose of Ward-Belmont to give this kind of education. The means employed are simple. The surroundings reflect a fine tradition and kindle a love of those things that underlie gentle and gracious living. The atmosphere encourages dignity and a respect for all good things. The faculty exemplifies those qualities of stability, scholarship and broad sympathy that the students are to build into their lives. The courses of study not only furnish information but aim to create a sympathetic understanding of the scientific spirit and a warm devotion to the best in literature, music and the other arts.

Through these means are the foundations laid for a truly liberal and satisfying life.
**CALENDAR, 1940-41**

**COMMENCEMENT SUNDAY**  
June 2, 1940

**COMMENCEMENT DAY**  
June 4, 1940

**OPENING**  
September 18, 1940

**THANKSGIVING DAY**  
November 21, 1940

**CHRISTMAS VACATION**  
December 19, 1940, to January 2, 1941

**COMMENCEMENT SUNDAY**  
June 1, 1941

**COMMENCEMENT DAY**  
June 3, 1941

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# Executive Officers

**Joseph E. Burk, M.A., Ph.D.**  
President

**W. V. Flowers**  
Secretary

# Administrative Staff

**Robert Calhoun Provine, M.A., Ph.D.**  
Dean of the Junior College

**Annie C. Allison, B.A., M.A.**  
Principal of the Preparatory School

**Roy Underwood, B. Mus.**  
Dean of the Conservatory

**Emma I. Sisson**  
Dean of Residence

**Alma Paine**  
Registrar

**Maiflournoy Van Deren, B.A., M.A.**  
Alumnae Secretary
THE WARD-BELMONT SCHOOL

HISTORICAL SKETCH

The Ward-Belmont School, comprising the junior college, the four-year college preparatory department and the conservatory of music, is the outgrowth of the union of Ward's Seminary and Belmont College. Ward's Seminary was established in 1865 by the Reverend William E. Ward, D.D., when he learned that the Nashville Female Academy, founded in 1820, would not re-open after the Civil War. The reason for the founding of this school was stated in the following words: "It was conceived that the want of the country was a more thorough preparation of young women for the duties of life. To this end a free, classic course was inaugurated and a full course in all other departments. It was intended that the full meaning of the word 'educate' should be striven for—the drawing out of all the powers, mental, moral and aesthetic." From the day of its foundation the school filled a distinct need, not only in the local community but in the neighboring states as well. Dr. Ward, with his wife as a never tiring co-laborer, directed the affairs of the school for over twenty years. After his death in 1892 Dr. J. D. Blanton and his wife became associated with the Seminary.

Belmont College was established in 1890 by Miss Ida E. Hood and Miss Susan L. Heron. The character and purposes of this school are best expressed in a statement by the founders: "The guiding thought and spirit of our work is the conscious desire to impart practical knowledge in such manner as best develops power, recognizing that far higher than this is the unconscious influence that emanates from the atmosphere and environment of a wisely directed school and is woven into the lives of all that come within its contact. It is our purpose to furnish opportunities for a broad and scholarly education."

In June, 1913, Misses Hood and Heron expressed the desire to retire. The schools were then united on the Belmont campus under the name of Ward-Belmont School. The present institution counts as its loyal alumnæ the graduates of both Ward's Seminary and Belmont College. Since the consolidation, Ward-Belmont has offered two years of college work, a four-year college preparatory course and the regular program.
of a conservatory of music. It was a pioneer in the junior college movement. The year after the consolidation Dr. Blanton became president and continued in that office until his death in 1933. He was succeeded by Dr. John W. Barton, who served until his death in September, 1938. Mr. A. B. Benedict, vice-president, served as president until 1939. Upon his resignation, Dr. Joseph E. Burk, dean of the faculty since 1930, was elected to this office.

**NASHVILLE AND ITS ENVIRONS**

For well over a century Nashville has been well known as an educational center. Schools of every kind are found here. Vanderbilt University with its various professional schools, George Peabody College for Teachers, Scarritt College for Christian Workers, and Ward-Belmont are located in the same general community and help to give Nashville distinct charm and an atmosphere of culture. The city is an ideal home for students. In addition to the annual series of concerts and lectures given by world famous artists and writers in the school auditorium, Ward-Belmont students attend the best of concerts, plays and lectures presented in Nashville during the season.

There are some very interesting examples of architecture in Nashville that are well worth study by students. Among them may be mentioned the Tennessee State Capitol, the exact replica of the Parthenon in Centennial Park, and the imposing War Memorial Building with its park. To the west of the school lies Belle Meade, for many years the South's most celebrated stock farm and now Nashville's beautiful residential suburb. The Hermitage, the home and burial place of Andrew Jackson, is twelve miles to the east. There are also many monuments and places of historical significance near by.

**CLIMATE AND HEALTH**

The temperate climate of Middle Tennessee makes Nashville an ideal location for schools. Students from northern states, as well as those from farther south, find that mild weather and an inviting campus encourage outdoor sports and games. This has contributed much toward maintaining the excellent health record of the school.

Ward-Belmont realizes how much the health of its students depends upon school surroundings and safeguards their health in every way. The buildings are carefully planned. The drinking water, for example, is cooled electrically and supplied in hygienic fountains throughout the buildings. Registered nurses have charge of a well-ordered infirmary. The regular program of school life as regards meals, sleeping hours and exercise does much to insure good health. A physician's certificate is presented by every applicant for admission.

Since nourishing and appetizing food tastefully served is one of the best agents for physical and mental development, every care is given to it in the school dining room. The kitchen and bakery have the latest improvements in gas and electric appliances and cold storage. The most improved methods of steam cooking are used. The dining halls are commodious and attractive and the menus carefully supervised by a competent dietitian.

**CAMPU S**

Ward-Belmont, on an elevation of one hundred feet above the city, stands in a beautiful park, formerly the site of Belmont, the celebrated Acklen estate. The campus of forty-five acres, a part of which is occupied by athletic fields, is well above the city and is sufficiently removed to give the quiet and seclusion conducive to studious habits. Transportation facilities, the shopping districts and churches of all denominations in the city are, however, readily accessible.

**BUILDING AND EQUIPMENT**

The nucleus of the school is the old Acklen residence, an unusual adaptation of Italian architecture. Grouped around this interesting center of an old Southern estate are the buildings that have been added at intervals. These are arranged in a quadrangle with the west side open. On the north are Fidelity, North Front, South Front and Founders Hall, this last containing the drawing rooms, the auditorium and the dining rooms. On the east are three residence halls, Senior, Heron and Hall; on the south, Blanton Hall and the gymnasium. Among the other buildings on the campus are the Preparatory School, the music practise house and the extensive group of social clubs. Heat is supplied by a central plant re-
moved some distance from the quadrangle. The buildings are suitably lighted at all hours. Frequent fire drills and adequate fire escapes assure every protection. Several buildings adjacent to the campus are owned by the school and used for various purposes. One houses the home economics department; another, additional music studios; and another, the faculty club.

In Blanton Hall are the administrative offices. The ground floor contains the chemistry, biology, and physiology laboratories and lecture rooms. The library is on the main floor. On the second floor are classrooms and the speech studio, which is adapted both to class work and to the production of plays before a small audience. It is also used as the laboratory for radio broadcasting classes. The third floor is occupied mainly by the art studios.

Separate dormitories are provided for college and preparatory students, thus promoting the individual welfare of each department by satisfying independently its particular needs. These residence halls are designed and furnished to meet every demand of comfortable and well-ordered home life. Senior, Hall, 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 rooms of two types: separate double rooms, each with hot and cold water, with ample baths on every floor; and suites of two double rooms and bath. With a few exceptions the rooms have separate closets. Each room is furnished with rugs, window draperies, dresser, table, chairs and beds. All the rooms have outside exposure, with abundant sunlight and fresh air. Transoms provide additional ventilation.

Ten well-equipped club houses provide for the needs of the ten social clubs for resident students. Each is prepared for meetings and informal entertaining. After a “rushing” period to provide opportunity to become well acquainted, every student becomes a member of a club. Meals for special occasions, tea dances and all kinds of social gatherings mark the year's activities. All athletic, academic and citizenship awards are closely bound up with the club life.

The gymnasium building is a complete unit. On the main floor are two gymnasium rooms—one ninety by fifty feet, for general activity; the other, fifty by twenty-eight feet, equipped for special exercises. On this floor are also the executive offices and an examining room. A spectator's balcony surrounds the main gymnasium. On the balcony floor are recitation rooms, a dance studio, and rest rooms for girls who are unable to participate in the regular activities of the department. On the ground floor are four bowling alleys, an instructor's office, a shampoo room, lockers, dressing rooms and showers.

The swimming pool is in a separate building adjoining the gymnasium. It is twenty-three by fifty feet, is constructed of white tile and surrounded by a balcony. A glass roof gives added light. The water is constantly filtered and sterilized by the use of ultra-violet rays. No chlorine or other irritating chemicals are ever used. The water and air are kept at a comfortable temperature.

The outdoor equipment consists of two athletic fields, an archery range, tennis courts, and a riding ring. One cement court makes possible the playing of tennis and other outdoor games the entire year.

The Ward-Belmont stable is owned and maintained by the school. It consists of gaited saddle horses carefully selected as to disposition. Thorough instruction is given in the various types of horsemanship. Grooms are in constant attendance, both in the ring and on the road. On account of its situation in a section famous for the breeding and training of fine horses, Ward-Belmont is in a position to offer its students excellent opportunities to perfect themselves in horsemanship.

LIBRARIES AND VISUAL AIDS

The college library and reading room are located in a bright, cheerful room on the first floor of Blanton Hall. The book collection of 14,750 volumes represents a well-organized library carefully selected to meet the needs of the students. Books on the cultural subjects, such as music, art, literature, modern languages, and history are especially numerous. The resources of the Nashville Public Library and the other college libraries of the city are also available to the students through inter-library loans. The increased use of the college library and the interest it indicates have been most gratifying. The seating capacity of the reading room is more than adequate.
In the reference section are the standard encyclopedias, dictionaries, and reference books suitable for the work of junior college students. With the co-operation of faculty members, emphasis has been placed upon recreational reading. The attention of the students is constantly being directed toward the best of the old and new books by reading lists, displays and open reserve shelves. Greater stimulation to reading has resulted from keeping open to the students the main stacks of the library. The eighty-five standard periodicals to which the library subscribes emphasize the importance of contemporary thought and literature. The collection of bound magazines numbers 1,450 volumes. Current issues of the leading newspapers of the country are kept in the reading room.

Lectures on the use of the library are given to all freshmen during the first week of the school year. These are followed with practical demonstrations by the librarians before regular classes that show the student how to apply this knowledge to the concrete work of the course, such as the writing of term papers and collateral reading.

The preparatory department maintains its own separate library of 800 volumes in a supervised study hall. Duplicate copies of periodicals are on file here. The resources of the main library are, of course, at the disposal of the preparatory students.

Throughout the year regular use is made of sound films, slides for the reflectroscope and other types of picture presentation. By means of careful selection of materials and explanations by the teacher visual aids constitute an organic part of classroom work.

WARD-BELMONT ARTIST SERIES

In addition to the large number of faculty and student recitals throughout the year, students are afforded unusual opportunities of hearing without charge many of the world's greatest artists. The Artist Series of Ward-Belmont has long been outstanding both for quality and variety. In the past few years have been included such distinguished musicians as Heifetz, Bonelli, Casadesus, Virovai, Meisle, Spalding, Elman, Bartlett and Robertson, Brailowsky, Dupré, and others of equal fame. In addition, the Civic Music Association and other groups in Nashville regularly present famous artists in concerts, tickets to which are available to Ward-Belmont students.

RELIGIOUS ACTIVITIES

No sectarianism is lived or taught at Ward-Belmont. Earnest effort is made to stimulate and strengthen the impulse toward Christian life and service. Courses in the Bible form part of the curriculum. 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 to direct the activities. The influences of this organization are vital throughout the school. Devotional services conducted by clergymen and other religious leaders form a definite part of the assembly program. The spirit of church loyalty is fostered by asking each student to attend on Sunday morning the church of her parents' choice.

SOCIAL ACTIVITIES

Since the whole school, especially beautiful Acklen Hall and the club houses, were built for gracious living, it is natural for Ward-Belmont to carry on the best Southern social traditions. In addition to the usual class and school organizations with their varied activities, there are picnics, trips, week-ends away from the school, many teas, receptions, dinners and dances, both formal and informal.

DRESS AND HOUSEHOLD ARTICLES

Good taste in dress is emphasized. Extravagance is firmly discouraged. The administration presents its ideas for appropriate dress in a circular which will be sent on request to the mother of any prospective student.

An abundant supply of table napkins, towels, sheets, pillow cases, and bedspreads is furnished. Each student, however, provides her own blankets.

GOVERNMENT

A modified form of student government, properly safeguarded by faculty co-operation and supervision, prevails. This organization consists of (1) student councils composed
of representatives chosen by the students from the college and preparatory classes; (2) a faculty committee composed of sponsors of halls and governmental groups; and (3) the President.

Full details of the student government are given in the Blue Book, a copy of which is presented to each student on entrance.

ACCREDITATION

Both the junior college and the preparatory school are accredited by the Southern Association of Colleges and Secondary Schools. These two schools are separate and distinct as regards courses of study, classrooms and libraries. The preparatory department is administered by a principal; the junior college, by its dean.

The conservatory of music is a junior college member of the National Association of Schools of Music.

CHOICE OF SUBJECTS

The course of study for each student is carefully planned in the light of work already completed and individual tastes and aims. Correspondence and personal conference with the principal of the preparatory school and with the deans of the junior college and the conservatory of music are cordially invited. Courses of study should be agreed upon and filed by August 15. Parents are urged to take part in planning the program for their daughter. Plans can be modified on the opening days of school; but further changes during the year are usually discouraged.

It is advisable for a student in the junior college to make preparation for advanced work at the university of her choice. She should enroll in those classes required or advised by the institution she intends to enter. English, foreign languages, mathematics, social sciences and natural sciences are the five main groups from which she should select her major subjects.

Definite vocational training is available in those courses that aim to prepare students for specific occupations. The fields are those most frequently chosen by women: secretarial work, home economics, social service, education and fine arts.

SCHOLARSHIPS

Ward-Belmont offers annually a number of scholarships in the department of art and in the conservatory of music. In addition to these there is available in the conservatory a Theodore Presser Scholarship. Detailed information about these awards is given on page 36 and page 75.

