

1947

## Catalog of Ward-Belmont, 1947

Ward-Belmont College (Nashville, Tenn.)

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*The*  
WARD-BELMONT  
SCHOOL



*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

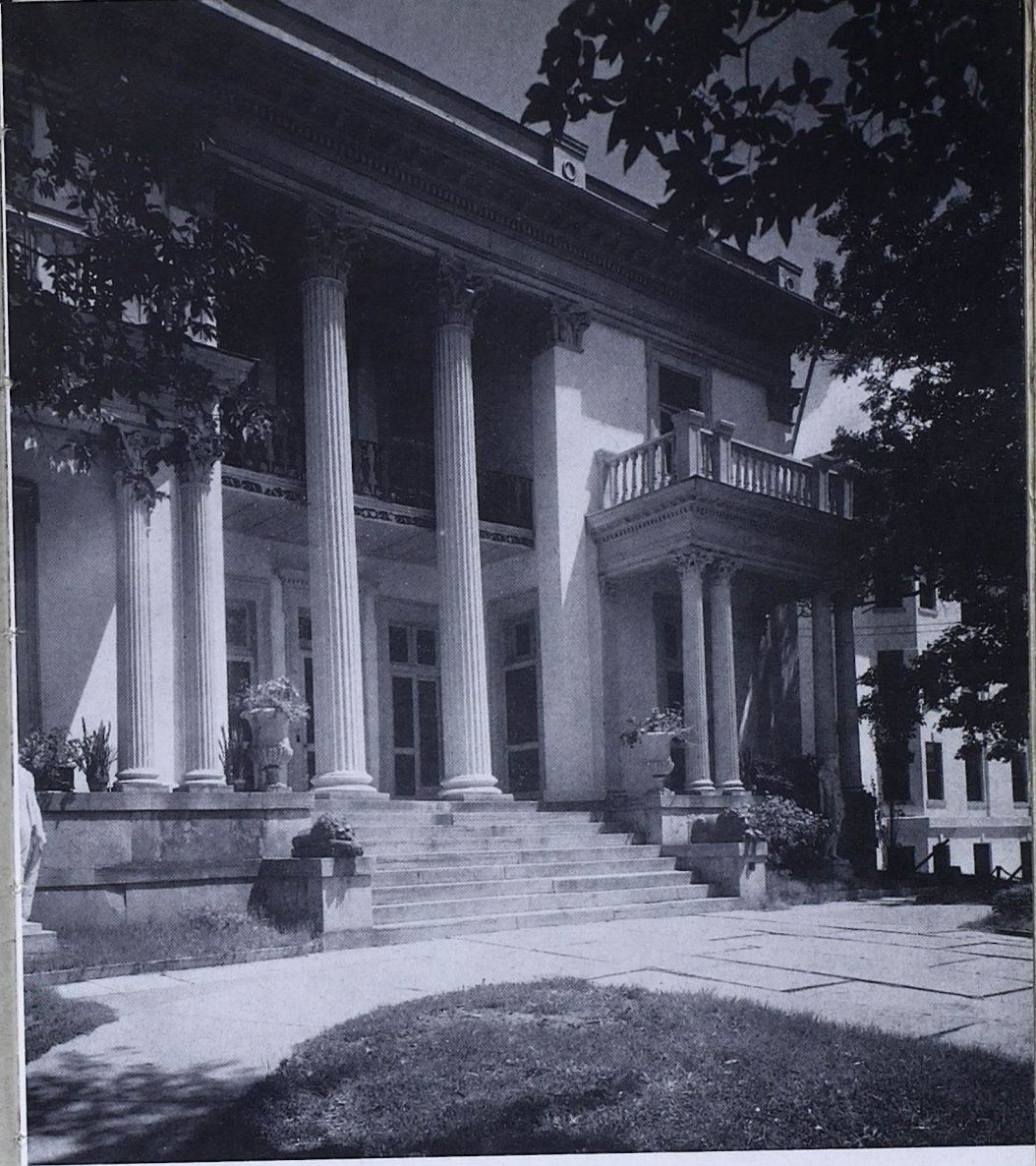
A JUNIOR COLLEGE MEMBER OF THE  
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Annual Catalogue and Announcement

SEPTEMBER, 1946

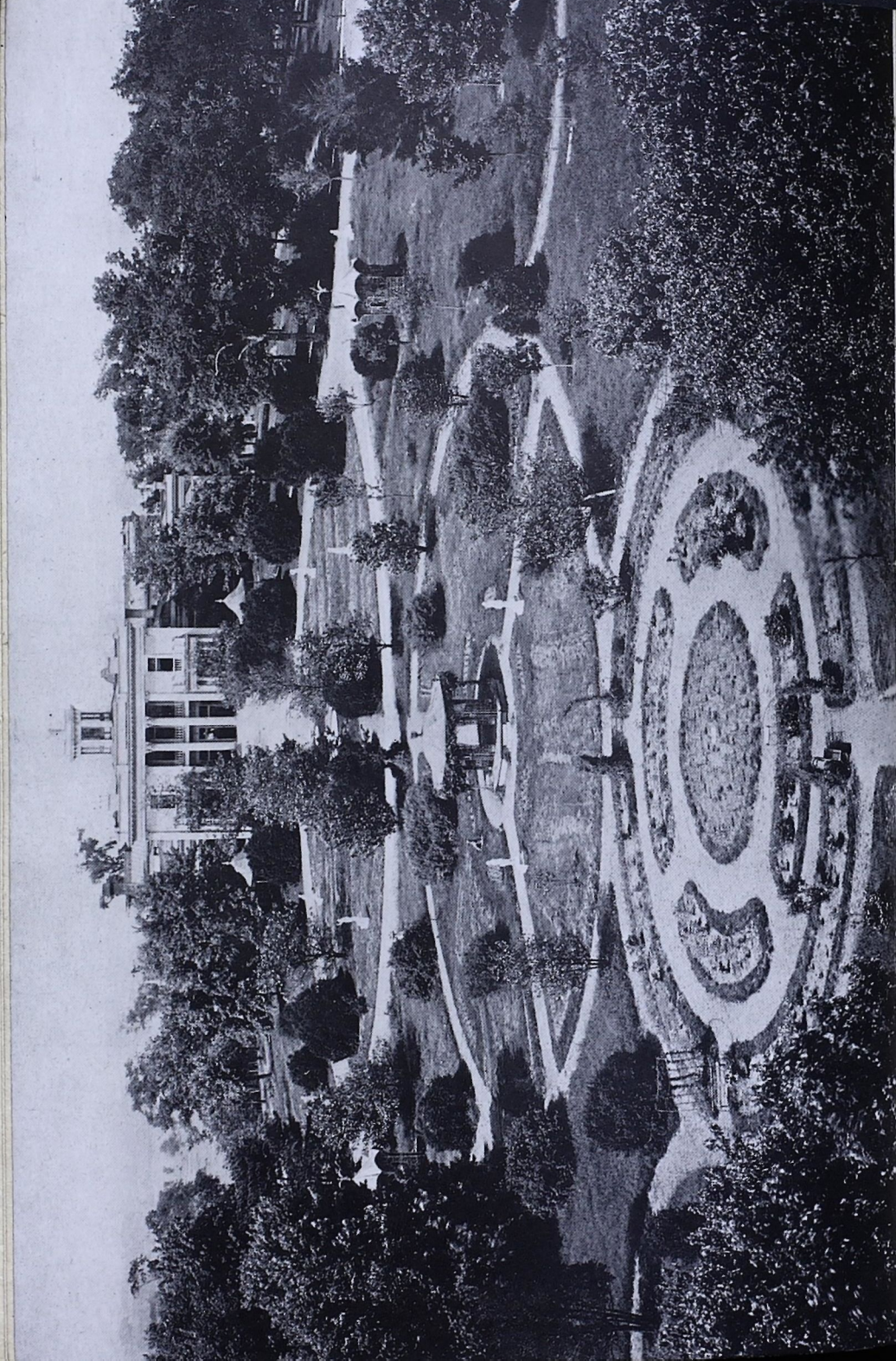
BELMONT HEIGHTS, NASHVILLE, TENNESSEE  
U. S. A.





