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TOPICS FOR FARMERS

A DEPARTMENT PREPARED FOR OUR RURAL FRIENDS.

The Need of Irrigated Fields on Many Small Farms—Some Agricultural Branches that Are Not Overdone—The Fruit Crop—Farm Notes

Irrigation on the Farm.
The need of irrigated fields on many small farms is felt by the owner every dry season, but where there is no regular organized system it is sometimes expensive, and in other cases out of the question to attempt irrigation. But where ponds or streams of water are located on the place, or even some distance off on another property, the water can be led to the fields by means of pipes, and then distributed over the land to suit the needs of the crops. The cost of this would be very little. A pipe, or even a wooden water-trough, could be constructed so that the water would flow in a series of ditches or receiving ponds. Brooks and streams of water can be tapped very easily in this way, so that the running water will not be entirely wasted while the farm crops are dying for thirst. In each instance, however, the farmer must use his judgment as to the best method of getting his water to the fields.

Then the water can be spread over the fields by some of the approved methods of irrigation. On fields that are nearly level the greatest difficulty will be experienced in getting the water to run equally throughout the field. One way to do this is to construct ditches on either side of the field, and bank them up a foot higher than the field. At right angles from these ditches parallel rows for the vegetables should be made. The water should then be run into the banked-up ditches until it overflows. At every row the water will run down in a stream, and secure force enough to carry part of it at least to the middle of the garden. Similar streams coming from the opposite direction will meet in the middle, and in this way the whole ground will be flooded with water when needed. To obtain water in this way it may be necessary to construct receiving ponds higher than the level of the field. These must be filled before the drought and when the spring floods are high. If the pond is naturally several feet higher than the field, the slope will be sufficient to dispense with any such artificial reservoirs.—Germantown Telegraph.

Crops Profitable to Raise.
There are a few branches of farming not overdone. There is little buckwheat raised that the flour sells at 5 cents a pound. Then there is a greater demand for good sorghum than there is a supply. Flax is very high when you want to buy; why not raise some to feed? It will improve the stock. Fruit raising is not overdone and potatoes will bring a paying price if the crop is well tended. Grass seeds and cloverseed bring living prices. Cabbage is hard to raise, but it pays to raise for market. There is money in cheese at 15 to 20 cents per pound. Stock your farms with cows, build a creamery and sell milk. There is more money in it than making butter. It pays to raise sweet potatoes. The navy bean sells at 5 cents per pound and is scarce. Seed down your farms and pasture stock at 75 cents per month. Farm better what you do farm, raising the best. Read the papers and raise the crops that are scarce, for they always command a good price. Vote for the party that will set the manufacturing going, and my word for it, when all the people get to working they will take to eating and they will make way with much of the surplus and at better prices than now.—Farm and Home.

Our Fruit Crop.
The fruit crops of this country increase with every year's planting, and yet the supply is unequal to the demand. The quality of the fruit deteriorates the latter. If it is good, not only is the demand for home consumption greater than in any other country in the world, but so also is the foreign demand. The reasons for this are apparent. The farms of the United States are in the main owned by those who occupy them, and they plant for all time, without any fear of being dispossessed of their improvements. The growth of an orchard is a work of time, and only the owners can afford to plant large orchards. When their fruits are gathered and placed on the market they present attractions to the people, the consumers, of such a character as to be perfectly irresistible, hence more fruits are purchased for home consumption and more consumed every year. But then the same qualities that commend and make them popular here at home, that is to say size, quality, beauty and cheapness, commend them to people abroad, make them popular, and increase the demand.

In Great Britain alone the call for our fruit increases every year, and this year, if the crop is only what the producers expect, it will be greater than ever, and many ship loads of apples and other fruits will go there. The great thing to be looked to, however, is the prevention of injury by insects and fungi. Too many have neglected this in the past, and hence had only small, disfigured and wormy fruit, lack-

ing in character, attractiveness and appetizing qualities, for which there is no demand at home or abroad.—Colman's Rural World.

