

1949

Catalog of Ward-Belmont, 1949

Ward-Belmont College (Nashville, Tenn.)

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WARD-BELMONT

Nashville, Tennessee

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 best 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

TABLE OF CONTENTS

	PAGE
Calendar	4
Historical Sketch	7
Nashville and Its Environs	8
Climate and Health	8
Campus	9
Buildings and Equipment	9
Club Village	11
Ward-Belmont Stable	11
Libraries and Visual Aids	11
Ward-Belmont Artist Series	12
Religious Activities	12
Social Activities	13
Dress and Household Articles	13
Student Government	13
Accreditation and Transfer	14
Choice of Subjects	14
Orientation	14
Alumnae	15
Application for Enrollment	15
ADMINISTRATION	16
FACULTY	17
THE JUNIOR COLLEGE	24-60
Admission	24
Advanced Standing	24
Course of Study	25
Grades and Reports	25
Quality Credits	25
Diplomas and Certificates	25-34
Description of Courses	35-60

TABLE OF CONTENTS
(Continued)

	PAGE
THE PREPARATORY SCHOOL	61-70
Requirement for Admission	61
Yearly Schedule	61
Requirements for the Preparatory School Diploma	61
Credit Allowed in Special Subjects	62
Classification	62
Reports and Grading System	62
Description of Courses	62-69
THE CONSERVATORY OF MUSIC	70-84
History and Aims	70
Admission	70
Faculty	70
Equipment	70
Concerts	71
Awards	71
Curriculum	71
Expenses	72
Organizations	72
General Statements	72
Credit in Applied Music	73
Diplomas and Certificates	73-74
Programs	74-82
Description of Courses	83-84
GENERAL STATEMENTS	85
CHARGES AND TERMS	86-89

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 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 Heifitz, Bonelli, Casadesus, Virovai, Eddy, Burke, Meisle, 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-

tion of the new girls. All new students are given a full picture of their school in informal gatherings where the various aspects of school life are discussed.

ALUMNAE

More than twenty-five thousand women in the United States and in foreign countries call Ward-Belmont alma mater. Many of them are famous in music, drama, art, literature and education. Ward-Belmont alumnae also hold enviable records in the professions, social work, and business.

APPLICATION FOR ENROLLMENT

Early application is advised, for each is customarily considered in the order received. Preference is given to the daughters and relatives of alumnae. Geographical distribution is also considered. The necessary blanks will be sent by the registrar on request. There is an application fee of twenty-five dollars, and a seventy-five dollar room deposit which accompanies the room preference card after the application has been approved by the Admissions Committee. Both of these are, of course, credited on the year's tuition. The enrollment fee is refundable only if the student is not accepted. The room deposit is not returnable unless the registrar is notified in writing ninety days before the opening date.

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.

MARIBEL BENTON
Piano
Cincinnati Conservatory of Music, B.Mus., M.Mus.; Student of Karol Liszniewski

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.S., 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

SYDNEY DALTON

Head of Voice Department

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

MAUDINE COLLIER DANIEL

Home Economics and Physiology

Union University, B.A.; George Peabody College for Teachers

MARJORIE DAVIS

Music Theory

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

SOPHRONIA M. EGGLESTON

History

Goucher College, B.A.; George Peabody College

FRANCES HOWARD EWING

Mathematics

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

POLLY FESSEY

Bookkeeping and Commercial Law

Vanderbilt University, B.A.

JULIA WILSON FLEMING

French and Spanish

George Washington University, B.A., Emory University, M.A.

Middlebury College

LUCY LANDRU 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

LOUISE GREEN

French and Spanish

Belhaven College, B.A.; George Peabody College for Teachers, M.A.; University of Wisconsin; Southwestern University; Mexico City College

MARTHA CORWIN GREGORY

English

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

MARGARET SHANNON HARBER

Physical Education

Southern Methodist University, B.S.

VERA LUZENE HAY

History

University of Chicago, Ph.B.; Vanderbilt University, M.A.; Harvard University; Columbia University; George Peabody College for Teachers; University of Minnesota

PAULINE J. HAYNES

Spanish and French

State University of Iowa, B.A., M.A.; University of Grenoble, France; University of Paris, Sorbonne; University of Southern California

CORA HENDERSON

Secretarial Training

Southern College, B.A.; George Peabody College for Teachers, M.A.

