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SECOND ANNUAL CATALOGUE

OF

Ward-Belmont

UNITING AND CONTINUING

Belmont College for Young Women

FOUNDED BY

MISS HOOD AND MISS HERON

1890

TWENTY-FIFTH YEAR

AND

Ward Seminary for Young Ladies

FOUNDED BY

WILLIAM E. WARD, D.D.,

1865

FIFTIETH YEAR

The secret of education lies in respecting the pupil.—*Emerson.*

NASHVILLE, TENNESSEE

U. S. A.

1914-1915

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Board of Directors

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Eight years President of Belmont College.

Vice-President and Treasurer:

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Twenty years President of Ward Seminary.

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WILLIAM E. WARD,

Son of the Founder of Ward Seminary and Member of the firm of
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Vice-President of The American National Bank.

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EUSTICE A. HAIL

Chairman

IRA LANDRITH

Secretary

J. D. BLANTON

GEO. W. KILLEBREW

LESLIE CHEEK

Administration and Faculty

1913-1914

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PRESIDENT

JOHN DIEHL BLANTON, LL.D.,
VICE-PRESIDENT AND CHM'N OF FACULTY

MRS. J. D. BLANTON,
PRINCIPAL HOME DEPARTMENT

EMMA ELIZABETH MCCLURE

Assembly Hall Superintendent

Graduate Peabody College; A.M. University of Nashville; Student
University of Arkansas

RUBY E. C. MASON

Psychology, Education, Sociology

A.B. and A.M. University of Toronto; Post-graduate Student
Universities of Oxford and Paris

OLIVE CARTER ROSS

English, Art, History

A.B. University of Nashville; Special Student Vanderbilt University;
A.M. Columbia University

ANNA H. LEWIS

English

Ph.B. and A.M. University of Chicago; Special Student University
of North Carolina

BERTHA CORNELIA NORRIS

English, Greek

A.B. and A.M. Bryn Mawr College; Special Student Yale University

THEODORA COOLEY SCRUGGS

English, History

A.B. Wellesley College; Special Student Chicago University

EDITH COLLIN LAWRENCE

English, History

A.B. Smith College; Student Wooster University

RUTH CLARK

English

A.B. University of Cincinnati

PENELOPE McDUFFIE

Latin, History

B.S. Vanderbilt University; A.M. University of South Carolina;
Graduate Student, Vanderbilt

MARTHA ANNETTE CASON

Latin

A.B. University of Chicago; Graduate Student Columbia University

HELEN ATWOOD THACH

Latin

Graduate Webb School; Special Student University of Chicago

RICHARD GARFIELD COX

Mathematics

A.B. Hiram College; A.M. Columbia University

MARY LAURA SHEPPE

Mathematics

Graduate Peabody College; Special Student University of Chicago
and Harvard University

GLADYS EARLE

Science

A.B. and A.M. Wellesley College; special student in Botany under Dr. Margaret
C. Ferguson; special student in Chemistry and graduate student in Botany
at University of Chicago; special student in Household Chemistry at
University of Wisconsin

ELISA CUENDET

French

Diploma from College Vinet, Lausanne

GERMAINE FREDERIKKA SANSOT

French

College de Bagnares de Bigorre, Universite de Lille Universite de la
Sorbonne

LAURE MARIE SCHOENI

German, French

Ecole Secondaire, St. Imier, Switzerland; Special Student University of
Missouri and University of Chicago

REBECA T. de OSUNA

Spanish

Graduate Methodist Normal School, Saltillo, Mexico; Diploma State Normal College, Coahuila, Mexico; Student Scarritt Bible and Training School, Kansas City, Mo.

PENNIE GATTINGER

German

LILLIAN WATKINS

Intermediate School

Graduate Peabody College; A.B. University of Nashville; Graduate Student Columbia University

CORAL WHITE

Elementary School

Special Student, Vanderbilt University; Student of Primary Methods, University of Chicago and University of the South

PAULINE SHERWOOD TOWNSEND

Director, School of Expression

Graduate New England Conservatory and Post-graduate Boston School of Expression; Special Courses in New York, Chicago and Boston

MARY FLETCHER COX

Expression

Graduate Boston School of Expression, Teacher's Diploma; Graduate Student Boston School of Expression

BERTIE H. FRANTZ

Director, School of Physical Education

Student Yale Summer School of Physical Education; Graduate Chautauqua School of Physical Education; B.S. Teachers' College, Columbia University, Physical Education Department; Member American Society of Physical Education

CATHERINE E. MORRISON

Physical Training, Athletics, Swimming

Diploma from Posse Gymnasium, Boston; Special Student Chaliff School, New York

ORPHA NESBITT

Director, School of Domestic Science and Home Economy

B.S. Northwestern University; Graduate Home Economics, University of Nebraska and teacher in same for five years

BERNICE CORINNE REANEY

Domestic Science

Graduate Illinois Wesleyan University; Special Student two summer terms
Illinois State University; Special Student University of Chicago

MAMIE E. BURKE

Domestic Science

Graduate, Post-graduate and Teacher, Ward Seminary Department of
Domestic Science

SARA THERESA FRASER

Domestic Art

Graduate Household Economics, Carnegie Institute; Diploma in Latin and
Greek, Cornell University; Special Student University of Pittsburgh

LAMIRA GOODWIN

Director, School of Art

New York Art School and Columbia University; pupil of Morrisset, Paul Bartlett
and Richard Miller at the Colorossi, of Lucien Simon, Poinet and
Casteluchio at the Grande Chaumiere, Paris, and at Bruges,
Belgium

ANNA TREADWELL BLANTON

Art

Pupil of Lamira Goodwin; student Art Student's League, New York;
A.B. Goucher College

SARAH McREYNOLDS GAUT

Arts and Crafts

Certificate in Industrial Arts Department of Columbia University; Special
Work in Jewelry under the Director of the Boston Museum
of Fine Arts

EMIL WINKLER

Director, School of Music; Piano, Harmony

Graduate Royal Conservatory of Leipzig; Pupil of Zwintzcher, Reinecke,
Schreck, Jadassohn, Hoffman, and Papperitz; Graduate Student
Berlin, 1907-09

SOPHIE GEJSKE-BERRY

Piano

Graduate Royal Academy of Munich; Pupil of Wilhelm Speidel, Rheinberger,
Burmeister, and Baermann; Special Student in Munich, Germany,
and Visitor to Munich Music Festival, 1913

ALICE KAVANAUGH LEFTWICH

Piano

Graduate Beethoven Conservatory, St. Louis; Pupil of Arthur Foote,
B. J. Lang, M. Moszkowski and Wager Swayne

BUDA LOVE MAXWELL

Piano

Graduate New England Conservatory of Music under Madame Hopekirk and George Proctor; Pupil of Harold Bauer and Wager Swayne, Paris

ESTELLE ROY SCHMITZ

Piano

Pupil S. B. Mills and Joseffy, New York; Von Mickwitz, Chicago; Otto Nietzel and Steinhauer, Germany

AMELIE THRONE

Piano

Pupil of Mary Weber Farrar, Nashville; Maurice Aronson, Vienna; Josef Lhevinne, Berlin

MARY FALCONER WINKLER

Piano

Graduate and Post-graduate under Emil Winkler; Pupil of Aronson and Godowsky, Berlin

E. BERTHA YOCUM

Piano

Graduate Philadelphia Music Academy; Instructor's Certificate from American College of Musicians of the University of New York; Pupil of Leschetizky and Weinzkowska

FREDERICK ARTHUR HENKEL

Pipe Organ and Piano

Graduate Metropolitan College of Music; Student Cincinnati College of Music; Pupil of Steinbrecher, Andre and Sterling

CHARLES CAMPBELL WASHBURN

Dean of the Voice Department

Graduate and Teacher, Cincinnati College of Music; Graduate Vanderbilt University; Special Student of Voice in Chicago

FLORENCE N. BOYER

Voice

Student of Music in Oberlin College; Pupil of Signor Vananni, Italy; Mesdames deSales and Bossetti, Munich; Oscar Seagle and deReszke, Paris

MARGUERITE PALMITER FORREST

Voice

Pupil of Francis Fisher Powers, New York; William Heinrich, Boston and Dresden, Germany; Maestro Giorgio Sulli, Florence

ELISE GRAZIANI

Voice

Pupil of Stockhausen and Fraulein Lina Beck in Julius Stockhausen's Gesangsschule, Germany; Pupil of Signor Graziani, whom she assisted in his Berlin Studio

FRITZ SCHMITZ

Violin

Graduate Cologne Royal Conservatory; Pupil of Robert Zerbe, Emile Sauret
Gustave Hollander, Jensen and Arnold Mendelssohn

MARY VENABLE BLYTHE

Harmony, and Practice Superintendent

Diploma Montgomery Institute, now St. Mary's Hall, San Antonio; Harmony
Lessons with Harry Redman, New England Conservatory
of Music

BESSIE SMITH

Superintendent of Practice

Graduate of Belmont College

JENNIE TAYLOR MASSON, Registrar

Director School of Secretarial Work

W. F. FLOWERS, Bursar

M. OLGA WILLIAMS, Secretary

Teacher of Typewriting and Office Methods

ADAH ALEXANDER

GEORGIA CHANDLER

Assistants in Registrar's Office

ANNIE LITTON

Shopper and Chaperon

MARY MARSHALL

Postmistress

GRACE BRANT ERVINE

Librarian

LILLIAN COLE

Student Banker

ALLIE V. CAMPBELL

SARAH FRANCES DAVIS

MRS. LENA W. RAMSEY

MRS. SOLON E. ROSE

MRS. TENNIE B. SHARPE

Hostesses

MRS. VAN DAWSON LESTER

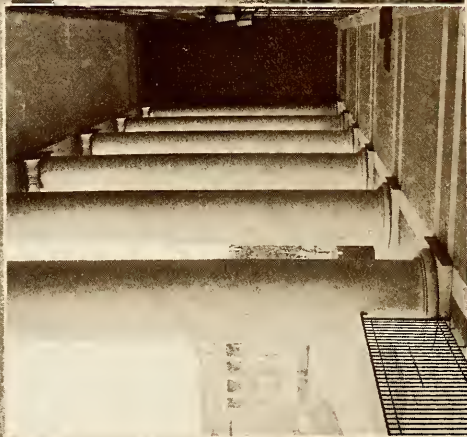
Trained Nurse

MRS. VIRGINIA CARMICHAEL

Housekeeper



Pembroke Hall



Bird's Eye View of the Quadrangle
Colonnade Front of Academic Building



South Front

Calendar, 1914-1915

OPENING ADDRESSES AND ORGANIZATION:

September 24, 1914, 10 a.m.

FOUNDERS' DAY:

October 15, 1914.

THANKSGIVING DAY:

November 26, 1914.

CHRISTMAS VACATION:

December 17, 1914, to December 31, 1914.

SENIOR RECEPTION:

May 13, 1915.

BACCALAUREATE SERMON:

May 23, 1915.

ALUMNAE DAY:

May 25, 1915.

ALUMNAE RECEPTION TO GRADUATING CLASSES:

May 25, 1915.

COMMENCEMENT DAY:

May 26, 1915.

Historical Foreword

WARD-BELMONT is much more than the happy sum of Belmont College for Young Women and Ward Seminary for Young Ladies. In December, 1912, a purchasing corporation acquired both schools, their names, property, equipment, good will, files, registration—everything they owned except the real estate of Ward Seminary—and merged them June 1, 1913, on Belmont campus, as Ward-Belmont, the charter name being “The Ward-Belmont School.” Ward-Belmont therefore continues and perpetuates Ward Seminary, founded in 1865, by William E. Ward, D.D., and Belmont College, founded in 1890, by Miss Ida E. Hood and Miss Susan L. Heron. Succeeding of right to every thing of educational value in both schools, the combined institution has undertaken to keep the best and to add to that whatever the experience of other great schools has demonstrated to be necessary to that symmetrical development which neglects neither the mind, nor the spirit, nor the social instinct, nor the body; and provision is made for adequate attention to each department of this four-fold life drill. Unembarrassed by tradition, and with no contract obligations which could discourage absolute independence in the matter, Ward-Belmont has been free to adopt and adapt from every available source the methods, the spirit, the educational ideals that have been found best fitted to do what the worthiest of schools ought to do for the character development, the refinement, and the effi-

cient twentieth-century education of young maidenhood.

Honoring alike the founders, the faculties and the enviable history of both Belmont and Ward, of which schools Ward-Belmont is in fact and in law the successor and personification, everything necessary is being done to immortalize the great names and the true ideals that have given a national field and fame to both of the component schools.

Faculty

Many of the strongest teachers of Belmont and Ward were secured, as were numerous other able educators, from the outside. In engaging teachers we have kept constantly in mind the wholesome influence of the older upon the younger. Both high character and true culture have been considered. A teacher in a school for girls and young women should be not only a teacher, but a helpful and inspiring friend, one who enjoys the society of the pupils, and whose association with them is an un-mixed blessing to them. It is powerful and true personality, as well as scholastic achievement, that makes a teacher superior. The cloistered instructor, seen and approachable nowhere except in the class room, is not needed in a boarding school for girls, where helpful contact, personality and example are of such vast value in the development of genuine womanhood.

Curricula

In the arrangement of curricula many subjects were added to the Belmont and Ward courses of study, because they seemed desirable to meet every

reasonable modern demand upon schools of the Ward-Belmont grade. Additional improvements have been made as experience has developed the need for them. The result is a series of regular and special courses of study, stronger and more comprehensive than any heretofore offered. In general, our aim is to provide courses of study which will meet the requirements of students preparing for life, or for entrance to college elsewhere, either as freshmen or as students of advanced standing. Curricula have been arranged to insure, without examination, entrance to the oldest and best of American colleges. To the regular college preparatory course two years of college work have been added, thus raising Ward-Belmont to full Junior College rank. Full graduates will receive diplomas and should be able to take advanced standing in any college and to finish within two years the required work for a degree. This is especially true of a graduate in the Classical Course which has been planned to include required college subjects. In this course is a large number of electives, so that students who do not contemplate taking a full college course will yet have a good education in those subjects deemed of vital consequence to the home-keeping woman, the teacher, or other worker for self-support or the general welfare.

Special courses leading to certificates or diplomas have been provided in the schools of Music, Expression, Art, and Home Economics. Graduates of any school will be prepared to teach the subjects they have pursued if necessity or inclination should require. A student in any one of the special schools is encouraged to take as much literary work as possible. Boarding students must take at least one Literary subject.

A one hour course in training of the speaking voice and poise of the body has been found so valuable that it will hereafter be required of all boarding students, but at no extra expense to them. In this course the stimulus of lectures, drill, and exercises will be used to correct defects of speech and to aid in personal development.

Spirit and Aim

It is our ambition that Ward-Belmont shall be characterized by the spirit which would have young women not only to know what it is proper and right for them to know, but to have this knowledge ready for prompt and effective use. The school stands for the refinement and cultivation, and never for the paralysis or destruction, of personality, individuality. Duly valuing the claims of conventionality, it resolutely subordinates the artificial to wholesome naturalness in all the relations of life. Not gone mad for mere utility, it believes that all true intellectual development is useful and all usefulness essentially cultural. It acts upon the theory that elegance of manner should be the fruitage of nobility of character, and not the superimposed veneer of mere drill in etiquette, though ample provision is made for such drill. In a word, Ward-Belmont stands for all that is womanly in character and conduct in order that its students may be capable of undertaking all that is womanly in life and leisure and work.

In so far as it has a creed, this is the creed of Ward-Belmont:

Ward-Belmont believes primarily in moral integrity and honest intellectual culture.

Ward-Belmont stands for true education, and it rejoices in the confidence and continued patronage of true educators.

Ward-Belmont believes that shallow training weakens character, and that a school that pretends to be what it is not, and to do more than it can do, is not a safe place for young people, who ought to be taught sincerity and uprightness by both precept and example.

Ward-Belmont believes in refinement and elegance in life and conduct, and it neglects no opportunity to teach and to practice the customs of polite society; but Ward-Belmont believes that the womanly graces, the social proprieties, the refinements that distinguish genuine from artificial gentility, are possible and of real and permanent value only when they appear as the incidents, the by-products, of moral integrity and honest intellectual culture.

Location

WARD-BELMONT owns the buildings and beautiful hilltop park which were formerly used by Belmont College, and to both grounds and buildings it has made very expensive additions. The campus now contains more than twenty acres of woodland park, the trees and shrubbery of which are the result of over sixty years of artistic planting and cultivation. Under the direction of a landscape gardener of national fame the grounds are being still further beautified. The location affords every urban advantage of this famed "Athens of the South," with none of the disqualifications such a school might have if it were not removed from the noise and smoke of the downtown quarters. It is surrounded by the best residence section of the city, with quick and regular trolley service, fifteen minutes away from the shopping district and five minutes from the open country. It is on the highest hill in the Vanderbilt University and Peabody College Section, and less than eight blocks from either.

Buildings and Equipment

BELMONT College buildings and equipment, all of which are now the property of Ward-Belmont, were considered the best boarding school halls in the city, in many respects the most complete in the South. Very recently there had been added by the founders new buildings and fittings aggregating nearly a hundred thousand dollars, these improvements alone exceeding the entire cost of other creditable schools for young women. Some of these enlargements were: A fully furnished School of Domestic Science and Home Economy; two pipe organs, one of them, we are assured, the most complete and costly in any American school for young women; a modern steam heating plant, conduit system, with the power-house several hundred feet away from the buildings, thus reducing to a minimum the fire risk, there being no fire in the buildings except in the kitchens and bakery, which are practically fire-proof; a chemical laboratory; a thoroughly furnished modern hotel kitchen, bakery, and tasteful dining hall; the latest improvements in steam cooking, electrical appliances and cold storage, all arranged for perfect sanitation; a new auditorium, and more than sixty new bedrooms, each furnished, as are the other rooms in Ward-Belmont, with single beds, separate wardrobes, rugs, dresser, washstand, table and chairs, not more than two girls in a room. Sterilized, filtered and cooled drinking water, an ample supply of baths and toilets on every floor, sunlight and ventilation in all bedrooms—there are no “inside rooms” in any of our ten buildings—and a scientifically ordered infirmary, and an isolation hospital, with a trained nurse

of long experience in constant attendance, and at nominal cost to parents—all render the good health record phenomenal. But Ward-Belmont has not only improved these buildings at a cost of \$25,000, it has added more than \$200,000 in new buildings and other improvements. A new Academic Building, 140x155 feet, a classic Colonial structure, costing more than \$100,000, houses in most modern and comfortable fashion the entire literary department, thus vacating for the use of the Ward-Belmont School of Music much of the space hitherto used by the literary classes of Belmont College. In most boarding schools for girls and young women, recitation room and dining hall, music practice room and bed chamber, parlor and gymnasium, work and rest, dining and play, are in too close and objectionable proximity, too much mixed for comfort and good results. It was in part for this reason, and in order to provide the best of everything for a student body entitled to the best, that the Ward-Belmont directors determined to separate workshop and home, to the advantage of both. Already the evident benefits are abundant. Health is improved, the home is quieter and pleasanter, while the school room is immeasurably more wholesome and effective. This new Academic Hall has every approved provision for health and study—unilateral lighting, hardwood floors, automatic ventilation and heating, twenty-seven uncrowded class-rooms, an abundance of lockers and wardrobes, a perfectly lighted and machine ventilated study hall—everything, indeed, which the experience of educators and of school and college architects has found necessary for such a school as Ward-Belmont aspires to be. This building houses also the administration offices and the Schools of Expression, Art and Physical Ed-

ucation. Adjoining the new gymnasium is the swimming pool, and nearby the tennis courts and athletic field. A second building constructed in 1913 is a Colonial residence hall in which all the floors are hardwood, and every room either has a private bath or adjoins a bath-room, and contains a stationary washstand, besides the usual provision of single beds, individual closets, Tungsten electric lights, and other modern furnishings.