Goats Paying Better than Sheep.
A Missouri farmer writes in the St. Louis Journal of Agriculture that he finds goats profitable for rough land filled with weeds and bushes. He has had goats for four years, and they have destroyed the bushes, sumach and small persimmon trees. His hogs have been free from disease, while all around him farmers who did not keep goats lost most of their hogs by cholera. The writer says that the meat of young goats is better than mutton. The wool of sheep is now worth so little that the question is worth thinking of whether a few goats may not be kept with profit on rough land unsuited to cultivation in some of the Eastern States.

Cows Going Dry too Long.
It pays to take extra pains to get all the milk from cows. They need plenty of good food, too. A little carelessness in milking or in feeding has doomed the owner of a young cow thus treated to the penalty of keeping her three or four months for nothing every year all the remainder of her life. The young heifer's teats are not large, and it is young heifers that are most apt to be neglected. The careless milker says that their milk does not amount to enough to pay for clean milking. That is where such a man makes a mistake. It always pays to do the best work.

The Horse's Foot.
Rev. W. H. H. Murray once laid down a rule in regard to trimming a horse's foot that every horseman in the world should cut out and paste in his hat. "Never," he says, "allow the knife to touch the sole of a horse's foot, nor the least bit of it to be pared away, because nature needs the full bulk of it and has amply provided for its removal at the proper time. Secondly, never allow a knife to be put to the frog, because nature never provides too much of it to answer the purpose for which the Creator designed it, and the larger it is the more swiftly, easily and safely will the horse go."

Keeping Hens Laying.
No hen will lay an egg every day in the year. Even those that are non-sitters will not do it at seasons when they are moulting, and there is usually a rest of a day or two, if not longer, between the different hatches, when the natural time comes for the hen to sit. The time of moulting may be shortened by care and good feeding, giving the hens the kind of food, meat, etc., that is required to make their new coat of feathers.

Warm Water for Young Stock.
It may be disputed whether it is necessary to warm water for older animals, but all young stock should have water with the chill taken off of it to drink in winter. The digestion of young animals is weak, and drinking ice-cold water makes it worse. It is this cold water that makes rough, staring coats on calves and colts, no matter how well they may be fed.

Roots in Transplanting.
We had occasion some years ago to remove a thrifty barberry bush. It has never recovered from the shock. It was too old and we destroyed too many of the roots, in proportion to the top that was left, and it has merely lived without making growth of any consequence ever since. It is a lesson to be more careful of the roots than the top in transplanting.—Epitomist.

Farm Notes.
When blackberrying, many a large-fruited sort is met with, which, if transplanted to the garden, would be as good as any of the cultivated sorts. Some of the best-known ones were introduced in this way.

It will now delight the Western farmers to learn that a worm has appeared to attack the Russian thistle. The worm appears in large numbers and suddenly disappears. Its habits will be studied at the experiment stations.

Unless the surface is very uneven and the soil light and porous but little fertility is wasted from manure drawn upon the field when fresh, even when the ground is frozen or heavy rains intervene. Thus on many farms, where the surface is level or only slightly rolling, manure may be spread at almost any time of the year.

A horseman advises to never allow a horse to stand on hot, fermenting manure, as this will soften the hoofs and bring on diseases of the feet; nor permit the old litter to lie under the manger, as the gases will taint his food and irritate his lungs, as well as his eyes.

If a horse balks, do not whip him, but let him stop and think it over. After a little reflection and a few tosses of the head he will often start of his own volition. Talk to him kindly, pet him, loosen a strap or a buckle, and he may forget his obstinate spell. An apple or a bunch of grass from the roadside may win him.

Reducing the amount of food is not economy in feeding, as the product may be reduced correspondingly. The true way to economize in feeding is to have animals that will yield the greatest quantity on a certain allowance of food, and to give them all the food they will consume as long as they are giving a profit.

GOWNS AND GOWNING.

WOMEN GIVE MUCH ATTENTION TO WHAT THEY WEAR.

Brief Glances at Fashionable Frockings, Mayhap, and Yet Offered in the Hope that the Reading May Prove Restful to Wearyed Womanhood.

Gossip from Gay Gotham.