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

Southwestern State Teachers College, B.A.; George Peabody College for Teachers, M.A.; University of Wisconsin

ALMA HOLLINGER

Biology

University of Michigan, B.A., M.A.; Biological Station of the University of Michigan; University of Southern California

ALAN IRWIN

Piano

Bush Conservatory of Music, B.Mus.; Juilliard Scholarship, two years; University of Chicago, Ph.B.; Piano student of John Blackmore,

Josef Lhevinne, Edwin Hughes; Organ student of Arthur

Dunham, Raymond Robinson, Carl Weinrich;

Columbia University, M.A.

FLORENCE IRWIN

Piano

Bush Conservatory of Music, B.Mus., M.Mus.; Ward-Belmont School; Rockford College; Student of John Blackmore, Frederic

Lamond, Edwin Hughes; Teachers' College, Columbia

University; Juilliard School of Music

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.

CATHERINE 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.

PENELOPE MOUNTFORT

Biology

University of Buffalo, B.S.

SHIRLEY ANN MUELLER

Physical Education

Iowa State University, B.S.

ELIZABETH ELLEN NEFF

History

Emory and Henry College, B.A.; Columbia University, M.A.; University
of Wisconsin.

CAMILLA NANCE NEWERF

Physical Education

Sargent School of Boston University, B.S.

MARGARET ELIZABETH NEWHALL

Library

Vassar College, B.A.; Ohio State University, M.A., B.S.; George Peabody
College for Teachers, B.S. in L.S.

MARY RACHEL NORRIS

Psychology and Education

Bryn Mawr College, B.A., M.A.; George Peabody College for Teachers;
Columbia University

ANNE KNOTT ORDWAY

English

University of Chicago, Ph.B.; Vanderbilt University, M.A.

MARTHA KNOTT ORDWAY

English

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

MARGARET HENRY OTTARSON

Latin

Randolph-Macon Woman's College, B.A.; University of Rome, Italy, M.A.;
the American, British, Italian, and French Academies, Athens,
Greece, and the Sorbonne, Paris; Vanderbilt University

FRANCES HELEN PARKER

Harp

Birmingham Southern College, B.A.; Vanderbilt University, M.A.; East-
man School of Music; Cincinnati Conservatory of Music; Student
of Carlos Salzedo; private lessons in Vienna

LUCY ISABEL PARNELL

Biology

Randolph-Macon Woman's College, B.A.; George Peabody College

ALMA WILSON PHILLIPS

Spanish and French

George Peabody College for Teachers, B.S., M.A.; University of Paris;
University of Mexico; University of Geneva; McGill University

FAITH HALL PHILLIPS

Biology

Vanderbilt University, B.S.

ROBERT CALHOUN PROVINE

Philosophy

Vanderbilt University, B.A., M.A.; Union Theological Seminary;
Harvard University, M.A.; Brown University, Ph.D.

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 McGibeny,
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 Insti-
tute, 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 VANANTWERP
Economics

University of Michigan, B.A., M.A.

JOSEPH L. VAN SICKLE
Art and History of Art

John Herron Art School, B.F.A.; University of Iowa, M.F.A.

MARILYN REDINGER VAN SICKLE
Voice

Butler University and Arthur Jordan Conservatory,
B.Mus.; Ward-Belmont Conservatory; Eastman School of Music;
Student of Sydney Dalton, Joseph Lautner, Arthur Kraft,
coaching with Charles Hedley

RUTH FULGHAM WALKER
English

George Peabody College for Teachers, B.S.

ELIZABETH WALL
Piano

George Peabody College for Teachers, B.S.; Nashville Conservatory of
Music, B.Mus.; Student of Wiktor Labunski, Eduard Loessel, Roy
Underwood; Chicago Musical College, M.Mus.; Student of
Rudolph Ganz, Mollie Margolies

CATHERINE WINNIA
Director, Department of Speech

George Peabody College for Teachers, B.S.; Columbia University, M.A.;
Director's and Teacher's Certificate, American Academy
of Dramatic Art

THE JUNIOR COLLEGE

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:

FIRST YEAR	SECOND YEAR
English 1a, b, c	9 hours Physical Education 15a, b, c 1½ hours
Physical Education 1a, b, c	3 hours Physical Education 21a, b, c 1½ hours

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:

English	3	Plane Geometry	1
Algebra	1	One foreign language	2
Electives		8	

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		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
Foreign Language	9 or 12 hours	Foreign Language	0 or 9 hours
*History	9 hours	*Science	12 hours
Electives	15 to 18 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

