1949

Catalog of Ward-Belmont, 1949

Ward-Belmont College (Nashville, Tenn.)

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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
AND THE
AMERICAN ASSOCIATION OF JUNIOR COLLEGES
A JUNIOR COLLEGE MEMBER OF THE
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
CHAPTER MEMBERSHIP IN THE
AMERICAN FEDERATION OF ARTS

Catalogue and Announcement
DECEMBER, 1948
BELMONT HEIGHTS, NASHVILLE, TENNESSEE
U. S. A.
A Foreword

Many years ago one of the founders expressed the hope that this school would give the kind of education that appeals "from the commonplaces 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 has 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 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 most far reaching 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 beat in literature, music, and the other arts.

Through these means are the foundations laid for a truly liberal and satisfying life.
CALENDAR
1949-1950
ORIENTATION
September 14-15
FIRST FORMAL ASSEMBLY
September 16
THANKSGIVING DAY HOLIDAY
November 24
BEGINNING OF WINTER QUARTER
December 12
CHRISTMAS VACATION
December 16, 1949 at 11:30 A. M. to January 3, 1950 at 8:30 P.M.
SPRING VACATION
March 10 at 11:30 P.M. to March 19 at 8:30 P.M.
BEGINNING OF SPRING QUARTER
March 20
COMMENCEMENT SUNDAY
June 4
PREPARATORY SCHOOL COMMENCEMENT
June 5
COLLEGE COMMENCEMENT
June 6

1950-1951
ORIENTATION
September 13-14
FIRST FORMAL ASSEMBLY
September 15
THANKSGIVING DAY HOLIDAY
November 23
BEGINNING OF WINTER QUARTER
December 11
CHRISTMAS VACATION
December 15, 1950, at 11:30 A.M. to January 3, 1951, at 8:30 P.M.
SPRING VACATION
March 9 at 11:30 A.M. to March 18 at 8:30 P.M.
BEGINNING OF SPRING QUARTER
March 19
COMMENCEMENT SUNDAY
June 3
PREPARATORY SCHOOL COMMENCEMENT
June 4
COLLEGE COMMENCEMENT
June 5

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THE WARD-BELMONT SCHOOL
HISTORICAL SKETCH

The Ward-Belmont School, comprising the junior college, the four-year college preparatory school 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, which accordingly counts as its loyal alumnae 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 two-year conservatory of music. 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, 1936. Mr. A. B. Benedict, vice-president, was president until 1939. Upon his resignation, Dr. Joseph E. Burk, dean of faculty since 1930, was elected to this office and served until he resigned in June, 1945. At this time Dr. Robert Calhoun Provine, dean of faculty, 1939-1942, became president.

NASHVILLE AND ITS ENVIRONS

For generations Nashville has been a city of culture and education. Schools of every kind are found here. There is the nationally recognized university center composed of Vanderbilt University with its various professional schools, George Peabody College for Teachers, and Scarritt College for Christian Workers. These, with Ward-Belmont, are located in the same general community and add to Nashville's distinct charm and historic culture. The city is an ideal home for students. In addition to the concerts and lectures by famous artists and writers in the school auditorium, Ward-Belmont students attend the best of concerts, plays and lectures offered in Nashville.

There are many interesting examples of architecture in Nashville that are well worth study, particularly by art 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 one of the South's most celebrated stock farms and now Nashville's beautiful residential suburb. The Hermitage, the home 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 favors outdoor life. Students from northern states and those from farther south find that mild weather and an inviting campus with its extensive playing fields and horses encourage outdoor sports and games. These have contributed much toward maintaining the excellent health record.

WARD-BELMONT

Ward-Belmont realizes how much the health of its students depends upon school surroundings and carefully safeguards their health. The drinking water, for example, is cooled electrically and supplied in hygienic fountains throughout the buildings. The school infirmary, in a separate building, is well staffed with experienced nurses and under the guidance of the school physician. The program of school life, with regular meals, sleeping hours and exercise, does much to insure good health. A physician's certificate is, of course presented by every applicant for admission.

CAMPUS

Ward-Belmont, on an elevation well above the city, stands in a beautiful park, formerly the site of Belmont, the celebrated ante bellum Acklen estate. The campus of forty-five acres is sufficiently removed to give the quiet and seclusion conducive to good habits of study. Transportation to the shopping districts and churches of all denominations in the city is readily accessible.

BUILDINGS AND EQUIPMENT

The nucleus of the school is the old Acklen residence, "Belmont," an unusual ante bellum adaption of Italian architecture. Grouped around this historic center of an old Southern estate are the buildings that have been added at intervals. These are arranged in a large quadrangle with the west side open. On the north are Fidelity, North Front, South Front, Founders and Acklen halls. On the east are three residence halls, Heron, Pembroke and Hail; on the south, Blanton Hall and the gymnasium. Among the other buildings on the campus are the Preparatory School, the Day Student Club, the infirmary, the conservatory practice building and the extensive group of unique houses known as Club Village. Heat is supplied by a central plant. The buildings are suitably lighted at all hours. Frequent fire drills and adequate fire exits 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, the conservatory of music; several are faculty and staff residences.

In Blanton Hall are the administrative offices. The ground floor contains the chemistry, biology, and physiology labora-
tories 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.

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 kitchens and dining rooms. The school maintains its own bakery for bread and pastries. The dining halls are commodious and attractive. Over a long period of years the school has been famous for its food.

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 the needs of comfortable and well-ordered school life. Heron, Pembroke and Hail halls are arranged in suites of two double rooms with connecting bath, or, in some cases, of two single rooms with connecting bath. The other dormitories have separate double rooms and a few single rooms. All have hot and cold water. Extensive new marble and tile baths have just been installed in Fidelity, Founders and North Front. Rooms are furnished with the necessary rugs, dressers, table, chairs, beds, Venetian blinds, etc. All rooms have outside exposure, with abundant sunlight and fresh air. Transoms provide additional ventilation.

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 offices and an examining room. A spectators' balcony surrounds the main gymnasium. On the balcony floor are recitation rooms and the dance studio. 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.

Included in the outdoor equipment are various athletic fields, an archery range, a riding ring, and tennis courts. Outdoor games are played the entire year.

**Club Village**

Club Village, composed of the ten houses especially designed for the Ward-Belmont social clubs, is the center of much student life. The clubs are: Anti-Pandora, Twentieth Century, Del Vers, Tri K, Penta Tau, X. L., Osiron, Agora, A. K., and F. F. The houses are fully equipped for all the various student activities and club entertaining. Each has, for example, a large formal club room with fireplace, a music room, a game room, balcony and kitchenette. Club Village is unique in that the best aspects of sorority life are preserved. After a “rushing” period at the opening of the school year that provides opportunity for students to get well acquainted, every member of the student body becomes a member of one of the clubs in the Village. Meals for special occasions, teas, dances week-ends away from school, and all kinds of social gatherings mark the year's activities. All intramural athletic competition and academic and citizenship awards are closely bound to club life.

**Ward-Belmont Stable**

The Ward-Belmont stable is owned and maintained by the school. It consists of selected gaited saddle horses. 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 desks are located in a spacious well-lighted room on the first floor of Blanton Hall. The book collection of over 15,000 volumes represents a well-organized library carefully selected to meet the needs of the students. Books on music, art, literature, modern languages,
and history are especially numerous. The resources of the Nashville Public Library, the Joint University Library and other libraries of the city are also available to the students through inter-library loans. In the reference section are the standard encyclopedias, dictionaries, and reference books, suited to the work of junior college students.

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.

Instruction in the use of the library is an integral part of the first year college English course. Regular assignments in a library handbook give the student practical experience which she can apply to the concrete work of her courses, such as the writing of term papers and collateral reading.

The preparatory school maintains a separate library 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 reflectoscope 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**

The Ward-Belmont artist series has long been outstanding for both quality and variety. Our students have enjoyed such artists as Helfitz, Bonelli, Casadesus, Virovai, Eddy, Burke, Meishe, Spaulding, Elman, Dupré, and Kapell. In Nashville the Community Concerts Association, the Nashville Civic Music Association that sponsors the Nashville Symphony, the Youth Orchestra and the Choral Society, the Centennial Club, the Ryman Auditorium, and The Community Playhouse make tickets available to our students at student rates.

**RELIGIOUS ACTIVITIES**

Ward-Belmont realizes the part that religion plays in the development of a wholesome, worthwhile personality and makes an earnest effort to stimulate and strengthen the impulse toward Christian life and service. Courses in Bible and religious education form part of the curriculum. There is an active Young Women’s Christian Association in which members of the faculty co-operate with the students. It is directed by a member of the staff employed for that purpose. The influences of this organization are vital throughout the school; and, through its community service program in the city of Nashville, students are trained to do constructive work in their own communities. 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 each student attending the church of her choice.

**SOCIAL ACTIVITIES**

Since the whole school, especially beautiful Acklen Hall and the club houses, was built for gracious living, Ward-Belmont naturally carries on the best Southern social traditions. After work is done, there are the usual class and school organizations with their varied activities; there are picnics, week-ends away from the school, teas, receptions, dinners and dances, both formal and informal.

The proximity of the University Center, other colleges and preparatory schools, and the general cordiality that exists in Nashville make the social life at Ward-Belmont particularly varied.

**DRESS AND HOUSEHOLD ARTICLES**

Good taste in dress is stressed, but extravagance is discouraged. A description of the kind of dress most suitable for school life and the climate of Nashville will be sent upon request.

Each student provides her own blankets and bedspread. An abundant supply of napkins, towels, sheets and pillow cases is furnished and laundered by the school.

**STUDENT GOVERNMENT**

A modified form of student government, properly safeguarded by faculty co-operation and supervision, prevails. This organization consists of the student councils composed of representatives chosen by the students from the college and
preparatory classes; a faculty committee composed of hall advisers and governmental groups; and the dean of students.

ACCREDITATION AND TRANSFER

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 school is administered by its principal; the junior college, by its dean. Almost all of each graduating class enter senior college. Their standing has been traditionally high.

The conservatory of music is a junior college member of the National Association of Schools of Music. It is administered by its dean. Most of the graduates continue their education in four-year conservatories. Others enter professional fields immediately.

Many entering college freshmen find that our junior college and conservatory bridge ideally the gap between high school and the larger colleges, universities and conservatories.

CHOICE OF SUBJECTS

The course of study for each student is planned in the light of work already completed and individual aims and desires. 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, if possible, be settled by August 15th. Parents are urged to take part in planning the program for their daughter. Plans can, of course, be modified on the opening days of school; but further changes during the year are usually discouraged.

Vocational training is available in those fields most frequently chosen by women: secretarial work, home economics, social service, education, music and fine arts.