Loyal Patronage

THAT both Ward and Belmont had already been succeeding in their ambition to win and hold the worthiest of American patronage was demonstrated by an annually increasing attendance from all over this country, and by the fact that twenty per cent of their patrons in 1912-13 had been with them for years. In several instances, although the school was comparatively young, girls from the second generation of Belmont students were enrolled, while at Ward, granddaughters of earlier students were in attendance. Of the 1912-13 boarding students at Ward one in every five was from a family of which students who had annually attended Ward Seminary, the record is even more remarkable. In some instances no catalogue of the Seminary had ever been issued without the name of a student belonging to some family represented in the first catalogue, printed in 1866. Ward-Belmont is happy in its heirship of such loyalty. It is proud of the fact that the two institutions the last year of their separate life drew nearly four hundred girls from the homes of Nashville, many leading educators, clergymen and other lovers of scholarship among them. That Ward-Belmont's first year was marked by a larger enrollment

of Nashville students than both schools ever had from the people of this city of schools, people who are fully acquainted with curricula and ideals, is the only testimony a possible patron away from Nashville should need as to the real worth of a school.

Excursions

NASHVILLE has an interesting historical and geographical setting. The State Capitol is a perfect model of Grecian architecture. In its grounds rest the ashes of President Polk. On one of the many beautiful drives and car lines is celebrated Belle Meade. Twelve miles distant is the Hermitage, where is buried the warrior, statesman and President, Andrew Jackson. Surrounding our own campus is the battlefield of Nashville. Nearby were fought the bloody battles of Franklin and Stones River; and not far away are Mammoth Cave and Lookout Mountain. Every year our pupils are given opportunities to visit such places of interest. We have frequently taken trips to Washington, New York and Boston, visiting enroute Lookout Mountain, Natural Bridge, Luray Caverns, Norfolk, Portsmouth, and Virginia Beach. A similar trip is offered on the occasion of every presidential inauguration; and either an Eastern or a far Southern trip, or both, will be taken during the coming school year. Some of the students are now abroad traveling in Great Britain and on the continent, under the charge of members of the faculty. For the summer of 1915 such a tour is offered by Ward-Belmont, as is, also, an excursion to the Panama Exposition in San Francisco. Particulars will be sent upon request.

Cuisine

THE growing body, active brain and vigorous appetite of the average school girl demand a sufficient quantity and pleasing variety of wholesome, well-cooked and neatly served food. A trained steward and staff of professional cooks are employed and no expense is spared to supply the Ward-Belmont dining hall abundantly with well balanced meals consisting of the best food the market affords.

Dress and Household Articles

EXTRAVAGANCE in dress is firmly discouraged. Every boarding pupil wears the winter and spring uniform, which are purchased and fitted to measure in Nashville, and at exact wholesale cost to us. These uniforms should meet all requirements for street and church wear. No uniform is required for daily use. All boarding pupils are expected to provide themselves with bath robe, bedroom slippers, laundry bag, hot water bag, umbrella, rain-coat, overshoes, thick walking shoes, a comfort, pair of blankets, napkin ring, dresser and washstand scarfs and one trunk cover. Trunks must be marked with full name and home address. All articles to be sent to our laundry must be clearly marked with the full name of the pupil. An abundant supply of table napkins, towels, sheets, pillow cases, and bed spreads is furnished each student at a charge of only \$5.00 for the year.

Library

THE Ward-Belmont Library contains about six thousand choice volumes; and, under the care of experienced attendants, is open at practically all hours. The spacious new library hall in the Academic Building makes these books easily

accessible and a constant allurements to the girl who loves reading and is faithful in study.

Nashville References

ANY patron of either Ward or Belmont, or of Ward-Belmont, may be consulted, and while we confidently refer inquirers to any citizen of Nashville—we are formally authorized to say that any one of the gentlemen named below will cheerfully answer inquiries whose reply is prepaid:

Chancellor James H. Kirkland, LL.D., Chancellor of Vanderbilt University.

President Bruce R. Payne, LL.D., George Peabody College for Teachers.

James I. Vance, D.D., Pastor First Presbyterian Church.

S. H. Chester, D.D., Secretary Foreign Missions of the Presbyterian Church in the United States.

Bishop W. R. Lambuth, Methodist Episcopal Church, South.

J. S. French, D.D., Pastor McKendree Church.

W. F. Tillett, D.D., Dean Theological Department of Vanderbilt University.

E. B. Chappell, D.D., Sunday School Editor of the M. E Church, South

Rufus W. Weaver, D.D., Pastor Immanuel Baptist Church.

J. M. Frost, D.D., Secretary Baptist Sunday School Board.

H. J. Mikell, D.D., Rector Christ Church.

Carey E. Morgan, D.D., Pastor Vine Street Christian Church.

T. A. Wigginton, D.D., Pastor Broadway Presbyterian Church.

Rabbi I. Lewinthal, Vine Street Temple.

J. E. Clarke, D.D., Editor "Presbyterian Advance," and Secretary of the College Board of the Presbyterian Church, U S. A.

Dr. W. H. Schuerman, Dean Vanderbilt University.

Hon. Ben W. Hooper, Governor of Tennessee.

Our Home Life

THE executive officers of Ward-Belmont and their families are in constant association with the students, as are the teachers, nearly all of whom live in the residence halls. All mingle freely with the girls in pleasant social intercourse. Kindness and confidence are more efficacious than stringent rules. An old adage says, "Faults are thick where love is thin." We endeavor to see and

seek the best things in human nature, because we love our work and the youth with whom we work. Due attention is given to cultivating ladylike manners and courteous deportment. Lectures are given on all subjects relative to social etiquette. A well-rounded education for girls places a proper estimate on woman's innate and acquired attractiveness. We aim to make of our students well-poised women whose grace of manner and ready adaptability will be promptly recognized.

Lectures and Entertainments

IN a great variety of subjects—cultural, informational, sociological, ethical, and religious—lectures, free to the student body, are delivered almost daily during the year by men and women who are experts on the themes they treat, and many of whom are national and international leaders of the thought they present. The presence in Nashville of great universities and professional schools insures, also, the coming of other famous lecturers and entertainers; and many members of the faculties of these universities are themselves available for platform and class-room work in Ward-Belmont. In recent years, Ward, Belmont and Ward-Belmont students have heard in their own assembly halls, or in the city, the following among scores of other almost or quite as notable speakers, writers, readers, and musicians:

Lectures—President Arthur T. Hadley, E. E. Barnard, Leon H. Vincent, Emil G. Hirsch, Russell H. Conwell, William Hawley Smith, Lorado Taft, Wm. J. Bryan, President W. H. Taft, President Woodrow Wilson, U. S. Senator Luke Lea, Chancellor J. H. Kirkland, Robert E. Speer, U. S. Senator W. R. Webb, Dr. Carolyn Geisel, Francis E. Clark, Bishop W. R. Lambuth, Evangelist J. Wilbur Chapman, President John Franklin Goucher, Bishop W. F. McDowell, Bishop Thomas F. Gailor, President W. H. P. Faunce, Dan Crawford, of Africa; Henry

Oldys, Camden M. Coburn, archaeologist; Dr. G. Campbell Morgan, Bishop McConnell.

Authors—Hamilton W. Mabie, Richard G. Moulton, John A. Wyeth, Josiah Strong, Felix Adler, George Kennan, Marion Crawford, Newell Dwight Hillis, Lyman Abbott, Walter H. Page, J. Ward Stinson, James Whitcomb Riley, Ruth McEnery Stuart.

Readers—Montaville Flowers, Frank C. Elliott, Ida Benfey, Caroline Gordon, Leland Powers, Bertha Kunz Baker, Fred Emerson Brooks, Eulie Mae Rushmore, Ella Sedgwick Southwick, C. E. W. Griffith, Carolyn Foye Flanders.

Music—Tetrazinni, Melba, Eames, Paderewski, Liebling, Saville, Ovide Musin, Clarence Eddy, Royal Italian Band, Metropolitan Grand Opera Company in Parsifal, Calve, Kubelik, Leandro Campanari (violinist), Cecil Fanning (baritone), Madame Zimmerman (soprano), Oscar Seagle (baritone), Leopold Kramer, Francis McMillin, Max Bendix, Maud Powell, Arthur Hartmann, Emil Sauret, Carl Grienauer, Steindel, Edward Baxter Perry, Leopold Winkler, Sherwood, Gertrude Peppercorn, Burmeister, Josef Hoffman, Mark Hambourg, Bloomfield-Zeisler, Augusta Cotlow, Harold Bauer, Carreno, Reisenauer, Godowski, de Pachman, George Hamlin, Glenn Hall, Bonci, Bispham, DeReszke, Muriel Foster, Homer, Schumann-Heink, Mary Garden, Nordica, Sembrich, Gadski, Alice Neilson, Ricardo Martin, Jomelli, Gerville-Reache; the Strauss, Victor Herbert, Russian Symphony, and Damrosch Orchestras; the Savage Opera Company, the Aborn Opera Company, and the Lambardi Opera Company.

A Kindly Challenge

WITH the universal experience of entertaining delighted visitors, we invite prospective patrons from all parts of the country to come to Ward-Belmont, examine and compare our buildings, equipment and curricula; enjoy with us our lovely magnolia shaded and inviting out-of-doors; go through our halls, conservatories, new classrooms and wide corridors, and see our fittings and furnishings for the health, happiness and development of our student body; investigate the personnel and qualification of our various faculties; and then seek it elsewhere if they do not find here as nearly a perfect home as an honest and good school can furnish.

Courses of Study

Much caution should be exercised in arranging a course of study for girls and young women. That is not an ideal course which can be prescribed for all alike, and yet an ideal course must be comprehensive and thorough enough to provide for the symmetrical development of the true and efficient woman. It is the aim of Ward-Belmont to study each pupil and to give her the work best suited to her individual capacity and needs. The amount of work covered is considered of less importance than are learning how to study, mastery of the subjects chosen, well-balanced mental discipline, and incentive to seek further knowledge. The courses of study are adapted to meet the requirements of the present ideals of education. The student who intends to enter college will, upon completion of the College Preparatory Course, be admitted without examination to Smith, Wellesley, Vassar, Goucher, Randolph-Macon, Vanderbilt, the University of Tennessee and other universities and colleges. In addition to the College Preparatory Course, Junior College work is offered, the equivalent of two full college years. From the Senior year of the Classical Course, a student is prepared to enter the Junior year of a standard college and to find herself equipped to do there the work of the remaining years for a degree. For the larger number who do not intend to go to college and who yet wish to lay the foundation of a broad and deep culture, general courses, extending two years beyond High School, are offered with various electives to suit individual choice and needs. With certain limitations, Art, Music and Expression may be chosen as electives in the Scientific and General Courses.

I. LIBERAL ARTS AND SCIENCES.

English.

The importance of the department of English, in both its branches of Rhetoric and of Literature, is duly recognized, and the work carefully and amply provided for by a full corps of college and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding, and to make her school work more generally and permanently valuable. Personal conferences for guidance, and for correction in theme work, are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

COURSE 0.

1. Grammar and Composition: Sentence analysis; Spelling; oral and written exercises.

2. Literature: Reading and study of such texts as Stevenson's *Treasure Island*, Dickens' *A Christmas Carol*, Scott's *The Talisman*, Coleridge's *Ancient Mariner*, Shakespeare's *As You Like It*.

Sub-Freshman. Five periods a week.

COURSE I.

1. Composition and Rhetoric: Original themes and class exercises with special attention to sentence structure. Topics and oral composition in connection with Literature work.

2. Literature: An Outline Study of American Literature, with masterpieces chosen largely from the College Entrance Requirements, as selections from the works of Lowell, Longfellow, Whittier and Poe; Irving's *Selections* from the *Sketch Book*; Franklin's *Autobiography*; Hawthorne's *House of Seven Gables* or *Twice Told Tales*; Cooper, one novel.

Freshman. Five periods a week.

COURSE II.

1. Composition and Rhetoric: Original themes in simple narration and description. Topics in connection with Literature work. Special attention to sentence and paragraph structure.

2. Literature: Study List—Masterpieces chosen from the College Entrance Requirements with some reference to correlation with History I, such as *The Iliad* (certain books omitted); Arnold's *Sohrab and Rustum*; Shakespeare's *Julius Caesar* and one selected comedy; Eliot's *Silas Marner*. Parallel Readings: Novels chosen from College Entrance Requirements, 1915-19, Stevenson's *Treasure Island*, Scott's *Ivanhoe* and Gaskell's *Cranford*.

Sophomore. Five periods a week.

COURSE III.

1. Composition and Rhetoric: Original class themes and exercises. Description and narration—with the aim of developing power of observation. Special attention to paragraph structure.

2. Literature: Study List and Parallel Readings chosen from College Entrance Requirements, with a view to correlation with History II, such as Tennyson's *The Idylls of the King*; Shakespeare's *Henry V* or *Richard III*; Scott's *Marmion*. Parallel Readings: Blackmore's *Lorne Doone*, Dickens' *Tale of Two Cities*, Scott's *Kenilworth* and *Quentin Durward*.

Junior. Five periods a week.

COURSE IV.

1. Composition and Rhetoric: Study of Exposition and Simple Argumentation. Additional exercises in Narration and Description.

2. Literature: Study and Parallel Reading Lists selected from College Entrance Requirements, such as Shakespeare's *Hamlet* and *The Tempest*; Milton's *Minor Poems*; Carlyle's *Essay on Burns*, with selections from Burns' *Poems*; Burke's *Speech on Conciliation* or Washington's *Farewell Address* and Webster's first *Bunker Hill Oration*. Parallel Readings: Selected Essays from Lamb, Macaulay, DeQuincy, Thoreau, and selected novels from Thackeray, George Eliot, and Jane Austen.

Junior Middle. Five periods a week.

COURSE A.

Advanced Rhetoric and Composition: Study of structure in the sentence, the paragraph, the short story and the longer exposition; lectures and quizzes on style; analysis of special prose selections, such as essays of Arnold and Stevenson; written work corrected and used in personal conferences with the students; sight papers on readings from the nineteenth century lyric poets and essays; long critical paper required after reading the novels of Charlotte Bronte or Jane Austen, or the essays of Stevenson.

Required of all Senior Middle students. Two periods a week.

COURSE B

History and Development of English Literature. General survey of English Literature. This course is conducted by lectures, class recitations, collateral readings and individual reports. Special attention is given to historical and social backgrounds, to literary movements and tendencies, and to the careful study of representative masterpieces.

Open to all students who have had Course IV or equivalent. Required of Senior Middle students in the General and Scientific Courses. Three periods a week.

COURSE C.

Advanced Course in Writing: Weekly assignments; lectures on the theory and practice of description, and on the style and methods of the best modern short story writers, both English and French.

Open to Senior students who have had English A or equivalent. Two periods a week throughout the year.

COURSE D.

Literature of the Victorian Age: Chief emphasis is placed on the works of Tennyson, Browning, Arnold, Carlyle, and Ruskin. Selections from other leading poets and prose writers of the age are read.

Open to students who have had Course B or its equivalent. Four periods a week.

COURSE E.

Literature of the Romantic Age: Burns, Scott, Coleridge, Wordsworth, Byron, Shelley, and Keats are chosen as representatives of the Romantic period in England. Translations of some of the greater works of Hugo, Goethe, and Schiller are read to show the spread of this spirit throughout Europe. Correlation of this Course with History A and B, and History of Art is kept in mind.

Open to students who have had Course B or its equivalent. Four periods a week.

Courses D and E are not offered the same year.

COURSE F.

The development of the English Drama: Lectures on the pre-Shakespearean period, with selected readings from the Mystery and Miracle plays; special emphasis on plays from Shakespeare used for study and interpretation; certain Eighteenth Century plays read; plays from the leading modern dramatists, European and American, read and interpreted as types of present-day forces in literature and in life.

Open to students who have had Course B, and also to students on recommendation of the Department of Expression. Four periods a week.

History.

The department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted, and a training in sympathetic judgment. The value of History as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art and current events. Throughout the course, emphasis is placed on historical geography, map drawing, notes, and reports of collateral readings.

COURSE I. GREEK AND ROMAN HISTORY. A survey of ancient history, and of later history to 800 A. D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history.

Parallel Reading is assigned, such as selections from Plutarch's Lives, Macaulay's Lays of Ancient Rome, Last Days of Pompeii, Kingsley's Greek Heroes.

Open to Freshman and Sophomore students. Required of Freshman College Preparatory students. Five periods a week.

COURSE II. HISTORY OF ENGLAND. The political, social and religious elements in the growth of the English people. England's advance as a world power and her Colonial development. Parallel Reading is done in English II and III.

Open to Sophomore, Junior and Junior Middle students. Five periods a week.



Founders Hall

North Front Hall

Fidelity Hall

NASHVILLE FRONT, WARD-BELMONT

COURSE III. AMERICAN HISTORY AND CIVICS. A careful study of the growth of the American people and their forms of government.

Open to Junior Middle students, and by special arrangement to Junior and to Senior Middle students. Five periods a week.

COURSE IV. CURRENT EVENTS. An introductory study of present-day history through periodical literature. The aim is not only to keep the student informed on important political, economic, scientific, and religious affairs of the present, but to develop sufficient intelligent interest to make such reading a fixed habit.

Open to all students who have had Course I or II. Two periods a week.

COURSE A. MODERN EUROPEAN HISTORY. A general course from the time of Charlemagne to the present. The earlier period will be given largely in outline and by lectures. Careful study of the Mediæval church, the Renaissance, the Reformation, the rise of Prussia, Russia, etc., and the French revolution. An outline of European History since 1815, by lectures. Lectures, class recitations, intensive reading, individual reports. Correlation with other courses, especially English D and History of Art.

Open to Senior Middle and Senior students. Four periods a week.

COURSE B. NINETEENTH CENTURY HISTORY. Europe since 1815. The growth of constitutional government, the rise of various nations of Modern Europe, European international relations, the Eastern question, etc. American History for the past twenty years in its relations to other countries. Current events. Correlation with English E and History of Art is kept in mind.

Open to all students who have had Course A or its equivalent. Four periods a week.

History and Appreciation of Art.

The value of the work in this course is twofold. It is a part of the record of human development and so a humanitarian and mental discipline subject, as is History proper. It is also a study of the laws underlying artistic effect, and as such has a distinct culture value. Both phases of the subject receive careful consideration. The work is done by means of illustrated lectures, printed outlines, reproductions, stereopticon slides, projectoscope, etc. Extensive reading and individual reports required.

The rise and development of architecture, sculpture and painting from the earliest periods through the Renaissance will be studied with emphasis on the Greek and the Renaissance periods.

Open to all students who have had, or are taking, History A, or its equivalent. Open also to students in special departments under certain conditions. Particularly recommended to Art students. Four periods a week.

History and Appreciation of Music.

This course is especially valuable for a student who wishes to broaden her knowledge of musical literature and to develop an intelligent appreciation of serious composition.

Open to all music students and Senior Middle elective in scientific and general courses. Two periods a week.

Economics and Sociology.

The purpose in this department is to teach the fundamental principles of both economic and sociological science in such a way as to develop an intelligent interest in public affairs, to insure some understanding of the laws underlying the welfare and progress of society, and to inculcate the desire to apply these principles to the duties of enlightened citizenship.