APPLICATION FOR ENROLLMENT

Early application is advised, for each is considered in the order received. References are required and must be accompanied by a physician’s certificate. All necessary forms will be sent on request. No student can be definitely enrolled until these are properly filled out, submitted to the registrar with the enrollment fee of twenty-five dollars, and formally accepted.
WARD-BELMONT

JUNIOR COLLEGE
AND
PREPARATORY SCHOOL

FACULTY

JOSEPH E. BURK, M.A., PH.D.
President

ROBERT CALHOUN PROVINE, M.A., PH.D.
Dean of the Junior College

ANNIE CLAYBROOKE ALLISON, B.A., M.A.
Principal of the Preparatory School

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Latin
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Physical Education
Graduate, Ward-Belmont School; B.S., George Peabody College for Teachers

ELIZABETH ANNE CHITWOOD
French
B.A., West Virginia University; M.A., Duke University

MARY ELIZABETH DELANEY
Dancing
Graduate, Chalif Normal School of Dancing; special student, Emerson College of Oratory; pupil of Dorothy Norman Cropper, Rose Byrn, Hans Weiner, Perry Mansfield, Jack Donahue, Ivan Tarasoff, Albertina Rasch

DOROTHY A. DIETRICH
German and English
B.A., M.A., Indiana University
RITA DILLEY
Speech
B.A., University of New Mexico; M.A., University of Alabama

THOMAS B. DONNER
Spanish
B.A., East Texas Teachers College; M.A., Southern Methodist University

FRANCES EWING
Economics and Commercial Law
Graduate, Ward-Belmont School; B.A., M.A., Vanderbilt University

*FRANCES E. FALVEY
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Graduate, Ward-Belmont School; B.A., B.M., M.A., Southern Methodist University; further graduate study, Columbia University

HELEN KING FIDLAR
Clothing
B.S., M.S., Iowa State College

LUCIE L. FOUNTAIN
French
B.A., Barnard College

FLORENCE F. GOODRICH
Physical Education and Physiology
B.S., Hillsdale College; M.S., University of Michigan; graduate student, Michigan State College for Teachers, Merrill-Palmer School

LOUISE GORDON
Art
Graduate of the New York School of Fine and Applied Arts

FRANCES GRAY
Art History
B.A., Gymnasium, Innsbruck, Tyrol; M.A., New York University; further graduate study, New York University, University of Vienna and the Sorbonne, Paris

NELLE GREENBURG
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B.S., M.S., Purdue University; graduate study, Duke Marine Laboratory

DOROTHY NELSON GREGG
Biology
B.A., State University of Iowa; M.S., Iowa State College

*On leave of absence 1940-41.

VERA L. HAY
History and English
Ph.B., University of Chicago; graduate student, Vanderbilt University and the University of Chicago

CORA HENDERSON
Secretarial Training
B.A., Southern College; M.A., George Peabody College for Teachers

LOUISE WHITE HERRON
English
B.S., M.A., Vanderbilt University; M.A., Columbia University; Diploma in English Literature, University of London

ALMA HOLLINGER
Biology
B.A., M.A., University of Michigan; student, Michigan Biological Station and Marine Biological Station, Venice, California

W. H. HOLLINSHEAD
Chemistry
Ph.G., D.Sc., Vanderbilt University

FRANCES SWENSON MCDONOUGH
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B.S., Iowa State College; M.S., George Peabody College for Teachers

NELLE MAJOR
Mathematics
B.S., George Peabody College for Teachers

JESSIE BREWER McGAW
Latin
B.A., Duke University; graduate student, George Peabody College for Teachers

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Director, Department of Physical Education
Diploma from Possee Gymnasium, Boston; special student, Chalif School, New York, and Columbia University

IVAR LOU MYHR
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B.A., Vanderbilt University; M.A., George Peabody College for Teachers; graduate student, Oxford University and Cambridge University, England, and Yale University

CAMILLA NANCE
Riding
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MARY RACHEL NORRIS
Psycho logy
B.A., M.A., Bryn Mawr College; further graduate study, George Peabody College for Teachers and Columbia University

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

ANNA PUGH
English
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ELLEN RANSOM
English
B.A., M.A., Vanderbilt University; graduate student, Columbia University, Vanderbilt University and Yale University

LINDA RHEA
English
B.S., Vanderbilt University; M.A., Columbia University; M.A., Ph.D., Vanderbilt University

BERTHA M. RUEF
French
B.A., M.A., Vassar College; Diplome de Professeur de Francais, Universite de Toulouse

THEODORA COOLEY SCRUGGS
English
B.A., Wellesley College; M.A., Vanderbilt University; further graduate study, Vanderbilt University

NANCY LUNSFORD SUTHERLAND
Assistant in Art
Diploma in Art, Ward-Belmont School; Certificate, Boothbay Studios; student of Frank Leonard Allen

RUBY VAN HOOSER
Religion and Sociology
B.A., Athens College; graduate, Scarritt College for Christian Workers; graduate student, University of Chicago; M.A., Columbia University

BERTA LEE WARD
Spanish
B.A., M.A., University of Texas

OLIVE WHITE
History
B.S., North Texas State Teachers College; M.A., University of Texas

EVELYN WIDELL
Chemistry
Graduate, Ward-Belmont School; B.A., Vanderbilt University

CATHARINE WINNIA
Acting Director, Department of Speech
B.S., George Peabody College for Teachers; M.A., Columbia University; Director's and Teacher's Certificate, American Academy of Dramatic Art
The Junior College

ADMISSION.—Admission to the junior college is based on the presentation of the fifteen acceptable units from an accredited senior high school. The units certified by such a high school must meet the general requirements as outlined by the various accrediting agencies of colleges and secondary schools.

ADVANCED STANDING.—To receive credit for advanced standing, the student must present to the dean her credentials and record of work from an approved junior or senior college. The amount of credit allowed will in no case exceed thirty-two semester hours, including physical education. Credit will not be given for courses specifically required for graduation at Ward-Belmont unless the transferred work is the equivalent of the work required here, or unless subsequent courses in the subject are satisfactorily completed here during the succeeding year.

College credit will not be allowed for a high school course in excess of those units required for college entrance.

CLASSIFICATION.—The work completed by the beginning of the semester determines the class to which a student belongs. A high school graduate meeting the entrance requirements is classified as a college freshman. Students who present at least twenty-four semester hours and physical education at the beginning of the semester are classified as sophomores.

A form of the Otis Test, the Thurstone Personality Schedule, and an elaborate English sectioning test are given every new student so that she may be intelligently placed and guided.

COURSE OF STUDY.—Each student should select courses in line with the requirements for the certificate or diploma for which she wishes to apply. The minimum course requirements for all boarding students consist of twenty-six semester hours a year, including the following courses:

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6 hours Physical Education 15, 16 1 hour</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 hours Physical Education 1 hour</td>
</tr>
</tbody>
</table>

Students who present transferred credit in English or Physical Education 15, 16 (Hygiene) must substitute other courses to meet the minimum schedule requirements.
Students are required to carry a minimum of three hours a week in the physical education department each year.

Day students who are not interested in applying for a certificate or diploma are permitted to elect courses without reference to the minimum course requirements. They are classified as special students.

**Grades and Reports.**—The following grading system is used: A, excellent; B, good; C, satisfactory; D, passing; E, condition; F, failure; I, work incomplete or absent from examination. Semester examinations are given in every course in accordance with the schedule issued. Either an E or an I in a semester grade which is not removed two weeks before the end of the succeeding semester becomes an F which can be removed only by repetition in class. When a mark of E is removed, the recorded grade may not be higher than a D.

Preliminary reports showing progress and standing of students are sent parents at the middle of each semester. Complete reports are sent at the end of the semester.

**Quality Credits.**—For each semester hour of credit completed with a grade of A, three quality credits are assigned; with a grade of B, two quality credits; with a grade of C, one quality credit. Lower grades yield no quality credits. Quality credits are not allowed for the four semester hours of required physical education.

**Diplomas and Certificates.**—Diplomas and certificates are conferred in the curricula listed below. An applicant for any of these awards must complete at least one year's work in Ward-Belmont.

**The Junior College General Diploma.**—A total of sixty-four semester hours of college work completed with not less than sixty quality credits must be presented by applicants for the Junior College General Diploma.

Well-established habits of correct speaking and writing must be demonstrated. Any applicant whose oral or written English is at any time unsatisfactory is reported to the Dean's Committee on Oral and Written English. The committee holds conferences with the student and provides her with opportunities for such remedial work as she desires to the end that she may change her speaking and writing habits to meet the standard required.

**Diploma Requirements.**

- English 1, 2: 6 hours
- English 21, 22: 6 hours
- Foreign Language: 6 to 14 hours
- History or Science: 6 or 8 hours
- Physical Education: 1, 2: 2 hours
- Physical Education: 15, 16: 1 hour
- Physical Education: 21, 22: 1 hour
- Electives: 26 to 36 hours

More than four units in vocational and special subjects, or fewer than two units in a foreign language, may not be included in the elective units accepted.

It is sometimes possible for applicants whose high school credits do not include all of the units specified above to make up the deficiency by carrying work in the preparatory department or by counting back college work at the ratio of four semester hours for one high school unit.

**Diploma Requirements.**

- English 1, 2: 6 hours
- English 21, 22: 6 hours
- Foreign Language: 6 to 14 hours
- History or Science: 6 or 8 hours
- Physical Education: 1, 2: 2 hours
- Physical Education: 15, 16: 1 hour
- Physical Education: 21, 22: 1 hour
- Electives: 26 to 36 hours

Students presenting only two units of a foreign language from high school are required to take one foreign language for two years in college. Students presenting three or four units in one foreign language may satisfy the language requirement by taking the language presented for entrance for one year or by taking another language for two years. Those presenting two units in each of two languages are required to continue for a year one of the languages presented for entrance or to take a third language for two years.

Only eighteen semester hours from the special departments of art, home economics, music, secretarial training, and speech, and from the elective courses of the physical education department, may be credited toward this diploma. In music not more than eight semester hours in applied music may be so
credited. In order to receive academic credit, applied music must be studied in conjunction with music history or theory.

(2) TERMINAL CULTURAL CURRICULUM

In keeping with the current trend in education to recognize and provide for the needs of students who do not expect to attend a senior college upon graduation from junior college, the following terminal curriculum is suggested. The dean undertakes to assist each student in choosing electives in line with her interests and previous preparation.

Entrance requirements: fifteen acceptable college entrance units.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Biology 21, 22 or 23, 24</td>
<td></td>
</tr>
<tr>
<td>History or Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22 or 23, 24</td>
<td>6</td>
</tr>
<tr>
<td>*Laboratory Science</td>
<td>6</td>
</tr>
<tr>
<td>or 25, 26</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education 15, 16</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 21, 22</td>
<td>1</td>
</tr>
</tbody>
</table>

The continuation course is a subject which continues a course taken the first year and for which the first-year course is a prerequisite. The student is offered a choice among the following continuation courses:

- Art 13, 14 or 15, 16, or 17, 18
- Biology 21, 22
- Chemistry 21, 22 or 23, 24
- English 27, 28
- French 13, 14 or 21, 22 or 23, 24
- German 13, 14 or 21, 22
- Home Economics 21, 22 or 23, 24

(3) PRE-JOURNALISM CURRICULUM

The studies listed below are in accord with senior college pre-journalism curricula.

Entrance requirements: the units specified for entrance to the Senior College Preparatory Curriculum, page 27.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Biology 11, 12 or Chemistry</td>
<td></td>
</tr>
<tr>
<td>11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>or 8 or 8 hours</td>
<td></td>
</tr>
<tr>
<td>History 1, 2 or 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td>4 or 6</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

(4) PRE-MEDICAL CURRICULUM

The studies listed below are in general accord with senior college pre-medical curricula. They are also recommended for students who wish to become clinical laboratory technicians.

Entrance requirements: the units listed for entrance to the Senior College Preparatory Curriculum, page 27.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 11.12</td>
<td>6</td>
</tr>
<tr>
<td>French or German</td>
<td>6 or 8</td>
</tr>
<tr>
<td>Chemistry 11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 21, 22</td>
<td>10</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Physic Education 15, 16</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 21, 22</td>
<td>1</td>
</tr>
</tbody>
</table>

(5) PRE-BUSINESS CURRICULUM

For students preparing to enter a senior college school of business, the following program is suggested.

Entrance requirements: the units listed for entrance to the Senior College Preparatory Curriculum, page 27.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Economics 3.4</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 11.12</td>
<td>6</td>
</tr>
<tr>
<td>Speech 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Economics 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>History 23 or 24</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 15, 16</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 21, 22</td>
<td>1</td>
</tr>
</tbody>
</table>

(6) PRE-SOCIAL-WORK CURRICULUM

The studies listed below are in general accord with senior college pre-social-work curricula.

Entrance requirements: the units listed for entrance to the Senior College Preparatory Curriculum, page 27.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>History 1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Biology 11, 12</td>
<td>8</td>
</tr>
<tr>
<td>Economics 3.4</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>4 or 6</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry 21, 22</td>
<td>8</td>
</tr>
<tr>
<td>Physiology 11, 12</td>
<td>6</td>
</tr>
<tr>
<td>Sociology 21, 22</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 21, 22</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 21, 22</td>
<td>1</td>
</tr>
</tbody>
</table>
(7) PRE-PHYSICAL EDUCATION CURRICULUM

The following two-year program of studies is suggested for students who plan to major in physical education in a senior college or university. Adjustments may be made in the program of the individual student in order to meet the specific requirements of the institution which she plans to attend.

Entrance requirements: the units listed for entrance to the Senior College Preparatory Curriculum, page 27.

First Year

English 1, 2 6 hours
Biology 11, 12 8 hours
Electives 14 hours
Physical Education 15, 16 1 hour
Physical Education 17, 18 6 hours

Second Year

English 21, 22 6 hours
Physiology 11, 12 6 hours
Elective 6 hours
Physical Education 23, 24 6 hours
Physical Education 27, 28 6 hours

THE DIPLOMA IN ART.—For a diploma in art sixty-four semester hours, including the subjects listed below, are required.

Entrance requirements: fifteen acceptable college entrance units.

