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CO-OPERATION OF PARENTS AND TEACHERS.

To the Patrons of the Public Schools of Tillamook County.

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 education is a duty imposed on every parent. If for convenience or for the sake of getting better results we delegate any part of this work to others, it 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 Sabbath school instructors and pastors, we may thus delegate the work—we cannot delegate the responsibility. We shall be held responsible for the education our children receive, whatever may be our agents in giving it. The teachers are responsible to us, we to posterity.

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 cannot, 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 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 effected by it. Still there are judicious and injudicious 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, watching his progress, by interesting himself, so far as he is able, in his studies, by correcting the misapprehensions that so frequently arise between teacher and pupil, 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 meddling and annoying interference. So it would in a few cases; but the great increase of 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 furies which might attend a universal solicitude, than be stagnant 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 at school.

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; 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 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 continuous 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 exceptionally hopeful disposition. Soon all is darkness and blank. He does not see 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 most cases 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 cases of illness there must a relaxation of the ordinary requirements. But are there not often times that children are kept at home for this little thing or that little thing, when it would be better for all concerned that they should be in school? It is convenient I know to keep them at home to do this and that, but think of what evils are entailed upon them, when, by a very little inconvenience and effort on the part of parents, they might be made happy in school, keeping pace with their wide-awake class-mates.

Tardiness is almost as great an evil as irregular attendance. It begets in the pupil the habit of being behind. A pupil who continues to be tardy is usually found behind in his whole school-work. He seems to feel that to be his place.

By punctually closing, as well as by punctually opening school, teachers aim to set a good example, and by this means to lessen, to some extent, the number of cases of tardiness. Beginning at any time between nine and ten in the morning means closing at any time between four and five in the evening. Loose time at either end of the day makes loose time at the other end. Our schools should not close "somewhere along about four," but precisely at four. We should close on principle and not by chance. Promptness and decision in doing common and frequently recurring duties constitute an important element in the character of any individual. By being prompt, then, in all that pertains to school we teachers wish not only to set a good example to those under our care, but to show both parents and pupils that we practice what we require of others, and that our schools are managed, in respect to time, on business principles. We say to our pupils "you come at the right-time and you shall go at the right-time."

Under the mistaken view, that a pupil's presence is not needed except during his hours of actual recitation, teachers receive numerous requests from parents to permit their children to come late, and to leave school as soon as they have recited. The right development of the pupils demands that they should be present throughout each day's sessions, from the opening to the closing of the day's work. If they are not actually en-

gaged in reciting lessons, provision is made for their spending time in study and other suitable ways, so that there is no idle time and there are no profitless hours. Teachers feel unwilling for these and other reasons, to grant excuses for lateness, or to consent to early dismissal, and beg that parents will not make such applications except in cases of imperative necessity.

If it is desirable that a pupil should take private lessons in special studies from other teachers, or assist in any home work, a very little contrivance will, in most cases, secure hours for these purposes, other than the regular school hours.

I believe that the best interests of the children are secured, and their future usefulness advanced, by having them feel that in connecting themselves with the school, they enter upon the preparation of themselves for the real work of life, that for the time being it is as real as anything can be in the future, and that therefore they should cultivate habits of promptness, patience, and fidelity. But a pupil who is taken out of school to attend entertainments, to perform some household task which might be attended to at some other time, or to gratify some caprice, is apt to conclude that his school-work is of but little importance, and he thus grows up without that painstaking earnestness and sincerity which have so much to do with success in whatever may be his calling in the future. Our schools are to be regarded not simply as agencies for gaining information in a few branches of study, but as helps for the training of character.

Remember, parents, that every unnecessary absence is a serious injury to the pupil, and a robbery of the whole school. If you decide to send your child to school rather than educate him yourself, you must conform to the prescribed regulations; that is implied in the contract between you and the teacher, and between you and the whole school. You have no more right to break into the order of the school by irregularity than you have to stop a train of cars between two stations for your own convenience and to the inconvenience of the other passengers. It is important that your child understand that, while he is attending school, school is the main thing. You cannot impress him with the idea that education is something to be valued, and prized, and striven for with earnestness and patience; in other words, you cannot educate him at all, unless it is made the great thing to which all other things, your convenience and his fancies, must bend. If it makes no great matter if he is an hour late, or if he stays out a day or two now and then, to do some errand for you or to gratify some whim of his own, why the whole thing becomes of no great consequence in his estimation, and to awaken and keep alive in him any high purpose of worthy aim in education is an utterly impossibility.