Course A. Introduction to Economics—This course is designed to lead the student to an investigation of economic principles, to introduce her to the economic problem in the modern state, and to train her to think clearly on economic subjects. It will treat of the conditions determining prices, land values, wages, profits and standards of living, of certain topics of applied economics, such as the tariff, banking, and trusts, and of problems of labor and industrial organization.

Open to Senior Middle and Senior students. First Semester. Four periods a week.

Course B. General Sociology—This course is designed to make the student familiar with the origin, principles and methods of sociological science, as well as with the social elements, forces and processes. Social movements and Social Service, as Charity, Corrective Reform, and Constructive Work will be considered with the purpose of giving a general view of the institutions and agencies of personal philanthropy and of environmental betterment.

Open to Senior Middle and Senior students. Second Semester. Four periods a week.

Latin.

The work of the first four years in this department is designed not only to give the student a thorough knowledge of forms and syntax, and the ability to apply this knowledge in accurate reading of the texts assigned, but also to increase the student's vocabulary and insight into words and develop a feeling for the structure and thought of the language. Use is made of photographs, the projectoscope, and reference readings to illustrate Roman life and Mythology. The courses of the last two years are intended to secure the ends of rapid and accurate reading, an acquaintance with the masterpieces of Roman Literature, and a correct appreciation of the place of Rome in the history of civilization.

Course 1 (a)—Beginner's Latin. Easy Reading.

Sub-Freshman. Five periods a week. (Note.—The Sub-Freshman course is offered for those who would best spend two years in preparation for Caesar).

Course 1 (b)—The Essentials of Latin. Regular first year work. Freshman. Five periods a week.

Course II.—Caesar. An equivalent of Books I-IV. Prose Composition based on text. Grammar systematically studied in connection with prose.

Sophomore. Five periods a week.

Course III.—Cicero. The Cataline Orations, the Manilian Law, Archias. Prose composition based on text and syntax throughout the year.

Junior. Five periods a week.

Course IV.—Vergil: Books I-VI. Required reading is assigned in Mythology. Prose composition. Review of Grammar.

Junior Middle. Five periods a week.

Course A.—Livy: Book XXI, and parts of Books I and XXII. Horace: Odes and Epodes. Prose composition and written translations of Latin into English required. Practice in reading at sight. Prosody.

Senior Middle. Five periods a week.

Course B.—Horace: Satires and Epistles; Pliny: Letters; Terence and Plautus: selected plays. Brief survey of Roman private life and outline history of Roman Literature.

Senior. Four periods a week.

Greek.

The aim of the department of Greek is to give to the student such training as will enable her to read with understanding the masterpieces of the language, and to insure to her, in the last two years especially, an appreciation of the place of Greece in civilization and of the persistent influence of Greek thought.

Course I.—Beginner's Greek.

Five periods a week.

Course II.—Grammar, prose composition. Anabasis, Books I-IV. Sight reading.

Five periods a week.

Course III.—Grammar, prose composition, prosody, sight reading. Iliad, Books I-VI.

Five periods a week.

Course A.—Plato's Apology and Crito. Selections from the Odyssey. Greek prose based on Plato.

Open to students who have completed Course III, or an equivalent. Four periods a week.

French.

The value of a good knowledge of French in studying literature, and the necessity for it in foreign travel, are appreciated, and such knowledge is provided for by the experienced native teachers in this department. Correct pronunciation is insisted upon, and facility in conversation is acquired by constant practice. To this end, French is the language of the class-room, and opportunities are also given for its use in social conversation and at French tables in the dining halls. The courses in French literature are extensive and are made more practical by the use of dictation, sight-reading, and lectures in French, on the historical development of the language. The first three courses enable a pupil to meet the maximum requirement for entrance into college. The minimum requirement for Preparatory students is met by the completion of Courses I and II, and for College Students, who have not previously studied French, by Course A.

Besides Course A, there are two College courses provided.

Course I.—Grammar: Verbs; Sym's French Reader; Daudet's *Trois Contes Choisis*; Labiche et Martin's *La Poudre Aux Yeux*. At least one hundred fifty pages.

Open to Freshman, Sophomore and Junior students. Five periods a week.

Course II.—Grammar: Verbs; Dictation; French Composition; the reading of about three hundred pages from texts such as Merimee's *Colomba*; Dumas' *La Tulipe Noir*; Loti's *Le Pecheur d'Islande*; Lamartine's *Scenes de la Revolution Francaise*; Augier's *Le Gendre de M. Poirier*; Daudet's *Le Petite Chose*.

Open to Sophomore, Junior and Junior Middle students. Five periods a week.

Course III.—Grammar: Syntax; Verbs; French Composition; Dictation; Poetry Memorized; introduction to French Literature; the reading of about four hundred fifty pages from texts such as Balzac's *Le Curé de Tours*; George Sand's *La mare au Diable*; Maupassant's *Huit Contes Choisis*; Hugo's *La Chute*; Lamartine's *Scenes de la Revolution Francaise*; Sandeau's *Mlle. de la Seigliere*.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Written and oral exercises founded on selected texts; Dictation and conversation. Rapid reading of about five hundred pages of such texts as Merimee's *Colomba*, Labiche's *Le Voyage de M. Perrichon*; George Sand's *La Mare au Diable*; Augier's *Le Gendre de M. Poirier*; Chateaubriand's *Les Aventures du Dernier Abencerage*; Lavis's *Histoire de France, deuxieme année*.

Open to Senior Middle or Senior students who have not studied French. Five periods a week.

Course B.—Grammar completed: Composition; Themes based on texts read. Rapid reading of from four to five hundred pages from Scribe et Legouvé's *Bataille des Dames*; Maupassant's *Huit Contes Choisis*; Colin's *Advanced Sight Translation*; Rostand's *L'Aiglon*.

Open to students who have completed Course A, or its equivalent. Five periods a week.

Course C.—Grammar: Composition; Themes based on the texts read; History of French Literature; rapid reading in connection with the different periods studied. Conversation.

Open to students who have completed Course III, or an equivalent. Five periods a week.

German.

Throughout the carefully graded course in German, use is made of the wealth of German poetry and prose. German is the language of the class-room, and by memory work, abstracts, and reproductions correct pronunciation is established, and appreciation and knowledge of the literature increased. The first three courses enable a pupil to meet the maximum requirement for entrance into College, while Courses I and II, open to Preparatory students, or Course A, open to Senior Middle students who have not previously studied German, fulfil the minimum requirement.

Course I.—Grammar: Composition; Drill in Phonetics; reading of at least one hundred pages of easy prose and verse, including the simple stories, Immensee and Glück Auf; Sight reading; Short Lyrics Memorized.

Open to Freshman, Sophomore and Junior students. Five periods a week.

Course II.—Grammar: Composition; Simple Paraphrasing; Poems and Ballads Memorized; sight reading; reading of at least two hundred fifty pages of German from the following texts: Stökl, Unter dem Christbaum; Hillern, Höher als die Kirche; Freytag, Die Journalisten; Gerstäcker, Germelshausen.

Open to Sophomore, Junior and Junior Middle students. Five periods a week.

Course III.—Grammar: Composition; sight reading; writing from dictation; reading of at least three hundred fifty pages of German from the following texts: Schiller, Maria Stuart or Wilhelm Tell; Heine, Harzreise; Freytag, Aus dem Staat Friederich des Grossen; Sudermann, Frau Sorge.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Prose composition; conversation and memorizing of poetry. Anderson, Bilderbuch ohne Bilder; Storm, Imensee; Heyse, L'Arrabbiata; Baumbach, Waldnovellen; Schiller, Der Neffe als Onkel; Lessing, Minna Von Barhelm.

Open to Senior Middle and Senior students who have not studied German. Five periods a week.

Course B.—Grammar: Prose composition; themes based on texts read and on History of German Literature. Sudermann, Frau Sorge; Scheffel, Ekkehart; Schiller, Wilhelm Tell or Die Jungfrau von Orleans; Goethe, Hermann und Dorothea; Wenckebach, Meisterwerke; Klenze, Deutsche Gedichte.

Open to students who have completed Course A, or its equivalent. Five periods a week.

Course C.—Grammar; Prose Composition; Themes based on texts read and on History of German Literature. Wenckebach, Meisterwerke; Klenze, Deutsche Gedichte; Goethe's Dichtung und Wahrheit; Schiller, Wallenstein; Lessing, Nathan der Weise.

Open to students who have completed Course III, or an equivalent. Four periods a week.

Spanish.

To meet the increasing demand, particularly throughout the South and West, for Spanish as a part of the school curriculum, two courses in the language are offered.

Course I.—Elementary Spanish; Grammar and Composition; Matzke's Spanish Reader: Alercon: El Capitan Veneno; Galdos: Marianela.

Open to Junior and Junior Middle students. Five periods a week.

Course II.—Grammar and Composition continued; Galdos: Dona Perfecta; Fornan Caballero: Un Servilon y un Siberalito; Valera: El Commendador Mendoza; Calderon: La Vida es Sueno; Cervantes: Extracts from Don Quixote.

Open to students who have completed Course I. Five periods a week.

Mathematics.

The work done in the department of Mathematics is closely correlated with business and the physical sciences. It is the aim also to develop in students the power and habit of concentration, of clear, consecutive, independent thinking, and of precise expression. These

aims largely determine the courses offered, and the method of their presentation. A constant effort is made to render the elective courses so valuable that they will be attractive to the average student.

Course I.—(a) First Semester. Elementary Algebra. Algebra is approached as generalized arithmetic. Much time is spent on introductory ideas. The following topics are treated: Positive and Negative Numbers, Fundamental Operations, Equations with applications to Practical Problems, Factoring and Fractions.

(b) Second Semester. Advanced Arithmetic. Review and study of some of the more difficult topics that pupils below the high school period have difficulty of mastering. The algebra is studied the first semester in order that it may be used freely to lessen the difficulty of advanced arithmetic.

Freshmen. Five periods a week.

Course II.—Continuation of Course I. (a) First Semester. Advanced Arithmetic completed. Where it seems advantageous, Elementary Algebra is used. In this way Arithmetic is made easier and the Elementary Algebra of Course I is reviewed.

(b) Second Semester. Algebra. The following topics are treated: Ratio and Proportion, Graphical Representation, Linear Systems, Elementary Treatment of Roots, Radicals and Exponents, Quadratic Equations. Many of the more familiar theorems of Geometry are introduced and made the basis of algebraic problems.

Open to Sophomores who have completed the Algebra of Course I. Five periods a week.

Course III.—Plane Geometry. The step from the simple geometric discussions in arithmetic and algebra to rigorously logical demonstrative geometry is not attempted hastily. In the beginning the heuristic method predominates. An introductory course covers the first four weeks. Algebra is used to supplement the geometry. The principles of algebra are frequently reviewed. Many original exercises are assigned.

Open to Juniors who have completed elementary algebra through quadratic equations. Five periods a week.

Course IV.—Advanced Algebra. The topics covered in elementary algebra are thoroughly reviewed and amplified. The course also comprises Synthetic Division. Graphical Methods, Progressions, Logarithms, Variation, Binomial Theorem for Positive Integral Exponents, Theory of Quadratics, Complex Numbers. Problems from arithmetic, geometry, and the physical sciences are made prominent.

Open to students who have completed algebra through Quadratics, and Plane Geometry. Three periods a week the first semester, two periods the second.

Course A.—(1) First Semester. Solid Geometry. Lines and Planes, Polyhedrons, Cylinders, Cones and Spheres are treated. Easily constructed models are used in the introductory work. Frequent references to plane geometry are made.

(2) Second Semester. Plane Trigonometry. The work consists of a Brief Review of Algebra, 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. The data for several surveying problems is obtained in the field with the transit, tape, etc.

Prerequisite, Courses III and IV. Four periods a week.

Course B.—(1) First Semester. Analytic Geometry. Graphical Representation of Points and Curves in a Plane, Determination of the Properties and Relations of Plane Curves by a study of their Equations and Graphs. The Straight Line and the Conic Sections are fully investigated. The course includes an introduction to Analytic Geometry of three dimensions.

(2) Second Semester. Differential Calculus and an introduction to Integral Calculus. Differentiation and Integration of Functions, with the usual Geometric and Mechanical Applications.

Prerequisite, Course IV and Plane Trigonometry. Five periods a week.

Course C.—History and Pedagogy of Mathematics. Designed especially for prospective teachers of elementary and secondary mathematics.

(1) First Semester. History of Mathematics. Development from the earliest times, primarily from the biographical standpoint.

(2) Second Semester. Pedagogy of Mathematics. The best educational thought of the day relating to the teaching of Arithmetic, Algebra and Geometry.

Prerequisite, Course IV and Plane Trigonometry. Four periods a week.

Science.

In solving the problems of everyday life a knowledge of the fundamental ideas of Chemistry, Physics, and the Biological Sciences is absolutely essential. In offering these courses here the aim is to develop the powers of accurate observation by aiding the student to gain first-hand information, to acquaint the student with modern scientific methods and their relation to daily living, and to lay the foundation for further work in these subjects.

Chemistry.

Course I.—Elementary Chemistry. Course for beginning students in Chemistry, including a study of the common elements and their more important compounds.

Laboratory, two double periods. Recitation, three periods. Open to Junior and Junior Middle students.

Course A.—General Chemistry. A college course in Inorganic Chemistry.

Laboratory and Recitation, three double periods. Lecture, one period. Open to Senior Middle and Senior students.

Course B.—Organic and Household Chemistry. The chemistry of foods preceded by an introduction to Organic Chemistry.

Prerequisite, Course I or A. Required of second-year students in the Department of Home Economics.

Laboratory and Recitation, six periods. Lecture, one period. Open to Senior Middle and Senior students.

Physics.

Course I.—An elementary course in Physics dealing with the laws and properties of matter and covering the subjects of sound, heat, light, electricity, and magnetism.

Laboratory, two double periods. Recitation and Lecture, three periods. Open to Junior and Junior Middle students.

Physiography.

The earth and its relation to man, with a short course in the study of minerals.

Five periods a week. Open to Freshman and Sophomore students.

Biology.

Course I.—Zoology. An introduction to the study of animal life, including a study of both the simple and the more complex forms and the relations of animals to their surroundings.

Laboratory, two double periods. Recitation, three periods. Open to Sophomore and Junior students.

Course A.—Botany. An outline course in the study of plant life, including (1) Structure and Life History of Representative Types of the four great groups of Plants; (2) the Functions and Development of Plant Parts; field work on the winter and spring conditions of plants.

Laboratory and field work, three double periods. Lecture, one period. Open to Senior Middle and Senior students. Required of third-year students in the Department of Home Economics.

Philosophy.

The aim of this department is to make the student acquainted with the most important results of philosophical investigation and to bring these results into close connection with the needs and purposes of practical life.

Course A. Elementary Psychology: An introductory course of lectures, demonstrations and elementary experiments giving a general survey of the fundamental facts and laws of mind and the application of the psychology affecting ethics, economics, sociology and education.

Open to Senior Middle and Senior students. Four periods a week.

Course B. (1) Ethics. The aim of this course is to give to the student a comprehensive conception of the genesis, nature and realization of the ideal in human character and conduct.

(2) Aesthetics. The aim of this course is to develop in the student an appreciation of the beautiful in poetry, music, architecture, sculpture and painting.

Open to Senior students. Four periods a week.

Not offered in 1914-1915.

Bible.

Biographies of prominent Biblical characters are selected for the study of the first two years with sufficient background of Oriental life to make the sketches vivid and interesting. The object is to develop in the pupil an admiration and emulation of fine traits of character during the period in which ideals are formed. The work of the next two years presents a systematic and connected account of the main facts of Biblical history. The courses of the last two years include a survey of the development of life and thought in both the Old and New Testaments. They give a deeper insight into spiritual truths and lead to a higher and more vital conception of God.

Course I.—Heroes and Heroines of Israel.

Freshman. Two periods a week.

Course II.—1. Principal Events in the Life of Jesus. 2. The Life of Paul.

Sophomore. Two periods a week.

Course III.—Old Testament History.

Junior. Two periods a week.

Course IV.—Parables and Other Teachings of Jesus.

Junior Middle. Two periods a week.

Course A.—The History of the Hebrews from the Establishment of the Monarchy to the Return from the Exile.

Senior Middle. Three periods a week.

Course B.—1. The Life of Jesus Christ. 2. The History of the Apostolic Church.

Senior. Three periods a week.

Course C.—Religious Pedagogy with Special Reference to the Sunday School.

Open to Senior Middle and Senior students who have completed Course III. One period a week.

Admission of Students to Literary Courses.

Students who have completed the usual grammar school grades, or who have finished the course of the Ward-Belmont Intermediate School, may be admitted without examination to the Freshman Class or first year of the College Preparatory Course. Those who present credentials from approved College Preparatory Schools, High Schools or Colleges may be admitted without examination on probation to the classes for which their former work seems to have prepared them.

Regulations of the Courses of Study.

Students are expected to acquaint themselves with the regulations as to courses of study. The administration officers and members of the Classification Committee are anxious to give all possible advice and aid, and to this end they invite frequent conferences, but it should be understood that for students seeking certificates or diplomas a thorough knowledge of the requirements of the course pursued is considered a prerequisite to its completion. With this knowledge, no errors in the choice of studies need occur. Elective courses should not be chosen without due regard to previous attainment and to the special course pursued.

Definition of Points.

A point in a literary subject represents five periods of forty-five minutes each per week for a year in Freshman, Sophomore, Junior, and Junior Middle classes, and four or five periods a week for a year in the Senior Middle and Senior classes. On this basis two periods a week for a year in the Senior Middle and Senior classes count a half point. Similarly, full work for one semester in which a course is completed counts a half point. A point in Music means one hour of recita-

tion and nine hours of practice a week with Theory or Harmony; in Art, ten hours of studio work a week; in Expression, one private lesson, three in class, and other collateral and assembly work each week; in Home Economics, the third year requirement in Domestic Science and Domestic Art.

Limitations in Regard to Points.

1. The number of points recommended for the average student is four. The minimum requirement of work is represented by three points. A student may take five points only by special permission of the Classification Committee.

2. No single point in a language, except French A or German A may be counted toward a certificate or diploma; and both of these courses may not be counted in the same year.

3. Not more than three points in either Music, Art, or Expression may be counted, and not more than a total of four points in Music, Art, Expression, and Home Economics. Only one such point may be counted in one school year. All such credited work must be done in Ward-Belmont, and must be approved by the heads of the departments concerned.

4. For a First Year College Certificate at least four points of the work required must have been done in Ward-Belmont.

5. For a Ward-Belmont diploma at least eight of the required points must have been done in Ward-Belmont. In the case of a student who has done equivalent college work elsewhere, exception to this rule may be made under the following conditions: Official testimonials as to such work, and a catalogue of the college, with the work done fully designated, must be furnished to the Classification Committee. They will then determine what credit—in no case more than four points—should be allowed.

6. If work represented in Ward-Belmont by a college point has been done elsewhere, but not in college, an elective preparatory point will be allowed; college credit will not be allowed, unless sufficient supplementary work is assigned in Ward-Belmont to make it equal to the corresponding College Course.

7. Courses indicated by letters are College points, those indicated by Roman numerals are Preparatory.

Classification.

The number of points of work completed at the beginning of a school year determines the class to which a student belongs. Four completed points, as found in any one of the three courses outlined below, give Sophomore Classification; eight such points, Junior; twelve, Junior Middle.