ORIENTATION

At the opening of school several days are devoted to Orientation. The first vice-president of the student council acts as chairman. A committee of thirty students returns early to help the student council in planning activities for the recep-
ADMINISTRATION

ROBERT CALHOUN PROVINE, M.A., Ph.D.
President

CHILES B. VANANTWERP, B.A., M.A.
Dean of the Junior College

ALAN IRWIN, B. Mus., Ph.B., M.A.
Dean of the Conservatory

SUSAN S. SOUBY, B.S., M.A.
Principal of the Preparatory School

MARTHA KNOTT ORDWAY, Ph.B., M.A.
Dean of Students

LOLA B. MCCOLLOUGH, Ph.B., M.A.
Assistant Dean of Students

MABEL FLETCHER
Registrar

MARGARET ELIZABETH NEWHALL, B.A., M.A., B.S. in L.S.
Librarian

A. T. SIKES, M.D.
School Physician

FACULTY
OF
THE JUNIOR COLLEGE
THE PREPARATORY SCHOOL
AND
THE CONSERVATORY OF MUSIC

ELLEN JANE ANDERSON
Dancing
University of Missouri, B.A., San Francisco Ballet School

MARTHA MARTIN BAKER
English and Latin
Blue Mountain College, B.A.; George Peabody College, M.A.

LUCY SHIVERS BALL
Speech
Shorter College, B.A.; Emerson College of Oratory, B.L.I.

MARIEL BENTON
Piano
Cincinnati Conservatory of Music, B.Mus., M.Mus.; Student of Karol Liszniowski

MARY DOUTHIT BOLD
Piano
Texas Christian University, B.A.; Graduate, Ward-Belmont Conservatory; Student, Cincinnati Conservatory of Music and University of Southern California. Student of Lawrence Goodman, Harold Von Mickwitz, Sigismund Stojowski, Severin Eisenberger. Accompanying, Walter Golde

KATHLEEN BENDER BOYD
Chemistry
George Peabody College for Teachers, B.S.

SARA WORLEY BRANDON
Mathematics
George Peabody College for Teachers, B.A., M.A.

VERA ESTON BROOKS
History
Vanderbilt University, B.A.; George Peabody College for Teachers, M.A.

THULA RUTH CARROLL
Physical Education
Sargent School of Boston University, B.S.

PATTY LITTON CHADWELL
Physical Education
George Peabody College for Teachers, B.A., M.A.

JANET CLEVELAND
English
Cumberland University, B.A.; George Peabody College for Teachers, M.A.

MARGARET CUBINE
Religion and English
LaGrange College, B.A.; University of North Carolina, M.A.; Garrett Biblical Institute
WARD-BELMONT

SYDNEY DALTON
Head of Voice Department
Dominion College of Music, Montreal, L.Mus.; Cincinnati Conservatory of Music, M.Mus.; Student of David Bisham, Max Heinrich and J. H. Duval; Piano with Rafael Joseffy; Composition with Ruben Goldmark and Frederick Schieder

MAUZINE COLLIER DANIEL
Home Economics and Physiology
Union University, B.A.; George Peabody College for Teachers

MURRAY STATE TEACHERS COLLEGE, B.A., B.Mus.; Sherwood School of Music; Westminster Choir College; Fountainbleu; Student of Robert Casadesus.

IVAR LOU MYHR DUNCAN
English
Vanderbilt University, B.A., Ph.D.; George Peabody College for Teachers, M.A.; Oxford University and Cambridge University, England; Yale University

GOUCHER COLLEGE, B.A.; George Peabody College

SOPHONIA M. EGGLESTON
History

Vanderbilt University, B.A., M.A.; George Peabody College

FREDERICK ARTHUR HENKEL
Head of Organ Department
Graduate, Metropolitan College of Music, Cincinnati; Cincinnati College of Music; Student of Steinbrecher, Andre, Sterling, Durst, and Grainger

GEORGIE C. HODGSON
English and Modern History

Vanderbilt University, B.A.; Emory University, M.A. Middlebury College

LUCY LANBR FOUNTAIN
French

Barnard College, B.A.; Columbia University; George Peabody College

MARY LOUISE GIVENS
Modern Languages

RANDOLPH–MACON WOMAN'S COLLEGE, B.A.; University of Wisconsin, M.A.; Ph.D.; Certificat d'Etudes Francaises, University of Besancon; University of Paris; University of Chicago

ALMA NIXON GORDON
Home Economics

GEORGE PEABODY COLLEGE, B.S.; University of Tennessee

LOUISE GORDON
Art

Graduate of the New York School of Fine and Applied Arts; Kansas City Art Institute; University of Colorado
BILLIE KUYKENDALL
English
Tennessee College, B.S.; George Peabody College for Teachers, M.A.

ANNE LOCKE
English
University of Chattanooga, B.A.; Vanderbilt University, M.A.

HELEN JAKOVICH LONG
Spanish
University of Wisconsin, B.S.; Vanderbilt University

LOLA B. MCCOLLOUGH
English
University of Chicago, Ph.B.; Columbia University, M.A.

MARY CORNELIA MALONE
Voice
Ward's Seminary; Student of Mme. Marcella Sembrich, Frank La Forge, and Mme. Eleanora de Cisneros, Milan, Italy

RUTH M. MANN
Mathematics
University of Wisconsin, B.S.

FLORENCE RENICH MATHIAS
Chemistry
University of Wisconsin, B.S.; University of Chicago

ELLA PURYEAR MIMS
French and Spanish
Vanderbilt University, B.A.; Columbia University, M.A.

NELLIE PYLE MISER
Mathematics
Huron College, B.A.; University of Chicago

DOROTHEA MORRILL
History
University of Michigan, B.A., M.A.

CATHARINE E. MORRISON
Director, Department of Physical Education
Posse School of Physical Education; Emerson College of Oratory; Gilbert School of Dancing, George Peabody College for Teachers; Columbia University

JOHN ALBERT MORROW
Chemistry
Emory and Henry College, B.A.; University of Virginia, M.A.; University of Florida, Ph.D.

PENELLOPE MOUNTFORD
Biology
University of Buffalo, B.S.

SHIRLEY ANN MUELLER
Physical Education
Iowa State University, B.S.
LAWRENCE H. RIGGS
Head of Music Theory Department
Beloit College, B.A.; Rhodes Scholar at Oxford University, England; Chicago Musical College, Northwestern University School of Music; American Institute of Normal Methods

HAZEL COATE ROSE
Piano
Student of William Sherwood, Glenn Dillard Gunn, and Victor Heinze; Organ with Arthur Dunham; Harmony with Clarence Dickinson

KENNETH ROSE
Head of Violin Department
Formerly Teacher in Metropolitan School of Music, Indianapolis; Concert Master, Indianapolis Symphony Orchestra; Student of Mc Gibeny, Indianapolis; Arthur Hartmann, Paris; George Lehmann, Berlin; Suky, Prague

ELIZABETH LOWRY ROWAN
Mathematics
Tennessee College, B.A.; George Peabody College, M.A.

LAURINE FORRESTER SARGENT
Home Economics
University of Tennessee, B.S.; George Peabody College for Teachers, M.A.; Vanderbilt University

ELIA MAI SCOTT
English
Tennessee College, A.B.; University of Michigan, M.A.

MARY WYNNE SHACKELFORD
Director, Department of Art
Art Academy of Cincinnati; University of Cincinnati, B.S.; Pratt Institute, School of Fine and Applied Arts; School of Fine and Applied Arts, New York and Paris, B.F.A.

RUTH TAYLOR
English
George Peabody College for Teachers, B.S.; M.A.

AMELIE THRONE
Piano
Farrar School of Voice and Piano, Nashville, Tennessee; Student of Maurice Aronson, Vienna; Josef Lhevinne, Berlin; Sigismund Stojowsky, New York; Master Class of Harold Bauer, New York

CHILES VAN ANTWERP
Economics
University of Michigan, B.A., M.A.
Admission—Entrance to the Junior College is selective, and the Committee on Admissions chooses candidates on the basis of their school records and general fitness for advanced work. This is necessarily the case because most of our graduates pursue their studies in universities and leading four year women's colleges. Application is usually made well in advance of the time the student plans to enter.

Admission to the freshman class is based upon graduation from an approved secondary school, with a minimum of fifteen acceptable units. These should be distributed principally in the fields of English, foreign language, history, social sciences, mathematics, and science. Various informal tests that require no special preparation and an English sectioning test are given at the opening of school so that each student may be properly guided.

In general, the secondary school studies of a student should fulfill the requirements of the senior college of her choice. If, however, there is a shortage in certain subjects, particularly foreign language, some college work can frequently be counted back for the required high school work.

Advanced Standing—Advanced standing is granted for work at approved colleges. The amount of credit allowed will not exceed forty-eight quarter hours, including physical education. Credit is not given for courses specifically required for graduation at Ward-Belmont unless the transferred work is the equivalent of the classes here.

Courses of Study—Quite a variety of courses of study is possible. Each is planned in the light of the student's future education and her particular interests so that her program will meet the transfer requirements of the better four year institutions. A majority of the students elect to take a more strictly academic program, that is to say, one composed for the most part of English, foreign languages, science, mathematics, history and the social sciences, psychology and philosophy. Others take special work in art, speech, home economics, secretarial training or physical education. Some combine music with the regular college program and receive a certificate in piano, voice, violin, organ or harp with their general diploma. Still others who intend to continue their study on a professional basis, give their full time to one of the conservatory programs.

The minimum requirements for all resident students consist of thirty-nine quarter hours a year, including the following courses:

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1a, b, c</td>
<td>9 hours Physical Education 15a, b, c</td>
</tr>
<tr>
<td>Physical Education 1a, b, c</td>
<td>3 hours Physical Education 21a, b, c</td>
</tr>
</tbody>
</table>

Students who present transferred credit in English or Physical Education must substitute other courses to meet the minimum schedule requirements.

Grades and Reports—The following grading system is used: A, excellent; B, good; C, satisfactory; D, passing; E, condition; F, failure; I, incomplete. A quarter grade of E or I must be removed at the beginning of the succeeding quarter. If such a grade is not thus removed at the time set, it automatically becomes an F. When a mark of E is removed, the recorded grade may not be higher than a D. The only way in which an F can be removed is by repeating the course.

In order to receive credit, all required work other than the final examination itself must be completed by the beginning of the examination period.

Preliminary reports showing progress and standing of students are sent parents at the middle of each quarter. Final quarter reports are mailed at the end of the quarter.

Quality Credits—For each quarter 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 six quarter hours of required physical education.

Diplomas and Certificates—The general junior college diploma and special diplomas and certificates are given as indicated on the following pages. An applicant for any of these awards must complete at least her full second year's work at Ward-Belmont and earn a total number of quality credits equal to the required number of quarter hours. Applicants...
for a special diploma or certificate must make at least B in the major subjects.

Well established habits of correct speaking and writing must be demonstrated. Any applicant for a diploma or for a certificate 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 remedial work so that her speaking and writing habits may be improved to meet the standards.

**THE JUNIOR COLLEGE GENERAL DIPLOMA**

There are two ways of earning the general diplomas: first, by way of the General Liberal Arts and Science Curriculum and, second, by way of the more specialized curricula.

**GENERAL LIBERAL ARTS AND SCIENCE CURRICULUM**

Students entering this curriculum must present for entrance the following specific units:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>One foreign language</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

Only twenty-seven quarter hours from the special departments of art, music, home economics, secretarial training, and from the elective courses of the physical education department, may be elected. In music not more than twelve quarter hours in applied music may be credited. In order to receive academic credit, applied music must be studied in conjunction with music history or theory.