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

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		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c or 25a, b, c	
Applied Music (piano, voice, etc.)			9 hours
	6 to 7½ hours	Applied Music (piano, voice, etc.)	
*History or Social Science	9 hours		6 to 10½ hours
Music History 15a;b;c	9 hours	*Laboratory Science	12 hours
Foreign Language	12 or 9 hours	Music Theory 11a;b;c	15 hours
Sight singing or playing	1½ hours	Foreign Language	0 or 9 hours
		Repertoire	1½ hours
		Electives	

(2) PRE-MEDICAL

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
Mathematics 11a, b, c	9 hours	Chemistry 21a, b, c	12 hours
French or German	9 or 12 hours	Biology 11a, b, c	12 hours
Chemistry 11a, b, c	12 hours	French or German	9 hours
History or Social Science	9 hours	Electives	

(3) PRE-SOCIAL WORK

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
*History 1a, b, c	9 hours	*Chemistry 11a, b, c	12 hours
Biology 11a, b, c	12 hours	Sociology 21.22	8 hours
Economics 3.4a, b	9 hours	or	
Foreign Language	9 or 12 hours	Government 23.24	8 hours
		Foreign Language	0 to 9 hours
		Electives	

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

(4) PRE-JOURNALISM

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
Biology 11a, b, c	12 hours	English 27a, b, c	9 hours
or		*Foreign Language	0 or 9 hours
Chemistry 11a, b, c	12 hours	**Electives	27 or 18 hours
Foreign Language	9 or 12 hours		
History 1a, b, c, or 11a, b, c	9 hours		
Elective	9 hours		

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:

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
***History or Social Science		***Laboratory Science 9 to	
	9 hours		12 hours
First Year of Major Sequence		Second Year of Major Sequence	
	9 to 12 hours		9 hours
Electives	15 to 18 hours	Electives	15 to 18 hours

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 11a,b,c and Art 13a,b,c or 15a,b,c or 17a,b,c
 Biology 11a,b,c and Biology 21a,b,c
 Chemistry 11a,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

*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.

Home Economics 11a;b;c and Home Economics 21a;b;c
 Home Economics 13a;b;c and Home Economics 23a;b;c
 Latin 11a,b,c and Latin 13a,b,c
 Mathematics 11a,b,c and Mathematics 21; 22a,b.
 Music 11; 11a;b;c and Music 21a;b;c
 Physical Education 17a;b;c and Physical Education 27a;b;c
 Physical Education 11a,b,c and Physical Education 31a,b,c
 Secretarial Training 1a,b,c and Secretarial Training 11a,b,c
 Secretarial Training 5a,b,c and Secretarial Training 15a,b,c
 Spanish 11a,b,c and Spanish 13a,b,c or 21a,b,c
 Speech 11.12a,b and Speech 13.14a;b

Typical of possible programs is the following for a student who is interested in music but who does not wish to take the regular conservatory course. Completion of this program would lead not only to the General Junior College Diploma, but also to the special music certificate.

(1) MUSIC

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c or 23a, b, 24 or 25a,	
Applied Music (piano, voice, etc.)		b, c	9 hours
	6 or 7½ hours	Applied Music (piano, voice, etc.)	
*History or Social Science	9 hours		7 to 10½ hours
Music History 15a, b, c	9 hours	Repertoire	1½ hours
Sight playing or singing 1½ hours		*Laboratory Science 9 to 12 hours	
First Year of Major Sequence		Music Theory 11a; b; c	15 hours
	9 or 12 hours	Second Year of Major Sequence	
			9 hours

Other typical programs are:

(2) PRE-BUSINESS

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c	9 hours
Economics 3.4a, b	9 hours	Economics 21a, b, c	9 hours
Mathematics 11a, b, c	9 hours	Government 23.24	8 hours
Speech 11.12a; b	9 hours	Psychology 21a, b, c	9 hours
Elective	9 hours	Biology 11a, b, c	12 hours
		or	
		Chemistry 11a, b, c	12 hours
		Electives	1½ hours

(3) PRE-PHYSICAL EDUCATION

Adjustments may be made in the program of the individual student in order to meet the specific requirements of the senior college which she plans to attend.