First Year

Art 11, 12 8 or 12 hours
Art History 13; 14 6 hours
English 1, 2 6 hours
French 6 or 8 hours
Elective 0 to 4 hours
Physical Education 1, 2 2 hours

Second Year

Art 13, 14 or 15, 16 or 17, 18 6 hours
English 21, 22 or 23, 24 or 25, 26 6 hours
French 6 hours
Education 11, 12 or Psychology 21, 22 6 hours
Elective 4 to 6 hours
Physical Education 15, 16 1 hour
Physical Education 21, 22 1 hour

The applicant for the diploma in dancing must give a creditable program of dances, two of which must be her own compositions. The costumes are to be designed by her.

HOME ECONOMICS DIPLOMAS.—The department of home economics awards two diplomas that are granted upon the completion of sixty-four semester hours with sixty quality credits. (See page 26 for definition of quality credits.)

Entrance requirements: fifteen acceptable college entrance units. A student who expects to transfer to senior college for continued work in home economics should offer the units listed for entrance to the Senior College Preparatory Curriculum, page 27.

(1) DIPLOMA IN FOODS AND NUTRITION

First Year

Home Economics 11; 12 6 hours
Chemistry 11, 12 8 hours
English 1, 2 6 hours
Electives 4 or 6 hours
Physical Education 1, 2 2 hours

Second Year

Chemistry 23, 24 8 hours
Home Economics 21, 22 8 hours
Economics 21, 22 6 hours
Physiology 11, 12 6 hours
Psychology 11, 12 6 hours
Electives 4 hours
Physical Education 15, 16 1 hour
Physical Education 21, 22 1 hour

*Two years of French in high school meet this requirement.
*Psychology is suggested as an elective.
(2) DIPLOMA IN TEXTILES AND CLOTHING

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 13; 14 6 hours</td>
<td>Home Economics 23, 24 6 hours</td>
</tr>
<tr>
<td>Home Economics 15; 16 or</td>
<td></td>
</tr>
<tr>
<td>11; 12 4 or 6 hours</td>
<td></td>
</tr>
<tr>
<td>Chemistry 11, 12 8 hours</td>
<td>Art History 13; 14 6 hours</td>
</tr>
<tr>
<td>English 1, 2 6 hours</td>
<td>Physical Education 15, 16 1 hour</td>
</tr>
<tr>
<td>Physical Education 1, 2 2 hours</td>
<td>Physical Education 21, 22 1 hour</td>
</tr>
</tbody>
</table>

**Music Diplomas.**—For diplomas offered by the conservatory of music see pages 77-85.

**The Diploma in Speech.**—A diploma in speech is awarded to those students who complete with sixty quality credits at least sixty-four semester hours of college work as outlined below. (See page 26 for definition of quality credits.)

Entrance requirements: fifteen acceptable college entrance units.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2 6 hours</td>
<td>English 21, 22 6 hours</td>
</tr>
<tr>
<td>Speech 11, 12 6 hours</td>
<td>English 23, 24 6 hours</td>
</tr>
<tr>
<td>Speech 14 3 hours</td>
<td>Speech 13 3 hours</td>
</tr>
<tr>
<td>Art History 13; 14 6 hours</td>
<td>Speech 17, 18 No credit</td>
</tr>
<tr>
<td>Biology 11, 12 or Chemistry</td>
<td>Speech 21, 22 6 hours</td>
</tr>
<tr>
<td>11, 12 8 hours</td>
<td>Psychology 21, 22 6 hours</td>
</tr>
<tr>
<td>Elective (first semester) 2 hours</td>
<td>Elective (second semester) 2 hours</td>
</tr>
<tr>
<td>Physical Education 1, 2 2 hours</td>
<td>Physical Education 15, 16 1 hour</td>
</tr>
<tr>
<td></td>
<td>Physical Education 21, 22 1 hour</td>
</tr>
</tbody>
</table>

The applicant for the diploma will be required to pass a comprehensive written examination and an oral speech test, to give a creditable program of interpretations, to participate in major dramatic productions, and to produce a one-act play.

Students desiring to present equivalents for Speech 11, 12 will be asked to take a written and oral test covering fundamentals.

**The Certificate in Art.**—For a certificate in art the following thirty-two semester hours of work are required. Students who have not had the equivalent of Art 11, 12 will find it necessary to spend two years in completing the requirements.

1Dependent upon the future plan of the student.

*Psychology is suggested as an elective.

Entrance requirements: fifteen acceptable college entrance units.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 11, 12</td>
<td>8 or 12 hours</td>
</tr>
<tr>
<td>Art 13, 14 or 15, 16 or 17, 18</td>
<td>6 hours</td>
</tr>
<tr>
<td>Art History 13; 14</td>
<td>6 hours</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>6 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>0 to 4 hours</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

A minimum of sixteen problems, as outlined in the syllabus, is required. All grades must be of high quality. Additional problems to overcome the student's points of weakness and to strengthen her work in her field of specialization will be required.

The progress of each student is an individual matter. Some students will be able to complete problems in less time than will be required for others. Completion of syllabus requirements—not number of hours in the studio—will determine the awarding of the certificate.

**The Certificate in Dancing.**

Entrance requirements: fifteen acceptable college entrance units.

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1, 2</td>
<td>6 hours</td>
</tr>
<tr>
<td>Music 15; 16</td>
<td>6 hours</td>
</tr>
<tr>
<td>Art History 13; 14</td>
<td>6 hours</td>
</tr>
<tr>
<td>Physical Education 15, 16</td>
<td>1 hour</td>
</tr>
<tr>
<td>Physical Education 11, 12</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21, 22 or 23, 24 or 25, 26</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Physical Education 23, 24</td>
</tr>
<tr>
<td>Physical Education 31, 32</td>
</tr>
</tbody>
</table>

**Music Certificates.**—For certificates offered by the conservatory of music see pages 77-85.

**The Certificate in Riding.**—The following course, leading to a certificate in riding, is offered for students eighteen years of age or older who wish to specialize in riding:

| Physical Education 19, 20 | 6 hours |
| Physical Education 29, 30 | 6 hours |
| Physical Education 15, 16 | 6 hours |

**The Certificate in Secretarial Training.**—The two-year course leading to the certificate in secretarial training em-
The school reserves the right to withdraw any class for which there are not at least six applicants.

**ART**

**MISS SHACKELFORD, Director**

**MRS. SUTHERLAND**

**MISS GORDON**

**MISS GRAY**

The department of art provides an opportunity for study in three principal fields: general art, costume and commercial illustration, and interior design. An introductory course which seeks to give the student a knowledge of fundamental principles, to advance her skill, and to free her creative ability is given the first year. This beginning work is so arranged that each student may place emphasis upon those phases of the course which form the foundation of the classes she plans to elect in the second year.

Satisfactory completion of a sequence of the courses outlined below will furnish the basis for independent work in a chosen branch of art or prepare the student for admission to more advanced classes in the leading art schools. The courses in interior design and commercial illustration are planned for students who wish to make vocational use of their knowledge. Arrangements for more advanced work may be made with the director of the department of art.

Some students may be required to take a double course in the studio their first year so that they will be able to meet the
proficiency requirements for admission to the second-year classes. Credit will be granted for this additional work. Students who, on the basis of their previous training, seek admission to the advanced courses will be allowed to stand an examination and then be classified in the light of their achievement.

Five art scholarships are offered annually to college freshmen who wish to major in art. Each scholarship, worth two hundred and fifty dollars, covers tuition in both art and the collateral literary subjects for one year. Candidates are required to submit a record of previous school work and must demonstrate their ability by the drawing of still life and ornament.

Courses offered by the department of art in the preparatory school are described on pages 64 and 65 of this catalog.

1, 2. Arts and Crafts. For students who are interested in construction and applied design. Problems in basketry, metal work (copper and brass), tooling and cut leather work, woodblock printing, simple weaving, cardboard construction (including elementary bookbinding and lamp shade making), and tie dyeing and batik. The work of this course is especially valuable for camp counsellors and for teachers of elementary grades.

Four hours a week. First semester, second semester. Credit, two semester hours.

3, 4. Principles of Design. The application of principles of design. Portfolio making, lettering, color theory, block printing and textile design. Consideration of historic color and form in textiles. Illustrations and lectures. Laboratory work: original problems applying art elements found in the historic examples.

Lecture and discussion, one hour; laboratory, two hours. First semester, second semester. Credit, four semester hours.

11, 12. Introduction to Art. The fundamentals of design and representation in orderly sequence. Two hours each week are given to lectures and discussions, in preparation for which the students have assignments in collateral reading. Three double periods each week are devoted to laboratory practise in pencil, charcoal, tempera and transparent water color. This work includes also drawing the head and figure from the posed model, with emphasis upon construction and action. Drawing from memory is stressed. Pictorial composition, lettering and color theory are taken up. Correct home furnishings and dress are given consideration in the lectures of the second semester. All art students are required to present this course as a prerequisite for more advanced work. Students who plan to take additional work and whose previous training has not prepared them to complete the work of this course in the minimum time, should arrange to spend an additional six hours a week in the studio. Two hours credit will be granted each semester for this additional work.

Required collateral: Art History 13; 14.
Ten hours a week. First semester, second semester. Credit, eight or twelve semester hours.

13, 14. General Course. The first semester includes life drawing in charcoal, freehand perspective sketching and water color painting.

The second semester covers life drawing, painting in water color from life, still life, and landscapes. Pictorial composition is stressed. Memory drawing is given due weight.

Prerequisite: Art 11, 12 and permission of director.
Ten hours a week. First semester, second semester. Credit, six semester hours.

15, 16. Costume and Commercial Illustration. The work of this course consists of problems in life drawing, water color painting, lettering, composition, commercial illustration, advertising layout, reproductive processes and a survey of the history of costumes.

Much of the time of the second semester is given to the illustration of costumes shown in local stores. The student is required to fill sketch books with costumes and accessories from which she develops newspaper layouts and magazine pages which may be reproduced in wash, line or color.

Prerequisite: Art 11, 12 and permission of director.
Ten hours a week in studio. First semester, second semester. Credit, six semester hours.

17, 18. Interior Design. This course includes a study of mechanical perspective, elevations in color, water color rendering, architectural details, historic ornament, furniture construction, history of period furniture, period interior design, contemporary design, history of interior decoration.

Prerequisite: Art 11, 12 and permission of director.
Ten hours a week. First semester, second semester. Credit, six semester hours.

ART HISTORY

MISS GRAY

13; 14. Art in the Western World. This is a general survey course in architecture, sculpture, and painting in Western Europe, with special reference to historic backgrounds and national characteristics. The work of the first semester covers the subject from the earliest beginnings to the end of the Middle Ages. The second semester covers the period from the
Renaissance to the present, with special attention to the various schools of painting. Lectures, colored prints, lantern slides, library work, written reports.

First semester, second semester.

Three hours a week.

21. 22. AMERICAN ART. A survey course in 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 25, 26.

Two hours a week.

First semester, second semester.

Credit, six semester hours.

21, 22. GENERAL CHEMISTRY. An introductory course that emphasizes the fundamental laws and principles of chemistry. All of the nonmetallic and the most important of the metallic elements are studied.

Lecture, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

BIOL O GICAL SCIENCES

MISS HOLLINGER

MISS GREENBURG

11, 12. GENERAL BIOLOGY. This course is an introduction to the fundamentals of living protoplasm, cell structure and the physiology of plant and animal life. A brief survey is made of the plant divisions from the unicellular forms to flowering plants. A corresponding survey is made of the animal kingdom. Types are selected from each animal group for comparative study. Consideration is given to the practical relation of biology to human life.

Lecture, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

21. INVERTEBRATE ZOOLOGY. A comparative study of the invertebrate groups of animals, their structure, classification, ecology and economic value.

Prerequisite: Biology 11, 12.

Lecture, two hours; laboratory, six hours.

First semester.

Credit, four semester hours.

22. VERTEBRATE ZOOLOGY. This includes the comparative morphology of the backbone animals and their special adaptations.

Prerequisite: Biology 21.

Lecture, two hours; laboratory, six hours.

Second semester.

Credit, four semester hours.

CHEMISTRY

DR. HOLLINSHEAD

MISS WIDELL

11, 12. GENERAL CHEMISTRY. An introductory course that emphasizes the fundamental laws and principles of chemistry. All of the nonmetallic and the most important of the metallic elements are studied.

Lecture, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

21, 22. QUALITATIVE AND INTRODUCTION TO 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, nine hours a week.

First semester, second semester.

Credit, ten 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, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

ECONOMICS

MISS EWING

3. ECONOMIC GEOGRAPHY OF THE WORLD. Such topics as agriculture, forest resources, fisheries, animal foodstuffs, fuels, ores, transportation, foreign trade, and manufactures are treated. The interrelations and the adjustments of peoples to their environments are stressed.

Three hours a week.

First semester.

Credit, three semester hours.

4. OUR ECONOMIC ORGANIZATION. This course is designed for beginners in the study of economics. It does not deal with theories and abstract principles. The aim is to acquaint students with the fundamental social structures and their functions in our economic organization. Among the various subjects studied are banking, specialization, business organization, scientific management, government, and the many other factors which enter into man's economic life.

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, and the material means of satisfying human desires.

Topics: Economic organization; the basis of the science of economics; industrial evolution; production; the laws of price; supply and demand; money; banking and exchange.

In the second semester the problems of the business organization are considered.

Topics: Transportation; government regulation of transportation; monopolies; insurance; speculation; distribution of wealth and income;
rent; wages; interest; profits; the economics of government taxation; problems of labor; reforms of the economic system.

Three hours a week.  
First semester, second semester.  

24. THE PRESENT ECONOMIC ORDER. The plan is to bring out as clearly as possible some of the major economic factors that one faces today. Such topics as these will be covered: a description of our present economic order; money; the types and meaning of exchange; financial institutions; the federal reserve system; business organizations; salesmanship, advertising and competition; the business cycle; the role of the consumer and of the worker.

Three hours a week.  
Second semester.  
Credit, three semester hours.

EDUCATION  
DR. PROVINE

11, 12. INTRODUCTION TO EDUCATION. The purpose is to develop an interest in general education and a comprehension of the underlying factors that enter into the educational process. In the first semester there is a brief survey of the European background of early American education. This is followed by an account of the development of our present system of schools and a comparison of it with the European system. A study is made of the purposes, organization, administration and costs of the different types of schools in the United States. The work of the second semester includes a critical examination of theories of education with special reference to learning processes, teaching procedure and subject matter for the curriculum. The student is taught to become aware of the factors and processes involved in her own education so that she may understand and direct them more intelligently.