The following classes are specifically required:

**FIRST YEAR**

| English la, b, c         | 9 hours |
| Foreign Language         | 9 or 12 hours |
| *History                 | 9 hours  |
| Electives                | 15 to 18 hours |
| Algebra                  | 1 hour  |

| English 21a, b, c        | 9 hours |
| Foreign Language         | 0 or 9 hours |
| *Science                 | 12 hours |
| Electives                | 15 to 24 hours |

Students presenting only two units of one foreign language from high school are required to take one foreign language for two years in college. Students presenting three or four

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**THE JUNIOR COLLEGE**

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.

Within the Liberal Arts Curriculum a wide variety of programs is possible, each program being planned in the light of the course of study the student intends to follow during her junior and senior years. The following are typical:

1. **LIBERAL ARTS AND MUSIC**

   **FIRST YEAR**
   
   | English la, b, c | 9 hours |
   | Mathematics 11a, b, c | 9 hours |
   | French or German | 9 or 12 hours |
   | Chemistry 11a, b, c | 12 hours |
   | History or Social Science | 9 hours |
   | Electives         | 8 hours |

   **SECOND YEAR**
   
   | English 21a, b, c | 9 hours |
   | Chemistry 21a, b, c | 12 hours |
   | Biology 11a, b, c | 12 hours |
   | French or German | 9 hours |
   | Electives         | 8 hours |

2. **PRE-MEDICAL**

   **FIRST YEAR**
   
   | English la, b, c | 9 hours |
   | Mathematics 11a, b, c | 9 hours |
   | French or German | 9 or 12 hours |
   | Chemistry 11a, b, c | 12 hours |
   | Economics 3.4a, b | 9 hours |
   | Foreign Language | 9 or 12 hours |

   **SECOND YEAR**
   
   | English 21a, b, c | 9 hours |
   | Chemistry 21a, b, c | 12 hours |
   | Government 23.24 | 8 hours |
   | Electives         | 8 hours |

3. **PRE-SOCIAL WORK**

   **FIRST YEAR**
   
   | English la, b, c | 9 hours |
   | Mathematics 11a, b, c | 9 hours |
   | Biology 11a, b, c | 12 hours |
   | Economics 3.4a, b | 9 hours |
   | Foreign Language | 9 or 12 hours |

   **SECOND YEAR**
   
   | English 21a, b, c | 9 hours |
   | Chemistry 21a, b, c | 12 hours |
   | Sociology 21.22 | 8 hours |
   | Electives         | 8 hours |

---

*The order in which these courses are taken may be reversed.*
### More Specialized Curricula

The following programs are for those students who wish more intensive work in special fields than is possible in the General Liberal Arts and Science Curriculum above. Also, the student who is uncertain about her senior college plans will find here more freedom in the choice of electives. The entrance requirement is graduation from an approved secondary school with minimum of fifteen units distributed usually in such fields as English, history and the social sciences, mathematics, science, speech, art, music, home economics, and so forth. Foreign language is not necessary.

The following basic program is required:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Biology 1a, b, c</td>
<td>12 hours</td>
</tr>
<tr>
<td>*Foreign Language</td>
<td>0 or 9 hours</td>
</tr>
<tr>
<td>Chemistry 1a, b, c</td>
<td>12 hours</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9 or 12 hours</td>
</tr>
<tr>
<td>History 1a, b, c, or 11a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

While there is no limit on electives, a major sequence is necessary. Two years of closely integrated work in one special subject is considered a major sequence. In every case, the first year must be a prerequisite for the second year. Possible major sequences are:

- Art 1a,b,c and Art 13a,b,c or 15a,b,c or 17a,b,c
- Biology 1a,b,c and Biology 21a,b,c
- Chemistry 1a,b,c and Chemistry 21a,b,c or 23a,b,c
- English 1a,b,c and English 27a,b,c
- English 3a,b,c and English 23a,b; 24 or 25a,b,c
- French 11a,b,c and French 13a,b,c or 19a,b,c or 23a,b,c
- German 11a,b,c and German 13a,b,c or 21a,b,c

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*See Explanation of foreign language requirement for General Liberal Arts and Science Programs above.

**From such as: art, history, economics, government, philosophy, psychology, religion.

***The order in which these courses are taken may be reversed.
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**

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 26.

### (1) Foods and Nutrition

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 11a; b; c</td>
<td>Chemistry 23a; a; b; c</td>
</tr>
<tr>
<td>Home Economics 17a; b; c or 13a; a; b; c</td>
<td>Home Economics 21a; b; c</td>
</tr>
<tr>
<td>Chemistry 11a; b; c</td>
<td>6 or 9 hours</td>
</tr>
<tr>
<td>English 1a; a; b; c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>6 or 9 hours</td>
</tr>
</tbody>
</table>

### (2) Textiles and Clothing

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 13a; b; c</td>
<td>Home Economics 23a; b; c</td>
</tr>
<tr>
<td>Home Economics 15a; b; c or 11a; a; b; c</td>
<td>Chemistry 23a; b; c</td>
</tr>
<tr>
<td>Chemistry 11a; b; c</td>
<td>6 or 9 hours</td>
</tr>
<tr>
<td>English 1a; a; b; c</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

### Music

For diplomas offered by the Conservatory of Music see Page 73 ff.

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*Psychology is suggested as an elective.
*Dependent upon the future plan of the student.
**ART**

For a certificate in art the following forty-eight quarter hours of work are required. Students who have not had the equivalent of Art 11a,b,c will find it necessary to spend two years in completing the requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 11a, b, c</td>
<td>12 or 18 hours</td>
</tr>
<tr>
<td>Art 13a, b, c or 15a, b, c or 17a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Art History 13a; b; c</td>
<td>9 hours</td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>0 to 6 hours</td>
</tr>
</tbody>
</table>

A minimum of sixteen problems, as outlined in the syllabus, is required. All work 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 may be necessary.

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.

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**DANCING**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Music 15a; b; c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Art History 13a; b; c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Physical Education 15a, b, c</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Physical Education 11a, b, c</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21a, b, c or 23a, b, 24 or 25a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Physical Education 23, 24</td>
<td>8 hours</td>
</tr>
<tr>
<td>Physical Education 31a, b, c (A, C, E, F, G, and lecture work)</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

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**THE JUNIOR COLLEGE**

**MUSIC**

For certificates offered by the conservatory of music see pages 73 ff.

**RIDING**

The following course, leading to a certificate in riding, is offered for students at least eighteen years of age who have sufficient proficiency and who wish to specialize in riding.

- Physical Education 19a, b, c
- Physical Education 29a, b, c
- Physical Education 15a, b, c

**SECRETARIAL TRAINING**

The two-year course leading to the certificate in secretarial training emphasizes the development of skills necessary for competence in office work. It also affords the student an opportunity to acquaint herself with the fundamentals of more general business procedure and to acquire some knowledge of economic and social trends.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Training 1a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Secretarial Training 3a, b, c</td>
<td>6 hours</td>
</tr>
<tr>
<td>Economics 3a 4a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Training 11a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Secretarial Training 13a, b, c</td>
<td>6 hours</td>
</tr>
<tr>
<td>Secretarial Training 17a, b, c</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

Economics 21a, b, c. Sociology 21, 22 and Psychology 21a, b, c are strongly recommended as elective subjects.

**SPEECH**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1a, b, c</td>
<td>6 hours</td>
</tr>
<tr>
<td>Speech 11a, 12a, b</td>
<td>6 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 21a, b, c or 23a, b, c</td>
<td>9 or 18 hours</td>
</tr>
<tr>
<td>Speech 13a, 14a, b, 17</td>
<td>7½ to 18 hours</td>
</tr>
<tr>
<td>Speech 17</td>
<td>No credit</td>
</tr>
<tr>
<td>Psychology 21a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>0 to 10½ hours</td>
</tr>
</tbody>
</table>

Art History, French, English 23a,b, 24, philosophy and science are recommended as electives.
A candidate for the certificate will be required to pass a comprehensive written examination and an oral speech test; to prepare and give a creditable program of interpretation; to participate in major dramatic productions; and to produce a one act play or prepare and conduct a program of formal discourse.

Each candidate for a certificate will receive one private lesson a week.

Students desiring to present equivalents for Speech 11, 12a; b. will be asked to take an examination covering fundamentals.

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Description of Courses

Courses numbered 1 through 10 are open to freshmen; those numbered 11 through 20 are open to freshmen and sophomores; and those numbered above 20 are open to sophomores only. Students who wish to enter courses to which their classification does not entitle them must secure special permission from the dean.

Credit for a course whose numbers are separated by a comma is allowed only upon completion of the year's work. Course numbers separated by a semicolon designate courses in which credit is allowed for any quarter, unless notice to the contrary appears in the description of the course.

The school reserves the right to withdraw any class for which there are not at least ten applicants.

ART

MISS SHACKELFORD, Director

MISS GORDON

MR. VAN SICKLE

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.

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.

1a, b, c. ARTS AND CRAFTS. For students who are interested in construction and applied design. Problems in basketry, metal work (copper and brass), tooled 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, second, third quarter. Credit six quarter hours.

3a, b, c. 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, second, third quarter. Credit, six quarter hours.

11a, b, c. 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 must 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. Lessons in mechanical drawing are a part of the work. Pictorial composition, lettering and color theory are taken up. Correct home furnishings and dress are given consideration in the lectures of the third quarter.

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 quarter for this additional work.

Required collateral: Art History 13a; b, c
Two lectures, six or twelve studio hours a week.
First, second, third quarter. Credit, twelve quarter hours.

13a, b, c. GENERAL COURSE. The first quarter includes life drawing in charcoal, freehand perspective sketching and water color painting.

THE JUNIOR COLLEGE

The second and third quarters cover life drawing, painting in water color from life, still life, and landscapes. Pictorial composition is stressed. Memory drawing is given due weight. Design problems are developed by the silk screen process.

Prerequisite: Art 11a, b and permission of director.
Ten hours a week.
First, second, third quarter. Credit, nine quarter hours.

15a, b, c. 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 costume.

Much of the time of the third quarter 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 11a, b, c and permission of director.
Ten hours a week in studio.
First, second, third quarter. Credit, nine quarter hours.

17a, b, c. 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 11a, b, c and permission of director.
Ten hours a week.
First, second, third quarter. Credit, nine quarter hours.

ART HISTORY

MR. VAN SICKLE

13a; b, c. 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 half of the course covers the subject from the earliest beginnings to the end of the Middle Ages. The second half 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.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

21a, b, c. AMERICAN ART. A survey course in painting and sculpture, with lectures on the types of architecture in America from colonial times to the present.

English 25a; b, c should be taken in connection with this course.
Two hours a week.
First, second, third quarter. Credit, six quarter hours.
BIOLOGICAL SCIENCES

MISS PARNELL  MRS. PHILLIPS  MISS MOUNTFORT

11a, b, c. 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, second, third quarter. Credit, twelve quarter hours.

21a, b, c. INVERTEBRATE AND VERTEBRATE ZOOLOGY. Invertebrate includes a comparative study of the invertebrate groups of animals, their structure, classification, ecology and economic value. Vertebrate includes the comparative morphology of the backbone animals and their special adaptations.