By example, by precept, by almost every available means, teachers try to remedy the evils referred to; but without the hearty cooperation of parents, the faithful labors of the best teachers can but imperfectly produce their results. Regular and punctual attendance of pupils cannot be secured without it; nor, indeed, can an earnest and cheerful performance of any school duties. "Make our schools as free as sunlight and air—let wisdom cry at the corners of the streets—yet if the home does not love and cherish the school, the latter must stand as some mighty piece of machinery, grand, glittering, golden in promise, but weak and imperfect in performance, lacking that impelling power which alone can set its thousands of wheels in full and fruitful action."

To conclude, parents, let us all resolve that our children shall start in life with a better education than we had. The opportunities are better now than when we were children, it is easier for us to do well by them than it was for our parents to do as well as they did by us. Far from us be the selfishness and heartlessness which sometimes say: "What was good enough for me is good enough for my children." Let us rather say, God forbid that my children should ever know the mortification, the hardships, and the failures which have come upon me from a defective education. Many of my errors it is now too late for me to retrieve, but I can help my children and

cause them to bless my memory, by guarding them against my mistakes and by giving them better advantages than I had, and I am so determined.

G. A. WALKER.

Bay City, Ore.

Personal and Otherwise.

Never mind the vagaries of the thermometer. It will climb down soon.

Among its other qualifications as a summer resort, New York is now filled with mosquitoes.

Mr. Jeffries' gray matter is sound. He offered no objections to the retirement of Mr. Fitzsimmons.

Li Hung Chang is not talking for publication. He is on the premises merely as a guarantee of good faith.

Mr. Fitzsimmons retires to private life with the sweet consciousness of having left his imprint on the strenuous profession.

Commissioner Peck shows delicate respect for the constitution by putting away the Legion of Honor medal until he retires from office.

The Honolulu Republican is joyfully munching the first sweets of journalism—a large, juicy libel suit. Evidently the Republican is there to stay.

The medicine administered to the railroad holdups at Goodland, Kan., did not have a deterrent effect. Still a constant repetition of the dose will prove effective in time.

Russia note on Chinese affairs touches a chord in the United States. So did the Russian note sent to New York harbor during the dark days of the civil war.

Twenty-five hundred members of the Smith family held a national reunion in New Jersey last week. Pressing duties kept the remaining seventeen millions at home.

A former Kansas officeholder rushes into print to deny the current story that the late Senator Ingalls called him a "louse." Mr. Ingalls called me a bedbug," he explains.

Eighty-four grandchildren attended the funeral of a Mormon patriarch a few days ago. The exhibit was a touching tribute to a strenuous life in the valley of the Salt sea.

Mass meetings are being held in the south to protest against northern treatment of negroes. Being experts and professionals in that line, the south naturally kick against amateur performances.

Philadelphia has the youngest hero in the bunch. He is only 8 years old and answers to the name of Leo Martin. He saved his sister from drowning, swimming with her to the shore, a distance of thirty yards.

The rare mountain atmosphere, mingled the salt sea breezes, develops some wonderfully beautiful women in Salt Lake City. One of the multitude of charmers there is described by a local paper as "a chic et charmante brunette, with a wealth of southern midnight in her hair and the glorious promise of the north in her broad brow and sunshine-showering smile." Pass the fan.

Whatever may be the condition of Indians in other respects, there are no signs of literary starvation in the far east. A floating item, sent adrift as a feeler for an American lecture tour, naively tells us that at Lahore, recently, "Paribrajak Srmat Srikrishnanands of Benore attended the anniversary of Rawalpindi Hari Sabha and delivered three lectures in Hindi and two in Bengalee." Come on, Paribrajak! The country hungers for a change from Chinese, Tagal and Sulu lingoes.

Notice to Taxpayers.

Notice is hereby given that on the first Monday, the 1st day of October, 1900, the COUNTY BOARD OF EQUALIZATION will attend at the Office of the County Clerk of Tillamook County, Oregon, and publicly examine the assessment rolls and correct all errors in valuation, description or qualities of lands, lots or other property, and all persons interested in said assessment are hereby requested to appear at said time and place for the purpose of correcting any errors that may appear in their assessment, as no errors can be corrected after the sitting of said board.

Tillamook, Oregon, 19th Sept., 1900,
J. S. STEPHENS,
County Assessor.

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Logging and Machine Work a Specialty.

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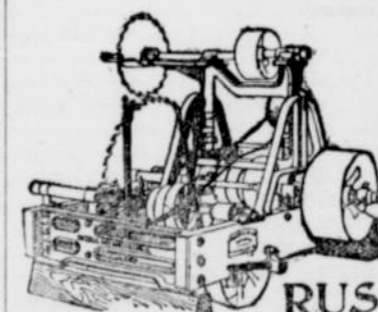
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Tickets must be secured the day previous from the Agents at

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