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

FIRST YEAR		SECOND YEAR	
English 1a, b, c	9 hours	English 21a, b, c (or 25a; b; c)	9 hours
Biology 11a, b, c	12 hours	Physiology 11a, b, c	9 hours
Electives	21 hours	Elective	9 hours
Physical Education 17a; b; c	9 hours	Physical Education 23.24	8 hours
		Physical Education 27a; b; c	9 hours

PRE-PROFESSIONAL PROGRAMS FOR SPECIAL DIPLOMAS

ART

FIRST YEAR		SECOND YEAR	
Art 11a, b, c	12 or 18 hours	Elective	6 to 9 hours
Art History 13a; b; c	9 hours	Art 13a, b, c or 15a, b, c	
English 1a, b, c	9 hours	or 17a, b, c	9 hours
French	9 or 12 hours	English 21a, b, c	9 hours
Elective	0 to 6 hours	French	9 hours
		Education 11a, b, c or Psychology	
		21a, b, c	9 hours

A minimum of twenty-four problems are required. Additional problems to strengthen the work of the student in particular fields may be assigned.

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

DANCING

FIRST YEAR

English 1a, b, c.	9 hours
*French 11a, b, c	12 hours
Music 15a; b; c.	9 hours
Art History 13a; b; c.	9 hours
Art 3a, b, c	6 hours
Physical Education 15a, b, c.	1½ hours
Physical Education 11a, b, c.	6 hours

SECOND YEAR

English 21a, b, c or 23a, b, c or 25 a, b c.	9 hours
Elective	9 hours
Home Economics 25a, b, c	3 hours
Physical Education 23, 24	8 hours
Physical Education 31a, b, c. (B, D, E, F, G and lecture work)	9 hours
Physical Education 35a, b, c	3 hours

*Two years of French in high school meet this requirement.

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

FIRST YEAR		SECOND YEAR	
Home Economics 11a; b; c	9 hours	Chemistry 23, a; b; c	12 hours
Home Economics 17a; b; c or 13; a; b; c	6 or 9 hours	Home Economics 21a; b; c	9 hours
Chemistry 11, a; b; c	10 hours	Economics 21a, b, c	9 hours
English 1, a; b; c	9 hours	Physiology 11a, b, c	9 hours
Electives	6 or 9 hours	*Electives	6 hours

(2) TEXTILES AND CLOTHING

FIRST YEAR		SECOND YEAR	
Home Economics 13a; b; c	9 hours	Home Economics 23a, b, c.	9 hours
Home Economics 15a; b; c or 11a; b; c	6 or 9 hours	†Chemistry 23a, b, c.	12 hours
Art 3a, b, c,	6 hours	Economics 21a, b, c.	9 hours
Chemistry 11a, b, c,	12 hours	Psychology 21a, b, c.	6 hours
English 1a, b, c.	9 hours	Electives	6 to 9 hours

MUSIC

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

*Psychology is suggested as an elective.

†Dependent upon the future plan of the student.

PRE-PROFESSIONAL PROGRAMS FOR SPECIAL CERTIFICATES

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.

Art 11a, b, c.	12 or 18 hours
Art 13a, b, c or 15a, b, c or 17a, b, c.	9 hours
Art History 13a; b; c.	9 hours
English 1a, b, c.	9 hours
Electives	0 to 6 hours

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.

DANCING

FIRST YEAR

English 1a, b, c	9 hours
Music 15a; b; c	9 hours
Art History 13a; b; c	9 hours
Physical Education 15a, b, c	1½ hours
Physical Education 11a, b, c	6 hours

SECOND YEAR

English 21a, b, c or 23a, b, 24 or 25a, b, c	9 hours
Physical Education 23. 24	8 hours
Physical Education 31a, b, c (A, C, E, F, G, and lecture work)	9 hours
Elective	9 hours

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

Secretarial Training 1a, b, c.	9 hours
Secretarial Training 3a, b, c.	
Secretarial Training 5a, b, c	6 hours
Economics 3a 4a, b.	9 hours
English 1a, b, c	9 hours

SECOND YEAR

Secretarial Training 11a, b, c	9 hours
Secretarial Training 13a, b, c	
Secretarial Training 15a, b, c.	9 hours
Secretarial Training 17a, b, c.	6 hours
Secretarial Training 19a, b, c.	3 hours
Elective	9 hours

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

SPEECH

FIRST YEAR

English 1a, b, c.	6 hours
Speech 11a, 12a, b.	6 hours
Electives	12 hours

SECOND YEAR

English 21a, b, c. or 23a, b, c.	9 or 18 hours
Speech 13a. 14a, b.	7½ to 18 hours
Speech 17,	No credit
Psychology 21a, b, c	9 hours
Electives	0 to 10½ hours

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.

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.

A R T

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

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 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 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, c 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 MISS HOLLINGER
 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.

Qualitative: Approximately one quarter. The lectures will review equations, oxidation and reduction, hydrolysis, ionization, solubility product, and take up additional pertinent theory including p H concentration. In the laboratory the flow sheet of cations with the common anions will be studied, and many unknowns will be included in frequent tests.

