

cost of production, so the farmer must more and more realize the necessity of taking advantage of similar agencies to assist him in putting his product upon the market at a less cost, thereby increasing his margin of profit.

#### The Kind of Work.

Then, too, the work of the modern school is being pushed along different lines than formerly. It is arranged for the benefit and convenience of the practical farmer. It is more direct in its purpose and application. It attempts to deal with the simple and practical things of farm life, that are of immediate interest to every farmer. One of the things it is making an especial effort to accomplish is to strengthen and build up the dairy interest of the state. To do this it offers practical instruction in the use of the most improved appliances in dairying and the handling of the product in the various stages, emphasizing, particularly, the necessity of sanitary precautions.

#### The Minnesota School.

Minnesota has been operating a dairy school, after which our own was modeled, for ten years. In 1890 the export dairy product was less than \$1,000,000. In 1898 it was more than \$8,000,000. In 1890 there were 125 factories. In 1898 the number had increased to 750. Over 90 per cent of the factories are co-operative and 75 per cent are in charge of former students of the dairy school. Minnesota butter has an especial quotation on the market and commands one cent more per pound than ordinary butter. Out of the three hundred graduates from the three years agricultural course six only did not engage either directly or indirectly in agriculture.

#### Impartial Review.

THE CONSERVATIVE has attempted to give, without prejudice or favor, a review of agricultural education in Nebraska. The growth and development of the present school will be watched with no little interest. It is to be hoped that it will be the key to the solution of the vexed problem of agricultural education; that it will assist in determining how instruction of this character can be most successfully carried on, whether at the expense of the state or the individual. THE CONSERVATIVE would not discourage efforts that have for their object self-culture and improvement. Special education does tend to dignify a calling and make of it something more than a mere occupation. Special preparation and training are not amiss on the farm. Agriculture offers a broad field for the application of the best scientific thought and practice.

THE CONSERVATIVE believes in practical and industrial education. It believes in making useful as well as intel-

ligent citizens. It believes in young men learning to do something.

#### Paternalism.

But THE CONSERVATIVE questions whether the state should assume to do all for the individual and the individual nothing for the state. One of the first things a young man should learn is to appreciate the responsibilities of life and to become self-reliant. The modern tendency is to inculcate in the mind of the youth the fallacious and at the same time dangerous principle that the state may do anything, and that to the state and not to himself belongs the responsibility of either success or failure in private enterprise. This idea is destructive of all personal responsibility, which is indispensable to the development of true manhood and the building up of the highest type of citizenship.

#### CRONJE SURRENDERS.

General Cronje, who with an army of 4,000 successfully held his position for ten days against a force of 40,000 splendidly disciplined soldiers under the command of General Roberts, finally surrendered Tuesday morning, February 27. As indicated in THE CONSERVATIVE last week, he made use of the opportunity while holding the British in check, to move his artillery so that not a single field piece came into the possession of the enemy. Cronje's command was reduced to a pitiable condition by reason of the long siege and were overjoyed to know that it was ended.

As was expected the surrender of Cronje was attended by the voluntary withdrawal of the Boer army which had for 118 days been besieging Ladysmith and preventing both the escape of General White, in command of the original army of occupation in South Africa, and defeating all attempts to relieve him on the part of General Buller, who made four unsuccessful efforts. General White's command was in a most desperate plight. They had for some time been on one pound of meal per day and a ration of horse and mule flesh. The Boers had decamped with their guns and all equipment. The force of General White numbers about 10,000 men who will be available for service after a brief period of rest. The relief of Ladysmith also releases the army of General Buller and makes it available to act, in conjunction with Roberts, in active operations against Pretoria.

Opinions differ as to the fighting strength of the Boers. It is variously estimated at from 35,000 to 75,000. Dr. Leyds the European representative of the Transvaal Republic being authority for the latter. In his opinion the Boers are now fortifying Winberg, seventy-five miles north-

east of Bloemfontein, with General Joubert personally conducting the operations.

Great Britain is not relaxing in her preparation for the war because of the recent successes but is planning for a long and severe conflict. Lord Lansdowne has announced the intention of the war department to equip a new force of 30,000 in addition to the 50,000 now on the way to the scene of hostilities. So that General Roberts will, upon the arrival of these reinforcements, have under his command an army of 250,000. Orders have also been issued for 224 new guns.

#### ANNEXATION.

Secretary Chamberlain has made a requisition upon the governor of New South Wales for 2,000 additional cavalry, for general service in South Africa. The colonists have been assured that the expense of equipment will be assumed by the imperial government and in addition each man will receive a grant of land in South Africa. This has been construed to mean that Great Britain contemplates the annexation of more territory in South Africa, probably the two South African republics, which has frequently been hinted.

#### THE HAWAIIAN BILL.

The object of the framers of the house bill for the government of Hawaii, evidently, was to devise a measure that should take the government of the islands out of the control of the native population and place it in the hands of the thrifty and intelligent and at the same time to insure the future supremacy of the Anglo-Saxon race. That supremacy is seriously threatened inasmuch as the total population of the island is about 150,000 and the American element numbers but 3,500 while the German population is 1,500, the Portugese 15,000, the Chinese 21,000 and the Japanese 24,000. The controlling influence of the thrifty was established by the property qualification of \$1,000 or an income of \$600 a year, while that of the Anglo-Saxon was secured by the provision that, "No one could vote who could not read, write and speak either the Hawaiian or English language."

The bill has been amended by the senate in a manner to enlarge native privileges. The property qualification has been removed and provision made for the establishment of territorial courts which lessens the authority of the present supreme court and enlarges the legal security of the natives. The island is given one delegate in congress and a guarantee of free trade the same as other territories. The bill, as amended, provides a form of government that does not differ materially from the territorial governments already existing in the United States.