ACKLEN HALL





#### *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 mental tricks or superficial skills. It is rather a question of touching and cultivating those deep-seated attitudes, loves, hopes and desires that unconsciously color and shape our innermost thoughts and guide us in making our 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

1946-1947

### OPENING

September 10, 1946

### THANKSGIVING DAY

Holiday

November 28, 1946

### CHRISTMAS VACATION

After Classes December 20, 1946

To 8:00 P.M. January 5, 1947

### BEGINNING OF SECOND SEMESTER

January 27, 1947

### SPRING VACATION

After Classes April 4

To 8:00 P.M. April 13

### COMMENCEMENT SUNDAY

June 1, 1947

### PREPARATORY SCHOOL COMMENCEMENT DAY

June 2, 1947

### COLLEGE COMMENCEMENT DAY

June 3, 1947

— o —

1947-1948

### OPENING

September 9, 1947

### THANKSGIVING DAY

Holiday

November 27, 1947

### CHRISTMAS VACATION

After Classes December 19, 1947

To 8:00 P.M. January 4, 1948

### BEGINNING OF SECOND SEMESTER

January 26, 1948

### SPRING VACATION

After Classes April 4

To 8:00 P.M. April 13

### COMMENCEMENT SUNDAY

June 1, 1948

### PREPARATORY SCHOOL COMMENCEMENT DAY

June 2, 1948

### COLLEGE COMMENCEMENT DAY

June 3, 1948

## 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 .....	24-61
Admission .....	24
Advanced Standing .....	24
Course of Study .....	24
Grades and Reports .....	25
Quality Credits .....	25
Diplomas and Certificates .....	25
Description of Courses .....	35-61



## TABLE OF CONTENTS

(Continued)

	PAGE
<b>THE PREPARATORY SCHOOL</b> .....	62-70
Requirement for Admission .....	62
Yearly Schedule .....	62
Requirements for the Preparatory School Diploma.....	62
Credit Allowed in Special Subjects .....	63
Classification .....	63
Reports and Grading System .....	63
Description of Courses .....	63-70
<b>THE CONSERVATORY OF MUSIC</b> .....	71-85
History and Aims .....	71
Admission .....	71
Faculty .....	71
Equipment .....	71
Concerts .....	72
Awards .....	72
Curriculum .....	72
Expenses .....	73
Organizations .....	73
Regulations .....	73
Credit in Applied Music .....	74
Diplomas and Certificates .....	74
Description of Courses .....	75-85
<b>GENERAL STATEMENTS</b> .....	86
<b>CHARGES AND TERMS</b> .....	87-89

## 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 the 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 well known as a city of culture and education. Schools of every kind are found here. There is the well known university center composed of Vanderbilt University with its various professional schools, George Peabody College for Teachers, 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 of the school.

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 is well staffed with experienced nurses and under the guidance of the school physician. The program of school life, of 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, 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 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 escapes assure every protection. Several buildings adjacent to the campus are owned by the school and used for various purposes. One houses the home economics department; another, the conservatory of music; several are faculty halls; and others are faculty and staff residences.