OR several months the women who do on low-necked dresses have been sticking closely to the off-shoulder cut, and many examples of this kind have been seen that have impressed observers as being very daring. But despite this the style has retained favor and there has been little if any abatement of the generous display of shoulders and neck. Now there has been devised a dress that leaves the shoulder bare from neck to wrist. In it a band of ribbon clasps the throat, from which two delicate chains threaded with pearl or gold extend on each side and are attached to the top of the bodice on either side of the shoulder.

The whole list of off-shoulder bodices has demanded handsome shoulders of the wearers, but many an ambitious woman to whose make-up the fashion was poorly adapted has boldly attempted it, and this latest trick is no doubt devised by some one whose lines are almost perfect and who is anxious to prove it openly. Such exaggerative treatment of an accepted style by women whose taste is generally good is a sure forerunner of a general change.



DRAPED WITH GLITTERING TULLE.

So, almost simultaneously with the appearance of this eccentricity, designers are carefully feeling their way to a shift in evening dress that will hide the shoulders altogether. One of these designs is shown in the first picture in this column, and a glance will show that its maker did not get a great way from the present style. While the shoulders are covered, their outline remains sharply defined and the remainder of the bodice is closely like what is now worn. As sketched it is carried out in black satin duchesse trimmed with black jet passementerie, lace and cerise velvet draped with mousseline de sole, and finished with rosettes of red satin ribbon. The jet passementeries are placed down the front and outline the darts descending to the bottom of the skirt, the edge of which is finished with a puffing of velvet under lace tulle, with a jet heading.

Yards and yards of material go into the new reception skirts. The pleated folds lie heavily one upon the other at the back, and open, shut and change place like a great fan as the wearer moves. While in this motion there is much grace, still the spectacle of several layers of folds one on the other reminds one too much of the dry goods



ODDLY TRIMMED WITH SASH RIBBON.

counter, and suggests great weight too forcibly to be either graceful or in good taste. A better result is reached by using less of the dress fabric, and even then, in such an eminently tasteful skirt as that next shown, there'll be a lot of the goods required. The stuff needed in this case for the skirt is black silk crepon, and black satin is required for the bodice, which is draped with

spangled black tulle. The sleeves are made of puffed plain tulle and a large bow of black satin ribbon is placed on the left shoulder with a much larger one in the center of the skirt. Draped velours finishes the yoke, and narrow jet passementerie borders the lower hem. A large spangled jet butterfly is put in the center. Black suede gloves meet the elbow sleeves.

All sorts of remarkable effects are produced in bodices by cutting one material into straps which are applied on the under material. Sometimes these are set from collar to belt, and are cut to points at both places. They do not touch each other there, but they widen at the bust line till their edges meet. Other designs show a radiation of lines from the collar, and still others produce strange spiral curves that blend into



AN EXCEPTIONAL JACKET BECAUSE OF ITS ELABORATENESS.

each other. The edges of the straps are followed with glimpses of beads and the material showing between must be of color strongly contrasting. This sort of ornamentation is one outcome of a current craze for a snipping. The rural paring bee is nowadays transformed into a wholesale slicing up of new fabrics by the employes of the stylish city dressmakers. The next costume that the artist contributes replies to this fad, though rather faintly, because the odd garniture of loops at shoulders, bust and sash are of ribbon, rather than from dress goods. The goods here is white satin, left untrimmed in the skirt, while the bodice is draped diagonally with bias white satin, and topped by a deep yoke of corn-colored chiffon. That is the shade, too, of the ribbons mentioned and of the undressed kid elbow gloves.

In the next sketch there is an ornate jacket made of the same material as the skirt which it accompanies, which is olive green chevrot. The jacket is tight-fitting back and front and fastens with hooks and eyes, which are covered by a band of moss trimming. The high medall collar is embroidered with black jet and finished with a piping of the moss trimming, and the sleeves are large and full, with epaulettes of cream gutture lace. Two straps of the embroidered jet hang from each shoulder.



TWO SWAGGER POSERS.