Three hours a week.  
First semester, second semester.  
Credit, six semester hours.

ENGLISH  
DR. RHEA, Chairman, Composition Teachers
MISS SCRUGGS, Chairman, Survey of Literature Teachers
MISS RANSOM  
MISS DIETRICH  
MISS HERRON  
MISS PUGH

COMPOSITION

1, 2. FUNDAMENTALS IN READING AND WRITING. This course is required of all first-year college students or candidates for any certificate or diploma. Through reading and writing in varied literary types, the student works towards the objectives of clear thinking, correct expression, intelligent reading, and the development of critical judgment.

DEMONSTRATION OF WELL-ESTABLISHED HABITS OF CORRECT SPEAKING AND WRITING is a requisite to credit in the course.

A special non-credit class in the fundamentals of English composition is provided during the first semester for those students whose deficiency in spelling, punctuation, and sentence structure makes inadvisable their continuing in English 1.

Three hours a week.  
First semester, second semester.  
Credit, six semester hours.

1, 2X. FUNDAMENTALS IN READING AND WRITING. A course meeting six hours a week the second semester. All of the material of English 1, 2 is covered.

Six hours a week.  
Second semester.  
Credit, six semester hours.

27; 28. ADVANCED COMPOSITION. This introduction to journalism includes a critical study of the leading forms of literary composition with intensive practice in writing and numerous conferences. The work consists of essay, critical review, editorial, news story, short story, metrical forms and other types of imaginative writing.

Prerequisite: English 1, 2. 
Three hours a week.  
First semester, second semester.  
Credit, six semester hours.

LITERATURE

3; 4. COMPARATIVE LITERATURE. This course emphasizes the various types of English literature and compares them with their corresponding forms from other countries. The epic, drama and poetry are given special attention. In this way is obtained a wider and more appreciative knowledge of ancient and European literature and a richer background for subsequent courses.

Three hours a week.  
First semester, second semester.  
Credit, six semester hours.

21, 22. SURVEY OF ENGLISH LITERATURE. The first part consists of a survey from Beowulf to the Restoration Period; the second part, from the Restoration through the Victorian Period.

Prerequisite: English 1, 2. 
Three hours a week.  
First semester, second semester.  
Credit, six semester hours.

23. SHAKESPEARE. A careful study is made of a number of Shakespeare's plays with a more rapid reading of others. These are compared with various plays, Elizabethan and others. The first quarter's work consists of the comedies and histories; the second, of tragedies and romances.

Prerequisite: English 1, 2. 
Three hours a week.  
First semester.  
Credit, three semester hours.
24. **A STUDY OF MODERN DRAMA.** A short introduction connects the modern period with that of Shakespeare. Specimens of English, American and European plays are studied.

- **Prerequisite:** English 1, 2.
- **Credit:** three semester hours.

**FRENCH**

**MISS RUEF**

11, 12. **BEGINNERS’ COURSE.** Grammar, pronunciation, dictation, conversation, written and oral exercises and reading based on Bovee and Lindquist: “Une Aventure en Francais.”

- **Credit:** eight semester hours.

13, 14. **INTERMEDIATE COURSE.** Grammar review with conversation and composition based on Fundenburg: “A First Review of French Grammar.” Reading of selected stories, plays and novels by well-known authors.

- **Credit:** six semester hours.

17, 18. **ADVANCED GRAMMAR.** The course is designed to complete and fix in the mind of the student the fundamentals of the grammar and to increase her facility of expression in the foreign language. It is essential for all those wishing to major in French and is advisable for all taking French 21, 22 or 23, 24.

- **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.

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.

- **Prerequisite:** English 1, 2.
- **Credit:** three semester hours.

26. **MODERN AND CONTEMPORARY AMERICAN LITERATURE.** The modern movement is considered in poetry, essay and biography from 1870 to the present.

- **Prerequisite:** English 1, 2.
- **Credit:** three semester hours.

21, 22. **NINETEENTH AND TWENTIETH CENTURY FRENCH LITERATURE.** Extensive outside reading; oral and written reports.

- **Prerequisite:** French 13, 14 or its equivalent.
- **Credit:** six semester hours.

23, 24. **NINETEENTH AND TWENTIETH CENTURY GERMAN LITERATURE.** This course is conducted entirely in German and consists of general readings from German literature of the last one hundred and fifty years. Selections are read from the classic writers, Goethe and Schiller, from the nineteenth century writers, Hauptmann, Sudermann and Hauff, and from modern writers such as Mann, Huch and Wasserman.

- **Prerequisite:** German 13, 14 or its equivalent.
- **Credit:** six semester hours.

**HISTORY AND POLITICAL SCIENCE**

**MISS WHITE**

1, 2. **A SURVEY OF WESTERN CIVILIZATION.** This course is designed primarily to give the student some conception of the continuous development of civilization from ancient times to the present. The contributions of various civilizations to the modern world are studied, with special emphasis upon the medieval and modern periods.

This course is intended to furnish a background for further study in specialized fields of history, literature and art.
Three hours a week.
First semester, second semester.

11, 12. MODERN EUROPEAN HISTORY. The first part of the course covers the period from 1500 to 1815. The evolution of European civilization as accomplished by the cultural, religious, commercial and political revolutions is traced. Emphasis is placed on international relations as influenced by dynastic rivalries and revolutionary movements of the period.

The second part covers the period from 1815 to the present. The industrial revolution as a factor in the social, economic, and political development of Europe; the growth of nationalism, democracy, and imperialism; and the international relations culminating in the World War are discussed, with a brief study of post-war conditions.

This course is designed primarily for those who have had courses in world history in high school. It is not recommended for those who have had History 1, 2.

Three hours a week.
First semester, second semester.

21, 22. HISTORY OF THE UNITED STATES. This course is designed to give students an intelligent interest in and understanding of present-day national affairs by tracing the development of American institutions. An attempt is also made to acquaint the student with the literature of historical value.

The first half of the course covers the period from colonial beginnings to 1852. Topics emphasized are: European backgrounds; colonial developments; the Critical period, leading to the development of the Constitution and our political system; social and economic developments; expansion; the progress of democracy.

The second half of the course covers the period from 1852 to the present. Topics considered are: sectional interest and conflicts; economic development and industrial consolidation, with the resulting political developments; the development of the United States to a world power.

Three hours a week.
First semester, second semester.

23 or 24. AMERICAN GOVERNMENT. This course, surveying the American political system, takes up the organization and activities of the national government. The subject matter deals with the making of the constitution; the powers and functions of the President and Congress; the federal judiciary; elections and political parties. The course, designed to give the student an understanding of the present-day political system, is especially beneficial to students interested in American history.

Three hours a week.
First semester, second semester.

25, 26. ENGLISH HISTORY. This course is designed primarily for students who major in English literature. The purpose is to give an historical background for the study of the literature of the British Empire.

The first half of the course gives a general survey of England before 1600. Emphasis is placed on such topics as the development of the Empire, conflict between church and state, the Reformation, the development of representative government and law, and economic and social conditions.

The second half of the course covers the period from 1660 to the present. Topics stressed are the political revolutions, the colonial and imperial expansion, the commercial and industrial development, England's part in the World War, and recent trends in the Empire.

Three hours a week.
First semester, second semester.

27, 28. POLITICAL SCIENCE. The purpose of this course is to give the student an intelligent understanding of and interest in the nation of which she will become a citizen. The first part of the course is designed as a background for the study of present-day affairs. A rapid survey of the history of the United States is made; the discussions of the settlement, expansion, and development of the nation lay the foundation for readings and interest in current problems.

The second part of the course is designed as a practical guide for an understanding of the duties and privileges of citizens in any community. Problems of and possibilities in an intelligent participation in government are pointed out.

Three hours a week.
First semester, second semester.

HOME ECONOMICS
MRS. FIDLAR MRS. GREGG MRS. MCDONOUGH

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. One to four semesters may be taken as part of the general diploma course. The foods and clothing curricula have been planned for those who wish to take a well-rounded two-year course in general home economics in either of its phases. The work is also arranged to fulfill the requirements of the first two years for a degree in home economics at a university. The classes are open to any students who elect the required parallel and prerequisite courses.

11; 12. FOOD BUYING AND PREPARATION. The course includes: study of the composition of food; problems in selection and purchase; illustrations of the fundamental principles of cookery by actual preparation of food; analysis of recipes and discussion of standard products; table service; consumer buying.

Home Economics 11 is a prerequisite for Home Economics 12.
Required collateral: Chemistry 11, 12.
Six hours a week, lecture and laboratory.
First semester, second semester.

Credit, six semester hours.
20. The Child: His Origin, Development and Care. The first half of this course involves a study of what a woman should know concerning the phases of human reproduction, prenatal care, childbirth, biological development of the newly born, and problems of maternity and infancy.

The second half of the semester will be devoted to a consideration of care of the newly born; standards for normal growth and development; care of the pre-school child; the diseases and emergencies of childhood and their prevention, management and treatment.

From time to time specialists in their fields will be brought in to lecture on such subjects as dental care, child psychology and gynecology.

Three hours a week.
Second semester.


Prerequisite: Home Economics 11; 12.
Six hours a week, lecture and laboratory.
First semester.
Credit, three semester hours.

22. Meal Planning and Table Service. The choice, purchase, preparation, and service of food as regards dietary standards, food habits and nutritional needs of the family group.

Prerequisite: Home Economics 21.
Six hours a week, lecture and laboratory.
Second semester.
Credit, three semester hours.

23, 24. Textiles and Advanced Clothing Construction. The lecture work of the first semester includes a comparative study of some two hundred fabrics as regards identification of fibers and the construction, quality and price of materials in relation to their various uses. Materials studied include all fabrics used in the home. Practical home tests for differentiation in fabric content are discussed.

In the laboratory advanced problems in garment construction, pattern alteration and elementary pattern construction are taken up.

In the second semester a study is made of problems that confront the consumer in selecting, buying and caring for textiles and clothing. Style and fashion are also considered.

Laboratory problems include advanced work in clothing construction and pattern study.

Prerequisite: Home Economics 13; 14 or its equivalent.
Six hours a week, lecture and laboratory.
First semester, second semester.
Credit, six semester hours.


Four hours a week.
First semester.
Credit, two semester hours.
One of the chief aims of this department is to assist the student in acquiring a background of classical culture which will enrich her future studies in whatever field she may choose for specialization. An effort is made to stimulate interest through extensive collateral readings, through illustrative material in art and archaeology, and through a conscientious investigation of the facts of Roman life and literature. The student is taught, as far as the opportunity is afforded, to appreciate the debt of the modern world to Rome and, through Rome, to Greece.

1, 2. Cicero, Ovid. Reading of not less than four orations of Cicero (or an equivalent amount in a standard third-year book); selections from Ovid’s Metamorphoses; oral and written composition; sight reading.

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. A study will be made of the entire poem. Extensive collateral readings; oral and written composition; sight reading.

Prerequisite: three units of high school Latin, or Latin 1, 2 or the equivalent.

Three hours a week.

First semester, second semester. Credit, six semester hours.

11, 12. Selections from Latin Prose and Poetry. Attention is given chiefly to Catullus, Horace, and Livy, with illustrative selections from several other authors. Syntax review; practise in the writing of Latin; collateral readings.

Prerequisite: four units of high school Latin, or Latin 3, 4 or the equivalent.

Three hours a week.

First semester, second semester. Credit, six semester hours.

13, 14. Latin Writing. The purpose of this course is to develop syntactical accuracy, good diction, and an appreciation of the difference between English idiom and Latin idiom. Students who expect to major in Latin are urged to take the course.

Prerequisite: four units of high school Latin, or Latin 3, 4 or the equivalent.

One hour a week.

First semester, second semester. Credit, two semester hours.

15, 16. Classical Mythology. The most important myths are studied with especial reference to their use in ancient and modern literature and art. While attention will be concentrated chiefly on Greek and Roman mythology, some time will be devoted to the myths of other countries. A knowledge of Latin is not necessary. Open to all students of college grade.

Three hours a week.

First semester, second semester. Credit, six semester hours.

21. a. Roman Comedy. Selected plays from Plautus and Terence. Three plays will be read carefully; others will be taken rapidly or in translations. Collateral readings.


Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

First semester. Credit, three semester hours.

22. Roman Tragedy. Three of Seneca’s tragedies will be read in Latin; others will be taken in translations. Comparison with the Greek originals. Attention to Seneca’s influence on European tragedy. Collateral readings.

Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

Second semester. Credit, three semester hours.

MATHEMATICS

MISS FALVEY

1. College Algebra. A general review is made of all topics usually covered in a second-year high school course in addition to all topics offered in Mathematics 11.

Prerequisites: algebra, 1 unit; geometry, 1 unit.

Five hours a week.

First semester. Credit, three semester hours.

11. College Algebra. A general review is followed by a study of exponents, radicals, quadratic equations, simultaneous quadratic equations, inequalities, binomial theorem, progressions, complex numbers, theory of equations, and determinants.

Prerequisites: algebra, 1½ units; geometry, 1 unit.

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 1 or 11 or the equivalent.

Three hours a week.

Second semester. Credit, three semester hours.

21, 22. Plane Analytic Geometry and the Calculus. The first eleven weeks of the course are devoted to a study of analytic geometry; the remainder of the first semester is given to an introduction to the calculus. In the second semester the fundamental formulae and rules of differentiation and integration are derived and applied to maxima and
WARD-BELMONT

minima, rates, velocities, accelerations, indeterminate forms, mean value of a function, radius of gyration, liquid pressure, work, infinite series and expansion of functions.

The course is arranged to allow four semester hours' credit for analytic geometry and six semester hours' credit for the calculus.

Five hours a week.
First semester, second semester. Credit, ten semester hours.

MUSIC HISTORY
MR. RIGGS

For descriptions of other courses offered in Music, see pages 86 and 87.

15; 16. HISTORY OF MUSIC. 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 Vetreria and Duo-Art reproducing piano.

Music 15 is a prerequisite for Music 16.
Three hours a week.
First semester, second semester. Credit, six semester hours.

