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To Kill Gophers and Moles.

To the Editor of Oregon Agriculturalist.
In compliance with your request, I will give you a description of my plan for the extermination of moles. I have tried all kinds of traps and dead-falls, but not until I tried this plan did I find anything which was sure death to them. The infernal machine for the moles consists of an old muzzle-loading rifle with set trigger. A gunsmith sawed it off about a foot long. The first thing to do is to find out the direction from which the mole is coming, and that is always towards his last, that is freshest-looking heap of dirt. Open his runway and point the gun, which should be secured in a small block of wood, right into the runway. Then fasten to one end of a short stick a small block of wood, right into the runway. Then fasten to one end of a short stick a small piece of a shingle and connect the other end with the trigger. When the mole finds his run open he will at once go to work to stop it up. He pushes the dirt against the shingle and this moves the trigger and discharges the gun, and the mole is blown in pieces. If you use a muzzle-loader be sure to have your gun in a warm, dry place before loading it. Buy water-proof caps and put a little tallow around the cap when in place to keep the dampness from reaching the powder. For safety's sake put a coal-oil box over the gun and cover it with oiled cloth if it should rain. Kill a few moles and you will be surprised to find how many heaps of earth these few have thrown up.
MORRIS WEBER.
Sunny Woods, Douglas Co., Ore.

Prosperity Through Gambling.

There appears to be a great deal of interest taken in different parts of the country in regard to having the laws enforcing, and for that purpose law enforcement societies have been formed, and where they have become a potent factor in local politics, they have been instrumental in working up a sentiment which has surprised a number of people. Portland has such a society, and other parts of the state have caught on to the idea. Even a number of people in Tillamook are imbued with it. One phase of the question, that of gambling, is taken up by the Oregonian in a sensible and well timed editorial, which we consider worth repeating, for it brings out a number of truths which cannot be refuted. It says: "Some of the citizens of Portland seem to entertain the notion that an attempt or thought to put a stop to or a check upon gambling betrays only a country town or provincial city. They talk as if gambling were a thing to be expected in every place of considerable importance, and even an important auxiliary to the life and activity of every city worth the name."
"But in fact no city is big enough to permit this vice to run riot. In the two greatest cities of the United States, New York and Chicago, strenuous effort is put forth and constantly maintained to minimize this vice. It is known, indeed, that the vice cannot be wholly suppressed; but the crusade against it never stops. It is at all times a leading factor in local politics and administration. The effort to suppress this vice, then, is not characteristic of the country village. Nor is it a fruit of narrow and illiberal ideas, as some seem to suppose. Gambling is a pernicious vice, which all communities that have a moral basis endeavor to hold under restraint."
"No doubt certain kinds of business, certain small industries that are legitimate, are favored, to an extent, by open gambling, for it makes money move freely in certain directions; but in the long run it can do a community no good, but only evil. Nothing else is so fruitful of general immorality; but to say nothing of this, it is an economic waste, destructive and frightful, in proportion to its extent. It is productive industry and accumulation, not idleness or dissipation of money or wealth, that contributes to the material well-being and progress of a community. Time spent in the pursuits of industry is better for the community as well as for the individual than time spent in gambling, as saving and accumulation are better than vicious prodigality."

"It is often said it is nobody's business what a man does with his money. In a sense this is true; in another sense it is not. The vice of gambling throws many

heavy burdens on society. How, then, is it nobody's business? It leaves legitimate debts unpaid and children unsupported. In it effects it is always robbery; and will you say that it is nobody's business? Society finds it necessary to be organized against robbery. It has always been so; always must be so. It is a reproach to any community to permit unrestricted gambling, or to permit to any extent within its reasonable power to restrict it.
"Every one is aware that there are many minds upon which the argument on its moral side will not take hold; but it is really an insult to common intelligence to put forth the pretense that gambling has for a community its economic advantages. Its economic advantages are really very similar to those which would result from highway robbery, if that form of human activity were permitted to become general. Business, trade, industry, profit, are founded on equivalents of exchange. Gambling is the negative of the principle. Its product, therefore, is beggary, not wealth. The notion, we should hope, is not very prevalent that this town or any other can reach prosperity through gambling."

The Pro and Con of It.

W. J. Bryan, who started a paper the first of the year in order that he might educate the democratic party and get them ready for the next campaign, after receiving hundreds of thousands of subscribers at \$1.00 each, takes the money, hires an editor and will take his family into a private car, on a subsidized railroad, and go to New York, where he will take a steamboat in which a large suite of rooms has already been engaged and sail for England and spend the summer in the old world.—McMinnville Reporter.
Awful, ain't it, from first to last? But who'd a thought our friend Ashbury would so sorely regret to be deprived of the pure and unadulterated literary product of the Bryan goose quill? Is he? That's the question. Had he congratulated the country on the "good riddance," we should have lifted our slouch hat in recognition of his sincerity—but we'll be blown if we aren't "up a stump" now. But never mind brother Ashbury, the "steamboat" will pass pro and con occasionally and may be Bryan will send back some "copy." If not, you can read the Record and get the news."