Below this comes a plain godet skirt with slight train. Two swagger maids in exceedingly picturesque get-ups look out at you from the final picture. The left-hand one displays a style of shoulder finish that is offered to the possessor of fine shoulders as a sop for the outgoing off-shoulder-cut of evening dress. When sleeves start thus below the shoulder and end at the elbow, it gives the puffs an odd look that is now considered very correct. Pale-blue silk figured with sprays of wild roses is the chief fabric, but the skirt has a full panel of plain blue silk on the right side. The bodice is seamless and is made of bias material, hooking invariably on the side. Plain silk gives the sleeves, the shirred stock collar, and a drapery that runs diagonally across the front. The other poser—for the dames of striking apparel are ever caught in self-conscious attitudes—is clad in a princely gown of silver-gray cloth. Her skirt is tight at the hips and extends into a corselet, the top consisting of a very deep yoke of gray and white silk passementerie laid over a white silk foundation. The collar consists of a band of the same with bows of gray satin ribbon on the sides, and two long bows of the same ornament the front. Elbow sleeves are met by long suede gloves, exactly matching the stuff in color.

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'Tis never night in love's domain.

NOTES ON EDUCATION.

MATTERS OF INTEREST TO PUPIL AND TEACHER.

Instructor Should Be Thoroughly Equipped Before Entering Upon the Work of the Class Room—How to Keep the Children Occupied.

Thorough Preparation.

No one need expect to make a complete success of teaching without thorough preparation. This does not mean that you must be a paragon of knowledge before you enter upon the work of the class room. That would be extremely difficult and if you thought you "knew it all" you would doubtless be a very uncomfortable person to work with and a most unpopular one in your class-room.

It is a trite but very true saying that we all learn something new, or see something in a new light, every day.

But however well equipped you may be with knowledge of facts and things, you must be prepared to give them to your pupils in a form that they can assimilate—to present each subject in a light that will enable them to see through and through it. You may assign a lesson on any subject, to a class, have them learn it, hear them recite it, and that they know all that the text-book says on the subject and send them to their seats satisfied with the work of the class. But you have not taught them anything. They may remember a few of the most striking or interesting facts of the lesson, but the most of it will probably be gone next week.

To give a class a lesson on any subject you must first prepare the lesson yourself. Go over the ground covered by the text-book used, then bring to bear on the subject everything you know that relates to it; and the more you know the better the lesson you can give to your class.

Then, when the class is called let the pupils tell you what they know, then you tell them what you know.

Discuss the subject with them. Don't do all the talking yourself or the lesson will degenerate into a lecture and the pupils will lose interest.

Haven't you time for all this? You have forged your own chains. So long as teachers submit to having so many classes placed in their charge that they cannot do their work properly, just so long will the learning and recitation routine constitute the "work of education" done in our schools—a work that might be done just as well in the homes of the pupils. The only difference would be in the absence of the emulation that arises almost inevitably where there are a number working together, and the envy and ill-feeling and spite it always engenders. Or the work of "making them learn their lessons" might devolve upon the parents, who probably prefer sending them to a teacher, who "is paid" to do it for them and who is supposed to have some magic receipt whereby sixty children can be coaxed, driven, persuaded or "trained" to do the same things, think the same thoughts, and sit in the same positions at the same time for five hours a day. But perhaps you say you have not time out of school to hunt up supplementary information on each day's work. Of course you have not. There is where the need of preparation comes in. You must have a stock of knowledge to begin with, the larger the better, but some there must be.

You will find in every subject that the more you know the better you can teach even the most elementary parts of it.

As you go through the year's work, you will see where you need more knowledge—where your weak points are—and you can study up on those points and the next year do better work in the same line. You will find your ideas of things in general are expanding and you will keep on working and broadening your horizon.

There is, of course, no limit to your advancement and you may perhaps think "thorough preparation" a misnomer, for what you would at first have thought the complete mastery of a subject will seem by and by but the most meager croppings on the edge of the field of knowledge.—Educational News.

Occupations for Primary Room.

Each recitation or class exercise where the child comes in direct contact with the teacher should be followed by some occupation which is the direct outgrowth of that lesson; an opportunity to give expression to the thought gained in the class. Too many teachers are satisfied if this thought is expressed in written language, and often the children spend more time in writing than is really good for them.

The child, like the adult, needs to objectify his thought; much of his thinking needs more than the oral or written form to make it complete. In the primary school we may give to the child this opportunity for expression through drawing upon the blackboard, modelling in clay, constructing with blocks and splints, cutting forms from paper, using number by measuring and comparing, and outlining forms with sticks or lentils.