PHYSICAL EDUCATION
MISS CAYCE MISS MORRISON, Director MISS GRAY
MISS GOODRICH MISS NANCE MISS SAUNDERS
MRS. HALL MISS DELANEY MISS SEHMANN

Since the value of physical education is no longer debatable, one or more courses in this department are a part of every curriculum at Ward-Belmont. This work is, of course, included free of charge to all students. It is required for at least three hours a week every year. A physical examination is given at the time of entrance and a detailed cumulative record of the physical condition of each student is then kept on file. In the light of this information advice is given regarding the kind and amount of exercise suited to the needs of each individual student. No effort or expense has been spared in assembling complete equipment and a competent, enthusiastic staff.

The courses in dancing are of particular importance. In the first place, they aim to give the student an intelligent appreciation of dancing as an art and dwell upon such aspects as interpretation, characterization, and improvisation. In the second place, by means of practice of rhythmic exercise to musical accompaniment, they develop good posture and a natural coordination of movement that leads to grace and poise. All types of dancing are studied. There are special classes for toe and tap and limbering and stretching exercises.

1, 2. FRESHMAN PHYSICAL EDUCATION. This course is required of all freshman college students unless Physical Education 11, 12 or 19, 20 is taken. Specific requirements are: (1) instruction in swimming until the student is able to pass a proficiency test; and (2) a ten weeks' course in dancing. All other work is elective and is adapted to the needs of the individual student. During the fall and spring students elect outdoor sports; during the winter they choose from various indoor activities. One hour of class dancing may be taken throughout the year without extra charge. Riding may be elected in place of sports.

Three hours a week.
First semester, second semester. Credit, two semester hours.

3-A. SWIMMING. Instruction for beginners. Two hours a week.

3-B. SWIMMING. Elementary strokes and dives. For pupils who have learned to swim and wish instruction in perfecting form.
Two hours a week for ten weeks.

3-C. RED CROSS LIFE SAVING. The prescribed Red Cross course. Certificate and badge awarded upon successful examination.
Two hours a week for ten weeks.

11, 12. THEORY AND TECHNIQUE OF THE DANCE. Instruction is given in the technique of ballet, character, ballroom, plastique, modern, toe, and tap dancing. The lecture work covers an explanation of technical terms used in teaching dancing and of musical terms, note values and tempos with reference to dance composition. During the second semester a survey is made of folk costume in relation to authentic dances of foreign countries.

Dancing, six hours a week; lecture, one hour a week.
First semester, second semester. Credit, four semester hours.

11-A. DANCING. Instruction in elementary ballet technique and ballet and folk dances of medium difficulty.
One hour a week.

11-B. DANCING. Instruction in elementary technique of toe dancing and in toe dances of medium difficulty.
One hour a week.

11-C. DANCING. Instruction in elementary tap dancing.
One hour a week.

11-D. DANCING. Instruction in ballroom dancing.
One hour a week.

11-E. DANCING. Instruction in plastique dancing.
One hour a week.

11-F. DANCING. Instruction in fundamentals of the modern dance.
One hour a week.

11-G. DANCING. Limbering, stretching and corrective exercises.
15, 16. PERSONAL HYGIENE. Lecture course on the parts of the body and their care; the relationship of habits and environment to health, efficiency, and well-being of the individual; lectures, readings and papers and audio-visual aids. Required of all second-year students and applicants for diplomas.

One hour a week.

First semester, second semester. Credit, one semester hour.

17, 18. SPORTS AND GYMNASICS. This course is designed for pre-physical-education students and others who plan to specialize in any work in which a knowledge of sports and games is necessary. During the fall and spring, outdoor sports are practised for the development of skill. During the winter, instruction is given in indoor activities. One hour of dancing is required each week throughout the year.

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Eight hours a week.

First semester, second semester Credit, six semester hours.

17-A. PLAYS AND GAMES. In this course the student is given an opportunity to learn games which are suitable to children of various ages. All the students who are enrolled in the class participate in playing and teaching the games at each age level.

This course should be of value to students who plan to specialize in teaching in nursery schools, kindergarten or elementary grades. It is also suggested for those who hope to do leadership work with young people.

The course will not be offered for fewer than sixteen students.

One hour a week.

First semester.

18-A. FIRST AID AND SAFETY EDUCATION. The American Red Cross First Aid course is given. Students who satisfactorily complete the course will be awarded a certificate and badge from the American Red Cross. Projects in safety education in the home, school, and community will be developed by each student.

This course should be of special value to students who plan to teach or to have a home of their own.

One hour a week.

Second semester.

19, 20. THEORY AND TECHNIQUE OF RIDING. Instruction is given covering all fundamental points of mounting, dismounting, controlling the horse; riding and gaiting the walk, trot and canter; and road riding. The anatomy and conformation of the horse, saddling, bridling, and the care of the horse are studied in lecture periods.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester. Credit, four semester hours.

19-A. RIDING. 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.

Open to all students.

Fall and spring.

19-B. RIDING. For students who have completed 19-A. Instruction in riding and working three-gaited horses.

21, 22. SOPHOMORE PHYSICAL EDUCATION. This course in connection with Physical Education 15, 16 is required of all second-year college students. Outdoor sports are offered during the fall and spring; indoor sports and gymastics during the winter. Courses in dancing, riding or swimming may be elected to meet the requirements in full or in part. One hour of class work in dancing may be taken throughout the year without extra charge.

Two hours a week.

First semester, second semester. Credit, one semester hour.

23. ANATOMY. A study of the bony skeleton, ligaments and muscles of the body. A fundamental course for students who intend to major in physical education, physiology, medicine, nursing and other related fields.

Three hours a week.

First semester. Credit, three semester hours.

24. KINESIOLOGY. A study and an analysis of the action of different groups of muscles used in various activities such as sports, industrial occupations and activities in the home.

Prerequisite: Physical Education 23.

Three hours a week.

Second semester. Credit, three semester hours.

27, 28. ADVANCED WORK IN SPORTS AND GYMNASICS. During the fall and spring, outdoor sports are practised for further development of skill and studied for knowledge of rules and coaching methods. Dancing is required throughout the year.

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Nine hours a week.

First semester, second semester. Credit, six semester hours.

29, 30. ADVANCED THEORY AND TECHNIQUE OF RIDING. Instruction in signalising a five-gaited saddle horse, in jumping and hurdling, and in games and
stunt riding is given to girls who have shown sufficient proficiency in riding. The lecture work of this class covers the subjects of stable management, selection of horses, methods of organizing and teaching riding classes and road groups. Work in observation and practise teaching is required.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester.

Credit, four semester hours.

29-A. RIDING. Three-gaited class. For students who have ridden, but wish lessons. Instruction in riding the walk, trot, canter, and in properly gaiting the horse.

29-B. RIDING. Five-gaited class. Open only to students who have perfected themselves in the three-gaited class. The work of the class consists mainly in learning to signal properly a five-gaited saddle horse.

29-C. RIDING. Jumping and hurdling. Open only to students 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. Before enrolling in this class, a student must present permission from her parents.

29-D. RIDING. Road riding. Open only to students who can satisfactorily pass a road riding test.

31, 32. ADVANCED THEORY AND TECHNIQUE OF THE DANCE. Instruction is given in advanced technique of ballet, character, plastique and modern, toe, and tap dancing. The lecture course embraces the definition of technical terms, dance notation, methods of teaching, program building, and the staging and direction of dance recitals.

Dancing, six hours a week; lecture, one hour a week.

First semester, second semester. Credit, six semester hours.

31-A. DANCING. Instruction in intermediate ballet technique and in national, character and ballet dances.

One hour a week.

31-B. DANCING. Instruction in intermediate technique of toe dancing and in toe dances of progressive difficulty.

One hour a week.

31-C. DANCING. Instruction in the modern dance, work of medium progression.

31-D. DANCING. Instruction in advanced technique and in national, character and interpretative dances.

One hour a week.

31-E. DANCING. Instruction in advanced technique and toe dancing.

One hour a week.
REligion
Miss Van Hooser

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.


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.

15. The World's Living Religions. The major living religions will be studied, with a consideration of their history, social and cultural influence, and modern development. Readings from the sacred writings of each religion will be a part of the course.

Three hours a week.
First semester.  Credit, three semester hours.

16. Introduction to Religion. A survey of the characteristics and tendencies of Christianity today. Problems of religion of particular interest to members of the class will be investigated. The place of religion in the modern world will be considered.

Three hours a week.
Second semester.  Credit, three semester hours.

17. 18. Religious Education of Children and Young People. The course will present the principles and methods of the teaching of religion to children and young people. Materials will be evaluated, and a complete program planned for the church school. Field work the first semester will consist of supervised observation. During the second semester practice will be given in the teaching of religion to a group of children.

Two hours recitation, two hours field work a week.
First semester, second semester.  Credit, six semester hours.

SECRETARIAL TRAINING
Miss Henderson  Miss Ewing

1, 2. Elementary Shorthand. This course embraces the fundamental principles of the system of shorthand, with special emphasis upon word

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signs and construction, elements of phrase writing, accuracy tests and letter writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken in conjunction with typewriting.

Three hours a week.
First semester, second semester.  Credit, six semester hours.

3, 4. Elementary Typewriting. 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 care of the machine is also taught.

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

Three hours a week, two hours laboratory.  No credit.

5, 6. Bookkeeping. 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 as regards the development of accounting principles.

Each student is required to keep three sets of books. The work includes single and double entry bookkeeping; practise 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 must be taken at the same time unless special permission is granted.

Four hours a week.
First semester, second semester.  Credit, four semester hours.

11, 12. Advanced Shorthand. Attention is given to phrasing and ability to write and translate shorthand with greater speed and accuracy. Dictation consists of business letters and legal documents such as wills, deeds, and mortgages. Efficiency tests are given at frequent intervals at different rates of speed: 60, 80, 90, 100, and 125 words per minute.

Frequent lectures are given during the year on secretarial training, personality of the secretary, and the secretary as office manager. There are also discussions of outside readings.

No credit is given for this course unless taken in conjunction with typewriting.

Prerequisite: Secretarial Training 1, 2.

Three hours a week.
First semester, second semester.  Credit, six semester hours.

13, 14. Advanced Typewriting. This includes the transcribing of shorthand notes on the typewriter, letter writing, the correct arrangement of legal documents, rough drafts, tabulated matter, speed tests, and the modern methods of manifolding.
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Test for promotion: advanced new matter at not less than 60 words per minute for fifteen minutes with not more than five errors.

Three hours a week, two hours laboratory. No credit.

15, 16. ACCOUNTING. This course is designed to serve as an introduction to the entire field of accounting. Practise and theory are developed as a unit. The following are considered:

Accounting defined; the accounting process; the balance sheet (function, construction, form, and classification of accounts); the statement of profit and loss; the working sheet, accounts, object, construction, classification, charting; depreciation, depletion and amortization; sole ownership; partnership (opening books, adjustment of accounts, dissolution); corporations (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).

Prerequisite: Secretarial Training 5, 6.

Six hours a week.

First semester, second semester. Credit, six semester hours.

17, 18. COMMERCIAL LAW. This course is designed to give the student a thorough and correct understanding of the fundamental principles of commercial law and to teach her the attitude of caution and deliberation so that she will undertake business transactions thoughtfully and with a knowledge of her legal rights. The course covers a study of sales, agency, negotiable instruments, guaranty, insurance, real property, partnership, corporations, and other subjects. Particular emphasis is given contracts.

Two hours a week.

First semester, second semester. Credit, four semester hours.

20. OFFICE TRAINING AND OBSERVATION. The purpose of this course is to provide, as nearly as possible, a business laboratory in which the student applies the principles learned in other secretarial courses and acquires further information on phases not emphasized in those subjects, such as indexing, alphabetizing, mailing, filing, and the operating of various office appliances. In addition to assigned projects, reading and reports, the students will go on field trips for observation of office routine in different types of business organizations.

One hour a week.

Second semester. Credit, one semester hour.

SOCIOMETRY

MISS VAN HOOSER

21. INTRODUCTION TO SOCIOLOGY. This course is designed to enable the student to understand modern society and its major problems through a scientific analysis. The origin, structure, growth and activities of society will be studied.

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Among the topics discussed are: human nature, isolation, social contact, social control, interaction, conflict, accommodation, social forces, progress.

Three hours a week. 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, relief of the poor, 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.

23. THE FAMILY. This is a course which reviews the historical and psychological background of the present-day family, indicates trends in modern family life, and stresses the function of the family and its relation to other social institutions.

Three hours a week.

First semester. Credit, three semester hours.

SPANISH

MR. DONNER

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

Prerequisite: 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, 22. NINETEENTH AND TWENTIETH CENTURY LITERATURE. About eight hundred pages from standard authors of the nineteenth and twentieth centuries are read. Lectures are given on the literature, life and customs of the Spanish people. Themes and reports in Spanish are required.

Prerequisite: Spanish 13, 14 or its equivalent.

Three hours a week.

First semester, second semester. Credit, six semester hours.
SPEECH

MISS WINNIA, Acting Director
MISS DILLEY

This department aims, first of all, to cultivate an appreciation for the beauties of speech, perhaps the greatest achievement and most abused possession of humanity. In addition to being our chief instrument of communication, it is one of the best revelations of our personality. None of our manners or habits is more conspicuous or expressive. Since it is such a complete reflection of our essential character, it is worthy of the most careful study.

Students are taught first to value and then to acquire such fundamental requisites of good speech as: a free and natural use of the voice; good diction and pronunciation; the ability to read aloud and to express their thoughts clearly; an appreciation of the speech of the theatre and the lecture platform; and the necessary posture and poise.

Series of individual speech recordings are made during the year so that students may hear their own voices objectively and note the development. Regular conferences are held to assist each student individually in overcoming any speech faults or difficulties.

Creative ability is carefully sought and encouraged.

11, 12. FUNDAMENTALS OF SPEECH. The purpose is to establish the fundamentals of general good speech and to give the student a foundation for advanced courses. Attention is given to the development of such speech skills as correct articulation, acceptable pronunciation, pleasing vocal quality, adequate vocal flexibility, smooth rhythm, effective projection of thought, poise and expressive posture. There is practical application of these in the presentation of different types of speeches, oral interpretation, and the acting of scenes and short plays.

Lecture, three hours a week; group practise, two hours. 
First semester, second semester. Credit, six semester hours.

13. ORAL INTERPRETATION OF LITERATURE. This course covers theory and practise of the various techniques and principles of the oral interpretation of literature. Program making and platform department are included. The aim is to stimulate creative imagination and to develop an individual style. Different types of literature are considered in the light of their suitability for presentation.

