

Tillamook Headlight.

—BY—
W. F. D. JONES.

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YELLOW FIR IN THE EAST.

Rapid strides are being made in the matter of pushing sales of Pacific-coast woods in the Eastern markets. Our Kansas City correspondent informs us that "the Kansas City retail yards are using Pacific-coast woods, and there is hardly a yard here that does not carry some in stock." So it is with the yards at Minneapolis, St. Paul, Duluth, Denver, Salt Lake City, St. Louis, Indianapolis, Cleveland, Buffalo, and other distributing centers. Three years ago lumber from the coast, with the possible exception of redwood, was a rarity, an untried experiment and of slow sale.

Go through the interior yards in Iowa, Illinois, Nebraska, Minnesota, and the Dakotas, and one will find red cedar sidings, spruce sidings, fir floorings, redwood, and occasionally cedar doors and finish. The superior qualities, exceeding clearness, handsome appearance and durability of these woods have caused prejudice to disappear as snow melts in the warm rays of the midsummer sun.

Architects, carbuilders and railroad men have found that the tensile strength of fir, greater than oak, cannot be excelled, and are using it in preference to yellow pine and hardwood. Fir flooring is equal in every way to maple, and will last a lifetime. For bridge timbers and car construction purposes less lumber is used on account of the great strength of fir and for boat building, derrick work, etc., an account of its extraordinary lengths and clearness, fir is without a rival. Fir finish is better every way than yellow pine finish, which is easily demonstrated.

Spruce a light, milk-white wood, abundant along the coast, has found much favor in the east for siding, finish, refrigerator cars, and for wooden packages, as it is as it does not communicate a taste of the wood to the contents. It is also in demand for sounding-boards, etc.

Cedar lumber possesses the peculiar quality of staying in place year out and year in, in cold, hot, dry and wet weather. It does not swell or warp, and is very durable, despite the fact that it is soft wood. It is having a remarkable sale in the eastern states in the shape of shingles, doors, finish, siding, porch columns and posts. It is a favorite wood wherever used, and will eventually displace white pine.

The sugar pine of Oregon has not yet been introduced east of the Rocky mountains, but in time ought to be in demand. It is a soft wood, of good appearance, and is used extensively in the manufacture of doors.

Redwood is a handsome wood, and needs no introduction. It has been in use for years as inside

finish, in the east, and is growing in favor every year.

These are the principal Pacific-coast woods used in the East. Their sale is growing, and in another ten years it is safe to say the majority of the Eastern yards will carry a complete assortment of woods from the coast.—Pacific Lumber Trade Journal.

CO-OPERATION IN SCHOOL WORK.

(Written for the HEADLIGHT by G. A. Walker of Bay City.)

In speaking of the importance of co-operation of parents with teachers in the work of the school-room, I shall assume that I am addressing the parents themselves. I begin by asserting that the parents are more largely responsible for the education of their own children than are professional teachers, the community at large, or the state. To give to every child a physical, intellectual and moral nurture is a duty imposed on every parent. If for convenience, or the sake of getting better results, we delegate any part of this work to others, if we commit the child to the keeping of nurses, and to the curative art of physicians, his intellect to the guidance of teachers, and his soul to the tuition of the Sabbath school instructors and pastors, we may thus delegate the work—we cannot delegate the responsibility. We shall be held accountable for the education our children receive, whatever may be our agents in giving it. The teachers are responsible to us, we to posterity.

We have, then, arrived at a very important and far-reaching parental duty in connection with secular education. Parents being always responsible for their children's education, must always watch and superintend it. When we send our children to school, we do not and can not, as some think, transfer to others all the care and responsibility of their education. Unless we send with them our watchful solicitude, wrapping them about as a protection against evil influences, and attracting to them all possible influences for good, we are unnatural and recreant parents; and it is more than likely that in future years, the light burden of duty which we would not bear when our children were subject to us, will come back a heavy load of unavailing sorrow, and will sit and brood on our hearts, when their ignorance shall rebuke us, or their misdeeds shame us.