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



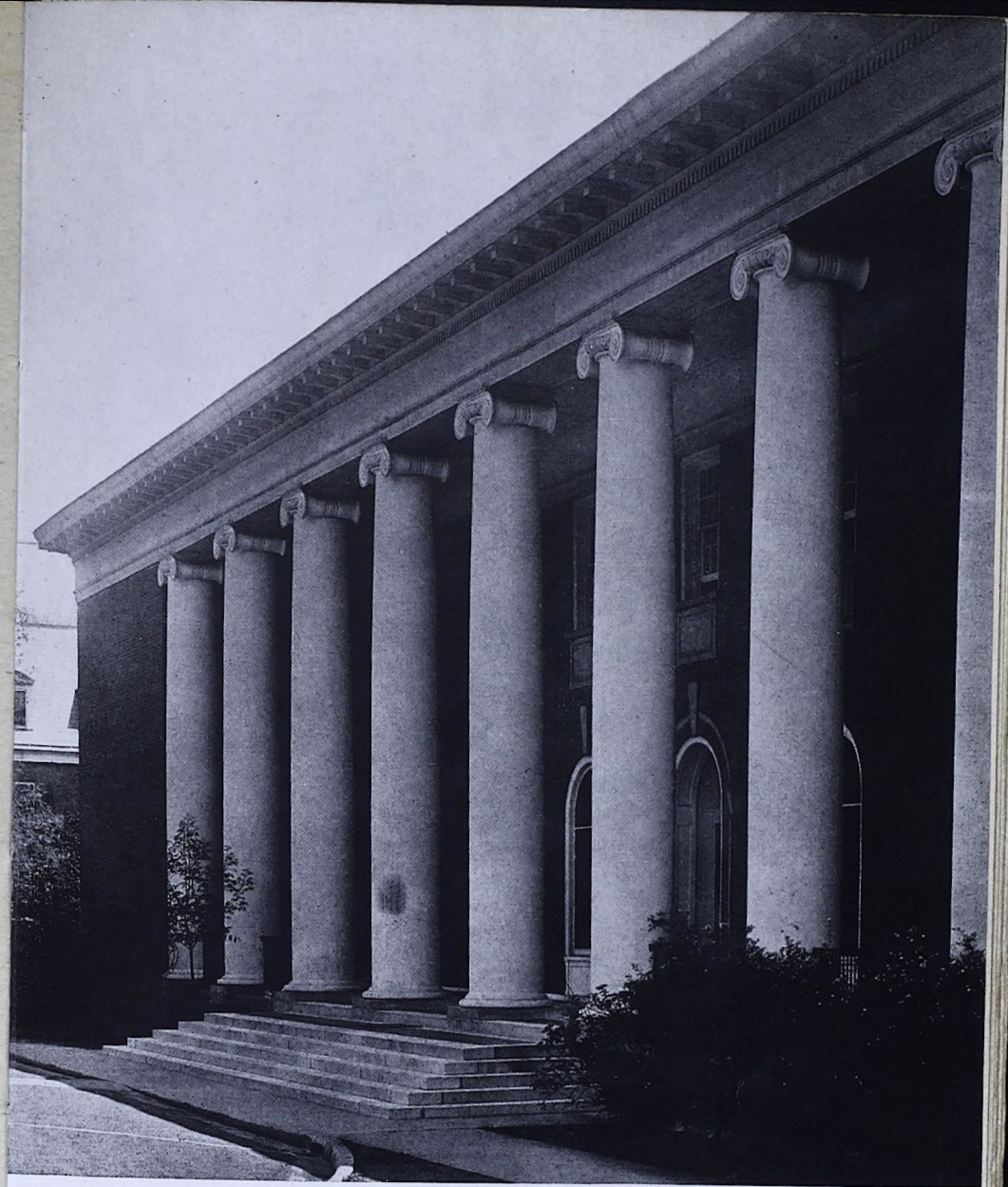
tories and lecture rooms. The library is on the main floor. On the second floor are classrooms and the speech studio, which is adapted both to class work and to the production of plays before a small audience. It is also used as the laboratory for radio broadcasting classes. The third floor is occupied 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. There are ample baths on every floor. 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 spectator's balcony surrounds the main gymnasium. On the balcony floor are recitation rooms, a dance studio, and rest rooms for girls who are unable to participate in the regular activities of the department. On the ground floor are four bowling alleys, an instructor's office, a shampoo room, lockers, dressing rooms and showers.

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



BLANTON ACADEMIC BUILDING



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 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, Hilda Burke, Meisle, Spaulding, Elman, Dupré, William Kapell. In Nashville the Community Concerts Association, the Centennial Club, Ryman Auditorium, and The Little Theatre 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 and worthwhile personality and makes an earnest effort to stimulate and strengthen the im-

pulse toward Christian life and service. Courses in the 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 own and her parents' 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. An abundant supply of napkins, towels, sheets, pillow cases, and bedspreads 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 president.

### 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. Well over two-thirds of each junior college graduating class enters 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 tastes. 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 given over to Orientation. The first vice-president of student council acts as chairman. A committee of thirty students return 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 thirty 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 holds 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 those students now in attendance and to the daughters and relatives of alumnae. Geographical distribution is also considered. The necessary blanks will be sent on request. No student can be considered until references are consulted and a physician's certificate filed. There is an enrollment deposit of twenty-five dollars payable when the student is accepted, and a seventy-five dollar deposit when the assignment of a definite room is made in the spring. Both of these are, of course, credited on the year's tuition. The enrollment deposit is refundable only if the student is not accepted. The room deposit is not returnable unless the registrar is notified in writing thirty days before the opening date.



ADMINISTRATION

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

CHARLES PINCKNEY HOGARTH, B.S., B.D., M.A.  
*Dean of the Junior College*

ALAN IRWIN, B.Mus., Ph.B.  
*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*

JOHN ARTHUR BITZER, B.A., M.A.  
*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

MARIBEL BENTON  
*Piano*

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

KATHLEEN BENDER BOYD  
*Chemistry*

George Peabody College for Teachers, B.S.

SARA WORLEY BRANDON  
*Mathematics*

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

MARGUERITE JEAN BRECKENRIDGE  
*History*

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

VERA ESTON BROOKS  
*History*

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

PATTY LITTON CHADWELL  
*Physical Education*

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

CATHERINE CHAMBERS  
*History*

Baylor University, B.A.; University of Texas, M.A.; University of Mexico

JANET CLEVELAND  
*English*

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

WHITFIELD COBB, JUNIOR  
*Mathematics*

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

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



W A R D - B E L M O N T

(18)

MAUDINE COLLIER DANIEL

*Home Economics and Physiology*

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

THOMAS B. DONNER

*Spanish*

East Texas Teachers College, B.A.; Southern Methodist University, M.A.;  
George Peabody College for Teachers

POLLY FESSEY

*Commercial Law*

Vanderbilt University, B.A.

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

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

EDNA KING GUILD

*Latin*

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

MARGARET SHANNON HARBER

*Physical Education*

Southern Methodist University, B.S.

HARRYETTE HARLAN

*Biology*

Vanderbilt University, B.A.

HELEN K. HAUGHTON

*Art History*

Ruskin School of Art, Oxford, England; Slade School, University of  
London; University of Chicago, A.B.; Columbia University;  
Art Institute of Chicago.

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

W A R D - B E L M O N T

(19)

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

ALMA HOLLINGER

*Biology*

University of Michigan, B.A. M.A.; Michigan Biological Station; Marine  
Biological Station, Venice, California

ALAN IRWIN

*Piano*

Bush Conservatory, 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

FLORENCE IRWIN

*Piano*

Bush Conservatory of Music, B.M., M.M.; Ward-Belmont School; Rock-  
ford College; Student of John Blackmore, Frederic Lamond,  
Edwin Hughes; Teachers' College, Columbia University;  
Juilliard School of Music

NANNA EUGENIA JONES

*Physical Education*

Graduate, Chalif School of Dancing

BILLIE KUYKENDALL

*English*

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

MARTHA MEREDITH LEE

*Secretarial Studies*

Murfreesboro State Teachers College, B.S.; George Peabody College for  
Teachers, M.A.

BARBARA McCAIN

*Physical Education*

University of Iowa, B.S.

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

NELLE PYLE MISER

*Mathematics*

Huron College, B.A.; University of Chicago

KATHERINE BLANC MITCHELL

*French and Spanish*

Centre College, A.B.; University of Illinois, M.A.; University of Wisconsin

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.

IVAR LOU MYHR

*English*

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

MARY MARGARET NEAL

*Chemistry*

Northwestern University, B.S.