For Senior Middle standing fifteen completed points in one of the courses outlined, including all the "Required" points except one through the Junior Middle year, are necessary. Completion of a regu-

lar course of a standard four-year high school will ordinarily meet these conditions. If so, such work will entitle a student to Senior Middle standing in Ward-Belmont.

For entrance to the Senior Class, the attainment of a Ward-Belmont Diploma at the end of the school year must be possible.

Certificates and Diplomas.

The COLLEGE PREPARATORY CERTIFICATE is awarded to students who have completed the College Preparatory Course. Any modification of subjects necessary for entrance to a specified college may be allowed by the Classification Committee.

The FIRST YEAR COLLEGE CERTIFICATE OF GRADUATION is awarded to students who have completed at least 20 points in one of the three courses outlined, including all of the required points through the Senior Middle Year. Of the 20 points, 4 must represent college work.

REQUIRED POINTS.

Classical Course. $4\frac{1}{2}$ points English (including Course A); 5 points Latin; $3\frac{1}{2}$ points Mathematics (including Course A).

Scientific Course. 5 points English (including Courses A and B); $3\frac{1}{2}$ points Mathematics (including Mathematics A); 3 points Science (including at least 1 college point); 3 points Foreign Language (including at least 2 points Modern).

General Course. 5 points English (including Courses A and B); 4 points Foreign Language; 2 points Mathematics (including Course III); 1 point college Science.

The WARD-BELMONT DIPLOMA is awarded to students who have completed at least 24 points in one of the three courses outlined, including all of the required points through the Senior Year. Of the 24 points, 8 must represent college work.

REQUIRED POINTS.

Classical Course. $4\frac{1}{2}$ points English (including Course A); 6 points Foreign Language (including 5 points Latin); $3\frac{1}{2}$ points Mathematics (including Course A); 1 point college Science.

Scientific Course. 5 points English (including Courses A and B); $3\frac{1}{2}$ points Mathematics (including Mathematics A); 4 points Science (including at least 1 college point); 4 points Foreign Language (including at least 2 Modern).

General Course. 5 points English (including Courses A and B); 5 points Foreign Language; 2 points Mathematics (including Course III); 1 point college Science.

COURSES OFFERED.

College Preparatory.

First Year.	Second Year.	Third Year.	Fourth Year.
English I	English II	Mathematics III	English
Mathematics I	Mathematics II	Latin III	Mathematics IV
Latin I (b)	Latin II	Greek or French	Latin IV
History I	Greek or French or German	or German	Greek or French or German or
		Physics or Chemistry I	

Courses Leading to the First Year College Certificate, and Ward-Belmont Diplomas.

FRESHMAN.

(1) Classical	(2) Scientific	(3) General
Required:	Required:	Required:
English I	English I	English I
Latin I	Mathematics I*	Mathematics I
Mathematics I	Two Electives	One Foreign Lan- guage
One Elective		One Elective
Electives:	Electives:	Electives:
History I	History I	History I
Greek I	Latin I	Latin I
French I	French I	French I
German I	German I	German I
Physiography	Physiography	Physiography

SOPHOMORE.

Required:	Required:	Required:
English II	English II	English II
Mathematics II	Mathematics II	Mathematics II
Latin II	One Foreign Language	One Foreign Lan- guage
One Elective	One Elective	One Elective
Electives:	Electives:	Electives:
History I	Physiography	Latin
Greek	Zoology	French
French	History I	German
German	Latin II	History I
Zoology		Zoology

*Note.—Students entering above the Sophomore year, who have completed Elementary Algebra through Quadratics, are not required to take the Arithmetic of Courses I and II. In this case one point credit is given.

JUNIOR.

Required:	Required:	Required:
English III	English III	English III
Mathematics III	Mathematics III	Mathematics III
Latin III	Zoology or Physics	One Foreign Lan- guage
One Elective	One Elective	One Elective

Electives:

History II
Greek
French
German
Zoology
Physics
Chemistry I

Electives:

History II
Latin
French
German
Spanish I
Music, or Art, or
Expression

Electives:

History II
Latin
French
German
Spanish I
Zoology
Physics
Music, or Art, or
Expression

JUNIOR MIDDLE.

Required:

English IV
Mathematics IV
Latin IV
One and a half points
Elective

Required:

English IV
Mathematics IV
Physics I or Chem-
istry I
One and a half points
Elective

Required:

English IV
One Foreign Lan-
guage
Two Electives

Electives:

History III or IV
French
German
Greek
Physics
Chemistry I

Electives:

History III or IV
Latin
French
German
Spanish II
Music, or Art, or Ex-
pression

Electives:

History III or IV
Latin
French
German
Spanish II
Mathematics IV
Physics
Chemistry I
Music, Art or Ex-
pression

SENIOR MIDDLE

(1)

Classical

Required:

English A
Latin A
Mathematics A
One and one-half
points elective

Electives:

History A
English B
Greek A or B
French A, B or C
German A, B or C
Biology A
Chemistry A or B

(2)

Scientific

Required:

English A and B
Mathematics A
Biology A, or Chem-
istry A or B
One Elective

Electives:

History A
French A, B or C
German A, B or C
History of Art
History of Music
Economics
Sociology
Music, or Art, or Ex-
pression, or Home
Economics (third
year requirement
in Domestic Sci-
ence and Domestic
Art)

(3)

General

Required:

English A and B
Biology A, or Chem-
istry A or B
Two Electives

Electives:

History A
Mathematics A
Latin A
French A, B or C
German A, B or C
History of Art
History of Music
Economics
Sociology
Music, or Art, or Ex-
pression, or Home
Economics (third
year requirement)

SENIOR.

Required:

Latin, or Greek, or
French, or German
Chemistry A or Biol-
ogy A (if not al-
ready taken)
Two Electives

Required:

Biology A or Chemis-
try A or B (unless
four points of Sci-
ence have been pre-
viously taken)
Electives, to complete
four points)

Required:

Four Electives

Electives:

English C, D, E or F
History A or B
Mathematics B or C
Latin B
Greek A or B
French A, B or C
German A, B or C
Psychology
Economics
Sociology

Electives:

English C, D, E or F
History A or B
Mathematics B or C
French A, B or C
German A, B or C
Psychology
Economics
Sociology
Music, or Art, or Ex-
pression, or Home
Economics (third
year requirement
in Domestic Sci-
ence and Domestic
Art)

Electives:

English C, D, E or F
History A or B
Mathematics B or C
Latin A or B
French A, B or C
German A, B or C
Chemistry A or B
Biology A
Economics
Sociology
Psychology
Music, or Art, or Ex-
pression, or Home
Economics (third
year requirement)

II. SCHOOL OF EXPRESSION.

This department offers to the special and general student an opportunity for thorough and scientific training in Expression. Its aims are: To help the student to "find herself," and to realize her powers and possibilities; to give such training as will develop her individuality; to train the voice and body to act in co-ordination with the mind; to teach the student how to think safely and strongly, how to read intelligibly and effectively, to familiarize her with what the master minds of the world have done toward expressing their ideas, to teach her to act a part without being mechanical and to represent a character without apparent effort or art, to prepare young women for effective work as readers and teachers of Expression and Literature, and to teach them to take their places at home or in their profession as true women.

A weekly class lesson in Voice Training and Poise of Body is offered to all boarding students without extra charge.

The work of this department is arranged below to cover four years, but it may be so combined as to be completed in three. The Special Certificate in the School of Expression is awarded to those who complete satisfactorily the first three years of the prescribed course, and the Diploma is awarded those who complete satisfactorily the entire four years' course.

Our special catalogue of the School of Expression contains full information.

First Year.

Qualities of Voice, Oral English, Principles of Training, Pantomimic Problems, Recitations and Personal Development, Harmonic Gymnastics, Extemporaneous Speaking, Dramatic Rehearsal (Farce), Beginnings of Literature (Story Telling), Informal Recitals, English IV-A, Physical Training.

Second Year.

Qualities of Voice, Oral English, Principles of Training, Pantomimic Problems, Harmonic Gymnastics, Dramatic Rehearsal (Comedy), Public Speaking, Dramatic Criticism, Dramatic Thinking (Shakespeare), Browning and the Monologue, Informal Recitals, English V-A, History IV, Physical Training.

Third Year.

Voice Training, Visible Speech and Articulation, Dramatic Rehearsal (Comedy and Modern Drama), Pantomimic Problems, Harmonic Gymnastics, Vocal Interpretations, Rise of the Drama, Epochs of Literature, Platform Interpretation, Imagination and Dramatic Instinct, English VI and VII, Psychology I, Physical Training.

Fourth Year.

Voice Training, Vocabulary of Delivery, Dramatic Rehearsal (Comedy and Modern Drama), Interpretative Expression, Creative Expression, Methods of Teaching, Platform Art (Original Arrangements), Aesthetic Movements, History of Costume, Pageantry, English X and XI, History of Education, Physical Training.

Course I. (a) Voice Training: Reading with reference to a good use of the voice and a clear, direct giving of the thought; problems; poise and bearing, exercises for freedom of body from constriction.

(b) Creative Expression: Extemporaneous speaking; recitations to develop personality; principles of training through problems; dramatic rehearsal in farce to develop freedom in thinking.

Open to students who have completed English III.

Course II. (a) Responsiveness, ease, freedom, purity, mellowness, decision; methods of work by showing relation of mind and voice.

(b) Creative Work: Dramatic interpretation and training of the imagination. Story telling, literary interpretation, platform art, dramatic rehearsal (comedy). Pantomime in problems and readings.

Open to students who have completed Course I.

Course III. (a) Voice Training: Resonance; use of voice in conversation and narrative; visible speech; dramatic rehearsals (comedy); development of imagination.

(b) Creative Work: Impersonations in Browning's Monologue and original arrangements from modern literature or drama; vocal interpretations of the Bible; drill in methods; pantomimic problems and rehearsals for criticism; public presentation of original arrangements; study of modern drama.

Open to students who have completed Course II.

Course IV. Interpretative Expression: Primary forms of literature; fables, folk stories, allegories, lyrics, old ballads, conversation and story telling. This course is designed for students of mature minds who do not wish to take the regular courses, but desire assistance in interpreting particular forms of literature. One period a week.

Course V. Creative Expression: Interpretation of forms of poetry, or of modern drama. This course is similar in design to Course IV, and is open to students of the same maturity. One period a week.

Course VI. Creative Expression. A study of dramatic thinking; the forms of the drama; dramatic rehearsals from the sixteenth, eighteenth, nineteenth centuries, and modern plays; impersonations or platform interpretation, and a study of the monologue. Open to students of mature mind who have completed Course V. One period a week.

Course VII. Voice Training: Harmonic Gymnastics; practical problems for voice, body and imagination. This course is designed for public school teachers, or for those purposing to become such, for those actively engaged in club work, or in any position where public speaking is a necessity. One period a week.

Course VIII. Pageantry: Community festivals; correlation with history; music, art, folk-dancing and domestic art; the development of allegorical and historical pageantry. One period a week.

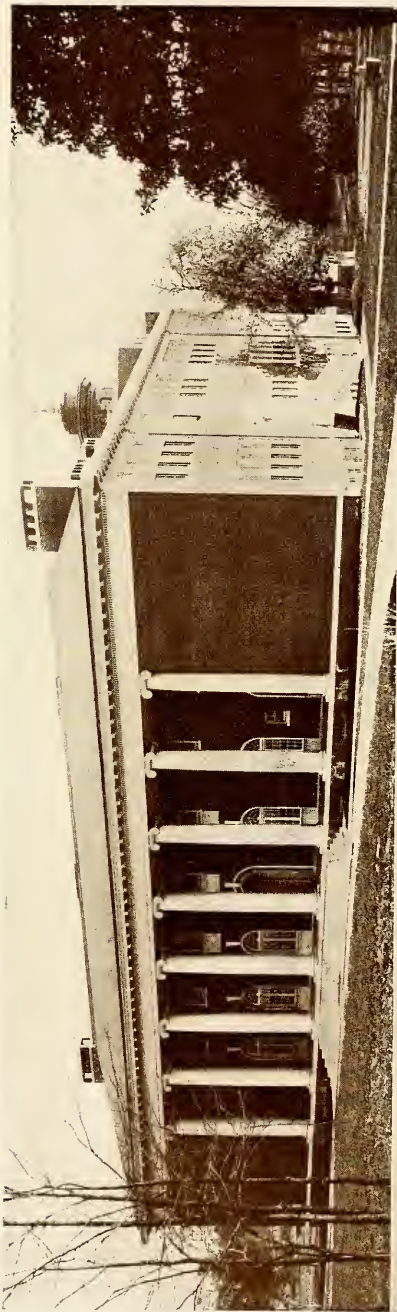
Course IX. Children's Course. The utilization of childish aptitude in imagination, song, fancy dancing, handcraft and rhythmic speech; oral interpretation of folk tales, lyric ballads, epic and dramatic poetry; the development of character through the dramatization of familiar stories.

III. THE SCHOOL OF ART.

The creative power, which, in a greater or less degree, is the possession of every human soul, should be recognized and cultivated, and that appreciation developed which is the beginning of all growth of Art. The study of Art involves the training of the eye, mind and hand, and that exercise of both skill and judgment which makes for power in an individual and creates efficiency no matter what the calling may be. Thus understood, the study of Art should have a place in every liberal education. The Ward-Belmont studios are in the new Administration and Academic building, and embrace five large rooms with excellent light. In addition to the regular studio equipment, an interesting library of art books and an extensive collection of plates and prints are maintained. Frequent lectures are given on the galleries of Europe and of America, and a careful study is made of the composition and technique of the greatest masterpieces. A student who wishes to specialize in Art is heartily advised to elect History of Art, a systematized study of the history and appreciation of Art. In every branch of the School of Art the object is to make the pupil proficient and to give her a foundation upon which she can build. The methods of instruction are varied, and are such as have been found to be the most efficient in developing the possibilities of each student, and in giving her the means of artistic self-expression.

Studio Classes.

I. Elementary—This work includes still life studies arranged for the beginner, for the drawing of which either charcoal or colored chalk is used, flower studies in chalk and cast drawing in charcoal. The first steps in the appreciation of form, proportion and values are taken in this course.



Academic Building
Pembroke Hall

II. Cast Drawing—The cast model is used for the study of light and shade and line. Careful attention is given to proportion and to the construction of the human head and figure. The pupil is advanced to the life class as soon as these first difficulties have been overcome.

III. Oil and Water Color Painting—Facility in the use of oil and water colors is gained through still life and flower studies. As soon as the student is familiar with her medium, she is encouraged to undertake the more difficult work with the costumed model. Drawing is not overlooked in the painting classes, but a most rigid attention is paid to proportion and line.

IV. Life Drawing—The costumed model is used daily in the life drawing class. After becoming familiar with their materials, students are encouraged to begin work in this most interesting branch of Representative Art. The models are posed to help the pupil in the study of both composition and illustrations, and studies are produced in all the different mediums—oil, water color, chalk, pastel, pen and ink, charcoal and clay. Quick sketching is practiced frequently, and is most beneficial for all students, and for those making a specialty of illustration it is excellent training in character drawing.

V. Clay Modeling—Clay modeling is taught by the use of casts and living models. Especial attention is given to casting in plaster and its treatment with color.

VI. China Painting—China painting may be undertaken by those who are sufficiently advanced in drawing and design.

VII. Pen Drawing—Pen drawing is of special use to those desirous of becoming illustrators. A good foundation in drawing and values is necessary. Use is made in this class of casts, still life, flower studies and costumed models.

VIII. Pottery—A class in pottery offers opportunities to build, decorate, and glaze the pupil's own conceptions. A study is made of the compositions and uses of the different clays and glazes. A kiln is part of the equipment of the department, and the firing of pottery and china is taught.

IX. Outdoor Sketching—The campus offers ample opportunities for outdoor sketching. Application is made of the principles of composition, values, perspective and color.

X. Design—One day in each week instruction is given in the fundamental principles of design. The study tends to develop original thought, stir up latent ideas and induce activity of the imagination. Various applications of these principles are made by the entire class, to borders, rugs, book covers, stenciling, wood block printing, etc. The most advanced students design practical and artistic furniture and study methods of interior decoration. This class is required of all Art students.

XI. Etching—A room well equipped with a hand press and all the conveniences for etching enables the advanced student in drawing to apply this knowledge in a practical way and to enjoy this most fascinating and attractive form of Art. The beauty of line and tone is expressed in landscapes as well as in sketches from the life model, the colored inks giving a charm and variety to the many prints made from one plate.

IV. SCHOOL OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It

is more than a complete modern Conservatory of Music—it offers to music students what all of them need, supplementary work in English, French, German and Literature. The “mere musician,” the talented player or singer who lacks general education, will be tomorrow more than ever before at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede but should continuously accompany musical studies; and schools of music are seeking what we have already at hand, intimate affiliation with literary class-room work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician. Our musical faculty is now probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers. No novices are employed. Pianoforte, Voice, Violin and other stringed instruments, Pipe Organ, Theory, Harmony, Composition, the History and Literature of Music, Interpretation, Ear Training, Sight Reading and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student and Artist Recitals, all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere, is possible nowhere except in a large school, where musical education is seriously undertaken by a faculty composed of tested professional musical educators. Frequent student recitals are given, as are recitals and lectures by the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world’s greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city. Certificates and diplomas are conferred for finished work in this school.

Our Special Music Catalogue gives full information.

CURRICULA OF THE SCHOOL OF MUSIC

Requirements for Certificate

Teachers’ Certificate in Piano Technic

1. Major Scales (minimum speed, four notes to M. M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion.
2. Minor Scales: Harmonic and Melodic, played with both hands in parallel and contrary motion; Thirds; Sixths; Tenths.

3. Diatonic and Chromatic Scales in velocity, in varied rhythms and illustrative of the legato, staccato and portamento touch; arpeggios in combined rhythms; illustrations of musical embellishments.

4. Chords: Major, Minor and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves. Patterns of harmonic successions modulating through all keys.

5. Arpeggios. In various forms and harmonic successions.

6. Double Thirds: Major and Minor Scales (each hand alone).

7. Octaves. Scales and Arpeggios in various touches and rhythms.

History.—The candidate must have had two years in Music History, must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations; and must be able to outline satisfactorily the evolution of the piano, piano literature, and piano technic.

Harmony.—The candidate must be able to harmonize any figured bass or any melody, to extract the figured bass from two classical compositions, one to be a slow, the other a fast movement from a Mozart or Beethoven Sonata; to modulate between any two keys by various means, and to transpose any hymn or any ordinary composition.

Repertoire, Not Necessarily Memorized.—(May be presented in four divisions and during two successive years.)

Two complete Sonatas of Beethoven, one of which the candidate must have prepared independently; eight other movements selected from the more difficult Sonatas of Mozart and Haydn; one slow and one fast Concerto movement; more than half of Bach's two-part Inventions and four of his three-part Inventions; also most of Haberbier Opus 53; selections from Mendelssohn and Schumann; also from Chopin's Preludes, Mazurkas, Nocturnes and Valses, Cramer Studies and Czerny Op. 740; and six recital pieces of about the fourth grade.

Sight Reading.—The candidate must be able to play at sight the easier selections from Mozart's and Haydn's Sonatas and Mendelssohn's Songs Without Words; accompaniments for advanced violin and vocal music; any part of moderately difficult works arranged for piano ensemble.

Pedagogy.—The candidate for Teachers' Certificate in Piano must have had two years in Pedagogy and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory and fundamental harmony; also to assign studies and pieces to students of various grades. The candidate must be able to discover in the playing of pieces incorrect notes, rhythm, fingering, phrasing and pedalling.

