

women, the school's budget remained higher than smaller and more rural girls' schools. Although individual salary records do not exist, the 1885–1886 Annual Announcement registered \$160,000 paid to Ward Seminary faculty in its first twenty years. The school maintained approximately thirty faculty members during this period, which means that the average salary was over \$200 per year. These figures do not reveal discrepancies between male and female faculty members, however. *The Hustler*, Vol. 7 No. 13, 19 December 1895, 3; and *Annual Announcement of Ward Seminary for Ladies*, 1885–86.

10. Rebecca Montgomery, for example, argues, "Even if many educated women never pursued a paid professional career or if they quit working after marriage, society could benefit from their intellectual talents and feminine virtues through their volunteer activism as public mothers and municipal housekeepers." Rebecca S. Montgomery, *The Politics of Education in the New South: Women and Reform in Georgia, 1890–1930* (Baton Rouge, 2006), 31.

11. Historian Lynn Gordon believes that while more women attended colleges and universities, in reality educated young women, most of whom later married, continued in large part as subordinates to the interests of their husbands. Lynn Gordon, *Gender and Higher Education in the Progressive Era, 1890–1920* (New Haven, 1990). This book grew from her dissertation and an equally intriguing article entitled, "The Gibson Girl Goes to College: Popular Culture and Women's Higher Education in the Progressive Era, 1890–1920" *American Historical Quarterly* 39 (Summer 1987): 211–230. For historiography that treats the origins of women's formal education consult: Willystine Goodsell, *Pioneers in Women's Education in the United States: Emma Willard, Catherine Beecher, and Mary Lyon* (New York, 1931). Another complementary work that shows the development of women's education in the South prior to the Civil War is Christie Anne Farnham, *Education of the Southern Belle:*

Higher Education and Student Socialization in the Antebellum South (New York, 1994). Farnham reveals that the number of schools for women in the South outnumbered their northern counterparts. Southern seminaries for females, however, primarily were finishing or refining schools, and were seen as institutions that allowed men to pursue courtship advances more easily and with the proper supervision. Ward Seminary certainly seems to have been born out of this intent. See also Amy McCandless, *Past in the Present: Women's Higher Education in the Twentieth-century American South* (Tuscaloosa, 1999).

12. Barbara Solomon, *In the Company of Educated Women: A History of Women and Higher Education in America* (New Haven, Conn., 1985), 83.

13. Ibid.

14. Ibid., 44.

15. Rebecca S. Montgomery, *The Politics of Education in the New South: Women and Reform in Georgia, 1890–1930* (Baton Rouge, 2006), 20–21. For more on southern women after the Civil War and through the first two decades of the twentieth century see Janet L. Coryell, et. al., eds., *Beyond Image and Convention: Explorations in Southern Women's History* (Columbia, Mo., 1998) and Janet L. Coryell, et. al., eds., *Negotiating Boundaries of Southern Womanhood: Dealing with the Powers that Be* (Columbia, Mo., 2000).

16. William S. Speer, ed. *Sketches of Prominent Tennesseans* (Nashville, 1888), 421. Ward's title of "Dr." seems to derive from his divinity degree studies.

17. Ibid. Sallie graduated from her father's school in 1877. Florence joined her sister as a Ward Seminary graduate in 1879. Eunice matriculated from the school in 1883. William, Jr., became the business manager for the Cumberland Presbyterian Board of Publication in the early 1900s. Rebecca Ward was his other child.

18. The *Ward-Belmont Hyphen* recounted the school's inauspicious beginning: "In the dark years after the war when the South was trying to recoup

in the midst of its destruction, Dr. and Mrs. W.E. Ward conceived the idea of establishing a private seminary for girls, which would prove an honor to the South and would become a self-sustaining institution... Dr. Ward built the school into an institution which influenced not only the lives of all the students... but the intellectual and cultural life of the entire city of Nashville." *Ward-Belmont Hyphen*, "Ward Seminary Founded during Post-War Chaos," 3 November 1934, 1. The *Ward-Belmont Hyphen* served as the weekly student periodical from 1913–1951.

19. *Nashville Daily Gazette*, 4 October 1865, n.p.

20. Speer, *Sketches of Prominent Tennesseans*, 422.

21. Merriam Lucius Salisbury, *Higher Education in Tennessee* (Washington D.C., 1893), 254.

22. Louise Davis, "A Quiet, Even Growth," *The Nashville Tennessean Magazine* (28 November 1948): 7.

23. W.E. Ward's Seminary, "1866 Tuition Statement," Harpeth Hall School Archives, n.p.

24. *Ward-Belmont Hyphen*, "Reminiscences of Ward Seminary," 1. The initial curriculum was reprinted in this issue of the student newspaper.

25. *W.E. Ward's Seminary Annual Catalog and Announcement*, 1877–1878, 15.

26. Ibid. The quote continues, "They [supporters, patrons, parents, and donors] have appreciated the vigorous efforts here put forth to establish a school of the highest grade. Among them may be named the first divines of many Churches, Judges of the Supreme and other Courts, lawyers of distinction, merchants, planter, men and women of literary note, and men of the first rank in the medical profession."

27. *Ward-Belmont: Uniting and Continuing: Ward-Belmont College Announcement and Catalog*, 1913–1914, 27–40.

28. *W.E. Ward's Seminary Annual Catalog and Announcement*, 1877–1878, 15.

29. From 1903–1912 several brochures for the Ward Conservatory of Music were published with extensive listing of music curriculum, instructors, and testimonials.

30. W.E. Ward's Seminary, "Second Annual Commencement" Program (26 June 1867), 1.

31. Solomon, *In the Company of Educated Women*, 93.

32. *Ward-Belmont Hyphen*, "Reminiscences of Ward Seminary," 1.

33. Davis, "A Quiet, Even Growth," 6.

34. Ibid., 7.

35. Ibid.

36. Ibid.

37. *Annual Announcement of Ward Seminary*, 1894–1895, 38.

38. Ibid.

39. *Ward-Belmont Hyphen*, "Reminiscences of Ward Seminary," 1.

40. Ibid.

41. Report of J.B. Killebrew, Assistant Superintendent of Public Instruction for the State of Tennessee to the Thirty-Eighth General Assembly (January 1873) 28. See also *Ward-Belmont Hyphen* "Reminiscences of Ward Seminary," 1. For a biography of Margaret Walker Weber, see Thomas Cooper de Leon, *Belles, Beaux, and Brains of the 60s* (New York, 1909): 389–392.

42. McCandless, *Past in the Present*, 51.

43. *Annual Announcement of Ward Seminary for Ladies*, 1885–86, 2.

44. Ibid.

45. For more on curriculum shifts in the South see James Leloudis, *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880–1920* (Chapel Hill, 1996). In regard to the paradigmatic shift accompanying changes in curriculum, instruction, and student life in southern schools, Leloudis contends that New South universities consciously crafted a new generation of graduates. Focusing his attention specifically on North Carolina, he argues that this new generation emerged with a different outlook from their