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.; Eastman School of Music; Cincinnati Conservatory of Music; Student of Carlos Salzedo; private lessons in Vienna

GEORGIA TAYLOR PARKS

*Library*

Tennessee College for Women, B.A.; George Peabody College for Teachers, B.S. in L.S.

LUCY ISABEL PARNELL

*Biology*

Randolph-Macon Woman's College, B.A.

ALMA WILSON PHILLIPS

*Spanish*

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

MARY McMILLAN RASMUSSEN

*English*

George Peabody College for Teachers, B.S.; University of Bern, Switzerland

MARILYN REDINGER

*Voice*

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



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

JEAN RYDER  
*Physical Education*  
Sargent School of Boston University, B.S.

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

GRACE SCHNECK  
*Music Theory*  
American Conservatory of Music, B.Mus., M.Mus.; Mills College; Theory  
and Composition with Leo Sowerby, Stella Roberts, and  
Darius Milhaud

JANE SEFTON  
*Piano*  
Ward-Belmont Conservatory; University of Michigan, B.M.; Juilliard  
School of Music; Columbia University

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.

PAULINE LACY SMITH  
*English*  
University of Kentucky, A.B.; University of Chicago, M.A.; George  
Peabody College for Teachers

NANCY LUNSFORD SUTHERLAND  
*Art*

Diploma in Art, Ward-Belmont School; Certificate, Boothbay Studios;  
Student of Frank Leonard Allen

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

ETHEL WINBORN TURNER  
*Mathematics*  
Vanderbilt University, B.A.

EMILY BARRY WALKER  
*Biology*  
Western Kentucky State Teachers College; George Peabody College for  
Teachers, B.S., M.A.; Vanderbilt University Medical School

FRANCES CANNON WALKER  
*Home Economics*  
Tennessee Polytechnic Institute; University of Tennessee, 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

SUSANNA WILDER  
*Sociology and Bible*  
Smith College, B.A.; Yale University, M.A.

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 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 placed and guided.

A student may pursue three possible programs of study: (1) Senior College Preparatory Curriculum (pp. 26-28), (2) Terminal Curriculum (p. 29), (3) Special Curricula (pp. 30-34). For those who plan to do advanced work following their two years of junior college at Ward-Belmont courses of study are designed to meet the requirements of the particular senior colleges and universities they are to attend. Such work is fully transferable.

The work in the Terminal Curriculum is identical with that in the Senior College Curriculum. The only difference is that the students who follow this program may select more electives in keeping with their special needs and interests.

The Special Curricula Programs offer carefully planned courses of study in art, dancing, foods and nutrition, textiles and clothing, music, speech, and secretarial training and lead to diplomas and certificates in these fields.

ADVANCED STANDING.—Advanced standing is granted for work at approved colleges. The amount of credit allowed will not exceed thirty-two semester 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.

College credit is not allowed for high school work in excess of those units necessary for college entrance.

COURSE OF STUDY.—The minimum requirements for all resident students consist of twenty-six semester hours a year, including the following courses:

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	Physical Education 15, 16	1 hour
Physical Education	2 hours	Physical Education	1 hour

Students who present transferred credit in English or Physical Education 15,16 (Hygiene) must substitute other courses to meet the minimum schedule requirements.

All students carry a minimum of three hours a week in the physical education department each year.

GRADES AND REPORTS.—The following grading system is used: A, excellent; B, good; C, satisfactory; D, passing; E, condition; F, failure; I, incomplete. Semester examinations are given in every course in accordance with the schedule issued. A semester grade of E or I must be removed at the beginning of the succeeding semester. 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 final examination week.

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

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

DIPLOMAS AND CERTIFICATES.—Diplomas are conferred in the Senior College Preparatory Curriculum (p. 26), the Terminal Curriculum (p. 29), in the special fields of Art (p. 30), Dancing (p. 30), Foods and Nutrition (p. 31), Textiles and Clothing



(p. 31), Music (p. 74), and Speech (p. 31). Certificates are given in Art (p. 32), Dancing (p. 32), Music (p. 74), Riding (p. 33), Secretarial Training (p. 33), and Speech (pp. 33-34). An applicant for any of these awards must complete at least one full year's work at Ward-Belmont and earn a total number of quality credits equal to the required number of semester hours. Applicants for a special diploma or certificate must make at least B in the major subject.

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 changed to meet the standards.

#### SENIOR COLLEGE PREPARATORY CURRICULUM

Students who wish to enter one of the suggested senior college preparatory programs below must present for entrance the following specific units:

English	3 units	Geometry	1 unit
Algebra	1 unit	One foreign language	2 units
	Electives	8 units	

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

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

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

#### (1) GENERAL LIBERAL ARTS AND SCIENCES

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Foreign Language	6 or 8 hours	Foreign Language	0 or 6 hours
*History	6 hours	*Science	8 hours
Electives	10 to 12 hours	Electives	10 to 16 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

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

#### (2) PRE-BUSINESS

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Economics 3, 4	6 hours	Economics 21, 22	6 hours
Mathematics 11, 12	6 hours	History 23 or 24	3 hours
Speech 11, 12	6 hours	Psychology 21, 22	6 hours
Elective	6 hours	Biology 11, 12 or Chemistry 11, 12	8 hours
Physical Education 1, 2	2 hours	Electives	1 hour
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

#### (3) PRE-JOURNALISM

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Biology 11, 12 or Chemistry 11, 12	8 hours	English 27; 28	6 hours
Foreign Language	6 or 8 hours	†Foreign Language	0 or 6 hours
History 1, 2 or 11, 12	6 hours	‡Electives	18 or 12 hours
Elective	6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

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

†See explanation of foreign language requirement for General Liberal Arts and Science Program above.

‡From such as: art history, economics, political science, psychology, religion.



(4) PRE-MEDICAL

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Mathematics 11, 12	6 hours	Chemistry 21, 22	10 hours
French or German	6 or 8 hours	Biology 11, 12	8 hours
Chemistry 11, 12	8 hours	French or German	6 hours
Elective	3 to 6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

(5) 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.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Biology 11, 12	8 hours	Physiology 11, 12	6 hours
Electives	14 hours	Elective	6 hours
Physical Education 17, 18	6 hours	Physical Education 15, 16	1 hour
		Physical Education 23, 24	6 hours
		Physical Education 27, 28	6 hours

(6) PRE-SOCIAL WORK

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
History 1, 2	6 hours	Chemistry 11, 12	8 hours
Biology 11, 12	8 hours	or	
Economics 3, 4	6 hours	Physiology 11, 12	6 hours
Elective	4 or 6 hours	Sociology 21, 22	6 hours
Physical Education 1, 2	2 hours	or	
		Political Science 27, 28	6 hours
		Electives	8 to 12 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

(7) LIBERAL ARTS AND SCIENCE AND MUSIC

Students may combine work in the Senior College Curriculum and in the conservatory in such a way as to earn both the general diploma and a music certificate (see p. 74 ff.) in two years. Such a program enables a student to carry on her music education with her general college work. Students who choose this program should be sure that it meets the transfer requirements of their senior college.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Foreign Language	6 or 8 hours	Foreign Language	6 hours
Science	8 hours	History	6 hours
Music History 15, 16	6 hours	Music Theory 11, 14	10 hours
Applied Music	4 or 5 hours	Applied Music	4 to 7 hours
Academic Elective	3 hours	Academic Elective	0 to 3 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

TERMINAL CURRICULUM

To recognize and provide for the needs of students who do not expect to attend a senior college upon graduation, the following terminal curriculum is suggested. The dean assists each student in choosing electives in keeping with her interests and previous preparation.