Quantitative: Approximately two quarters. The lectures will study the analytical balance, colibration of weights and apparatus, errors, tolerance and precision, and the Theory of Indicators. Problems and calculations will be included in the frequent tests. In the laboratory several determinations will be done by Gravimetric, Volumetric, Electrometric and Colorimetric methods on carefully analyzed samples.

Several Organic Analyses and a brief water analysis will be included in the work.

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

23a, b, c. **ORGANIC CHEMISTRY.** Since this course is required for home economics majors, the work is designed primarily to give a thorough knowledge of the fundamentals of Organic Chemistry in preparation for more advanced work. Emphasis is placed on digestion, metabolism, nutrition and allied subjects.

Lecture: Nomenclature, properties, preparation and reactions of all the common classes of Organic compounds together with the physical conditions affecting their reactions and syntheses.

Laboratory: Experiments based on the lectures include some qualitative and quantitative analyses and syntheses. A few food analyses are carried out.

Prerequisite: Chemistry 11a, b, c.
Lecture, three hours; laboratory, four hours.
First, second, third quarter. Credit, twelve quarter hours

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. Credit, four quarter hours.

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. Credit, four quarter hours.

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 inadvisable their continuing in English I.

Three hours a week.

First, second, third quarter. 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.

Second and third quarter. Credit, nine quarter hours.

27a; b; c. 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.

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

LITERATURE

3a; b; c. 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.

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

21a, b, c. SURVEY OF ENGLISH LITERATURE. First quarter: *Beowulf* through 17th Century; second quarter: 18th Century through the Romantic Period; third quarter: The Victorian Period and Housman and Yeats

Prerequisite: English 1a, b, c.

Three hours a week.

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

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

Prerequisite: English 1a, b, c.

Three hours a week.

First and second quarter. Credit, six quarter hours.

24. A STUDY OF MODERN DRAMA. A short introduction connects the modern period with that of Shakespeare. Specimens of English, American and European plays are studied.

Prerequisite: English 1a, b, c.

Three hours a week.

Third quarter. Credit, three quarter hours.

25a, b, c. AMERICAN LITERATURE. A study is made of the leading American writers in prose and poetry up to 1870 with especial emphasis on the historical background and the development of American ideals. Also the modern movement is considered in poetry, essay and biography from 1870 to the present.

Prerequisite: English 1a, b, c.

Three hours a week.

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

FRENCH

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

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.

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

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.

Prerequisite: Two years of high school French or French 11a, b, c or its equivalent.

Three hours a week.

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

17a, b, c. ADVANCED GRAMMAR. The course is designed to complete and fix in the mind of the student the fundamentals of the grammar and to increase her facility of expression. This course is recommended for all those wishing to major in French.

Prerequisite: French 13a, b, c or its equivalent.

Two hours a week.

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

19a, b, c. FRENCH LITERATURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES. A study of Classicism, with special reference to the Drama. Recitations, discussions and reports on class room work and outside reading.

Prerequisite: French 13a, b, c or its equivalent.

Three hours a week.

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

23a, b, c. FRENCH LITERATURE OF THE NINETEENTH AND TWENTIETH CENTURIES. A study of the standard authors, with special reference to the chief tendencies in the growth of the novel from Romanticism to the present time. Extensive outside reading; oral and written reports.

Prerequisite: French 13a, b, c or its equivalent.

Three hours a week.

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

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 Schwieger-sohn."

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; c 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.

15a; b; c. GENERAL COURSE IN COOKING AND SERVING. This course is planned for students not majoring in nutrition and foods but desiring a general knowledge in this field. Included are: selection and buying of foods; general cookery techniques and skills; meal planning and serving for family groups at various cost levels; table service for family meals and special occasions.

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 fibres 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 13a; b; c.
Six hours a week, lecture and laboratory.
First, second, third quarter. Credit, nine quarter hours.

25. COSTUME CONSTRUCTION. A course in the construction of dance costumes. Required of applicants for the diploma in dancing.
Four hours a week.
First quarter. Credit, three quarter hours.

L A T I N

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.

MATHEMATICS

MRS. ROWAN

MRS. MISER

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.

11a, b, c. 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.

21. PLANE ANALYTIC GEOMETRY. Rectangular and polar coordinates, the straight line, the circle, properties of conic sections, transformation of coordinates, equations of loci, parametric equations, and related problems.

Five hours a week.

