

accompanied by matching wool hats in the winter and "blue-banded" white sailor hats, tops, and bloomers in the summer.<sup>50</sup>

Many parts of the liberal arts education focused on classical studies and languages, but included new utilitarian courses in home economics (or domestic science), business, physical culture, sociology, and educational pedagogy. As the curricular offerings expanded after 1900, Ward Seminary reflected a growing recognition that women should prepare "women for life outside the cloister of the college."<sup>51</sup> Expectations remained high as female students at Ward Seminary combined hard work, study, and a bit of fun to achieve their goals. For example, the required senior essay was endearingly described by one student:

RECIPE FOR A SENIOR ESSAY: Soak a small brain in a copy of the *Iliad* for two weeks; take it out and hurriedly stir it in a large cup of Encyclopedia Britannica; into this sprinkle a teaspoonful of quotations, and one-half drop of thought; flavor this with a stub pen and a little boarding school ink, not too strong; garnish this with a handful of commas and periods, and serve "warm."<sup>52</sup>

Curricular requirements and degree offerings at Ward Seminary reflect larger curricular growing pains—many institutions of higher education, both single gender and co-educational, struggled to

balance the traditional classical curriculum with the demands of a modern and industrialized world. The changing role of women further complicated this educational evolution. In the 1900 *Ward Seminary Bulletin*, the school outlined the purpose of its curriculum: "Memorized facts do not make scholars; mental training, power of concentration, and love for study are the essential qualifications for graduation."<sup>53</sup> The standard curriculum included courses in Latin and Greek, piano, recreation, religion, literature, French, German, spelling, grammar, penmanship, and elocution. Ward Seminary offered far fewer courses in mathematics and/or science than co-educational colleges from its inception through the early 1900s.<sup>54</sup> By 1909, Ward Seminary added a certificate of "English" as well as "Practical Cookery." From 1900 to 1910, it maintained an average of approximately thirty graduates in the "Seminary Course," with smaller numbers graduating from "Piano," "Voice," and "College Preparatory" departments.<sup>55</sup>

Although these certificates did not transfer to reputable colleges or universities, Ward Seminary did award several "College Preparatory" certificates each year that resulted in the admission of women to esteemed universities. By 1912, college preparatory graduates had gained admission to schools such as Wellesley, Vanderbilt, Peabody, Randolph-Macon Women's College, and Vassar.<sup>56</sup> Many who completed their studies at four year

universities fulfilled their life purpose through social work, nursing, or teaching. Others devoted their time and effort to charitable organizations. Ward Seminary also produced a handful of graduates who participated on a grander, more public stage. Clare Boothe Luce, who attended Ward Seminary primary department, ultimately served as a congresswoman from Connecticut (1942–1947). She later became the first female ambassador to a foreign country (posted to both Italy and Brazil), authored several books, and edited *Vanity Fair*. She is perhaps best remembered as the playwright of the hit Broadway production *The Women* (1936), which starred an all-female cast.<sup>57</sup>

As Ward Seminary revised and expanded its curriculum in the early 1900s, the student body enjoyed continued growth. It created an environment that supported and strengthened the bonds of sisterhood, which in many ways transcended sectional definitions and differences. The "Gibson Girl" of the early 1900s was neither a "Southern Belle" nor a "New England Lady," but instead an "All-American." Schools such as Ward Seminary, perhaps subconsciously, provided the milieu, and in turn the confidence that young women desired. Such an environment existed more prevalently in women's colleges than between women at co-educational institutions. At any rate, by 1907 the rising student population meant that the school needed more faculty, space, and a larger physical plant.

Blanton and the Board of Trustees thus bought property currently occupied by part of Saint Thomas Midtown Hospital between Church Street, West End Avenue, and Charlotte Avenue. This "suburban" annex was named Ward Place, and students typically walked the two miles between campuses.<sup>58</sup> Ward Place provided housing for students, space for clubs and meetings, and new athletic fields, and housed the Junior School's Kindergarten Department. The development of strong peer groups underscored a "sense of womanliness that regarded female friendship as one of the agreeable pleasures of human association... [as] college represented a social microcosm where students not only studied but learned to live and work together in a community."<sup>59</sup>

Under the direction of John Diell Blanton, Ward Seminary modified and modernized to keep pace with like-minded institutions. Increasingly, curricular paths "from manual labor and calisthenics to engineering and home economics competed with classics, philosophy, and sociology in the academic marketplace and vied for recognition as legitimate subjects in a liberal education."<sup>60</sup> Moreover, Blanton promoted the school using Nashville's growing reputation as a New South city with thriving publishing, entertainment, medical, and educational opportunities. In 1910, the catalog for Ward Seminary enticed students with its location and course offerings. The school noted that one of its major advantages lay in its loca-