The entrance requirement is graduation from an approved secondary school, with a minimum of fifteen acceptable units. Each student must complete the following basic courses:

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22 or 23, 24	
*History or Social Science	6 hours	or 25, 26	6 hours
Electives	18 hours	*Laboratory Science	6 or 8 hours
Physical Education 1, 2	2 hours	A continuation course	6 hours
		Electives	10 or 12 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

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

Art 13, 14 or 15, 16 or 17, 18	Mathematics 21, 22
Biology 21, 22	Music 21; 24
Chemistry 21, 22 or 23, 24	Phys. Education 27, 28
English 27; 28	Phys. Education 31, 32
French 13, 14 or 19, 20 or 23, 24	Secretarial Training 11, 12 or 15, 16
German 13, 14 or 21, 22	Spanish 13, 14 or 21, 22
Home Economics 21, 22 or 23, 24	Speech 13 and either 14 or 22
Latin 3, 4 or 11, 12 or 21, 22	

TERMINAL CURRICULUM AND MUSIC

A student may combine work in the Terminal Curriculum and in the conservatory in such a way as to earn both the general junior college diploma and a music certificate (see p. 74 ff.) in two years.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22 or 23, 24	
*History or Social Science	6 hours	or 25, 26	6 hours
Music History 15, 16	6 hours	*Laboratory Science	6 or 8 hours
Applied Music	4 or 5 hours	Music Theory 11, 14	10 hours
Electives	6 or 9 hours	A Continuation Course	6 hours
Physical Education 1, 2	2 hours	Applied Music	4 to 7 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

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



SPECIAL CURRICULA FOR DIPLOMAS

ART

FIRST YEAR		SECOND YEAR	
Art 11, 12	8 or 12 hours	Art 13, 14 or 15, 16	
Art History 13; 14	6 hours	or 17, 18	6 hours
English 1, 2	6 hours	English 21, 22 or 23, 24	
French	6 or 8 hours	or 25, 26	6 hours
Elective	0 to 4 hours	French	6 hours
Physical Education 1, 2	2 hours	Education 11, 12 or Psychology	
		21, 22	6 hours
		Elective	4 to 6 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

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 1, 2	6 hours
*French 11, 12	8 hours
Music 15; 16	6 hours
Art History 13; 14	6 hours
Art 3, 4	4 hours
Physical Education 15, 16	1 hour
Physical Education 11, 12	4 hours

SECOND YEAR

English 21, 22 or 23, 24 or 25, 26	6 hours
Psychology 21, 22	6 hours
Home Economics 25	2 hours
Physical Education 23, 24	6 hours
Physical Education 31, 32 (B, D, E, F, G and lecture work)	6 hours
Physical Education 35, 36	2 hours

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.

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

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 Curricula, page 26.

(1) FOODS AND NUTRITION

FIRST YEAR		SECOND YEAR	
Home Economics 11; 12	6 hours	Chemistry 23, 24	8 hours
Home Economics 17; 18 or		Home Economics 21, 22	6 hours
13; 14	4 or 6 hours	Economics 21, 22	6 hours
Chemistry 11, 12	8 hours	Physiology 11, 12	6 hours
English 1, 2	6 hours	*Electives	4 hours
Electives	4 or 6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

(2) TEXTILES AND CLOTHING

FIRST YEAR		SECOND YEAR	
Home Economics 13; 14	6 hours	Home Economics 23, 24	6 hours
Home Economics 15; 16 or		†Chemistry 23, 24	8 hours
11; 12	4 or 6 hours	Economics 21, 22	6 hours
Art 3, 4	4 hours	*Electives	4 to 6 hours
Chemistry 11, 12	8 hours	Art History 13; 14	6 hours
English 1, 2	6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

MUSIC

For diplomas offered by the conservatory of music see page 77 ff.

SPEECH

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

The applicant for the diploma will be required to pass a comprehensive written examination and an oral speech test, to

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



give a creditable program of interpretations, to participate in major dramatic productions, and to produce a one-act play.

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

SPECIAL CURRICULA FOR CERTIFICATES

ART

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

Art 11, 12	8 or 12 hours
Art 13, 14 or 15, 16 or 17, 18	6 hours
Art History 13; 14	6 hours
English 1, 2	6 hours
Electives	0 to 4 hours
Physical Education	2 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 1, 2	6 hours
Music 15; 16	6 hours
Art History 13; 14	6 hours
Physical Education 15, 16	1 hour
Physical Education 11, 12	4 hours

SECOND YEAR

English 21, 22 or 23. 24 or 25. 26	6 hours
Elective	6 hours
Physical Education 23. 24	6 hours
Physical Education 31, 32 (A, C, E, F, G and lecture work)	6 hours

MUSIC

For certificates offered by the conservatory of music see pages 74 ff.

RIDING

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

Physical Education 19, 20
Physical Education 29, 30
Physical Education 15, 16

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 1, 2	6 hours
Secretarial Training 3, 4	
Secretarial Training 5, 6	4 hours
Economics 3. 4	6 hours
English 1, 2	6 hours
Physical Education 1, 2	2 hours

SECOND YEAR

Secretarial Training 11, 12	6 hours
Secretarial Training 13, 14	
Secretarial Training 15, 16	6 hours
Secretarial Training 17, 18	4 hours
Secretarial Training 19, 20	2 hours
Elective	6 hours
Physical Education 15, 16	1 hour
Physical Education 21, 22	1 hour

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

SPEECH

FIRST YEAR

English 1, 2	6 hours
Speech 11, 12	6 hours
Electives	12 hours
Physical Education 1, 2	2 hours

SECOND YEAR

English 21, 22 or 23.24 or both	6 or 12 hours
Speech 13, 14, 15, 21, 22	5 to 12 hours
Speech 17, 18	No credit
Psychology 21, 22	6 hours
Electives	0 to 7 hours
Physical Education 15, 16	1 hour
Physical Education 21, 22	1 hour

Art History, French, and English 23.24 are recommended electives. (Continued on next page)



A candidate for the certificate is required to participate in a creditable recital of interpretations or in dramatic productions, depending upon her major interest.