Prerequisite: Biology 11a, b, c.
Lecture, two hours; laboratory, six hours.
First, second, third quarter. Credit, twelve quarter hours.

CHEMISTRY

MRS. MATHIAS  DR. MORROW  MRS. BOYD

11a, b, c. GENERAL CHEMISTRY. This course has two purposes: first, to give students some insight into the nature of a chemical world and, second, to furnish a foundation for further work in the chemical sciences.

Lecture: Chemical units and their conversion, definition of terms, chemical laws, atomic structure and valence, formulas and equations. The metals and non-metals and many industrial processes involved in their preparation and conversion into compounds, with a brief introduction to the simple organic substances. Frequent tests with occasional reviews.

Laboratory: Experiments based on the lectures with a brief introduction to Qualitative Analysis provide the students with opportunity to acquire useful techniques and to put into practical application what they have learned.

Lecture, three hours; laboratory, four hours.
First, second, third quarter. Credit, twelve quarter hours.

21a, b, c. ANALYTIC CHEMISTRY. This course is designed not only to fulfill the requirement of the Pre-Medical Course in Chemistry but to give those students who are majoring in Chemistry a thorough knowledge of the fundamentals of Analytical Chemistry.

EDUCATION

MISS NORRIS

11. HISTORY OF EDUCATION. A survey of the history of education in ancient and medieval times with special reference to the contributions of Greece, Rome, and Christianity to modern theory and practice. Influence of the Renaissance, the Protestant Reformation and such men as Comenius, Rousseau, Pestalozzi, Froebel, and Herbart.

Four hours a week.
First quarter.

12. HISTORY OF EDUCATION IN THE UNITED STATES. The rise and development of public education. A brief comparison with European systems. Emphasis on the work of Mann, Barnard, Carter, and other educational leaders. The evolution of educational ideas and practices in response to social need.

Four hours a week.
Second quarter.
ENGLISH

MRS. DUNCAN and MISS ANNE ORDWAY, Chairmen
MISS LOCKE MRS. GREGORY MISS SCOTT
MISS CUBINE MISS MCCOLLOUGH MRS. TAYLOR

COMPOSITION

1a, b, c. **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 quarter for those students whose deficiency in spelling, punctuation, and sentence structure makes advisable their continuing in **English 1.**

Three hours a week. Credit, nine quarter hours.

1, 2X. **FUNDAMENTALS IN READING AND WRITING.** A course meeting six hours a week the second and third quarters. All of the material of **English 1a, b, c** is covered. Offered only when conditions warrant.

Six hours a week. Credit, nine quarter hours.

27a; b. **ADVANCED COMPOSITION.** This 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 1a, b, c.**

Three hours a week. Credit, nine quarter hours.

First, second, third quarter.

LITERATURE

3a; b. **WORLD LITERATURE.** First quarter: epic, realistic and romantic narrative ending with Don Quixote; second quarter: Aristotle's **Poetics,** tragedy and comedy; third quarter: Later realistic narrative, a continental novel, lyric poetry, and criticism. This course provides an excellent background for later courses and stimulation to appreciation of great literature.

Three hours a week. Credit, nine quarter hours.

First, second, third quarter.

French

DR. GIVENS MRS. HAYNES
MISS GREEN MISS PHILLIPS MISS MILLS

11a, b, c. **ELEMENTARY FRENCH.** Grammar, pronunciation, dictation, written and oral exercises. Special emphasis is placed on appropriate reading materials during the third quarter.

Four hours a week. Credit, twelve quarter hours.

First, second, third quarter.

13a, b, c. **INTERMEDIATE FRENCH.** This course includes a systematic review of grammar, with conversation and composition, and selected readings from modern French writers. In the second quarter, work in composition replaces formal grammar lessons.
GERMAN

Dr. Givens

11a, b, c. ELEMENTARY GERMAN. Grammar and composition. Emphasis on spoken German. Reading of at least two texts such as Guerber's "Maerchen und Erzaehlungen," and Storm's "Immensee."

Four hours a week.
First, second, third quarter. Credit, twelve quarter hours.

13a, b, c. INTERMEDIATE GERMAN. Rapid review of grammar with many exercises. Composition and reading. Texts such as Lons' "Die Haeuser von Ohlenhof"; Hauf's "Das kalte Herz"; Baumbach's "Der Schwiegersohn."

Prerequisite: Two years high school German or German 11a, b, c or its equivalent.
Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

21a, b, c. 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 13a, b, c or its equivalent.
Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

HOME ECONOMICS

Mrs. Sargent  Mrs. Gordon  Mrs. Daniel

This department offers several kinds of courses. The survey courses (15a, b, and 17a, b, c) are planned for those who desire some knowledge of home economics as part of a general education but who do not wish to specialize in this field. The other foods and clothing classes are planned for those who wish to take a well-rounded two-year course in general home economics or in either of its main divisions. The work of these classes is also arranged to fulfill the general requirements for the first two years for a degree in home economics at a university.

All classes are open to students who elect the required parallel and prerequisite courses.

11a, b, c. 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 11a is a prerequisite for Home Economics 11b.
Required collateral: Chemistry 11a, b, c.
Six hours a week, lecture and laboratory.
First, second, third quarter. Credit, nine quarter hours.

13a, b, c. ELEMENTARY CLOTHING CONSTRUCTION. This course includes: fundamental principles of garment selection and construction; study and use of commercial patterns; their alteration and adaptation to particular needs; principles of fitting; use and care of sewing machines; good taste in dress; care and repair of a wardrobe; study of fibers. The laboratory work includes two simple problems, one in cotton or linen followed by one in silk. Additional laboratory problems may be elected by students completing the required work.

Among the problems of the second quarter are: application of the principles of color and design to the selection and purchase of the wardrobe; consumer education. One semi-tailored silk dress or suit and a summer evening dress in cotton or silk will be required as laboratory work. Additional laboratory problems may be elected by students completing the required work.
Home Economics 13a is a prerequisite for Home Economics 13b.
Six hours a week, lecture and laboratory.
First, second, third quarter.
Credit, nine quarter hours.

Home Economics 15a is a prerequisite for Home Economics 15b.
Four hours a week, lecture and laboratory.
First, second, third quarter.
Credit, six quarter hours.

17a; b; c. Clothing construction and selection. This course is planned for students not majoring in textiles and clothing but desiring a general knowledge in this field. The following are considered: fundamental principles of garment selection and construction; study and use of commercial patterns, altered or adapted as necessary; principles of fitting; use and care of sewing machines; good taste in dress.

Home Economics 17a is a prerequisite for Home Economics 17b.
Four hours a week, lecture and laboratory.
First, second, third quarter.
Credit, six quarter hours.

19. Family relations. This course involves first a brief history of marriage and the family. There follows a consideration of such matters as courtship and the early marital period, the coming of the child and his effect on the family, the implications and responsibilities of modern parenthood, and the foundations of family solidarity. The lectures, recitations and discussions will be supplemented with talks by authorities in various fields.

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

20. Child development. 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 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 quarter.
Credit, three quarter hours.

21a; b; c. Nutrition and meal planning. A study of the fundamentals of human nutrition; relation of food to health; the practical feeding problems of the individual. Calculation and preparation of prescribed diets. The choice, purchase, preparation, and service of food as regards dietary standards, food habits and nutritional needs of the family group.

Home Economics 21a is a prerequisite for Home Economics 21b.
Prerequisite: Home Economics 21. 11a; b; c.
Six hours a week, lecture and laboratory.
First, second, third quarter.
Credit, nine quarter hours.

23a; b; c. Advanced clothing and textiles. The work of the year is divided into five units. The first unit considers the study of textiles in reference to the home. The laboratory work for this unit includes the construction of curtains, slip covers, sheets and other household linens; home arrangement and furniture refinishing. The second unit is devoted to the advanced study of the personal wardrobe. The construction of a party frock is included in the laboratory work. The third unit includes a study of tailoring, with the construction of a woolen coat or suit. The fourth unit covers the construction, uses, selection, and care of fibers and fabrics. The fifth unit deals with children's clothing. This includes the construction of a garment for the pre-school child and one garment for the layette.

Home Economics 23a is a prerequisite for Home Economics 23b.
Prerequisite: Home Economics 23a; b; c.
Six hours a week, lecture and laboratory.
First, second, third quarter.
Credit, nine quarter hours.

Four hours a week.
First quarter.
Credit, three quarter hours.

Latin
Mrs. Ottarson

11a, b, c. Elementary Latin. A course covering essentially the grammar and reading of the first two years of Latin in preparatory schools.

Four hours a week.
First, second, third quarter.
Credit, twelve quarter hours.

13a, b, c. Intermediate course in Latin. Cicero, Ovid, and Vergil: reading of two orations of Cicero, and selections from Ovid's Metamorphoses; reading of at least three books of Vergil's Aeneid; exercises in Latin composition.

Prerequisite: Latin 11a, b, c or two entrance units.
Three hours a week.
First, second, third quarter.
Credit, nine quarter hours.
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 College Algebra 11a, b, c below.

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

   Four hours a week.

   First and second quarter. Credit, four and one half quarter hours.

21a, b. **College Algebra and Plane Trigonometry.** A general review of algebra is followed by a study of exponents, radicals, quadratic equations, inequalities, binomial theorem, progressions, complex numbers, theory of equations, and determinants. The work in the last half of the course covers trigonometric functions and formulae, theory and use of tables, solution of right and oblique triangles, inverse functions, and trigonometric equations.

   First, second, third quarter. Credit, nine quarter 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 equivalent.

   Five hours a week.

   Third quarter. Credit, four and one half quarter hours.

22a, b. **Integral and Differential Calculus.** The fundamental formulae and rules of differentiation and integration are derived and applied to maxima and minima, rates, velocities, accelerations, indeterminate forms, mean value of a function, liquid pressure, work, infinite series and expansion of functions.

   Five hours a week.

   Second and third quarter. Credit, ten quarter hours.

**Music**

**Mr. Riggs**

For descriptions of other courses offered in Music, see pages 84-85.

11A; 12A; 13A; **Harmony.** Review of rudiments of music and notation; scales, intervals and chord formation; chord progressions employing triads and their inversions; dominant and secondary seventh chords; harmonization in four voices of melodies and figured bases; keyboard harmony.

This course is not accepted for credit toward a music certificate or diploma.

**Prerequisite:** knowledge of staff and note values. Music 11A is prerequisite for Music 12A.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.

15a; b; c. **Music History and Appreciation.** 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 phonograph and Duo-Art reproducing piano.

Music 15a is a prerequisite for Music 15b.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.

25a; b; c. **The Literature of Music.** A survey of representative compositions in the various fields of music, with emphasis on instrumental music of the 18th and 19th centuries. Critical and creative listening to outstanding compositions as illustrated by recordings; reference reading.

(Note: While there is no specified prerequisite for this course, it is strongly urged that it be preceded by Music 15a; b; c.)

Two hours a week.

First, second, third quarter. Credit, six quarter hours.

