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Pen and Picture Pointers

ASIDE from its religious significance the Christmas festival is the leading event of the year for all. Its origin is lost in antiquity—for the modern Christmas is but the adaptation of ancient custom—but its growth has been steady as the development of the race. Christians give the day the highest reverence because of the nativity of the Saviour, while the pagans celebrated the solstitial feast for diverse reasons and gave it various names. All these many celebrations, could they be accurately traced, would doubtless be found to converge in the darkness of antiquity around some impulse born of superstition and a lack of understanding of the astronomical phenomena. At all events, the season of the year has among all races been one for rejoicing and merrymaking. Christianity has softened many of its features and has given it new ones, and the song of the angels, "Peace on earth, good will toward men," finds now its highest and best interpretation. It is a season of good fellowship. One year is dying and most of us feel that with it we are willing to let our animosities and bickerings die with it, that we may enter on the new year at peace with our fellow men, with only kindly feelings for them and enjoying the genial inward glow that is born of this condition, while others feel toward us the same. Out of this desire sprang first the giving of gifts, originally to mollify and propitiate, then to show kindness, interest or affection. Best of all the beauties of the season, though, is the mellowness that comes to the heart of mankind along with the other holy associations, moving to deeds of good which shine the brighter in the light of the day. Men and women whose daily round is hard, whose lives are busy and fully occupied with other things, at this season feel the impetus and for the time at least forget self and try to make others feel happy, if only for a day. This is the true Christian spirit, for it is the fruition of that first of Christmas carols, "Peace on earth, good will toward men."

Firemen have other things to do besides putting out the fire when a building is attacked by flames. Should the loss be but partial the firemen have to devote some time to cleaning up the building, removing the debris and getting things in a condition of safety before leaving. If the loss is total practically similar conditions prevail, for the firemen must still have everything safe before leaving. Sometimes this entails a large amount of really dangerous work. One fire in Omaha recently left walls standing in such condition as to be a menace to public safety. It was necessary for the firemen to pull down the tottering remains of the building in order that no danger might threaten traffic in that neighborhood. One of the pictures in this number shows the men engaged at this work.

During the winter the several boards of adjustment of the Union Pacific employes have held their sessions in Omaha, going over schedules and arranging with the officers of the company conditions of work and pay. The Bee has heretofore printed the pictures of the firemen, conductors and brakemen. This week the engineers are given. The bright, keen, alert faces will give a good notion of the class of men who have engaged in this dangerous calling. Many columns have been written describing the life of the locomotive engineer, but all can give no more than a faint notion of his daily existence. It is impossible to reproduce in type the conditions that surround him in the cab—the hiss of steam, the rattle of the rails, the roar of the exhaust, the billows of smoke, the swirl of the rushing air, the eternal, almost infernal glitter of the rails as they apparently slip with speed of lightning back under the monster engine—none of these things can be set down. They are the background of the engineer's life. His picture is a time card, a watch, a valve to control the steam, one to control the air and an eye on the track ahead. His terror is the click that tells of loose bolt or pin, the jar that betokens a stuck wedge, the odor of the "hot box," the scale that clogs his injector—a lot of things the public wots not of, but which bother engine drivers more than misplaced switches or wrong orders. He is supposed to control the one set of troubles, the others he is not responsible for. It is these things that call for the clear head, the quick eye, the acute ear and the strong hand. This is why the locomotive engineer is the highest type of his class. To be chosen by these men as representatives of their material interests is no mean distinction. In the picture shown this week are: G. W. Vrooman, chairman of the board, division 88; William Holkenberger, vice chairman, division 188; C. F. Tracy, secretary, division 88; B. S. Quick, division 81; A. Johnson, division 183; Thomas Odzier, division 44; C. M. Baker, division 297; A. Konald, division 103; R. Robertson, division 115; John McMahon, division 14.

SO RAPID has been the progress of the social and intellectual revolution known as the higher, or college education of women, that it has, so to speak, no past, but exists entirely in the present time, and its future development, more perhaps than that of any other movement of the nineteenth century, may be expected to create anew the heavens and the earth of the twentieth century. In 1870, or thereabouts, the time had come throughout the civilized world for women to be educated, and, in forecast thereof, in the late 50s and early 60s girls began to be born with an instinctive desire to go to college. I was one of those girls, and I know from talking with other women of my own age that there were hundreds like me. Although throughout my girlhood I had never known a woman who had gone to college nor seen anyone who had seen a woman who had come to college, I well remember that from the time I was 10 years old I dreamed of college by day and night until my parents yielded, as everything must yield to such a longing, and took me to the entrance examinations of Cornell university, themselves seeing then for the first time college women. It is no marvel that in every country the barriers of custom and prejudice gave way before the immensity of the desire of women born to go to college.