Students desiring to present equivalents for Speech 11, 12 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 a year's work. Course numbers separated by a semicolon designate courses in which credit is allowed for either semester of the year's work 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 six applicants.

### A R T

MISS SHACKELFORD, *Director*

MISS GORDON                      MRS. SUTHERLAND                      MISS HAUGHTON

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.

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

Four hours a week.

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

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

Lecture and discussion, one hour; laboratory, two hours.

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

11, 12. **INTRODUCTION TO ART.** The fundamentals of design and representation in orderly sequence. Two hours each week are given to lectures and discussions, in preparation for which the students have assignments in collateral reading. Three double periods each week are devoted to laboratory practise in pencil, charcoal, tempera and transparent water color. This work includes also drawing the head and figure from the posed model, with emphasis upon construction and action. Drawing from memory is stressed. 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 second semester.

All art students are required to present this course as a prerequisite for more advanced work. Students who plan to take additional work and whose previous training has not prepared them to complete the work of this course in the minimum time, should arrange to spend an additional six hours a week in the studio. Two hours credit will be granted each semester for this additional work.

Required collateral: Art History 13; 14.

Two lectures, six or twelve studio hours a week.

First semester, second semester.

Credit, eight or twelve semester hours.

13, 14. **GENERAL COURSE.** The first semester includes life drawing in charcoal, freehand perspective sketching and water color painting.

to the operations are included as required. Approximately half the year is given to Qualitative and half to Quantitative work.

Qualitative: All common metallic ions, acids, salts, metals in the free state and alloys are studied with flow sheets for their separation and confirmation.

Quantitative: Gravimetric, volumetric and electrometric analyses are performed covering several common compounds including proteins.

Prerequisite: Chemistry 11, 12.

Lecture and laboratory, nine hours a week.

First semester, second semester. Credit, ten semester hours.

23, 24. **ORGANIC CHEMISTRY.** Lecture: Nomenclature, properties, preparation and reactions of all the common classes of organic compounds. Some emphasis is placed on metabolism and foods. Physical conditions affecting organic syntheses is studied.

Laboratory: Synchronized experiments illustrating the lectures are performed. Qualitative and several quantitative analyses and syntheses are undertaken.

Prerequisite: Chemistry 11, 12

Lecture, three hours; laboratory, four hours.

First semester, second semester. Credit, eight semester hours.

## ECONOMICS

MISS HAY

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

Three hours a week.

First semester. Credit, three semester hours.

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

Three hours a week.

Second semester. Credit, three semester hours.

21, 22. **PRINCIPLES OF ECONOMICS.** This course deals with the laws or principles affecting the production, distribution, and consumption of wealth, and the material means of satisfying human desires.

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



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

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

Three hours a week.

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

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

Three hours a week.

Second semester. Credit, three semester hours.

## EDUCATION

MISS NORRIS

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

Three hours a week.

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

## ENGLISH

DR. MYHR and MISS ANNE ORDWAY, *Chairmen*  
MISS MARTHA ORDWAY MRS. SMITH MISS LYDIA BRANDON

### COMPOSITION

1, 2. FUNDAMENTALS IN READING AND WRITING. This course is required of all first-year college students or candidates for any certificate or diploma.

Through reading and writing in varied literary types, the student works towards the objectives of clear thinking, correct expression, intelligent reading, and the development of critical judgment.

Demonstration of well-established habits of correct speaking and writing is a requisite to credit in the course.

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

Three hours a week.

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

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

Six hours a week.

Second semester. Credit, six semester hours.

27; 28. 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 1, 2.

Three hours a week.

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

## LITERATURE

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

Three hours a week.

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

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

Prerequisite: English 1, 2.

Three hours a week.

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

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

Prerequisite: English 1, 2.

Three hours a week.

First semester. Credit, three semester hours.



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

Prerequisite: English 1, 2.

Three hours a week.

Second semester.

Credit, three semester hours.

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

Prerequisite: English 1, 2.

Three hours a week.

First semester.

Credit, three semester hours.

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

Prerequisite: English 1, 2.

Three hours a week.

Second semester.

Credit, three semester hours.

## FRENCH

DR. GIVENS

MISS GREEN

MRS. MITCHELL

11, 12. ELEMENTARY FRENCH. Grammar, pronunciation, dictation, written and oral exercises. Special emphasis is placed on appropriate reading materials during the second semester.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

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

Prerequisite: Two years of high school French or French 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit six semester hours.

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

Prerequisite: French 13, 14 or its equivalent.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

19, 20. 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 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit six semester hours.

23, 24. 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 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit six semester hours.

## GERMAN

DR. GIVENS

11, 12. BEGINNERS' COURSE. Grammar and composition. Emphasis on spoken German. Reading of at least two texts such as Guerber's "Maerchen und Erzählungen," and Storm's "Immensee."

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. INTERMEDIATE COURSE. 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 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

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

Prerequisite: German 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## HISTORY AND POLITICAL SCIENCE

MISS CHAMBERS

MISS NORRIS

MISS HELEN BRANDON

1, 2. A SURVEY OF WESTERN CIVILIZATION. This course is designed primarily to give the student some conception of the continuous development of civilization from ancient times to the present. The contributions



of various civilizations to the modern world are studied, with special emphasis upon the medieval and modern periods.

This course is intended to furnish a background for further study in specialized fields of history, literature and art.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

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

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

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

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13; 14. **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.

Credit, six semester hours.

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

Three hours a week.

First semester, second semester.

Credit, six semester hours.

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

Three hours a week.

First semester or second semester.

Credit, three semester hours.





*T H E J U N I O R C O L L E G E*  
(49)

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

b. PLINY. Selected letters. Collateral readings.

Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

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

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

Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

Second semester. Credit, three semester hours.

MATHEMATICS

MR. COBB

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 Mathematics 11.

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

Five hours a week.

First semester. Credit, three semester hours.

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

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

Three hours a week.

First semester. Credit, three semester hours.

12. PLANE TRIGONOMETRY. The work consists of trigonometric functions and formulae, theory and use of tables, solution of right and oblique triangles (with applications to problems of physics and surveying), inverse functions, trigonometric equations.

Prerequisite: Mathematics 1 or 11 or the equivalent.

Three hours a week.

Second semester. Credit, three semester hours.