Candidates for the Teachers' Certificate in Piano must announce themselves to the Director of Music at the opening of the year, and in addition to regular work under their respective teachers, are required to take with him a year's course of at least one lesson a week in Interpretation and Technic.

Requirements for Certificate in Piano.

Technic.—1. Major Scales (minimum speed: four notes to M.M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion (speed: four notes to M.M. 104).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed: four notes to M. M. 104).

3. Diatonic and Chromatic Scales, in varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

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

5. Arpeggios in various forms on Major and Minor Triads, Dominant and Diminished Seventh Chords.

6. Double Thirds: Major Scales (each hand alone).

7. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the Construction of Triads and Seventh Chords, their inversions and thorough-bass figures. The candidate must be able to recognize by sound fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads (not containing a modulation).

History of Music.—The candidate for the certificate must have had one year of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns; either part of a moderately difficult Duet (Kuhlau or Diabelli Sonatas, for instance); accompaniments for moderately difficult songs or violin solos.

Repertoire, Not Necessarily Memorized.—One complete Sonata consisting of three or four movements; four other standard classical pieces or movements from Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; six polyphonic pieces, two of which to be three-part Inventions; selections from Mendelssohn's Songs Without Words, Chopin Preludes and Mazurkas, Haberbier and Cramer Studies. All to have been studied within two successive years, and may be presented in four divisions during that time.

Memorized Repertoire.—The candidate for the certificate must have at least six solos, one of which shall be strictly classical, one polyphonic, and four either semi-classical or modern, all to have been acquired within twelve months preceding examination.

Sight Singing.—The candidate for certificate must have had one year in Ear Training and Chorus work.

Pedagogy.—The candidate must have had one year in Pedagogy.

Requirements for Certificate in Violin.

Technic.—1. Major Scales, three octaves; and Minor Scales, two octaves (minimum speed, four notes to M. M. 100).

2. Scales illustrative of legato, spiccato, martele, staccato and long held tones, crescendo and decrescendo.

3. Arpeggios, grand, in three octaves, in various bowings.

4. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight. Duets by Pleyel Mazas, or Sonatas of same grade of difficulty.

Memorized Repertoire.—The candidate must have at least six solos, representative of grades IV and V, one of which must be a principal movement (first or last) of a concerto by Rode, Hollander, Sitt, De Beriot, or another of equal standard. In addition to the memorized repertoire, the candidate must present a Sonata for Violin and Piano,

not necessarily memorized, but all to have been acquired within the twelve months preceding examination.

The candidate must have studied Mazas, Op. 36, Vols. 1 and 2, Dont (preparatory to Kreutzer) and Kreutzer's exercises.

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

The candidate must have attended orchestra or ensemble rehearsals for at least one session, must be able to play on the Piano accompaniments to solos of medium difficulty, and must have finished the second grade in Piano.

Requirements for Certificate in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for the Certificate in Voice must be able to sing: The Major Scale and the Melodic Minor Scale upward or downward from a given tone; exercises for the flexibility of the voice (diatonic progressions on Major Scales), four notes to M. M. 92; Arpeggios on Major and Minor Triads within the compass of a tenth; any major or perfect interval above or below a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Major Scales; (b) Crescendo and Diminuendo on single tones; (c) Fundamental Phonetics; (d) the art of Singing Recitative.

The Memorized Repertoire must contain at least six solos, one of which must be from Opera and one from Oratorio, and the others to be of like standard, all to have been acquired within the twelve months preceding examination. The requirements in Harmony, History of Music, Sight Singing and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a given hymn, any song not containing distant modulations, must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the second grade in piano. The candidate must have had one year in Pedagogy.

Requirements for Certificate in Organ

Technic.—The requirements in manual technic are the same as in piano, excepting that the range of scales and arpeggios is adapted to the organ and that the minimum speed for pedal technic is considerably lowered.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the Construction of Triads and Seventh Chords and their inversions, and must be able: To harmonize figured basses or given melodies both in writing and at the keyboard; to modulate between related keys; to recognize, by sound, fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads and Dominant Sevenths (not containing distant modulation).

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns, and arrange and register them suitably for congregational singing; moderately difficult accompaniments for anthems and solos; short trios for two manuals and pedals; to transpose a hymn or chant one tone above or below the original key; to play at sight a quartet in vocal score, four staves in G and F clefs.

Repertoire, Not Necessarily Memorized.—Easier Preludes and Fugues of Bach. One Prelude and Fugue and one Sonata of Mendelssohn. One complete Sonata of either Guilman, Merkel or Rheinberger, and to have been prepared independently. Selections from "Church and Concert Organist." by Eddy. Ten standard compositions, five of which must be by American composers. All to have been studied within two successive years, and may be presented for examination in four divisions during that time.

The requirements in History of Music and Sight Singing are the same as in Piano.

REQUIREMENTS FOR GRADUATION

Requirements for Graduation in Piano

Technic.—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, four notes to M. M. 144); Thirds; Sixths; Tenths. Contrary motion (speed: four notes to M.M. 112).

2. Diatonic and Chromatic Scales, in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

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

4. Arpeggios on Major, Minor and Diminished Triads; Dominant and Diminished Seventh Chords, in all positions.

5. Double Thirds and Sixths: Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggios of Major and Minor Triads and Chords of the Seventh.

Harmony.—The candidate for Graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of Sevenths, Chords of Ninths, and augmented Chords in compositions; to recognize by sound all kinds of Triads and their inversions, the Dominant Seventh and its inversions; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music.—The candidate for Graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for Graduation must be able to play at sight most of Mozart's Sonatas and the easier ones of Haydn.

Repertoire, Not Necessarily Memorized.—One movement from a standard Concerto; two complete Beethoven Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; one Prelude and Fugue from Well-Tempered Clavichord; Standard Selections from Chopin, Schumann, Liszt and modern composers. All to have been studied within two successive years, and may be presented in four divisions during that time.

Memorized Repertoire.—The candidate for Graduation must have at least ten solos, one of which shall be a movement from a Concerto or a standard Sonata; two shall be polyphonic pieces, and of the remainder, some shall be semi-classical and some romantic, all to have been acquired within the twelve months preceding examination.

Sight Singing.—The candidate for Graduation must have had two years in Ear Training and Chorus work.

Pedagogy.—The candidate must have had two years in Pedagogy and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory, and fundamental harmony, and assign studies and pieces for students of various grades.

Candidates for graduation in piano must announce themselves to the Director at the beginning of the year, and in addition to regular work under their respective teachers are required to take with him a year's course of one lesson a week in Interpretation and advanced Technic.

Requirements for Graduation in Voice.

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for Graduation in Voice must be able to sing: Major and Minor Scales (Harmonic and Melodic) upward or downward from a given tone; exercises for the flexibility of the voice (trills and diatonic progressions on Major Scales), four notes to M. M. 120; Arpeggios on Major and Minor Triads and Dominant Seventh Chord within the compass of a twelfth; above or below a given tone any perfect, major, minor, diminished or augmented interval; also the Chromatic Scale upward or downward from a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Scales and Arpeggios; (b) Crescendo and Diminuendo on single tones and scales; (c) phonetics applied in several languages; (d) the Art of singing Recitative.

The Memorized Repertoire must contain at least ten solos, chosen from Grand Opera Oratorio, German Lieder and others of like standard, all to have been acquired within the twelve months preceding examination. The candidate must prepare a classic Aria independently. The candidate must have had two years in Pedagogy and be prepared to demonstrate lessons in voice placing, breath control and phonetics, and assign studies and songs to students of various grades.

The requirements in Harmony, History of Music, Sight Singing, and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a hymn, any song not containing distant modulations, and be able to play hymns and accompaniments to more advanced songs, on the piano.

The candidate for graduation in Violin or Voice must have finished the third grade in Piano.

Requirements for Graduation in Violin.

Technic.—1. Major Scales, three octaves, and Minor Scales, two octaves (minimum speed: four notes to M. M. 120); Minor Scales also in three octaves not necessarily so fast.

2. Scales illustrative of legato, spiccato, staccato, martele and long held tones, crescendo and decrescendo.

3. Major Scales, two octaves, in varied rhythms.

4. Scales, one octave, in thirds, sixths, and octaves.

5. Arpeggios, grand, in three octaves, in various bowings.

6. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight, Sonatas by Haydn and Mozart, the less difficult Sonatas of Beethoven and other violin music of a similar grade.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a principal (first or last) move-

ment of a modern standard Concerto; one shall be a large concert piece, and of the others, some shall be classical or semi-classical and some romantic. The candidate must also present a classic Sonata for Violin alone, and a classic or modern Sonata for Violin and Piano, not necessarily memorized, but all to have been acquired within the twelve months preceding examination.

The candidate must have studied Kreutzer, Rode, Fiorillo and Gavini's exercises.

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

The candidate must have attended orchestra or ensemble rehearsal for at least two sessions, and must be able to play on the piano accompaniments to more difficult solos.

The candidate for graduation in Violin or Voice must have finished the third grade in Piano.

Requirements for Graduation in Pipe Organ

Technic.—The requirements in manual technic are the same as in piano, excepting that the range of scales and arpeggios is adapted to the organ. The minimum speed for pedal technic (scales and arpeggios) is considerably lowered.

Harmony.—The candidate for Graduation must be thoroughly familiar with all kinds of chords; be able to harmonize any figured bass or any given melody; to modulate between any given keys in various ways; to improvise preludes and interludes freely or upon a given theme; to transpose any hymn or any ordinary composition not containing distant modulations; to recognize by sound all kinds of triads and their inversions, and the Dominant Seventh and its inversions.

Sight Reading.—The candidate must be able to play at sight trios of intermediate grade for two manuals and pedals; short selections of vocal score in four staves in C, G and F clefs; to transpose a short passage in reduced score to any key within a Major third above or below the original; to make an effective adaptation of piano accompaniment.

Repertoire, Not Necessarily Memorized.—Two advanced Preludes and Fugues of Bach. One complete Sonata of either Rheinberger, Mendelssohn, Merkel, Guilman; and to have been prepared independently; a Symphony of Widor or Lemare. Concertsatz No. 2, by Thiele. Ten standard compositions, five of which must be by American composers, all to have been studied in two successive years and may be presented for examination in four divisions during that time.

History of Music.—The candidate for graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

V. HOME ECONOMICS.

Such vital and far-reaching changes have been wrought within recent years in the economic conditions of the home that a corresponding adjustment has been effected in the entire plan of education. None of these economic changes has been more vital than the raising of the standard of housekeeping to its proper place among the sciences.

The courses in Domestic Science and Domestic Art are designed to give young women such information concerning the management of the home as will enable them to regulate, comprehensively, econom-

ically and artistically, the functions of the home, including cooking, serving, caring for the sick, marketing, menu making, food combinations and values, and to do so with absolute certainty of accurate, successful results.

The courses are carefully planned to meet two needs:

First: A Two-Year Practical Course leading to a special Home Economics Certificate for students who wish to become thoroughly acquainted with all problems that pertain to the home from both a practical and a theoretical point of view, developing efficient house-keepers and homemakers.

Second: A Three-Year Course leading to a Home Economics Diploma for those who wish to make a more thorough study of these subjects and who wish to take advanced standing elsewhere in college, university or technical school.

Our special catalogue of the School of Home Economics gives more detailed information.

Two years of work of high school grade, such as will entitle a student to Junior standing in Ward-Belmont, are prerequisite to the course outlined below. The course is arranged to cover three years, but we recommend that four years be devoted to it in order that more literary work may be included. Indeed it is best that a student taking Home Economics should work toward the completion of one of the literary courses at the same time, and that the work offered in this department should be done largely after the completion of high school work.

A Special Certificate in Home Economics will be awarded to those who have completed satisfactorily the first two years of the prescribed course, including either Domestic Art I and II, and Domestic Science I; or Domestic Science I and II, and Domestic Art I.

A Diploma in Home Economics will be awarded to those who have completed satisfactorily the entire course of three years in Domestic Science and Domestic Art, with the modification that either Domestic Art III or Dietetics may be omitted.

First Year.

Domestic Science I or Domestic Art I; Chemistry I; three electives chosen from the following: English III; French I or II; German I or II; History II; Mathematics III; Music, Art, or Expression.

Second Year.

Domestic Science I or II; Domestic Art I or II; Chemistry B; Physiology; two electives chosen from the following: English IV; French II or III; German II or III; History III; Mathematics III; Physics; Music, Art, or Expression.

Third Year.

Dietetics or Domestic Art III; Domestic Art II (if not previously taken); Domestic Science II (if not previously taken); Biology A;

two electives chosen from the following: English A and B; French A, B or C; German A, B or C; History A; History of Art; Psychology; Music, Art, or Expression.

DOMESTIC SCIENCE.

Domestic Science I. (a) **Cookery**—A study of the principles of cookery, composition and combination of food materials. Practical and experimental work. One laboratory period and one lecture period a week. Reference work.

(b) **Home Administration and Sanitation**—The planning, care, furnishing, heating, lighting, ventilating of the home. Drainage, water supply and disposal of waste from a sanitary standpoint. Study of home duties, division of income, making budgets, keeping of accounts, laundering.

One laboratory period and one lecture period for the first three quarters.

(c) **Home Nursing**—A correct method of home care of the sick. Care of patient and room, baths and bathing, sick-room methods, contagion and disinfection, first symptoms of diseases, relief in emergencies, first aid to the injured and bandaging.

One laboratory period and one lecture period a week during the last quarter.

Domestic Science II. **Practical and Experimental Work in Cookery of Foods**; planning and serving of properly balanced meals. Study of the costs of foods and marketing.

Two laboratory periods a week and two lecture periods a week. Reference work.

Dietetics. Study of the proper nourishment of the individual or groups of individuals in health and disease, including a study of the human organism and its needs at each state of development. Making out of dietary standards as influenced by occupation, age, weight, size, income, and various diseased conditions. Preparing meals to meet these conditions. Food in relation to disease, kinds of diet, invalid cookery, and preparation of trays.

One laboratory period and two lecture periods a week. Reference work.

DOMESTIC ART.

Domestic Art I.—(a) **Instruction and practice in hand and machine sewing**; the use of sewing machine and its attachments; use of commercial patterns; patching and darning.

Four laboratory periods a week.

(b) **Lectures and discussion upon History and development of textile industries**; the names, widths and prices of textile fabrics; the use and value of cotton, wool, silk and linen.

One lecture period a week.

Domestic Art II. (a) **Instruction and practice in pattern drafting**; the cutting, fitting, and making of tailored waist, lingerie waist, simple one-piece dress, and afternoon dress.

Four laboratory periods a week.

(b) **Lectures on costumes of all periods**; evolution and development of various parts of costumes. One lecture period a week.

Domestic Art III.—(a) **Modeling and designing foundation patterns in paper and crinoline**; the making of a lined blouse and a simple evening dress.

Two laboratory periods a week.

(b) Lectures and demonstrations. Lectures by a tailor.

One lecture period a week.

(c) Practice in making and covering of frames; the preparation of bindings, milliner's folds, bows, ribbon flowers, etc.; making and trimming at least one hat.

Two laboratory periods a week.

SECRETARIAL WORK.

Mere stenographic work opens too narrow a field of activity and usefulness for many of the women of general education who must earn their own livelihood. Latterly, however, the cultured and capable stenographer has made a field for herself, and for this profession, the profession of secretarial work, we are undertaking to equip such of our students as expect to enter the business or professional world with their own fathers or in other capacities where the highest order of intelligence is required and the finest virtues are honored. In this course shorthand and the touch typewriting system are taught by practical experts. Several gifted teachers, one of whom formerly held for years a position in one of the leading business colleges of America, give complete two-year courses in typewriting, office methods, and the art of shorthand writing, the Benn Pitman method, with assimilation of practical principles from Graham, Munson and later authors. Drills are given in adaptation of shorthand writing to home life, school work, lecture courses and commercial offices, as is instruction in all forms of typewriting.

Phonography.

First Year.—Grammar, Spelling, Word Analysis. Drills in Phonetics. Principles of phonography. Constant drills and analysis of shorthand outlines, sight reading of shorthand, speed reading of shorthand, speed dictation embodying application of daily and previous acquirement of Principles.

Second Year.—English Composition and Literature. Principles of Phonography in all ways of application completed. Practice in reading at sight. Dictation. Special training in shorthand preparation for stenographic service in scholastic institutions, insurance, real estate, and law offices.

Typewriting.

Touch System. Keyboard drill, word drill, capitals and paragraphing, letter drill, tabulation, finger drill, forms of address, specifications and legal forms.

PHYSICAL EDUCATION.

The building of the body, its training for both utility and grace, and its protection from disease and weakness, make the department of Physical Education one of the greatest importance. The new gymnasium, the swimming pool, the tennis courts, the basket-ball and hockey fields, provide ample equipment for conducting this important work. The swimming pool, twenty-three by fifty feet, is constructed of white tile, and equipped in most modern fashion for con-

venience and sanitation. Physical training is given free of charge to boarding students, and is required of them for at least two periods a week in every year. A thorough examination will be given each student at the beginning of the session, and all measurements taken will be preserved. All work is done under expert supervision, and students are carefully advised as to when to take exercise, how and how much.

The work of this school includes various departments. Practical gymnastics, gymnastic games, and fencing form an important part of the indoor work. The value of aesthetic movements and of folk games and dances as a means of acquiring grace, has been recognized of late years, hence these are included in the course. As part of the required work, every pupil physically fit to do so is expected to learn how to swim. Another and very important branch embraces practical work in outdoor games, basket-ball, hockey, and field day exercises. Because of the greater hygienic value of outdoor exercise fully two-thirds of the work is done in the open. Frequent opportunities are afforded for horse-back riding. Throughout the department the exercises are suited to the precise needs of the individual pupil, and the constant aim is to bring each girl nearer the physical ideal.

The required work consists of two class lessons per week in Gymnastics.

One lesson in swimming and two practice periods are elective.

Distinctive Ward-Belmont Merits.

Intelligent watchmen constantly on duty.

Splendidly equipped Domestic Science laboratory.

Steam heat, modern plumbing and city sewerage.

One resident teacher for every ten resident students.

Food and milk supplies regularly inspected by city officials.

Hot and cold water baths on each floor and in many bed-rooms.

Up-to-date gymnasium, with shower baths, and perfect swimming pool.

Elegant, light, airy dining halls, and scientifically equipped kitchen and bakery.

Handsome new dining hall and roof garden among the year's improvements.

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

A Travel Club for summer touring in Europe and America is maintained by the school.

Most expensively maintained faculty, handsomely equipped buildings and beautifully planned grounds.

Most modern and beautiful Academic building, for recitation uses alone, perfectly lighted, heated and ventilated.

Faculty large, skilled, and scholarly—an advantage which no smaller, or less expensive, school could offer.

Music teachers all conservatory trained under the best masters in America and Europe, their own methods being the latest and best.

Financially so independent and with such high ideals for character and culture that the unworthy and the hopelessly indolent are not retained.

Every city advantage near enough to be had with ease, and all urban dangers and temptations to dissipation of mind so remote as not to molest.

Organization of classes so systematic and the teaching force so complete that the talented are not retarded nor the less-gifted unduly hurried.

Students of proper age who have proved their absolute trustworthiness are elected to the Self-Government Roll, a wholesome modified form of student government.

The residence halls and the academic building are entirely separate, a fact which contributes in large degree to the true atmosphere of home quiet, rest and health.

Windows and doors of residence halls expensively fitted with metal weatherstrips and copper screens, thus protecting against winter cold and summer insect annoyance.