It must be very painful for Mr. Bryan to ride on a subsidized railroad, but it beats walking at this time of year, and unless he would change his plans and take a trip over brother Ashbury's beloved Senator Mitchell's railroad to Mars—which road is not subsidized—he might be compelled to ride on a subsidized road or walk.
Cheer up, brother, we believe all will be well in the end.—North Yamhill Record.

Some Interesting Facts.

Prof. G. A. Smith, director of the experimental station at Geneva, N.Y., recently spoke upon "Creamery Defects." He said the creamery and the farmer must work in perfect accord, as the poor milk of one patron may seriously injure the whole product. Under the most favorable conditions a half teaspoonful of milk will contain about 400 bacterial germs, which are fungus or vegetable and not animal growths. Under unfavorable conditions there might be over 20,000 of these germs in the same quantity. Filth increases the number of such germs as multiply so rapidly as to spoil the milk. There cannot be too much care in cleansing and washing all utensils used in the milk. A good starter furnishes clean germs to take possession of the milk and cream, and they have a tendency to exclude the bad germs, but cannot counteract those which have been imparted to the milk in fifty barns, or by filthy handling. He advised every private dairyman to use a starter. Milk pasteurized at 150 degrees loses a little of its finest and best flavor.
Prof. Smith also spoke of cheese making and said the home consumption of cheese was increasing because of its better quality. He told of three cows of similar weight and fed the same at the Geneva station. No. 1 gave a profit of \$43.70, No. 2 of \$1.90 and No. 3 a loss of \$11.23 in a year. They found that 100 lbs. of skim milk made 6.8 lbs. of cheese, 100 lbs. of three per cent milk made 10.8, five per cent milk 12.6, and

six per cent 14.6. Cheese stored in a cold room scored much higher than when cured in a warmer room, the best temperature being 55° to 60°, while the ordinary factory has a temperature of 75° or more.—The Dairy World.

The School and the Library.

[TO EDITOR OF TILLAMOOK HEADLIGHT.]
Reading, as taught in our schools, involves two processes: (1). The forming of ideas occasioned by written signs; (2). The utterance of the sounds represented by the signs so as to express the ideas. To become skilled in the first process, which is termed silent reading, the pupil must read much more than is found in any series of school-readers. Children from families having a fair supply of literature, what should be done can be more easily accomplished; but the fact that the majority of pupils are from homes scantily supplied with reading-matter, renders an additional supply of reading-matter in those schools imperative.
But pupils must be trained not only to read, they must be trained what to read. Whether the limited knowledge gained in school shall be an advantage or a disadvantage to the pupil, depends more upon the direction and impulse which his mind there receives than upon the knowledge there gained.
Two sources of influence mainly determine the culture of every one after leaving school—reading and companionship. The ability to read may be a blessing to a child—it may be a curse. Seventy years ago the ability to read could hardly fail to be a blessing. Public sentiment then forbade the publication of a class of papers which are now thrust in the faces of the youth in our cities and towns and temptingly exposed in shop-windows. To-day the corners of respectable sheets are too often blackened by repulsive details of crime that should never have been known beyond the limits of the court-room. I do not condemn the public press. It was never, by its good work, doing so valuable a service to our own people, and to the world, as to-day.

The young need direction in their reading. This may be done by directing the pupil's reading in connection with his school studies, and by directing his reading independent of his school course. The school work must be supplemented by the aid of other books than the text-books. There should be in every school in which pupils are able to read, a good supply of books of reference. Some of the country districts, even, in Oregon, are already awake to this matter. The ready response of parents and others to the efforts of teachers to secure reference-books, shows that many are ready to make the school course more effective. After the reference-book is at hand, the teacher must so conduct the work of the school as to train the pupil to the use of the reference-books. A mode of assigning lessons to the printed pages of the text-books does not lead the pupil to read other books. Such a mode of assigning lessons may make the best reference-books useless. Let the teacher, then, adopt the topical mode of lessons, and provide for the definite use of the reference-books.

In the school-room the teacher prepares the pupil to use the books that may be helpful to him. In the school-room the teacher also makes the need of the public library, if there be one, apparent and makes it serviceable. For instance: In geography the teacher assigns to pupils, individually, questions on topics of interest that are important to every member of the class. These questions are to be answered from the books of the library. The library, with the co-operation of teacher and librarian, now supplements the work of the school. The pupils are trained to read with effect; not to value their reading by the number of pages or volumes read, but by the valuable knowledge or inspiration gained.

To do what is proposed in the best way, the teacher must acquaint himself with that to which he refers his pupils. Just here comes in the advantage to the teacher. The teacher is compelled to acquaint himself with books, to read much and well. Every teacher who thus puts his pupils in proper relations to books, must improve himself and outgrow his former self. The increased light shed upon his work makes it ever fresh and attractive, both to himself and to his pupils.