21; 22. PLANE ANALYTIC GEOMETRY AND THE CALCULUS. The first eleven weeks of the course are devoted to a study of analytic geometry; the remainder of the first semester is given to an introduction to the calculus. In the second semester the fundamental formulae and rules of differentiation and integration are derived and applied to maxima and





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

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

Five hours a week.

First semester, second semester, Credit, ten semester hours.

## MUSIC

MR. RIGGS

MISS SCHNECK

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

11A; 12A. 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 semester, second semester. Credit, six semester hours.

15; 16. 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 15 is a prerequisite for Music 16.

Three hours a week.

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

25; 26. 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 15; 16.)

Two hours a week.

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

## PHYSICAL EDUCATION

MISS JONES  
MRS. HARBER

MISS MORRISON, Director  
MISS BASKERVILLE

MISS McCAIN  
MRS. NEWERT

MRS. HALL  
MISS RYDER

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. In the first place, 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. In the second place, by means of practise of rhythmic exercise to musical accompaniment, they develop good posture and a natural coordination of movement that leads to grace and poise. All types of dancing are studied. Every student is entitled to one hour a week of class dancing throughout the year without extra charge.

1, 2. FRESHMAN PHYSICAL EDUCATION. This course is required of all freshman college students unless Physical Education 11, 12 or 19, 20 is taken. Specific requirements are: (1) instruction in swimming until the student is able to pass a proficiency test; and (2) 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. Credit in riding may be substituted for credit in other sports.

Three hours a week.

First semester, second semester. Credit, two semester 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.

11, 12. 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.

G. Limbering, stretching and corrective exercises.

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 semester 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 Semester, second semester. Credit, four semester hours.

NOTE: Students who do not wish to take the full course 11, 12, may elect one or more of the parts listed above.

15, 16. 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 semester, second semester. Credit, one semester hour.

17; 18. 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	3 hours	Basket Ball	3 hours	Baseball	3 hours
Tennis	2 hours	Fencing	2 hours	Archery	2 hours
Dancing	1 hour	Dancing	1 hour	Golf	2 hours
Swimming	2 hours	Swimming	2 hours	Dancing	1 hour

Eight hours a week.

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

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

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

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

One hour a week.

First semester.

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

21, 22. SOPHOMORE PHYSICAL EDUCATION. This course in connection with Physical Education 15, 16 is required of all second-year college students. Outdoor sports are offered during the fall and spring; indoor sports and 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 semester, second semester. Credit, one semester hour.

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

Three hours a week.

First semester. Credit, three semester hours.

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

Prerequisite: Physical Education 23.

Three hours a week.

Second semester. Credit, three semester hours.

27, 28. ADVANCED WORK IN SPORTS AND 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	3 hours	Bowling	3 hours	Track	3 hours
Dancing	1 hour	Dancing	1 hour	Dancing	1 hour
Theory	1 hour	Theory	1 hour	Theory	1 hour
Observation and practise teaching	2 hours	Observation and practise teaching	2 hours	Observation and practise teaching	2 hours
Elective	2 hours	Elective	2 hours	Elective	2 hours
Nine hours a week.					
First semester, second semester. Credit, six semester hours.					



29, 30. **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.

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

31, 32. **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.

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

Three hours a week.

Second semester.

Credit, three semester hours.

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

Three hours a week.

First semester.

Credit, three semester hours.

### SPANISH

MR. DONNER

MISS GREEN

DR. GIVENS

MRS. MITCHELL

MISS PHILLIPS

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

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

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

Prerequisite: Two years high school Spanish or Spanish 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

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

Prerequisite: Spanish 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

### SPEECH

MISS WINNIA, *Director*

MISS HANBURY

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



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

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

Creative ability is carefully sought and encouraged.

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

Lecture, three hours a week; group practise, two hours.

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

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

Prerequisite: Speech 11, 12 or its equivalent.

Lecture, three hours a week; supervised practise and individual criticism, two hours.

First semester. Credit, three semester hours.

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

Lecture, one hour a week; laboratory, four hours.

Second semester. Credit, three semester hours.

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

Prerequisite: Speech 11, 12 or its equivalent.

Three hours a week. Credit, two semester hours

First semester. Repeated second semester.

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

Required of all candidates for the certificate or diploma.

One hour a week.

First semester, second semester.

No credit.

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

Students enrolled in this course may make observation visits backstage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture, three hours; laboratory, two hours.

First semester.

Credit, three semester hours.

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

Students enrolled in this course may make observation visits backstage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture, three hours; laboratory and rehearsals, two hours.

Second semester.

Credit, three semester hours.

**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 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 71-72.

**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 from an accredited high school, will be accepted in place of biology or chemistry.



*Traditional Ward-Belmont May Day*



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.





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

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

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

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

### BIOLOGY

MRS. WALKER

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

MISS NEAL

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 BRECKENRIDGE

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.

Four 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

MISS CLEVELAND

MRS. RASMUSSEN

MRS. REESE

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. MITCHELL

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 BRECKENRIDGE

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. GUILD

MRS. OTTARSON

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

MRS. TURNER  
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.

MUSIC THEORY AND APPRECIATION

MR. RIGGS

MISS SCHNECK

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

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

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

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

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

PHYSICAL EDUCATION

MISS MORRISON, *Director*

First year: Physical Education I. Directed exercise, three hours a week.  
Second year: Physical Education II. Directed exercise, three hours a week.

Third year: Physical Education III. Directed exercise, three hours a week.

Fourth year: Physical Education IV. Directed exercise, two hours a week; personal hygiene, one hour a week.

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

Preparatory students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 51-55.) 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

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

MISS EWELL

**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*

MISS HANBURY

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.

### 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. There are seventy-five practice pianos, 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 Cultural 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 in turn, 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 certain applied

subjects 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.

ORCHESTRA.—The Symphony Orchestra is conducted by the head of the violin department. 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.

### REGULATIONS

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.

### 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.....One semester hour  
 Two thirty minute lessons a week.....Two semester hours  
 Each three hours of practise a week.....One semester hour

### 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.

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), easier Bach two-part inventions, easier 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)	7 hours	Sight Playing	1 hour
Music 11; 14	10 hours	Piano (2 lessons a week, 3 hours practise a day)	8 hours
Sight Playing	1 hour	Music 21; 24	10 hours
Music 15; 16	6 hours	Piano Repertoire	1 hour
Piano Repertoire	1 hour	Piano Ensemble	1 hour
English 1, 2	6 hours	English 21, 22	6 hours
Physical Education 1, 2	2 hours	Elective	3-6 hours
Recitals		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour
		Recitals	

#### ADDITIONAL REQUIREMENTS—FIRST YEAR

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

\*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; Jensen, Op. 32; Loeschhorn, School of Velocity. Eight Bach inventions, at least two of them three-part. Selections from classic and modern composers.