**Philosophy**

**Dr. Provine**

21a, b, c. **Philosophy.** A comprehensive survey of western philosophy from the earliest Greeks. In treating of the origin and development of basic philosophic ideas, special emphasis is placed on their cultural setting.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.
PHYSICAL EDUCATION
MISS ANDERSON MISS MORRISON, Director MRS. LEVINE
MRS. HARBER MRS. NEWERF MRS. HALL
MISS MUELLER MISS CARROLL

One or more courses in this department are a part of every curricu-
um at Ward-Belmont. This work is required for at least three hours a
week every year. A physical examination is given at the time of entrance
and a detailed 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. They are
planned to give the student an intelligent appreciation of dancing as an
art and dwell upon such aspects as interpretation, characterization and
improvisation. By means of practice and 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
taught.

1a, b, c. FRESHMAN PHYSICAL EDUCATION. This course is required of all
freshman college students. Specific requirements: (1) Instruction in
swimming until the student is able to pass a proficiency test; and (2)
one hour a week of physical fitness or 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.

Three hours a week.
First, second, third quarter. Credit, three quarter hours.

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

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. SWIMMING. Advanced strokes and dives.

Two hours a week for ten weeks.

11a, b, c. THEORY AND TECHNIQUE OF THE DANCE. Class instruction is given
in the following:
A. Elementary ballet technique, character and other dances of medium
difficulty.
B. Elementary technique of toe dancing and dances of medium dif-
ficulty.
C. Elementary tap.
D. Ballroom.
E. Plastique.
F. Fundamentals of the modern dance.

In addition to the class work listed above, every candidate for a cer-
tificate or diploma receives one private lesson a week.

The lecture work covers an explanation of technical terms used in
dancing and of musical terms, note values and tempos with reference to
dance composition. During the second quarter a survey is made of
folk costume in relation to authentic dances of foreign countries.

Lecture, one hour a week; dancing, six hours a week.
First, second, third quarter. Credit, six quarter hours.

NOTE: Students who do not wish to take the full course 11a, b, c may
elect one or more of the parts listed above.

15a, b, c. PERSONAL HYGIENE. Lecture course on the parts of the body and
their care; the relationship of habits and environment to the health, effi-
ciency, and well-being of the individual; lectures, readings and papers
and audio-visual aids. Required of all second-year students and ap-
pliers for diplomas.

One hour a week.
First, second, third quarter. Credit, one and a half quarter hours.

17a, b, c. SPORTS AND GYMNASTICS. 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.

FALL TERM WINTER TERM SPRING TERM
Hockey 2 hrs. Basket Ball 2 hrs. Softball 2 hrs.
Tennis 2 Bowling 2 Archery 2
Dancing 1 Dancing 1 Golf 2
Swimming 2 Swimming 2 Dancing 1
Physical Fitness 1 Physical Fitness 1 Physical Fitness 1

Eight hours a week.
First, second, third quarter. Credit, nine quarter hours.

17-A. PLAYS AND GAMES. In this course the student is given an oppor-
tunity 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 JUNIOR COLLEGE

First, second, third quarter.

18a, b, c. 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 in winter.

This course is open only to students at least eighteen years of age who show reasonable proficiency.

Riding, six hours a week, fall and spring; lecture, two hours a week for winter quarter.

19. 20-A. RIDING. For beginners. Open to all students. Instruction in mounting, dismounting, proper methods of holding reins and guiding the horse, the seat and how to ride the walk, trot, and canter.

Riding three hours a week. Fall or spring.

19. 20-B. RIDING. For students who have completed 19, 20-A. Instruction in riding and working three-gaited horses.

Riding three hours a week. Fall or spring.

21a, b. SOPHOMORE PHYSICAL EDUCATION. This course in connection with Physical Education 15a, b, c is required of all second-year college students. Outdoor sports are offered during the fall and spring; indoor sports and gymnastics during the winter. Courses in dancing, riding or swimming may be elected to meet the requirements in full or in part.

Two hours a week.
First, second, third quarter. Credit, one and one half quarter hours.

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.

Four hours a week.
First quarter. Credit, four quarter 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.

Four hours a week.
Second quarter. Credit, four quarter hours.

27a; b. ADVANCED WORK IN SPORTS AND GYMNASTICS. During the fall and spring, outdoor sports are practiced for further development of skill and studied for knowledge of rules and coaching methods. Dancing is required throughout the year.

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<tr>
<th>FALL TERM</th>
<th>WINTER TERM</th>
<th>SPRING TERM</th>
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<td>Hockey</td>
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<td>Dancing</td>
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Eight hours a week.
First, second, third quarter. Credit, nine quarter hours.
First, second, third quarter. Credit, nine quarter hours.

**METHODS OF TEACHING DANCING**

The work of this class consists of a practical application of course 31a, b, c, composition and adaptation of dances, observation and practice teaching.

One hour a week.

First, second, third quarter. Credit, three quarter hours.

**PHYSIOLOGY**

**MRS. HARBER**

11a, b, c. **GENERAL PHYSIOLOGY**. This is a study of the human body, its structure, functions, and the laws which govern it and of how to maintain the health of the individual and community.

Prerequisite: working knowledge of biology and chemistry.

Lecture, two hours; laboratory, two hours.

First, second, third quarter. Credit, nine quarter hours.

**PSYCHOLOGY**

**MISS NORRIS**

21a, b, c. **PSYCHOLOGY**. An introductory course in psychology that gives a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments, followed by an introductory course in the study of childhood, with practical applications.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.

**RELIGION**

**MISS CUBINE**

11a, 12b. **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, second, third quarter. Credit, six quarter 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.

Prerequisite: Religion 11a or 12b.

Three hours a week.

Credit, three quarter hours.

**THE JUNIOR COLLEGE**

**SECRETARIAL TRAINING**

**MISS HENDERSON**

1a, b, c. **ELEMENTARY SHORTHAND**. This course embraces the fundamental principles of the system of shorthand, with special emphasis upon word signs and construction, elements of phrase writing, accuracy tests and letter writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken in conjunction with typewriting.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.

3a, b, c. **ELEMENTARY TYPING**. 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.

5a, b, c. **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 two short sets of books. The work includes practice in the use of checks, drafts and notes; the preparation of balance sheets, statement of profit and loss; and closing the ledger. Books used are: (1) books of original entry, such as cash, sales and purchase books; (2) subsidiary ledgers and the general ledger as a final record of account.

Four hours a week.

First, second, third quarter. Credit, six quarter hours.

11a, b, c. **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.

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

Prerequisite: Secretarial Training 1a, b, c.

Three hours a week.

First, second, third quarter. Credit, nine quarter hours.

13a, b, c. **ADVANCED TYPING**. 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.
Test for promotion: advanced new matter at not less than 60 words per minute net for fifteen minutes with not more than five errors.

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

15a, b, c. ACCOUNTING. This course is designed to serve as an introduction to the entire field of accounting. Practice and theory are developed as a unit. The following are considered:
- Definition of accounting; the accounting process; the balance sheet; the statement of profit and loss; the work sheet, accounts, object, construction, classification, depreciation, depletion and amortization; 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.

Prerequisite: Secretarial Training 5a, b, c.

Six hours a week.
First, second, third quarter. Credit, nine quarter hours.

17a, b, c. 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, second, third quarter. Credit, six quarter hours.

19a, b, c. 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.

Two hours a week.
First, second, third quarter. Credit, three quarter hours.

SOCIAL STUDIES

MISS MORRILL  MISS NORRIS  MISS HAY  MISS NEFF

SOCIAL SCIENCE

4a, b. FUNDAMENTALS OF SOCIAL SCIENCE. This course is designed to familiarize the student with the basic principles and problems of three areas of social science: economics, government, and sociology. Through consideration of problems of our contemporary society the student ob-

ECONOMICS

3. ECONOMIC GEOGRAPHY OF THE WORLD. 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 quarter. Credit, six quarter hours.

21a, b, c. 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. Some of the topics covered are: economic organization; production; the laws of price; supply and demand; money; banking; exchange; transportation; monopolies; insurance; speculation; distribution of wealth and income; rent; wages; interest profits; taxation; problems of labor; reforms of the economic system.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

Government

23. AMERICAN GOVERNMENT. This course, surveying the American political systems, take 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.

Four hours a week.
First quarter. Credit, four quarter hours.

24. THE STATE AND LOCAL GOVERNMENT. The place of state and local governments in our federal system. State, city and county governments are examined in the light of the present centralizing tendencies.

Four hours a week.
Second quarter. Credit, four quarter hours.
HISTORY

1a, b, c. A Survey of Western Civilization. This course is designed to give the student some conception of the continuous development of civilization from ancient times to the present. The contribution 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, second, third quarter. Credit, nine quarter hours.

11a, b, c. 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 1a, b, c.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

13a, b. Latin America—A Survey. Today great emphasis is being placed on inter-American solidarity. For solidarity to be possible and permanent there must be understanding on the part of North Americans of the cultural contributions and opportunities in Latin America. The aim of this course is to acquaint the student with what Latin America is today, what made it so, and what it may become.

Three hours a week.
First semester, second semester.
Second, third quarter. Credit, six quarter hours.

21a; b; c. 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.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

25a; b; c. 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.

SOCIETY

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.

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

Four hours a week.
First, second or third quarter. Credit, four quarter 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.

Four hours a week.
Second quarter. Credit, four quarter hours.
SPANISH

MISS PHILLIPS
MISS GREEN
MRS. FLEMING

11a, b, c. ELEMENTARY SPANISH. 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, second, third quarter. Credit, twelve quarter hours.

13a, b, c. INTERMEDIATE SPANISH. 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 11a, b, c or its equivalent.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

21a. 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 13a, b, c or its equivalent.

Three hours a week.
First, second, third quarter. Credit, nine quarter hours.

SPEECH

MISS WINNIA, Director
MRS. BALL

The department of speech aims, first, to improve the student's speech and, second, to furnish basic courses for more advanced work. Since speech is our chief instrument of communication, it is of primary importance in adjusting ourselves to our social environment. It is also closely related to the whole mechanism of thought. As one of the best revelations of our total personality, it is worth 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; poise; the ability to read and speak aloud and to express their thoughts clearly and effectively.

Individual speech recordings are made during the year so that students may hear their own voices objectively. The purpose of these tests is not only to correct speech difficulties, but also to discover and encourage creative and artistic ability.

Conferences are held to assist students in overcoming speech faults and difficulties.

The department sponsors five dramatic productions a year, including religious plays, modern drama and Shakespeare. Opportunity is also offered to those students who desire to participate in the Speech Club and other programs.

11a. FUNDAMENTALS OF SPEECH. A practical and theoretical course designed to establish the fundamentals of good speech. Included are: applied phonetics as a basis for training in the skills of articulation and pronunciation; elementary voice science for development in production of strength and quality of voice and adequate vocal flexibility; training in the development of poise and self-control; practical application in reading aloud; oral reports; and speaking extemporaneously.

A prerequisite for all other speech courses.

Three hours a week.
First, second quarter. Credit, three quarter hours.

12a. PUBLIC SPEAKING. An introductory course for the student whose main interest is in the field of public speaking. Training in development of the skills of speech composition and delivery for both formal and informal situations and in the principles of group discussion. Practical application through the delivery of different types of speeches and through participation in various forms of public discourse.

Three hours a week.
First, second, third quarter. Credit, three quarter hours.

12b. INTERPRETATIVE READING. The study and oral presentation of various literary forms, prose, poetry and drama. Literary analysis and the development of the elementary interpretive skills.