That the United States is today far in advance of all other countries in the number of women obtaining a college education is due, it seems to me, to two facts: First, to our national system of educational public schools, which had been in operation since 1845, long before college education was thought of for women, and enabled girls to be prepared for college in the same classes with their brothers as soon as there were colleges for them to go to; and, second, to the fact that already in 1870, when colleges opened to women, there were more women than men teaching in these same public schools, so that women graduating from college found instant employment. It is the good fortune of American women that, unlike women in other countries, they did not have to begin their college education by creating, slowly and painfully and without state assistance, college preparatory high schools.

American in the Lead.

In consequence of these pre-existing conditions, and also of the sympathetic attitude of American men toward their women (an attitude which is in all probability due also to these same conditions) college women in America outnumber by many thousands those of other countries taken together. According to the last United States educational report there were in the year 1899, studying in the United States in the undergraduate departments of 337 co-educational colleges, 16,968 women, in eleven independent women's colleges 3,759 women and in affiliated women's colleges 1,655 women, a total of 21,891 women now in college, women forming about 27.4 per cent of all college students. In the same year there were studying in colleges and universities in Great Britain 3,559 women, women forming only 12.5 per cent of all college students. About 2,800 women were graduated from American colleges every year. The United States commissioner of education estimates that there were in the United States in 1889 323 women in college out of every 1,000,000 women. Yet, although so few in numbers, these 323 women in every 1,000,000 are swiftly effecting what amounts to a social revolution in thought and opinion; so overwhelming is the impression made on us by the college woman that we seem to lose all sense of perspective in dogmatizing about her. Even so acute and friendly an observer as Prof. Munsterberg forgets that we have to do with only thirty years of college education, affecting only an infinitesimal fraction of all women, when he says, in the June number of the International Monthly, that "neither co-education nor the equality of opportunity has done anything to eliminate those characteristics of the female mind which are well known the world over."

Dearest and Most Reasonable.

But, whatever may be thought of the unreasonableness of women in general, the college woman is at least the most reasonable and logical of all women, just as, whenever we may think of the health of the women in general, she is at least the most healthy of all women. In each successive year girls are entering college more athletic and in better physical condition; each year at Bryn Mawr the students eat more pounds of beef and mutton per head than in the previous year. This improved physical condition of women coincides in time with the improvement of girls' secondary and higher education and is, I believe, the direct consequence of it. The college woman is also proving herself the most efficient of all women; she makes so successful a teacher that she is swiftly driving untrained women teachers out of the private and public secondary schools and will soon begin to drive them from the elementary schools; she is also driving men from the schools. It is easy to say that this is because her salary is lower and not because she is a better teacher, but if this is the explanation, why is the higher-priced college woman replacing the lower-priced untrained woman in the schools? The same increase in the number of women teachers as compared with men is found in England and Scotland and has begun to

College Women of the Present and Future



DR. M. CAREY THOMAS, PRESIDENT BRYN MAWR UNIVERSITY.—Photo Copyright Hallyer, Kensington W.

France and Germany. It is probable that women are fitted in a peculiar manner to become the teachers of the race. The college woman is also slowly entering other professions as well as teaching, as librarians; college women already outnumber men.

A great deal is said, and a great deal too much is said, of the marriage or non-marriage of college women. Will college life make women disinclined to marry? Do as many college women as other women marry? Do they wish for children? Will they consent to bear them? Will they be able to bear them? Will they be able to nurse such children as they may bear? Will not college education make them unloving wives and unloving mothers? No, a thousand times, no! The very asking of such questions shows our lack of perspective. Who would be foolish enough to suggest that four years of normal college life could so profoundly alter the natural instincts of a college man as to harden his heart against marriage, deprive him of tenderness for children, or of power to beget

them and cause him to desert or maltreat wife and family? One by one college women have patiently and successfully met and silenced all the a priori objections to college education—insufficient physical health, inferior scholarly endowment, indecorum of conduct in co-educational colleges—and now they are again face to face with this new argument of the most insidious kind.

College Breed Mothers.