Another phase of desk occupation is that which is done in preparation for the class exercise; an important element in this part of the work is imme-

diately use; the feeling on his part that the piece of work in hand is being done because it is to help in the lesson further on, adds an element of interest which soon rises to enthusiasm, if properly directed by the teacher.

Suppose the class is studying crystallization; for such study sugar, salt and alum will be observed and measured; for this, small boxes of definite size will be needed. If the children make these boxes themselves there is an added interest because of the responsibility placed upon each child in making ready for the lesson.

For these boxes he will need a lead pencil, foot rule, pair of scissors, manila paper (medium weight), and a few drops of mucilage or paste.

Directions for box holding a cubic inch: Draw and cut a three-inch square; one inch from each corner make a point; connect each point to one on opposite edge with a line. Fold each side toward the center, on this line; crease well. On each side cut through the line to point where two lines cross; lay the corner squares and paste. Shallow boxes previously made by the children will serve for paste cups. A toothpick answers for the brush.

Four or six inch squares may be drawn and cut by the children, and then folded into envelopes; these will be found useful in preserving material which they use in observation lessons in science.

The telling of stories from history and choice literature has come to be an important part of the work in every good primary school; but this story-telling falls short of its purpose if we fail to give the child an opportunity to tell it back to us. One of his best means of expression for the story work is the blackboard drawing. This gives him a chance to do and dare such as he could not feel if he were to attempt expression with a pencil or through speech even. His pictures may look crude and meaningless to the casual observer, but the sympathetic teacher is able to interpret each stroke of his crayon. To vary this drawing, give each child the privilege of picturing a story of his own choosing. Note the excellent oral language work that is sure to come as each one explains to his schoolmates what his picture stands for.

Children love to work; their enthusiasm and intellect are easily aroused, and it must be some fault of ours when we are obliged to hire or punish in order to keep them legitimately occupied.—Primary Education.

Going to School.

Among the crowding cares of the farmer's wife, the needs of the little schoolgirl cannot be forgotten. While the rough spring weather keeps her from the long walk to the school-house, her wardrobe may be put in order; gingham dresses resleeved, new aprons made—several of them neatly trimmed with soft crocheted twine braid or unbleached lace—and various things attended to which may add to the comfort and pleasure of the small maiden.

Provide a snug jacket or cape for windy chill mornings, and rubber shoes for muddy walking. A 10-cent straw hat with crown lowered and trimmed with a pinked and pleated ruche of red or blue, edge bound with the same and strings outside to tie down the wide brim, makes a nicer head covering than a sunbonnet. Don't forget the neat, clean ruffe or collar for the neck of her frock, and plenty of pocket handkerchiefs. She may hem a dozen muslin ones during the cold, stormy days. Give the young student a pretty bag crocheted of brown or white twine, lined with red or blue calico; also a small tin dinner pail, with lunch hygienically prepared, no indigestible pastry nor rich cake. Give her, too, a kiss when she goes, and when she comes home at night. Don't have a number of disagreeable tasks waiting for her. Let her run and play or make doll's dresses as she chooses. Make home more attractive to her than school. And above all send her early to bed.—Gussie M. Waterman in Farm and Home.

A Device to Promote Reading.

A school superintendent was asked how he managed to advance his pupils in all their studies so much more rapidly than his predecessor had done. His reply is worthy of special note: "I make it a point to bring them along as rapidly as possible in reading. In the primary grades I give more time to this exercise than is customary in other schools, and I persuade or entice the pupils of the higher grades to read books, newspapers and magazines, anything wholesome that will give them practice, and at the same time instruct them. Every day we spend from fifteen to twenty minutes asking and answering questions about what we have read. To excite curiosity, we post the most important caption lines from the columns of the newspapers. The next morning nearly every one of the older scholars is prepared to give particulars on the subject of the previous day's bulletins. If I can get our scholars to read it is easy to induce them to study; by as much as they become more expert in reading, so much is the labor of pursuing their other studies reduced, and their enjoyment heightened."—Chicago Inter Ocean.

Heine's nervous system was a complete wreck. For seven years he was confined to bed by disease of the spinal cord.