Three hours a week.
First, second, third quarter. Credit, three quarter hours.

13. ORAL INTERPRETATION. This course covers the theory and practice of techniques and principles of the oral interpretation of literature. The study and presentation of readings drawn from various sources; analysis of types of literature in the light of their suitability for presentation; arrangement and preparation of material for use on the platform as recital programs and lecture readings. Attention is given to the stimulation of an individual style.

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

14a. ACTING. A beginning course in the theory and practice in the art of acting, with consideration given to pantomime. A study of selected scenes for analysis of character and dramatic expression. The material covered includes scenes from Shakespeare, 18th century and modern playwrights; and radio drama. Practice in the presentation of scenes and short plays on the studio stage and over the campus network.

Lecture one hour, laboratory four hours. Rehearsals.
Second quarter. Credit, three quarter hours.

14b. PLAY PRODUCTION. Consideration is given to the essential arts involved in the production of dramatic forms. A study of stage forms and their historical background; types of production; the choice of a
play; casting; directing; management; costuming and make-up. Each student makes a special study of one dramatic form for production, including the making of a director's manuscript, a costume plate, and a model set. The course is designed to foster appreciation of the general art of the theatre and to prepare students both for work in Little Theatre and Community groups and for advanced study in dramatics. Practice through the production of plays. Students enrolled in courses 14a and 14b may make observation visits and attend performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture one hour, laboratory four hours. Rehearsals.

Third quarter. Credit, three quarter hours.

17. Voice and Diction. A practice course to develop poise in speaking. Voice production and the techniques of good speech, with special attention given to the needs of the student. Emphasis is placed on the correction of such inadequacies as nasality, indistinct utterance, extremes of pitch, and monotony. Group and individual guidance, practice and criticism. Open to all students interested in the general proficiency and use of the spoken language. One hour a week throughout the academic year. No Credit.

Remedial 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 of attendance will depend upon the needs of the individual student. No Credit.

The Preparatory School

Although thorough college preparation is one of the chief aims of the Ward-Belmont Preparatory School, the course of study is flexible enough to assure a sound and well-rounded education to a girl who may not plan to continue her formal education at a senior college or university.

Requirement for Admission.—The school offers the regular four years of high school work. Application for admission is usually made well in advance of the time the pupil plans to enter. Students who have completed the eighth grade with good standing are admitted without examination to the first-year class. A student who has already attended an accredited high school may apply for advanced standing.

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 pages 48-52.

Requirements for the Preparatory School Diploma.—The preparatory school diploma 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, three of which must be in strictly academic subjects and include English IV. An average of at least C must be made during the last year.

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

No credit is given for fewer than two units of a foreign language taken in the preparatory school.

The following nine units are required:

- 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.†

The other seven units may be electives.

* For pupils not preparing for college entrance some other unit may take the place of geometry.
† Physics, when transferred, will be accepted in place of biology or chemistry.
CREDIT ALLOWED IN SPECIAL SUBJECTS.—Art—One unit represents five periods of supervised studio work a week. Home Economics—One unit in sewing represents five periods a 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 music appreciation. One hour's daily practice is required. Speech—One unit represents five 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 only 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 school month and at the end of each semester. The monthly grade represents the average standing which the student has maintained, by daily recitations, written work and tests, during any 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  D Passing
B Good       E Condition
C Satisfactory F Failure

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

Description of Courses

ART

MISS SHACKELFORD, Director

MISS GORDON

I. Principles of composition and design; object drawings; 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.
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.

Five periods a week.

One semester.

Credit, one-half unit.

SOCIOMETRY. 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.

Five periods a week.

One semester.

Credit, one unit.

ENGLISH

MRS. WALKER MRS. BAKER

MISS CLEVELAND MISS KUYKENDALL

I. Selections from English and American literature.

Grammar and composition.

Special attention given to the grammatical principles that contribute to correct speaking and writing. Weekly themes and parallel reading.

Five periods a week.

Credit, one unit.

II. Selections from English and American literature.

Grammar and composition.

Continued drill on the fundamentals of English composition, with weekly practice in writing. Parallel reading.

Five periods a week.

Credit, one unit.

III. Selections from American literature.

Grammar and composition.

Emphasis placed upon correct and effective expression of ideas, with weekly practice in writing. Parallel reading.

Five periods a week.

Credit, one unit.

IV. Selections from English literature.

Composition and rhetoric.


Five periods a week.

Credit, one unit.

FRENCH

MRS. FOUNTAIN MISS PHILLIPS

I. Aim: mastery of simple oral and written French. The text contains abundant and interesting materials for easy reading, all carefully based on the fundamentals of grammar. Phonetics required.

Five periods a week.

Credit, one unit.

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

Five periods a week.

Credit, one unit.

III. Special emphasis is given in this class to vocabulary building and the mastery of idioms. In addition to about 600 pages from standard texts, the work includes a comprehensive review of grammar, dictation, composition, and daily conversation.

Five periods a week.

Credit, one unit.

HISTORY

MISS BROOKS MISS HODGSON MRS. EGGLESTON

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 beginning 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.

HOME ECONOMICS

MRS. SARGENT

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.

LATIN

MRS. OTTARSON MISS MIMS MRS. BAKER

I. BEGINNING LATIN. The first-year course is designed to give a foundation in the essentials of the language. Principles of grammar and vocabulary are stressed; the correlation of Latin and English is emphasized.

Five periods a week. Credit, one unit.

II. SECOND-YEAR LATIN. This course enlarges on the work of the first year, with the reading of four books of Caesar's Gallic War (or an equivalent amount in standard text). Latin composition is included.

Five periods a week. Credit, one unit.

III. THIRD-YEAR LATIN. Included in this course are three orations of Cicero, stories from the Metamorphoses of Ovid, selections from Sallust's War with Catiline, and a number of selections from various other authors. There is also some prose composition.

Five periods a week. Credit, one unit.

IV. FOURTH-YEAR LATIN. Six books of Vergil's Aeneid are read, with attention to sight work and mythology. Selections from other Augustan Age authors form a part of the course. Latin composition is included.

Five periods a week. Credit, one unit.

MATHMATICS

MRS. MANN MISS EWERING MRS. MISER

ELEMENTARY ALGEBRA. This course includes positive and negative numbers, fundamental operations, fractional and simultaneous equations (including graphical solution of a pair of linear equations with two unknowns), fractions, highest common factor and lowest common multiple, square root of polynomials, and the solution of quadratic equations.

Five periods a week. Credit, one unit.

ADVANCED ALGEBRA. A short review of course I, and a completion of the requirement for college entrance.

Five periods a week. Credit, one unit.

PLANE GEOMETRY. Solution of many original problems which follow the general study of theorems. Special attention given to careful construction of figures.

Five periods a week. Credit, one unit.

SOLID GEOMETRY. An elective half-unit course open to fourth-year pupils who have completed plane geometry. The course embraces a study of the regular theorems of points, lines and planes in three dimensional relationships; the development of mensuration formulae for various solids; special emphasis on the geometry of spherical surfaces.

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

PLANE TRIGONOMETRY. An elective half-unit course open to seniors. Prerequisite, plane geometry. This course includes: properties of the trigonometric functions of angles; establishment of identities; the laws governing the solution of triangles; an introduction to spherical trigonometry; logarithms.

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

MUSIC THEORY AND APPRECIATION

MR. RIGGS MISS DAVIS

Academic credit will not be allowed for music 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. Credit, with applied music, one unit.

II. THEORY AND EAR TRAINING. The rudiments of music: notation, terminology, scale formation, intervals, chords and rhythm, studied theoreti-
cally 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.

Preparatory students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 49-51.) Every student is entitled to one hour a week of class dancing throughout the year without extra charge. 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
MISS HODGSON

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.

SPANISH
MRS. LONG


Five periods a week. Credit, one unit.

II. ADVANCED SPANISH. Review of grammar. Continuation of study of Spanish civilization with emphasis on artistic and literary contributions of Spain and Spanish America. Extensive use of Spanish as the language of the classroom. Reading of several hundred pages of Spanish prose with dictation and conversation based thereon. Outside reading.

Five periods a week. Credit, one unit.

SPEECH
MISS WINNIA, Director MRS. BALL

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 general course in which are considered: visible symbols of speech, such as posture and general bodily action; and audible symbols of speech, including breathing, tonal quality, flexibility, diction, and speech sounds. These fundamental principles are exemplified through conversation and discussion; through the delivery of original compositions and selections from various types of literature; and through the acting of short plays.

Five periods a week. Credit, one unit.
The Conservatory of Music

History and Aims

Music was included as an important part of the curricula of Ward's Seminary and Belmont College. The Ward-Belmont Conservatory of Music was one of the first junior college members of the National Association of Schools of Music. It prepares music students in a thorough way to meet the exacting demands of the best senior colleges and music schools in America. It also offers to the academic student that musical culture which is an essential part of education. Emphasis is placed on superior performance and on a broad cultural and artistic background.

Admission

Admission to the conservatory is based on graduation from an approved secondary school, with a minimum of fifteen acceptable units. Entrance requirements to specific curricula are given under each below.

Faculty

The conservatory has assembled a faculty of highly trained teachers. Each member has been chosen because of genuine musicianship, teaching ability, and personality. Most members have had extensive experience as concert artists.

Equipment

The equipment of the conservatory is excellent in every way. In addition to a harp, numerous practice pianos in individual practice rooms, there are ten Steinway grands for studio use, two Steinway grands for recitals and concerts, and one Duo-Art Steinway reproducing piano with more than two hundred rolls for class work. A large three manual organ and a smaller two manual organ are available to organ students. The library contains biographies, the more important works on the theory and practice of music, miniature scores and ensemble works. The library of recordings contains hundreds of records of all types of music. Two listening rooms for students are equipped with reproducing machines and radios. The frequent use of a modern recording unit makes it possible for the students to hear their own performances objectively and thus to evaluate and improve their work.

The results of music talent tests, mental measurements, and teachers' rating blanks aid in the guidance program of the conservatory.

Concerts

In addition to the annual series of concerts given by world famous artists in the school auditorium (see page 14), student tickets are available to concerts and dramatic productions presented in Nashville. Students are presented in regular recitals. This is of great benefit to them because it enables them to secure confidence and control in performance before both small and large groups. Faculty recitals are given throughout the year.

Awards

The Jane Morley cup is awarded each spring to the conservatory student who has made the most outstanding record during the year. The name of the student is engraved on the cup, and it becomes the property of her club for the following year.

The Mildred Genet Award is made each spring to a resident student who has shown outstanding merit and promise in voice during her study at Ward-Belmont.

Curriculum

Students in the junior college may elect courses in the conservatory in applied music, theory, and history of music. Eighteen hours of credit in music may be applied toward the Junior College General Diploma in a senior college preparatory curriculum. Of these eighteen hours, not more than eight may be in applied music. More may be counted toward this diploma in the Terminal Curriculum. Applied music must be accompanied by a course in theory or history of music if credit is to be given. Students in the conservatory may register for courses in the junior college. In addition to the curricula outlined in the following pages, the conservatory offers more advanced work in applied music equivalent to that given in the
four-year conservatories. Information may be had upon request.

