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THE PROGRESSIVE FARMER.

THE INDUSTRIAL AND EDUCATIONAL INTERESTS OF OUR PEOPLE PARAMOUNT TO ALL OTHER CONSIDERATIONS OF STATE POLICY.

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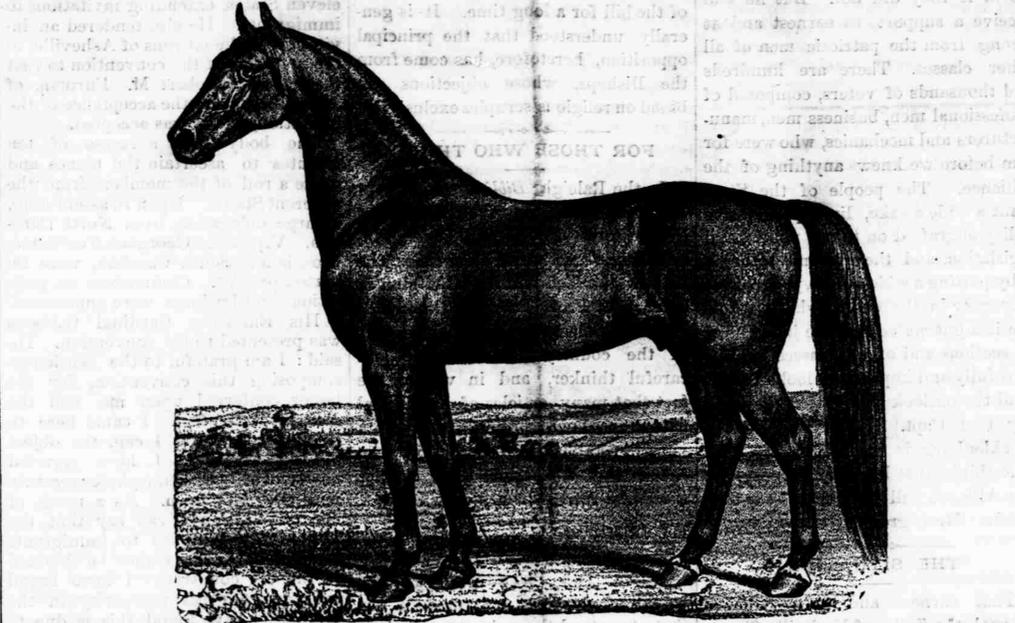
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SYSTEM IN FARM WORK.

No matter in what business we may be engaged, the saving of time is always more or less an object. On the farm, of course, this often is something more of an item at one time than at another. During the busy season of planting, cultivating and harvesting, every hour is of considerable importance, and then it is especially necessary to economize time as much as possible.

One of the best means is to work by some system. The man who goes out to the barn in the morning, feeds his hogs, milks the cows and then feeds the work teams, goes and gets his breakfast, and then has to wait until the teams get through eating before he can start out to work, is not economizing time. As well be obliged to come back to the house about the time he gets fairly started to feeding, in order to cut a sufficient supply of stove wood to cook breakfast. He is not working to the best advantage, and yet this is what many farmers do one-third of the time, simply because they have no system. Many useless steps are taken requiring the loss of more or less time, for no other reason than a want of system with the work.

So far as possible, one task should follow another so that the least time will be lost in changing from one to the other, not only in doing the necessary chores about the place, morning and evening, but also in the field work does this amply. In changing from



FRANKLIN CHIEF, Standard No. 3117.

This horse is an inbred Lambert (Morgan), being by Ben Franklin, No. 755, record 2:29, the best son of that grand old horse Daniel Lambert, and his dam being by DeLong's Ethan Allen, No. 860 (son of Ethan Allen, No. 43), sire of Belle D, record 2:25. Solid dark chestnut, right hind ankle white, full flowing mane, a beautiful and abundant tail, which he carries well, 15 1/2 hands high, weight, 1,050 pounds, foaled May 10th, 1884.