Even Mr. Howells, in the November Harper's, in one of the wittiest and wisest of his "Easy Chair Talks," which has to do with the impossibility, undesirability and latent cruelty of the suggestion that college women should be educated to be wives and mothers, says that "cold statistics represent that only about one out of three, or four, or five, educated or co-educated women marry, and of these as few become mothers, or, if they do, survive the cares and duties of maternity." But cold statistics, begging Mr. Howells' pardon, seem to me to prove just the reverse. In 1882, in the United States,

and in England in 1890, it was proved from careful investigation of the health of 1,271 college women that in marriage, child-bearing and child-rearing they were slightly above, not below, the average standard of women. In the June number of the magazine of the American Statistical Association for 1899 there were published the results of another investigation, covering 243 college bred married women and 313 non-college bred married sisters and cousins, and in 1902 there will appear the results of still another investigation, covering 3,636 college women, 1,457 non-college sisters and 1,673 college brothers. These four investigations, conducted independently of each other, contain absolutely convincing proof of the good results of intellectual work for women. There is not a shadow of evidence to prove that a college education works anything but physical good to the college woman or impairs in any way her functional life. They seem also to prove that only about 50 per cent of the classes from which the majority of college women come marry, whether they have or have not been to college, but this is not the fault of college women. College women, like other women, are dependent on men for marriage and the college presidents who enjoin upon us to teach women womanly virtues and educate them to become wives and mothers should begin by educating their own college men to become husbands. And how can women be educated in peculiar womanly virtues unless we educate them in so-called feminine defects? Justice, righteousness, truth, love of knowledge, sympathy, reasonableness are both womanly and manly virtues and happy are our men's or women's colleges if they teach some tiny fraction of them.

Steadily Gaining on Men.

How can women be educated primarily to be wives and mothers? I do not know. I have never met a woman that did know. I have asked many devoted wives and mothers, who have laughed at the preposterous idea. What requires the perfection of all our human powers can scarcely be taught to women in high schools or in colleges by rule of thumb. The college women of the future will be as numerous, and probably more numerous, than college men in colleges and universities. Women are now steadily gaining on men, in the college departments of some co-educational universities, like Chicago, they are already in the majority. If we may judge from the continuous increase of women teachers in the schools for the past thirty years, the college women of the future will have almost all the elementary and secondary teaching of the country in their hands and they will compete with men for professorships in colleges and universities. When this is the case I believe there will be women scholars of the highest rank, devoting themselves to research and invention and original investigation, as there are now women singers and actresses, and poets, and novelists. In addition to teaching and library work, as at present, the college woman of the future will have found certain trades and professions peculiarly suited to her, in which she can succeed as well, if not better, than men. I venture to predict that architecture and medicine will be two of these. Certain divisions of business, such as accounts, and chemical and electrical analysis, now becoming so important, will tend to fall into her hands, as typewriting and telegraphy have already become the professions of women.

Future of College Women.

The college woman of the future will not only be self-supporting, but they will be married to college men as generally as working women and women of the wealthy classes are now married to men in the same circumstances as themselves. For the woman who is able to stand shoulder to shoulder with the man she loves in the support of the family there will be 100 per cent and no longer 50 per cent of marriages. She will indeed be the only woman the man of moderate income can afford to marry. And the college woman with inherited wealth will be able to use her wealth more wisely than now, for in the future all women of the leisure classes will go to college, like their brothers, as a matter of course, and this tendency is even now clearly marked. Two-thirds of the women now at Bryn Mawr have no expectation of supporting themselves. The college women of the future will sit on boards of education and boards of charity in as large numbers as men and they will assume their full share of responsibility in the direction of municipal and national affairs. No one who watches the shadows of coming events can doubt this. But it is the children of the college women and college men of the immediate future that are to build anew the heavens and earth of the twentieth century. For the last half of the nineteenth century the American men of the poorer classes—and they alone in the civilized world—have had mothers as well educated as their fathers in our co-educational primary and secondary high schools, which do not exist in any other country in the world, and to this, more than to any other factor, is due, it seems to me, the phenomenal enterprise and success in commerce of the American people. In the twentieth century the mothers of our wealthy, professional and middle classes will be as well educated as the fathers and we may then expect a like success in spiritual and intellectual things.

M. CAREY THOMAS.



PICKING OUT THE CHRISTMAS TURKEY.—Photo by a Staff Artist.