First quarter. Credit, five 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

MISS DAVIS

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 curriculum 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 practise 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 difficulty.
- 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 certificate 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, efficiency, and well-being of the individual; lectures, readings and papers and audio-visual aids. Required of all second-year students and applicants for diplomas.

One hour a week.

First, 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 opportunity to learn games which are suitable to children of various ages. All the students who are enrolled in the class participate in playing and teaching the games at each age level.

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

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

One hour a week.

First quarter.

19a, 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. Road 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. Credit, six quarter hours.

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

	FALL TERM	WINTER TERM	SPRING TERM
Hockey	2 hrs.	Dancing	1 hr. Track
Dancing	1	Theory	1 Theory
Theory	1	Observation and	Observation and
Observation and	practise	practise	practise
practise	teaching	2 teaching	2
teaching	2	Elective	4 Elective
Elective	2		

Eight hours a week.

First, second, third quarter.

Credit, nine quarter hours.

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

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

29, 30-A. RIDING. Three-gaited class. For students who have ridden, but wish lessons. Instruction in riding the walk, trot, canter, and in properly gaiting the horse.

Riding three hours a week. Fall or spring.

29, 30-B. RIDING. Five-gaited class. Open only to students who have perfected themselves in the three-gaited class. The work of the class consists mainly in learning to signal properly a five-gaited saddle horse.

Riding three hours a week. Fall or spring.

29, 30-C. RIDING. Jumping and hurdling. Open only to students who have passed the three-gaited work and are good horsewomen. Instruction in the management of the horse and the proper seat and hands on the jump. Before enrolling in this class, a student must present written permission from her parents.

Riding three hours a week. Fall or spring.

29, 30-D. RIDING. Road riding. Open only to students who can satisfactorily pass a road riding test.

One hour a week for ten weeks. Winter.

31a, b, c. ADVANCED THEORY AND TECHNIQUE OF THE DANCE. Class instruction is given in the following:

A. Intermediate ballet technique; national, character, and ballet dances.

B. Advanced ballet technique; national, character, and ballet dances.

C. Toe dancing: intermediate technique and dances of progressive difficulty.

D. Toe dancing: advanced technique and dances.

E. Modern dance; work of medium progression.

F. Advanced nature and plastique dancing.

G. Advanced tap dancing.

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

The lecture work embraces the definition of technical terms, dance notation, methods of teaching, program building, and the staging and direction of dance recitals.

Lecture, one hour a week; dancing, six hours a week; assisting, one hour a week.

First, second, third quarter. Credit, nine quarter hours.
NOTE: Students who do not wish to take the full course 31a, b, c may elect one or more of the parts listed above.

35a, b, c. **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 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.
Third quarter. Credit, three quarter hours.

SECRETARIAL TRAINING

MISS HENDERSON

MISS FESSEY

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 TYPEWRITING.** The object of instruction in typewriting is to impart a correct scientific method of fingering and a skillful, uniform touch and to train the students in all the details of form and arrangement of transcript. The care of the machine is also taught.

Test for promotion: New matter at not less than thirty-five words a minute net for fifteen minutes with not more than five errors.
Three hours a week, two hours laboratory. No credit.

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 practise in the use of checks, drafts and notes; the preparation of balance sheets, statement of profit and loss; and closing the ledger. Books used 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 TYPEWRITING.** This includes the transcribing of shorthand notes on the typewriter, letter writing, the correct arrangement of legal documents, rough drafts, tabulated matter, speed tests, and the modern methods of manifolding.

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. Practise 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

MR. VANANTWERP

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-

tains a background of understanding of the social world in which she lives.

Three hours a week.

Second, third quarter.

Credit, six quarter hours.

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, three 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.

The first half of the course gives a general survey of England before 1689. Emphasis is placed on the development of representative government, economic and social conditions, the relation of Church and State and the birth of Empire.

The second half begins with the Glorious Revolution and stresses the political revolution, industrial growth, commercial expansion and the growth of empire, the development of the British Commonwealth of Nations and the problems arising out of two World Wars.

Three hours a week.

First, second, third quarter.

Credit, nine quarter hours.

27. THE UNITED STATES IN THE 20TH CENTURY. The topics for study will be selected from the politics, economics, social experiment and reform, world wars and search for world peace, in the period from 1900 to 1948.

Prerequisite: Any first year social studies course.

Four hours a week.

First quarter.

Credit, four quarter hours.

SOCIOLOGY

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, b, c. **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 extempore.

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.

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.

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 practise 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.

Five periods a week.

Credit, one Unit.