Student body of 1913-14 representative of the best homes in thirty-three States, thus affording the broadening educational advantage of a nation-wide acquaintanceship.

Every provision against fire—regular fire drills, fire escapes, fire extinguishers, fire hose, and still no fire in the buildings except in kitchens and bakery, which are practically fireproof.

Interested, self-forgetting, painstaking and conscientious work done by the teachers and kindly but resolutely required of the students. Neither superficial teaching nor carelessly reciting tolerated.

Classes just large enough to insure zestful enthusiasm and yet small enough to guarantee adequate individual attention. Thirty classrooms, besides music studios and practice rooms.

Provision is made to allow attendance upon lectures, concerts, and the wholesome entertainments that abound in this college and university capital, whither come the celebrities and artists of many lands.

Large, modern infirmary in the main building, and a remotely isolated detention hospital, both professionally superintended by trained nurses in constant attendance. Thus, and in many other ways, are life and health sacredly guarded.

Every class-room sun-lit and well ventilated, every corridor wide and airy, and every bed-room window opening on our attractive out-of-doors. Seventy-two bed-rooms have each a private bath, or are in suites of two rooms with bath between. Thirty single rooms with bath between.

With the exception of a few single rooms, which may be had at extra cost, each bed-room is for two girls, and is furnished with single beds, separate closets and the usual other comforts to which girls from cultured homes are accustomed, and which assure the dignity and privacy so essential to womanly refinement and worth.

Ward-Belmont is so much in favor with Northern patrons that practically every State north of the Ohio River boundary from New York to Oregon is represented. Since the mild climatic conditions and the high educational opportunities are alike ideal, nearly one-fourth of our student body now comes from the North.

The following thirty-three States were represented during the past year in Ward-Belmont: Alabama, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana,

Michigan, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia.

Several members of the household, called Hostesses, devote their entire time, each to the training of a limited number of girls in extra-class-room conduct and duty. The Hostess advises in all such questions as appropriateness and simplicity in dress; neatness and order in the bed-rooms, and refinement and good behavior everywhere. She visits all of the bed-rooms in her section of the buildings one or more times daily, and is always accessible for counsel during the free time of the students. In a word, she undertakes to perform the office of the refined mother in a Christian home.

The Young Women's Christian Association is supported by the faculty and participated in by most of the leading students. The religious life and training include also systematic Bible and mission study, regular Bible School work, daily devotional exercises, continuous visits by the pastors of the city, frequent special evangelistic and religious educational meetings, the encouragement of personal work, and a great variety of other methods of preserving and promoting the best religious ideals of our patronizing homes. The students are required to attend church in the city—their own churches in every instance, unless parents otherwise direct us in writing.

School girl enjoyment, pure fun that neither hurts the fun-maker nor humiliates others, is never suppressed. Girlish gaiety is not only not prohibited, it is in season encouraged. Entertainment, wholesome frolic—these are as necessary to normal young life for health and usefulness as are serious study and training; but when we work we work earnestly, and when we play we play joyously—and we do both with genuine enthusiasm, for we recognize the fact that in a school, as in the larger world, the problems and perils of leisure are greater than are those of labor, and that there is much fine philosophy in the characteristic counsel of an American ex-President, "When you play, play hard! When you work do not play at all."

Student Customs, and Suggestions to Possible Patrons.

The discipline of the school is parental, and there is no long code of laws; the pupils are encouraged to do right from principle; they are placed on their honor, and such conduct is insisted on as becomes a lady. None of the regulations and customs herein outlined are designed to take the place of the honor system, which is recognized as better than and above all law. Self-discipline develops the highest type of womanhood. In the process there have, however, grown up the following good customs; and the mere act of entrance constitutes on the part of the student her pledge of obedience and respect; and any deliberate infringement of these customs and regulations constitutes at once a double misdemeanor—violated obligation and disregard of authority:

Sunday visitors discouraged.

Plans for daily exercise rigidly executed.

Profuse or gaudy room decoration disallowed.

Four grade reports a year sent to the homes.

Borrowing and lending firmly discountenanced.

City correspondence allowed only on written request from parents.

Visitors received in the parlors, not in rooms nor residence halls.

Occasional receptions are given for the promotion of high social ideals.

Students are not to leave the campus without permission of the management.

Rooms must be left in order and beds made. Servants do the daily sweeping and cleaning.

All mail, messages and express subject to the inspection of the management.

Men callers received occasionally by written parental permission addressed to the school.

A diet table is maintained for those adjudged by physicians or the trained nurse as requiring such special care.

The management reserves the right to dismiss any pupil whose influence is felt to be bad or whose health is a menace.

Parents or guardians who register students thereby accept all the conditions in this catalogue.

Good principles and honorable conduct are conditions to certificates, diplomas, and honors.

Night study hall is open to all who wish it, and is required of those who will not study in their rooms.

Only illness, necessitating infirmary residence, is adequate excuse for absence from class or practice room, and students not well enough to study or recite must go to the infirmary.

Except where they are in the homes of near relatives non-resident pupils are required to board in the school.

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

While the spirit of true courtesy is expected in all students the details of etiquette are also emphasized.

Students who wear glasses should bring two pairs to avoid loss of time when glasses are lost or must be mended.

All articles sent by freight or express should be prepaid, and plainly and indelibly so marked before leaving home.

Visiting in the city not allowed except by written permission from parents, and should not be requested oftener than once a month.

For obvious reasons chafing-dishes will not be allowed in the student's room. A room is provided for such use.

Parents and guardians are requested not to make large allowances for spending money; it merely encourages extravagance.

Absolute promptness and regularity in response to bells constitute a part of the daily drill, a valuable element of true education.

Taste, economy, and propriety in dress are the subjects of constant care on the part of every member of our large faculty household.

Boarding students, however many "extra" or voluntary subjects they take, are expected to have at least one literary recitation per day.

Rooms in the boarding department are assigned in the order of application. There are no poorly lighted or ventilated bed-rooms.

Students who during the school year show themselves unworthy or incapable of harmonious adjustment to their environment are not invited to return.

For the sake of health and study only boxes of fresh fruit—no other eatables—are received by the young ladies even from their own homes, except at Christmas.

The utmost freedom and frankness in correspondence is accorded to and urged upon our patrons, the mutual faith of school and patron being necessary to the highest success.

A strong teacher-tutor is provided at moderate cost for students who, for physical or other reasons, need coaching to enable them to overtake, or keep pace with, the members of their classes.

All students are entered for the unexpired part of the school year and are charged accordingly, except during the first four weeks of the year, when no reduction is allowed for delayed entrance.

Close parental co-operation is hereby besought to discourage frequent and unnecessary dropping of studies and changes of teachers and recitations, habits most injurious to education and character.

Ward-Belmont is not prepared to be of service to students who, on account of ill health, do not expect to do a reasonable amount of work, or, because of disinclination, are unchangeably resolved not to work.

Besides the regular infirmary, over which a trained nurse constantly presides, we have a fully equipped isolated cottage retreat under professional auspices, for any possible case of communicable disease.

Each Music student must attend the classes in Theory or Harmony, and Ear Training, or in Pedagogy, the branches to be decided upon by her music teacher in conjunction with the director and the instructor conducting the above mentioned classes.

All permissions of parents or guardians should be written and addressed to the management, and are subject to the approval of the management. Even during the visits of parents the fact should be borne in mind that pupils are still under the regular order of Ward-Belmont.

Special Music, Art, or Expression students residing in Ward-Belmont are expected to meet the minimum requirement of sixteen recitation periods a week or its equivalent of seven hours daily work, including at least one literary subject.

Ward-Belmont can loan no money to students, our experience being that thereby extravagance would be encouraged. Drafts made by students on their homes are honored by us only upon the written request from parents or guardians. No accounts should be opened in the city.

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

It is always a pleasure to receive as visitors in our guest rooms any of our feminine patrons, but for the evident reason that the number of such visitors during the year is necessarily large, and because protracted visits hinder study, individual visits in the school cannot be expected to extend beyond two days at a time.

Trained dietitians devote their entire time to supplying our table with just the abundance and variety of wholesome food which experience proves to be necessary and adequate. Supplementary boxes of provisions from home are therefore never needed, and are usually injurious.

The school bank, with its system of pass books, deposit slips, checks and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are responsible for no funds or valuables not deposited in our vaults.

Only one holiday is allowed at Thanksgiving, and as it is appropriately observed students should not be expected to go home or to visit in the city that day. The Christmas holiday season extends for

a fortnight, and it is of the greatest importance that students stay to the last roll-call and return on time, a reward of merit, the "Christmas Roll of Honor," being given for such faithfulness. Other single holidays are given as surprises and at rare intervals, as the health or weal of the student body may require.

Parents and guardians are requested to co-operate with the school in securing good attendance. Our school year is not trying in length, and it is broken by a liberal holiday at Christmas time. Students should be on hand the opening day of school and at roll-call after the Christmas holidays, and should remain for the last roll-call before Christmas and until the student body has been dismissed after commencement. Much educational value attaches to the commencement season, and no student should miss any part of it.

Concerning Charges and Terms

In what follows, we think we have named in every instance the lowest terms consistent with the accommodations, equipment and high quality of teaching furnished. We are prepared to prove to the satisfaction of the discriminating that though Ward-Belmont is not "a cheap school," it is, in the class to which it belongs, not by any means "an expensive school." While the rates are not appreciably higher than were those of Ward or Belmont, our building equipment and pay roll are nearly double those of either school. The charges are for the whole school year, and reductions cannot be made if the patron or the student for any reason, except the long illness of the girl herself, concludes to withdraw during the year. A school is not like a hotel—vacated rooms cannot be filled during the term, and when a patron contracts for a room he expects to keep it for the year, and would have just ground for protest if it were taken from his daughter without good cause. As Ward-Belmont's rooms are much in demand before the opening, and as applicants who would take the rooms for the whole year are often crowded out by previous applicants, it is neither ethically nor legally right for an earlier successful applicant to withdraw and expect the return of fees paid or due. The vacant room becomes a loss to the school, and the fixed charges continue—teachers' salaries, heat, light, service, interest charges on a large investment, etc., etc. Hence, in accordance with the uniform custom of other reputable schools pupils are received for the entire session or part of session unexpired at time of entrance. No reduction will be made for time lost at Christmas nor during the first or last six weeks of the term; nor will reduction be made for absence during other periods, unless the student is absent on account of her own illness and for at least six weeks, when we shall divide equally with the patron the loss for the enforced absence.

Ward-Belmont has no "confidential terms," no "lower rates," and nobody is authorized by us to negotiate with prospective patrons except upon the exact figures and terms named in this catalogue.

EXPENSES AT WARD-BELMONT, NASHVILLE, TENN.

The school year consists of one term, beginning Thursday, September 24, 1914, and ending Wednesday, May 26, 1915, and the charges here named are for the whole year. While the entire year's expenses are due and payable on or before the opening day of school in September, for the convenience of patrons we accept the amount in two payments, as explained below.

An advance registration fee of \$10.00 should be forwarded with the application, which amount will be credited on the first payment on entrance.

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

Board, furnished room, steam heat, electric light, servants' attendance, plain laundry within stated limits, tuition in two or more subjects in the Literary Department, including Latin, French and German, Class Training in Poise and the Speaking Voice, Physical Education, Swimming, Use of Gymnasium and use of Library, two girls in a room.....	\$425 00
Board, etc., as above, rooms with adjoining bath, or in the corner rooms in the main building, two girls in a room.....	450 00
*Board, etc., as above, single rooms in suites of two, with bath between, one girl in a room.....	\$500 00

Due on entrance, but payable, \$300, September 24, 1914, balance January 1, 1915.

Each of the above named fees includes Physical Training and certain modern languages, both of which, in practically all other such schools, have been charged for as "extras," at a cost of at least \$50. Swimming, always an extra elsewhere, but provided for the first time at Ward-Belmont, is also included without cost, as is a weekly class lesson by Miss Townsend and assistants in Poise and Speaking Voice training, a valuable addition to our general curriculum. It is thus evident that the total sum, \$425.00, for boarders, is not only not an advance, but an actual reduction of expenses, and that, too, in spite of the fact that we have made vast additions to the equipment and faculty. Our purpose is to reduce the number of "extras," and to make no additional charge for such subjects as are required in the course, or as are needed by all. French and German are now so generally required for graduation in the best colleges, and so necessary to a good education; and physical education is so vital to the health of girls and young women, that we have determined to include both without extra charge.

Students who take work in two or more "extras" or voluntary subjects, and who cannot find time in addition for more than the required one. Literary recitation per day, will be credited with \$25.00 on either of the above mentioned sums for "board, etc."

THE ONLY OTHER FEES REQUIRED.

Due on Entrance.

Laboratory fee, for students of Chemistry, Biology or Physics (extra charge for unnecessary breakages or wastefulness)....	\$ 5 00
†Star Entertainment Course	5 00
Infirmary fee, simple medicines and nurses' attention (except when a special attendant is necessary)	3 00
Use of house linen	5 00
Fall and Winter uniform.....	30 00
Spring uniform	12 50

VOLUNTARY EXPENSES—"EXTRAS"—IF TAKEN.

CHARGES PER SCHOLASTIC YEAR.

Due September 24, 1915, but payable three-fifths on entrance, balance January 1, 1915.

Piano, individual lessons, two per week.....	\$ 90 00
Piano, individual lessons, two per week, with Mr. Henkel.....	100 00
Piano, individual lessons, two per week, with Dr. Winkler.....	150 00
Voice, individual lessons, two per week.....	90 00
Voice, individual lessons, two per week, with Mr. Washburn.....	125 00
Use of practice piano, one and a half hours per day per year (each additional hour, \$10.00)	15 00
Violin or Cello, individual lessons, two per week	100 00
Orchestra class, free to violin pupils	20 00
Theory and Ear Training.....	10 00
Harmony and Musical Pedagogy, in class, each	20 00
Harmony, individual lessons, two per week.....	80 00
Pipe Organ, two lessons per week.....	125 00
Use of practice Organ one hour per day, per year.....	30 00
Mandolin, Banjo, Guitar, each	90 00

Domestic Science, one course.....	60 00
Domestic Art, one course	40 00
Materials used in Domestic Science, each course, per year.....	10 00
Art, including all branches, two 45-minute periods per day (extra periods each, \$15.00).....	80 00
Arts and Crafts, three hours per week, per year.....	40 00
Spanish, Italian and Greek, each	30 00
French and German, free to boarding students, each	30 00
Expression, three class lessons and one private per week, or two private lessons per week.....	90 00
Expression, two class lessons per week	\$ 60 00
Physical Education and Swimming in class, twice a week, free to boarding students.....	30 00
Shorthand and Typewriting, with use of typewriter.....	60 00
Bookkeeping in classes of six or more.....	40 00
Graduation fee, for seniors.....	10 00
Certificate fee, for students entitled to certificates.....	5 00
†Church Contributions (suggestive), 15 cents a week.....	5 00

*These single rooms, when two girls occupy each of them, as they may easily do, may be had without extra charge, each occupant paying \$425.00 for board and literary tuition.

†In addition to the several really great concerts and lectures which may be heard in Nashville during the year, we have determined to bring to the auditorium of Ward-Belmont during the season ten or more of the finest and most educational entertainments in America, and at a cost of at least \$3,500. The small fee will enable the student to hear these entertainments at a rate much lower than if she paid for individual tickets.

‡Accustomed, as they are, in their home churches, to make regular weekly offerings, students who attend the Nashville churches of their own family's choice, should keep up the admirable habit. The churches, too, naturally expect it. The small sum here suggested as a minimum, will not be burdensome, and parents will naturally be inclined to encourage their daughters to continue such systematic giving.

No voluntary subject, or "extra," will be commenced for less time than four months, and if discontinued will be charged accordingly.

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

School bills are due on entrance and on January 1, and are subject to sight draft after these dates.

Clergymen in active ministerial work are allowed a discount of sixty dollars on the regular course, and twenty per cent on "extras."

For special booklets of the Schools of Music, Expression, Art, or Domestic Science and Home Economy, or for a handsome book of Ward-Belmont Views,

Address: THE REGISTRAR, Ward-Belmont, Nashville, Tenn.

Ward-Belmont Matriculates, 1913-14

Alexander, Georgia	Kentucky
Allen, Bessie H.	Mississippi
Allen, Katherine	Tennessee
Allen, Mary D.	Tennessee
Ambrose, Ellen	Tennessee
Anderson, Effie	Tennessee
Anderson, Florence	Mississippi
Anderson, Hazelle F.	Virginia
Anderson, Lillie	Kentucky
Anderson, Nannie	Tennessee
Andrews, Helen Mae	Colorado
Appelt, Lillie	Texas
Armistead, Virginia	Tennessee
Armstrong, Lucile	Kansas
Arnold, Helen	Wisconsin
Ashby, Martha	Tennessee
Asher, Margaret	Kentucky
Ashley, Otie K.	Tennessee
Atchison, Emma Morrow	Tennessee
Atchison, Lillie Morrow	Tennessee
Atkinson, Margaret R.	Kentucky
Ator, Laura	Texas
Ausmus, Mrs. David M.	Tennessee
Avary, Mattie Sue	Georgia
Bagwell, Margaret	Tennessee
Bain, Nonie	Arkansas
Baker, Eleanor Elizabeth	Texas
Baker, Eugenia	Louisiana
Baker, Gwendolyn	Tennessee
Baldridge, Frances	Texas
Ball, Rose Elaine	Arkansas
Ballard, Constance	Ohio
Barham, Martha	Tennessee
Barker, Ama Lee	Kentucky
Barker, Margaret Kane	Tennessee
Barksdale, Julia	Tennessee
Barnett, Katherine	Kentucky
Barton, Woodie	Tennessee
Basinger, Kathryn	Ohio
Bass, Orlene	Oklahoma
Batte, Jessie Lee	Texas
Beasley, Annie Hobson	Tennessee
Beaven, Elise	Alabama
Beck, Sadie	Tennessee
Bell, Beckie	Tennessee
Bell, Elmiere Marie	Florida
Bell, Florine	Tennessee
Bell, Gladys	Florida
Bell, Martha	Tennessee
Bell, Vera	Texas
Benedict, Louise	Tennessee
Bennett, Alberta	Tennessee
Betty, Mary	Alabama
Bierschwale, Margaret	Texas
Blair, Ione	Tennessee
Blair, Valere	Tennessee
Blake, Bessie E.	Tennessee
Blanton, Mary Ethel	Tennessee
Blanton, Ida Irene	Alabama
Block, Eugenia	Arkansas
Blythe, Sarah Katherine	Texas
Boardman, Carrie	Florida
Bond, Anita	Mississippi
Bonville, Josephine	Tennessee
Bouldin, Lizzie D.	Alabama
Bowers, Grace	Tennessee
Boyd, Mozelle	Kentucky
Boyd, Nancy B.	Kentucky
Boylan, Margaret	Tennessee
Bracken, Emma	Illinois
Brackin, Elene	Tennessee
Brandau, Alberta	Tennessee
Brandon, Dorothy	Tennessee
Brantley, Madge	Alabama
Brantley, Nell	Alabama
Brewster, Plurie	Texas
Briley, Roberta A.	Tennessee
Brock, Ethel	Tennessee
Brokaw, Dorothy	Kansas
Brower, Eva Lea	Tennessee
Brower, Lillian	Tennessee
Brown, Hermosa	Missouri
Bryant, Sue	Tennessee
Bryson, Eunice May	Texas
Buckner, Mary Harding	Tennessee
Buford, Rose	Texas
Burdett, Esther Lucille	Illinois
Burnham, Alice A.	Missouri
Burroughs, Mildred	Tennessee
Burton, Mrs. James K.	Tennessee
Bush, Mackie Will	Tennessee
Bussey, Carrie Dell	Tennessee
Cage, Iley Nunn	California
Cage, Una	Texas
Caldwell, Marie	Kansas
Caldwell, Mary Elizabeth	Tennessee
Calhoun, Vera	Texas
Call, Freddie	Tennessee
Camfield, Edna	Colorado
Camfield, Gladys	Colorado
Campbell, Mildred	Tennessee
Cantrell, Bess	Tennessee
Carden, Willard	Tennessee
Carlisle, Agnes	Mississippi
Carmichael, Virginia	Tennessee
Carpenter, Aileen	Texas
Carpenter, Lesta	Texas
Carpenter, Ruth	Tennessee
Carpenter, Rachel	Texas
Carr, Bailey	Mississippi
Carter, Mrs. J. A.	Tennessee
Carter, Letitia	Oklahoma
Carter, Myrtle E.	Tennessee
Cartwright, Marguerite	Alabama
Caruthers, Frances	Tennessee
Caruthers, Minnie	Tennessee
Cassidy, Elizabeth	Mississippi
Cayce, Amelia	Tennessee
Chabot, Edith	Texas
Chambers, Margaret	Tennessee
Chandler, Mary Lucile	Mississippi
Chapin, Virginia	Nebraska
Chatham, Helen V.	Tennessee
Chattin, Ora Ellen	Tennessee
Cheely, Frances	Tennessee
Chester, Elizabeth	Tennessee
Chilperfield, Margaret Ross	Illinois
Chisholm, Louise Sevier	Tennessee
Christopher, Helen	Kansas
Clark, Dorothy	Tennessee
Clark, Mary Elizabeth	Mississippi
Clark, Willie Mai	Texas
Clayton, Della	Tennessee
Clayton, Pauline	Tennessee
Clement, Elizabeth	Tennessee
Clement, Phoebe	Arkansas
Clement, Rachel	Tennessee
Cline, Helen	Tennessee
Coate, Mildred S.	Tennessee
Cochran, Mamie Taylor	Tennessee
Coffelt, Maude	Missouri
Cogdell, Consuelo	Texas
Cohen, Rosetta	Tennessee
Cohn, Bertha Eva	Louisiana
Cohn, Irma Lucile	Tennessee
Colburn, Georgia Louise	Alabama
Cole, Annette	Mississippi
Cole, M. Josephine	Tennessee
Coleman, Avalyn	Tennessee
Colley, Flora Belle	Tennessee
Collins, Bena	Florida
Colville, Elizabeth	Tennessee
Compton, Georgia E.	Indiana
Compton, Glennie	Kentucky