Prerequisite: Speech 11, 12 or its equivalent.
Lecture, three hours a week; supervised practise and individual criticism, two hours. 
First semester. Credit, three semester hours.

14. ACTING. Theory and practise in the art of acting. Special consideration is given to pantomime and characterization. The material covered includes scenes from Shakespeare and the more modern playwrights.

Lecture, one hour a week; laboratory, four hours. 
Second semester. Credit, three semester hours.

15 or 16. Radio. Instruction is given in the principal phases of radio speaking and production. Included are training in speaking over a microphone, announcing, acting in radio plays, adapting plays for radio production, continuity writing, story telling, and program building. Sound effects are also studied. Each week a program is presented over a campus-wide broadcasting system.

Prerequisite: Speech 11, 12 or its equivalent.
Three hours a week. Credit, two semester hours.
First semester. Repeated second semester.

17, 18. VOICE AND DICTION. This is a practise course to develop poise while speaking. Attention is given to the development of rhythmic speech patterns, correct articulation, improvement of quality and flexibility of voice, and the overcoming of speech difficulties and self-consciousness. It is open to all students interested in the proper use of the speech mechanism and general proficiency in the use of spoken language.

Required of all candidates for the certificate or diploma.
One hour a week.
First semester, second semester. No credit.

21. STAGE CRAFT. This is a beginning course in the visual elements of play production. After a brief survey of the development of the theatre, consideration is given to the theory and practise of stage designing. Preliminary sketches and working drawings are made. A model set is constructed. There is work in lighting, designing and making of costumes, and theory and practise in make-up. Practise is given in school productions.

Students enrolled in this course may make observation visits back stage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.
Lecture, three hours; laboratory, two hours. 
First semester. Credit, three semester hours.

22. PLAY PRODUCTION. Consideration is given to all of the essential arts involved in the production of dramatic forms. There is a study of the following: stage forms and their historical backgrounds; types of productions; the choice of a play; casting; rehearsals; directing; management; costuming; and make-up. Each student makes a special study of one play for production. This includes the making of a director's manuscript and a costume plate. The course is designed to arouse appreciation of the general art of the theatre and to prepare students both for work in such organizations as the Little Theatre groups and for advanced study in dramatics. Practise is required through the production of plays.
Students enrolled in this course may make observation visits backstage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture, three hours; laboratory and rehearsals, two hours.
Second semester.
Credit, three semester hours.

Rehabilitative Reading. This is a laboratory period in remedial reading that is offered for those students who are found to be handicapped in their general college work by slow and inaccurate reading. The number of hours will depend upon the needs of the individual student.
No credit.

The Preparatory School

Requirement for Admission.—Students who have completed the eighth grade will be admitted without examination to the first-year preparatory school class. It is necessary that the applicant present from the principal of the school from which she comes an official statement of her work.

Students who seek admission to any 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. In addition, physical education is required of all students each year. For a description of the courses in physical education see page 70.

Requirements for the Preparatory School Certificate.—
The preparatory 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. An average of at least C must be made during the last year.

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

No credit is given for less than two units 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.

*Physics, when transferred from an accredited high school, will be accepted in place of biology or chemistry. For pupils not preparing for college entrance some other unit may take the place of geometry.
Credit Allowed in Special Subjects.—Units in the special subjects—art, expression, home economics, music—will be credited toward a high school certificate. Art.—One unit represents six periods of supervised studio work a week. Home Economics.—One unit in sewing represents five periods each week. Music.—One unit of credit represents two lessons a week in piano, harp, organ, violin, or voice, accompanied by a course in theory of music or musical appreciation. One hour's daily practice is required. Speech.—One unit represents four periods of prepared class work a week.

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.

The system of grading is as follows:

A. Excellent
B. Good
C. Satisfactory
D. Passing
E. Condition
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

ART
MISS SHACKELFORD, Director

MISS GORDON

I. Principles of composition and design; object drawing; lettering, with application to posters; figure drawing; memory drawing; modeling; direct painting in water color. Imaginative forms are modeled in three dimensions. In the first semester marionettes are designed, constructed and dressed. These are used in a play which is produced by the class.

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WARD - BELMONT (65)

All stage settings and accessories are designed and executed in the laboratory.

Lecture and discussion, one period a week; laboratory, five periods.

Credit, one unit.

II. A continuation of the work of the first year. More difficult problems in perspective, modeling, composition and color are given, with emphasis on creative design. Historic ornament in relief is drawn in charcoal from the cast and modeled in clay and wax to develop an understanding of period ornament in three dimensions. The mediums used are tempera, water color, pen and ink, pencil, charcoal, crayons, clay, and plasticine. One or more problems in craft work are required.

Lecture and discussion, one period a week; laboratory, five periods.

Credit, one unit.

BIBLE
MISS VAN HOOSER

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.

Four 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.

Four hours a week.

Credit, one unit.

Courses I and II are given in alternate years.

BIOLGy
MISS GREENBURG

An elementary study of plant and animal life, including the principles of living protoplasm, structure and physiology of selected types, and their economic significance.

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

First and second semesters.

Credit, one unit.

CHEMISTRY
MISS WIDELL

A course planned to give the student a general knowledge of the facts and principles of chemistry.

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

Credit, one unit.

CIVICS, ECONOMICS AND SOCIOLOGY
MISS CASEBIER

Two of these courses are offered each year.

Civics. This course is a study of the principles and functions of democracy in the United States.
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Topics: Meaning of democracy, representative government, separation of powers, constitutions, the federal system, local self-government, and civil liberty.

Four periods a week. Credit, one-half unit.

Economics. In this course the elements of economics are so taught as to make the student conscious of the many economic forces at work in our world today. Special attention is given to the present monetary system, banking, Federal Reserve System, and credit. Also considered are business organization, advertising, competition, and thrift. Current problems are correlated with the materials of the text.

Regular use is made of sound films and other visual aids. Special reports are required.

Four periods a week. Credit, one-half unit.

Sociology. An introduction to sociology covering the origin of the family, historical development and problems of the modern family, population and its distribution, immigration and recent laws controlling it. Extensive parallel reading and special reports on various modern problems. Current problems are correlated with the text.

Four periods a week. Credit, one-half unit.

ENGLISH

MISS HAY MISS ORDWAY MRS. SOUBY

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. Independent readings, on which reports are made or tests given.

Five periods a week. Credit, one unit.

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

Grammar based on individual needs in expression. Composition: description, exposition, letter writing, and paragraph development. Unity and coherence stressed. Weekly themes corrected and returned to pupil for revision. Independent readings, on which reports are made or tests given.

Five periods a week. Credit, one unit.

III. Literature four times a week. Composition once 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. Independent readings, on which reports are made or tests given.

Five periods a week. Credit, one unit.

IV. Literature four times a week. Composition once a week. Composition: the four forms of composition reviewed; correctness of form required. The arousing of critical and artistic consciousness stressed. Grammatical principles reviewed when necessary. Literature: outline of the history of English literature, study of selections. Parallel readings, on which reports are made or tests given.

Five periods a week. Credit, one unit.

GERMAN

MISS DIETRICH

I. Grammar, with emphasis on reading, speaking and thinking in the language. All class work conducted in German. Interesting and easy reading material used at the very beginning in correlation with the grammar. Memorizing of short poems and songs.

Five periods a week. Credit, one unit.

II. Rapid review of grammar. Memory work consisting mainly of songs. Reading and discussion in German of about 250 pages of standard texts. No translation into English, since the aim of the course is to have the pupil speak and think in the language.

Five periods a week. Credit, one unit.
HISTORY

MISS CASEBIER

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.

Class reports on supplementary work; summaries and outlines of both primary and secondary sources; map work throughout the year.

Five periods a week. Credit, one unit.

II. MODERN HISTORY. Among the chief topics considered are: the period of kings and their nationalistic rivalries, with special emphasis on French history; the period of political revolution and the Napoleonic era; the unification of Italy; the unification of Germany; the Industrial Revolution and its influence on modern social reform and the growth of imperialism; the first World War, its causes and effects; new experiments in government and their influence on international relations.

Five periods a week. Credit, one unit.

III. AMERICAN HISTORY. This course begins with a brief survey of the European background of the settlement of America. A more intensive study is then made of: the colonial period and the beginnings of our American ideals and institutions; the foundation of our present form of government; westward expansion and the rise of sectional interests that led to the conflict between the states; the emergence of the United States as a world power; the first World War and consequent problems.

Parallel readings; special reports; historical novels and current periodicals; map work, sound films and other visual aids.

Five periods a week. Credit, one unit.

IV. ENGLISH HISTORY. The significance of the geography of the British Empire, with special emphasis on its economic and political aspects, is first considered. Then follows a study of: Celtic and Roman Britain; Saxon England; Danish and Norman Conquests; formation of a united England; Tudor and Stuart periods and the revolutionary movements; foundation of the British Empire; period of reform and growth of democracy; the first World War with its effects on the Empire and England's international relations.

Five periods a week. Credit, one unit.

CLOTHING

MISS HAY

This course includes the following units: textile study; selection and purchase of clothing (this unit includes relation of principles of economics, hygiene and art to clothing); selection and purchase of household textiles; principles of construction; care and repair of clothing.

Five periods a week. Credit, one unit.

HOME ECONOMICS

MRS. FIDDLAR

Clothing. This course includes the following units: textile study; selection and purchase of clothing (this unit includes relation of principles of economics, hygiene and art to clothing); selection and purchase of household textiles; principles of construction; care and repair of clothing.

Five periods a week. Credit, one unit.

MUSIC

MISS BLYTHE

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

I. APPRECIATION. 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.

Three hours a week.
First and second semesters. Credit, with applied music, one unit.

II. THEORY AND EAR TRAINING. The rudiments of music: notation, terminology, scale formation, intervals, chords and rhythm, studied theoretically in close correlation with exercises in ear training, sight playing and dictation.

Three hours a week.
First and second semesters. Credit, with applied music, one unit.

PHYSICAL EDUCATION
MISS MORRISON, Director

First year: Physical Education I. Directed exercise, three hours a week.
Second year: Physical Education II. Directed exercise, three hours a week.
Third year: Physical Education III. Directed exercise, three hours a week.
Fourth year: Physical Education IV. Directed exercise, two hours a week; personal hygiene, one hour a week.

No preparatory student will be graduated until the required work in physical education is completed for each year of her attendance. Swimming is required until the student is able to pass a proficiency test. In case of physical disability, the work will be adapted to the needs and capabilities of the student.

Preparatory students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 51-55.) Those who wish to perfect themselves in the art of dancing or who wish to work toward the Certificate in Dancing are permitted to do the practical dancing work of six hours a week and will be awarded a Proficiency Certificate in Practise at the completion of two years of work.

PHYSIOGRAPHY
MRS. GREGG

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

Five periods a week.
Second semester. Credit, one-half unit.

PHYSIOLOGY
MRS. GREGG

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

Five periods a week.
First semester. Credit, one-half unit.

SPANISH
MISS WARD

I. INTRODUCTION TO SPANISH. Special emphasis placed upon speaking and writing Spanish; drill on pronunciation by means of phonetics; word study, reading, and exercises; composition embodying the rules and forms of Spanish grammar; gradual introduction of conversation into class work; reading of simple Spanish prose.

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 classroom; intensive and systematic study of vocabulary, grammar, and composition; reading of Spanish prose with dictation and conversation based thereon; projects for translation of material from English into Spanish.

Credit, one unit.

SPEECH
MISS WINNIA, Acting Director

MISS DILLEY

The general purpose of the work of this department is to aid the student in acquiring certain basic principles of speech and in applying them in her every day life. The student is encouraged to develop the ability to express herself clearly, thereby gaining self-confidence in her social relations. The study of speech aims also to create a lasting appreciation of the beauties of the spoken word.

I. SPEECH. A fundamental course in which are considered: (a) visible symbols of speech, such as posture and general bodily action; (b) audible symbols of speech, including breathing, tonal quality, flexibility, diction, and speech sounds; (c) conversation and discussion; (d) delivery of original compositions and selections from various types of literature which exemplify fundamental principles.

Credit, one unit.

II. DRAMATICS. A course designed to teach the student the proper use of voice and body while developing general dramatic ability. This class gives the kind of training that enables the student to become an active participant in the dramatic activities of her school and social group.

Credit, one unit.
THE CONSERVATORY OF MUSIC

FACULTY

ROY UNDERWOOD, B.Mus.
Dean

MARY VENABLE BLYTHE

Theory and Sight Playing
Graduate, St. Mary's Hall, San Antonio; Pupil of von Mickwitz and Harry Redman; Theoretical Courses in Southern Methodist University, University of Colorado, University of Southern California

FLORENCE N. BOYER

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

VERNA BRACKINREED

Piano
Graduate, Baker Conservatory, Flint, Michigan; B.Mus., Cincinnati Conservatory of Music; Piano with Isidor Philipp and Child Music Education Methods with Mlle. Dieudonne, Paris; Pupil of Labunski, Thalberg, Eisenberger and Ganz

SYDNEY DALTON

Head of Voice Department
L.Mus., Dominion College of Music, Montreal; M.Mus., Cincinnati Conservatory of Music; Pupil of David Bispham, Max Heinrich and J. H. Duval, Piano with Rafael Joseffy; Composition with Rubin Goldmark and Frederick Schlieder

MARY DOUTHIT

Piano
Graduate, Ward-Belmont School of Music; Pupil of Lawrence Goodman, Harold von Mickwitz and Sigismund Stojowski; Student, Cincinnati Conservatory of Music, University of Southern California, and Texas Christian University

FREDERICK ARTHUR HENKEL

Head of Organ Department
Graduate, Metropolitan College of Music; Student, Cincinnati College of Music; Pupil of Steinbrecher, Andre, Sterling, and Durst

FRANCES HELEN PARKER

Harp
B.A., Birmingham-Southern College; M.A., Vanderbilt University; Student, Eastland School of Music and Cincinnati Conservatory of Music; Private Lessons in Vienna; Pupil in Master Class of Carlos Salzedo

LAWRENCE H. RIGGS

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

HAZEL COATE ROSE

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

KENNETH ROSE

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

AMELIE THRONE

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

ROY UNDERWOOD

Head of Piano Department
B.Mus., Bethany College; Fellowship Student, Julliard Foundation, three years; Pupil of Mollie Margolies, Oliver Denton, Alexander Siloti; Associate, Alberti Studios, New York; Associate Professor of Piano, University of Kansas

ANNIE CAVERT

Practice Supervisor
The Conservatory of Music

The Ward-Belmont Conservatory of Music, a junior college member of the National Association of Schools of Music, offers two years of work designed to meet the highest standards of music education in America. The emphasis is not placed on performance alone, but on a broad cultural and artistic foundation. It is felt that performance should always go hand in hand with an understanding and appreciation of music in its varied fields of expression. In addition to the curricula outlined, the conservatory offers more advanced work in certain applied subjects equivalent to that required in the four-year conservatories. Information regarding post-graduate courses may be had upon request.