EXAMINATION.—

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

ADDITIONAL REQUIREMENTS—SECOND YEAR

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

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

Arpeggios on major and minor triads, dominant and diminished seventh chords in all positions (speed, 4 notes to M. M. 100).

Octaves: diatonic and chromatic scales (speed, 4 notes to M. M. 72); major and minor arpeggios.

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

EXAMINATION.—

1. *Technique*.—As stated above.
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)	6 hours	Violin (2 lessons a week, 2½ hours practise a day)	7 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Orchestra	1 hour
Orchestra	1 hour	Sight Playing	1 hour
Sight Playing	1 hour	English 21, 22	6 hours
English 1, 2	6 hours	Elective	3-6 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		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)	5 hours	Voice (2 lessons a week, 1½ hours practise a day)	5 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Repertoire Class	1 hour
Repertoire Class	1 hour	Chorus or Ensemble	1 hour
Chorus or Ensemble	1 hour	Sight Playing	1 hour
Sight Playing	1 hour	English 21, 22	6 hours
English 1, 2	6 hours	French or German	6 or 8 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		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 Kuhlau Sonatinas.

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)	5 hours	Organ (2 lessons a week, 2 hours practise a day)	6 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practice a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Sight Playing	1 hour
Sight Playing	1 hour	Organ Construction and Choir	
Service Playing and Choir		Directing	1 hour
Directing	1 hour	English 21, 22	6 hours
English 1, 2	6 hours	Elective	3-6 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		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, Guilmant, 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 Guilmant, 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.

**HARP**

The harp department aims to develop a sound and flexible technique and an acceptable repertoire. Experience in both harp and string ensemble playing is given to each student.

**ENTRANCE REQUIREMENTS**

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

**COURSE REQUIREMENTS**

FIRST YEAR		SECOND YEAR	
Harp (2 lessons a week, 2½ hours practise a day)	7 hours	Harp (2 lessons a week, 2½ hours practise a day)	7 hours
Piano (1 lesson a week; 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Sight Playing	1 hour
Sight Playing	1 hour	Orchestra	1 hour
English 1, 2	6 hours	English 21, 22	6 hours
Physical Education 1, 2	2 hours	Elective	3-6 hours
Recitals		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour
		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 Pierne and from such moderns as Salzedo and Debussy.

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

**EXAMINATION.**—

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

ADDITIONAL REQUIREMENTS—SECOND YEAR

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

**REPERTOIRE.**—Three etudes by Salzedo; one concerto for harp by Debussy or Ravel; one 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)	5 to 7 hours	Voice (1 lesson a week, 1 hour practise a day)	3 hours
Minor subject (piano, voice or violin, 1 lesson a week; 1 hour practise a day)	3 hours	Instrumental Minor (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Chorus, Ensemble or Orchestra	1 hour
Chorus or Ensemble	1 hour	Sight Playing	1 hour
Sight Playing	1 hour	Elective	*6 hours
English 1, 2	6 hours	Literature of Music 25; 26	4 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		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

11; 14. **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 11 is a prerequisite for Music 14.

Six hours a week.

First semester, second semester. Credit, ten semester hours.\*

15; 16. **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 15 is a prerequisite for Music 16.

Three hours a week.

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

21; 24. **ADVANCED THEORY, EAR TRAINING AND HARMONY.** A continuation of the work of Music 11; 14 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 11; 14. Music 21 is a prerequisite for Music 24.

Six hours a week.

First semester, second semester. Credit, ten semester hours.\*

25; 26. **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 15; 16.)

Two hours a week.

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

\*Note—Ear Training and sight reading, two hours per semester; harmony and keyboard work, three hours per semester.

29; 30. **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, two semester 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 semester, second semester. Credit, one semester hour.

**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 semester, second semester. Credit, one semester hour.

**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 semester, second semester. Credit, one semester hour.

**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 semester, second semester. Credit, one semester hour.

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

One hour a week.

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

**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 semester, second semester. Credit, one semester hour.

**CHOIR**

Three hours a week.

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



## General Statements

Parents or guardians who register students thereby accept the terms and conditions of this catalogue and agree to abide by the general practices of the school.

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 and guardians 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.

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

When, in the opinion of their instructors and of the dean or the principal, students need extra assistance, tutors can usually be provided at \$1.00 to \$1.50 an hour.

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

1947-1948

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, in September and January, respectively, as stipulated below.

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.

Two students from the same home (sisters) enrolled concurrently are allowed a reduction of \$100.00 on the joint account, provided, however, that both remain in the school for the entire year.

Teachers, ministers and members of the Armed Forces of the United States actively engaged in their professions are allowed a professional discount of \$100.00 on the charges of the regular course.

Under no conditions will more than one of the above discounts be allowed on any one account in one year.

The enrollment deposit of twenty-five dollars and the seventy-five dollar room deposit are, of course, credited on the year's tuition. The 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 thirty days before the opening date.

### 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



In order to continue traditional standards, it has become necessary to make an adjustment in tuition. Beginning in September, 1947, the annual rate will be eleven hundred and eighty-five dollars in the Preparatory School and Junior College and thirteen hundred and sixty dollars in the Conservatory of Music.

This change has had to be instituted because of the increase in the cost of conducting the school since last August, when the rates in this catalogue were printed.

#### THE WARD-BELMONT SCHOOL

February 1, 1947

Nashville, Tennessee

#### 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. \$1,260.00

(Of this amount \$750.00, less the enrollment and room deposits, is required on entrance and the balance January 1)

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 .....	190.00
Mrs. Parker .....	Harp .....	150.00

#### WARD - BELMONT (89)

Miss Redinger .....	Voice .....	150.00
Mrs. Rose .....	Piano .....	150.00
Mr. Rose .....	Violin .....	175.00
Miss Schneck .....	Wood Winds .....	150.00
Miss Sefton .....	Piano .....	150.00
Miss Throne .....	Piano .....	150.00
Miss Wall .....	Piano .....	100.00

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 (including Art Club membership) any course except Art 3, 4 .....	\$25.00
Biology, chemistry, physiology, typewriting (Junior College) .....	15.00
Biology, chemistry (Preparatory School) .....	10.00
Speech, any course except Speech 17, 18 (for cost of ma- terials, 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



W A R D - B E L M O N T  
(90)

DANCING

Certificate or Diploma Class (Phys. Ed. 11, 12 or 31, 32) .....	\$150.00
Acrobatic, Ballet, Modern, Plastique, Tap, and Limbering and Stretching Exercises—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. 19, 20 or 29, 30) .....	\$187.50
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

THE WARD-BELMONT SCHOOL

Nashville 4, Tennessee

September, 1947