EXPENSES

One inclusive charge is made to those regularly enrolled in any of the various conservatory courses. This charge covers every subject necessary to any one course and the use of practice room and instrument. Charges made to junior college and preparatory school students who wish to enroll for private lessons are shown on p. 87 ff.

ORGANIZATIONS

The conservatory encourages all students to participate in some form of ensemble music under faculty direction. Experience gained in these groups tends to produce a high grade of musicianship and to develop a permanent love of participation in group music.

SINFONIETTA.—In the Sinfonietta students gain knowledge of orchestral repertoire and rehearsal routine. One semester hour of credit is given for regular attendance at weekly rehearsals and active interest in the organization.

CHOIR.—The Choir, a group of selected voices, sings once a week at regular chapel service. It is under the direction of the head of the voice department. The music studied is chosen for its inherent beauty and educational value. The valuable service rendered by the choir makes it one of the more popular student organizations. The group makes occasional concert tours, broadcasts over the radio, and gives concerts at school during the year. One semester hour of credit is given.

ENSEMBLES.—Numerous small ensembles for string, voice and wood-wind students are under faculty direction.

Mu Sigma Phi.—Mu Sigma Phi is an honorary music fraternity designed to recognize outstanding students in the conservatory. The society seeks to encourage musicianship, scholarship and fellowship among the students in the conservatory.

GENERAL STATEMENTS

Before the close of each semester every student enrolled for credit in applied music must take an examination before a committee composed of the faculty members from the division concerned. To such a committee may be added the dean of the conservatory and members of other departments. The student must bring her term repertoire card to the examination. Upon the basis of work shown on the card and the quality of performance, the committee will pass or condition the student for the next semester's work.

All music students are required to attend recitals which are under the direction of the conservatory. Attendance is a matter of their school record. It is suggested that the student keep the programs in a notebook with her comments on the music performed. These notebooks may be called in for examination.

Lessons missed by reason of the student's negligence will not be made up except at the discretion of the teacher; those missed by the teacher will be made up. Lessons are of thirty minutes' duration, and the applied music term is for thirty-two weeks.

Practice requirements listed are in each case the minimum amount. Credit is jeopardized by absence from practice or lessons.

Music students should consult the dean of the conservatory and their teachers before arranging for any public performance.

Students who show by examination that they can meet the piano or sight-playing requirements of their department may substitute another subject.

Practice rooms are assigned by the practice supervisor.

The physical education requirements are the same as those in the junior college (p. 25).

CREDIT IN APPLIED MUSIC

Credit is given in applied music only when taken in conjunction with music theory or history of music. It is reckoned on the following yearly basis:

One thirty minute lesson a week .. 1½ quarter hours

Two thirty minute lessons a week .. 3 quarter hours

Each three hours of practice a week .. 1½ quarter hours

DIPLOMAS AND CERTIFICATES

The two-year courses listed on the following pages lead to a diploma in music and meet the requirements of 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, of which Ward-Belmont Conservatory is a junior college member.
The certificate in music is granted upon the satisfactory completion of the first-year requirements. Certificate requirements may be spread over two years. See page 27 and page 29.

Under no circumstances may a student earn a junior college diploma and a music diploma in less than three years.

Candidates for certificates and diplomas must earn a total number of quality credits equal to the required number of semester hours.*

Candidates for the certificate must appear in public performance at least three times; candidates for the diploma must appear in public performance at least six times.

**PIANO**

The conservatory believes that thorough and broad musicianship can be gained most quickly and normally through the study of the piano. To that end the study of piano is required as a major or minor subject of all who seek a certificate or diploma. The teachers in this department are not limited to one method or set of principles. They use the best methods of the great teachers and pianists.

**ENTRANCE REQUIREMENTS**

To enter the two-year course in piano, the student should be grounded in correct touch and reliable technique. She should play all major and minor scales correctly in moderately rapid tempo. She should have studied material equivalent in difficulty to the following: Czerny, Op. 299, Heller 47 and 46 (according to the needs of the student), some Bach two-part inventions, easier Beethoven, Mozart or Haydn sonatas, and pieces of similar difficulty. Systematic methods of practice should have been acquired.

**COURSE REQUIREMENTS**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano**</td>
<td>15</td>
</tr>
<tr>
<td>Music 1a, b, c</td>
<td>9</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½</td>
</tr>
<tr>
<td>Music 15a, b, c</td>
<td>9</td>
</tr>
<tr>
<td>Piano Repertoire</td>
<td>1½</td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9</td>
</tr>
<tr>
<td>Recitals</td>
<td>12</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piano (2 lessons a week, 3)</td>
<td>12</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½</td>
</tr>
<tr>
<td>Music 21a, b, c</td>
<td>15</td>
</tr>
<tr>
<td>Piano Repertoire</td>
<td>1½</td>
</tr>
<tr>
<td>Piano Ensemble</td>
<td>1½</td>
</tr>
<tr>
<td>English 21a, b, c</td>
<td>9</td>
</tr>
<tr>
<td>Elective a, b, c</td>
<td>4½-9</td>
</tr>
<tr>
<td>Recitals</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL REQUIREMENTS—FIRST YEAR**

**TECHNIQUE.**—Major scales played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 120); 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. 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.

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**ADDITIONAL REQUIREMENTS—SECOND YEAR**

**TECHNIQUE.**—Major and minor scales, hands in parallel and contrary motion through four octaves (speed, 4 notes to M. M. 120); in thirds, sixths, and tenths, and in various rhythms (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 MacDowell, Op. 39; Clementi, Gradus ad Parnassum. Selections from classic and modern composers. These are in addition to first-year requirements.

**EXAMINATION.**

1. **Technique.**—As stated above.
2. **Memorized Repertoire.**—One complete sonata; one prelude and fugue from Bach's "Well-Tempered Clavichord"; four rather difficult selections from classic and modern composers. In addition, the candidate must play a composition selected by the teacher and prepared without assistance.
VIOLIN

Violin instruction is offered to students at all stages of advancement. This instruction is eclectic in nature, with special emphasis placed upon adequate technical preparation, development of a singing tone and a flexible style. A basic knowledge of viola is required of all post-graduate students. Participation throughout the year in chamber music ensembles (trio, string quartet, and string orchestra) is encouraged. All ensemble work is under the supervision of the director of the department.

ENTRANCE REQUIREMENTS

To enter the two-year course in violin the student should have an elementary knowledge of the piano. In violin she should have the ability to perform satisfactorily Kayser Studies, Book 3, or the less difficult etudes of Kreutzer, a fundamental knowledge of scales and position, and repertoire of the grade of the Viotti Concerto No. 23 and the Acolay concerto in A minor.

COURSE REQUIREMENTS

FIRST YEAR

<table>
<thead>
<tr>
<th>Instrument</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violin</td>
<td>Violin (2 lessons a week, 2 hours practise a day) 9 hours</td>
<td>Violin (2 lessons a week, 2½ hours practise a day) 7 hours</td>
</tr>
<tr>
<td>Piano</td>
<td>Piano (1 lesson a week, 1 hour practise a day) 4½ hours</td>
<td>Piano (1 lesson a week, 4 hours practise a day) 4½ hours</td>
</tr>
<tr>
<td>Music 11a, b, c</td>
<td>15 hours</td>
<td>Music 21a, b, c</td>
</tr>
<tr>
<td>Music 15a, b, c</td>
<td>9 hours</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Orchestra</td>
<td>1½ hours</td>
<td>Sight Playing</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½ hours</td>
<td>English 21a, b, c</td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
<td>Elective a, b, c</td>
</tr>
<tr>
<td>Recitals</td>
<td></td>
<td>Recitals</td>
</tr>
</tbody>
</table>

ADDITIONAL REQUIREMENTS—FIRST YEAR

TECHNIQUE.—Scales and arpeggios; major and minor (speed, 4 notes to M. M. 62). From G through C, three octaves.

Etudes of Kreutzer, with such supplementary studies as those of Sevcik, Sitt and Schradieck to develop command of the fingerboard and accuracy of bowing.

REPERTOIRE.—A major movement of a concerto (Rode, No. 7, Kreutzer, No. 14, DeBeriot, Nos. 7-9, Vivaldi-Natchez, A minor, or similar works); six concert numbers of like grade, including the main movement of a classic sonata.

PIANO.—Simple solo numbers and the easier sonatas of Mozart or Haydn.

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

The aim of the voice department is to train talented vocalists in the art of singing. It also provides a means of artistic expression for those who desire to become proficient amateurs or participants in group activities. Whatever the ambition of the student may be, she is given skillful training in the best traditions of the vocal art.

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

FIRST YEAR SECOND YEAR

Voice (2 lessons a week, 1½ hours practise a day) 7½ hours

Piano (1 lesson a week, 1 hour practise a day) 4½ hours

Music 11a, b, c 15 hours

Music 15a, b, c 9 hours

Repertoire Class 1½ hours

Chorus or Ensemble 1½ hours

Sight Singing 1½ hours

English 1a, b, c 9 hours

Recitals

EXAMINATION.—

1. Technique.—Pedal and manual scales and studies.

2. Memorized Repertoire.—Representative numbers from each group listed above under “Repertoire.” Two of these numbers must be prepared by the student without assistance.

ORGAN

This department, in its certificate and diploma courses, aims to develop both soloists and capable church organists. Many former students are holding responsible positions as directors of church music in their communities.

ADDITIONAL REQUIREMENTS—FIRST YEAR


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 accompaniments of average difficulty.

EXAMINATION.—

1. Technique.—As stated above.

2. Memorized Repertoire.—One operatic aria and one oratorio aria. 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


REPERTOIRE.—At least ten songs (memorized) of a sufficiently advanced nature to represent two years of continuous study. Among the recommended are songs and arias from Bach, Handel and Mozart; lieder by Schubert, Schumann and Brahms; modern French songs; two operatic and two oratorio arias; a well-selected list of songs in English.

PIANO.—Easy solo numbers, smaller Bach pieces, easier Mozart sonatas. accompaniments.

THE CONSERVATORY OF MUSIC

EXAMINATION.—

1. Technique.—As stated above.

2. Memorized Repertoire.—Representative numbers from each group listed above under “Repertoire.” Two of these numbers must be prepared by the student without assistance.

ORGAN

This department, in its certificate and diploma courses, aims to develop both soloists and capable church organists. Many former students are holding responsible positions as directors of church music in their communities.

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, Guilman, 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 Guilinant, 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 accompaniment to vocal solos and anthems, a quartette in vocal score four staves in C and F clefs.

EXAMINATION.—

1. Technique.—As stated above.
2. Unmemorized Repertoire.—One prelude and one accompaniment. One standard orchestra part.
3. Memorized Repertoire.—One selected standard orchestra part and one accompaniment.
4. Sight Playing.—As stated above.

HARP

Harp instruction is offered to beginners as well as to those who have had training. The department aims to develop a sound and flexible technic and a well-rounded repertoire adapted to the plans of the student.

ENTRANCE REQUIREMENTS

To enter the two year course in harp the student should have an elementary knowledge of the piano. On the harp she should be able to play selections of the grade of the Haydn Theme and Variations and the Chaconne of Durand.