In music, as in all the arts, the personality, talent, education and experience of the teacher are of unusual importance. The relationship between teacher and student is naturally quite close and can result in creating in the student appreciative attitudes and standards of artistic excellence that, at certain stages of development, are as much to be desired as technical attainments. The Ward-Belmont Conservatory has accordingly assembled a distinguished faculty. Each member is chosen for general musicianship as well as for definite accomplishment in a special field. Most members have had extensive experience as concert artists. This in itself, however, does not assure the ability to help students gain the greatest cultural value from their studies or to prepare them for a career in music. Consequently, the conservatory keeps teaching ability steadily in mind. Folders that set forth in detail biographical and professional facts pertaining to the head of each department will be sent upon request.

No care or expense has been spared in equipping the conservatory. There are seventy-five practise pianos, ten Steinway grands for studios, two Steinway concert grands for concerts and recitals, one Duo-Art Steinway with more than two hundred recordings for class work, and organs both for recital and for practise purposes. To these advantages must be added the important one of library facilities. The students have access to the excellent collection of books on music and the arts in the college library. There is also the library of recordings, which contains hundreds of records of all types of music. Two listening rooms equipped with reproducing machines and radios are available for playing these records and for listening to radio programs of interest to students of music.

The frequent use of a modern recording unit enables the students to hear their own performances objectively and helps them to analyze and improve their work through a careful and detached study of their own playing and singing.

The results of mental measurements, music talent tests, and teachers' ratings aid the conservatory in evaluating the students' musical ability and in guiding them in the selection of a suitable kind of vocational activity in the field of music.

In addition to the annual series of concerts given by world famous artists in the school auditorium (see pages 14-15), student tickets are available to concerts presented in Nashville during the season. Pupils' recitals are given at regular intervals in various halls on the campus. These are of great benefit to the students, giving them the opportunity to overcome timidity by acquiring confidence and self-control. Ease of performance before an audience is by no means an easy accomplishment and can be attained only by frequent public appearances.

Practise in ensemble work is offered through piano, vocal and string groups, orchestra, glee club, and choir. College credit for orchestra and glee club work is granted to any student whether enrolled in the conservatory or not.

Each year a Theodore Presser scholarship is available. It is usually divided among those who are actually in need of such aid and whose talent, musicianship and character show them to be worthy. Preference is given to those who expect to become teachers. In addition, ten studio scholarships of one hundred dollars each will be awarded on a basis of talent and need. Competitive auditions will be held during the summer in various sections of the country. Information regarding these auditions may be obtained by writing the dean.

Students from the junior college may elect from the offerings of the conservatory courses in applied music, theory, and history of music. As many as eighteen hours of credit for such special work may be applied toward the Junior College General Diploma. Credit in music, except in the history of
music, is allowed only when courses in theory and in applied music are taken in conjunction. Not more than eight semester hours in applied music may be so credited.

One general charge is made to those regularly enrolled in any of the various conservatory courses. This charge covers every subject necessary to that course and includes the use of practice room and instrument. Extra charges, as shown in the list of expenses at the end of the catalog, are made to junior college and preparatory school students who wish to take applied music.

ORCHESTRA

The Ward-Belmont Symphony Orchestra, conducted by the head of the violin department, offers training and experience for the advanced student and equips her with a practical knowledge of repertoire and routine. An audition by the conductor is required for admission. There are obligatory weekly rehearsals. Credit is given for regular attendance and active interest.

GLEE CLUB AND CHOIR

The choral activities of the student body are centered mainly in the glee club and the choir, both of which are directed by the head of the voice department.

The glee club personnel is chosen by audition from the large number of students who make application at the beginning of each school year. As many applicants as possible are admitted so that the advantages of group singing may be enjoyed by a large number of the student body. Since the music studied is chosen for its educational value and inherent beauty, the singers become acquainted with many of the masterpieces of choral literature. The fundamentals of music and vocal tone production are stressed.

A credit of one semester hour is given for regular attendance and active interest.

The choir, a group of thirty selected voices, sings once a week at regular chapel services. Carefully chosen hymns and anthems provide the opportunity for training in church music. The valuable service rendered by the choir in the religious life of the school makes it one of the popular student organizations. No college credit is given.

CERTIFICATES AND DIPLOMAS

No one may apply for a certificate or diploma who does not present fifteen acceptable high school units. Graduation from an accredited high school is considered as meeting this requirement.

The various courses below lead to a diploma in music and meet the requirements for the first two years of the Bachelor of Music degree. They are in accordance with the published regulations of the National Association of Schools of Music. The certificate in music is awarded upon the satisfactory completion of the first-year requirements. It is designed primarily for regular college students whose musical interest and ability warrant this recognition. Such students may spread the music requirements over two years. They are required to take two examinations in the applied subject. The diploma in music is awarded after satisfactory completion of the second-year requirements.

Under no circumstances may a student earn a junior college diploma and a music diploma in the same year.

All students whose major subject is applied music will be examined at the close of each semester by a committee consisting of the heads of the departments. The items covered by the examinations are specified in the requirements of each department. In addition, the candidate must be able to answer questions regarding the composers of the works used, time and key signatures, terminology, and similar matters.

Candidates must appear in public performance at least three times before receiving the certificate and three additional times before receiving the diploma. They are also required to attend all recitals.

Applicants for certificates and diplomas in harp, organ, violin, or voice who can show by examination that they are able to meet the piano requirements may, at the discretion of the dean of the conservatory, substitute another subject. Students not exempt on this basis are assigned a piano teacher by the head of the piano department.

The number of hours of daily practice listed under course requirements represents in each case the minimum amount.
Some students may need additional hours in order to complete satisfactorily the technical requirements.

Candidates for certificates and diplomas are required to present as many quality credits* as semester hours earned.

**Harp**

**Entrance Requirements**

To enter the two-year course in harp the student should have an elementary knowledge of the piano.

**Course Requirements**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harp (2 lessons a week, 2½ hours practice a day)</td>
<td>Harp (2 lessons a week, 2½ hours practice a day)</td>
</tr>
<tr>
<td>Piano (1 lesson a week; 1 hour practice a day)</td>
<td>Piano (1 lesson a week; 1 hour practice a day)</td>
</tr>
<tr>
<td>Music 11; 14</td>
<td>Music 21; 24</td>
</tr>
<tr>
<td>Music 15; 16</td>
<td>Sight Playing</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>Orchestra</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>English 21, 22</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>Physical Education 15, 16</td>
</tr>
<tr>
<td>Recitals</td>
<td>Recitals</td>
</tr>
</tbody>
</table>

**Additional Requirements—First Year**

**Technique.**—Development of a knowledge of the scale, principles of fingering, and chords, with much stress on the tonal quality and production. Special emphasis on accurate and careful pedal work. Thorough knowledge of all the new effects available on the harp, as discussed in "Modern Study of the Harp," by Carlos Salzedo. Working knowledge of simple orchestra parts.

**Repertoire.**—Works by such classical composers as Corelli, Bach, Haydn, and Couperin. Selections from Brahms, Schumann, Tournier, and Piazzolla and from such moderns as Salzedo and Debussy.

**Piano.**—Simple solo numbers and the easier sonatas by Mozart and Haydn.

**Examination.**—

1. **Technique.**—As stated above.
2. **Unmemorized Repertoire.**—Three selected etudes by Salzedo. One selected standard orchestra part.
3. **Memorized Repertoire.**—Three concert pieces from classic and modern composers.

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**Organ**

**Entrance Requirements**

To enter the two-year course in organ, the student should have completed sufficient piano study to enable her to play some Bach Two-Part Inventions, Mozart sonatas, compositions by such composers as Grieg, Schubert, and Mendelssohn.

**Course Requirements**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organ (2 lessons a week, 1½ hours practice a day)</td>
<td>Organ (2 lessons a week, 2 hours practice a day)</td>
</tr>
<tr>
<td>Piano (1 lesson a week; 1 hour practice a day)</td>
<td>Music 21; 24</td>
</tr>
<tr>
<td>Music 11; 14</td>
<td>Sight Playing</td>
</tr>
<tr>
<td>Music 15; 16</td>
<td>Service Playing</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>Organ Construction and Choir</td>
</tr>
<tr>
<td>Service Playing</td>
<td>Directing</td>
</tr>
<tr>
<td>Organ Construction and Choir</td>
<td>English 21, 22</td>
</tr>
<tr>
<td>Directing</td>
<td>Physical Education 15, 16</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>Physical Education 21, 22</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>2 hours Recitals</td>
</tr>
</tbody>
</table>

*See page 26 for explanation of quality credits.
ADDITIONAL REQUIREMENTS—FIRST YEAR

TECHNIQUE. — The requirements in manual technique are the same as in piano except that the range and speed of scales and arpeggios are limited to the particular demands of the organ. In addition, scales and arpeggios as adapted to pedal technique are studied.

REPERTOIRE. — Pedal studies by Buck or Merkel. Bach’s easier choral preludes and at least four of the shorter preludes and fugues. Movements from sonatas of Mendelssohn, Merkel, Gullmant, and Rheinberger. Three standard compositions.

EXAMINATION. —
1. Technique. — Pedal and manual scales and studies.
2. Repertoire. — Unmemorized: Bach, one choral prelude and one prelude and fugue; one movement of a sonata; two standard compositions. Memorized: one standard composition.

ADDITIONAL REQUIREMENTS—SECOND YEAR

TECHNIQUE. — The requirements in manual technique are the same as in piano. In addition, scales and arpeggios adapted to pedal technique.

REPERTOIRE. — Bach, four preludes and fugues, choral preludes. Two sonatas of Gullmant, Mendelssohn, Merkel, or Rheinberger. Six standard compositions by classic and modern composers. These are in addition to first-year requirements.

SIGHT PLAYING (ORGAN). — Hymns, moderately difficult accomplishment to vocal solos and anthems, a quartette in vocal score four staves in G and F clefs.

EXAMINATION. —
1. Technique. — As stated above.
2. Repertoire. — Unmemorized: Bach, one prelude and fugue, one choral prelude; one sonata; one standard composition. Memorized: two standard compositions; one movement of a sonata or standard composition selected by the instructor and prepared by the student alone.
3. Sight Playing. — As stated above.

PIANO

ENTRANCE REQUIREMENTS

To enter the two-year course in piano the student should be grounded in correct touch and reliable technique and be able to play all major and minor scales correctly in moderately rapid tempo.

Among the work already done should be a study of some of the standard etudes of Czerny, Op. 299; Heller, Op. 47 and 46 (according to the needs of the pupil); easier Bach two-part inventions; easier Mozart or Haydn sonatas; pieces of similar difficulty. Systematic methods of practise should also have been acquired.

WARD-BELMONT

ADDITIONAL REQUIREMENTS—SECOND YEAR

Piano (2 lessons a week; 2½ hours practise a day) 7 hours Piano (2 lessons a week; 3 hours practise a day) 8 hours
Music 11; 14 10 hours Sight Playing 1 hour Music 21; 24 10 hours
Sight Playing 1 hour Piano Literature 1 hour
Music 15; 16 6 hours Piano Ensemble 1 hour
Piano Literature 1 hour Piano Literature 1 hour
English 1, 2 6 hours English 21, 22 6 hours
Physical Education 1, 2 2 hours Academic Elective 6 hours
Recitals Physical Education 21, 22 1 hour
Recitals

ADDITIONAL REQUIREMENTS—FIRST YEAR

TECHNIQUE. — Major scales played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 104); in thirds, sixths, and tenths, and contrary motion (speed, 4 notes to M. M. 92).

Minor scales, harmonic and melodic, played with both hands in parallel motion (speed, 4 notes to M. M. 104).

Chords: major and minor with added octaves; dominant and diminished sevenths.

Arpeggios in all positions on major and minor triads; dominant and diminished sevenths (speed, 4 notes to M. M. 72).

Octaves: diatonic and chromatic scales (speed, 4 notes to M. M. 60).

REPERTOIRE. — Minimum requirement: two complete sonatas; twelve studies from such works as Cramer, “Fifty Selected Studies”; Czerny, Op. 299; Jensen, Op. 32; Loeschhorn, School of Velocity. Eight Bach inventions, at least two of them three-part. Selections from classic and modern composers.

EXAMINATION. —
1. Technique. — As stated above.
2. Memorized Repertoire. — Bach, one two-part invention and one three-part invention; one study; one movement of a sonata, such as Beethoven, Op. 2, No. 1; four pieces, such as Liszt, Consolation in D Flat; Chopin, Waltz in C Sharp Minor; MacDowell, Perpetual Motion; Debussy, Arabesque, No. 2.

ADDITIONAL REQUIREMENTS—SECOND YEAR

TECHNIQUE. — Major and minor scales, both hands in parallel motion through four octaves (speed, 4 notes to M. M. 120); in thirds, sixths and tenths (speed, 4 notes to M. M. 104).

Chords: major and minor triads, with added octaves; dominant and diminished seventh chords.

Arpeggios on major and minor triads, dominant and diminished seventh chords in all positions (speed, 4 notes to M. M. 100).
Octaves: diatonic and chromatic scales (speed, 4 notes to M. M. 72); major and minor arpeggios.

REPERTOIRE.—Minimum requirements: two complete sonatas; two preludes and fugues from “The Well-Tempered Clavichord”; six studies, selected according to the needs of the student from such works as Czerny, Op. 740; Moscheles, Op. 70; Jensen, Op. 32; MacDowell, Op. 39; Haberbier, Etudes Poésies; Preyer, Op. 30 and Op. 45. Selections from classic and modern composers. These are in addition to first-year requirements.

EXAMINATION.—
1. Technique.—As stated above. All diatonic scales to be played at a minimum speed of 4 notes to M. M. 66.
2. Memorized Repertoire.—One principal movement of a classic concerto; principal movement of a sonata; four concert pieces, representing classic and modern schools.