Compton, Nell	Tennessee	Fain, Dorothy	Tennessee
Conger, Carrington	Tennessee	Ferguson, Christelle	Louisiana
Conger, Laura	Tennessee	Fisher, Allen	Tennessee
Conley, Marion	Texas	Fisher, Pearl	Kentucky
Conway, Helen	Texas	Forrest, Marguerite	Rhode Island
Cook, Bessie	Mississippi	Forrester, Esse Permelia	Texas
Cook, Malcolm M.	Tennessee	Foster, Nettie Rose	Texas
Cooke, Mabel Helper	Tennessee	Fowlkes, Aliene	Texas
Cooper, Alberta P.	Tennessee	Fox, Marguerite Lanier	Kentucky
Cooper, Lucy Bonner	Tennessee	Frank, Helen E.	Tennessee
Cooper, Margaret	Tennessee	Franklin, Martha	Tennessee
Cooper, Mildred	Tennessee	Frazer, Warner	Tennessee
Corbett, Myrtle Beazley	Tennessee	Freeman, Lillian	Tennessee
Corley, Georgia	Kansas	Frierson, Elizabeth	Tennessee
Cornelius, Cammie	Texas	Fry, Josephine	Tennessee
Cornelius, Rebecca	Texas	Frye, Mary	Tennessee
Cornish, Nellie Fay	Tennessee	Funk, Maude	California
Cottingham, Lucile	Kentucky		
Cotton, Mary Yoxall	Tennessee	Gannaway, Julia	Tennessee
Cowden, Eleanora W.	Tennessee	Garanfo, Constance	Arkansas
Cowden, Fay	Texas	Garanfo, Mildred	Arkansas
Cowden, Ruth	Tennessee	Gardner, Elizabeth	Tennessee
Cox, Olive V.	Tennessee	Garrett, Kathleen	Tennessee
Craig, Louise	Texas	Gee, Nellie L.	Tennessee
Craig, Kathryn	Tennessee	Gentry, Rachel Jane	Oklahoma
Craig, Mary Adeline	Indiana	Gibbs, Bessie	Texas
Cramer, Miriam	Mississippi	Gibson, Lilyan Haynes	Kentucky
Crawford, Jane Douglas	Tennessee	Gillaspie, Eula Mae	Texas
Crawford, Mary Louise	Tennessee	Glass, Fannie T.	Tennessee
Crews, Franc Lucille	Tennessee	Glassell, Margaret	Louisiana
Crosby, Lillian	Illinois	Glenn, Lelia	Kentucky
Crow, Nora V.	Missouri	Glenn, Susie Ewin	Tennessee
Crutchfield, Rachel	Tennessee	Gnaedinger, Florence	Illinois
Cummins, Kathleen	Tennessee	Gold, Eliza John	Tennessee
Currey, Elmira	Tennessee	Goldman, Babette	Tennessee
Curry, Margaret	Alabama	Goldner, Beatrice	Tennessee
		Goldner, Celia	Tennessee
Dale, Frankie	Kentucky	Goldner, Irene	Tennessee
Davenport, Katherine	Tennessee	Goodpasture, Mildred	Tennessee
Davidson, Gertrude	Indiana	Gordon, Sue	Tennessee
Davies, Frances Allen	Tennessee	Gough, Gladys	Texas
Davis, Alex.	Tennessee	Graham, Elizabeth	Mississippi
Davis, Mackie	Tennessee	Graham, Ruth	Mississippi
Davis, Margaret	Tennessee	Grainger, Kate	Tennessee
Davis, Sara	Tennessee	Gray, Mrs. George	Tennessee
Dawson, Alice Virginia	Kansas	Gregory, Joyce	Tennessee
Dawson, Mary Estelle	Georgia	Greene, Emaline	Tennessee
Dennison, Mrs. A. I.	Tennessee	Greene, Mildred	Georgia
Dentice, Cecil	Tennessee	Greer, Gladys	Tennessee
Dickerson, Jennie	Tennessee	Griffin, Ethel	Tennessee
Dickinson, Helen	Tennessee	Grinter, Mary	Kentucky
Dickinson, Martha Overton	Tennessee	Grisham, Annawray	Alabama
Dilla, Geraldine P.	Indiana	Gunn, Edna	Tennessee
Dillard, Dean	Alabama		
Dorsey, Nancy	Kentucky	Hageman, Evelyn	Indiana
Dorch, Marion J.	Kentucky	Haggard, Adelaide	Tennessee
Douglas, Alberta	Tennessee	Hall, Von	Tennessee
Dowell, Ruth Boyd	Tennessee	Hall, Elizabeth	Tennessee
Drake, Elizabeth J.	Tennessee	Hale, Anne Bell	Kentucky
Drisdale, Lula	Alabama	Hall, Katherine	Tennessee
Driver, Virginia	Arkansas	Hall, Mary	Tennessee
Dunan, Anna L.	Ohio	Hambright, Hattie	Kentucky
Duncan, Clare Elizabeth	Missouri	Hamilton, Clarice L.	Tennessee
Duskin, Isabel	Alabama	Hammond, Lucy E.	Texas
Duval, Margaret Dunn	Tennessee	Hanke, Myrtle	Illinois
Duval, Mrs. Louise Butler	Tennessee	Harbeson, Bessie	Mississippi
		Hardesty, Valera	Kentucky
Early, Evelyn	Tennessee	Hardison, Virginia	Kentucky
Eba, Margaret Elizabeth	Kentucky	Harper, Willie	Tennessee
Echois, Sadie M.	West Virginia	Harris, Dorothy Drew	Tennessee
Eckhardt, Elsa	Ohio	Hart, Elizabeth W.	Tennessee
Eklund, Vendla	New Mexico	Harvey, Clara	Tennessee
English, Miss Annie	Texas	Harvey, Sylla	Tennessee
Eshbaugh, Mary R.	Illinois	Hatch, Gladys	Missouri
Eskind, Elsie	Tennessee	Hayes, Mrs. Adele	Tennessee
Eskind, Manuel	Tennessee	Hayes, Annie Lee	Tennessee
Eskind, Marguerite M.	Tennessee	Haynie, Lilas	Missouri
Evans, Frances	Tennessee	Hays, Martha	Tennessee
Evans, Mary	Tennessee	Hays, Thelma	Arkansas
Evans, Ritha	Mississippi	Head, Brenda	Tennessee
Ewell, Pauline	Tennessee	Head, Frances	Kentucky
Ewing, Llewellyn	Tennessee	Herbrick, Frank Harrison	Tennessee
Exum, Meadie	Mississippi		

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

Herndon, Lucy.....Alabama
Herron, Katherine.....North Carolina
Hetherington, Sara Ward.....Tennessee
Hewitt, Harriette.....Indiana
Hewitt, Mildred.....Tennessee
Hickerson, Lillie.....Tennessee
Hickman, May Spencer.....Tennessee
Hicks, Gladys.....Alabama
Hicks, Martha B.....Mississippi
Hicks, Mildred.....Tennessee
Higman, Helen Gertrude.....Michigan
Hill, Mary M.....Missouri
Hitchcock, May.....Tennessee
Hitchcock, Sara.....Tennessee
Holbert, Maud.....Louisiana
Hollinshead, Dorinda.....Tennessee
Hollinshead, Henry.....Tennessee
Hollinshead, Margaret.....Tennessee
Holmes, Mary Ann.....Mississippi
Holmes, Sue.....Tennessee
Hooks, Olga.....Texas
Hooks, Verna.....Texas
Hoover, Fletcher.....Tennessee
Hoover, Ida.....Tennessee
Hopkins, Mary Kate.....Tennessee
Hopkins, Sadie Lee.....Mississippi
Hopkins, Sarah.....Tennessee
Horn, Leah.....Mississippi
Horn, Vivian Marie.....New York
Houston, Annie.....Tennessee
Houston, Mary D.....Tennessee
Howe, Harriet.....Arkansas
Howell, Bessie.....Tennessee
Howse, Martha Elizabeth.....Tennessee
Hughes, Nannie Campbell.....Tennessee
Hughes, Velma.....Tennessee
Hunt, Christine.....Tennessee
Hunter, Mattie.....Tennessee

Inman, Mary C.....Kentucky

James, Ruby.....Tennessee
Jarman, Gertrude.....Tennessee
Jarman, Mamie Gordon.....Alabama
Jarratt, Frances.....Tennessee
Jennings, Gladys.....Tennessee
Jennings, Laurie.....Alabama
Jennings, Pauline.....Tennessee
Johnson, Harriet.....Tennessee
Johnson, Mary Elizabeth.....Tennessee
Johnson, Ruth.....Ohio
Johnson, Vivian.....Oklahoma
Johnston, Bess.....Tennessee
Johnston, Carrie Lou.....Tennessee
Jones, Almeda Ward.....Arkansas
Jones, Edith.....Missouri
Jones, Louise.....Georgia
Jones, Virginia.....Mississippi
Jones, Zetta.....Washington
Jordan, Jessica.....Texas
Joseph, Augusta.....Indiana
Justice, Josephine.....Tennessee

Kadel, Bertie M.....Tennessee
Kadel, Ruby.....Tennessee
Kahn, Hilda.....Louisiana
Keeble, Cornelia.....Tennessee
Keithly, Hortense.....Missouri
Kelley, Helen.....Tennessee
Kennett, Anna Luna.....Panama
Kercheval, Nancy.....Kentucky
Kiger, Vernon.....Tennessee
Killebrew, Helen.....Tennessee
Killebrew, Martha.....Tennessee
King, Gladys.....New Mexico
King, Mary Ethel.....Tennessee
King, Norine.....New Mexico
King, Norma L.....Tennessee
Kinningham, Frances C.....Tennessee
Kinningham, Thelma Clair.....Tennessee
Kinnaird, Gladys.....Kentucky

Kirby, Josephine.....Mississippi
Kirkland, Katherine.....Tennessee
Kirkman, Eleanor.....Tennessee
Klein, Morris.....Tennessee
Klyce, Frances Virginia.....Tennessee
Knox, Valencia.....Georgia

Laffoon, Laura Isabel.....Kentucky
Lahm, Irene A.....Ohio
Landis, Linda.....Tennessee
Landrith, Grace G.....Tennessee
Landstreet, Frances.....Tennessee
Lazarus, Frances.....Kentucky
League, Winifred.....Missouri
Lear, Mary Torrey.....Mississippi
Lee, Gretchen.....Tennessee
Lee, Mildred.....Missouri
Leftwich, Marian Emily.....Tennessee
Leitzbach, Elizabeth.....Illinois
Leonard, Jean Young.....Tennessee
Levering, Laurel.....Ohio
Levy, Leah Belle.....Tennessee
Lilly, Grace G.....Tennessee
Lindsey, Martha.....Tennessee
Lindsley, Henrietta.....Tennessee
List, Georgia Mae.....Arkansas
Lockwood, Bess.....Texas
Logan, Lucile.....Texas
Longacher, De Loscia R.....Indiana
Love, Myrtle.....Mississippi
Loventhal, Dorothy.....Tennessee
Lowe, Helen.....Tennessee
Lowry, Mrs. W. L.....Tennessee
Loyd, Mary Ross.....Tennessee
Lusk, Frances.....Tennessee
Lynn, Laura.....Oklahoma

Mahan, Vivian Lucille.....Kentucky
Malone, Bertha.....Tennessee
Malone, Marion.....Tennessee
Maney, Annie May.....Tennessee
Maney, Elise.....Tennessee
Manier, Sarah R.....Tennessee
Maraman, Dixie.....Tennessee
Marshall, Gex.....Illinois
Marshall, Mildred.....California
Martin, Mary Lee.....Kentucky
Martin, Mary Lee.....Tennessee
May, Roberta Lee.....Nevada
Mayberry, Sophronia.....Tennessee
Mays, Dorothea Rutledge.....Tennessee
McBride, Chloe.....Texas
McBride, Euclid.....Tennessee
McCarn, Cornelle.....Hawaii
McCarn, Mary D.....Hawaii
McCaskill, Minnie Lee.....Florida
McConnic, Agnes.....Tennessee
McClain, Bernice Maurine.....Missouri
McCown, Hope.....Kentucky
McCoy, Sessums.....Tennessee
McCray, Virginia Lee.....Mississippi
McCready, Nelle.....Oklahoma
McDearmon, Virginia.....Missouri
McDonald, Elizabeth.....Mississippi
McDonald, Octa.....Tennessee
McFarland, Bessie Harker.....Tennessee
McGill, Annie Kendrick.....Tennessee
McInnis, Ruth.....Mississippi
McKeever, Katherine.....Tennessee
McKenney, Ella H.....Kentucky
McLean, Virginia.....Tennessee
McLemore, Susie V.....Mississippi
McManus, Lois Marie.....Tennessee
McTyeir, Holland N.....Tennessee
Meiers, Marguerite.....Tennessee
Middleton, Lilburne.....Louisiana
Millender, Margaret.....North Carolina
Miller, Charlene Frances.....Tennessee
Miller, Jane.....Texas
Miller, Lucile.....Indiana
Miller, Zelma Marguerite.....Texas
Mills, Emily L.....Tennessee

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

Mizell, Georgia Hooper.....Tennessee
Mollison, Marjorie.....California
Monk, Gladys.....Louisiana
Monnish, Jeanette.....Alabama
Montgomery, Ruth.....Alabama
Montgomery, Willabeth.....Tennessee
Moody, Fanny.....Tennessee
Moore, Cammie Mai.....Tennessee
Moore, Clara Edyth.....Texas
Moore, Hortense.....Illinois
Moore, Lois.....Texas
Morawitz, Alma.....Missouri
Moreland, Maude Elizabeth.....Mississippi
Morey, Marjorie.....Wisconsin
Morris, Edna.....Louisiana
Morrow, Harriette Inez.....Tennessee
Morrow, Margaret E.....Tennessee
Morse, Corinne Louise.....Tennessee
Morton, Nell.....Texas
Moss, Ruth L.....Tennessee
Mourfield, Gladys.....Tennessee
Murphy, Margaret.....Mississippi
Murphree, Adelaide.....Alabama
Murray, Cornelia.....Tennessee
Murray, John Buchanan.....Tennessee
Myers, Dorothy.....Ohio

Naive, Beulah.....Tennessee
Nathan, Pauline.....Tennessee
Neil, Elizabeth.....Tennessee
Nellums, Edna Belle.....Tennessee
Nelms, Nell.....Arkansas
Nelson, Mary.....Tennessee
Newsom, Cathryn.....Arkansas
Newsom, Mrs. E. H.....Tennessee
Noland, Lois.....Tennessee
Noland, Margaret.....Tennessee
Nolen, Willie House.....Tennessee
Noofin, Marguerite.....Alabama
Northway, Hiley P.....Tennessee

Oakes, Laurel Harper.....Tennessee
O'Bryan, Mary.....Tennessee
O'Callaghan, Mary Thomas.....Tennessee
O'Connor, Margaret.....Tennessee
Officer, Gertrude.....Tennessee
Ogilvey, Lucile.....Texas
Onstott, Mrs. Gertrude Britt.....Tennessee
Osuna, Mrs. Andre.....Tennessee
Overall, Katrina.....Tennessee
Overall, Mary John.....Tennessee
Overall, Natalie.....Tennessee
Overbey, Mary C.....Virginia
Overstreet, Ethel.....Florida
Overstreet, Mabel.....Florida
Overton, Harriet.....Tennessee
Owens, Bessie.....Texas
Owens, Louise.....Mississippi

Palmer, Cora.....Tennessee
Palmer, Hilda Marie.....Indiana
Parker, Alice.....Missouri
Parker, Fitzgerald S., Jr.....Tennessee
Parker, Margaret.....Tennessee
Parkes, Bertie.....Tennessee
Parks, Lillian.....Mississippi
Parman, Martha Elizabeth.....Tennessee
Patterson, Bessie.....Tennessee
Patterson, Florence.....California
Pauk, Madge.....Tennessee
Payne, Ethel.....Mississippi
Pearcy, Evelyn.....Tennessee
Peebles, Corinne Sterling.....Tennessee
Penick, Mary.....Alabama
Perkins, Elizabeth.....Indiana
Petross, Irma.....Arkansas
Petter, Margaret Miller.....Missouri
Pettey, Lucile.....Texas
Phillips, Mrs. J. H.....Tennessee
Pierce, Mary.....Texas
Pierce, Minnie.....Tennessee

Pilcher, Catherine Berry.....Tennessee
Pitt, Willetta.....Tennessee
Pitts, Ruth.....Tennessee
Polhill, Ilah Guyon.....Georgia
Pound, Martha L.....Tennessee
Preston, Annie Eliza.....Kentucky
Preston, Bertha Sue.....Kentucky
Preston, Ruth Lucile.....Missouri
Price, Virginia.....Tennessee
Prince, Elizabeth.....Alabama
Prigmore, Anna Mildred.....Missouri
Proctor, Van Meter.....Tennessee
Provost, Katherine.....Tennessee
Provost, Lilla.....Tennessee
Puckett, Magnes.....Tennessee