The teacher not only requires but suggests, with helpful remark, books or selections to be read with pleasure or profit; and in proportion as his pupils have confidence in the teacher, and the teacher wisely adapts his suggestions to the condition of the pupils, they will read with avidity in accordance with the teacher's suggestions.

We have noticed the way in which the teacher is to train the pupil to subsidize reference-books and the library, as a means of rounding out the regular school course of instruction. It remains for us to consider what the teacher is to do in starting the pupils in lines of reading, more or less independent of the regular school studies. This, as far as I can judge from my own experience, must be an individual work. The teacher must consider the surroundings, the acquisitions, the temperament, and especially the tastes of the pupil, ere he is prepared to direct his general reading successfully. I know a boy who shows no remarkable taste for general reading, but who is all intent upon reading whatever he can find within his comprehension pertaining to animals. Most other lines of reading are as distasteful to him as pork to a Jew. This boy may easily be led into an extended course of valuable reading that will open to his mind the utilities and the wonders of the animal world. I have in mind another, whose taste leads him into the reading of history. There are many like him. Some are fond of poetry. Most boys are, at one period of their lives, fond of books of adventure. The individual tendencies of pupils must be studied by the teacher, and, when this is done, he will not be at a loss what reading to recommend.

A good way at the outset is for the teacher himself to take a book from the library that he thinks is suitable, tell the pupil something about it, and then loan it to him for a limited time. This is a sort of bait for the pupil. It enables the teacher to test the tastes of the pupil and his patience in reading. Homoeopathy is often good practice at first. If the relations between teacher and pupil are what they ought to be, a book that has received the attention of the teacher, and comes to the pupil with the discriminating judgment of the teacher in its favor, is felt by the pupil to be, it is, more valuable than a book that the pupil stumbles upon. Every race in its development has its mythic age. At length the literature of a race emerges from its mythology. The life of an individual is an epitome of the history of a race.

There is an age with most children where there is a great fondness for adventure. The active imagination has not yet learned to yield to the curb of reason. Then the adventures of "Robinson Crusoe," of the "Swiss Family Robinson," the wonders of the "Arabian Nights" are most satisfying. Now the teachers must acquaint himself with the books suitable for this period. It is, in many cases, the most critical period. It is one of the saddest of facts that many children emerge from this period to be continuous readers of the wildest and most dangerous fiction, or to feast an unnatural appetite for the marvelous and the sensational by the reading of vile records of crime. They should pass from the highly imaginative literature, suitable to this period of their lives, with a love for the real and the true. Then most will be ready for some department of history, or for biography, or for works of travel. The last named properly come first.

It is ever the duty of the teacher, as opportunity offers, to show the pupils the tendency and the effects of different kinds of reading. The teacher should explain and illustrate the difference between truthful and false fiction. When the pupil leaves school he should have been so trained that he habitually appropriates from current literature, and from the public library what is helpful.

G. A. WALKER.

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Dairy for Ranch Sale.
For sale, a dairy ranch of 263 acres, with 20 cows and 2 horses.—Apply to C. Desmond, Netarts, Or.

The General Purpose Cow.

Almost every dairyman in Tillamook has a preference for some kind of stock, and after a number of years of practical experience experimenting we think that most of them have come to the conclusion that the general purpose cow is best suited to the county and more profitable to the dairymen when everything is considered. Jersey and Holstein cows had their admirers, the same as the Durham and Hereford and other breeds, but from what we can learn the letter breed of cows have taken the place of the Jersey and Holstein. This is something which is worth knowing, and might save others considerable time and expense in experimenting. As a result of raising the general purpose cow the dairy herds in Tillamook have attracted cattle buyers, who have paid good prices for Durhams, Herefords and like breeds, while on the other hand they will not buy Jerseys or Holsteins for beef cattle. As for dairy purposes, a large number of dairymen claim that the Durham or the Hereford are the best cows for this county, and they know what they are talking about from practical experience, for the wide-awake dairymen who have abandoned the specialty cow know from what direction wherein dairying is most profitable. It was Dr. Wythcombe's opinion when he visited this county that the general purpose cow was best adapted to Tillamook. This being the case, it is just as well to heed the experience of others and vote the Durham, the Hereford, and a few other like breeds as the best bossy for Tillamook.

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MARGARET K. WILLIAMS,
of Tillamook City, county of Tillamook, State of Oregon, has this day filed in this office her sworn statement No. 531, for the purchase of the SW 1/4 of NW 1/4, being lot 5 of Section No. 6, in Township No. 1 N., Range No. 7 W. and will offer proof to show that the land sought is more valuable for its timber or stone than for agricultural purposes, and to establish her claim to said land before the Register and Receiver of this office at Oregon City, Oregon, on Tuesday, the 30th day of April, 1901. She names as witnesses:
A. L. Whittem, of St. Johns, Multnomah co., Or.; Frank Baley, of Portland, Multnomah co., Or.; C. E. Hurdley and J. R. Harris, of Tillamook, Tillamook co., Or.
Any and all persons claiming adversely the above-described lands are requested to file their claims in this office on or before said 30th day of April, 1901.
C. S. B. MOORE, Register.

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