ADDITIONAL REQUIREMENTS—SECOND YEAR
TECHNIQUE.—Scales: diatonic, major and minor (speed, 4 notes to M. M. 100); arpeggios, three octaves, M. M. 100; thirds and octaves, all keys, two octaves.
Etudes and caprices: Kreutzer, Fiorillo, Rode. Supplementary studies of Sevcik, Sitt, Schradieck, and other composers.
REPERTOIRE.—One complete concerto such as Viotti, No. 22, Rode, No. 6; Vieuxtemps, No. 4; Mozart, No. 4. Sonatas of Handel, Tartini (G Minor), Corelli, and comparable works. Six concert pieces of similar grade of difficulty.
The candidate must prepare without assistance a principal movement of a sonata selected by the instructor.
PIANO.—Mozart and Haydn sonatas and the easier numbers from Bach’s Little Preludes and Fugues or Two-Part Inventions.

EXAMINATION.—
1. Technique.—All scales memorized, as outlined above, four selections from required etudes and caprices.
2. Repertoire.—One complete concerto (two movements memorized). One complete sonata (two movements by memory). Four compositions of recital grade, memorized. Two movements of a sonata, prepared without assistance.

VOICE
ENTRANCE REQUIREMENTS
To enter the two-year course in voice the student should be able to sing on pitch, with correct phrasing and musical intelligence, standard songs in English. The simpler classics are recommended. She should also possess a knowledge of the rudiments of music and be able to read a simple song at sight. Some knowledge of piano is strongly recommended.
### Ward-Belmont

#### Course Requirements

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice (2 lessons a week, 1½ hours practise a day)</td>
<td>Voice (2 lessons a week, 1½ hours practise a day)</td>
</tr>
<tr>
<td>Piano (1 lesson a week, 1 hour practise a day)</td>
<td>Piano (1 lesson a week, 1 hour practise a day)</td>
</tr>
<tr>
<td>Music 11; 14</td>
<td>Music 21; 24</td>
</tr>
<tr>
<td>Music 15; 16</td>
<td>Repertoire Class</td>
</tr>
<tr>
<td>Glee Club</td>
<td>Glee Club</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>English 21, 22</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>French or German</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>Physical Education 15, 16</td>
</tr>
<tr>
<td>Recitals</td>
<td>Physical Education 21, 22</td>
</tr>
</tbody>
</table>

**Additional Requirements—First Year**

**Technique.**—Correct breathing, carriage, pronunciation, enunciation, resonance. Scales and arpeggios in moderate tempo, stressing smoothness and evenness rather than speed. Legato and staccato. Correct vowel focus and tone production.

**Vocalises.**—Six vocalises, to be chosen from the easier works of Vaccai, Concone, and the collections of Marzo and Spicker.

**Repertoire.**—At least ten songs, memorized, from the various schools; easier numbers from the old Italian arias and songs; songs of Franz and Schubert, in German; others of same grade in English and French. Folk songs.

**Piano.**—Simple solo numbers and Kuhlau Sonatinas.

**Examination.**—

1. **Technique.**—As stated above.
2. **Unmemorized.**—The six vocalises offered.
3. **Memorized Repertoire.**—One of the easier operatic arias and one of the easier oratorio arias. Eight songs must be offered, six of which may be in English with others in at least two foreign languages. Candidates must prepare one number unaided.

**Additional Requirements—Second Year**


**Vocalises.**—Four numbers, illustrating different kinds of singing and of a fairly advanced nature, such as selections from the later volumes of Spicker's "Masterpieces of Vocalization," or Marzo's "The Art of Vocalization."

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### Public School Music

#### Entrance Requirements

To enter the two-year course in public school music the student should possess an acceptable singing voice and should have a good foundation on one instrument, preferably the piano.

#### Course Requirements

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major subject (piano, voice or violin, two lessons a week; 1½ to 2½ hours practise a day)</td>
<td>Voice (1 lesson a week, 1 hour practise a day)</td>
</tr>
<tr>
<td>Minor subject (piano, voice or violin, 1 lesson a week; 1 hour practise a day)</td>
<td>Piano (1 lesson a week, 1 hour practise a day)</td>
</tr>
<tr>
<td>Music 11; 14</td>
<td>Music 21; 24</td>
</tr>
<tr>
<td>Music 15; 16</td>
<td>Glee Club or Orchestra</td>
</tr>
<tr>
<td>Glee Club</td>
<td>Sight Playing</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>Physical Education</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>Academic Elective</td>
</tr>
<tr>
<td>Physical Education 1, 2</td>
<td>Physical Education 15, 16</td>
</tr>
<tr>
<td>Recitals</td>
<td>Physical Education 21, 22</td>
</tr>
</tbody>
</table>

The student is required to study piano the first year as either a major or a minor subject.

A certain degree of flexibility is permitted in the second-year schedule in order to meet the requirements of the senior college which the student may plan to attend.
Description of Courses

CREDITS IN MUSIC

Credit for applied music (in harp, organ, piano, voice, violin, and the like) is given in the Junior College* and the Conservatory on the following yearly basis:

One thirty-minute lesson a week. Credit, one semester hour.

Two thirty-minute lessons a week. Credit, two semester hours.

Credit for practice is granted on the basis of one semester hour for each three hours of weekly practice. Quality credits are not given for practice hours. Practice rooms are assigned by the supervisor.

SIGHT PLAYING, FIRST YEAR—Supervised work in playing at sight, with emphasis on notation, melodic, harmonic, and rhythmic analysis. Completion of course requires ability to read at sight either part of moderately difficult duets; hymns; easy accompaniments for either violin or voice; Clementi and Kuhlau sonatinas and pieces of like difficulty.

One hour a week.

First semester, second semester. Credit, one semester hour.

SIGHT PLAYING, SECOND YEAR—Continuation of first-year sight playing, with more emphasis placed on musical form, expression, phrasing, and touch. Completion of course requires ability to read at sight compositions for two pianos; Beethoven symphonies in duet form; easier Haydn and Mozart sonatas and pieces of same difficulty. Accompaniments.

One hour a week.

First semester, second semester. Credit, one semester hour.

GLEE CLUB

Two hours a week. Credit, one semester hour.

First semester, second semester.

ORCHESTRA

Two hours a week. Credit, one semester hour.

First semester, second semester.

PIANO ENSEMBLE—Classes in ensemble playing are held by all teachers of the piano department. All students in the department, whether piano majors or not, may receive this training without extra charge.

One hour a week.

First semester, second semester. Credit, two semester hours.

HARP—Individual lessons adapted to advancement of student.

PIANO—Individual lessons adapted to advancement of student.

PIANO LITERATURE—A general survey of piano music from the earliest times to the present day. The Classic, Romantic and Modern schools of composition are discussed from the standpoint of touch, phrasing, pedaling, and tonal and interpretative effects. Students are given the opportunity of performing. Attendance is required of all students of the head of the department even if they are not candidates for a certificate or diploma. There is no charge.

One hour a week.

First semester, second semester. Credit, one semester hour.

PIPE ORGAN—Individual lessons adapted to advancement of student.

VIOLIN—Individual lessons adapted to advancement of student.

VOICE—Individual lessons adapted to advancement of student.

VOICE REPertoire CLASS—This class, meeting one hour a week, is required of all applicants for the certificate or diploma in voice. There is no charge.

Music 15 is a prerequisite for Music 16.

Three hours a week.

First semester, second semester. Credit, six semester hours.

ADVANCED THEORY, EAR TRAINING AND HARMONY. A continuation of the work of Music 11; 14, including ear training, sight singing, dictation and harmonization involving further study of chord material. Topics treated: non-chord tones, harmonization, and creative listening to many illustrations on the Victrola and Duo-Art reproducing piano.

Three hours a week.

First semester, second semester. Credit, six semester hours.

COUNTERPOINT AND COMPOSITION. Private instruction offered to those who are qualified. Prerequisite: at least two years of harmony and one year of ear training.

Two half-hour lessons a week. Credit, two semester hours.

*Credit in applied music is allowed in the Junior College only when taken in conjunction with theory or history of music.

**NOTE—Ear training and sight reading, two hours per semester; harmony and keyboard work, three hours per semester.
General Statements

RELATIONS WITH PARENTS AND STUDENTS

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

There is placed in the hands of each student at the opening of school a copy of the Blue Book. This contains the various detailed regulations pertaining to the domestic and disciplinary matters of the school. Compliance with these constitutes an obligation of citizenship in the group and a condition of the contract of agreement.

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

Boarding students are not allowed to visit friends or relatives in the city except with the approval of parents and the dean of residence. Permission is not granted to spend the night in the city, except with parents or in the homes of near relatives. Such permission may not be granted more frequently than one week-end in a month.

Boarding students are under school regulations when in Nashville, except as stated in the Blue Book.

All permissions of parents or guardians should be written and addressed to the dean of residence, and are subject to her approval.

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

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

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

Students should bring sufficient funds with them to care for buying books and other school supplies. This money should be deposited in the student bank until needed. No charge purchases are permitted in the bookroom.

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.

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

EXPENSES AT WARD-BELMONT, NASHVILLE, TENNESSEE

The school year consists of one term of thirty-four weeks, beginning and ending as indicated on the school calendar. 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 must 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.

THE JUNIOR COLLEGE AND THE PREPARATORY SCHOOL

ANNUAL TUITION, for any course of study leading to any certificate or diploma but not including those subjects listed under Additional Studies Tuition, pages 91-92. Two girls in a room, with bath on hall, each occupant $950.00

Of this amount $625.00 is required on entrance and the balance January 1.

Included are:
Instruction by best qualified and experienced teachers
*Artists Series, composed of at least six outstanding concerts and lectures
Physical education, with a full program of sports
Infirmary, including simple medicines and nurse’s attention (except when a special attendant is necessary)
Laundry within specified but liberal limits
Board, a wide variety of fine, wholesome foods carefully prepared and tastefully served
Completely furnished room, including beds, dresser, rugs, window draperies and house linen

A few single rooms with bath on hall are available at $850.00 for tuition, etc., as listed above. Of this amount $625.00 is required on entrance and the balance January 1.

ANNUAL TUITION, for any course of study leading to any certificate or diploma but not including those subjects listed under Additional Studies Tuition, pages 91-92. Two girls in a room, in suites of two, with connecting bath, each occupant $1,100.00

Of this amount $735.00 is required on entrance and the balance January 1.

Included are:
Instruction, artist series, etc., as in the junior college and preparatory school.

ANNUAL TUITION, for any course of study leading to any diploma or certificate in the conservatory as outlined. Two girls in a room, in suites of two with connecting bath, each occupant $1,150.00

Of this amount $735.00 is required on entrance and the balance January 1.

ANNUAL ACTIVITIES FEE, payable on entrance $25.00

Social club membership
Athletic Association membership
The Milestones (yearbook)
The Hyphen (weekly)
The Chimes (literary quarterly)
Post-office box

THE CONSERVATORY OF MUSIC

ANNUAL TUITION, for any course of study leading to any diploma or certificate in the conservatory as outlined. Two girls in a room bath on hall, each occupant $1,100.00

Of this amount $735.00 is required on entrance and the balance January 1.

Included are:
Instruction, artist series, etc., as in the junior college and preparatory school.

ANNUAL TUITION, for any course of study leading to any diploma or certificate in the conservatory as outlined. Two girls in a room, in suites of two with connecting bath, each occupant $1,150.00

Of this amount $735.00 is required on entrance and the balance January 1.

ANNUAL ACTIVITIES FEE, payable on entrance $25.00

When two students come from the same home (sisters) there will be allowed a reduction of $150.00 on the joint account; provided, however, that both remain in the school for the entire year and that all charges are paid when due.

Teachers and ministers in active work of their professions and officers of the United States Army and Navy may be allowed a professional discount of $100.00 on the charges of the regular course. Only a limited number, however, can be accepted on this basis.

ADDITIONAL STUDIES TUITION (If Taken)

CHARGES PER SCHOLASTIC YEAR

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

Dancing Certificate or Diploma Course, each year $150.00
Riding Certificate Course, each year $150.00
W A R D - B E L M O N T

Riding Ticket. Includes riding three hours a week for ten weeks during the fall or spring. Payable when issued. $75.00
Ballet Dancing—class, 30 lessons (Phys. Ed. 11-A, 31-A, 31-C) 35.00
Ballet Dancing—private, 30 lessons 90.00
Ballet Dancing—private, 60 lessons 180.00
Acrobatic Dancing—class, 30 lessons 35.00
Toe Dancing—class, 30 lessons (Phys. Ed. 11-B, 31-B, 31-D) 20.00
Ball Room Dancing—class, 10 lessons (Phys. Ed. 11-D) 10.00
Tap Dancing—class, 30 lessons (Phys. Ed. 11-C, 31-G) 35.00

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.

Students in the junior college and preparatory school courses, or special students, may take for credit work in the conservatory, yearly charges for which follow:

- 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. Underwood 225.00
- Voice, individual lessons, two per week 150.00
- Voice, individual lessons, two per week, with Mr. Dalton 225.00
- Piano practice, one hour per day (each additional hour, $10) 15.00
- Violin, individual lessons, two per week, with Mr. Rose 225.00
- Violin, practice room, one hour per day 10.00
- Pipe organ, two lessons per week, with Mr. Henkel 225.00
- Practice on practice organ, one hour per day 35.00
- Practice on large organ, one hour per day 60.00
- Harp, individual lessons, two per week 200.00
- Use of harp, one hour per day ($10.00 for each additional hour) 25.00
- Any music theory, individual lessons, two per week 100.00

LABORATORY FEES (payable on entrance):
- Art, any course $25.00
- Chemistry, biology, physiology, typewriting (junior college) 15.00
- Chemistry, biology (preparatory school) 10.00
- Speech (fee covers cost of materials and use of costumes and properties in hand) 20.00
- Foods and nutrition, any course 30.00
- Textiles and clothing, any course 25.00

DIPLOMA FEE 10.00
CERTIFICATE FEE 5.00

Students enter for the entire school year or such part of school year unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the school term.

By reason of the fact that contracts with instructors and others are made by the school for the entire school year in advance, no reductions will be made on account of dismissal, withdrawal or other absence, except that in cases of protracted illness of the student that may result in temporary absence or withdrawal, the school will share equally with the patron the board and miscellaneous expense on the basis of $25.00 per week, except that no allowance will be made on the first four weeks of such enforced absences.

WARD-BELMONT SCHOOL.

February, 1940.