COURSE REQUIREMENTS

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Harp (2 lessons a week, 2½ hours)</td>
<td>10½ hours</td>
</tr>
<tr>
<td>Piano (1 lesson a week; 1 hour practise a day)</td>
<td>4½ hours</td>
</tr>
<tr>
<td>Music 1a, b, c</td>
<td>15 hours</td>
</tr>
<tr>
<td>Music 15a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½ hours</td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Recitals</td>
<td>10 hours</td>
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</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harp (2 lessons a week, 2½ hours)</td>
<td>10½ hours</td>
</tr>
<tr>
<td>Piano (1 lesson a week; 1 hour practise a day)</td>
<td>4½ hours</td>
</tr>
<tr>
<td>Music 21a, b, c</td>
<td>15 hours</td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Orchestra</td>
<td>1½ hours</td>
</tr>
<tr>
<td>English 21a, b, c</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4½-9 hours</td>
</tr>
<tr>
<td>Recitals</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

HARP ins tru cti on is offer ed to be gin ne rs as we ll as to tho se wh o ha ve had tra ini ng. The de pa rtm en t aim s to dev elo p a so un d an d flexi ble tec hi n and a we ll- rou nd ed rep eto ire ad ap ted to th e pla ns of th e stu de nt.

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 Pierne 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.

ADDITIONAL REQUIREMENTS—SECOND YEAR

TECHNIQUE.—Thorough knowledge of the scale, fingering, sliding, chords, and arpeggios. Adequate acquaintance with the modern effects available on the harp and how they may be applied. Ability to play orchestra parts of moderate difficulty.

REPERTOIRE.—Three etudes by Salzedo; one concerto for harp by Debussy or Ravel; one orchestral cadenza; selections from classic and modern composers.

SIGHT PLAYING (HARP).—Orchestra parts and accompaniments of moderate difficulty.

Piano.—Mozart and Haydn sonatas and the easier numbers from Bach's Little Preludes and Fugues or Two-Part Inventions.

EXAMINATION.—

1. Technique.—As stated above.
2. Unmemorized Repertoire.—One selected standard orchestra part and one accompaniment.
3. Memorized Repertoire.—One concerto for harp; one orchestra cadenza; four selections from classic and modern composers.
4. Sight Playing.—As stated above.
PUBLIC SCHOOL MUSIC

School music demands of the student a broad general education and musical ability above the average.

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

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>First, second, third quarter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1a, b, c</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Music 15a, b, c</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Chorus or Ensemble</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>English 1a, b, c</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Recitals</td>
<td></td>
<td></td>
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</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>First, second, third quarter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice (1 lesson a week, 1 hour practice a day)</td>
<td>4½</td>
<td></td>
</tr>
<tr>
<td>Instrumental Minor (1 lesson a week, 1 hour practice a day)</td>
<td>4½</td>
<td></td>
</tr>
<tr>
<td>Music 21a, b, c</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Orchestra</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>Sight Playing</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Literature of Music 25a, b, c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitals</td>
<td></td>
<td></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.
29a, b, c. COUNTERPOINT AND COMPOSITION. Private instruction is 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, three quarter hours.

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

One hour a week.

First, second, third quarter. Credit, one and one half quarter hours.

SIGHT PLAYING, SECOND YEAR.—For diploma students in piano a continuation of first-year sight playing with emphasis upon violin sonatinas and sonatas of Haydn, Mozart, Schubert, Beethoven and others. For other music majors a continuation of first-year sight playing adapted to the needs of the student.

One hour a week.

First, second, third quarter. Credit, one and one half quarter hours.

PIANO REPERTOIRE CLASS.—Piano music is discussed from the standpoint of touch, phrasing, pedaling, tonal and interpretative effects. Students are given the opportunity of performing. This class, meeting one hour a week, is required of all applicants for the certificate or diploma in piano.

One hour a week.

First, second, third quarter. Credit, one and one half quarter hours.

VOICE REPERTOIRE CLASS.—This class, meeting one hour a week, is required for the certificate or diploma in voice.

One hour a week.

First, second, third quarter. Credit, one and one half quarter hours.

PIANO ENSEMBLE.—Diploma students in piano form two piano teams to read and perform two piano repertoire.

One hour a week.

First, second, third quarter. Credit, one and one half quarter hours.

PIPE ORGAN.—Individual lessons adapted to advancement of student.

VIOLIN AND OTHER STRING INSTRUMENTS.—Individual lessons adapted to advancement of student.

VOICE.—Individual lessons adapted to advancement of student.

PIANO.—Individual lessons adapted to advancement of student.

HARP.—Individual lessons adapted to advancement of student.

ORCHESTRA

Two hours a week.

First, second, third quarter. Credit, one and one half quarter hours.

CHOIR

Three hours a week.

First, second, third quarter. Credit, one and one half quarter hours.

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THE CONSERVATORY OF MUSIC

General Statements

Parents or guardians who register students in any department of the school thereby accept the terms and conditions of this catalogue and agree to abide by the general practices of the school. No married students are accepted.

Since the welfare of the entire school depends on suitable conditions of study and absence of interruptions, prompt and regular attendance at all school appointments is necessary. Parents are expected to co-operate wholeheartedly with the school in this most important matter. All students have obligations at the beginning and until the end of every period. Since the school feels a definite responsibility for preserving consistent study conditions especially at these times, permission for early leave or late return is not granted.

Parents should discourage their daughters from bringing to the school any expensive jewelry and wearing apparel or valuable articles of any kind, for the school cannot be responsible for their loss or damage. All money except a small amount for immediate use should be deposited at the school business office, where school checks will be gladly issued free of charge.

Any tests and examinations not taken at the appointed time must be taken later. For this a charge of $2.00 is made.

A student's account will be charged for any deliberate damage to school property.

When, in the opinion of their instructors and of the dean or the principal, students need extra assistance, tutors can usually be provided at a reasonable rate.

When a student returns to school, she is, as soon as she reaches the campus, under the usual school rules.

A student is customarily asked to withdraw from school when she makes it impossible for the school to discharge the responsibility it has accepted for her welfare. This is particularly the case when a student leaves campus without permission, or possesses or uses any alcoholic liquor, or, in the case of a preparatory school student, rides in a private automobile without an adult approved by the school.

A student who is found to be out of sympathy with the spirit and ideals of the school, or who is continually deficient in scholarship or citizenship, may be asked to withdraw even though she may not have broken any of the more formal rules.
Tuition and Terms

The school year for all departments begins and ends as indicated on the school calendar published in this catalogue. The charges here named are for the school year as indicated, and are due and payable on the opening day of school. For the convenience of patrons, however, payment may be made in two installments, 60% on entrance and the balance at the beginning of the second quarter.

Contracts with staff and others are made by the school for the entire school year in advance. Consequently, students enter for the whole school year, or that part of the school year unexpired at time of entrance. No reduction is made for late entrance or early withdrawal.

The enrollment or re-enrollment deposit of twenty-five dollars and the seventy-five dollar deposit made with the room preference card are, of course, credited on the year's tuition. The enrollment or re-enrollment deposit is refundable only in case the student is not accepted. The room deposit is not returnable unless the school is notified in writing at least ninety days before the opening date.

Until these regular terms have been met, the student is not duly registered or enrolled.

THE JUNIOR COLLEGE AND THE PREPARATORY SCHOOL

Room (single or a shared double room), Meals and Tuition, for the school year, for any course of study leading to any certificate or diploma in the Junior College or in the Preparatory School, but not including those subjects listed under Extra Work and Private Instruction, pages 88-90 $1,285.00

This covers:

(1) Social club membership
(2) Athletic Association membership
(3) The Milestones (yearbook)
(4) The Hyphen (weekly newspaper)
(5) The Chimes (literary magazine)
(6) Artist Series and Entertainment
(7) Post Office box

ANNUAL ACTIVITIES Fee, payable on entrance $35.00

THE CONSERVATORY OF MUSIC

Room (single or a shared double room), Meals and Tuition, for the school year, for any course of study leading to any diploma or certificate in the conservatory as outlined $1,475.00

ANNUAL ACTIVITIES Fee, as indicated above, payable on entrance $35.00

EXTRA WORK AND PRIVATE INSTRUCTION

For the Scholastic Year Unless Otherwise Indicated

CONSERVATORY OF MUSIC

Two private lessons a week:

Miss Benton Piano $150.00
Mrs. Bold Piano $150.00
Mr. Dalton Voice $225.00
Mr. Henkel Organ $175.00
Mr. Henkel Piano $150.00
Mr. Irwin Piano $225.00
Mrs. Irwin Piano $150.00
Mrs. Malone Voice $200.00
Mrs. Parker Harp $200.00
Mrs. Rose Piano $150.00
Mr. Rose Violin $175.00
Miss Throne Piano $150.00
Mrs. Van Sickle Voice $150.00
Miss Wall Piano $125.00

Any music theory, private lessons, two per week $100.00

USE OF PRACTICE ROOMS FOR THE SCHOOL YEAR

Piano, one hour daily $15.00
(Each additional hour daily $10.00)
Voice, with use of piano, one hour daily .................................................. 15.00
(Each additional hour daily $10.00)

Voice, with use of piano, one hour daily .................................................. 15.00
(Each additional hour daily $10.00)

Violin, one hour daily .............................................................................. 10.00

Harp, with use of harp, one hour daily .................................................... 25.00
(Each additional hour daily $15.00)

Organ, one hour daily, small two manual organ .................................... 25.00
(Each additional hour $0.15)

Organ, one hour daily, large three manual organ ................................... 30.00
(Each additional hour $0.25)

LABORATORY FEES

Art, Preparatory School or College, (including Art Club membership) any course except Art 3a, b, c ........................................ $25.00

Biology, chemistry, physiology, typewriting
(Junior College) ..................................................................................... 15.00

Biology, chemistry (Preparatory School) ................................................ 10.00

Speech, any course except Speech 17, (for cost of materials, use of costumes, properties, etc.) Preparatory
School or College .................................................................................. 10.00

Foods and Nutrition, any one course ...................................................... 30.00

Textiles and Clothing, any one course ..................................................... 25.00

DANCING

Certificate or Diploma Class
(Phys. Ed. 11a, b, c or 31a, b, c ............................................................... $150.00

Ballet, Modern, Plastique, Tap, and Toe—class,
30 lessons ............................................................................................. 35.00

Ball Room—class, 10 lessons .................................................................. 10.00

Private dancing lessons (one-half hour each) in any of
the types above, each lesson ............................................................... 3.00

RIDING

Certificate Class (Phys. Ed. 19a, b, c, or 29a, b, c.) ....................... $225.00

Fall or spring class, three hours a week for ten weeks .......... 75.00

Road Riding—for advanced students only. One book of
ten tickets .............................................................................................. 15.00

CERTIFICATE AND DIPLOMA FEES

Certificate (Junior College) ................................................................. $ 5.00
Diploma (Preparatory School) .............................................................. 5.00
Diploma (Junior College) .................................................................... 10.00

CHARGE FOR EXTRA TRANSCRIPTS

After a second transcript there is a charge of $1.00 for each
additional one.

THE WARD-BELMONT SCHOOL
Nashville 4, Tennessee
DECEMBER, 1948