

electioneered against the electors upon his own ticket. And those who did, as democrats, support the Weaver electors, weakened, by dividing its strength, the democratic vote of that year. Some of them, notably, the sixteen-to-oneites, headed by the peerless Colonel Bryan, desired to weaken the honest moneyites and especially to rebuke, crush and pulverize the candidate for governor, who dared—even in 1892—to then declare for the single gold standard.

Looking backward, the Bee will observe that the Weaver electors were only, as a rule, given votes by those democrats who followed the money fallacies which Weaver incarnated and by those who desired to draw votes away from the gubernatorial candidate of the democracy. It is not a matter of much consequence; but the truth may as well be published now, while the misstatement is young, so that all may know, who care to know, that the peerless populist supporter of Weaver in 1892, who became the alleged democratic candidate for the presidency in 1896 and rehearsed again in the same character in 1900, did not persuade the whole list of candidates to do the same thing that he did, and repudiate and attempt the defeat of the Cleveland electors of Nebraska in 1892. But there was a falling off in the vote for the democratic state ticket that year, brought about, intentionally, by the sixteen-to-one zealots and greatly to their delight, because, in their opinion, it properly punished the gold standard candidate for the governorship.

**SCHOOLS AND EDUCATION.** Before many weeks THE CONSERVATIVE will have an issue, devoted to the schools and to education, containing able articles from experienced and practical men of affairs as well as from teachers of renown.

It is probable that the common schools of the country as now administered may be sharply criticised. There seems to be a quite general opinion that the public schools are very uncommon and that they commonly teach a little of too many things which are not absolutely necessary to success in everyday life and not enough of the few fundamental things—like reading, spelling, arithmetic and geography—which are essential to even moderate success in the humblest avocations.

It is not certain that the so-called high schools which graduate young men and women all

**The High Schools.** over the country who cannot even read English aloud, correctly, and much less speak or write it with accurate fluency, will escape the rebuke of some of our contributors. The trend of the practical thinkers of this day and generation is toward technical education, The want of the age is men who know

and do some one particular line of work, particularly well. There is a tremendous demand for skilled experts in every branch of modern industry and manufacture. The man who can do a lot of things just tolerably well, will starve alongside of the man who can do but one thing exceedingly well. The latter will command high remuneration and compel a competency.

The "jack of all trades," who is good in none, will fare badly in the Twentieth Century and the schools that make him will fare worse. To learn to make a decent living is to be educated.

**CHANGED APPETITE.**

The alleged democracy which, with insatiable appetite, fed on the issue of free silver coinage at the sacred ratio of 16 to 1 in 1896 and 1900, seems to have been nauseated. And its uneasy and perturbed intestinal convolutions refuse, except in the smaller coils, like Iowa, to attempt the assimilation of any more Chicago and Kansas City free-silver-anti-government-by-injunction-initiative-and-referendum bolognas as a steady diet. On the other hand, in Ohio, Pennsylvania and Virginia there is an insistent demand and a craving, a yearning for "state issues" served plain, without garnishment. But in Nebraska there is still, seemingly, a dominant desire for political miscegenation among a ruling majority of the populists and the alleged democrats. This will result again, it is said, in fusion, confusion, delusion and illusion. In 1900 the hybrids were defeated by eighty-five hundred.

**IN OUR SCHOOLS.** Louisa McDermott has a letter in this issue of THE CONSERVATIVE which treats of a very vital and entirely new proposition. She proposes to have the common schools of the state of Nebraska teach some fundamental truths as to the wealth of the soil of the state, and to instruct youth as to how to plow, plant, cultivate, harvest and garner crops. This commonwealth is almost entirely dependent upon farms and farmers for its existence and prosperity and, therefore, it is urged, its schools should teach children the duties of farm folks. If—as Herbert Spencer declares—that education is the best which will enable a human being to live most completely in this world, then there must be something of value in the McDermott argument. In any event THE CONSERVATIVE believes that the agitation and discussion of the question "Shall agriculture be primarily taught in the common schools of Nebraska?" will do good.

First readers for children, can in words of one syllable, impart valuable knowledge just as well as to inform the

urchin to "see the r-a-t." "A" stands for "all" and all depends upon agriculture in Nebraska. Why not then begin early to teach how to farm in a state which must farm or perish?

The Iowa alleged **SIXTEEN TO ONE.** democracy, in state convention, declared for free silver, sixteen-to-one and the fallacies of 1896 and 1900 generally, as expressed by conventional hysteria of Chicago and Kansas City. The Iowa fellows have the desperation of men under sentence of death, who make bravado declarations from the scaffold and defy the living to harm them after execution.

Long live the zebra-leopard agglomeration of Iowa, striped and spotted, neither horse, cat nor mule, but full of the element of fool!

**GOVERNOR SAVAGE.**

THE CONSERVATIVE finds no excuse for many of the violent and vicious criticisms of Governor Savage as to his parole of Ex-State Treasurer Bartley. By law and under oath Savage is governor of the state of Nebraska. Exercising the functions of chief executive, he has acted deliberately and conscientiously. Until there are evil results from that action, newspapers that wish to be fair and just should not condemn. THE CONSERVATIVE believes in the honesty and good judgment of Governor Savage.

**SUCCESS IN LIFE.**

The chances for the young man Absalom in the developing, elevation and advancement of modern industrialism were very lucidly discussed in a recent number of THE CONSERVATIVE by able and experienced men of affairs. That discussion has evoked many comments, some of them very commendatory. But the question has come to us again and again. "What is success?"

And therefore the problem of what constitutes the success of a human life presents itself for solution. All the thinkers and readers of THE CONSERVATIVE are requested to work out and write out for its columns their views, or answers to this tremendous query.

No man can perfectly succeed who is not born animally into health and strength. No man has succeeded except he has left the world better by his work. And no man is successful who has not contributed to the betterment of the citizenship of the republic.

A man may achieve fortune, fame, and stand approved by his fellows, but if his life at Home is stormy instead of serene, and his children grow up in wayward idleness, to become men and women of utter uselessness, he has made a lamentable failure! The test of a life of success is the good it has accomplished for mankind.