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

Five periods a week.

Credit, one Unit.

BIOLOGY

MISS PARNELL

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

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

First and second semesters.

Credit, one unit.

CHEMISTRY

MRS. MATHIAS

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

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

Credit, one unit.

CIVICS, ECONOMICS AND SOCIOLOGY

MISS BROOKS

Two of these courses are offered each year.

CIVICS. This course is a study of the principles and functions of democracy in the United States.

Topics: Meaning of democracy, representative government, separation of powers, constitutions, the federal system, local self-government, and civil liberty.

Five periods a week.

One semester.

Credit, one-half unit.

ECONOMICS. In this course the elements of economics are so taught as to make the student conscious of the many economic forces at work in our world today. Special attention is given to the present monetary system, banking, Federal Reserve System, and credit. Also considered

are business organization, advertising, competition, and thrift. Current problems are correlated with the materials of the text.

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

Five periods a week.

One semester.

Credit, one-half unit.

SOCIOLOGY. An introduction to sociology covering the origin of the family, historical development and problems of the modern family, population and its distribution, immigration and recent laws controlling it.

Extensive parallel reading and special reports on various modern problems. Current problems are correlated with the text.

Five periods a week.

One semester.

Credit, one-half unit.

ENGLISH

MRS. WALKER

MISS CLEVELAND

MRS. BAKER

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.

Correct expression emphasized. The awakening of critical and artistic consciousness stressed. Weekly themes and parallel reading.

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.

MATHEMATICS

MRS. MANN

MRS. BRANDON

MISS EWING

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.

First and second semesters.

Credit, with applied music, one unit.

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

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.

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

Preparatory students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 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

MRS. FOUNTAIN

I. **INTRODUCTION TO SPANISH.** Thorough study of the fundamentals of Spanish grammar with written exercises based on principles of grammar. Drill on pronunciation, vocabulary, and verbs. A study of Spanish and Spanish-American history and civilization. Gradual introduction of conversation into class work. Intensive reading of simple Spanish prose. Extensive reading encouraged.

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 examina-

tion. 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		SECOND YEAR	
Piano** (2 lessons a Week, 2½ hours practise a day)	10½ hours	Piano (2 lessons a week, 3 hours practise a day)	12 hours
Music 11a, b, c	15 hours	Sight Playing	1½ hours
Sight Playing	1½ hours	Music 21a, b, c	15 hours
Music 15a, b, c	9 hours	Piano Repertoire	1½ hours
Piano Repertoire	1½ hours	Piano Ensemble	1½ hours
English 1a, b, c	9 hours	English 21a, b, c	9 hours
Recitals		Elective a, b, c	4½-9 hours
		Recitals	

ADDITIONAL REQUIREMENTS—FIRST YEAR

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

*See page 28 for explanation of quality credits.

**A minor in applied music may be elected by properly qualified student.

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.

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, and sixths, 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 positions, and repertoire of the grade of the Viotti Concerto No. 23 and the Accolay concerto in A minor.

COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Violin (2 lessons a week, 2 hours practise a day)	9 hours	Violin (2 lessons a week, 2½ hours practise a day)	7 hours
Piano (1 lesson a week, 1 hour practise a day)	4½ hours	Piano (1 lesson a week, 1 hour practise a day)	4½ hours
Music 11a, b, c	15 hours	Music 21a, b, c	15 hours
Music 15a, b, c	9 hours	Orchestra	1½ hours
Orchestra	1½ hours	Sight Playing	1½ hours
Sight Playing	1½ hours	English 21a, b, c	9 hours
English 1a, b, c	9 hours	Elective a, b, c	4½-9 hours
Recitals		Recitals	

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.

COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Voice (2 lessons a week, 1½ hours practise a day)	7½ hours	Voice (2 lessons a week, 1½ hours practise a day)	7½ hours
Piano (1 lesson a week, 1 hour practise a day)	4½ hours	Piano (1 lesson a week, 1 hour practise a day)	4½ hours
Music 11a, b, c	15 hours	Music 21a, b, c	15 hours
Music 15a, b, c	9 hours	Repertoire Class	1½ hours
Repertoire Class	1½ hours	Chorus or Ensemble	1½ hours
Chorus or Ensemble	1½ hours	Sight Singing	1½ hours
Sight Singing	1½ hours	English 21a, b, c	9 hours
English 1a, b, c	9 hours	French or German	9 or 12 hours
Recitals		Recitals	

ADDITIONAL REQUIREMENTS—FIRST YEAR

TECHNIQUE.—Correct breathing, carriage, pronunciation, enunciation, resonance. Scales and arpeggios in moderate tempo, stressing smoothness and evenness rather than speed. Legato and staccato. Correct vowel focus and tone production. Vocalises at the discretion of the teacher.