Quackenbush, Hilda.....Illinois

Ralph, Beatrice.....Arkansas
Randolph, Celeste.....Texas
Ransom, Margaret.....Tennessee
Rawlings, Mrs. E. H.....Tennessee
Ray, Amelia Nell.....Tennessee
Ray, Sallie Maude.....Tennessee
Rebman, Mamie.....Alabama
Reeks, Betty.....Tennessee
Regen, Louise.....Tennessee
Regen, Martha.....Tennessee
Relb, Mattie Lee.....Texas
Renick, Elizabeth.....Kentucky
Rhea, Jessie.....Tennessee
Rhea, Linda.....Tennessee
Rice, Annie Hays.....Tennessee
Rice, Katherine.....Tennessee
Richardson, Mary Emma.....Mississippi
Rickman, Margaret.....Tennessee
Ridley, Sara.....Tennessee
Riebenack, Ruth.....Michigan
Rimmer, Clara.....Tennessee
Rimmer, Fay.....Tennessee
Robards, Ida B.....Tennessee
Robbins, Clyde.....Tennessee
Roberts, Mary Clifton.....Tennessee
Roberts, Martha Leona.....Georgia
Roberts, Sadie Dean.....Tennessee
Robertson, Mary Dale.....Arkansas
Robinson, Frances.....Tennessee
Robinson, Mary.....Texas
Robinson, Ruth Fenimore.....Nebraska
Roose, Gertrude.....Ohio
Rosborough, Ellie.....Texas
Rosborough, Janie.....Texas
Rose, Mrs. Gennett Fride.....Tennessee
Routt, Valois.....Kentucky
Rowland, Kate.....Tennessee
Rowland, Marion.....Oklahoma
Rucker, Rachel.....Tennessee
Rutherford, May.....Tennessee
Rutledge, Norma.....Texas

Sager, Esther Juanita.....New Mexico
Samuels, Lavola.....Kentucky
Sand, Mary Elizabeth.....Tennessee
Sanders, Anita Ladelle.....Missouri
Sanders, Frances.....Alabama
Satterfield, Lucile.....Tennessee
Satterfield, Vera.....Tennessee
Sawyer, Beulah.....Tennessee
Sawyer, Frances.....Iowa
Schloemer, Marion.....Kentucky
Schnabaum, Zelda.....Arkansas
Schureman, Louise.....Missouri
Schwartz, Elizabeth.....Tennessee
Scott, Arwin.....Louisiana
Scott, Dessa.....Kansas
Scott, Ora.....Oklahoma
Scott, Rowena.....Louisiana
Seaton, Ollie Lee.....Tennessee
Self, Dollie.....Texas
Settle, Nannie May.....Tennessee
Sexton, D. P.....Tennessee

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

Shannon, Nannie Bell.....Tennessee
 Shannon, Sarah.....Tennessee
 Sharp, Mary Louise.....Tennessee
 Shaw, Nora.....Tennessee
 Shelton, Hallie Mae.....Mississippi
 Shepperd, Ethel Houck.....Indiana
 Shoop, Mary.....Kansas
 Shiverschatz, Della.....Tennessee
 Simmerman, Winnie Davis.....Kentucky
 Simmons, Julia.....Tennessee
 Simmons, Mary W.....Tennessee
 Simmons, Mrs. N. G.....Tennessee
 Simmons, Theola.....Arkansas
 Sims, Ona.....Texas
 Skelton, Elizabeth.....Tennessee
 Skidman, Elizabeth.....Kentucky
 Skinner, Eula M.....Tennessee
 Slayden, Helen.....Tennessee
 Slayden, Imogen.....Tennessee
 Sloane, Maude Marie.....Alabama
 Sloan, Jeannette.....Tennessee
 Smith, Bertie.....Louisiana
 Smith, Bess C.....Tennessee
 Smith, Cecillia.....Indiana
 Smith, Corinne.....Mississippi
 Smith, Daisy.....Tennessee
 Smith, Dorothea E.....Indiana
 Smith, Elizabeth L.....Kentucky
 Smith, Esther Lee.....Texas
 Smith, Fay R.....Oklahoma
 Smith, Irene.....Texas
 Smith, Leda.....Tennessee
 Smith, Leonard R.....Tennessee
 Smith, Mary R.....Tennessee
 Smith, Minnie LeRoy.....Alabama
 Smith, Myrtle.....Louisiana
 Smith, Orabel.....Tennessee
 Smith, Roberta.....Tennessee
 Smith, Thomas O. H.....Tennessee
 Sorrells, Mamie.....Tennessee
 Sparks, Edna.....Tennessee
 Sparks, Kathleen.....Tennessee
 Speece, A. J.....Minnesota
 Spence, Lucile.....Tennessee
 Sperry, Ferdina.....Tennessee
 Stahlman, Margaret.....Tennessee
 Standley, Marie.....Oklahoma
 Stanley, Hattie.....Arkansas
 Starr, Jessie B.....Oklahoma
 Stebbins, Florence Lee.....Nebraska
 Steere, Sybil.....Louisiana
 Stephens, Vera.....Mississippi
 Stevens, Francesca.....Texas
 Stevenson, Lillian.....Tennessee
 Stewart, Hazel.....Tennessee
 Stewart, Marjorie.....Tennessee
 Stockell, Alice Eloise.....Tennessee
 Stokes, Adrienne.....Tennessee
 Strange, Elizabeth.....Kentucky
 Street, Frances.....Kentucky
 Street, Mary G.....Kentucky
 Street, Mary Julia.....Alabama
 Strickland, Luelle.....Georgia
 Strop, Helen Lee.....Missouri
 Strop, Lillian May.....Missouri
 Strother, Kathleen.....Tennessee
 Sturgis, Edwina.....Texas
 Sullenberger, Louise.....Texas
 Sullivan, Gypsy.....Texas
 Sumpter, Clara Wrenne.....Tennessee
 Suttle, Allie Kate.....Mississippi
 Sutton, Eva.....Missouri
 Sutton, Maud.....Missouri
 Swint, Marion.....Tennessee
 Sype, Elleen.....Illinois
 Sype, Helen.....Illinois

Taylor, Rubye Augusta.....Tennessee
 Thornton, Ann Frank.....Tennessee
 Thornton, Christine.....Mississippi
 Thornton, Mildred.....Tennessee
 Tillman, Louise.....Tennessee
 Timberlake, Kathryn.....Tennessee
 Timmons, Melinda.....Tennessee
 Tippens, Sallie.....Tennessee
 Tisdale, Roberta.....Tennessee
 Tolmie, Leron.....Tennessee
 Townes, Florence.....Mississippi
 Townsley, Lela.....Tennessee
 Tracy, Isabel Dalton.....Dis. of Columbia
 Trigg, Ruth.....Tennessee
 Trousdale, Mattie.....Tennessee
 Turnbull, Julia Isabelle.....Tennessee
 Tynes, Lucille.....Texas
 Tysor, Mary Dahl.....Ohio

Underwood, Annie Mai.....Tennessee

Vance, Ruth.....Tennessee

Wade, Lizziedine K.....Tennessee
 Wagner, Annie.....Tennessee
 Walker, Bobbie.....Tennessee
 Walker, Corinne.....Mississippi
 Wall, Fay S.....Texas
 Wall, Sallie.....Tennessee
 Walsh, Margaret.....Oklahoma
 Warden, Margaret Lindsley.....Tennessee
 Ware, Gladys.....Tennessee
 Warmath, Louise.....Tennessee
 Warner, Percie.....Tennessee
 Washburn, Elizabeth.....Tennessee
 Watkins, Mrs. T. R.....Tennessee
 Weakley, Susie.....Tennessee
 Weakley, Venita.....Tennessee
 Wear, Grace D.....Texas
 Webb, Edna Jane.....Tennessee
 Webb, Pearle.....Tennessee
 Webster, Macon.....Tennessee
 Webster, Sarah.....Tennessee
 Well, Mae Rose.....Louisiana
 Well, Marie O.....Tennessee
 Weiss, Lillian H.....Nebraska
 Welburn, Martha.....Tennessee
 Welch, George.....Tennessee
 Welch, Johnnie Ruth.....Tennessee
 Welch, Willie Mildred.....Tennessee
 Wells, Jennie.....Tennessee
 Wheeler, Elizabeth.....Tennessee
 Wheeler, Mary.....Tennessee
 Whidden, Katherine.....Florida
 Whiddon, Lucile.....Alabama
 Whipple, Grace.....Illinois
 White, Jennie D.....Texas
 White, Lucile A.....Arkansas
 White, Lurene.....Arkansas
 Whitelaw, Dorothy.....Ohio
 Whitesell, Jessie Lucile.....Tennessee
 Whitesell, Lillian Byrd.....Tennessee
 Whitlock, Florence.....Illinois
 Whitmarsh, Bess.....Arkansas
 Whorley, Louella.....Tennessee
 Wiggins, Gladys.....Illinois
 Wilcox, Jessie Belle.....Tennessee
 Wilkerson, Glenna May.....Tennessee
 Willdms, Frances.....Texas
 Williams, Anita.....Tennessee
 Williams, Bessie.....Tennessee
 Williams, Corinne.....Tennessee
 Williams, Ethel.....Tennessee
 Williams, Gertrude.....Tennessee
 Williams, Henri D.....Louisiana
 Williams, Mary.....Tennessee
 Williams, Minnie Oiga.....Tennessee
 Williamson, Frances.....Tennessee
 Williamson, Leonora.....Tennessee
 Willing, Marguerite.....Mississippi
 Willing, Vivian.....Mississippi

Willingham, Ruth.....Kentucky
 Wills, Mamie.....Tennessee
 Wilson, Alberta Weir.....Tennessee
 Wilson, Alice.....Maryland
 Wilson, Dorothy.....Tennessee
 Wilson, Ella Mai.....Tennessee
 Wilson, Gertrude.....Illinois
 Wilson, Grace.....Tennessee
 Wilson, Inda.....Tennessee
 Wilson, Jessie E.....Tennessee
 Wilson, Mary.....Tennessee
 Winkler, Margaret.....Tennessee
 Winn, Martha G.....Tennessee
 Winstead, Catherine.....Tennessee
 Winton, Dorothy.....Tennessee
 Wise, Ruth.....Oklahoma
 Witherington, Agnes.....Tennessee
 Wolcott, Edith.....Texas
 Wolfe, Gladys.....Texas
 Woodley, Alice Orlean.....Texas
 Woodley, Opal.....Texas

Woodrum, Marjorie.....Missouri
 Woods, Sallie May.....Tennessee
 Wootten, Corinne.....Oklahoma
 Wootten, Julia.....Oklahoma
 Wright, Edith.....Tennessee

Yeatman, Reba Lee.....Tennessee
 York, Ethel.....Tennessee
 Young, Addie Forman.....Kentucky
 Young, Elizabeth.....Mississippi
 Young, Kathlene.....Tennessee
 Young, Mabel.....Mississippi

Zaiser, Marguerite.....Iowa
 Zickler, Edna.....Tennessee
 Zigler, Ione M.....Louisiana
 Zimmerman, Freda.....Oklahoma
 Zwirn, Esther Geraldine.....Mississippi

Classes of 1914

GRADUATES IN THE WARD-BELMONT CLASSICAL COURSE

Ida Irene Blanton.....Alabama Elizabeth Hope McCown...Kentucky

GRADUATES IN THE WARD-BELMONT GENERAL COURSE

Lillie Cromwell Anderson...Kentucky
 Laura Ator.....Texas
 Margaret Bagwell.....Tennessee
 Eleanor Elizabeth Baker.....Texas
 Mildred Eugenia Baker.....Louisiana
 Mary Ethel Blanton.....Tennessee
 Mary Mozelle Boyd.....Kentucky
 Roberta Alverretta Briley...Tennessee
 Della Jane Clayton.....Tennessee
 Bena Bertha Collins.....Florida
 Luna Fay Cowden.....Texas
 Marian Jennings Dortch...Kentucky
 Christelle Ferguson.....Louisiana
 James Lelia Glenn.....Kentucky
 Frances Ethel Griffin.....Tennessee
 Clarice La Una Hamilton...Tennessee
 Mary Cornell Inman.....Kentucky

Almeda Ward Jones.....Arkansas
 Zetta Elizabeth Jones.....Washington
 Laurel Levering.....Ohio
 Bess Lockwood.....Texas
 Mary Chloe McBride.....Texas
 Lilburne Leigh Middleton...Louisiana
 Marguerite Zelma Miller.....Texas
 Laurel Harper Oakes.....Tennessee
 Irma Petross.....Arkansas
 Mary Dale Robertson.....Arkansas
 Marian Tipton Rowland...Oklahoma
 Lavola Samuels.....Kentucky
 Mary Shoop.....Kansas
 Elizabeth Young Skillman...Kentucky
 Fay Randolph Smith.....Oklahoma
 Orabel Smith.....Tennessee
 Lurene White.....Arkansas

GRADUATES IN THE FIVE-YEAR ACADEMIC COURSE

Mary D. Allen.....Tennessee
 Margaret Bierschwale.....Texas
 Aileen Floy Carpenter.....Texas
 Marguerite Delia Cartwright..Alabama
 Virginia Chapin.....Nebraska
 Mary Elizabeth Clark.....Mississippi
 Ava Consuelo Cogdell.....Texas
 Lucy Bonner Cooper.....Tennessee
 Clare Elizabeth Duncan.....Missouri
 Margaret Elizabeth Eba.....Kentucky
 Mary Frierson Evans.....Tennessee
 Anna Pearl Fisher.....Kentucky
 Aileen Fisher.....Tennessee
 Constance Garancio.....Arkansas
 Mary Frances Head.....Kentucky
 Gladys Hicks.....Alabama
 Mary Ann Holmes.....Mississippi

Verna May Hooks.....Texas
 Bertha Malone.....Tennessee
 Virginia Lee McCray.....Mississippi
 Pauline Elizab. McDonald..Mississippi
 Ella Hudson McKenney.....Kentucky
 Edna Belle Nellums.....Tennessee
 Margaret Miller Petter.....Missouri
 Martha Louise Pound.....Tennessee
 Margaret Guild Rickman...Tennessee
 Elizabeth Louise Schureman..Missouri
 Mary Grinter Street.....Kentucky
 Mary Julia Street.....Alabama
 Luelle Roberts Strickland...Georgia
 Evelyn Sutton.....Missouri
 Louise Clayton Tillman...Tennessee
 Lillian Harriet Weiss.....Nebraska
 Mary Agnes Witherington...Tennessee

GRADUATES IN THE WARD SEMINARY COURSE

Mary D. Allen.....Tennessee
 Annie Hobson Beasley.....Tennessee
 Elise Beaven.....Alabama
 Virginia Chapin.....Nebraska
 Francoise Cheely.....Tennessee
 Lucy Bonner Cooper.....Tennessee
 Clare Elizabeth Duncan.....Missouri
 Mary Frances Head.....Kentucky

Gladys Hicks.....Alabama
 Sarah Manier.....Tennessee
 Virginia Lee McCray.....Mississippi
 Katherine S. Provost.....Tennessee
 Linda Rhea.....Tennessee
 Dessa Marie Scott.....Kansas
 Lillian Stevenson.....Tennessee
 Mary Julia Street.....Alabama
 Louise Clayton Tillman....Tennessee

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

GRADUATES IN THE WARD ENGLISH COURSE

Mary Lucile Chandler.....Mississippi	Mildred Ross Marshall.....Tennessee
Margaret Davis.....Tennessee	Virginia McDearmon.....Missouri
Kathleen Elizabeth Garrett.....Tennessee	Mildred Porter Thornton...Tennessee
Florence Elise Maney.....Tennessee	Dorothy Wilson.....Tennessee

GRADUATES IN THE BELMONT B.A. COURSE

Frances Ethel Griffin.....Tennessee	Elizabeth Hope McCown...Kentucky
Zetta Elizabeth Jones.....Washington	Lurene White.....Arkansas

GRADUATES IN THE BELMONT SPECIAL ENGLISH COURSE

Nannie Almeda Anderson...Tennessee	Frances Virginia Klyce....Tennessee
Margaret Bierschwale.....Texas	Margaret Miller Petter....Missouri
Aileen Floy Carpenter.....Texas	Martha Louise Pound.....Tennessee
Marguerite Della Cartwright..Alabama	Luella Roberts Strickland...Georgia
Margaret Elizabeth Eba....Kentucky	Alice W. Wilson.....Maryland
Gladys Vernet Hatch.....Missouri	

GRADUATES IN THE COLLEGE PREPARATORY COURSE

Virginia Chapin.....Nebraska	Alice Parker.....Missouri
Francoise Cheely.....Tennessee	Linda Rhea.....Tennessee
Sarah Manier.....Tennessee	Bess Whitmarsh.....Arkansas

GRADUATES IN THE SCHOOL OF EXPRESSION

Frances Ethel Griffin.....Tennessee	Margaret Guild Rickman...Tennessee
Frances Jarratt.....Tennessee	Marian Tipton Rowland...Oklahoma
Irma Petross.....Arkansas	

GRADUATE IN THE WARD SEMINARY SCHOOL OF VOICE

Corinne Walker.....Mississippi

GRADUATE IN THE BELMONT SCHOOL OF VOICE

Gypsy Sullivan.....Texas

GRADUATES IN THE SCHOOL OF HOME ECONOMICS

Laura Ator.....Texas	Alice Parker.....Missouri
Alberta P. Cooper.....Tennessee	Margaret Miller Petter....Missouri
Minnie Lee McCaskill.....Florida	Evelyn Sutton.....Missouri
Marguerite Zelma Miller.....Texas	

SPECIAL CERTIFICATES IN EXPRESSION

Lucile Armstrong.....Kansas	Mary D. Houston.....Tennessee
Eleanor Elizabeth Baker.....Texas	Emily Marion Leftwich.....Tennessee
Mary Ethel Blanton.....Tennessee	Marguerite Zelma Miller....Texas
Louise Craig.....Texas	Jeannette Sloan.....Tennessee
Jane Douglas Crawford.....Tennessee	Lucile Spence.....Tennessee
Mary Louise Crawford.....Tennessee	Evelyn Sutton.....Missouri
Luna Fay Cowden.....Texas	Maud Sutton.....Missouri
James Lella Glenn.....Kentucky	Malinda Timmons.....Tennessee
Evelyn Hageman.....Indiana	Mae Rose Weil.....Louisiana
Gladys Vernet Hatch.....Missouri	Gladys Wolfe.....Texas
Verna May Hooks.....Texas	Dorothy Whitelaw.....Ohio

SPECIAL CERTIFICATES IN PIANO

Elsa Eckhardt.....Ohio	Nora Shaw.....Tennessee
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SPECIAL CERTIFICATE IN VOICE

Mrs. David Ausmus.....Tennessee

SPECIAL CERTIFICATES IN ORGAN

Florence Patterson.....California	Mary Smith.....Tennessee
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SPECIAL CERTIFICATE IN VIOLIN

Llewellyn Ewing.....Tennessee

SPECIAL CERTIFICATES IN HOME ECONOMICS

Margaret Bagwell.....Tennessee	Edith Wolcott.....Texas
Vendia Eklund.....New Mexico	

SPECIAL CERTIFICATES IN DOMESTIC ART

Margaret Bagwell.....Tennessee	Helen Lee Strop.....Missouri
DeLoesia Longacher.....Indiana	Edith Wolcott.....Texas
Mrs. W. L. Lowry.....Tennessee	Ruth L. Preston.....Missouri