He shows more style, better finish, smoother action and more beauty than I ever saw combined in one horse. He is bright, courageous, level-headed, action dure and rapid, and he goes as smooth as a hoop.

This grand horse will be allowed to serve ten approved mares in addition to my own. FIFTY DOLLARS to insure a mare with foal. Money due when the fact is known.

Can be seen at McMackin's stables until May 1st; then at my Fairview Farm, 1 1/2 miles northwest of this city.

B. P. WILLIAMSON.

Raleigh, N. C., April 20, 1888.

one field to another and from one kind of work to another, often much time is lost, and that, too at a time when the work is very pressing. Then, often when there is much to be done, all seemingly necessary to be done at once, the mistake is too often made of making a start at too many things at once, rather than finishing up one task at a time, often losing considerable time changing from one to the other. Knowing what you want done and how, will often save considerable time. We often lose valuable time determining how we want the work done, and then in getting everything ready, when by a little planning ahead or systematizing the work, much time could be saved. Much can be saved by preparing ahead, having, as nearly as possible, everything in readiness, and then by adopting a regular system, more time may still be saved. It is always an item to keep up with the work, and in order to do this, and at the same time keep as small an amount of extra help as possible, some system must be adopted and carried out.

Let us take the economy of labor as an example. In one sense skilled labor is not necessary on the farm, yet in another it is very important. The man who you can direct to start to plow a field, who has skill or knowledge sufficient to determine for himself the best plan of plowing to adjust his plow and the team so that good work can be done. For instance, if you want corn planted, you can tell him how you want it planted, and if he has a sufficient knowledge of his work to go ahead and do his work properly, is certainly worth more to the farmer than the man who can only follow, and who obliges you to be on hand to instruct him constantly. The idea that anybody will do on the farm if he has sufficient strength to do the work is an erroneous one. A knowledge of how work should be done, as well as the ability to perform it, is very necessary in farm help, and the man that is capable of going ahead with the farm work without your being obliged to show him all the details, is worth considerable more to the farmer who must depend more or less upon hired help, than the man not having the knowledge necessary to go ahead.

Plenty of men may be hired at a low price who can hold the lines and the handles of the plow, but this does

not necessarily imply that they can drive a team or handle a plow so that good work can be done.

Because a man can dig or has strength to use a hoe is not proof that he can make a good garden, or properly clean the growing plants, and the difference between a man who can take hold and do good work, is worth considerable more either by the day or month, than the one who must be shown how. As a rule farm work is always pressing at this season. The farmer cannot afford to lose much time; everything must be pushed if the necessary work is done in good season. If help is hired it is done with the expectation that aid in keeping up with the work will be secured.

There is no benefit in hiring help at any time that is not sufficiently competent to make the employer a fair per cent of profit for his labor, and on the farm this is fully as important as with any other class of work; and it is rare that a man without knowledge or experience in the line of work expected of him will be able to do this. As a general rule it will pay to secure help that is capable of doing the work and usually this class of workmen is in sufficient demand to command fair prices, and it will be more profitable in the end to pay a fair price rather than accept cheaper but less competent help.—N. J. S., in *Farm Field and Stockman*.

WHEN TO CUT TIMOTHY.

Accurately conducted experiments in connection with careful chemical analysis of timothy in full bloom and at subsequent stages of growth, conducted by Prof. Eadd, at the Massachusetts Experiment Station last summer, allowed the following conclusions to be reached as stated below:

1. It was found that the amount of water in timothy diminished very rapidly after the period of full bloom. 2. There is a large increase in crude fibre in late cut timothy over that cut at the period of full bloom. 3. As the grass approached maturity there was a considerable diminution in the per cent of sugars and an increase in starch. 4. The proportion of albuminoids—the nutritious elements—to the other organic constituents, diminished after the period of full bloom, and in late cut timothy the albuminoids were much less digestible than in that cut at the time of full bloom. 5. The

experiments show that the increase in quantity of timothy after the period of full bloom, was not sufficient to over-balance the lower digestibility of the albuminoids, together with the large increase in fibre.