Applying this principle to the details of ordinary school instruction, we see plainly that the parent should interest himself in the child's education, and should convince the child that he is so interested. It ought to be an abiding thought in the child's mind, spoken or unspoken, that "My father, my mother are very anxious that I should do well at school." This one influence, if the child love and respect his parents, will do more to make and keep him industrious and faithful, than all other influences combined. The parent will secure this object in a great variety of ways; in fact, if he really has the child's welfare and success at heart, there will ordinarily be no great danger of the child's failing to perceive it and to be affected by it. Still there are judicious and unjudicious ways of accomplishing the end which the parent has in view. When this subject is brought before parents, great stress is generally laid on visiting the school. I am inclined to think that undue importance is attached to mere visiting. Some good results may come from it. Both teacher and pupil may be made to feel that the public eye is upon them, and may be thereby spurred to make some exertions to satisfy the public. But a far more healthy and more effective supervision would be secured if each parent should keep himself in constant communication with the teacher and the school through his own child, by watching his progress, by interesting himself so far as he is able, in his studies, by correcting the misapprehensions

that are always arising between

teacher and scholar, and in general by keeping the child's confidence and using the trust for his good and that of the whole school. For every parent has a duty to the whole school as well as to his own children—and both for its sake and their sake, he is bound to do what he can to make his own children diligent, teachable, and dutiful.

It might be objected to this view, by some teachers, that many parents are incompetent to superintend the education of their children, and that such imperfection would in their case result only in meddlesome and annoying interference. So it would in a few cases; but the great increase earnestness and fidelity in the many, would more than compensate for any such annoyances. And I think teachers will bear me out in saying that they would much rather encounter the flurries which might attend a universal solicitude, than be stationary on the dead sea of universal indifference. But however illiterate a parent may be, there is one service he can render his child which will be valuable beyond all computation: he can see to it that the child be regular and punctual.

Among the evils that may be connected with a school, there are none greater than that of irregular attendance. The effects of this evil are not only felt by the school as a whole, but they extend in a still greater degree to the individual pupil. Much of the irregular attendance in our schools is caused by a misunderstanding of its effects, on the part of those who have a large control of the matter. In consequence of this fact, many pupils are absent from school through an indifferent view of the results. Parents are often to blame for the backwardness of their children in school, and it is not to be wondered at that the pupils sometimes fail to retain their places in class. Experience shows that most of the "demoting" in school is caused by irregular attendance. The pupil who is absent a day here and a day there, has lost a link in the chain of reasoning that must be continued from lesson to lesson; he is conscious of weak places in his recitations. The loss of one or two recitations might be remedied to a certain extent, by extra exertions on the part of the pupil; and yet he is lower. He loses the enthusiasm that a class gives him from not being present to recite with them. In almost all classes there are new thoughts and ideas developed in every recitation. He loses these. The pupil who is absent several days in a month, losing a number of recitations, becomes hopelessly discouraged eventually, unless he be of an unusually hopeful disposition. Soon all is darkness and blank. He does not know why "this is so" or "that is so."

What is to be done? The teacher cannot take the time of the whole class to clear the pupil's mind of this seemingly mysterious subject. The good of the majority is the object for which the teacher must work. No, the pupil must do the best he can, and in ninety-nine cases out of every hundred, he will not be able to regain his footing in class; he will lose all his interest in his studies, and the time which should be spent in preparing his lessons will be wasted in idleness or in mischief.

I recognize the fact that there may be emergencies which will render the occasional absence of a pupil from school desirable and necessary, and I also understand very well that in case of sickness there must be a relaxation of the ordinary requirements. But are there not oftentimes that children are kept at home for this little thing and that little thing, when it would be better for all concerned that the children should be in school? It is convenient I know, to keep them at home to do this and that, but think what evils are entailed upon them, when by a little inconvenience and effort on the part of parents, they might be made happy in school, keeping pace with their wide-awake classmates?

(Continued on page 3.)

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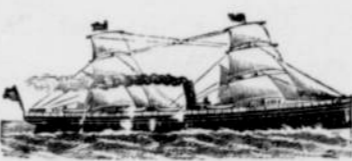
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