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

TECHNIQUE.—Facility, flexibility and smoothness of voice stressed. Major, minor and chromatic scales. Arpeggios. Embellishments. Advanced problems in diction and tone. Vocalises at the discretion of the teacher.

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.

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.

ENTRANCE REQUIREMENTS

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

COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Organ (2 lessons a week, 1½ hours practise a day)	7½ hours	Organ (2 lessons a week, 2 hours practise a day)	9 hours
Piano (1 lesson a week, 1 hour practise a day)	4½ hours	Piano (1 lesson a week, 1 hour practise a day)	4½ hours
Music 11a, b, c	15 hours	Music 21a, b, c	15 hours
Music 15a, b, c	9 hours	Sight Playing	1½ hours
Sight Playing	1½ hours	Organ Construction and Choir Directing	1½ hours
Service Playing and Choir Directing	1½ hours	English 21a, b, c	9 hours
English 1a, b, c	9 hours	Elective	4½-9 hours
Recitals		Recitals	

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

H A R P

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	SECOND YEAR
Harp (2 lessons a week, 2½ hours practise a day) 10½ hours	Harp (2 lessons a week, 2½ hours practise a day) 10½ hours
Piano (1 lesson a week; 1 hour practise a day) 4½ hours	Piano (1 lesson a week, 1 hour practise a day) 4½ hours
Music 11a, b, c 15 hours	Music 21a, b, c 15 hours
Music 15a, b, c 9 hours	Sight Playing 1½ hours
Sight Playing 1½ hours	Orchestra 1½ hours
English 1a, b, c 9 hours	English 21a, b, c 9 hours
Recitals	Elective 4½-9 hours
	Recitals

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 Pierre 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 orchestra 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	SECOND YEAR
Major subject (piano, voice or violin, two lessons a week; 1½ to 2½ hours practise a day) 7½ to 10½ hours	Voice (1 lesson a week, 1 hour practice a day) 4½ hours
Minor subject (piano, voice or violin, 1 lesson a week; 1 hour practise a day) 4½ hours	Instrumental Minor (1 lesson a week, 1 hour practice a day) 4½ hours
Music 11a, b, c 15 hours	Music 21a, b, c 15 hours
Music 15a, b, c 9 hours	Chorus, Ensemble or Orchestra 1½ hours
Chorus or Ensemble 1½ hours	Sight Playing 1½ hours
Sight Playing 1½ hours	Elective *9 hours
English 1a, b, c, 9 hours	Literature of Music 25a, b, c 6 hours
Recitals	Recitals

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

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

Description of Courses

11a, b, c. THEORY, EAR TRAINING AND HARMONY. A course correlating the study of the various elements of music through training of the ear, eye and mind. Each topic studied will be accompanied by training in the fields generally separated under the headings of "sight singing," "dictation," and "keyboard work." Topics treated: rhythmic forms, scale formation, intervals; chord progressions employing triads and their inversions, seventh and ninth chords; harmonization, in four voices, of melodies and of figured and unfigured basses.

Prerequisite: Students must demonstrate by test a knowledge of notation, terminology and the fundamentals of music form. For those failing to meet these requirements, a special class will be formed. Music 11a is a prerequisite for Music 11bc.

Six hours a week.

First, second, third quarter.

Credit, fifteen 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 15bc.

Three hours a week.

First, second, third quarter.

Credit, nine quarter hours.

21a, b, c. ADVANCED THEORY, EAR TRAINING AND HARMONY. A continuation of the work of Music 11 that includes ear training, sight singing, dictation and harmonization based on further study of chord material. Topics treated: non-chord tones, chromatic tones, modulation, complex rhythmic patterns, harmonic analysis and original composition; keyboard work.

Prerequisite: Music 11a, b, c. Music 21a is a prerequisite for Music 24. 21bc.

Six hours a week.

First, second, third quarter.

Credit, fifteen quarter hours.*

25a, b, c. THE LITERATURE OF MUSIC. A survey of representative composition 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 readings. (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.

*Note—Ear Training and sight reading two hours per quarter harmony and Keyboard Work, three hours per quarter.

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 Kuhlau 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 of all applicants 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.

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 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

ANNUAL ACTIVITIES FEE, payable on entrance.....\$35.00

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

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