It is therefore concluded that it is preferable to cut timothy for feeding at the period of full bloom rather than after the seeds have formed.—*Farm Field and Stockman*.

PUBLIC SCHOOLS.

No. 5.

School Matters Before the War and Now.

In 1860 the public schools showed their highest development before the war. According to Superintendent Wiley's report, during that year the disbursements were \$278,000, and the whole number of children between 6 and 21 years of age was 221,450. The per capita expenditure was therefore, \$1.25 on the number of white children.

This money was in part furnished from the interest on the permanent fund of about \$2,000,000, and in part by county taxation, the counties being required to tax themselves. This requirement was perhaps the strongest factor in the establishment and improvement of the public schools before the war. In fact the wise founders of our public schools in 1840 started with this requirement and did not allow any apportionment from the State fund to counties that did not vote in favor of and levy a tax to supplement it.

This principle of helping those who help themselves has had wide application in the establishment and development of school systems in other States and countries.

It will be seen that while last year we spent \$653,037.33 on a school census of 566,270, the average per capita expenditure was only \$1.16—less than in 1860 by 9 cents on each child of school age.

Besides having less money now for each child than was applied in 1860, we labor under the additional disadvantage of having two races to instruct in separate schools. The separation of the races is a necessity, but it is somewhat more expensive to educate two races in this way than it would be to educate one race having the same number of children.

Having this race disadvantage and

less money per capita, our school terms will of course be somewhat shorter than were the terms in 1860. Then the salaries of teachers averaged about the same as we now pay our teachers, perhaps a little more.

The machinery of our system is very much the same now as it was before the war. It recognizes LOCAL management, and the necessity of making boards of education, county superintendents and committees specially responsible for such management.

Then the county court selected five men to act as a board of superintendents; now the justices of the peace and the county commissioners select three men to act as a board of education. The duties of the board of superintendents was almost exactly what are now the duties of the board of education, viz.: the general management of school matters for the county—fixing boundaries of districts, appointing school committees on petition, apportioning the money in such way as to equalize school facilities as far as practicable, &c.

THE AVERAGE COST OF THE BOARDS OF EDUCATION NOW IS JUST ABOUT ONE PER CENT. OF THE FUNDS—one dollar out of one hundred dollars. Under the old system the chairman was county superintendent, gave bond and handled all the money, and was paid 2 1/2 per cent. of the funds, and if he visited the schools the board paid him extra; now we have a county superintendent who examines teachers, is secretary of the board, visits the schools, gives the board such information as they must have to enable them to perform their duties intelligently, has a general oversight of the details of the school matters of his county, and makes reports to the State Superintendent. He is paid by the day for the work done, from \$2 to \$3 as the board may determine. The average cost of the superintendents last year was only about 3 per cent. of the funds. Total cost of boards and superintendents about 4 per cent. of the funds.

The system before the war had to bear the expense of an examining committee and of a secretary. Both these duties are now performed by the County Superintendent.

The cost of the school management is about the same per cent. now as before the war. The system then did, however, save the treasurers' commissions which we now pay, because it did make the County Superintendent treasurer, and these commissions went far toward paying the cost of superintendence.

It may be well to call attention to the fact that good county boards and efficient and active superintendents are perhaps more of necessities now than when we had but one race to provide for. This thought I would like to emphasize.

And further, about ONE-THIRD of all the money raised in the State by taxation for all purposes goes into the schools. Some local authorities must be paid to manage it, and it is folly not to pay enough to have it efficiently managed. What we pay now to the boards of education and the superintendents would lengthen the average school terms only about two days per annum.

S. M. FINGER, Supt. Public Instruction.

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